STAFF ATTITUDES
TO
ACCESS AND OUTREACH
IN KWAZULU-NATAL
ARCHIVES

Jewel Margaret Koopman

B.A.; U.E.D.; H.Dip.Lib.,
University Of Natal

Supervisor: Patrick Ngulube

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DECLARATION

The author hereby declares that the contents of this dissertation, unless specifically indicated to the contrary, are her own work, and that the dissertation has not been submitted simultaneously, or at any other time, for another degree.

Jewel Margaret Koopman

As the candidate's supervisor, I have approved this thesis for submission.

Signed:...................................Patrick Ngulube; Date:........................

ABSTRACT

The purpose of this study was to investigate staff attitudes to access and outreach in the three provincial and two of the university-based private archives of KwaZulu-Natal (KZN), South Africa. The position with regard to physical, legal and bibliographic access, including reference services and user education, was explored through visiting the five archives and discussing the situation with archives staff, using the "Checklist for a visit to an archives repository" as the first survey instrument. A survey was then conducted among the 45 staff members, using the second survey instrument: "Survey of archives in KwaZulu-Natal: staff questionnaire", in order to find out if archives in KZN hold outreach activities to publicise themselves and promote their use, and if so, which activities are held, and what attitudes staff hold with regard to these activities.

To provide the necessary background information, a literature review was done. The archival situation was looked at from all aspects, starting with a brief overview of the history, development and usage of archives in the Western World, Africa and South Africa and focussing on the current policy and situation in KZN. Background information was also given on the issues of reference services, public programming and outreach in archives generally and in South Africa in particular.

The results of the checklist and questionnaire were then analysed, and revealed difficulties with physical and bibliographic or intellectual access, a lack of user education, and deficiencies in staff qualifications and training. It was found that four out of five archives had held outreach activities, and that there was a growing awareness of the need to publicise archives. Activities preferred by staff and users differed from archive to archive. Staff needed to be aware of which type of activity would appeal to each different sector of the public. Staff attitudes varied on such topics as best ways of encouraging users into the archives, factors causing archives not to encourage new users, and factors causing lack of interest of potential users. It was found that there was a dearth of public relations training both in degrees and diplomas, and of in-service training.

Recommendations were then made for, among others, improvements to premises, reading room service and user education; upgrading of archives qualifications; provision of in-service training and outreach workshops, based on the findings of the study.

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LIST OF ACRONYMS USED

ACTAG	Arts and Culture Task Group
ANC	African National Congress
APC	Alan Paton Centre
CATNIP	Cataloguing Network in Pietermaritzburg
CC	Campbell Collections of the University of Natal
CFAML	Consultative Forum on Archival Management and Legislation
CMMH	Commission for Museums, Monuments and Heraldry
COSATU	Congress of South African Trade Unions
DAR	Durban Archives Repository
EAD	Encoded Archival Description
ILL	InterLibrary Loan
ISAP	Index to South African Periodicals
KZN	KwaZulu-Natal
KZN PTG-AS	KwaZulu-Natal Project Task Group: Archives Services
KCAL	Killie Campbell Africana Library
LibLit	Library Literature Database
MARC AMC	Machine Readable Cataloguing Archives and Manuscripts Control
NAAIRS	National Automated Archival Information System
NAREF	National Archives Register of Photographs
NAREM	National Archives Register of Manuscripts
NAROM	National Archives Register of Audio-Visual Material
NAROS	National Archives Register of Oral Sources
NASA	National Archives of South Africa
NP	National Party
NUA	Natal University Archives

OHP	Oral History Project
OPAC	Online Public Access Catalogue
PAIA	Promotion of Access to Information Act
PAR	Pietermaritzburg Archives Repository
Pmb	Pietermaritzburg
PR	Public Relations
RAU	Rand Afrikaans University
SA	South Africa
SAA	Society of American Archivists
SADF	South African Defence Force
SABINET	South African Bibliographic Information Network
SAHA	South African History Archives
SASA	South African Society of Archivists
SPSS	Statistical Package for the Social Sciences
TFAS	Task Force on Archives and Society
TRC	Truth and Reconciliation Commission
UAR	Ulundi Archives Repository
UDF	United Democratic Front
UDW DC	University of Durban-Westville Documentation Centre
UK	United Kingdom
UN	University of Natal
UNISA	University of South Africa
URICA	Universal Real-time Information Control Administration
USA	United States of America

CHAPTER 1: INTRODUCTION

Archives, in the sense of records of human habitation, have been in existence in South Africa since man first inhabited the area thousands of years ago. Written records have been preserved since the arrival of European colonists 350 years ago. Public records have been kept since the 19th century (Harris 2000:6). Archives of written records will be dealt with in this research project - the records which have been appraised as having continuing value, and which are preserved in an archives repository, whether that be a government repository housing public records, or a private or collecting repository housing historical records and private papers. Although archives have been collected in South Africa for over a hundred years, the use of archives by the people of South Africa has been very limited, due to prevailing political, economic and social factors, such as the policy of apartheid, mass poverty and illiteracy. Even amongst the better educated sectors of the South African population, the general awareness of, and usage made of archives is low.

The main concerns of most archives today are:
- Selection and appraisal of documents
- Acquisitions and accessioning
- Arrangement and description
- Preservation and security
- **User access, reference, outreach and public relations**
- Electronic records and document imaging

(Ellis 1993:v & Hunter 1997:iii).

This research project will be concentrating on the fifth point: the interface between the archives and the user, with regard to user access, reference services, user education, public relations and archival outreach activities, also known as archival public programmes or educational programmes. The researcher will focus on:

- The attitudes of staff to access and outreach in the archives of KwaZulu-Natal;
- Physical access: the ease of accessibility of the archives repositories in terms of physical location; hours of opening; aspect - whether welcoming or intimidating;
- Legal access: access to archival documents in terms of the National Archives of South

Africa Act, 1996, and the KwaZulu-Natal Archives Act, 2000, and regulations and policies of archives repositories;

– Bibliographic or intellectual access: the availability of reference services, reading room facilities, descriptive lists, guides, finding aids, card and computer catalogues for locating archival material; Internet access and websites; and the availability of experienced and helpful staff to guide the user to the appropriate documents and advise on an appropriate search strategy;

– The attitude of staff to users, especially the attitude of front-desk staff and reading room staff, and the way in which the rules and regulations are applied and the impact that this attitude would have on a first-time user;

– Public programmes and outreach activities provided by archives repositories: whether any attempt is being made to publicise the archives; or to market them to the general public and to educational institutions; whether archives have tried to make prospective users aware of either existing or new holdings.

There is a current trend in the Western World to make archives more user-friendly, and more accessible to the public, which will be seen in Chapter 2 in the review of literature. South African archives have lagged behind those in the United Kingdom (UK) and Europe, the United States of America (USA), Canada and Australia in this regard. South Africa was isolated from the international community during the apartheid era, from 1948 to the early 1990s, and was unwelcome as a member of international archives organisations. The ethics practised in South African archives were not acceptable to the international community, which had very high standards of service to all without discrimination, for example those set out in the Association of Canadian Archivists' Code of Ethics (Kenosi 2000:9).

1.1   The research problem

Previous archives policy in South Africa did not promote the use of archives, or attempt to attract users to archives, until the National Archives of South Africa Act of 1996. The use of archives tended to belong to a small select group of mainly academic researchers, historians and genealogists, and the State itself, but the general public did not use them. However, the new National and KwaZulu-Natal Provincial Archives Acts both recognize the need for archives to

become more widely used and understood by the general public.

The research problem is to establish to what extent the staff of archives are attempting to promote their use, to attract new users, and when the new user enters the archives repository, to what extent s/he is welcomed, given user education, provided with reference services and guidance on how to approach using archival documents; and to discover the attitude of archives staff to users, both as reference users, and as participants in outreach activities. The researcher will also investigate whether the staff have been given additional training and help, so that they can perform their new roles adequately, as well as continue to be effective in performing their other duties.

1.2   Purpose of the study

The purpose of this study is to investigate staff attitudes to access and outreach in KwaZulu-Natal archives, with specific reference to:
–   physical, legal and bibliographic access;
–   provision of reference services and user education in archives; and
–   provision of outreach activities in archives.

1.3   Objectives of the study

The objectives of this study are:

a.   to determine the position with regard to public access in archives in KwaZulu-Natal (KZN), in relation to physical access to the archives repository, and legal and bibliographic or intellectual access to the archival documents;

b.   to determine what reference services are available in each archives repository studied in KZN;

c.   to discover the attitudes of archives staff towards providing user education;

d.   to find out if archives repositories in KZN hold any outreach activities to promote the use of archives, to attract new users, and to make the public aware of archives and of their uses, and if so, which activities are held;

e.   to find out if archives staff are prepared for and willing and able to perform the additional tasks of public relations and user education, in addition to existing archival duties, and their attitudes towards providing outreach activities.

1.4   Research questions

The following research questions arose from the research objectives given above:

a.   What is the position with regard to physical access to archives repositories in KZN?

b.   What are the laws and regulations with regard to permission to gain access to documents and records in provincial and private university-based archives in KZN?

c.   What reference services are available in KZN archives with regard to reading room facilities, catalogues and user education?

d.   What is the attitude of staff towards providing user education?

e.   What outreach activities are held in KZN archives, for the purpose of attracting new users to the archives, and increasing public awareness?

f.   Are archives staff prepared for, willing and able to perform tasks relating to public relations, user education and outreach activities? Can they perform these tasks in addition to their existing archival duties? What problems have arisen due to new demands placed on them?

Table 1.1:   Key research issues

Research objective	Research question	Source of data
To determine position with regard to public access in KZN archives - physical, legal & bibliographic access.	What is position with regard to public access - physical, legal & bibliographic - in archives repositories in KZN?	Literature review; Directory of Archives in SA; Archives Acts; visits to archives; "Checklist for a visit to an archives repository".
To find out what reference services are available.	What reference services are available in KZN archives?	Literature review; visits; checklist.
To find out staff attitudes to providing user education.	What attitudes do staff have towards helping users?	Visits; staff questionnaire.
To find out if outreach activities are being held; which activities.	What outreach activities are being held in KZN archives?	Staff questionnaire.
To find out if staff are willing and able to perform PR duties, provide user education and outreach activities.	Are archives staff willing and able to perform PR duties, provide user education and outreach activities?	Staff questionnaire.
To find out if staff are able to perform these duties in addition to other existing duties, and their attitudes to outreach activities.	Are archives staff able to perform these duties in addition to other existing duties? What are staff attitudes to outreach activities?	Staff questionnaire.

1.5 Justification for the study

Very little research has been done on archives in South Africa, especially in KwaZulu-Natal, particularly with regard to access and outreach. This is an almost unchartered area, and this is perhaps the first of many more research projects on archives in KZN, and access and outreach in archives in South Africa. Usage is the *raison d'etre* for archives, and yet up to now it has been the most neglected aspect of South African archives. The importance of access and outreach has been accepted by South African archives experts who have recently rewritten South Africa's legal archival policy. This study will discover whether the new attitudes have yet reached the archives staff, and whether the authorities are supporting the new policy decisions with financial aid and additional staffing and training.

1.6 Scope and limitations of the study

a.   The main limitation of this study is that it is only a Course Work Masters, and not a full Masters thesis. For this reason it is shorter, limited in terms of time available to do the research, and of the scope of this project. Future research projects could examine more closely the user/staff interactions, and other aspects of archives in KZN, such as the effect of the Promotion of Access to Information Act 2000 on archival policy and usage; a study on collection building policies; or a study on preservation policy. It is beyond the scope and parameters of this research project to investigate the above.

b.   This study is confined to one province of South Africa only, and other provinces are beyond its scope. Other research projects need to be initiated in other provinces.

c.   Also excluded from this study are other kinds of archives, for example archives belonging to schools and churches, and business records centres. All of these could be studied from access, outreach and other aspects in other research projects.

1.7 Definitions of key concepts used in this study

Access is used in several ways in this study.

1. Physical access - access is used in its commonly accepted sense as "the condition of allowing

entry; the right or privilege to enter" (Collins 1986:8). This refers to the physical access to the archives building. Is the building easy to find, is it accessible by public transport, could a physically disabled person gain access up a ramp? Is everyone allowed in, regardless of race, etc.?

2. Bibliographic or intellectual access - " The granting of permission to use the reference facilities of an archives; to examine and study individual archives, and to extract information for research and publication " (Acland 1993:460).

3. Legal access - the legal access restrictions placed on the use of certain records.

4. Virtual access - the accessibility of records and archives through the use of computer databases and electronic media.

Access policy

The official statement issued by the authorities managing an archives setting out which records and archives are available for access and under what conditions. It should be in writing, and should be available to users and potential users (Acland 1993:460). In national and provincial archives, this should be defined by archives law.

Archives

1) Those records that are appraised as having continuing value. Traditionally the term has been used to describe records no longer required for current use which have been selected for permanent preservation (Acland 1993:463).

2) The place (building/room/storage area) where archival material is kept, also called an archival repository.

3) The organisation responsible for appraising, acquiring, preserving and making available archival material (Acland 1993:463). Also referred to as an archival agency, archival institution, or archival program (Bellardo and Bellardo 1992:3).

There are three main types: government archives ; collecting archives and in-house archives. The three provincial archives to be studied here fall into the government archives category, and the four university-based archives fall into the collecting archives category. No corporate in-house archives were included in this study, as conditions for access to these archives are quite different from those in government and collecting archives.

Archives policy

An official statement broadly but comprehensively outlining the purpose, objectives and conditions that define the scope of archival activities, the authority under which they operate and the services offered to clients (Acland 1993:463).

Attitude

The way in which a person views something, or tends to behave towards it, often in an evaluative way (Collins 1986:96). The way in which somebody thinks or feels about something. In this case, the way in which archives staff feel about, view and behave towards the users.

Outreach

Includes public programmes, educational programmes and public relations. Outreach activities can take the form of lectures, seminars, workshops, exhibits, displays, tours and film shows. Other forms of outreach are publications and newsletters. Web sites provide wide electronic outreach on the Internet.

Outreach programmes

Organized activities of archives or manuscript repositories intended to acquaint potential users with their holdings and their research and reference value (Bellardo and Bellardo 1992:24).

Public programmes

A planned sequence of community outreach projects and promotional activities which informs the wider community about archival holdings and services and involves its members directly in their documentary heritage (Acland 1993:476).

Staff

In this case, the professional and semi-professional employees of the archives of KwaZulu-Natal, in qualified and semi-qualified posts.

User

A person who consults records held by an archives, usually in a search room, also referred to as

a researcher (Acland 1993:480). Users include creators of documents and other archivists, as well as researchers (Bellardo and Bellardo 1992:36).

User education

The education and training of actual and potential users of archives in matters such as the availability of material and services, the use of finding aids, the use and interpretation of archives, and the value and importance of archives and archival work (Acland 1993:480).

1.8   Structure of the dissertation

Chapter 1 is the introductory chapter, which outlines the research problem, purpose and objectives of the research project, its scope, limitations and importance, and gives definitions of key concepts used in the study.

Chapter 2 is the literature review which provides the background to the research project. This works as a funnel, going from a broad overview of the history and development of archives in the Western World, a brief history of archives in Africa, then in South Africa, the development of archival policy in South Africa, and then focuses on the development of archival policy in KwaZulu-Natal. After this, background information is given on the seven archives repositories to be studied in KwaZulu-Natal, two of which were used for the pre-test, and five for the test. User access is considered briefly in the first part of this chapter as part of the development of archives. Chapter 2 then reverts to the broader view, to study in more detail the issues of user access, reference services, public programming and outreach in archives in the Western World, and then more specifically, archival outreach and the problems in South African archives.

Chapter 3 discusses the research methods used: the literature search and review, the initial visit or exploratory survey and checklist, and the survey and structured interview method. The data collection methods are then set out in more detail: the checklist for a visit to an archives repository, and the survey instrument for use with archives staff. The population for the survey is given, and the means with which to pre-test the survey instrument. This is followed with the administering of the interviews, the staff questionnaires and the data analysis.

Chapter 4 gives the results of the checklist and survey. The results of the checklist are given first, starting with the two archives which were used for the pre-test, the Alan Paton Centre (APC) and the Natal University Archives (NUA). These two results were given for comparative purposes. Then follow the other five archives used in the actual survey: the Ulundi Archives Repository (UAR); the Pietermaritzburg Archives Repository (PAR); the Durban Archives Repository (DAR); the Killie Campbell Africana Library (KCAL) of the Campbell Collections (CC) of the University of Natal, Durban, and the University of Durban-Westville Documentation Centre (UDW DC). Then the results of the survey of archives staff are given, with tabulation wherever appropriate.

Chapter 5 discusses the results outlined in Chapter 4.

Chapter 6 draws conclusions, gives recommendations, and suggests further research to be done.

After this, the list of sources cited is given, followed by the appendices, which consist of copies of the checklist and questionnaire, and a glossary of terms.

1.9 Summary

In this introductory chapter, the research problem was given. This was followed by the purpose and objectives of the study. Then research questions were given, followed by the importance of the research project, its scope and limitations. Finally, definitions of key concepts used in the research project were given, followed by the structure of the project, and a brief chapter summary.

CHAPTER 2: LITERATURE REVIEW

2.1 A brief history of archives in the Western World

The patron saint of both libraries and archives is St Lawrence the Librarian, who was a church archives official in Rome in 258 AD. The Christians were being persecuted by Imperial Rome and Imperial Guards were searching for the church membership lists. Lawrence had hidden them and refused to give them up. The guards captured him and tortured him, tying him to a grid iron over a charcoal fire, but Lawrence still would not give up the lists. He is reputed to have said: "I am roasted enough on this side, turn me over and eat" (Hunter 1997:10). Some librarians and archivists are still passionate about, and protective towards, their collections today, but how many would be willing to give up their lives in order to protect the information?

Libraries and archives are both as old as civilization itself. People have preserved records as long as there have been records to preserve. Records of individuals' lives are found in the hieroglyphics and paintings on Ancient Egyptian tomb walls. Clay tablets were used in ancient Babylon in the 7th century BC. Papyrus records have survived from Egypt and the Middle East for over two millennia (Hunter 1997:10).

In Athens, valuable papyrus documents were kept in the temple of the Mother of the gods. These included official records, such as treatises and laws, as well as plays by Sophocles and Euripides, and the lists of victors in the Olympic Games (Hunter 1997:11).

The first state archives in Rome were built by Catullus in the first century BC, and were called the *tabularium*. Magistrates kept their own records (*commentarii*), which they took with them when they left office. Prominent Roman families kept their own "house archives", or *tablinum* (Hunter 1997:11).

The first modern national archives were established in France after the French Revolution in 1794 in order to document the newly won freedoms and to protect the rights of citizens.

> France was the first nation to pass a law guaranteeing citizens the right of access to archival records. After the French Revolution, government archives were considered public, not private, property (Hunter 1997:11).

This was an important breakthrough, as access to archives had been strictly controlled and limited to officials before the nineteenth century in the Western World   Archives up to that time were there to serve the bureaucrats that controlled them, and to serve the legal needs of the records creators. The creators of records are still an important user group today (Blais 1995).

In 1838, England established its first central archives, the Public Records Office. Until then, documents had been kept in fifty small repositories all over London, where they were decaying badly. The Public Records Office was a separate department, not part of a larger ministry, in which the English system differed to that of France. The independence of archives was to become a key part of archival development in the United States (US) (Hunter 1997:12).

Development of modern archival principles took place in Europe in the 19th century. The development of the principle of *respect des fonds* or provenance took place in France in 1839/41; the principle of original order came from Germany in 1881, and the principle of collective description came from Holland in 1898 (Miller 1990:20). Also in Europe in the 19th century, public archives gradually came to be opened to historians and their students. Historians remain an important user group in archives today, as they provide leadership in historical research and make historical knowledge taken from archival documents more generally known through their work. This may sometimes reach the public through books or articles which they themselves have written, but more often their research is adapted by others into books, articles, films and television programmes, bringing knowledge of historical events to the general public. The learned documentation of heritage increases its worth (Blais 1995).

In the United States of America (USA), manuscripts were collected and cared for by historical societies - the first of which was the Massachusetts Historical Society, founded in 1791 (Miller 1990:24). American manuscript librarians did not accept the European archival principles at that time, as they felt they were not beneficial to research (Miller 1990:20). They continued to treat papers as manuscripts, using library classification systems.   In 1899 the Public Archives Commission was created by the American Historical Association. In 1901 the first State Archives opened in Alabama. However, it was not until 1934 that the US National Archives was built, or that European archival principles were used. The Society of American Archivists (SAA) was

founded in 1936, and in 1940/41, the US National Archives adopted record groups and inventories as the basis for processing (Miller 1990:24). This was because of the huge volume of documents, records and files which came to the US National Archives. It was no longer practicable to treat them as manuscripts, using subject or chronological methods. The principles of provenance and original order had to be used in order to cope with the vast quantities of incoming records - one hundred thousand cubic feet of records were generated by the US government between the Revolution and the Civil War, whereas 3.5 cubic million feet were generated between 1917 and 1943 (Miller 1990:21).

2.2 Background to the users of archives

Use of archives has expanded in the last few decades from bureaucrats, creators of records and historians to include other types of researchers, such as family historians or genealogists, and researchers of local history. "As every citizen is a potential family historian, the prospect of growth among this researcher group is great" (Blais 1995). Family history is a very popular topic in Britain, North America and South Africa, however, interest in family history is not found in all countries. In Russia, genealogists tend to be scholars studying heraldry or searching for aristocratic roots. In Australia, genealogy is not popular as so many families came from convict settlers (Blais 1995). In KwaZulu-Natal, the majority of the Zulu population would not be able to trace their roots at the archives repositories in Ulundi, Pietermaritzburg or Durban, as the older records do not generally include information on black families. In many Zulu families, the family history would have been passed on through the oral tradition, which until recently has not been part of archival collections.

Another fairly recent user group is that of "professional" researchers, such as lawyers, journalists and environmentalists. These users are searching for the answers to a few specific questions, and in most cases they will not be repeat visitors (Blais 1995). A third recent user group is that of "avocational" researchers. These are people trying to find out about a variety of topics that interest them, such as shipwrecks, military artifacts and unidentified flying objects. This group of researchers is not as focussed as the professional researchers and may come back over a period of time (Blais 1995). These users are those who up to now have made good use of information in reference libraries, but have not ventured into archives until recently.

The increased variety of usership poses a challenge to reference archivists. Most educated, westernised people are used to library systems of arrangement. The change from using libraries to using archives presents a challenge to many people. It is up to the reference archivist to explain to the new user the key archival concepts of provenance, original order, collective description and levels of control. Because of the way in which archives are arranged, they are often far more time-consuming to use than books, where the information has been pre-packaged for the user. This is a concept which busy users, pressed for time, may find hard to deal with.

Just as in a reference library a user would not be able to find a book without subject arrangement and a catalogue, so would a user of archives not be able to find a document without understanding the system of arrangement and having access to guides and indexes. Some archivists deliberately keep users in the dark, and others find the information for them, instead of helping them to find the information for themselves. This means that the archivist is either being the gatekeeper of the archives, or the servant of the researcher. When the users are informed by the archivist, they have more chance of becoming partners in research. The archivist has even more of a challenge when faced with a new user who is neither westernised or educated, and may be semi-literate. Archives in third world countries and impoverished areas have many difficulties to overcome.

2.3 A very brief history of archives in Africa

In Northern Africa, Egypt was the home of some of the earliest records in the world. Ethiopia was the only other African country to have a written record in pre-colonial times (Pankhurst 1972:216). An Ethiopian script has existed for over two millennia, and the literary tradition has continued until the present day, in spite of changes in language and alphabet. Early Christian manuscripts were copied and stored in churches and monasteries over the centuries. Traditionally, the books were wrapped in leather and cloth cases and hung by straps to the walls of the sacristy, or stored with grain for the communion bread, or even kept in a cupboard beneath the priest's bed. These manuscripts were seen as precious items, and were pillaged and looted and taken as bounty by conquering civilizations, which included Islamic conquerors and the British. The British Museum has a large collection of Ethiopian manuscripts, which were bought from the military after the British conquest of 1868 (Pankhurst 1972:216-218).

As with Southern Africa, so in the rest of Africa, it was only after the arrival of the Arabic traders and European colonists between the 15th and 19th centuries, the Portuguese, French, German, Dutch and British settlers, that the indigenous languages were written down, and written documents began to accumulate in both European and indigenous languages, leading to an archival system.

2.4 A short history of archives in South Africa

In the early history of Southern Africa, records were kept not in writing, which did not yet exist in this region, but in other ways, such as in San rock paintings, or in the designs on jewellery or pottery. These artifacts are the realm of museums, though, not of archives.

> There has been 'archive' in South Africa for as long as humans have inhabited this part of the world. Collective stories, passed from generation to generation; rock paintings; signs patterned into dwellings, clothing, shields and so on; markings, temporary and permanent, on human bodies; these and many other forms of archive carried the narratives, messages and beliefs of people for millennia. Their traces can still be found in South Africa today (Harris 2000:6).

In Southern Africa, there was no library or archive development before colonization by Europe, as writing was not part of the culture of most African languages. The archives of the people resided in their memories, and successive generations were taught to memorize important facts. In KwaZulu-Natal, the praise poems of the Zulu kings and clans tell the history of the Zulu nation, as well as giving clan members a sense of common genealogy and a common sense of identity. These oral praises are found throughout the Nguni people. The clan praises are known as *izithakazelo* in Zulu, *iziduko* in Xhosa, and *tinanatelo* in Swazi (Koopman 1999:276). They are used by Nguni people as genealogies, as people from western countries would use written genealogies and family trees.

In the late 19th and early 20th centuries, some of these oral memories were written down or recorded by missionaries, historians, social anthropologists and museologists, such as James Stuart, whose *Archive* has become a valuable tool for modern historians (Webb and Wright 1976). The value of oral history in an archives repository is a fairly recent development. The oral memories of people in South Africa were not regarded as archival material until fairly recently.

If one consults *A directory of Oral History Projects in South Africa* (National Archives 1999 (b)), one can see that Oral History Projects (OHPs) do not go back much further than thirty years. One of the earliest OHPs was that of the Rand Afrikaans University (RAU) Library, on the history of the Afrikaans community in the Transvaal, which OHP started in 1968. MuseuMAfrica has tapes of interviews with Johannesburg pioneers from the 1960s; University of South Africa (UNISA) started an OHP in the late 1970s; and Worcester Museum recorded interviews on the history of Worcester and the Boland starting in the 1970s. UNISA did interview famous black people, but the other three interviewed white pioneers. It is only with the recent changes in ways of seeing archives that recordings of oral histories of indigenous people have become valued as historical documentation in archives. Tracings from rock paintings and indigenous artifacts have long been valued by museums, but they are not seen as material belonging to archives repositories, even though they may have been the way in which people recorded their history.

The history of archives in South Africa is generally taken to have started after European colonization began. Written records existed in the Cape from the 1652 landing of early Dutch settlers, who came to grow vegetables and provide a stopping-place for ships of the Dutch East India Company plying their trade between Holland and India. Written records existed in the other provinces from the time that early settlers and missionaries arrived from Europe. These records were in the European languages - mainly Dutch, English and German. The indigenous languages were not written, but existed purely in oral format until this time. One of the earliest written records of the Zulu language was that recorded by the Frenchman, Adulphe Delegorgue, who travelled in Natal and Zululand between 1838 and 1844. At that time, there were no spelling rules for Zulu, and he simply wrote the words phonetically, as he heard them, as if they had been French words. He wrote what is probably the earliest Zulu vocabulary list, entitled *Vocabulaire de la Langue Zoulouse* (Delegorgue 1890:285).

The British colonial system of record keeping was established by the late 19th century, with public records being kept in state offices, the older records being managed as archives. By 1910, when the Union of South Africa was declared, all four colonies - the Cape, Natal, Orange River and Transvaal - were maintaining fledgling archives facilities. After Union, these archives were linked to become a national archives service, situated in the Department of the Interior. This national

archives service was the legal custodian of all central and provincial government office records from the start of 1922 (Harris 2000:6).

Countries in Africa under colonization tended to send their librarians to more developed countries, usually Britain, Europe or the USA, for help and advice in the setting up of libraries. Otherwise, overseas experts were asked to come to the African country as consultants. An example is Elspeth Huxley who was commissioned to tour East Africa in 1944 to conduct a library survey and make a report for governments to act on in Tanganyika and Kenya (Kaungamno 1980:106).

This was the case for archivists as well. The westernized model was used to set up archives in South Africa. In 1921, C. Graham Botha, the Chief Archivist for the Union of South Africa, was sent overseas to Europe, the USA and Canada to visit various archival centres. C.G. Botha was an enlightened man, judging from the Introduction to his Report, which is quoted here:

> "The care which a nation devotes to the preservation of the monuments of its past may serve as a true measure of the degree of civilization to which it has attained." The archives of a nation are its most precious heritage. They form the chief monument of its history. It is now generally admitted by all enlightened nations that a State owes a duty to its history, and that it should make its public records accessible. This can only be accomplished by having a proper archives administration and proper buildings for housing these priceless treasures. A visit to some of the principal archives centres in Europe will make the most casual observer realize how fully alive the various countries are to their duty in respect of preserving and utilizing their records.
>
> In a young country like South Africa, with records of a little more than two and a half centuries old, there is no reason why the administration of its archives should not be on the same level as that of European countries. To-day we may start with a clear field, and avoid the errors into which older countries have fallen. But this can only be done if there is a national consciousness of the value of our heritage, and a knowledge that it should be properly preserved and augmented for the use of present and future generations (Botha 1921:5).

This was written eighty years ago, but it seems that only recently an awareness of the value and use of archives has developed among a wider group of people in South Africa. Why was development in South African archives not better over this long period, especially as such a positive report was submitted in 1921? One possible answer is that from 1948 to 1992, a forty-six year period, the very restrictive Nationalist government laws were in force. Over this period,

archives were under the control of a small group of Nationalist archivists, who preserved selectively, and allowed only selective access to documents. It would seem that almost fifty years of apartheid have damaged the natural development of archives in South Africa, and set the country's archival development back to where other countries were fifty years ago. Many South Africans have not yet reached the point where they "fully realize and appreciate their great wealth in respect of authentic records" (Botha 1921:5).

It is also possible that Botha's *Report* was not taken seriously, and not acted on. It is possible that those in power did not feel that archives warranted public spending when funds were tight. Botha (1921) commented that up to that time archives had been neglected, and that only a "paltry sum" had been spent on them "...in proportion to the number of years of our existence". He also pointed out that archives staff were underpaid, being treated as custodians only, but not acknowledged for being historians (Botha 1921:5).

In 1919, archival administration was centralized in South Africa, and a Chief-Archivist was appointed. The advantage of this was that control of the four "depositories", being Cape Town, Pretoria, Bloemfontein and Pietermaritzburg came from one source; the system of archives keeping became uniform at all four depositories; and information about the contents of all four were available at each (a form of Union catalogue). Serious students had already begun to search through archival documents by that stage. Botha emphasized the need for both the preservation and accessibility of documents. He suggested that South African archival legislation should come into being as it had done in England in 1838, and in Holland in 1918 (Botha 1921:6). He emphasized the need for legislation to ensure the "safe custody, better preservation and convenient use" of records. He also suggested that "non-current" records be transferred regularly to record offices, to avoid their being lost to "fire, damp or dust".

> Until both the Government and the people are fully alive to the fact that the preservation of national records is one of the first cares of the nation, the history of our country must remain a closed book to all but the privileged few, and in this respect we shall lag far behind the civilized countries of the world (Botha 1921:6).

His prediction has indeed come true.

Another point to bear in mind when reading Botha's *Report*, is that he was probably speaking about white South Africans only when he spoke of "the people of South Africa". The Nationalist Government came to power only in 1948, but racial discrimination was present from the early days of British, Dutch and Portuguese settlement in South Africa, as many historical examples will illustrate- for instance the famous ejection of Mahatma Gandhi from a railway carriage reserved for whites in Pietermaritzburg in 1922, and other examples, back to racial incidents that occurred after the landing of Jan van Riebeeck in 1652 and of Vasco da Gama in 1497, as seen at the Maritime Museum in Mossell Bay.

Before the formation of the Union of South Africa in 1910, each province retained its own records, dating from the year of its establishment. The papers from each provincial government were kept in each provincial capital, that is, in Cape Town, Pretoria, Bloemfontein and Pietermaritzburg.

Botha found that total centralization of archives was not being practised in any of the countries he visited, as it was not a successful method. He agreed that centralization was not a good idea, and suggested that the archives of each provincial capital retained the records of that province,

> Whereas an absolute centralization at one spot would deprive the universities situated at other places of the opportunity of historical research   (Botha 1921:8).

He suggested, however, that the records of the Union Government be housed in Pretoria (which was where they were generated).

Botha recommended that the archival principles of classification as accepted in France, Holland and Germany be employed, i.e. the principles of provenance - *respect des fonds* - in French; and *Het herkomsbeginsel* in Dutch. He pointed out that these principles had been adopted at the Conference of Librarians and Archivists at Brussels in 1910. He rejected library methods and purely chronological and alphabetical arrangement as unsuitable for archives. He suggested that the Dutch *Manual* by Muller, Feith and Fruin (1898) be used as the guide for archival management in South Africa (Botha 1921:12).

Another of Botha's recommendations was the construction of a suitable building in each of the provincial capitals, solely for the use of archives, and being based on the European model. Each building needed space, light and air, and special methods of construction to avoid fire and damp. Fire-proof steel shelving was suggested. He had even seen the "rolling book-cases" in the Bodleian Library at Oxford, and in the Cambridge University Library (Botha 1921:41). Many archives repositories today still do not possess rolling book stacks.

He described a "Photostat" machine, manufactured by the Kodak Company of Rochester, New York. This prototype of modern photocopiers was seen in London and Ottawa, and its usefulness impressed him greatly. He recommended its use in South African archives (Botha 1921:55). It is interesting to note that eighty years later, the Ulundi Archives Repository is still waiting for its photocopy machine!

The section on "Public Use" declares that:

> All civilized countries have recognized this right and allow their citizens to use the archives under certain restrictions. It is necessary to have regulations by which the researcher is bound, and these should be rigidly enforced (Botha 1921:20).

Botha's section on "Public Use" deals with the rules and regulations of use, and sets out a model. These are rules for correct behaviour in the reading room, and for handling documents. This is an acceptable archival principle today. Modern archives still do not allow their users to use documents unsupervised. Staff of archives today access the documents for users, and are on duty in reading rooms to supervise their usage.

Botha's report does not mention archival public programming, the marketing of archives, or any form of encouragement to entice people to become users of archives. This was the case in overseas archives at that time as well. Botha probably envisaged the prospective archives user as being a young white male university student, or an older white male university lecturer, researcher, or historian. There is no stated exclusion of women, people of other race groups, or less educated people. He probably simply assumed that they would not be interested in visiting archives - which was the case in South Africa in the 1920s.

In 1922, the national archives services of South Africa were situated in the Department of the

Interior, who were made custodians of all central and provincial government offices. Until 1953, its records management function, that is control over public records still in the custody of their government offices of origin, was minor and purely advisory. From 1953 to 1962, the powers of the national archives services grew, especially with regard to records management. In 1962, the power of the national archives service was extended from its role as the custodian of central and provincial government office records, to incorporate all local government offices. In 1962 the Archives Act was passed, and the archives service developed a significant records management capacity supported by wide-ranging laws and regulations. From the beginning, this service was also permitted to supplement official holdings by collecting private records. Over the years, the department to which it belonged underwent several name changes - from the Department of the Interior to the Union Education Department, then to the Department of Education, Arts and Science, and then to the National Education Department (Harris 2000:6-7). The current name is the Department of Arts, Culture, Science and Technology (Calitz 1998).

The State Archives was profoundly shaped by the apartheid system, which lasted throughout the period of National Party rule, from 1948-1994. By 1994 the then State Archives Service had seven archives repositories and three intermediate repositories (or record centres) in seven cities across the country. The Archives Service included the South African Defence Force (SADF) Archives and the various homeland archives services. Even though the SADF Archives were supposed to be under the control of the State Archives Service, they were run independently by the military, which at that time held great power and autonomy. The homelands archives were extremely rudimentary and unprofessionally run, due to the lack of professional and administrative assistance from the State Archives Service (Harris 2000:7).

In 1994, the government of South Africa moved from Nationalist control to African National Congress (ANC) control, initially as the government of National Unity. During the early 1990s, there were great initiatives on all fronts to discuss the major changes and transformation that needed to be made in the country. In 1991, with the apartheid era drawing to a close, the Director of the State Archives Service lifted the abnormal restrictions which had been placed on access to records in the State Archives, and the "normal" provisions of the Archives Act of 1962 were returned to. This already narrow piece of legislation had been tightened even further by the

placing of emergency restrictions during the height of the apartheid era, making archives even less accessible to the majority of people. This lifting of restrictions was in response to the call from the South African Historical Society for open access to public records and the creation of a Freedom of Information Act (Dominy 1991).

In 1992, the Commission for Museums, Monuments and Heraldry (CMMH) of the ANC, held a workshop to bring experts and activists together for the development of policies in the heritage field. At this workshop, grave concern was expressed at the destruction of records dealing with the anti-apartheid struggle - records both of the state, and of resistance organizations. A moratorium on the destruction of such records was suggested, as well as the return of confiscated records to their owners. It seems that it was already too late for many documents, which had been destroyed by the South African Police and Security Forces (Dominy 1993:68). This was confirmed by the Truth and Reconciliation Commission (TRC), whose aim it was to bring about reconciliation through exposing the truth about past wrongs. Between 1990 and 1994 huge volumes of public records were destroyed " in an attempt to keep the apartheid state's darkest secrets hidden" (Harris 2000:9 referring to TRC SA Report 1998:v.1, chap.8). A security officer was quoted as saying that 35 000 files from John Vorster Square (the Central Security Police headquarters) were shredded and then burnt on bonfires on the South African Police rugby ground (Kenosi 2000:7).

The TRC also revealed that many other non-public records had been destroyed before 1994, including records confiscated by the security police from individuals and organisations opposed to apartheid, as well as records destroyed by bombing of the premises of anti-apartheid organisations both within and without the country. Individuals and organisations fearing state reprisals, either did not keep records, or destroyed them before they could be found. Other anti-apartheid organisations and individuals deposited their records for safe-keeping with the archives sections of university libraries during the 1980s and 1990s. Yet others sent their documents for safe-keeping outside the country (Harris 2000:9-10). This activity has resulted in large gaps in the records of the anti-apartheid era in South Africa. Under the newly elected ANC government, some of these records were returned to the country, and new archives were established, such as the South African History Archive (SAHA) under the auspices of the United Democratic Front

(UDF) and the Congress of South African Trade Unions (COSATU).

In 1995, the Arts and Culture Task Group (ACTAG) was established. This group was appointed by Mr B.S. Ngubane, Minister of Arts, Culture, Science and Technology. There were 23 members, representing a wide coverage of the arts: literature, monuments, music, museums, oral history, theatre, visual arts, community art, dance and film. The three archives representatives were Ms Luli Callinicos, Prof Jabu Maphalala and Prof André Odendaal. Ms Callinicos and Prof Odendaal produced a very comprehensive report in August 1995, containing the vision, historical content, analysis of current archival resources and services, policy guidelines, suggested process and proposed interim measures (Callinicos and Odendaal 1996).

This ACTAG Report on Archives influenced the development of the *National Archives of South Africa Act, 1996*. In the ACTAG Report, the historical context of archives is set out:

> Archives reflect the society in which we live. In South Africa, archives have been highly politicised, revealing the historical biases of colonialism, segregation and apartheid. Apartheid in particular, grossly distorted the acquisition of records, access to records, the destruction of records and the administration structures for the management of archives. Indeed, archives were part of the broader system which negated the experiences of black South Africans (Callinicos and Odendaal 1996:35).

They noted that during the apartheid era, appraisal of public records had been Eurocentric. Records relating to black social history and black genealogies had not been kept. The facilities at the State Archives Services had been segregated. There were separate reading rooms and toilet facilities for different race groups. Abnormal restrictions had been placed on certain documents during the 1980s. Researchers who were suspected of being actively opposed to apartheid were not allowed access to certain documents, and their activities were monitored by Archives Services management. Until the 1980s, job reservation prevented "non-whites" from being employed, and ensured that only whites were appointed to professional archival positions (Callinicos and Odendaal 1996:35).

Archives depots in the four provincial capitals were tightly controlled by the central Archives Services during the apartheid era. In contrast, archives services in the former homelands were cut loose before their prospective archivists had been properly trained, and they therefore never developed properly. Only the Transkei and KwaZulu had properly functioning archives

repositories. However, in terms of resources, quality and staffing these repositories were totally inadequate. The Archives Commission comprised largely white male academics, and did not include women and blacks until 1994. Up until 1995, it was largely ineffective and met only once a year (Callinicos and Odendaal 1996:35-37).

Kenosi (2000) gave the reason for the lack of interest in public access of the SA State Archives of the apartheid era as being that it owed its existence to State interests only. At that time one could say that the archives did not exist for the benefit of the historian or any other sector of the general public, but for the State only. The first obligation of the archivist had been to the State (Grundlingh 1993:78 in Kenosi 2000:6).

When political changes started taking place in South Africa in the late 1980s and early 1990s, archives services had to develop a new image in response to the country's interim constitution. They had to change their image from being an organ of apartheid in the service of the State, to one of being in the service of the people (Olivier 1995 in Kenosi 2000:7).

2.5 The development of archival policy in South Africa, with special reference to KwaZulu-Natal

2.5.1 What is policy?

There are many definitions and different understandings of the term "policy". Policy is often thought of as a statement from a higher authority, for example, government, on the legally correct way an organisation should be run. It often is backed up by a law or an Act of Parliament. In South Africa during the apartheid era, policy was very prescriptive, decided on by an elite power base, tending to be white, male, Afrikaner and Nationalist, with hardly any input from lower levels, women, workers, other race groups or other political parties. This was how the previous Archives Act, no.6 of 1962, was decided. This was used as archives policy for both national and provincial archives from 1962 to 1996.

Policy-making in the new South Africa has changed considerably, in order to redress the inequalities of the past, and be more representative. It is a far more flexible process, with input

from individuals involved in the field, who are asked to form together into project task groups to discuss and formulate new policy. This is the way in which the new archival legislation and policy was drawn up in South Africa recently. The "Position paper on archives and public records in KwaZulu-Natal", was drawn up by the KwaZulu-Natal Project Task Group: Archives Services (KZN PTG-AS). This Position Paper is to be compared with the new KwaZulu-Natal Archives Bill of 2 March 2000, which was the new proposed provincial law emanating from the Position Paper, which became the KwaZulu-Natal Archives Act 2000.

The KZN PTG-AS was established in 1994 by the acting Superintendent-General of the Department of Education and Culture to represent the province's stakeholders in archives, and to advise the Minister on all matters relating to archives. The KZN PTG-AS was composed of representatives from the KwaZulu Archives Service, the State Archives Service, the KwaZulu Archives Commission, the KwaZulu-Natal Branch of the South African Genealogical Society, and the History departments of the Universities of Zululand, Natal and Durban-Westville, as well as a number of individuals invited to participate because of their special expertise and experience (KZN PTG-AS 1995:62). This group was mixed and more representative than previous groups, not only by organisation, but also by gender - fifteen men and four women; and by race - twelve white and seven black. There was still a bias towards white men, but they did not have exclusive hold on the committee, and there was an opportunity for the input of a wide spectrum of points of view.

Policy is usually the written formalisation of behaviour which already exists within an organisation. This would have been the case in the old South Africa, and in African policy-making as well, according to Mchombu and Miti (1993:235), who commented that "the tendency was to maintain the status quo rather than to usher in radical change". This is probably the case in a country with a stable government, but in South Africa, after a major change of government and views, policy-making attempts to change, rather than to maintain, the status quo. The KZN PTG-AS made a deliberate effort to change archival policy as much as possible in order to eliminate all the perceived problems.

2.5.2 Definitions of policy

A useful definition of policy is:

> ... policy is a purposive course of action based on currently acceptable societal values, followed in dealing with a problem or a matter of concern, and predicting the state of affairs which would prevail when that purpose has been achieved (Hart 1995:9).

In 1962, the Archives Act of that time followed the societal values of an apartheid society, and so was acceptable to most of the white population of South Africa. By 1996, the constitutionally acceptable values had changed completely in South Africa, and the old Act was found to be unacceptable. This is why it was necessary to change the Act, and why archival policy is undergoing a radical change.

Menou (1991:50) also has a useful definition of policy:

> A policy is a set of principles which guide a regular course of action. A policy consists of:
> (a)   an image of the desired state of affairs, as a goal or set of goals, which are to be achieved or pursued;
> (b)   specific means by which the realization of the goals is to be brought about;
> (c)   the assignment of responsibilities for implementing the means;
> (d)   a set of rules or guidelines regulating the implementation of the means
>
> (Menou 1991:50).

He goes on to explain that policy "may be observed from the current patterns of behaviour among the various parties concerned (*de facto* policy)" (Menou 1991:50). This is the unwritten policy of an organisation, which may or may not concur with the written policy. For instance, a group of old employees in a South African organisation may be following an apartheid era policy, and be unable to adapt to a new organisational policy, in which racism has been written out. One would be able to observe these employees behaving quite differently to the official new policy of the organisation, and experience the *de facto* policy when dealing with these employees.

Menou (1991:50) also states "They may be stipulated in document (formalized policy) or legal acts (*de jure* policy)." The *de facto* policy and the formalized policy may not always coincide. This is where *de jure* policy comes in - individuals can by law be forced to stick to a certain policy, through legal measures, although this does not always happen. He goes on to state:"The existence of documents does not preclude that a policy is actually in effect nor that the observed behaviour will generally be consistent with it" (Menou 1991:50) The *de jure* policy for archives

in South Africa is "The National Archives of South Africa Act, 1996" on a national level, and on a provincial level, the "KwaZulu-Natal Archives Act 2000".

Menou observes:

> Conversely, the absence of documents does not preclude that there is no policy, as it could be for instance one of *laissez-faire* or be well enough embodied into societal practice so as not to require any documents (Menou 1991:50).

Before 1990, the practice of apartheid was so strong, that restrictions on access to State Archives in South Africa went beyond what was written in the Archives Act of 1962, as has already been mentioned previously. Other policies, to do with behaviour in society as a whole, have also influenced *de facto* and *de jure* policy in archives. For instance, the old "Separate Amenities Act" was carried out in the design of the PAR building. Blacks were provided with a separate entrance, reading room and toilet. This situation no longer prevails after the change of government and the scrapping of the "Separate Amenities Act".

2.5.3 Historical background to archival policy in South Africa

The former national archival law was known as the "Archives Act, no.6 of 1962". This was amended in 1964, 1969, 1977 and 1979. This was a law drawn up by an apartheid government, and it was very protective of State Archives documents. The State had complete control over them, and the Minister could decide "on the grounds of public policy" to deny public access to certain documents. There was no mention of public outreach whatsoever.

In 1992, in anticipation of the change of power from the National Party to the ANC, the Commission for Museums, Monuments and Heraldry (CMMH) of the ANC, held a workshop to bring experts and activists together for the development of policies in the heritage field (Dominy 1993:68). After this workshop, the ANC appointed a sub-committee of the CMMH to report on archival policy. Graham Dominy, historian and archivist, was the convenor, and the members were Luli Callinicos (historian), Verne Harris (archivist), Nomawethu Dunster (librarian at Fort Hare), Mosanku Maamoe (ANC archivist, Fort Hare), Nombulelo Mpongwana (archivist, Umtata), and Dr Tembe Sirayi (convenor of CMMH, Fort Hare, *ex officio*).

The duties of the sub-committee were:

1. To examine the state of management of archives in the country;
2. To formulate a draft policy document regarding archives in a democratic South Africa;
3. To formulate guidelines regarding interim measures;
4. To make recommendations regarding the transformation, popularization and democratization of current archives structures (Dominy 1993:69).

Thus it is that the initiatives to transform archival policy have been underway since 1992. The sub-committee's initial report was incorporated in a broader paper on heritage policy presented at the Conference on Culture and Development in Johannesburg on 26 April 1993 by Prof Sirayi. The report and the recommendations of the Archives sub-committee contributed to the ANC's broader policy considerations, the first of which was:

> The ANC's policy towards museums, monuments, memorials, national archives and national symbols of South Africa rests on the premise that these institutions and cultural structures should foster national unity, reconciliation and democratic values and be accessible to and preserved for the education and benefit of all South Africans (Dominy 1993:69).

It is these ideals which went towards the rewriting of the Archives Act at national and provincial level. The ANC accepted the following principles with regard to archives:

1. freedom of access

2. preservation of records of state throughout South Africa's history

3. anti-apartheid material should be preserved, not destroyed

4. records of the current government should be preserved

5. accessibility to the public of records at central, regional and local levels, by means of evaluation, preservation and classification

6. restructuring of State and former homeland archives

7. an outreach programme aimed at taking archives to the people should be developed (Dominy 1993:73).

An "Archives Commission" was to be appointed as the policy-making body. They were to have responsibility for policy on the appraisal and destruction of records. "Peoples History" programmes, including oral documentation programmes, were to be fostered as part of a programme of democratisation and empowerment of the voiceless. State Archives were to promote awareness among the people that archives are the people's, or the nation's, collective

memory. Archival centres needed to become community resources (Dominy 1993:74). It would be seen whether all these admirable ideals were carried forward into future policy and into the legislation.

2.5.4   Further developments

A further important development in arts policy-making was the establishment of the Arts and Culture Task Group (ACTAG) as described in 2.4. The Archives sub-committee produced a very useful report, containing the vision; historical content; analysis of current archival resources and services; policy guidelines; suggested process and proposed interim measures (Callinicos and Odendaal 1996). The ACTAG Report on Archives led to the "National Archives of South Africa Act, 1996".

As has been explained in 2.5.1, the KwaZulu-Natal Project Task Group: Archives Services (KZN PTG-AS) was set up on a provincial level to facilitate transformation. Its mandate was to :

- advise the Minister on all matters related to archives, particularly the restructuring of public archives services in the province;
- prepare a POSITION PAPER ON ARCHIVES proposing a new policy for archives in the province; and
- draft archives legislation for the province (KZN PTG-AS 1995:54)

In June 1995, the Task Group appointed a sub-committee to draft the Position Paper. This sub-committee consisted of Verne Harris (Chair, State Archives Service); Graham Dominy (South African Society of Archivists); Bobby Eldridge (Killie Campbell Africana Library) and Sibusiso Ngcoya (KwaZulu Archives Services).

This Position Paper led to the KwaZulu-Natal Archives Bill 2000, which appeared in the *Provincial Gazette of KwaZulu-Natal* on 2 March 2000, and was sent out to stake holders in KZN archives for comments, before becoming the KwaZulu-Natal Archives Act 2000.

2.5.5   Vision, values and aspirations

The "Position paper on archives and public records in KwaZulu-Natal" was based on the vision:
ARCHIVES OF THE PEOPLE, FOR THE PEOPLE, BY THE PEOPLE (KZN PTG-AS 1995:

52) This is definitely a change of policy vision from the previous archival practice, which tended to be exclusive. This is a case where an attempt is being made to change an old *de facto* policy through new formalized policy and *de jure* policy. Through the vision of the new leaders in archives, the behaviour of archival staff will have to be changed in some cases. This will not happen overnight, but gradually through retraining and transformation workshops.

Menou states that policies have hidden parts, consisting of:
  (a) more general policies governing them;
  (b) general concepts and ideologies and
  (c) durable power structures (1991:50).

It would have been impossible for the KZN PTG-AS to have come together or to have had this vision or have formulated this Position Paper in South Africa pre-1990, as the old archival policy, whether written or *de facto*, was controlled by the more general policies of apartheid, exclusion and secrecy.

The vision of the KZN PTG-AS expressed their underlying values and aspirations. Hart (1995:18) states that this is the first main step of policy analysis - "it is important for decision-makers to identify the values and aspirations that drive them". He defined a value as "a belief that something is good and desirable". In this case it would be the freedom of access of the people to archives. He defines an aspiration as expressing "a desire to achieve something that is presently out of reach" (Hart 1995:18). For example, the aspiration of this Group would be more involvement of the general population of South Africa in contributing to and using archives. Hart explains that "a clear understanding of underlying values and aspirations helps policy-makers take decisions that move in the directions of achieving their long-term goals" (1995:18).

However, policy must be grounded in reality.

> If the subsequent policy analysis shows that the aspirations are not achievable, then we must be prepared to adapt dreams to reality. Policy analysis seeks to ensure that policy decisions are both consistent with important values, and grounded in reality. This may mean modifying aspirations, or moving towards them step by step, over time. Policy analysis helps decision-makers to understand and explain why they cannot achieve everything immediately.
> In the past, opponents of apartheid have been particularly good at articulating alternative values and aspirations, but less skilled at formulating the policies necessary to achieve them... (Hart 1995:18).

It remains to be seen whether the new archival policy will be idealistic and over-ambitious, or whether archives will manage to achieve full transformation in the near future. It would seem that the policy is grounded in reality, and that the role players have started to put it into practice, as during 2000, Verne Harris organised a workshop on affirmative action at the Pietermaritzburg Archives Repository (PAR), to carry out that aspect of the National Archives of South Africa Act of 1996 (Hawley 2000).

Other countries, such as Britain, do not have the legacy of apartheid to grapple with in their formulation of new policies. This is very apparent in Feather and Eden (1997:93) where they propose "A suggested framework for the development of a national library and archive preservation strategy for the UK and Ireland". As they are not concerned with a previous political problem of racial exclusion, they are more able to look at the practical realities of archival material. Their aspirations they express under "Rationale" as:

> The documentary heritage is in serious danger from decay, neglect, ignorance and the failure fully to exploit available resources...
> The purpose of a national preservation strategy is to ensure that this heritage is maintained and supported, and that, where appropriate and possible, it is made available (Feather and Eden 1997:93-94).

The emphasis in their proposed policy document is on preserving the documents. They do not have to worry as much about the problems of access and exclusivity, as South Africans do. As archival records have been so inaccessible to the majority of the South African public in the past, this is where the emphasis of the proposed policy document is being placed. This is not necessarily a case of over-compensation, but an attempt to redress the inequalities of the past.

In the UK, the concern is for the fragility of the document, due to Britain's ancient history, which gave rise to ancient documents, the like of which are not to be found in South Africa, where documents will not be much more than five hundred years old, starting with the documents of Vasco da Gama in 1495, as identified in Bird's *Annals* (Bird 1885). Most South African documents would be far more recent than this. In Britain, manuscripts could be over a thousand years old, and need major preservation and care. However, there is also the strong desire to make them available for public access wherever possible.

2.5.6   The problem in its context

Hart recommends the understanding of the problem in its context as the second step in policy analysis. This has been done by the KZN PTG-AS, who entitled point 3 of the Position Paper "Historical perspective", and point 4 "Current archival resources and services".

Under "3.3. Private institutions", KZN PTG-AS points out that all three of the province's public archives repositories, in Pietermaritzburg, Durban and Ulundi, are mandated to collect private archives as well as public archives. There are also four well-established university-based archival institutions in KZN - the Killie Campbell Africana Library in Durban, the Documentation Centre of the University of Durban-Westville, the Alan Paton Centre and the University Archives at the University of Natal in Pietermaritzburg, and many small emerging archives at churches, schools, businesses, libraries and museums, which collect private and organisational archives. Even so, there are enormous spaces in our documentary heritage, particularly with regard to

> ...the struggles against colonialism, segregation and apartheid. The voices of the marginalised, particularly black people, are seldom heard. Oral testimony is scarce. And curators have not been particularly successful at turning their holdings into community resources by reaching out beyond their mainly academic and (white) genealogical users. (KZN PTG-AS 1995:58)

Thus one of the main problem areas in KZN's archives has been isolated and highlighted. This shows that the PTG-AS was very aware of the situation they were dealing with, and were able to identify this and many other problem areas for redress in a new policy document.

Another important problem which they highlighted was the change in the types of users of archives. As has already been said, historically, archives in South Africa have been the domain of the State and a small white elite of academics and historians. More recently, archives have been used by genealogists, citizens trying to establish land rights, schools and colleges. However, "archives remain hidden from the mass of KwaZulu-Natal's people. The huge potential of archives as a community resource remains largely untapped" (KZN PTG-AS 1995:59).

In Section 4 the situation was considered with regard to public archives services, private institutions, the South African Society of Archivists, and education and training. In each of these

areas the current situation was set out, with recommendations for improvements. All of these aspects needed tackling in the new national and provincial archival laws.

2.5.7   The way ahead: proposed policy guidelines

"The way ahead" was a most important section of this Position Paper, being the actual future policy proposals. As has been discussed, it is most important for policy makers to have a vision, and to express their values and aspirations. The vision is again stated as: "ARCHIVES OF THE PEOPLE, FOR THE PEOPLE, BY THE PEOPLE". Also stated here are the practical essentials of archives management, such as adequate funding, proper management, wide accessibility and extensive utilisation. The importance is stated of public access to information, the development of human resources, and efficient, accountable public administration.

The next important point was the need for legislation to underpin the transformation of archives. Transformation is followed by restructuring, which is followed by legislation to underpin the new structures. The PTG-AS proposed that "the drafting process should accommodate transparency, accountability and widespread consultation with stakeholders" (KZN PTG-AS 1995:64). The new legislation should be so different from the old legislation, that there should be no attempt to modify existing legislation, but rather to start afresh. The importance of new laws harmonising with existing laws is acknowledged here. Provincial and central legislation must agree, as well as overlapping legislation, such as the new Freedom of Access to Information Act.

With regard to structures, functions and services, the fundamental aims and functions of the Provincial Archives Service are stated as preservation; access; efficient management; promotion of awareness of archives; encouragement of archival and records management activities and organisations; and co-ordination and co-operation between public and private institutions. It is recommended that the new National Archives support the provincial archives by laying down professional guidelines - as is mentioned in the British proposal for a National Preservation Policy (Feather and Eden 1997:1). They should also provide certain services at national level, such as heraldic services; a national computerised retrieval system and the management of film, video and sound archives.

Hart stated that it is important to "identify the alternative courses of action open to you" (1995:19). In this case, it could have been decided that each province should have their own computer system and film library, but this would have been very impractical. With regard to computer systems, setting them up requires a high level of expertise, which would then have been required in each province. The centralisation of the national database overcomes this problem. Other problems which are addressed are the lack of facilities for restoration of archival material; the management of electronic archives; and the lack of custom-designed buildings in Durban and Ulundi.

The proposed policy guidelines specifically address problem areas regarded as having been neglected under "Vision".

> The following areas related to service provision require urgent attention:
> - Outreach programmes to make archives more widely known and accessible should be implemented.
> - The collection of oral testimony (to fill gaps in the record) should be promoted.
> - Public records should be open for use to the maximum extent that is consistent with public interest." (KZN PTG-AS 1995:65)

This point ties up with the originally stated values and aspirations, and agrees with Hart's point 6: "Measure the chosen course of action against important values and aspirations". The steps which have been laid out as proposed policy seem to take adequate measures to overcome originally stated problems. This is a very good position paper, covering all aspects of the problem.

2.5.8   A comparison of the Position Paper with the Act

The KwaZulu-Natal Archives Bill 2000 was published in *The Provincial Gazette of KwaZulu Natal* of 2 March 2000. The public and other interest groups were invited to submit representations to the Bill by 23 March 2000. This period was extended to 30 March 2000, due to "delays in getting the details of relevant interest groups on this Bill". However, the Bill was only put in the post to the Alan Paton Centre on 4 April 2000, and received on 7 April 2000, after the final date for comment. The same situation applied to the PAR, who are directly affected by this Act (Hawley 2000). This was unfortunate, as it means that not all interested parties were able to make representations on the Bill, with no input from archival staff in Pietermaritzburg. In the Position Paper, it was recommended that:

> "5.2.3. The drafting process should accommodate transparency, accountability, and

widespread consultation with stakeholders."

The widespread consultation with stakeholders did not take place in the final stages, as the stakeholders in Pietermaritzburg were informed too late of the final date for comment.

The Act does not have a heading for vision, which is unfortunate, as the key tenet of the Position Paper was the vision: "ARCHIVES OF THE PEOPLE, FOR THE PEOPLE, BY THE PEOPLE".

The recommendation of the Position Paper was that "A public archives service for the province should be established" (KZN PTG-AS 1995:65). The Provincial Archives is established in the Act. The head of the Provincial Archives will be known as the Provincial Archivist. However, these will not be new establishments with new staff. It is explained in the Act under Transitional Provisions, that the Director of Archives in the KZN Department of Education and Culture, will become the Provincial Archivist. Hopefully this will not just be a name change, without being a total organisational change. The name change itself was suggested in the Position Paper. The Principal Archivist of PAR pointed out that the post of Director of Archives is at the moment vacant as it was not filled after the previous incumbent died. This means that there will be no-one to automatically become the new Provincial Archivist. This post will need to be filled, but it is important to provide provision for a well-qualified, experienced and capable person, as this person has an important role to play according to the Act (Hawley 2000). This post had still not been filled over a year later.

The rest of the Act deals with the "new" Provincial Archives. It does not deal with private archives at all, except that one of the functions is to "promote co-operation and co-ordination between institutions having custody of non-public records with enduring value". (KZN Archives Act 2000:3.1.e.) This agrees with the Position Paper, which states: "The role of the provincial government vis-a-vis private institutions should be one of support, advice and nurturing rather than of control" (KZN PTG-AS 1995:66).

The objectives and functions of the Position Paper and the Act tie in with each other quite well. The Act states:

> 3. (1) The objectives and functions of the Provincial Archives are to -
> (a) preserve public and non-public records with enduring value for use by the

public and the state;
(b) make such records accessible and promote their use by the public;
(c) ensure the proper management and care of all public records;
(d) collect non-public records with enduring value of provincial significance which are not more appropriately preserved by another institution;
(e) promote co-operation and co-ordination between institutions having custody of non -public records of enduring value; and
(f) promote an awareness of archives and records management, and encourage archival and records management activities and organisations (KZN Archives Act 2000).

This is a very positive section, as it places emphasis on the use which the public can make of archives, and advocates their promotion to the public, as well as the encouragement to be given to other archives.

With regard to the powers of the Provincial Archivist, in the Position Paper, specific mention is made of outreach activities to make archives more widely known and accessible. This extremely important aspect in the transformation of archives hardly appears in the Act. The only mention is under this point:

4.(1) The Provincial Archivist shall...
(d) make known information concerning records by means such as publication, exhibitions and the lending of records (KZN Archives Act 2000).

The Act makes provision for public access to public records which are twenty years old or older; and of private records subject to any other applicable condition. Access may be refused to a record on the grounds of its fragility. Even in this case, there can be "the right to appeal to the Council against any such refusal". This is good, in that there are no excuses for lack of openness.

The section on management of public records covers one of the initial worries of the ANC in 1992, as described by Dominy (1993:68), of wholesale destruction of records by the security forces and others. The Provincial Archivist is given sole authority for permission for destruction of records:

8.(1).(a). no record under the control of a governmental body shall be destroyed, erased or otherwise disposed of without the consent of the Provincial Archivist (KZN Archives Act 2000).

This aspect was not mentioned in the Position Paper, however, it did state that the documentary

heritage of KZN should not be plundered by external collectors. Presumably, the above clause gives the Provincial Archivist the power to stop external collectors removing government records, but there is no control over an external collector purchasing or taking and removing private records.

In the Position Paper, it was pointed out that the KZN archives do not possess facilities for the management of electronic archives. This comes up in the Act as:

> 8.(1).(b).   the Provincial Archivist shall -
>   (ii).   determine the conditions subject to which electronic records systems should be managed   (KZN Archives Act 2000).

This gives the Provincial Archivist the mandate to go ahead with management of electronic records, but no clear guidelines as how to do it. This Act gives the Provincial Archivist very wide powers and a high level of responsibility and decision making. This post will need to be filled by an extremely competent and experienced archivist.

One of the criticisms which the Principal Archivist of PAR had of this Bill, is that the Archives Council can be appointed by the Minister without any input from KZN archivists. She felt that only members with expertise in archives should be appointed (Hawley 2000). There are regulations still to be published with regard to the appointment of this Council. As has been the case with other advisory councils, the members of a profession will not support the decisions of a Council unless the members are well respected people in that profession. This Council will give the Provincial Archivist much practical support, so will also need to be highly skilled and experienced archivists, not merely vague advisors from afar.

Provision is made for an Annual Report, including a budget and expenditure; list of disposal authorities; account of unauthorised disposals; and an account of government bodies who failed to comply with the Act. This is a requirement of most organisations, to ensure that the work is being done properly.

In comparing the Act with the Position Paper, the Act is rather disappointing. The Position Paper is much stronger on transformation of archives in the new South Africa. The Act does not equal the Position Paper on vision, provision for outreach activities, provision for electronic archives

or the way forward. The drafting of the Position Paper also seems to have been far more democratic and involved more consultation with stakeholders than the Act. As Hart (1995:63) commented: "Public policy should be tested in terms of the impact it has on individual South Africans' lives." It will remain to be seen what transformation the Provincial Archives of KwaZulu-Natal undergoes in the near future.

2.5.9 The implementation of the KwaZulu-Natal Archives Act 2000

Negotiations took place to discuss the implementation of the newly tabled KwaZulu-Natal Archives Act. A meeting took place between senior staff of the National Archives, and of the three Provincial Archives at Pietermaritzburg, Durban and Ulundi, on 9 March 2001 (Hawley 2000). According to the Act, the control of these three archives now falls under the new Provincial Archivist (not yet appointed) based at Ulundi. They will operate independently of National Archives in Pretoria.

2.5.10 Further information policy developments in South Africa

The two most recent pieces of legislation to affect archival policy in South Africa are the Promotion of Access to Information Act, no.2 of 2000 (PAIA), and the Cultural Laws Amendment Act, no.36 of 2001. The PAIA will dominate all other legislation with regard to access to information. Archival legislation will be subordinate to it, but can be used as long as it does not conflict with the PAIA (Harris 2000:25). The PAIA affects public access to both public and private archives. The need for a Freedom of Information Act had been noted almost ten years earlier, by the South African Historical Society (Dominy 1991).

Harris and Merrett (1994:684) stated that a democratic South Africa should be concerned about freedom of information in order to reclaim its history, and in order to make the government accountable for its actions, especially as in the past the South African government played a repressive role (Harris and Merrett 1994:684).

Kirkwood (2002:3) put forward five rationales for legislation for access to information in South Africa:

–   The South African Constitution of 1996 provided the right of access to information in

section 32(1):

"Everyone has the right of access to -

(a) any information held by the state; and

(b) any information that is held by another person and that is required for the exercise or protection of any right" (South Africa 1996).

–   "...freedom of information is a necessary pre-condition for an effective and participative democratic society, in which government is both transparent and accountable to its citizens;

–   ...open and accountable administration is promoted by the free flow of information;

–   ...participative democracy and accountability encourages better administrative decisions;

–   ...information can be considered as an economic resource and its free flow can contribute towards reconstruction and development" (Kirkwood 2002:3).

The provisions of the PAIA came into operation in March 2001. These provisions both take precedence over and mesh with the provisions of the National Archives of South Africa Act, no. 43 of 1996 (Kirkwood 2002:8). Ironically, in certain cases, the provisions of the PAIA will in some cases make access to certain public records even more restrictive than was the case in the apartheid era. In certain cases, where there are legitimate needs for confidentiality and secrecy, access to information in the operations of governmental bodies could be refused. "On the other hand, provision is made for mandatory disclosure in the public interest if it would reveal evidence of a substantial contravention of the law or imminent and serious public safety or environmental risk" (Kirkwood 2002:10).

The PAIA provides for protection of personal privacy as grounds for refusal of access, whereas the prior national archives legislation of 1962 and 1996 did not. Examples of such records which could be withheld are those which may cause serious harm to an individual in terms of their physical or mental health or well-being (Kirkwood 2002:11). It is not totally clear to archivists in terms of the provisions of the PAIA whether they should provide access to certain documents or not. They may be legally allowed to provide access to documents containing psychological profiles and case histories of individuals, or police reports from informers at homosexual gatherings, but not wish to do so from an ethical basis (Kirkwood 2002:10).

2.6   Background to seven archives in KwaZulu-Natal

The seven archives in which the research for this project was conducted are the three provincial and the four university-based archives in KwaZulu-Natal (KZN). It was decided to study these seven archives, as they are the main archives repositories of KZN. There are no other national, provincial or university-based archives in the province. Other archives in KZN are those attached to commercial companies, such as the in-house archives of Umgeni Water; church archives, such as the Anglican Diocesan Archives, and school archives. It was decided not to include these other types of archives in the study, as they have very different access and outreach considerations.

The three provincial archives, which since 2002, together form the KwaZulu-Natal Provincial Archives, are:

1.   Pietermaritzburg Archives Repository (PAR)

2.   Durban Archives Repository (DAR)

3.   Ulundi Archives Repository (UAR).

The second group are based on university campuses. One of this group is the Natal University Archives (NUA), which is a true university archive. Two are not strictly speaking "university archives", as they do not house the documents of the universities concerned. These two are involved in collecting historical and political documents from the areas in which they are situated. They are funded by the universities and by private donors. They are the Killie Campbell Africana Library (KCAL), which is situated in the Campbell Collections of the University of Natal in Durban and the Alan Paton Centre (APC) of the University of Natal in Pietermaritzburg. The fourth archive in this group is the University of Durban-Westville Documentation Centre (UDW DC), which combines the functions of a university archives with that of a historical/political archive.

2.6.1   The Provincial Archives

2.6.1.1   Pietermaritzburg Archives Repository

Situated in a large, purpose-built building in Pietermaritz Street since 1936, this is the oldest and largest archives repository in KwaZulu-Natal. The first Natal Government records were collected in the early 1900s, under the part-time custody of a government employee. It was initially known

as the Natal Archives Depot. It was originally responsible for the custody of all the official records in the province of Natal, until the establishment of repositories in Durban and Ulundi.

Its core holdings are the records of the offices of the Natal Colonial Government. It also holds older records - those of the Pietermaritzburg Landdros of the Voortrekker period. Other historical holdings are those of the old Provincial Council Library; non-public records of value, such as the Colenso and Shepstone collections; photographs and maps. The post-colonial holdings include the records of provincial administration, government offices, local authorities, magistrates and commissioners.

The geographical acquisitions area covered by the PAR includes the KZN Midlands, from Cato Ridge to the Drakensberg. The Durban and coastal regions are excluded, as is Northern Natal, from the Umfolozi River. Central government records are excluded, with the exception of magistrates' offices. Although the acquisition of public records is the main priority, non-public records reflecting the history of KZN are also acquired.

Most of the records older than twenty years are available for public access. Some records within this period may be accessed with written permission. The birth registers of the Department of Home Affairs are subject to a hundred year closed period, in accord with the National Archives Act 1996.

The PAR is open from 08h00-16h00 on weekdays. To increase public access time, it is also open on the second Saturday of the month from 08h30-12h00. A public reading room is available, which houses many finding aids: inventories, index cards, lists, and the computer database of the National Archives of South Africa (NASA), the National Automated Archival Information Retrieval System (NAAIRS) (NASA 1999a:94-96).

2.6.1.2   Durban Archives Repository

The Durban Archives Repository (DAR) is not situated in a building designed especially for the purpose of housing archives - it is in Nashua House in Demazenod Road, Greyville, Durban. This repository was established in 1990 as an Intermediate Depot, but has since become a fully-fledged

archives repository.

Its holdings consist of all public records of permanent value within its area of jurisdiction - Durban and the KwaZulu-Natal North and South Coast. The largest holdings are the records of the Durban Town Clerk, the Registrar of the Supreme Court and the Registrar of the North Eastern Divorce Court. Ships' lists are also collected. Non-public records are also acquired when possible, and oral history is recorded and photographs are taken to fill in gaps in the holdings.

Most of the holdings have inventories. About a quarter have transfer lists, and a quarter is data-coded and can be traced electronically. A small portion has no finding aids. They do not contribute to NAAIRS, but can use NAAIRS to access the holdings of other repositories on-line. The opening hours are weekdays from 08h00-16h00 (NASA 1999a:37-39).

The rules of public access to documents are the same as those of the PAR, in accordance with the National Archives Act of 1996. As with the PAR , the DAR is no longer under the jurisdiction of the National Archives, but now falls under Provincial Archives in Ulundi, as from 1 April 2001.

2.6.1.3   Ulundi Archives Repository

The Ulundi Archives Repository (UAR) does not have a purpose built building, but is situated in a group of five buildings in Ulundi. It was established in terms of the KwaZulu Archives Act no.12 of 1992. It is responsible for the documents in all government offices in the former KwaZulu territory, and shared responsibility with the National Archives Service for offices of the new Provincial Administration. The KZ government offices covered include community, tribal and regional authorities. The UAR is also mandated to collect private archives. The core holdings are from the Department of Land Affairs; magistrates' offices; Public Service Commission; Cabinet Ministers' offices; and records from former KwaZulu departments, such as Agriculture, Education and Culture, Finance, Health, Interior, Police and Works.

The hours of opening are weekdays 07h30-16h00. Access to documents is on request. Finding aids consist of unpublished lists, and there is no participation in the National Register or NAAIRS as yet.

2.6.2   The University-based Archives

The main difference in the acquisition of documents in the university-based (private) archives as opposed to the government or provincial archives is that the government archives receive their public holdings according to the National Archives Act, 1996, whereas the private archives need to solicit people for their holdings, whether in the form of donations or purchases. This means that a great quantity of public records are continually being added to the government holdings, whereas the increase in holdings in private archives depends on the good will of the people, and on the degree to which the archives are well known, the outreach of the staff, and the publicity given to the archives. Funding becomes a main issue for private archives, but public archives receive their funds by law from the state or province. The KZN university-based archives under discussion are fortunate to be housed at, and supported by, their various universities, who provide housing, furnishings, shelving and building maintenance, and funding for staff salaries, stationery and basic necessities.

In the case of the university archives, such as Natal University Archives (NUA) and the University of Durban-Westville Documentation Centre (UDW DC), it is mandatory for certain university documents, such as minutes of meetings of the university executive, and publications, to be deposited.

The advantage which private archives have over public archives is that they are not bound by the rules and regulations, the Acts and procedures which bind the public archives. This does not matter so much when the laws are fairly open and flexible, as they are now. However, in the apartheid era in South Africa, the laws and policies were strict and inflexible, and the staff in state archives were held down to following them to the letter. This caused stultification in the older public archives (such as the PAR), while the older private archives (such as KCAL) had no such restrictions, although their *modus operandi* were still overall controlled by the general laws of the country.

2.6.2.1   Killie Campbell Africana Library

The Killie Campbell Africana Library (KCAL), is situated in the home of the late Miss Killie Campbell, who died in 1965, bequeathing her home and collections to the University of Natal.

Killie Campbell filled her family home, Muckleneuck, at 220 Marriot Road, Durban, with numerous valuable and unique collections of manuscripts, books, photographs, maps and government publications, covering a variety of topics about South Africa in general, and KwaZulu-Natal in particular. Muckleneuk also houses several museums established by other members of the Campbell family. The entire complex is known as the Campbell Collections (CC) of the University of Natal.

The acquisitions policy is to accept relevant donations from members of the public, or to buy appropriate collections if funds are available. The manuscripts collection is an important source on the early history of contact between Zulu and Nguni-speaking inhabitants of Natal and the British colonists, including documents relating to the Anglo-Zulu War and the South African War of 1899-1903. Other important collections include the records of educational institutions, farmers' associations, sporting bodies, commercial undertakings and welfare and conservation organisations. Political conflict post-1948 is also reflected in several collections.

The core holdings are the James Stuart Collection of interviews conducted in the early 20th century with Zulu-speaking informants; the Bishop Colenso Papers, and the Evelyn Woods Papers, consisting of the letters of a prominent member of the colonial British military. Also, the records of Inanda Seminary; the E.G. Malherbe Collection and the Black Sash Records from the Durban and Coastal branches. An Oral History Project took place between 1979 and 1982, of interviews with a cross-section of mainly Zulu-speakers in the Durban area.

Finding aids to gain access to the manuscript collection previously consisted of a card catalogue, inventories, and the University of Natal's Durban URICA computer catalogue. The KCAL was not yet linked to NAAIRS in 1999, although investigations were underway to provide a link. In 2001 the choice was made to set up their own web site: http://khozi2.nu.ac.za. This web site has recently provided an on-line catalogue of archival descriptive lists, which are currently being added to, until the descriptive lists of the entire collection will be available on the Internet.

The opening hours are weekdays from 8h30-12h30 and 13h30-16h30, and Saturdays 09h00-12h00. Researchers may work in the KCAL reading room, with the help of staff, at these times

(NASA 1999a: 66-68).

2.6.2.2   Alan Paton Centre

The Alan Paton Centre (APC) and the Natal University Archives (NUA) were originally part of the same archives housed on the campus of the University of Natal, Pietermaritzburg. When the NUA increased in size beyond the holding capacity of the original premises, it was moved to another vacant building on campus. The Alan Paton Centre, established in 1989, remained in the original Archives house, on Milner Road, Scottsville. The APC grew out of a donation by Mrs Anne Paton, widow of Alan Paton, the author of *Cry, the beloved country*, of the contents of Paton's study, including his books, journals, furniture, plaques, awards, pictures and photographs. The valuable collection of the original manuscripts of Paton's poetry, short stories and correspondence was also donated. Added to this core collection was that of the Liberal Party of South Africa, the Black Sash Midlands region, the Detainees' Support Committee (DESCOM), and many other NGOs which were active in the Natal Midlands and Pietermaritzburg in the struggle against apartheid from 1948 - 1994.

The APC's acquisitions policy continues to be the collection of manuscripts and papers of individuals and organisations involved in the anti-apartheid struggle. These are donated, as funding is not available for the purchase of collections. An Oral History Project (OHP) took place between 1994 and 1999, during which interviews were conducted with anti-apartheid activists, for which the tapes and transcripts are available. The tapes and transcripts of a second OHP are also housed at the APC, being that of the Sinomlando Project, formerly known as the School of Theology OHP, UNP, on "The Churches' response to Apartheid", during which members of the Black clergy were interviewed.

Finding aids are available in the form of the URICA computer catalogue of the University of Natal, Pietermaritzburg, which is part of the Cataloguing in Pietermaritzburg (CATNIP) network. The holdings may also be found on the South African Bibliographic Network (SABINET), and in the printouts of the NAAIRS databases - NAREM, NAROS and NAREF - of National Archives, to which the APC contributes. These databases are accessible online at the PAR and at National Archives and other large archives. Many of the collections also have detailed

descriptive lists available. The collection may be accessed on the Internet via CATNIP, SABINET, and NAAIRS. The APC has a web site which is linked to the web site of the UNP Library, and produces an annual newsletter, *Concord*.

The opening hours are weekdays 08h30 - 13h00 and 14h00 - 16h30, excluding public holidays. Staff are available during these times for helping members of the public with queries and researchers in the reading room.

2.6.2.3 Natal University Archives

The Natal University Archives (NUA) is a true university archives, in that it aims to reflect the history and development of the University of Natal (UN) by collecting papers, publications and photographs of staff of the UN, minutes of meetings and departmental documents, from all three campuses (Durban, Pietermaritzburg and Medical School). Their holdings are entered on CATNIP and SABINET, and are beginning to be entered on NAAIRS, all three databases of which are accessible from the NUA. So far they do not have their own web site, oral history project or publication, but an OHP is proposed for 2002, and they can be located through the web site of the Natal University Library, Pietermaritzburg. Their opening hours are 8h00 - 13h00, and staff is available for helping researchers in the reading room.

Plans are being made for a merger between the Universities of Natal and Durban-Westville in 2003. The Edgewood College of Education was merged with the University of Natal by 2002, but by the end of 2002, no definite plans were in place for the merging of the archives of the universities and the training college.

2.6.2.4 University of Durban-Westville Documentation Centre

The University of Durban-Westville Documentation Centre (UDW DC) was established on the campus of UDW in 1979. When Prof. G.S. Nienaber was Chairman of the Council of UDW, he motivated for the establishment of a documentation centre for South African Indians, as no attempt had been made up to that point to document the history of this minority group. This group includes Malays, who arrived as slaves in the Cape from 1652, and Indian indentured labourers, who were brought out to work in the sugar cane fields of Natal from 1860. The UDW

DC functions both as an archive and a museum, and includes documentation of the KZN region.

The acquisitions policy of the DC is to acquire by donation and purchase the materials available on the Indian South African and the history of resistance in KZN, which are the areas of specialisation. Also included is a small UDW university archive; the history of women in resistance; India - South Africa relations and oral history. Core holdings include the ships' lists of indentured Indians, the Gandhi, Bhana , Tasa and Phyllis Naidoo Collections; the Shanti Naidoo Resistance Collection; the Justice Manival Moodley Collection; social welfare files; and photographs.

Finding aids consist of an in-house computerised catalogue, and a publication entitled *A bibliography of Indians in South Africa* by K. Chetty, the Librarian. In 1999, NAAIRS participation was in progress, but they were not linked for on-line retrieval. Hours of opening are 08h00 - 16h00 on weekdays (NASA 1999a:131-132).

2.7   Reference services in Archives

2.7.1   Access to archives

In order for archival documents to be available for use, provision for archival access has to be made, in terms of physical, legal and intellectual or bibliographic access. For a document to be physically and intellectually accessible in an archives, it needs to have been through the processes of selection, appraisal, acquisition, accessioning, preservation, arrangement and description. These processes and their effects on users have been discussed in 2.1. The archives repository itself also needs to be physically accessible in terms of physical location, hours of opening, allowing equal rights of access to all users, regardless of race, class, etc. These factors will be taken into consideration in the visits to archives, and the "Checklist for a visit to an archives repository" (see Appendix A).

For a document to be legally accessible, the archives needs to stipulate that it is available for use without restriction according to the country's archival legislation, and according to the individual archives' access policy - thus the importance of each archives repository having a clear archival access policy. Archival legislation and policy has been discussed under 2.3.

For a document to be intellectually or bibliographically accessible, it needs to be traceable within the archives system. It needs to have been included in guides, descriptive lists and databases. There also needs to be an efficient reference service available, with trained staff members and qualified archivists available to help the user locate the document within the system. Some user education is also required so that the user can independently locate further documents to aid his/her quest for information. Without all of the above stages taking place, the user has little chance of locating archival documents relevant to his/her query.

2.7.2   Intellectual access through archives reference services

Mary Jo Pugh maintains that archivists provide five types of intellectual access, being:

1) information about the repository,
2) information about holdings,
3) information from holdings,
4) information about records creators,
5) referrals to sources outside the repository (Pugh 1992:25).

2.7.2.1   Providing information about the repository

Most archivists achieve their professional obligation to provide information about their archival repositories by publicising their existence to others. This can be done through national databases giving information about the various repositories' addresses, hours of opening, and holdings in a summarised format, repository publications and public programmes (Pugh 1992:25). In South Africa, repositories should ensure that their addresses and summaries of holdings are listed in the *Directory of Archival Repositories in South Africa*, published by the National Archives in 1999, and that they feature on the National Archives web-enabled database, NAAIRS.

It is useful for repositories to publish pamphlets or brochures about themselves, which they can send out in response to requests for information; distribute at meetings and conferences and through other organisations; give to their parent organisations to distribute to potential visitors and donors; and give to users to save reference staff time in answering frequently asked questions (Pugh 1992:28). Many archives can now disseminate information about themselves more broadly than the distribution of pamphlets, via the World Wide Web on the Internet. Some South African university-based archives now have web sites attached to the web sites of their respective university library web sites, for example the Alan Paton Centre is attached to the University of

Natal web site, and the South African History Archive (SAHA) web site is attached to the University of the Witwatersrand web site.

Another important means of a repository disseminating information about itself is through public programmes.

> Such outreach activities as speeches, exhibitions, publications, audio-visual presentations, videotapes, tours, and festivals inform potential users about archival resources and how to use them (Pugh 1992:28).

2.7.2.2 Providing information about holdings

Archivists disseminate information about repository holdings within the repository through in-house finding aids, guides, indexes and catalogues. For dissemination beyond the repository they use guides, national union catalogues of manuscript collections, subject surveys and online public access systems (Pugh 1992:28). Many of the South African repositories have agreed to participate in the National Automated Archival Information Retrieval System (NAAIRS), which is the online catalogue of the South African National Archives, incorporating as many other provincial and private archives as were agreeable. This means that in any other South African archives with a dedicated computer link, and anywhere else in South Africa and the world which is linked to the Internet, their summarised holdings will be visible on the online NAAIRS database.

More detailed information about the holdings should be available internally than externally, through unpublished inventories, registers, catalogues, indexes and in-house databases. Nowadays, repositories are relying less and less on paper inventories and card indexes, and more and more on online databases for information storage and retrieval. Repositories that are part of NAAIRS will be able to access their own summarised holdings via the Internet or a dedicated link, and also have access to the hard copy version of the National Register of Manuscripts (NAREM) guide. An example of a regional database available in KZN is the Cataloguing Network in Pietermaritzburg (CATNIP). The three archives in this area (PAR, APC and NUA) have entered, or are in the process of entering, their book and document holdings onto this database, and from there the information is relayed to the South African Bibliographic Network (SABINET), which is also available via the Internet.

This level of information is nevertheless insufficient for exact location of documents, and each repository must still maintain its own descriptive lists and guides to collections.

> In an ideal world, archival descriptive systems would be designed after assessing the needs of users. Instead, most archivists and curators inherit finding aids from previous eras in the life of the repository. These often reflect the influence of tradition, an evolving mixture of styles, and an earlier lack of descriptive standards (Pugh 1992:28).

These factors often make archival collections insufficiently accessible to users, and it becomes essential for reference staff to help users to locate the information needed from a collection.

> The farther users are from the activities that create the records, the more they need detailed information about the circumstances under which the records were created, and the more they rely on archival description and reference assistance (Pugh 1992:30).

In provenance-based archival descriptive systems, which one would find in most South African repositories, it has been found that users have difficulty finding archival information on their own, by using guides to collections. As the collections grow and change, the guides are unable to provide the depth of indexing required to locate specific documents. The reference archivist's help is needed to link the topic to the relevant sources, through having an understanding of the structure of the filing system (Pugh 1992:30).

In content-indexing descriptive systems, as were used in manuscript repositories in the USA, each individual item was described, making user access easier in smaller collections. What was missing, however, was information about provenance, records creators, and the collection as a whole. In order to find this information, the user had to depend on the curator's memory. This became a problem when the curator forgot, was absent, retired or died (Pugh 1992:30).

Many archives today use a two-stage system to overcome the above problems. The user can pick up the initial broader information from a data-base, card catalogue, index or guide, as the primary finding tool. The secondary tool is the detailed descriptive list. The ideal system would free the user from dependence on the archivist, and would free the archivist from dependence on memory (Pugh 1992:31). Today, the Online Public Access Catalogue (OPAC), using the Machine Readable Cataloguing Archives and Manuscript Control (MARC AMC) format, or the more advanced Encoded Archival Description (EAD) format, may solve some of the above problems

by linking broader and more detailed information, and providing automatic indexing. Some archives are using the OPAC of a parent organisation for their summarised catalogue, and linking their own more detailed computerised descriptive lists to their own web site for more in-depth searching. In KZN, KCAL, APC and NUA are all investigating various computer systems as a possible solution to their cataloguing and indexing problems.

However, Vallance (2002:46) points out that there is a problem if:

> ...technology is seen as a catch-all for information access. Technology does not abdicate the responsibility of the archivist in providing actual access. Technology is a tool for speedy sourcing only and is never complete and never consistent (Vallance 2002:46).

Vallance is a frequent researcher in the Cape Town Archives Repository, and raised various problems that she found there. One was that she found that the NAAIRS database itself is not user-friendly. She found that much information had been left out of the database in the process of coding the data for input. Only headings were used, and the contents of documents were ignored. She pointed out that "If a piece of information cannot be accessed it has no value" (Vallance 2002:47).

A second major problem was that new archives staff were relying entirely on the NAAIRS database for finding information. They initiated a computer search, and if nothing was found they left it at that. She found that the knowledgeable and professional archivists seemed to have disappeared, and been replaced by staff that were not willing to help users search for information beyond the use of the database, or willing to explain to novice users how the system worked or how information was stored, and that they seemed to regard users as a hindrance to their work (Vallance 2002:46).

2.7.2.3   Providing information from holdings

Whereas most archives are happy to supply information about holdings, and allow the users to do their own research based on the documents they are using, a problem arises in some archives when users ask for information *from* the holdings. In many cases, archivists will supply straightforward factual information, such as a date, a place or a name. When they are asked to do more detailed qualitative and time-consuming research, this becomes more problematic, especially if the resources of the repository are strained, and staff time is scarce. Often, it is the corporate,

business or institutional archive that will require its archives staff to do detailed research and write up reports for management (Pugh 1992:37).

Public and private archives need to decide on how much time staff may spend on a query, and state it specifically in their policy statement. This gives staff guidelines on how to respond, and enables the archives to respond with equal treatment for all users. Staff need to keep a record of research work undertaken, time spent, and the extent of the research. Some archives charge the users for research work done. Other repositories employ students or genealogists as paid research assistants to undertake major research projects (Pugh 1992:37).

2.7.2.4   Providing information about records creators

Many information requests are for information about the records creators, rather than about or from the holdings. Much information about the records creators comes to light during the documenting and locating of records, and this source is often unappreciated and untapped. Reference staff can also maintain files of clippings about, or photographs of, the records creators, and of answers to frequently asked questions. These are "ready reference" files for quick answers, and they can be very useful. Pugh warns that they should be incorporated into the main indexing system, rather than cause the development of extensive parallel filing systems (Pugh 1992:38).

2.7.2.5   Referrals to other sources

Users of repositories may request information not available in that repository. Archivists need to be able and willing to provide these users with referrals to other archives, libraries, institutions and individuals that may have this information. An area or national database is useful in this regard, as are directories and guides to other archives. To make this process more efficient, reference staff should make their own directories of useful contacts for frequently asked questions (Pugh 1992:38-39).

2.7.3   The reference process

The reference process consists of the initial interview between the archivist and the user, continuing assistance and follow-up activities. The reference process requires ongoing interaction between the reference archivist, the user, the finding aids and the records. This process usually

takes place in a personal interview, but can also be conducted by phone, mail, fax or e-mail. In addition to assisting those users who approach the archives themselves, the reference archivist can take the archives to the users through providing public programmes for potential users (Pugh 1992:41).

2.7.3.1   The reference interview

The reference interview, or question negotiation between archivist and user, consists of query abstraction, resolution and refinement. Query abstraction and resolution take place during the initial interview or interaction, but refinement of the query is an ongoing process that can continue throughout the research (Pugh 1992:41). The phrase "question negotiation" was coined by Robert Taylor in 1968, to mean "the process by which one person [the librarian] tries to find out what another person [the library user] wants to know, when the latter cannot describe his need precisely" (Taylor 1968:179).

The initial interview is the most crucial part of the process, and sets the tone for all negotiations that follow. It is essential that clear communication should take place right from the start, and that the archivist be able to guide the user to the sources necessary for the research project. It is best for the communication to be directly between the archivist and the user, as intermediaries can cloud the issues. The archivist needs to know right from the start if a short or long answer is needed - if the user intends spending ten minutes, an hour, a day, a week or a month in the archives, and if the query is the answer to a quiz or doctoral research, in order to know what resources to recommend. In the query abstraction stage of the reference interview, the geographical and historical boundaries of the research need to be identified. The archivist should ask a range of questions which enable the researcher to raise all aspects of the issue, the names of persons, organizations, places and events to link the user to appropriate collections. The archivist also has to know enough about the query to be able to translate the natural language of the users into the retrieval language of the finding aid system (Pugh 1992:42).

In the second stage, question resolution, the archivist and the user together analyse the problem in terms of the sources available, in order to form a search strategy. The archivist needs to identify available records and collections, and with the user decide whether they are highly

relevant, potentially useful or of marginal interest only. A search path will need to be set out for the user to follow in the time available (Pugh 1992:43).

The more experienced user, in an archive where a detailed level of description is available in a computerised or printed database, may be able to work out a search strategy for him/ herself. A less experienced user, in an archive with undocumented, or incompletely documented, holdings, is going to require much more help from the archivist.

It is important, too, that the archivist sees him/herself as a partner in research, not as a gatekeeper, withholding information from some users, and giving information to other users, or as a servant, doing the research for the user. Teaching a user takes more time and effort than simply serving up the information to the user, with the user expending no intellectual effort. However, it is worthwhile teaching the users, so that the next time they can do the research on their own. In times gone by, archivists were gatekeepers, and allowed only the elite to have access to certain information. In a modern archive, the public have the right to know most of the information available. It would only be appropriate for an archivist to be a gatekeeper if protecting national security information, or matters of personal privacy. When the archivist works in partnership with the researcher, s/he empowers the user to solve the research problem for him/herself, by explaining to the user the structure and location of the records. A 1976 study of user satisfaction in a library, showed that users were most dissatisfied when they had received no instruction in research skills. The more self-sufficient and independent the users became, the better they felt about the quality of service offered them (Finch and Conway 1994:19).

In an ideal world, archivists should help users to learn how archival collections are constructed, so that the users develop their own research skills. Archivists need to explain to users their reasoning on a problem, how the records were created, how the finding aids work and the process of creating a search strategy, to make the users as independent as possible. They need to help users to think about the structure of a collection, about who would have recorded the information, how they would have recorded it, and where and how it would have been stored (Pugh 1992:45). Unfortunately, there are not usually enough staff available to pay that kind of attention to users. Under-funding of archival services is a chronic problem, and leads to problems in many areas of

service, as pointed out by many authors, including Eldridge (2002:50) and Vallance (2002:47).

The third stage of the reference interview is question refinement, which involves continuing interaction between the archivist and the researcher, during the research. As researchers read through documents in one collection, they may realise that other collections need to be consulted. They may need to ask questions about the provenance of a collection, its source and creation. Or they may need technical assistance, such as deciphering handwriting, dating a document, or finding out how to use a new format, such as microfilm or electronic records. Researchers may also need to know about repository policies and procedures - for instance, copyright policy and photocopying procedures. Some of these questions can be handled by support staff, for example, about photocopying procedures, which relieves the archivist of some of the workload. However, other questions, for example about copyright policy on photocopying manuscripts, should be left to professional staff (Pugh 1992:45).

According to Pugh (1992:45), the reference interaction should ideally be closed with an exit interview, however, according to some other archivists, such as Ericson (1991:117), it should not. Pugh is supported in her views by other renowned experts in the field of archival reference sources, such as Freeman (1984) and Brauer (1980). Pugh feels that the archivist should find out during the initial interview when the researcher intends to leave, and arrange a meeting before that time, otherwise the user will probably leave without the archives staff realising it. An exit interview gives the user a chance to review the sources used, and discover if materials have been left out, or if another visit will be necessary (Pugh 1992:45). If a survey on the quality of service in the archive was being carried out, the user could fill in the questionnaire before leaving the archive, giving the archivist feedback on how to improve services.

However, according to Ericson (1991:117), an exit interview is unnecessary and a waste of time. He feels that archivists waste time in out-dated procedures and should update themselves to be more like reference librarians. Conway and Freeman Finch agree with Ericson that archives use low-volume, low-speed reference styles in a modern research universe that requires high-volume, high-speed, time constrained techniques, but they also feel that it is very important that the archivists know who their users are (Finch and Conway 1994:21).

According to Conway (1986:395), the problem is that archivists have not yet worked out a method of approach to gathering reliable data from users, on a regular, ongoing basis. He sees it as a problem in the archival profession. Libraries have for over forty years been gathering information about their users. While these user studies are not that useful to archivists as individual studies, when the overall pattern of findings is considered, these library user studies do have relevance for archives. Conway suggests a framework for studying the users of archives, which is set out below.

In doing further research, beyond this current research project, if would be useful to use this framework as a starting point to work from, possibly in constructing a user questionnaire.

Table 2.1: Framework for studying the users of archives   (Conway 1986:397)

METHODOLOGY

OBJECTIVE	Stage 1 Registration (all users-always)	Stage 2 Orientation (all users-selected times)	Stage 3 Follow Up (sample users - selected times)	Stage 4 Survey (random sample)	Stage 5 Experiments (special groups)
Quality (How good are the services?)	Nature of Task - definition in terms of subject, format, scope	Preparation of Researcher - experience - stage of defined problem - basic/applied Anticipated service	Search strategies and mechanics - search order - pos/neg search - who recommended - time spent searching - time spent talking	Expectations and Satisfaction - styles of research - approaches to searching - levels of service	Access and non-use - frustration indexes - perceptions of use
Integrity (How good is the protection of archival information?)	Identification - name - address - telephone Agree to rules	Knowledge of holdings and services - written sources - verbal sources	Intensity and frequency of use - collections used - time spent with files	Alternative to physical use - value and use of microforms - value and use of databases	Format independence - linkages with information creation - technology and information
Value (What good do the services do?)	Membership in networks - group affiliation Can we contact you? Can we tell others?	Intended use - purpose in terms of function and product	Significant use, significant info - importance of archives - other sources - valuable information - gaps in information	Impact of use -increased use - citation patterns - decision making	Role of historical information in society - total potential demand - community network analysis

In order to implement this framework, Conway suggests that a "Reference Log" be kept by

archives. This could be given to users as a brief survey when they start their research, to be incorporated into the initial reference interview, and to be completed later as the researcher progresses with his/her work. This would cover the first three stages of the framework - registration, orientation and follow-up. The additional stages could be carried out later with random samples and special groups.

The Reference Log includes basic information about the researcher's name, address and description of research project, whether their research is confidential or not, and to agree to basic procedures, information that most archives require. The most important parts of this section are the questions about the nature of the research project, and what work brought the researcher to the archives. The first section of the reference log relates to Stage 1 of the Framework.

The second section of the reference log is about the user's orientation with regard to purpose of research, how they found out about the archives, and whether they prefer to find the information themselves based on finding aids, or whether they prefer the help of the archivist. This section relates to Stage 2 of the Framework.

The third and fourth sections relate to Stage 3 of the Framework. They are for filling in later, by the user and the archivist. The third section contains the "Search Report", which records the first ten collections consulted by the researcher, whether they were recommended by the archivist, known of by the user, or found through use of finding aids; also whether they yielded positive or negative search results. The fourth section is "Follow Up", and attempts to find out how much time each of the reference processes took - orientation to the archives; searching through collections and finding aids to find documents; actually reading, viewing and studying documents, and discussing the research project with the archivist or with other researchers. It also asks about the importance of the archival sources in relation to other sources used (Conway 1986:401-404).

2.7.3.2   Interpersonal dynamics between archivist and user

This is a topic which has been well-researched in libraries, but hardly researched at all in archives. The difference between a library and archives reference encounter, is that in a library it is usually short and voluntary, whereas archives reference encounters are longer, more detailed, obligatory

and continuing (Pugh 1992:46).

Both Pugh (1992:46) and Long (1989:40), feel that reference archivists lag behind reference librarians in the awareness of the subtleties and significance of reference interactions. Between 1966 and 1989, more than twenty studies of question negotiation and related aspects had been published in library literature (Long 1989:41). In 1989, Long observed that no articles focussing specifically on the question negotiation process had yet been published in the archival literature (Long 1989:42). She found this ironical, because the archives user is far more dependent upon the archivist for retrieval of research than the library user is on the librarian for the retrieval of books (Long 1989:42).

All phases and aspects of the reference interview are affected by interpersonal dynamics and non-verbal signals, between archivist and user. These are usually covert messages and the archivists and users are not aware of sending them. Library research in non-verbal communication has indicated that users feel more comfortable approaching a staff member who is giving out positive signals - for example, eye-contact, immediate verbal acknowledgement of the user's approach, and feedback signals, such as nodding and smiling. Users are discouraged in approaching staff with rejective body language, such as lack of acknowledgement, frowning, sitting with hand held over the brow, facing a computer or writing (Pugh 1992:46). This rejective body language was mentioned by Vallance, when commenting on her negative experiences in the Cape Town Archives Repository (Vallance 2002:46).

Physical distance between people is also important. This can be culturally determined. Some cultures value physical closeness, or eye-contact, for instance, whereas others are put off by it (Pugh 1992:46).

Some users sometimes start by not asking the real question on purpose, as they first want to gauge the response of the reference librarian or archivist (Pugh 1992:47). Other users may not ask the real question because it has not yet been clarified in their own minds, or they may not know how to phrase correctly what they really want to know. A few users may be defensive, not ask a question at all, or attempt to bully the staff. Some researchers feel that they should know more

about the archive than they do, and are therefore too embarrassed to ask the real question. A scholar may know more about the topic than the archivist, but not know about the structure of the collection. It is up to archivists to be open, welcoming and positive with the users, particularly in the initial stages of a reference query. The archivist needs to try to set the researchers at their ease and probe for the real questions (Pugh 1992:47).

It may be better to conduct the initial interview in a private room or quiet area rather than in a crowded reading room, so that the users do not feel they are showing ignorance in front of other users. Ready access to finding aids is important, as they can provide necessary information, as well as easing an awkward interpersonal relationship problem, enabling both archivist and users to focus on an inanimate object (Pugh 1992:47).

2.8   Public Programming and Outreach in Archives

2.8.1   The purpose of archives

Most librarians will agree that the purpose of a library is to lend books, or make them available for use. This certainly applies to public lending libraries, school, college and university libraries, where the user is encouraged to become a member, have the book issued, and take it home to read. In reference libraries, use is encouraged, but within the library. In rare book or manuscript libraries, usage is allowed only under the strictest supervision in a controlled area of the library.

In previous times, many archivists regarded their archives in the same way as a manuscript librarian would, discouraging use. Indeed, many archives are manuscript repositories, and extreme care has to be taken in handling fragile documents. However, many other archives have as the majority of their collections documents which can safely be handled in reading rooms under supervision. The feeling in some archives that the collections are precious and should not be touched has led to some archivists discouraging public usage.

Not only are archivists concerned with preserving their documents, but they feel that they have no time, they have backlogs of unprocessed holdings, they have to keep up with technology, they have work to do which never seems to get done, and that outreach activities and usage come last (Ericson 1991:116).

However, *the documents must be used*, otherwise there is no use in keeping them. As Ericson stated:

> ...we archivists have confused our *goal* with the *means* that are used to achieve this goal.
> ... The *goal* is *use*. We need continually to remind ourselves of this fact. Identification, acquisition, description and all the rest are simply the *means* we use to achieve this goal. They are tools. We may employ all these tools skilfully; but if, after we brilliantly and meticulously appraise, arrange, describe and conserve our records, nobody comes to use them, then we have wasted our time (Ericson 1991:116-117).

Ericson also makes the point that archival outreach should not be seen as a specific project, or something special and different, but that outreach should be ongoing, part of an archivist's normal work, not an added responsibility. It should not be done in specially requested time, but in normal work time. It should not consist of single, once-off projects, but should be a sustained, long term programme encompassing a variety of appropriate outreach activities. Outreach should be balanced with other essential activities, such as the processing of holdings. Both are equally important activities. Outreach should be integrated into other activities, not undertaken in isolation. It should stimulate interest in other activities, and provide the archivists with feedback, helping them to do their work in a better way. Outreach should be an investment, not simply an expense (Ericson 1991: 114).

Ericson feels that archivists assume that there will be a low level of use. They expect to have enough time to conduct entrance and exit interviews with each patron. For a librarian to have time to do this would be ridiculous. He says that archivists need to find new and more efficient ways to do their work (Ericson 1991:117).

> Four key concepts are frequently proposed as cornerstones on which outreach activities should be built: learning more about our *users*, enhancing our *image*, promoting *awareness* of archives, *educating* people about archives (Ericson 1991:120).

He points out that already quite a lot is known about potential users, but that this information is not used effectively. For example, many people are interested in celebrating anniversaries of events and discoveries. These are predictable, and archivists should become aware of which anniversaries are coming up, so that they can prepare themselves to make use of the existing interest, rather than trying to create interest out of nothing for another topic (Ericson 1991:118-119).

Archivists need to improve their image with their public by touching their lives in a meaningful way. They need to *show* people important and meaningful things, rather than just trying to tell them. This "showing" could be in the form of a meaningful display or exhibition, or in something simple, like showing how the use of scotch tape can ruin one's personal archives and photographs, using existing examples (Ericson 1991:120).

Like Ericson, Elsie Freeman Finch is a leading proponent and foremost expert in the field of archival outreach. She served on the Task Force on Archives and Society (TFAS) established by the Society of American Archivists (SAA) in the 1980s. The TFAS was "established in part as a response to funding cuts, which were, still are and will continue to affect archives nationally" (Finch 1994:1). She wrote in the Introduction to her book, *Advocating archives: an introduction to public relations for archivists*:

> As I served on the task force I saw that outreach programs did not stand alone. Instead they were part of a series of activities capable of being integrated into an entire program, activities that included fund raising, working with volunteers, establishing working relations with the media, marketing programs, and planning based on an awareness of how archives are seen by the public and how archival policy and practice can best be interpreted to the public - in other words, public relations (Finch 1994:1).

She went on to explain that the public needs to understand that archives exist to be used for reasons that affect their lives. Only once they realise this will they become willing to support and encourage archives. As Ericson did, she emphasised the necessity that archives be *used*:

> Use, it became clear, was the heart of the matter. Use is our reason for being. And, if archives are properly explained and made reasonably accessible, they will be used and likely be funded...
> We acquire, preserve, and maintain archives *so that they will be used* by anyone who seeks to use them, for whatever reason.
> That use is our fundamental purpose requiring intentional and active encouragement is the premise of this book (Finch 1994:1-2).

Both Finch (1994) and Ericson (1991) refer interchangeably to *"outreach, public programs and educational programs"* when they refer to outreach activities in archives. Finch names the following as problems that archivists refer to when she questions them about their attitudes with regard to outreach programmes:

−   not enough time

−   not enough money

- insufficient skills
- backlogs to cope with
- not enough staff to handle more users.

She notes that in contrast to this, archivists wondered why they had no users (Finch 1994:1).

Not all archivists would agree with Finch and Ericson. Harris (1993:11) explains that there are three different models of archival endeavour, each accommodating public programming, but the proponents of each see the concept very differently. The first model is "use as base", as put forward by Dowler (1988:74), who stated "...use, rather than the form of material, is the basis on which archival practice and theory ought to be constructed". The views of Ericson (1991:116-117) and Finch (1994:1-2), as discussed in the previous paragraphs, are similar to those of Dowler.

The second model is "record as base", which tends to marginalise use, seeing it as an optional extra which should not be allowed to compromise the 'real work' of archivists (Harris 1993:11). This is the view of Cook (1991:131), who feels that archival theory should be based firmly on the record itself. His view is that "archives should not stock on their shelves the goods which customers want; rather, they should convince customers to buy what is already there" (Cook 1991:131). Harris felt that this was the view held by South African archivists in 1993 - those who had considered the topic - as many had not. He had not found outright rejection of the concept amongst colleagues, "But in South Africa an unhealthy mix of ignorance, apprehension and muted hostility characterises thinking on the subject" (Harris 1993:11).

The third model, which Harris accepts as the correct one, is the "complex base model", which supports public programming as an integral part of all archival functions, " neither the foundation nor merely decorative frill", but one of the basic building materials (Harris 1993:11).

2.8.2 The many publics of archives

Elsie Freeman Finch and Paul Conway wrote a chapter called "Talking to the angel: beginning your public relations program", in *Advocating archives: an introduction to public relations for archivists* (Finch 1994). In this chapter, they make the point that whichever of the several publics

the archivist is serving, the most important point is to remember that *quality of service* is the most important facet of the archivist's interaction with the public. The public will also have high expectations with regard to the archivist's probity, education and professional training, but it is quality of service which is the most tangible and visible. The way in which the archivist treats the researcher may have far reaching consequences if that researcher becomes a board member or a donor of funds or papers. The message of service, whether good, bad or indifferent, given to any sector of the public, will reach other sectors, as the public regularly change roles (Finch and Conway 1994:6).

They consider five main elements of service:

1. The archivist's professional stance
2. The physical environment which archivists provide to the researcher
3. The psychological environment which archivists provide to the researcher
4. The nature of the records as the public views them
5. What research tells us about the users of records.

The "Checklist for a visit to an archives repository" which the researcher has used in this research project was based on points made in this article. This Checklist was used as the instrument for the structured interviews undertaken during the exploratory survey.

In "Talking to the Angel", the authors explain that the publics of archives are very interchangeable. The archivist may talk to a visitor at an exhibition, who later becomes a donor of papers or a resource allocator. The archivist may be "Talking to the Angel" without realising it - for this reason, quality of service and behaviour must be of the highest level at all times.

An example of the interchangeability of the archives public can be seen by analysing the guest list from the 8th Alan Paton Lecture, 2001. If one compares the list of 125 people in the audience, with lists of members of the Alan Paton Centre (APC) Advisory Committee; of donors of papers; donors of funds; and researchers at the APC, one can see a definite overlap.

The 125 people who attended can be divided into the following categories:

20   who had previously visited the APC

10   donors of papers to the APC

6   members of the APC Advisory Committee

5   staff and ex-staff of the APC

3   resource allocators - staff of UNP

3   colleagues from other institutions

2   donors of funds to APC

To illustrate the overlap, the four most involved individuals were:

a)   a donor of papers, member of the APC Advisory Committee, a donor of funds

b)   a donor of papers, member of the APC Advisory Committee, administrator

c)   a donor of papers, member of the APC Advisory Committee

d)   a donor of papers, a donor of funds, researcher.

In the past, some people who had attended functions had followed up with donations of papers. Also, people who had donated papers had started to attend functions, joined the Advisory Committee, or done research on the collections of others.

The others attending the lecture comprised members of the community who are aware of archives, but have not yet used them, people who had used other archives, and potential users of the APC who had not yet visited or done research.

2.8.3 The purpose of archival outreach programmes

Outreach programmes, public programmes, educational programmes and public programming are terms that are used interchangeably by archives experts writing on the topic. These terms refer to all "activities that result in direct interaction with the public to guarantee participation and support necessary to achieve an archival repository mission and mandate" (Blais and Enns 1991:103).

The purpose of outreach programmes is to create a positive image of archives, promote awareness

of archives and educate the users and general public about "the wealth and diverse potential of the archival record" (Kenosi 2000:14). Kenosi feels that archives centres should become "community resources and provide services identified as needs by the community as well as continuing to act as national repositories" (2000:14).

Ngulube (1999:19) made the point that archivists in East and Southern Africa have confined themselves to performing the fundamental archival functions, but have left out marketing of the archives, resulting in the information there being under-utilised and not realising its full value. He discovered that most of the archival centres he approached in Southern and East Africa had no marketing plan or marketing budget, although they promoted their services in ways that would be classed here as outreach activities, such as workshops, exhibitions, brochures and newsletters. He made the point that without proper marketing strategies, the survival of information centres in their present form is in doubt. They must know how to analyse user needs, and tailor their services and products to meet those needs (Ngulube 1999:20).

A criticism of archival outreach activities comes from Webb (1991:142). He calls the involvement of archivists in producing more and more exhibitions, publications, general publicity material and activity "the performing seal syndrome". His point is that this is a good thing if it does not interfere too much with basic archival work, as generally archives have limited staff and resources, and too much time spent on highlighting their collections may make it impossible for them to devote sufficient time to producing catalogues and indexes for them. He also had his doubts about whether a public awareness of archives would actually lead to further donation of material.

2.8.4 Archival outreach in South Africa

According to Harris, it is not enough "for archival institutions to provide ready access to their holdings and to be responsive to users' needs" (Harris 2000:27). He feels that as people in South Africa have been alienated from archives due to the apartheid system, archivists must "take archives to the users".

> They must go beyond being merely servers of records users, they must become creators of users....Outreach - through publicity, exhibitions, lectures, publications, guided visits, open days, study packages for school teachers, and so on - is essential if public archives are to be transformed from domains of the elite into community resources (Harris 2000:27).

This public programming must be focused around "activities designed to reach out to less privileged sectors of society", in accord with the National Archives of South Africa Act, 1996 (NASAA in Harris 2000:27).

The vision of the Position Paper on Archives was "Archives for the people, of the people, by the people" (Callinicos and Odendaal 1996:35). Outreach programmes in South Africa should be fulfilling this vision of "taking archives to the people". It was suggested in 1993 that outreach programmes should be developed in South Africa, as they were in Zimbabwe after independence, to make the population aware of the need to preserve the nation's archival heritage. People's history programmes and oral history programmes should be fostered as part of a democratization and empowerment programme (Dominy 1993:74).

South Africa is running behind much of the rest of the Western World with regard to its awareness of the need to publicise its archives. The theme chosen for the 1990 Annual Conference of the Association of Canadian Archivists was "Facing up, facing out: reference, access and public programming". The title and theme suggested that the main concern of Canadian archivists in 1991 was archival public service, specifically user public programmes (Craig 1991:135). Webb also commented in 1991 on the growing popularity of archives services in England: "Compared with twenty or even ten years ago, many more people now know what archives are and how they can be used" (Webb 1991:143). However, as Kenosi pointed out, in 1991 South Africa was still isolated from the international community, and overseas archives were unwilling to accept South African archives, as other countries' codes of ethics did not accept discrimination, for example, the Association of Canadian Archivists' Code of Ethics (Kenosi 2000:9). It is partially for this reason that South African archives have lagged so far behind those of western counties.

Some people feared the changes which were to come about after the demise of apartheid. Grundlingh (1993) anticipated an afrocentric approach being taken in the narration of the anti-apartheid struggle, as was done by the Afrikaners after the Nationalist victory in 1948, when they approached the historian J.H. Breytenbach, to write a history of the Anglo-Boer War of 1899-1902 from the Afrikaner point of view.

In 1993, Harris wrote that in his experience, South African archivists expressed their resistance to public programming as an integral part of all archival functions, not in conceptual or political terms, but as one of the following specific objectives:

– Archives exist to serve 'serious' researchers, not the rest of the public (Harris 1993:11-12). Ericson (1991:116-117) pointed out that, in fact, archives serve very few serious researchers who are actually a very small minority of the total number of users of archives.

– Archives already provide equal access, as they are free.

   Harris pointed out that this is not true, as there are other barriers apart from an entry fee. Ian Wilson (1991:97) called them "systemic barriers". They include limited reading room hours, publicity aimed at academics only, users whose first language is not English or Afrikaans, functionally illiterate users, and other disadvantaged users (Harris 1993:12).

– Archives already hold activities to encourage users.

   Harris (1993:12) dismisses these as "they are not part of an integrated programme linking to core archival functions" and "they are not shaped by consultation and feedback from users". They are often geared to 'serious' researchers only, and "in terms of the resources allocated to them, they remain an insignificant aspect of archival services".

– Archives do not have the resources to afford public programming.

   Harris acknowledges that while this may be true, "the absence of public programmes has contributed significantly to our poor status and public image, which in turn is a key factor behind our inability to attract resources" (Harris 1993:12).

– Public programmes undermine core archival functions in the rush to attract new users and please existing ones.

   This may be true in certain archives, especially those which are very understaffed, but it is not sufficient reason to exclude public programmes altogether. "In the endeavour to balance priorities, care should be taken to ensure that public programming supports rather than undermines core archival functions" (Harris 1993:12).

Marie Olivier, the former National Archivist, stated that in terms of the National Archives of South Africa Act (South Africa 1996), the National Archives was obliged to *create* users by reaching out, especially to the less privileged sectors of society (Olivier 1999:11).

Strategies

She described ways in which the National Archives had started to reach out:

– by developing a new outreach policy;

– undertaking a more appropriate publications programme, including pamphlets, posters, promotional videos and educational kits for schools;

– extending open days, exhibitions and group visits to reach a wider audience;

– extending reading room hours and beginning to use user questionnaires;

– giving additional help to archival stakeholders; and

– working with the Pretoria Heritage Forum (Olivier 1999:11).

The KZN Provincial Archives have now been given their independence from the National Archives, but this does not mean that they can be abandoned by NASA. NASA has been given the legal mandate to "assist, support, set standards for and provide professional guidelines to provincial archives services", and includes both public and non-public archives (Ngulube and Harris 2001:4).

In Pietermaritzburg, the Msundusi Heritage Forum was started in 2000, with the aim of helping heritage organisations, including archives, to provide outreach activities to the public, especially on Heritage Day. They have, however, so far met with limited success. In the same way as you can take a horse to water, but you can't make it drink, so you can provide outreach activities for the public, but you can't make them attend. Harris attended a function organised by the Msundusi Heritage Forum, and found it to be an almost all-white affair. The Forum found that, in spite of all efforts, they were not being successful in including formerly marginalised communities (Harris 2002:8). He pointed out that the Forum is "confronting huge systemic barriers to participative democracy" in the form of the forces of marginalisation, the legacy of the past, globalisation and corporatisation (Harris 2002:8). The archives and their activities cannot be separated from their history, or from the society that they are part of.

Ethel Kriger, Head of Transformation at NASA, mentioned this aspect in a paper she presented at a Symposium for Strategies on Public Outreach, which was held at the Free State Archives in October 1999 (du Bruyn 2000:36). She said that:

> Outreach has...to be an ongoing process of specific, creative and diverse public programming activities designed to eradicate all vestiges of Apartheid from the realm of

public archives. Regardless of the form that the individual outreach strategies take on - ...all strategies and programmes should attempt to break down those barriers that excluded the majority of the population from gaining access to the rich resources that are held by public archives (Kriger 2000:49).

She went on to enumerate the systemic barriers as illiteracy, low educational standards, racial segregation of residential areas, language barriers and widespread poverty, and say that they had created a situation of a racialised cultural elitism. Archivists needed to debate which outreach strategies could potentially overcome these systemic barriers (Kriger 2000:49). It could be that the Msundusi Heritage Forum had not chosen the correct strategies and activities to overcome these barriers, or that the barriers are too immense to be overcome immediately, and that it will take time to change the existing situation.

2.8.5 How archivists can learn to hold successful public programmes

Archivists with no training in holding public programmes may feel at a loss as to how to begin. Finch (1993:71) maintains that there is no point in preparing public programmes for people if they do not want them, and have not asked for them. It is essential in managing a successful public programme, to make sure that the targeted audience actually wants what one is preparing to give them. She describes a long-term project, involving a team of committed archivists.

The first step is for the archivist to identify and target, the public s/he seeks to reach. The example given by Finch (1993:71) was secondary schools in the US, which were targeted by the US National Archives, as:

- The archives had already been working with young people for years, and had already developed teaching strategies that worked, and knew what teachers regarded as useful learning experiences.

- The market was large and accessible with more or less uniform state curricula, therefore a package could be developed for use nationally.

- The general improvement of history teaching in schools would benefit the archival profession.

The second step which Finch (1993:71) identified, was to find out what the target audience needed or wanted. It would probably take at least a year to assess the needs of teachers and

students. In the USA, a research project was undertaken, examining materials available nationally for teachers, reviewing the literature available to teachers about methodology, curricular trends and sources of supply, and interviewing 150 teachers. These teachers remained available for answering questions for many years afterwards.

The third step was to meet the needs of the target audience. The archivists found that the teachers wanted to present the students with documents, but didn't know how to go about getting the documents or using them. The US National Archives therefore produced packages of about 40 duplicated documents which could be presented in one lesson. These were accompanied by a guide for teachers on the background of the documents, teaching objectives, and exercises emphasising skills needed for studying history. These skills included gathering information, identifying the biases of both creators and users of documents, comparing information in relation to other data, and drawing reasonable conclusions from the material at hand. The packages gave the teachers specific instructions in methodology and provided worksheets usable with any documents (Finch 1993:73-74).

Learning objectives were developed emphasising the development of the students' analytical skills. The objective was to enable the students to identify the factual evidence in a document; identify points of view; weigh the significance of the evidence, and develop inferences, conclusions and generalisations (Finch 1993:74)

As can be seen, this was a long and involved project, involving a team of experienced archivists. With the state of staffing, resources and expertise as they are in KZN, it is unlikely that either the provincial or private archives would be able to put together such an ambitious project. However, local archives could request copies of the educational packages being put together by a team from NASA, and use these packages in conjunction with local teachers.

Other useful publications have been written to guide archivists in holding other public programmes which do not require such a long-term commitment and high level of input. Three of these books are *Archives & manuscripts: exhibits* by Casterline (1980); *Archives & manuscripts: public programmes* by Pederson and Casterline (1982); and *Basic archival workshops: a handbook for*

the workshop organiser by Pardo (1982). There seems to be a dearth of locally written publications on these topics, perhaps illustrating a gap in the market, which could be taken up by NASA.

2.9 The archivist as juggler: outreach versus internal order

One of the objectives of this research project was to find out to what extent there is archival outreach in KZN, and how archivists are managing to balance the need for outreach with the need to maintain the internal order of their archives. Are users being encouraged to use archives through outreach activities and public programming? Are new users being welcomed to archives, and helped, so that they will make return visits? Do archivists find time for helping users when they are battling to process incoming collections and catch up with backlogs?

Archivists have to learn how to juggle. They have to balance the fragility of the material with the need to put it to use; they have to balance having unprocessed backlogs on their shelves with taking time to encourage users to visit, and helping researchers in the reading room; they must make sure that outreach supports rather than undermines core archival functions. They must be public relations officers (PROs) even though they might lack the training.

Another recent demand on archivists' time is the digitisation process. The use of Encoded Archival Description (EAD) has grown exponentially since it was started in 1993 at the University of California, Berkeley (Sweet 2001:33). In 1997, archivists in the USA and the UK were just starting to learn about the existence of EAD. By 2000, it was a commonly used method in archives in both the USA and UK, and beginning to be implemented in South Africa. Johnston (2001:39) confirms this "extraordinary shift...: the delivery of electronic networked access to finding aids is fast becoming a core objective."

This modernisation of access procedures in archives is an evolutionary step forward, but also requires that the lone or understaffed archivist needs to divide her/his limited time further, to juggle the construction of traditional paper-based finding aids and documenting of collections, with the process of electronic conversion.

Archivists also need to learn how to juggle with legislation. Firstly, they have a duty to the South African Constitution, which "recognises citizens' right of access to information held by the state" (Constitution, Section 32 (1)(a) in Harris 2000:25). Secondly, they need to follow the National Archives of South Africa Act, 1996, (NASAA), which does not allow access to certain public records less than 20 years old, and thirdly follow the provincial legislation relevant to their province. Fourth, they must follow the Promotion of Access to Information Act, 2 of 2000 (PAIA), and allow access to certain public records less than 20 years old. On the other hand, the terms of the PAIA may prevent access to certain information in the "public interest" on other grounds, possibly more restrictively than the NASAA.

Further legislation is being drafted with regard to the management and use of personal information - which will "on the one hand open access to personal information for the persons concerned, and on the other hand, restrict access to such information for others" (Harris 2000:26). With regard to personal archives, the archivist needs to be aware of: "The right of the individual to privacy, conditions imposed by donors, and the reasonable defence, security and foreign policy interests of the state" (Harris 2000:25).

Harris feels that user surveys and exit interviews are an important aspect of archival public programming, as it is important for archivists to know who their users are in order to be able to respond appropriately to them, secure their participation and promote the use of archives (Harris 2000:26), but Ericson feels that archivists have no time for entrance and exit interviews, and that archivists need to find new and efficient ways to do their work (Ericson 1991:117). It is up to the discretion of the individual archivist, and the policy of each archives repository, how much time is spent helping each researcher and counterbalancing it with other work to be done. There is no point in not giving good service to the users you have, in order to make time to attract other potential users, as this is counterproductive.

The questionnaire for staff of archives in KZN looked at this aspect of archivist as juggler and the tensions created by the need to satisfy opposing demands.

2.10 Summary

This chapter, as a literature review of relevant issues, provided the background information necessary for studying the archives of KwaZulu-Natal. To start with, a brief overview of the history and development of archives in the western world was given. Then followed a funnel effect, going from long ago and far away, from a world perspective, to the history of archives in Africa, then in South Africa, then focussing on the archives of KwaZulu-Natal at the present time, especially with regard to the development of current archival policy. The focus then became even more specific, looking at detailed background information about each archive to be studied.

The focus then broadened again, to look at the issues of reference services in archives, user access, public programming and outreach in archives of the western world, and then more specifically at archival outreach in South Africa.

CHAPTER 3: RESEARCH METHODS USED

In this chapter, the research methods chosen to conduct research into staff attitudes to access and outreach at KZN archives are discussed.

3.1 Choice of research methods

The methods of data collection which were used were:
- the literature search and review
- the survey method, comprising
    - the structured interview
    - the questionnaire for archives staff
    - observation

A combination of methods can be beneficial to the totality of the research, and provide enriched results (Moore 2000:13). The literature review provided a broad view of the totality of information; the structured interviews and visits to archives repositories provided more in-depth information on the actuality of the archives; the questionnaires for staff provided insight into the way the staff feel about outreach activities and reference services; and observation provided the researcher with a personal insight.

3.1.1 The literature search and review

In order for the researcher to understand the totality of the research problem, it was necessary to research the literature available from all aspects. Firstly, the literature on the history of archives in general and the emergence of basic archival principles was reviewed, to put the research project into perspective. Then the history of archives in South Africa was researched, followed by the development of archival policy in South Africa, and in KwaZulu-Natal. Then research was done into the background of each individual archive to be studied.

Secondly, the issues of public programming and outreach in archives, and access, with regard to legal and physical access and reference services, were investigated.

A large amount of overseas material was discovered, using the databases of the Cataloguing

Network in Pietermaritzburg (CATNIP), the South African Bibliographic Network (SABINET), and the Library Literature Database (LibLit). These searches turned up books and articles with relevant bibliographies, which in turn turned up further books and articles of relevance. Key authors were spotted, and further searches under their names turned up additional material. However, most of this material was not available locally, either in local libraries or through South African Inter-Library Loan (ILL). The researcher experienced difficulty in accessing relevant books and articles, and is very grateful to colleagues in archives for helping to locate books and journals, which are present in their stock, but do not appear on SA library databases. Very little local material was found, with only a few South African archivists, such as Harris, Dominy, Olivier, Kirkwood, Kriger and Ngulube, having written anything on the topic.

3.1.2 The survey method

> In a typical survey, the researcher selects a sample of respondents and administers a standardized questionnaire to them .... Surveys may be used for descriptive, explanatory and exploratory purposes. They are chiefly used in studies that have individual people as the units of analysis (Babbie 1998:255-256).

The survey seemed to be a suitable method to use in this research project, as this study required a high level of description and explanation, and was exploratory in that no similar study had been done in any other South African archives, according to the databases consulted. Individual people were the units of analysis, and each individual respondent was required to give a fairly large amount of input. The in-depth interview was used, as well as self-administered questionnaires. It was originally planned to interview all the respondents, but this was not a realistic option as the interviews took too long, for the limited time available both to the researcher and the respondent.

This survey included both quantitative and qualitative research.

> Quantitative methods collect information about things you can count...and show you *what* is happening. Qualitative research is concerned with information about things that are less easily understood by counting them - strategies...for example, or attitudes...Qualitative research tells you *why* it is happening (Moore 2000:102;121).

Examples of quantitative research in the Staff Questionnaire (See Appendix B) are questions asking about length of time worked in archives, gender, age, number of staff members employed and number of researchers per year. Examples of qualitative research are questions such as: " In

your experience, which of the above activities are most likely to attract visitors or users to archives?" and "If you were to organise an outreach function, which of the above would you prefer to hold?".

The Checklist worked as a semi-structured interview. Even though most of the questions could have been answered with a single word, many of the questions led to further discussion. For instance, the question about whether the equipment was being well-maintained - if the answer was *no*, this led on to a discussion about *why* not. The question about the physical condition of the records lead to a tour of the stacks, and being shown examples of different formats. The advantage of a semi-structured interview over a structured interview is that the former is not as rigid or formal as the latter. The questions which are closed, requiring single answers only, are easier to analyse. The open questions allow the responsiveness of an in-depth interview, but are more difficult to analyse (Moore 2000:120).

3.1.3 Population for the survey

The archives staff population in KZN archives is small, even when all seven provincial and university-based archives are considered together. The population for the survey comprised of 45 staff members for the test, and four for the pre-test. However, according to Nick Moore, it can be advantageous to have a small research sample, as a sample which is too large can simply add to costs and increase the data-handling task, without adding to the understanding of the issues or the accuracy of the results (Moore 2000:16).

It was decided, on consultation with the thesis supervisor and the Principal Archivist of PAR, that it would be pointless to give the questionnaire to non-professional staff, such as messengers, cleaners, security guards and clerks, as they would not be capable of answering most of the questions, so they were excluded from the start. The questionnaires were then given out to professional and semi-professional staff only. These professional and semi-professional staff members had degrees or diplomas in Librarianship, Archival Studies or other areas. It was thought that these qualifications plus experience in working in an archive would enable these staff members to answer the survey.

The following number of questionnaires were distributed:

The Pre-Test

Alan Paton Centre	2
Natal University Archives	2
TOTAL POPULATION FOR THE PRE-TEST	4

The Test

Ulundi Archives Repository	20
Pietermaritzburg Archives Repository	5
Durban Archives Repository	3
Killie Campbell Library	12
University of Durban-Westville Documentation Centre	5
TOTAL POPULATION FOR THE TEST	45
TOTAL POPULATION: Archives Staff in KwaZulu-Natal	49

3.1.4 Data collection method

The data collection methods used were the structured interview, the questionnaire and observation.

3.1.4.1   The structured interview

The researcher used a structured interview based on the Checklist for a Visit to an Archives Repository (see Appendix A). The researcher took this checklist on the initial visit to each archive, and used it to interview the staff in charge of the reading room. The staff members were contacted in advance, so that they could set aside time to see the researcher, and would be prepared to answer the questions. The researcher conducted all the interviews herself, so the problem of variation between different interviewers did not come up. The researcher tried to be equally friendly and open with all staff interviewed, so as not to create researcher bias. All questions asked were the same, taken from the Checklist. Babbie warns against:

> ...the social desirability of questions and answers. Whenever you ask people for information, they answer through a filter of what will make them look good. This is especially true if they are being interviewed face-to-face (Babbie 1998:153).

The researcher tried to avoid asking questions that would make people feel stupid, embarrassed or uncomfortable, to avoid this filter effect.

The following structured interviews took place:

The Pre-Test

Alan Paton Centre: Principal Library Assistant, involved with reading room - one interview

Natal University Archives: Archivist, involved with reading room - one interview

TOTAL INTERVIEWS FOR THE PRE-TEST: 2, involving 2 staff members

The Test

Ulundi Archives Repository: 4 reading room staff at one interview (Head absent)

Pietermaritzburg Archives Repository: Head of the archives, involved with reading room - one interview

Durban Archives Repository: Head of the archives, involved with reading room - one interview

Killie Campbell Library: 2 reading room staff at one interview (Director absent)

University of Durban-Westville Documentation Centre: separate interviews with Director of the archives and the Librarian in charge of reading room - same day.

TOTAL INTERVIEWS FOR THE TEST: 6, involving 10 staff members.

3.1.4.2   The questionnaire

The researcher made use of the self-administered questionnaire, which was used for archives staff, requiring the respondents to fill in the questionnaires themselves. A self-administered questionnaire requires a literate population group, and so was suitable for archives staff. The staff questionnaires were personally delivered and collected. In the case of UDW DC, enclosed pre-addressed envelopes were included, although these were not posted - the researcher received them personally from a staff member at a conference.

The advantages of self-completed questionnaire surveys are that they are relatively easy to administer, they can be used to collect a wide range of data, and they are relatively cheap. They can be given to, or delivered to respondents in several different ways. They are good for collecting data on non-contentious, straightforward topics. Respondents can complete them at

a convenient time, and as all respondents have the questions presented to them in the same way, interview bias is avoided. If the questions are multiple-choice, they are easy to complete and easy to analyse (Moore 2000:108-109).

The disadvantages of self-completed questionnaire surveys are that they are not good for asking about sensitive or complex issues; the answers will be fairly superficial, so they should be used for building up a broad picture rather than for explaining in-depth issues. The biggest problem is the low response rate. The researcher has to rely on enough people returning them to have a high enough response rate, which should be 60% or above, according to Moore (2000:107-109). He feels that surveys with response rates between 50% and 60% should be treated with caution, and that for a response rate below 50%, response rate bias will interfere with the results (Moore 2000:107). Of the 45 questionnaires distributed in this survey, 26 were returned, or 58% of the total. It is hoped that the additional research tools: the structured interview and observation, have helped to improve the reliability of the survey.

3.1.4.3   Observation

The researcher also made use of personal observation while visiting each archive. The observations made were non-participant in the case of staff, and made by the researcher when interviewing staff and being taken on a tour of the archives. A small attempt was made at participant observation of other users, as the researcher visited the archives which were close by as often as possible, doing genuine research, while at the same time observing the user/staff interactions of others. This was not possible for archives further away, and was complicated by the fact that the researcher was known to the staff of each archive, who always made an extra effort to help her to the best of their ability.

3.1.5   Evaluation of the instruments of data collection

It is important for the researcher to be aware of the advantages and disadvantages of the different methods of data collection, as each have their advantages and disadvantages, which need to be taken into consideration when analysing the results of the data collected.

3.1.5.1 Evaluation of the structured interview

The structured interview is also known as the "scheduled structured interview". An interview, as opposed to a questionnaire, requires direct personal contact between the interviewer and the interviewee. For a structured interview, the interviewer needs to work from a questionnaire with a fixed set of questions and fairly precise indications of how to answer each question. The type of information being gathered through these structured interviews in this research project was mainly factual, with attitudes occurring in the final section. If the information being gathered had been more exploratory, it would have been better to use the "non-scheduled interview", which allows free discussion between the interviewer and the interviewee (Bless and Higson-Smith 1995:107).

3.1.5.2 Evaluation of the questionnaire

The advantage of the questionnaire over the interview is that it is easily standardized, and does not demand a great amount of finance or time. The disadvantages are that it may be difficult to interpret subjects' responses and to check that they understood the questions, and the response rates may be very low. This last disadvantage is worse for mailed questionnaires. The poor response rate for mailed questionnaires could be caused by many factors, for example loss in the mail service, lack of interest of participants, no stamp or envelope to return the questionnaire, or no time available to fill it in, amongst many more (Bless and Higson-Smith 1995: 112-113). For this reason, the researcher decided to enclose self-addressed envelopes with the questionnaires, or better still, to fetch them personally. An attempt was made to make the questions as simple and straightforward as possible, to make them quick and easy to answer, and to avoid misunderstanding of meaning.

3.1.5.3 Evaluation of observation

Observation can be non-participant observation, where an outsider observes and records. This was done by the researcher when being taken on a tour of each archives, which was done in conjunction with the structured interview. The problem with non-participant observation is that

> People who feel they are being observed may change their behaviour, become uneasy or stop activities altogether. ...the observation itself introduces biases by the very fact of the observed person's awareness of being observed (Bless and Higson-Smith 1995:105).

In order to overcome this problem, the researcher also attempted some participant observation, where possible. She joined the users of archives, doing real archival family history research, joining the user community under investigation. Even though the archives staff was aware of the identity of the researcher, the other users saw her merely as one of them. She could then observe how the staff related to the other users, and how the users related to the staff.

> Becoming an insider allows a deeper insight into the research problem, since one enjoys the confidence of participants and shares their experiences without disturbing their behaviour (Bless and Higson-Smith 1995: 105-106).

The weaknesses of this method are that researchers may lose their objectivity and become emotionally engaged with the group being researched, and if not able to take down notes immediately, but only later from memory, may record information inaccurately (Bless and Higson-Smith 1995:106). The researcher could not be anonymous in most of the archives visited, but particularly not in far off places, like Ulundi, where she was the only user and the only white person present, and where everyone knew the purpose of her visit. It was easier closer to home, where more frequent visits could be made, and genuine research could be done, when she could visit often and arrive unannounced, and thus blend in with the other users.

3.1.6 Pre-testing the survey instruments

In order to avoid faults in the finalised survey instruments, it is wise to test them first to ensure that they work, that they are valid, and that they do not contain errors and mistakes in wording or assumptions. There are two stages to pre-testing, the pre-test and the pilot survey. The pre-test involves testing the instrument on a small group of reliable people who can be trusted to give an honest opinion (Moore 2000:115; Gay 1976:131; Newell 1993:112). For this reason, the researcher consulted the supervisor, and tested the Checklist using the Archivist of the University Archives (NUA), and the Principal Library Assistant of the Alan Paton Centre (APC), both of whom were well-known to the researcher, and would give honest criticism.

The researcher pre-tested the Staff Questionnaire (See Appendix B) on the staff members of the NUA and the APC, and showed the instrument to the supervisor and the Information Studies lecturers. As the total population of archives staff was so small, she did not do a pilot survey. After conducting the pre-test at NUA, the researcher changed the wording of certain questions, and gave more options in others, in the Staff Questionnaire. The Archivist's replies were very

detailed and useful, and resulted in the changing of the format of the questions under "Public relations training" considerably. The APC and NUA are similar to the other KZN archives which were used for the main test. Gay (1976:131) and Newell (1993:113) suggest that the sample to be pre-tested should be as similar as possible to the intended population. This pre-test was a most useful preliminary exercise. The pre-test staff questionnaire results were not included in the final results, as this would have created bias.

3.2   Construction of the survey instruments

3.2.1 Checklist for a visit to an archives repository

This checklist was constructed by the researcher, based on information found in "Talking to the Angel: beginning you public relations program", by Elsie Freeman Finch and Paul Conway, two leading American experts on archival outreach activities (Freeman and Conway 1994). This checklist provided a useful framework with which to conduct a structured interview in each archive. The first section of the checklist dealt with the physical environment of the archive, and the second section dealt with the records - their content, physical condition, finding aids available to locate material, and restrictions placed on the material. Sections one and two were purely factual, and informed the researcher as to what was available in the way of physical, legal and intellectual access. Section three was about user orientation and staff behaviour, which was far more difficult to gauge. It was necessary to consider staff behaviour, however, as user intellectual access could be denied by poor staff behaviour.

3.2.2 Survey instruments for archives staff

In constructing the questionnaire for archives staff, both statements and questions were used, making the design of the questionnaire more flexible, and making the questionnaire more interesting to answer (Babbie 1998:148). Both open-ended and closed questions were asked. In the closed questions, the respondents were asked to select an answer from those provided by the researcher. These questions are easier to process, because the responses are uniform. The main problem with this format is that the researcher may leave out some important responses. This was indeed the case, but was solved through the pre-test, after which additional options were added. The additional option of "Other (please specify)" had already been added to catch any other omitted options, to make the response options exhaustive (Babbie 1994:148). Open-ended

questions give the respondents the chance to reply more freely to the questions asked. The problem is that they are more difficult to interpret, and must be coded before they can be processed for analysis. If the researcher misunderstands the answer, researcher bias will interfere with the result. It is also possible that some answers will be irrelevant to the intent of the researcher (Babbie 1998:148).

An attempt was made by the researcher to make the questions as clear and unambiguous as possible, so that the respondents knew exactly what was being asked. "Double-barrelled" questions should be avoided Only one question should be asked at a time, otherwise some respondents may agree with one part of a question, but disagree with the other part, making it impossible to reply accurately (Babbie 1998:149). An example of a double-barrelled question would be: "Would you be prepared to travel to archives in other parts of SA or KZN if you found material necessary for your research?" If a user were prepared to travel to other parts of KZN, but not to other parts of SA, s/he would not know whether to reply "Yes" or "No".

An attempt was made to avoid negative statements and biased items from the questionnaires. Negative statements are often misinterpreted by respondents. Biased items encourage respondents to answer in a particular way, and the researcher must be careful not to include them (Babbie 1998:152).

3.3   Limitations of the survey

The main limitations of the survey and the survey instruments were lack of time; possible errors and mistakes; and possible distortion of information created by social research.

3.3.1   Time

The structured interview took at least an hour to complete. After this, the researcher was taken on a tour of the archives by a staff member, which took another hour. Travelling time to and from some of the more distant archives was lengthy - two hours to Durban and back, and eight hours to Ulundi and back. An attempt was made to make at least two visits to each archive, as the researcher undertook to fetch the completed questionnaires, feeling that there would be a better response rate that way, and that there would be less chance of questionnaires getting lost. The

researcher also wanted to be present in each archive for as long as possible, for purposes of observation.

The questionnaire for archives staff was fairly lengthy, which may have been why some respondents did not fill it in. Due to time constraints, the researcher did not interview each staff member personally, as was originally planned. This also had an impact on the number of questionnaires returned, as if each staff member of each archive had been individually interviewed, there would probably have been a better response rate.

3.3.2   Possible errors and mistakes

The researcher tried to avoid errors and mistakes, but it is possible that some have crept in due to inexperience. In research, the meanings of the terms "errors" and "mistakes" are different. The word "error" refers to errors of measurement and classification, and to constant and random errors. Measurement errors refer to inaccurate quantitative data. For instance, the different respondents at Ulundi each gave their own version of how many reference queries the archives had had over the previous year, from none to 300. This meant that the researcher could not give an accurate figure for the number of users at UAR.

Constant errors are systematic, repeated errors, which run throughout the research, and can introduce important biases. Random errors are unpredictable, and one can sometimes cancel the other one out. A known error was the initial wrong assumption that *all* archives staff were capable of answering questions about outreach activities. This arose in the pre-test, when the Administrative Assistant of the NUA could not answer the questions about arranging different types of archival outreach activities, as she had not been involved in the organisation of activities herself. After this, it was decided to leave out administrative staff. However, it later became apparent that many other staff members in archivists' posts, also could not answer these questions due to lack of experience.

Mistakes are "blunders", which cannot be easily predicted, detected or corrected, so in a way they are more serious than errors (Bless and Higson-Smith 1995:144). The researcher tried to avoid making mistakes and errors, but may have inadvertently made some, due to inexperience.

3.3.3 Possible distortion created by social research

Social research tends to distort and alter that which it is studying. This is know as 'the Hawthorne effect', where the mere presence of researchers asking questions about morale in the Hawthorne Electrical Factory in the United States in the 1930s caused the morale of the workers to improve (Moore 2000:16-17). This could have happened in the case of Ulundi. In the period between the beginning and end of the research, many visits had been made to UAR by staff of PAR, in order to liaise with and advise the staff of UAR, and many improvements had started to take place. This may have been because changes were about to be made anyway, or it may have been an example of 'the Hawthorne effect'.

3.4 Administering the survey instruments

3.4.1 Administering the structured interview

The researcher contacted the staff member in charge of the reading room, or the head of the archive, for each archive, and requested a visit to the archive, and an interview with reading room staff. This was granted in every case, although in some cases the head of the archive wanted to be interviewed, and in other cases the head was not available or interested, and the staff member in charge of the reading room preferred to be interviewed. The following staff members were present at the interviews in each case:

- Ulundi Archives Repository - a group of four reading room staff, one of whom remained silent - the head of the archives was away at another meeting.

- Pietermaritzburg Archives Repository - Head of the archives - the reading room's Principal Archivist had another appointment, and was not available. The researcher was not informed of this change of plan in advance.

- Durban Archives Repository - Head of the archives - the reading room staff were busy with users.

- Killie Campbell Library - Archivist and Librarian in charge of reading room

- Alan Paton Centre - As the researcher is the Manuscript Librarian, and in charge of the reading room, she interviewed the Principal Library Assistant, who also helps users, for purposes of the pre-test.

- Natal University Archives - Archivist, who is in charge of the reading room, was interviewed for the pre-test.

– University of Durban Westville Documentation Centre - Librarian in charge of the reading room for the checklist, and Director for information about the Oral History Project.

3.4.2   Administering the staff questionnaire

The research instrument used to discover staff attitudes was a questionnaire, which was taken personally to each archive, and was distributed by the reading room staff member interviewed, to the rest of the staff involved in reading room and outreach activities. It was decided not to personally interview each staff member involved, as this would have been very time-consuming. Four out of five of the archives surveyed were a distance from the researcher's home and work, and it would have entailed many visits and overnight stays to interview everyone personally.

Respondents must be willing to answer, so that the results are valid. Sometimes respondents are afraid to answer, feeling that their answer may get them into trouble, so they either do not answer at all, or answer as "unsure" (Babbie 1998:150). This fear was overcome to a certain extent by making the questionnaires anonymous. The problem, though, is with such a small staff the respondents can still be easily identified by other staff members by their hand-writing or their personal details. Some staff members did not answer the questionnaires as they were not involved in archival outreach activities, and felt they did not know enough to answer. Others did not answer through lack of interest, which is always a problem with surveys, unless one pays for the answers!

3.5   Data analysis

When the data has been collected, it has to be processed - that is, it must be checked for accuracy and put into a format for analysis. Once the data has been organized, one can begin to make sense of it all, by interpreting the findings and converting the data into information. According to Nick Moore, this is the really difficult part (Moore 2000:102).

Data analysis produces the results of the research, that is the processed findings of the raw data. These results should be neutral, and not contentious, presenting the picture uncovered through the research. The results should be checked for accuracy and validity. The aim is to understand

the results, not simply to process data (Moore 2000:71-77).

From the results, conclusions can be made. These are not neutral, but a personal interpretation by the researcher, and thus subjective. They could be contentious, different researchers drawing different conclusions from the same results. Finally, recommendations can be made, suggesting that certain people take certain action based on the conclusions reached. Recommendations should be precise, and directed at the correct person or organisation responsible for possible change in a situation (Moore 2000:77).

The data was manually processed for the checklist, as there were only seven questionnaires involved, and each one dealt with a different archive. The staff survey from five different archives was also manually processed, as the total staff population was small. The aim was to find out both how the staff of each different archive felt about reference and outreach activities in their archive, and what the general response from staff in KwaZulu-Natal archives would be. According to Conway, computer equipment is not necessary in analysing data on users of archives. He feels that simple hand tabulation can reveal a wealth of information (Conway 1986:405). Moore agrees with this:

> Very small surveys can be processed manually, slightly larger ones can be analysed effectively using spreadsheets, but for anything substantial you will need to use one of the statistical packages (Moore 2000:142).

To enable input of data on computer, each question needs to have its own number or code, and each response requires its own code, therefore the responses to open questions need to be coded. Moore suggests that the way to do this is to look at the responses for the first twenty returns, list them and then attempt to group them into five or ten broad categories. Then use these categories to create a coding form which can be used to code the responses on the other returns (Moore 2000:137). Before analysis can take place, the data needs to be cleaned. This means that any errors in filling in the form or inputting the data are corrected, so that they do not affect the analysis.

3.6 Summary

In this chapter, the choice of research methods was explained - the literature search and review, the survey method: the structured interview, the questionnaire and the use of observation. The target group for the questionnaires was discussed, the archives staff, and the problems with regard to the small population. The data collection methods were explained, and the instruments evaluated. The method for pre-testing the survey was given, as was the data analysis method. The way in which the survey instruments were constructed was explained, and their limitations, and the limitations of the survey itself. The way in which the survey instruments were administered was explained, and the method of data analysis.

CHAPTER 4: RESULTS OF THE SURVEY

This chapter includes the results of both aspects of the survey. The first section presents the results of the initial visits, when the researcher interviewed reading room staff using the "Checklist for a visit to an archives repository" (see Appendix A) and includes observations made by the researcher. The second section presents the results of the staff survey, using the survey instrument: "Survey of archives in KwaZulu-Natal: Staff Questionnaire" (see Appendix B), which was given to the staff associated with reading rooms, users and public outreach activities at the five archives used in the main survey.

4.1 Impressions made by the visits: exploratory survey

An exploratory survey was conducted through making a visit to each of the seven archives repositories, two for the pre-test, and five for the test. In each case, the researcher visited the archives reading room for herself to assess the situation, and also interviewed senior archives staff or reading room staff to verify her own impressions and answer some of the questions that could not be found out straight away. In order to keep the visits as uniform as possible, a "Checklist for a visit to an archives repository" was the survey instrument that was used (see Appendix A). This was compiled by the researcher from information found in "Talking to the Angel: beginning your public relations program" (Finch and Conway 1994: 1-22).

The first two parts of the checklist worked well, as the information given was purely factual and informative. The third section, on user orientation and staff behaviour, could however not be answered by the staff being interviewed, as it required the subjective judgement of the archives user. The researcher attempted to answer this section from her own observation, but this was not satisfactory, as it required more time being spent in each archive, as an anonymous user, which was not possible under the circumstances. The results of the two archives initially visited for the pre-test are also included here, for comparative purposes.

4.1.1 The pre-test

The researcher decided to use two of the seven archives for the pre-test. The two chosen for the pre-test were the Alan Paton Centre (APC), and the Natal University Archives (NUA). The APC was chosen for the pre-test as the researcher works there as the Manuscript Librarian, and so

could not be objective in answering the questions, or include her own answers in the test results. She interviewed the Principal Library Assistant (PLA), Debora Matthews, to pre-test the Checklist on 8 July 2001. This was a most useful interview for the purpose of correcting some questions and rephrasing others. The PLA also agreed to fill in the Staff Questionnaire, after which some changes were made. The results of the Staff Questionnaire could not be included in the test results, as they would have created a biased result. The results of the visit and Checklist have been included for comparative purposes.

As one interview and one questionnaire were insufficient for the pre-test, the researcher also used the Natal University Archives for the pre-test. She conducted an interview with the University Archivist, Bronwyn Jenkins, on 9 July 2001, pre-testing the Checklist. This was a useful exercise, as the Archivist was honest with the researcher, and made her aware of the need to rearrange the order of some of the questions, and to leave others out. The researcher was able to make further changes and improvements to the Checklist after this visit. The Archivist and Administrative Assistant also co-operated in filling in the staff questionnaire, after which some changes were made. As with the APC, the NUA questionnaire results have not been included with the main test results, as this would have created bias, but the results of the visit and Checklist have been included for comparative purposes.

4.1.1.1   Visit to the Alan Paton Centre (APC)

4.1.1.1.1   Physical environment

The Alan Paton Centre is situated in an old house in Milner Road on the Pietermaritzburg Campus of the University of Natal. There are no street signs to the APC from the nearest public road, and it is necessary to get onto the campus first before seeing the signs. It is best to phone first for directions, and to make an arrangement for entering the campus security gate. For those without cars, combis and taxis can be taken from town.

There are three signposts on campus directing the user to the APC, but the name is not written in large letters above the entrance - this is something that should be done, so that its location is more obvious. The front door is sometimes open and inviting, and is at other times closed for security reasons. There are two steps, which would make it difficult, but not impossible, for

wheelchair access. There are no facilities for the blind, apart from the Oral History Project and the tape recorder.

The disadvantage of having an archive in an old house is that the old buildings develop problems such as leaky rooves, which are disastrous for archives. The roof at the APC has leaked several times, and requires the constant vigilance of the Manuscript Librarian, and frequent repairs by the campus maintenance staff. The rooms are also not the correct shape and size for archives stack rooms, but they have been adapted as best as possible, and airconditioners and de-humidifiers have been installed. Being a small building, it is not difficult for users to find the reading room and the toilet. The reading room is clean, neat and tidy, and light and airy. It is conducive to work, except when it is very cold in winter, and then heaters are necessary for staff and users. There are four tables and six chairs in the reading room, which is more than adequate for the usual number of researchers. It is rather small for a large group, and can seat about twenty for a video. Larger groups have to be split into two, one half watching a video, and the other doing a tour of the Alan Paton Study and displays.

There are no security guards within the APC, but as it is so small, with so few users, staff can easily monitor the use of documents. There are lockers near the entrance for users' bags, and users are requested to fill in forms before using any documents or manuscripts. No smoking is allowed within the Centre, and every room has been fitted with smoke detectors. There is a burglar alarm, and the staff have panic buttons, as they are rather isolated. The toilet is clean and accessible. There are places to eat close by in a shopping centre. Users are allowed to bring their own food and drink, and eat it on the verandah, if they wish. There are no public phones, but the staff phone can be used in an emergency.

The reading room does not yet have its own terminal for user access, but staff are willing to look up information for users on their terminals. There are plugs for users' lap-top computers. The NAAIRS database can be accessed via the Internet from a staff terminal. The holdings of the APC appear on both the CATNIP and NAAIRS databases, which are both accessible from the APC. Audiovisual equipment is available in the form of a video machine, a tape recorder and a microfiche reader. A photocopy machine is available, and staff are willing to copy documents for

the users, within the copyright rules of the Centre. There is a fax machine. The equipment is well maintained.

4.1.1.1.2   The records

The main contents of the records at the APC are the papers of Alan Paton, the Liberal Party of South Africa, the Natal Midlands Black Sash, and other individuals and organisations that were opposed to apartheid and were involved in the anti-apartheid struggle. The geographical area covered is mainly the KwaZulu-Natal Midlands, but some collections go further afield in South Africa. The users can find out about the holdings from the computer catalogues, descriptive lists, or from the NAAIRS printouts, in the form of NAREM and NAROS catalogues.

The physical condition of the records is generally good, except for areas of the Liberal Party (LPSA) which became exposed to the elements in the time between 1968, the forced closure of the LPSA, and 1989, the opening of the APC. In this twenty year period, the documents and manuscripts were hidden away in suitcases, boxes and trunks, in peoples' garages and basements in various locations in KZN. The physical condition of the papers deteriorated, and the order became very muddled due to the storage conditions, and due to the papers being brought to the Centre bit by bit over a period of time. This is now being remedied as far as possible by the staff of the APC, who are gradually returning the documents to their original order, and placing them in mylar packets, folders and boxes, in temperature and humidity controlled stackrooms. Sometimes, when the condition of papers is very poor, it is necessary to photocopy them before they deteriorate any further.

The two main collections, those of Alan Paton and the Liberal Party, have now been rearranged and documented. This is an on-going process for the other collections, and is going slowly due to shortage of staff and funds. As with the University Archives, attempts to digitise the photographic collection and the descriptive lists have been hampered by lack of funds and staff. The descriptive lists for the various collections are of differing standards, depending on when they were done, and an attempt is being made to upgrade all these lists. Almost everything in the collection can now be accessed in one way or another, and all collections can be used by researchers, except for a few cases where the donor has requested confidentiality. These

restrictions are indicated in the user catalogues, descriptive lists and on the document boxes.

4.1.1.1.3   User orientation and staff behaviour

As the only two staff members of the APC were involved in filling in the checklist, it was impossible to see the staff through the users' eyes by using the Checklist. From a subjective point of view, both staff members do their utmost to encourage users into the archives as much as possible, and squeeze as much possible information from the small collection as possible. The researchers are usually university staff members or post-graduate students, from South African, British, European and American universities.

The staff conduct a reference interview with each first time user, and the users are asked to fill in the details of their requirements on registration forms. Doctoral students and researchers who intend spending a period of days or weeks at the Centre are asked for a summary of their Research Proposal, so that the staff can be as thorough as possible in finding the most possible research material for the user. This sometimes entails re-arranging a collection or re-documenting it just before the researcher uses it, which is why it is preferable to receive the request in advance, through e-mail, so that some preliminary work can be done.

The search for information is done through discussion with the researcher, exploration of the computer catalogue and the NAREM catalogue and the descriptive lists. It is sometimes necessary to search through the papers in a collection to find information that has not yet been documented. The staff take the position of partners in research, do not try to block information from the users, and do not do the research themselves. If information is not available at the APC, they use other archives databases on the Internet, to try and locate likely sources of the information. If the user is computer literate, s/he is given the web site addresses of other archives to search for information.

There is a written pamphlet on the "Rules for use of the Reading Room" which users are given at the same time as they are asked to fill in the registration form. The staff check after a short while if the documents are giving the users the answers they need. There are a few areas of collections which contain confidential documents. These have restricted access based on the

stipulations of the donor. All of the collections will eventually be accessible to users, after the deaths of the donors, or after the passing of a certain number of years. The restrictions are stipulated within the descriptive lists and on the boxes. Certain interviews within the Oral History Collections are also confidential. Some may be used only after permission has been given by the interviewee.

The APC also has another group of users. These are tourists and school groups visiting to see the Alan Paton Study, which is a small museum, and the educational displays. The staff take these groups on a short tour, and try to give them information relevant to their interests.

4.1.1.1.4   Summary

The Alan Paton Centre is a small archive, with a small collection, which can be very relevant and an important source of information to certain researchers. The staff do their best to be courteous and welcoming to users and visitors, and to help them find the information they need. The main problem is that the staff is so small that they cannot get through all the work which has to be done, especially remedial work on older collections, and documentation of incoming collections. However, they welcome users, knowing that it is necessary to balance the documentation of collections with their use. The other main problem is lack of funds, which has put a hold on anticipated projects, such as the digitising of the photographic collection, which cannot be done due to lack of staff and lack of finance for equipment needed.

4.1.1.2   Visit to Natal University Archives (NUA)

4.1.1.2.1   Physical environment

The University Archives is situated in its own building on the Pietermaritzburg Campus of the University of Natal, in Scottsville, near the corner of Ridge and Golf Roads. One needs directions to reach the building, as there are no street signs from Ridge Road, but only from a distant entrance further away in Golf Road. Depending where one parks, there are security guards for cars. An appointment needs to be made to pass the security guard at the campus gate. There is no bus service in Pietermaritzburg, but combis from town pass close by.

The name of the Archives is written clearly at the entrance, in English only. It could be also

signposted on the side, for better visibility. The entrance to the building is kept closed for security reasons, but it is not intimidating. It is physically accessible to disabled users, as there is only one step. A side door with a ramp could be opened for wheelchair entry, if necessary. There are no facilities for the blind, apart from some tapes and a tape recorder.

This building was not purpose-built as an archive, but has been adapted from its original purpose. The user has no option but to walk through the stack room in order to reach the reading room, which has a sign on the door. The exit is signposted, but not the toilet. The reading room is clean, neat and tidy, but very small. Only three researchers could be accommodated at one time at the three chairs and tables. It is light and airy, but tends to be cold in winter, in which case a heater is provided. It is quiet, and conducive to work.

There are no security guards within the Archives, but as it is so small, with so few users, staff can easily monitor the safety of the documents. The front door is kept locked, and the users need to pass a staff member before reaching the exit. Users also need to fill in registration forms before using the documents. There are no lockers for patron's bags, but they can be left with the staff member in the foyer. The toilet is clean and accessible. The university cafeteria in the Hexagon Coffee Bar is close-by. There are no public phones, but the staff phone could be used in an emergency. The building is fitted with smoke detectors and a burglar alarm, and the staff have panic buttons, as they are somewhat isolated (Jenkins 2001).

The reading room has a users' terminal for accessing the CATNIP database of the university library, which includes the Archives' holdings. The NAAIRS database can be accessed via the Internet from the staff terminal, but not from the users' terminal. There is a plug for patrons' lap-top computers. Audiovisual equipment is available in the form of a video machine, a tape recorder and a microfiche reader. A photocopy machine and a fax machine are both available. The equipment is well maintained.

4.1.1.2.2 The records

The main content of the University Archives collection is the history of the activities of the University of Natal - the origins and development of the Pietermaritzburg and Durban campuses,

since 1910. The Archivist gave the researcher typed handouts listing the categories of material collected. These categories, which include only material of permanent value, are:

1. Documents of Council, Senate, Faculty Boards, academic departments and special committees.

2. Printed calendars, pamphlets, brochures and official university magazines.

3. Minutes books and records of the Student Representative Councils (SRCs), and other student bodies.

4. Student magazines and newspapers.

5. Publications of Convocation and the Publicity Office.

6. Private papers of former students and staff.

7. Staff publications.

8. Press cuttings.

9. Photographs.

10. Records and tape recordings.

11. Programmes and mementoes of special occasions.

The University Archives does not include personnel files from the Human Resources Department, student files from the Student Affairs Department, or financial files from the Finance Department, or lecturer's lecture notes.

The University Archives acts as the Legal Deposit agent for the University, and requires all Heads of Schools and Divisions to deposit seven free copies of every publication with the Archives. The Archives keeps two copies of these publications, and deposits the other five with South Africa's five Legal Deposit libraries. This is a very time-consuming task, and takes up most of the work time of the Administrative Assistant, who then does not have much time left over for other archival work. The advantage of the Archives maintaining this role, is that they can then be sure of receiving copies of all university publications. An annual letter is sent to all Heads of Departments on both campuses, reminding them of the requirements of the Archives (Jenkins 2001).

The physical condition of the records is very good. Folders, mylar packets and boxes are used.

Fumigation takes place annually, and there are no signs of insect damage. Damage from light is avoided through using filters and blinds. A problem was a dripping air-conditioner, which could have caused damp documents and mould if left, but this was fixed as quickly as possible, and all documents were moved away from it. Drains that may have led to flooding have been altered. An archival vacuum cleaner is available for removal of dust (Jenkins 2001).

Most of the collections are arranged and in order. Some older collections need rearranging, the removing of staples and rusty paper clips. A problem has arisen from the early arrangement of some collections, as the original Archivist was a qualified librarian, but had no archival training. She went for advice to the Witwatersrand University Archives, which was also being run by librarians. This has led to some mistakes which would only be noticed by qualified archivists, and which now need to be corrected. Most of the documents are stamped, which seems to be done in private archives, but not in government archives. Some of the collections have descriptive lists within the collections, but other collections still need to be properly documented. The descriptive lists are in paperback pamphlet format, and are fairly easy to use. Some are simply lists written on the sides of boxes, others are more detailed (Jenkins 2001).

No restrictions have been placed on the records, and there is no written access policy. An effort has been made not to include confidential material, and this is why staff and student files and financial documents have been excluded - they are stored in separate small stackrooms at their offices of origin.

4.1.1.2.3   User orientation and staff behaviour

The Archivist helps the users to find the material needed with the help of the computer catalogue and other finding aids, such as the index of biographical folders, the card index to photographs and the printout of the author/title finding list. A small amount of material has no finding aids, and still needs to be documented. A project to digitise the photographic collection has been temporarily shelved due to lack of staff and equipment (Jenkins 2001).

The Archivist explains the rules and regulations to each user, as there is no written pamphlet of rules. The Archivist also explains the physical and intellectual structure of the holdings to users,

with regard to what they need. From the researcher's own experience of using these archives, the staff are very helpful in helping the users find the documents. It would be impossible to know how staff interact with all users without doing a survey of every user. The staff seem to listen very carefully to the user's query, and check after fifteen minutes if the documents they have are giving them the answers they need. The Archivist seems to function entirely as a partner in research, and there is no sign of either blocking gatekeeper behaviour or of becoming the user's servant. Most users in this Archive are academic researchers, but all categories of user are welcomed, and an attempt is made to treat all equally.

4.1.1.2.4   Summary

The researcher's overall impression of the University Archives is that they are small and well-run, with a courteous, helpful staff. The main problem appears to be that the staff is too small to cover all the work which has to be done, especially remedial work on older collections. Other possible future projects, such as the digitising of the photographic collection, cannot be done due to lack of staff and lack of finance for equipment needed. There is also no time for other possible projects, such as a publication or a web site.

4.1.2   The test

In the following section, the results of the initial visits are given, to the five KZN archives used for the test - that is the three provincial archives repositories - in Ulundi, Pietermaritzburg and Durban, and the university-based private archives at the Campbell Collections, University of Natal, and at the University of Durban-Westville.

4.1.2.1   Visit to Ulundi Archives Repository (UAR)

The researcher wrote a letter to the Assistant Director, UAR, on 11 July 2001, requesting a visit to UAR on 16 July 2001. The letter was sent by fax, as a follow-up to a phone-call, and a fax reply was received from the Principal Archivist in charge of the reading room, Miss N.Z.B. Khuzwayo, that the researcher would be welcome to visit. The researcher arrived at UAR at lunchtime. A meeting took place after lunch between the researcher, the Principal Archivist, and three other staff members involved with users and the reading room. At this meeting, a discussion of issues took place, and the researcher filled in the Checklist based on the replies of the staff

members present. The acting Provincial Archivist and the Assistant Director were away at meetings during this visit and the next, and the researcher was unable to meet them.

4.1.2.1.1   Physical environment

To reach Ulundi from the two other main centres of KZN, Durban and Pietermaritzburg, one has to fly, or drive for about four hours. Ulundi has been recently developed, over the last twenty or so years, and does not have the infrastructure of an old, established city. There is much new development in Ulundi, including the new Legislative Buildings, a shopping centre, a Holiday Inn, and housing. The UAR is not located in the newly developed area, but in an area called Unit A, which is six kilometres from the new centre. This was where the old Legislature of KwaZulu was located, and it is now used for administrative purposes, and houses the government departments, including the police and the ambulance services. The UAR was not signposted from the main centre, from the connecting road, or within the complex. It was not easy to find, and one had to stop to ask people for directions. Neither of the people asked had heard of it, but the second was most helpful, and offered to phone the UAR for directions.

Most of the buildings in this complex are single story brick blocks. The UAR is situated in four of these blocks. Secure parking was available close by. People without their own transport may have found it difficult to reach this area, although there are taxi-combis running from the centre to Unit A. The name of the archives was not prominently displayed at the entrance, although there was a diagram of its whereabouts on one of the buildings, and small signs in English on the office doors. There was no obvious central entrance, due to the archives being spread over four blocks. It would be easily accessible to someone in a wheelchair, as there are few steps. All that is available for the blind are oral history tapes in Zulu, from the newly begun Oral History Project. These tapes have not yet been translated into English.

The reading room was not clearly signposted, and would have been difficult to find on a first visit. The staff toilets were signposted. There were no users' toilets, but users could be given permission to use the staff toilets, which were not being properly maintained. The reading room was an area partitioned off at the end of one of the blocks. It was neat and tidy and light and airy, also quiet and conducive to work. The one factor which could be a problem, according to staff,

is that the air conditioners are not working, and these buildings get very hot in summer and cold in winter. The air conditioners have been out of order for some time; there seems to be a general problem with maintenance of equipment. This also applies to computers, of which there are five, but all were at that stage infected by a virus which no-one knew how to remove (Khuzwayo 2001).

The main complaint of staff was that they lack modern equipment, or the knowledge of how to use it or maintain it. There are 26 staff members, 20 of whom are archivists. Most of the archivists had no computers or typewriters and no training in how to use them. They therefore could not compile lists by computer, but needed to write them in longhand. They also did not have access to e-mail for contacting colleagues or users. They also had no access to the Internet, or to the NAAIRS database, of which they are not yet part. They expressed a wish to be supplied with computers, and to be given in-service training courses in the form of computer courses. There was also no photocopy machine available, and no audio-visual equipment. Having no photocopy machine was a problem, especially in the reading room. The staff would like to have two photocopy machines - one for the use of staff, and the other a coin-operated one in the reading room, for the users (Khuzwayo 2001). There is a working fax machine, and a working telephone - it was through both of these that the researcher made contact with the archives.

The researcher discovered a year later that the problem with the computer virus had been solved, and that the staff could use the computers, although they still needed to share them. By 2002, the Head of the UAR had his computer connected to an e-mail server, but none of the other staff had access to e-mail.

There were no lockers for patrons' bags and no alternative bag security system. However, the records were kept safe by a staff member always being on duty in the reading room whenever a user was present. There is sufficient space for users, as there are 10 chairs, 3 tables and 8 desks. This is more than adequate considering the small number of users who attend.

4.1.2.1.2 The records

The question about the main content of the archival collections was answered by the Principal

Archivist giving the researcher a copy of "List of archivalia - Ulundi Archives Repository". The records collected are those from KZN not falling in the areas collected by PAR and DAR.

The main groups of records collected are:
1. Magistrates and Commissioners
2. Commissioner General
3. Government Departments and Offices
4. Commissions of Enquiry
5. Committees.

Most of these are from the pre-KwaZulu Government era, prior to the homeland government. Some records are being transferred from National Archives in Pretoria, in line with the new independence of provincial archives. A current project is the collecting of records from the many former black teacher training colleges which have recently been closed down. In order to deal with this project, and with the new Oral History Project, nine new staff members were appointed at the beginning of June 2001. However, none of these were trained archivists.

Inventories and transfer lists are available for each of these records groups, and most of the records. The user also has access to the lists. The procedure for the user gaining access to the records is for him/her to ask the staff member on duty in the reading room, who will then fetch the records for the user. The staff have been told not to do the research for the user. There seems to have been a problem with some transfer lists. Staff in government departments do not always follow the correct procedure, or use the correct format. When some of the records reach the archives, they need to be redone by archives staff. This is problematic and time-consuming. Staff reported that in the past they sometimes had to force government officials to hand over their documents, and these were usually the ones which had not been properly prepared. In order to overcome this problem in the future, a plan had been devised to make courses available for staff from government offices. Records management groups were to be set up by departments to avoid the recurrence of this problem in the future. This plan should have solved this problem by 2003.

The staff attributed many of their problems to a lack of direction. There has been no Director of

UAR for some time now, and a Provincial Archivist has not yet been appointed for KZN. A Principal Archivist was performing the roles of Acting Director and Acting Provincial Archivist. The staff feel the need for firm leadership, a strong guiding hand, and firm policy guidelines to help them with making future improvements. At present, they are being helped by the management of the PAR, who regularly fly up to Ulundi for meetings, and make suggestions for improvements.

The physical condition of the records seen was good. They are in files, in boxes, on metal shelves. Mylar bags are not necessary, as they are fairly recent records, and are not fragile. Staff reported that insect damage had taken place in some records. They had found cockroaches, fishmoth, and even reported damage from snakes, frogs and rats in some cases. Fumigation had not taken place for at least three years, but plans were afoot to fumigate in the near future, and quotations were being prepared (Khuzwayo 2001).

Restrictions placed on the records were according to the National Archives Act of 1996. This law is used as the access policy. Highly confidential documents are kept in a strong room. The researcher was shown a stackroom containing confidential documents, but these were not marked as confidential, so a new staff member or user would not have known this. However, users are not permitted to enter the stackrooms, and it is possible that new staff are also not allowed to enter unaccompanied. Reading room staff said that new staff would be informed about the confidentiality of these documents, and they would be shown a manual.

4.1.2.1.3   User orientation and staff behaviour

These areas were difficult to gauge without either seeing the staff in action, or in spending more time in the archives, but additional information will be given by the Staff Survey. The researcher was shown a register of users, but there appear to have been very few in 2000 and 2001- it was not clear if the register was being regularly used or not. Users were not given a written guideline with regard to access policy or reading room behaviour, but they would have been told by the staff member on duty. It was difficult to tell how helpful the staff would have been with regard to aiding and teaching the user, or whether they would have used a reference interview or entrance/exit interview or not. It was also difficult to tell what model of behaviour they were

following, but it seemed that some regarded themselves more as gatekeepers than as partners in research. One staff member made a point of saying that he had been told not to do the research for users, so he did not see himself in the servant role. No particular type of user seemed to be favoured more than any other type, as there were so few users.

4.1.2.1.4 Summary

The researcher's overall impression of the UAR was that it has a large and willing staff, but they are directionless. The new staff members, particularly, were not sure what they should be doing. They were in need of a strong, qualified and experienced Director and a strong, qualified and experienced Provincial Archivist who would give them specific policy directives to be followed. The Director would also have to attend to the neglected maintenance of equipment and the urgent training needs of staff. S/he would need to pay urgent attention to preservation issues such as fumigation and air conditioning, and to collection procedures, particularly with regard to negotiations with government departments. The user has been almost completely neglected, and the new Director will need to be very proactive in marketing and publicising the archives. The local population is in great need of education with regard to the purpose and existence of archives. They need to be encouraged to visit and use the archives through outreach activities and publications. Arranging tours of the archives for local university students and senior school groups may be a good starting point.

4.1.2.2 Visit to Pietermaritzburg Archives Repository (PAR)

The researcher made an appointment to interview Mrs Judith Hawley, Principal Archivist, PAR, on 20 September 2001. Mr Pieter Nel, who is in charge of the reading room was also supposed to be present, but he was unable to attend, due to attending to a visiting school group. The researcher had received information from him on previous occasions, none of which conflicted with anything which Mrs Hawley said.

4.1.2.2.1 Physical environment

The Pietermaritzburg Archives Repository (PAR) is situated in Pietermaritz Street, Pietermaritzburg (Pmb). This is a central location, which is easy to find, although there are no street signs to the PAR. When the researcher first visited, there was convenient close parking, either

outside in the street, where there is a security guard, or across the road in a parking lot. Since then, the Pmb parking system has been changed from parking meters to parking voucher scratch cards, which are far less convenient. There is no public bus service for much of Pmb, but there are many taxi combis.

The name of the repository is prominently displayed on the entrance in English, Zulu and Afrikaans. The building was specifically constructed to be an archives repository, and so is suited to its purpose. However, it has a rather forbidding exterior, with aluminium security blinds covering all the street-level windows. The door is solid wood, and is usually kept closed, for the comfort of the security staff on duty inside. This gives the entrance a very closed, secretive, forbidding, intimidating and exclusive appearance, particularly for the new user. There is a second set of closed wooden doors beyond the foyer. The Principal Archivist would like to have both these sets of wooden doors replaced with plate glass doors, to reduce the intimidating aspect of the entrance. She has requested this change from the government department concerned, but it was not granted. This could be because some years back, street rioters broke the windows of many properties in the central business district (Hawley 20-9-2001).

There are no wheelchair ramps for the physically challenged, but it would not be difficult to pull a wheelchair up the shallow steps. The Principal Archivist would like to have wheelchair ramps installed, and to have the toilet adapted for use by those in wheelchairs. There are no facilities for the blind.

Once inside the building, one must explain to the security staff on duty what one's purpose is, fill in one's details on a register, and receive a visitor's security card, in order to proceed beyond the next set of double doors. The entrance procedure may be intimidating to the new user, who would need to be clear about his/her purpose in visiting the archives.

Within the building, the reading room, toilets and exit are signposted. However, users sometimes get lost, as the layout of the building between the entrance and the reading room is confusing. There are lockers near the front entrance which are used for users' bags. Each user has his/her own locker, and is in possession of the key while his/her bags are in the locker. This provides

security for the patrons' bags, and for the archives' documents. If users object, the objection is referred to senior staff. Once in the reading room, the user may approach the staff member on duty for help with the answer to the query. A qualified staff member is always on duty in the reading room, in order to help users with their queries, and to supervise the use of the documents. The users are not allowed further into the building, or access to lifts, stairs or strong rooms. There is no cafeteria, but there is a rest room, where users may eat their sandwiches and use the public phone.

The reading room is sufficiently clean, neat, tidy, light and airy to be comfortable. The furniture is old - there are ten chairs and tables, sufficient for the usual number of visitors. It is quiet - insulated from street noises by being away from the front of the building. If it becomes too cold, the airconditioning is switched off. Users are well spread out, and allowed to talk quietly to each other or to staff.

In the reading room, there are two dedicated terminals for accessing the NAAIRS database. These may be used by staff and users. Users may also bring their own laptop computers to work on, and from which they can access the NAAIRS database via the Internet. A trained staff member is always on duty to help the users. The staff members give the users informal reference interviews to find out their research needs. They help them to locate the documents in the indexes. When the user has located the desired material in the indexes, s/he needs to fill in the details on a requisition form. Staff will be dispatched to fetch these from the strongrooms. Only three volumes are allowed at one time, to keep control over the documents. The requisition form is in English/Zulu on one side, and in Afrikaans/Sotho on the other side, as it is a form devised by the National Archives of South Africa.

Other equipment to be found in the reading room is a photocopy machine, and a microfilm reader. Unfortunately, this latter can only be used for reading microfilms, but not for printing them out. The office has a phone switchboard and fax machine. The fax machine was out of order for some months over the changeover period from government by National Archives to Provincial Archives. The staff battle with petty bureaucracy with regard to minor issues, like the repair of equipment. This was problematic in the apartheid era, where strict measures had to be taken to account for

minor things, like accounting for every five cent coin and piece of paper for the photocopy machine. This is no longer the case, although the public still needs to be given receipts for photocopying done.

4.1.2.2.2   The records

The main content of the archival records is public records from government offices in the KZN Midlands region. Non-public records form a small section of the total holdings. All the records can be accessed from indexes, catalogues or finding aids, except for a very small section of the collections occupying about 22 linear metres, or 2% of the holdings. These, however, are listed on the strongroom guides, and on the boxes.

Finding aids available range from old handwritten inventories of some of the non-public records, through a card catalogue which is gradually being transferred to computer, to computer generated lists for other archives repositories and for the public records, to the computer database. A print out of brief entries for the total PAR non-public records is available - this has been compiled by National Archives as the printout of the NAREM database, and is entitled *Guide to the holdings in the Pietermaritzburg Archives Repository*. For some of the small non-public collections, this is all that is available. For others, detailed inventories are available. These are all kept in a cupboard in the reading room and users are allowed free access to them.

Some of the descriptive lists, particularly of the public records, are not very easy to follow, and provide lists of numbers only. Some of the older descriptive lists for non-public records, for example, that of the Sir Theophilus Shepstone Collection, are written with the user in mind, and although hand-written, are far easier to follow than some of the more modern computer print-outs. The National Archives has plans to remedy this situation by rewriting introductions to guides for public records, to make them more understandable and user-friendly (Hawley 20-9-2001; Olivier 1999:10).

Basic preservation measures have been taken with regard to the records. They are mostly in archival boxes, with some in bound volumes. Within the boxes seen, the records have been attached to hard cardboard bases with tape. Folders are not used. Up until the present time mylar

pockets have not been used for fragile documents, but the intention is to use them in the future. It is difficult to judge the state of the records from the few seen, but it is assumed that the state will vary from record group to record group, depending on where the records originated, what care was taken of them previously, and their age. The Principal Archivist reported that funds had not been forthcoming from National Archives previously for repair work on one of the older record groups in need of restoration. She is intending to apply for funding for this work from the new Provincial Archives. She made the point that in the past, archivists were not encouraged to be assertive with their needs, and that large projects needing attention, for instance the rebinding of a collection or the repairing of plumbing to stop the spread of mould and damp, were often pushed to one side (Hawley 20-9-2001).

As fumigation takes place every three months, there is no sign of insect damage in records since they entered the archives. However, some records were damaged in their original locations. Some of the bound volumes which have been in a damp strongroom show signs of mould. Fungicide is available to clean them, but there is insufficient staff time available to do this. There is also not a suitable well-ventilated working area to work with the fungicide, which gives off dangerous fumes (Hawley 20-9-2001).

The building seems to have been designed with the storage of documents in mind, but not with the safety of the staff. The building has a carbon dioxide fire system installed, which is extremely dangerous to staff. If smoke is detected, a citrus-smelling fume is emitted, giving staff thirty seconds to vacate the strongroom. Thereafter, carbon dioxide fumes flood the room, putting out the fire, but also killing anyone unfortunate enough to be trapped in the room. For this reason, the Principal Archivist has had the system disconnected (Hawley 20-9-2001).

4.1.2.2.3   User orientation and staff behaviour

When a user enters the reading room, s/he is provided with help and informal guidance by the archivist on duty. The staff member may also give the user a copy of the pamphlet which has been written to explain to users the conditions of access to the records. Access is in terms of the National Archives Act of 1996. So far, the regulations for the KZN Archives Act of 2000, have not yet been promulgated, so the Act is not yet in force. The Home Affairs Act is in force with

regard to access to Birth, Marriages and Death indexes and registers. In order to provide confidentiality, the Births Index is restricted for a hundred years, and the Marriages and Deaths Registers for twenty years. Other useful information is given in this pamphlet - a map of how to get to PAR, suggestions of useful collections for different purposes, addresses of other archives, and of private researchers. The pamphlet can be used to save staff time in answering questions, and to be sent to potential users who enquire by mail.

The pamphlet lists the following archives groups as good sources of information for family researchers:

1)   MSCE - Master of the High Court - Estates - holdings 1840 - 1974

2)   Birth, Marriages and death Indexes and Registers - incomplete set, with restrictions determined by Department of Home Affairs, i.e. Births - 100 years; Marriages and Deaths - 20 years.

3)   CSO (Vols. 2282 - 2288) Colonial Secretary's Office: Marriage Declarations, Pmb. 1847- 88.

4)   EI - European Immigration department, 1849 - 1911 - records of arrival of immigrants in Durban via assisted or sponsored passages.

The following archives groups are recommended as good sources of information on military service:

1)   NDR - Natal Defence Records

2)   NMP - Natal Mounted Police

The following archives groups are recommended a good sources of information for enquiries concerning local history:

1)   CSO - (Vols. 23 - 30) Colonial Secretary's Office: Letters Received (1849-1853)

2)   Magistrates and Commissioners

3)   Local Authorities.

The user is therefore given a good introduction to useful holdings in the PAR through the information provided in this pamphlet. However, the pamphlet does not appear to have been

altered since the changeover in administration from national to provincial. And in the list of Private Institutions in Annexure C, only one from KwaZulu-Natal has been included. This list would benefit from the inclusion of the Alan Paton Centre, the Killie Campbell Africana Library, the University of Durban-Westville Documentation Centre and the Natal Diocesan Archives. In Annexure B, the Ulundi Archives Repository has also been omitted.

From observation on this and previous visits to the PAR, the five archivists who take turns at reading room duty, all appear to be very helpful in their interactions with users. They do their best to help researchers with their research projects, and check to see whether the researcher has found what s/he was looking for. They appear to use the model of behaviour of archivist as partner with the user. In the pamphlet, it is stipulated that the PAR:

> ...is limited to doing research on behalf of members of the public only with respect to:
> 1) the nature and availability of sources
> 2) the extent and use of finding aids
> 3) the functions and services of the National Archives.

It is therefore clearly stated what the role of the staff is with regard to the extent of help that the staff may give to the user. The members of the public are expected to conduct the research themselves, or to employ a private researcher to do the research. A list of private researchers is given in Annexure A of the pamphlet. These researchers specialise in either Natal family history, Natal Carbineers history or research requiring extensive photocopying. It is assumed that academic researchers are inclined to do their own research, so academic researchers are not listed. Genealogists often do research for members of the public who do not have the time or the knowledge to do the research themselves.

4.1.2.2.4   Summary

The researcher's overall impression of the PAR is that it is a large repository containing very important documentation on the history of KwaZulu-Natal, and that it has a well-trained, pleasant and polite staff. The new user, however, could be deterred from entering the building because of the closed doors and intimidating frontage. Should the new user pluck up the courage to enter, s/he could be further deterred at the front security desk if unsure what s/he really wanted to find in the archives. A further deterrent for the inexperienced user would be the interpretation of the numerous finding aids available, or lack of experience with using computers or card catalogues.

The Principal Archivist explained that there is a move afoot to rewrite guides in a more user friendly way. In the past, archivists were not taught to consider the user, but were expected to do their documentation work in the briefest and most efficient way possible. This view is now being reassessed, and the collections are being re-described as a whole, in order to help the user with understanding their importance and structure, and enabling the user to find more easily the reference to the document needed.

With regard to outreach activities, the Principal Archivist claimed that if activities happened in another venue, it was problematic as they did not bring potential users into the archives. They may serve to publicise the name of the archives, but that the link was not being made with the archives repository itself. Another problem is that when large school groups are brought to tour the archives, the varying literacy levels and levels of understanding of each user in a large group is difficult to cater for. There is no visual element for the less literate to refer to, as there is in museums, for example. The groups are often tired from touring a large number of venues in one day, and do not take in much by the time they reach the PAR. However, the PAR is persevering with outreach activities, as will be seen in the replies to the Staff Questionnaires in 4.2.

4.1.2.3   Visit to Killie Campbell Africana Library (KCAL)

The researcher arranged to visit the Killie Campbell Africana Library (KCAL) on 12 October 2001. This was done by initially writing to the Director of the Campbell Collections (CC) of the University of Natal, and sending copies to the Archivist, Mrs Bobby Eldridge, and the Reading Room Librarian, Ms Nomusa Bhengu. This was followed up with e-mails and telephone calls to the Archivist to confirm the date. A meeting was held with the Archivist and the RR Librarian, during which the Checklist was gone through. Afterwards, they took the researcher on a tour of the KCAL.

4.1.2.3.1   Physical environment

The Campbell Collections are situated in a very large house on the corner of 220 Marriot Road and Essenwood Road on the Durban Berea. This is a twenty minute drive from the Durban Campus of the UN, and thus students and staff cannot simply wander into the building on impulse, but a specific arrangement must be made to drive there, or to catch a bus from the campus, or

from Central Durban. Street signs are found at the corner of the property, but not elsewhere in Durban. A stranger would therefore need a map or directions to find the building. Convenient close parking is available either on the property, or in the street outside. A security guard is on duty near the parking lot, and his duty is to guard the building, which he does effectively with radio and telephone. He contacts the staff to inform them of the visitor, who is usually sent on to the library door, which is kept locked. A closed circuit security system enables the staff to see who is standing at either the front door or the library door. The name of the archives/library is prominently displayed outside in English, and on a smaller brass plaque at the entrance.

The entrance to the building may be intimidating to someone who has never been there before, as the house is imposing, stately and guarded. However, the security guard is polite and friendly. For security reasons, the front door is guarded, and the library door is kept locked - so one would not enter without an appointment, or a specific research purpose in mind. In order to visit the museum, a school group is required to make an appointment. The physically challenged would have difficulty in getting further than the museum on the ground floor, as the steps are too steep for a wheelchair and there is no lift. In the past, staff helped a disabled user by bringing documents downstairs, but this was far from ideal. There are no facilities for the blind, except for oral history tapes and a tape recorder.

Once within the library entrance, the toilets are signposted in the foyer and the stairs lead straight to the reading room. It is clean, neat and tidy, but can be cold and stuffy due to the air-conditioners. Users talking too loudly, or the cold could hinder the researcher. Staff are always on duty in the reading room when users are present, to safeguard the documents. There are lockers available for users' bags, but these do not have keys for the exclusive use of the user. Photographs are prohibited within the building to safeguard the valuable artefacts. It is felt that these photos could be shown to dealers, and used in planning a robbery. Thus the level of security is high, and all risk factors appear to have been addressed.

There is no cafeteria for users, but they are allowed to sit in the foyer or in the garden and eat their sandwiches. There are no public phones. There are twelve chairs and tables available. This is enough for normal usage, but not enough space is available if a large group visits. The staff

expressed a wish for a seminar room on these occasions. Two computer terminals are available for public use for consulting the URICA OPAC catalogue. There is also an old card catalogue, which is still in use. This is a way of identifying collections in the backlog which have not yet been documented. KCAL is not yet part of the NAAIRS database. Staff can access the contents of other archives through this database via the Internet, as can users, who are welcome to bring their laptop computers with them. Other audiovisual materials available are a video machine, a film projector, a tape recorder, a microfiche reader, a microfilm reader, a photocopy machine and a fax machine. All this equipment is well maintained (Eldridge and Bhengu 2001).

4.1.2.3.2   The records

The KCAL is both a library and a manuscript library/archives. The main content of the collections is the early history of Natal and Zululand, the Anglo-Zulu War and the South African War; the records of educational and other institutions in KwaZulu-Natal, and political conflict during the apartheid era. The user is helped by reading room staff, and given an informal reference interview. The user may look for information in the computer catalogue, the card catalogue, or in descriptive lists, which are to be entered onto the Campbell Collections web site in an ongoing project. Some inventories are more detailed than others. Not all collections can be accessed, as there is a large backlog, which the Archivist and her staff are attempting to deal with. The smaller unsorted collections may be used be serious researchers. Some of the older books and documents are very fragile, and photocopying them is therefore prohibited, as it would cause damage. These items fall into the section of the collection called Special Reference. This problem is being overcome in the photograph collection, which contains many old, fragile and historically important photograph albums. These have been entered into the computer as part of a digitising photographic catalogue project. When this is completed, it will be put onto the Internet as part of the Campbell Collections web site. The Campbell Collections is a leader in the field of archival digitisation in South Africa, and the Preservation Librarian has conducted courses in EAD and the DISA document digitisation project for archivists and librarians throughout South Africa.

The collection is fumigated every three to four months, and all incoming items are fumigated. There is therefore no problem with insect damage once the collections arrive, but older items may have been damaged in the past. If mould occurs, it is dealt with by the Preservation Librarian.

Most items have no restrictions to their use, unless due to donor wishes or fragility of documents (Eldridge and Bhengu 2001).

4.1.2.3.3 User orientation and staff behaviour

This was difficult to gauge without spending more time using the reading room, but more information is available from the Staff Questionnaires. The Archivist and Librarian were very friendly and helpful towards the Researcher, and went out of their way to give up their time in order to answer the questions and show her around. It would appear that they are helpful and polite to all users and would work as partners in the research process.

4.1.2.3.4 Summary

The researcher's overall impression of the KCAL is that it is a large collection of important historical books and papers, which have been very well safeguarded and preserved. The staff is polite, friendly and well-trained. A new user may feel intimidated by the grandeur of the building, and would need to have a very clear idea about the purpose of his/her visit. A major problem which the staff appear to be facing is the large backlog of undocumented collections. This they are dealing with by employing student interns to be trained to help with documentation and sorting. They are also using the most advanced technology available in the photographic and document digitising programmes. The Preservationist is bringing in the best technology available to deal with computerising documentation of museum artefacts and archival documents. This project is being backed with overseas funding from the Mellon Foundation of the USA. Another problem which has surfaced is that there is a long-standing problem of friction between various staff members, which has caused problems within the organisation. It is not known how this is being dealt with. It is not apparent on the surface, and should not interfere with service to the users.

4.1.2.4 Visit to Durban Archives Repository (DAR)

The researcher arranged to visit the Durban Archives Repository (DAR) on 29 November 2001 and met with Mr R. Bhim Singh, Head of the DAR, during which meeting the Checklist was gone through. Afterwards, he took the researcher on a tour of the DAR.

4.1.2.4.1 Physical environment

The DAR is situated on the second floor of Nashua House, 14 Demazenod Road, Greyville, Durban. The building is surrounded by factory shops, on a small side street, and is therefore difficult to find. The location of the archives in a building shared with others and not purpose-built for archives is one of the main problems faced. Limited parking is available in the street outside, and other more secure parking is available outside one of the nearby factory shops. Staff and regular researchers are able to park upstairs in the Nashua building. Buses and combi routes are nearby, as is the Durban Station, but the archives is not visible from these places, or advertised at these places. The head archivist would ideally like the archives to be situated in a purpose-built building near the university, to be more accessible to academics. There seems to be no likelihood of this happening in the near future, due to financial constraints (Singh 2001).

The name of the DAR is prominently displayed at the front entrance in English, Zulu and Afrikaans. However, there are no street signs to the archives. The entrance to the building is kept open, but staff cannot see the entrance from two floors up. This is a problem, as there is no bell, so an elderly or disabled person standing downstairs would not be able to call for help. Reception is up two flights of stairs, and there is no lift. The owners of the building are not prepared to spend a considerable sum of money to install a lift. A user in a wheelchair could gain access from the loading door on the way to the roof parking, but they would need to phone in advance to make arrangements, as they could not be seen from this door either. The toilets have been customised for the physically challenged. There are no facilities for the blind.

There are few signs within the building, except small ones on the doors. There are no clear signposts in the passage as to the whereabouts of the reading room, the toilets, the entrance/exit, or the emergency exit. Even the reception area had been temporarily moved away from the top of the stairs, so this is a problem area. A very friendly staff member, on duty in the reading room, showed the researcher where to go.

The entire building is shabby and needs a coat of paint. The reading room is light and air-conditioned, so is cool and conducive to work. It is quiet, but users may talk quietly to each other and to staff. All the books on the tables were being used by researchers. A staff member is

always on duty in the reading room, to keep an eye on the documents being used, and to help the users with their queries. There are lockers for users' bags. Three toilets are available for use by staff and users. There is no cafeteria, but serious researchers are allowed to bring their tea and have it in the staff tea room. There are about ten chairs and tables, adequate for the usual number of users. There is also a seminar room and a discussion room. There is no public phone.

A terminal is available in the reading room for the use of users and staff. It provides a dedicated network connection to NAAIRS, so that the catalogue of the DAR and other SA archives can be accessed from the reading room. NAAIRS can also be accessed through an Internet connection, and by researchers bringing their laptop computers. A video machine is available for viewing videos, but there is no Oral History Programme, so no tapes or tape recorders are available. Both photocopy and fax machines are available, and the equipment is well maintained.

4.1.2.4.2 The records

The researcher was given a copy of the "List of Archivalia in the Durban Archives Depot". The archives consist mainly of local government and high court records. Indian immigrants' shipping lists, from the early 1900s, when indentured labour was being brought from India to work on sugarcane farms, provide a valuable research tool. These lists are well used, and this has contributed to their fragile condition. A research team is independently working on these records, converting them into computer data, which will eventually be published. This will prevent the originals from being further damaged by use. Ideally, these records need to be scanned into a computer and made available online or on CDs. This is an envisioned project for the near future. The same applies to the records of the Town Clerks, which are very old and fragile, and also well-used. The other records are not that fragile, and are housed in boxes in the strongrooms. Fumigation takes place every three months, and no records have been damaged by insects or mould subsequent to arriving at the DAR. Some were damaged prior to being received. The building has airconditioning throughout, but it was malfunctioning in one of the strongrooms and had to be repaired a the time of the visit. Generally there is no backlog, but a backlog is building up at present due to shortage of staff. More staff are hopefully soon to be employed. When records are received in disarray, the head archivist meets those concerned at the government offices to ask them to put their current records in order for the benefit of future users (Singh

2001). Finding aids which are available are inventories, transfer lists, and the computer catalogue. The two trained staff on duty conduct informal reference or entrance interviews, but not exit interviews.

The DAR is following the conditions of use as laid down by the National Archives Act of 1996. Although the KZN Archives Act 2000 has been passed, the regulations have not yet been promulgated, so the Act is not yet in operation.

4.1.2.4.3   User orientation and staff behaviour

This was observed very briefly by the researcher, who found the staff friendly and helpful. The head archivist remarked that one reading room staff member was often being thanked and complimented by users for her friendliness and helpfulness. The staff do not discriminate between different types of researchers, but they find academic researchers the easiest to help, as they are focussed, they know what they want, and they "get straight down to business" (Singh 2001).

4.1.2.4.4   Summary

The researcher's overall impression of the DAR is that it has a friendly, helpful and knowledgeable staff who do their best to supply the users with what they need, but they are hampered by being short-staffed. The biggest problem for the DAR is the physical location - the building itself, and its situation are unsuitable for an archives repository.

4.1.2.5   Visit to University of Durban-Westville Documentation Centre (UDW DC)

The researcher made an appointment to visit Mr K. Chetty, Librarian at the UDW DC, on 19 April 2002. On arriving at the DC, she met Ms Narissa Ramdhani, Director of the DC, and had a discussion with her. After this, she met Mr Chetty, and went through the Checklist with him. After that he took her on a tour of the DC, and showed her the web site, the computer catalogue and the finding aids.

4.1.2.5.1   Physical environment

The UDW DC is situated in a building near the University Library on the campus of the UDW.

It is next to a noisy, busy student concourse, near a bus rank, so almost all the students on campus must know of its existence, as they pass by every day. It is well sign-posted outside, and the name is written in English on a large signboard outside the door. However, once inside, it is quiet and peaceful, as the noise does not penetrate the foyer. There is limited parking nearby, and other visitor parking further away on the campus. Although away from the centre of the city or of Westville, the campus is easily reached by buses and combis from Durban.

There are no security guards within the building itself, but the campus is well protected by security guards at a checkpoint at the entrance. It is necessary to produce one's Identity Document and fill in a form at the gate, and one is issued with a visitor's card before being allowed on campus. The entrance to the building is open and welcoming, with colourful murals on the walls. Staff are on duty in the foyer to receive visitors. It would be possible for a disabled person in a wheelchair to enter the building as there are not too many steps. The back entrance could also be used in this case. There are no facilities for the blind, although an extensive OHP is planned. The toilets are adequate, and are sign-posted.

The official reading room is not used, as it is unsuitably situated, away from staff supervision. The intention is to turn it into the Oral History Centre. The reading room has been relocated to the large library and functions room, where the Librarian is permanently on duty, as his office is at the library desk. This room is very large, and could take two hundred people if chairs were brought in. At present there are four tables and six chairs, but more are added when necessary. The room houses a large display of Indian history in KZN, Indian artefacts, Gandhi and Luthuli and other displays. The reading room is conducive to work as the temperature is maintained by air-conditioner, it is quiet, and staff are available to help the user. There are no lockers for bags, but they can be left at the Librarian's desk. Public phones and a cafeteria are available on the campus.

The DC has not participated in the National Automated Archival Information System (NAAIRS) project. The Librarian was unaware that it had gone online, or that he could access it through the Internet, but intended to do so as soon as he had the web site address. The staff had working computers, but the user terminal was currently out of order and needing repair or replacement. Fax and photocopy machines were available, and there is not usually a problem with equipment

maintenance. Patrons can use their laptop computers, as plugs are available (Chetty 2002).

4.1.2.5.2   The records

The main content of the archives collections is the history of Indians in KZN, which was initially the focus of the archives. This focus has now been broadened to include liberation issues in SA and resistance history. The proposed new name for the DC, which is not yet official, but which appears on their web-site, is the Gandhi Luthuli Documentation Centre. The main future focus of the DC is to be a large new Oral History Project (OHP). The funding for this project has come from outside funders, mainly Michigan State University, the Mellon Foundation, the Ford Foundation and the South African National Department of Arts and Culture, who have between them contributed R7 million. This money is to be used to purchase equipment, run training courses on oral history research and interviewing skills, employ seven staff members for the OHP, and conduct interviews in KZN on liberation issues. The OHP is called "Voices of Resistance", and is expected to record the role of Indian South Africans in the anti-colonial and anti-apartheid struggles, and generate scholarship in preparation for the 150th anniversary celebrations of Indian arrival, which are being planned for 2010. Advertisements for this OHP were placed in the local press during February and March 2002, calling on the community for suggestions of individuals who should be interviewed for the project, particularly members of political and military organisations, members of the Natal Indian Congress and those involved in significant resistance activity. This project is to be the main focus of the DC for the next nine years (Ramdhani 2002).

The finding aids which are available for accessing the document collection are computer generated printed descriptive lists, inventories, indexes and guides, a bibliography, and a computer catalogue composed on Microsoft Access, which is linked to the web-site. These finding aids have all been compiled by the Librarian, who is working on transferring the information from the lists onto the computer catalogue, when time permits. At present, only staff have access to the computer catalogue, until the user computer is fixed. Assistance from trained staff is available in the reading room, as the Librarian is on duty there, and can call in the assistance of three student contract workers when needed (Chetty 2002).

Very few of the records are restricted. There is no written access policy, but the user is informed

of restrictions by staff. The documents are placed in files in boxes onto metal shelving in the stack room, which runs down the side of the reading room. The collections are fumigated only as and when it seems to be necessary. There does not seem to be a problem with mould and insects. There are two fairly large book collections - those of Gandhi and of Phyllis Naidoo. There is a shortage of shelving space for the Gandhi books, which are piled one on top of the other. It appears that the DC has almost run out of storage space. A large number of artefacts and display cases are available for displays (Chetty 2002).

4.1.2.5.3   User orientation and staff behaviour

This was observed very briefly by the researcher, who found the reading room staff friendly, easy-going and helpful. The Librarian commented that very often the users' queries are brief, and only on occasion is it necessary to enter into a detailed reference interview (Chetty 2002). In order to know more about staff behaviour, it would be necessary to spend more time in the reading room, working on a research project. However, time constraints and distance from home prevented the researcher from doing this.

4.1.2.5.4   Summary

The researcher's overall impression of the DC is that there is a large amount of useful documentation there for researchers to use, plenty of space for researchers, and for staff to hold functions. The staff members are helpful. It is in a busy, bustling location, fairly accessible to anyone wishing to visit. The future energies of the DC are going to go towards the new OHP, and towards preparation for the celebrations planned for 2010.

4.2 Results of the survey of archives staff

The Staff Questionnaire (see Appendix B) was taken by the researcher on her initial visit to each archive. When she interviewed the Principal Archivist or reading room staff members, she requested that they give each professional and semi-professional staff member a copy of this questionnaire to fill in. It was realised in advance that other staff members, such as secretaries, receptionists, clerks and messengers, who were not involved with the archives users in the reading room, or with outreach activities, would not have known the answers to most of the questions. In the case of each archive, she made an arrangement for the completed questionnaires to be personally collected, feeling that this would avoid possible loss in the post, and that the staff would be more motivated to fill them in if they knew there was a deadline, and that they were going to be fetched. A copy of the Staff Questionnaire can be found in Appendix B, at the end of this study.

As already explained in 4.1.1, the two archives used for the pre-test, the Alan Paton Centre and the Natal University Archives, have not been included in the test results for the staff questionnaire, as they would have created bias. The staff questionnaire results are based on the replies of staff from the five archives covered by the test: the Ulundi Archives Repository, the Pietermaritzburg Archives Repository, the Durban Archives Repository, the Killie Campbell Library and the University of Durban-Westville Documentation Centre.

The following information is given for each result: the topic of the question; an explanation of why the question was asked; and the results, in the form of a table where necessary, and comments. In the table, if percentages are given, they have been rounded off to the nearest whole number.

4.2.1   General information

The Staff Questionnaire began with a section on "General Information", to put the respondents into their context, starting with the name of the archives, their position within the archives, length of time worked in the archives, languages spoken, gender and age. They were then asked general questions about the archives, to establish the context of the archives - number of staff employed, number who are qualified archivists, number of visitors and number of reference queries.

4.2.1.1 Name of archives

This question was asked in order to keep track of the distribution of the returns between the different archives.

Table 4.1: Name of archives

Name of archives	Questionnaires given	Questionnaires returned	% of total
Ulundi Archives Repository (UAR)	20	10	50
Pietermaritzburg Archives Repository (PAR)	5	4	80
Durban Archives Repository (DAR)	3	3	100
Killie Campbell Africana Library (KCAL)	12	6	50
UDW Documentation Centre (UDW DC)	5	3	60
Total questionnaires	**45**	**26**	**58**

Of the Provincial Archives, the UAR had the largest staff, and the DAR the smallest. Of the university-based archives, KCAL had the largest staff, and UDW DC the smallest. (The number of staff members in the two archives used for the pre-test was the lowest of all.)

4.2.1.2 Position of respondent within archives

Table 4.2: Position of respondent within archives

Position of respondent	Total number	% of total
Principal archivist	11	42
Archivist	7	27
Assistant archivist	1	4
Archive assistant	1	4
Librarian	2	8
Library Information Officer	1	4
Digital Indexer	1	4
Co-ordinator - Cultural Heritage Programme	1	4
Unknown	1	4
Totals	26	100

The reason for this question being asked was to establish the level of responsibility of the respondent in the archives structure, as there would have been a link between their position and the subsequent answers in each questionnaire.

The largest group was Principal Archivists. This rank is given to the most senior archives staff in Provincial and State archives. The second largest group was Archivists. This rank represents the rest of the Provincial archives staff, and the senior archivist at KCAL. There were two Librarians, one at KCAL and one at UDW DC, and one each in other positions.

4.2.1.3   Length of time worked in archives

This question was asked because the more experienced staff would possibly answer the questions differently to the less experienced, more recently appointed staff. The attitudes of longer-serving staff members could be different to the attitudes of more recently employed staff members. If staff had stayed on for a long time, it would show stability in archives staffing.

Table 4.3:   Length of time worked in archives

Length of time worked in archives	Total number	% of total
Less than 1 year	6	23
1 - 5 years	4	15
6 - 10 years	9	35
11 - 15 years	2	8
16 - 20 years	3	12
Unknown	2	8
Total	**26**	**100**

The largest group had worked in archives for 6 - 10 years, 54 % had worked in archives for 6 - 20 years. Two staff members had also worked for extensive periods in other archives, one from DAR for 11 years, the other from KCAL for 22 years. A significant group (23%) were new to archives, having worked only a few months. All staff members from this group were from the UAR.

4.2.1.4 Educational qualifications of staff

This question was asked because the more highly qualified staff would possibly answer differently to the less qualified staff. It was also important to find out if staff had archival qualifications or not, or if they were qualified in other areas. The answers to this question have been tabulated into two separate tables, to make them easier to understand. The first table deals with degrees, and the second with diplomas.

Table 4.4: Educational qualifications: Degrees

Educational qualifications: Degrees	Number	% of Total
Bachelor of Arts or B.A. (Hons.) or M.A.	12	46
Bachelor of Administration or B.Admin.(Hons)	8	31
Bachelor of Bibliography or B.Bibl.(Hons)	2	8
Bachelor of Social Science	1	4
Bachelor of Technology -LIS	1	4
No degree	2	8
Total	26	100

Table 4.5: Educational qualifications: Diplomas

Educational qualifications: Diplomas	Number	% of Total
National Higher Diploma in Archives	6	23
AUDIS or Higher Diploma in Librarianship	2	8
Human Resources Diploma or HR Masters Diploma	4	15
Public Administration or Pub. Management Diploma	3	12
Teachers Diploma	3	12
Industrial Relations Diploma	1	4
No diploma	10	38
Total	29	112

Note: Some staff have 2 diplomas, which is why the total is 29, and the % is 112.

In general, the staff of KZN archives are well educated. All staff members who responded are Matriculated. Only one staff member has no post-matric qualification. Two staff members have a Matric and a diploma, but no degree. 24 out of 26 staff members have degrees (92%). However, only 6 staff members (23%) have an archival qualification, and only 4 (15%) have a library qualification. These are well-qualified staff, with a variety of degrees, but relatively few (38%) have the expected degree or diploma in the archives or library fields.

4.2.1.5 Languages which staff could speak, read and write

This question was asked because South Africa is a multi-cultural, multi-lingual society, with eleven official languages. It would be expected that in KZN, the staff of each archives could between them manage to speak at least English, Zulu and Afrikaans. Hindi was also included, although it is not one of the official languages of South Africa, but one staff member could speak Hindi, and there is a large Indian population in KZN. Multiple answers were given for this question, and therefore the totals are over 100%.

Table 4.6: Languages spoken, read and written

Language	Speak	% of Total	Read & Write	% of Total
English	26	100	26	100
Zulu	20	77	16	62
Afrikaans	8	31	15	58
Xhosa	6	23	2	8
Swazi	4	15	1	4
Sotho	1	4	0	0
Tswana	1	4	0	0
Hindi	1	4	0	0
Total	**67**	**258 %**	**60**	**232%**

Everyone could speak, read and write English. A high proportion could speak, read and write Zulu. Only a third could speak Afrikaans, but over a half could read and write it. No-one at UAR or UDW DC could speak Afrikaans, although some staff could read and write it. English, Afrikaans and Zulu could be spoken at PAR, DAR and KCAL. Almost a quarter could speak

Xhosa, and 15% could speak Swazi. The three other languages which could be spoken but not read, were Sotho, Tswana and Hindi.

4.2.1.6   Gender and age of staff

The question about gender was asked to find out if more men or women worked in archives. It was found that exactly 50% of the staff were male, and 50% were female. The question about age was asked to find out if the staff was predominantly composed of either younger or older people. The age of the respondents could also influence the way in which they answered the questions, as attitudes change with age. It was found that the division of age groups was fairly evenly spread, with over a third (38%) aged 20-29; over a third (38%) aged 30-39; and a quarter (23%) aged 40-59.

4.2.1.7   Number of staff employed and archival qualifications

Questions 8 and 9 have been tabled together, as they are linked. These questions were asked to give an idea of the size of the staff in each archive, and in order to find out how many of the archives staff are qualified.

Table 4.7: Number of staff employed and archival qualifications

Name of archives	Total professional & semi-professional staff employed	Total staff in a qualified archivist post	Respondents in a qualified archivist post	Respondents with an archival qualification	% Respondents in an archival post who are qualified
UAR	26	20	10	1	10
PAR	16	5	4	3	75
DAR	6	3	3	1	33
KCAL	16	1	1	1	100
UDW DC	5	0	0	0	0
Total	**69**	**29**	**18**	**6**	**33 %**

The figures given for each archive varied from respondent to respondent. The figures used were based on the majority estimate, and were verified with senior staff. Question 9 was difficult to interpret, as many staff without qualifications were found to be in qualified posts. They regarded themselves as qualified archivists, when in fact they were archivists by title only, but had other qualifications, and sometimes they also had archival experience. It was necessary to go back to Question 4 to verify each respondent's educational qualifications. Only 6 of the total of 18 respondents in archivists' posts are qualified archivists (33%). If all 29 staff in qualified posts had responded, the results would probably have been different.

4.2.1.8 Total number of users per year

Questions 10, 11 and 12 are linked, and will be tabulated together as the total number of users per year, for the year 2001, which is the answer that was given in most cases. The reason these questions were asked was so that the extent to which users, researchers and visitors were using each archive could be established.

Table 4.8: Total number of users per year, for 2001

Archives	Researchers	Visitors	Ref. Queries	Total
UAR	10/50 ?	15/240 ?	21/300 ?	46/590?
PAR	1 870	125	348	2 343
DAR	600	70	740	1 410
KCAL	1 568	120	360	2 048
UDW DC	500	900	300 ?	1 700 ?
TOTAL	4 548/ 4 588 ?	1 230/ 1 455 ?	1 769/ 2 048 ?	7 547/ 8 091 ?

When asking this question, it was assumed that each archive would be keeping user statistics. It became apparent from the replies that not all archives were keeping user statistics, or if they were, that not all staff were aware of the fact, or had access to the figures. A question mark is used to indicate unreliable statistics. PAR and DAR had definite statistics, quoted by all respondents. KCAL staff referred the researcher to the Reading Room Librarian for these statistics, but as they did not appear on any questionnaire, she went back to the Archivist later, and was given the statistics for researchers, and estimates for visitors and queries by phone, e-mail, letter and fax.

UAR staff gave widely varying estimates, from no researchers, no visitors, and no queries, to 50 researchers, 240 visitors and 300 queries per annum. Two sets of statistics were therefore used in the table - those given in the questionnaires by two senior staff members. The researcher sent a letter to the Reading Room Librarian to verify these statistics, but received no reply. The UAR statistics are therefore unreliable, and must be seen as "guesstimates" only. Staff at UDW DC agreed on the approximate number of researchers and visitors, but had very different estimates for total queries per annum.

4.2.2 Archival outreach activities

The second section of the Staff Questionnaire dealt with "Archival outreach activities". The purpose of this section was to find out whether or not archives in KZN were holding outreach activities, also known as archival public programmes, and if so, what kinds of activities were being held. A most important series of questions followed, the aim of which was to find out the attitudes of the staff towards holding these activities, and their preferences.

4.2.2.1   Archives which carry out outreach activities

This question was asked to find out which archives were holding outreach activities. It was discovered that the UAR is the only KZN archive which has so far not held any outreach activities. However, most of the UAR respondents replied that there is a future intention of holding them, and that it was at present in the planning stages. One senior staff member stated that a public outreach policy needed to be implemented first, at Provincial level, before anything was done. One other respondent claimed that some school tours, visits by groups of students, and workshops had taken place over the previous year, although official outreach activities had not yet started to take place. A Principal Archivist at the DAR commented that they are not pro-active with their outreach activities, but they hold them at the request of a school or lecturer.

4.2.2.2   Different outreach activities which have been held

A range of possible archival outreach activities was listed, including "other", in case any archive had held something different. The question was divided into two answers, one for the last year, and the other for the last five years. This was to show if outreach activities were more or less frequently held now than before.

Table 4.9:   Different outreach activities held at archives

Activities held	PAR past year	PAR 5 years	DAR past year	DAR 5 years	KCAL past year	KCAL 5 years	DC past year	DC 5 yrs
Displays/exhibitions	Y	Y	Y	Y	Y	Y	Y	Y
Open days	Y	Y		Y	Y	Y	Y	
Guided/school tours	Y	Y	Y		Y	Y	Y	Y
Student group visits	Y		Y		Y	Y	Y	
Lectures	Y		Y		Y	Y	Y	
Seminars	Y	Y	Y		Y	Y	Y	
Workshops	Y	Y	Y		Y	Y	Y	
Video/film shows	Y		Y				Y	
Other					Y			
No. different kinds of activity held	**8**	**5**	**7**	**2**	**8**	**7**	**8**	**2**

For this question, a variety of answers were received, as it relied very heavily on the memory of the respondents, and the length of time they had worked in the archives. The responses were taken together as affirmative or negative, relying on group memory. If the activity was held, it has been indicated with a "Y" for yes, otherwise it has been left blank. UAR was left out of this table, as the general consensus was that no activities had taken place, except for one respondent, who said that there had been a few. In the case of each archive, more activities had taken place over the last year than over the last five years.

4.2.2.3   Activities most and least likely to attract visitors to archives

Questions 15 and 16 will be dealt with together, as they are linked. The main aim of outreach activities, according to the literature as discussed in Chapter 2, is to bring the users into the archives. This is why these questions were asked. Also, the replies will hopefully guide archives in their future choices of activities. The staff were asked to draw on their own experience to answer these questions, and for this reason, newly appointed staff, or those whose duties did not

deal with outreach, did not answer this question. The terms "visitors" and "users" were both used, as in some instances interested people will visit an archive in order to look around or see a display or exhibition, but will not be involved in archival research.

Table 4.10: Activities most and least likely to attract visitors/users to the archives

Activities most and least likely to attract users to archives	Frequency rating
Student group visits	14
Guided/ school tours	11
Workshops	5
Displays/ exhibitions	4
Videos/ filmshows	1
Open days	- 3
Seminars	- 7
Lectures	- 13

The responses to both questions were combined to give the activities a popularity rating. The "least-likely to attract" rating was subtracted from the "most likely to attract" rating, giving an overall frequency rating in favour of student group visits, guided and school tours, and workshops. The least popular functions were thought to be lectures, seminars and open days.

The replies to questions 15 and 16 were not uniform from all five archives. At UAR, staff thought that videos and filmshows would probably attract the most people. The favourites at PAR were guided and school tours; at DAR and UDW DC they were displays and exhibitions, and at KCAL they were workshops. Possible reasons for these preferences will be given in the discussion in Chapter 5.

4.2.2.4   Functions which archivists would prefer to organise

This question was asked to find out which type of outreach function archivists would personally prefer to organise, if given the choice. Respondents were asked "Why?", and they gave many

reasons. These will be given as part of the discussion in Chapter 5.

Table 4.11: Function which archivists would prefer to organise

Function which archivists would prefer to organise	Frequency rating
Displays/ exhibitions	9
Student group visits	6
Video/ filmshows	5
Workshops	4
Open days	1
Guided/ school tours	1
Lectures	1
Seminars	1
Radio programme	1
Road show	1

4.2.2.5   Functions which would interfere most and least with other archives work

Questions 18 and 19 have been dealt with together, as they are linked. They cannot however be put into one rating system, as was done in Table 4.10, as there is less consensus in these answers than there was in the answers to questions 15 and 16. These questions were asked as one of the concerns of archivists is that functions interfere with other archival duties, such as documentation of backlogs. This factor came up in comments on the questionnaires, and was dealt with in Chapter 2. Staff commented on their choice of function. The reasons they gave for their choices will be given in Chapter 5, as part of the discussion.

The functions which staff thought would cause most interference have been given a frequency rating on the left-hand side, and those which they thought would cause least interference have been given a frequency rating on the right-hand side.

Table 4.12: **Functions which would interfere most and least with other archives work**

Function - most interference	Frequency rating	Function - least interference	Frequency rating
Displays/ exhibitions	5	Video/ filmshows	6
Open days	3	Displays/exhibitions	5
Guided/ school tours	3	Workshops	3
Student group visits	3	Seminars	2
Lectures	3	Open days	1
Seminars	1	Lectures	1
		Guided/ school tours	1

4.2.2.6   Functions which would cause the most and the least extra work

Questions 20 and 21 are linked, and will be dealt with together. The questions were asked for a similar reason to the previous questions - that many archivists are concerned about the time taken organising and holding outreach functions, to the detriment of their other work. The previous questions were concerned with the overall effect the function would have on the work of the archives as a whole, whereas these questions deal with the work time taken of the individual or individuals who are concerned with organising the function. The answers will be tabulated in a similar way to those of the previous two questions. Reasons were given by staff for choosing certain functions. These reasons will be incorporated into the discussion in Chapter 5.

Table 4.13: **Functions which would cause the most and the least extra work**

Functions - most extra work	Frequency rating	Functions - least extra work	Frequency rating
Displays/ exhibitions	7	Video/ filmshows	11
Lectures	2	Guided/ school tours	3
Seminars	2	Open days	1
Workshops	1	Student group visits	1
Open days	1	Seminars	1
Road shows	1	Workshops	1
		Radio programmes	1

4.2.2.7   Functions which could bring in donations of documents

This question was most relevant to the non-public archives, who have to rely on donations of documents for new material. A consequence of a function can be the donation of documents. The reasons given by staff for their choices will be discussed in Chapter 5.

Table 4.14:   Functions which could bring in donations of documents

Functions which could bring in donations of documents	Frequency rating
Displays/ exhibitions	10
Seminars	3
Workshops	2
Guided/ school tours	2
Student/ group visits	2
Lectures	1
Road shows	1
Radio and Internet	1

4.2.2.8   Best ways of encouraging users into the archives

As this was an open question, there was a wide variety of answers, as respondents were not confined to the list of outreach activities. Many of the answers given did not involve outreach activities.

The table which follows provides three main themes or ideas for publicising archives, and encouraging users to the archives. The first was concerned with tours and visits from schools and tertiary institutions, and visiting schools and tertiary institutions to tell them about the archives. The second main idea or theme was the importance of creating an awareness of the existence and purpose of archives through a variety of methods. The third main idea was that there should be rapid and easy access to and availability of material once the user was in the archives, and suitable facilities for using the material. These ideas, and the comments made by staff, will be discussed in more detail in Chapter 5.

Table 4.15: Best ways of encouraging users into the archives

Best ways of encouraging users into the archives	Frequency ratings	% of Total
School tours & student visits with practical research experience	8	24
Set student projects requiring archival research	3	9
Visit schools & tertiary institutions to give information	2	6
Create an awareness of archives' existence & importance	4	12
Promoting archival collections	2	6
Publicise through the media e.g. radio	3	9
Publicise physical address of archives	1	3
Archives newsletter	1	3
Archival public programmes	1	3
Displays & exhibitions	1	3
Word of mouth	1	3
Network with other archives, museums & libraries	1	3
Put holdings into online catalogues	1	3
Archives web sites	1	3
Easy & rapid access & availability of material	2	6
Proper facilities e.g. reading room	1	3
Publicise collections providing for genealogical research	1	3

4.2.2.9   Personal involvement in organising archival outreach activities

This question was asked to find out if outreach activities were being organised and run by one particular staff member only, or if they were a group effort by several or all of the archives staff. It was also asked to find out how much experience there was in each archives of organising different kinds of activity. It ties in with Table 4.9, and should confirm the answers of which different activities have been held in each of the archives. The numbers given indicate the number of staff members who replied that they had been personally involved with organising activities.

Table 4.16: Personal involvement in organising archival outreach activities

Activities held	UAR	PAR	DAR	KCAL	UDW	Total
Displays/ exhibitions		2	3	2	2	9
Open days		1		3		4
Guided/ school tours		4	2	2	2	10
Student group visits		2		3		5
Lectures				1	1	2
Seminars		3		1		4
Workshops	2	1		1		4
Video/ filmshows		1				1
Road show			2			2
Visits to community				1		1
Totals for each archive	**2**	**14**	**7**	**14**	**5**	**42**
% of total for each archive	**7 %**	**33 %**	**16 %**	**33 %**	**11 %**	**100 %**

4.2.2.10   Means of requesting donations of papers

Question 25 was asked to find out if archives are actively requesting papers and documents, or passively waiting for them to be deposited. If they were actively requesting donations and deposits, in what way were they doing it?

Most respondents at all five archives said that they were not actively requesting donations of documents or papers. At UAR, two staff replied negatively, two replied positively, and six did not know. It would seem that at some stage circulars have been sent to all Heads of Government Departments, and that letters have been sent to possible donors of documents, from UAR. A Principal Archivist from PAR replied that little is done at present, as the policy is due to be drawn up for KZN. Another PAR staff member pointed out that requests are made in displays and brochures. A respondent from DAR pointed out that "Government Departments are obliged in terms of the Act to deposit their records with us".

At KCAL, new material is received through "mostly personal contact and word of mouth", and

that sometimes donors are personally approached, and at other times the initiative is taken by the donors. UDW DC receives material through "Person to person contact".

4.2.3 Archives publications and web sites

The third section of the Staff Questionnaire dealt with "Archives publications and web sites", as it was felt that these two are most important aspects of publicising an archive. Respondents were asked if their archive had its own publication or web site, and if they were aware of other KZN or South African publications, and of the National Automated Archival Information Retrieval System (NAAIRS).

4.2.3.1 Archives publications

None of the archives have their own newsletter or journal (apart from the Alan Paton Centre's annual newsletter *Concord*, from the pre-test). Some staff named *Argief Nuus/Archives News* as the journal of their archives service. This would have been the case until recently, but now KZN Archives are no longer part of the National Archives service, which publishes this newsletter. The *SA Archives Journal* is also not a KZN publication, but is published annually by the South African Society of Archivists, as is the *SASA Newsletter*.

4.2.3.2 Awareness of staff of archives publications

The archives publications that some staff were aware of were:

Argief Nuus/ Archives News: Most senior staff at all five archives were aware of this publication, but junior staff at UAR, KCAL and UDW DC were not aware of it.

S.A. Archives Journal: Similarly, senior staff were aware of this journal, but not junior staff.

SASA Newsletter: Even fewer staff were aware of this newsletter - also the senior staff only.

Concord: Only one senior staff member at KCAL mentioned this publication, and the pre-test group.

Other publications that were mentioned were not archival publications, but would be relevant to the staff in some of the archives: *Journal of Natal and Zulu History; Newsletter for the Department of Traditional and Local Government Affairs;* and *News Magazine for the Department of Health.*

4.2.3.3   Archives web sites and computer links

Questions 28-31 are closely interlinked, and so will be dealt with together. None of the three provincial archives have their own web site, but PAR and DAR participate in the National Archives web site, or NAAIRS. The holdings of PAR and DAR, are included in the NAAIRS database which can be accessed from their archives by either a dedicated link, or via the Internet, or from a hard copy format NAREM guide. The web site address is: www.national.archives.gov.sa . PAR and DAR can also be contacted by e-mail at pmbarch01@hotmail.com and darch01@hotmail.com .

The UAR holdings are not included on NAAIRS, and neither could they access it from their archives by either a dedicated link or the Internet, nor do they have the hard copy NAREM guide. They also did not have an e-mail address at the time of the researcher's visit, but the Acting Director now has an e-mail address at uarch01@hotmail.com .

The university-based archives have their own web sites. KCAL is not part of the NAAIRS database, but this database may be accessed from KCAL via the Internet. They do not have a paper format NAREM guide. Their own web site has been recently developed, and they are in the process of loading their descriptive lists onto it. Their web site address is: http://khozi2.nu.ac.za and they are accessible by e-mail.

UDW DC also has their own independent web site, onto which they are loading information about their archive, which is referred to by its proposed new name, the Gandhi Luthuli Documentation Centre. The address is: http://doc.udw.ac.za UDW DC is not part of the NAAIRS database, but this database may be accessed from their archives via the Internet - although this had not been realised until the researcher's visit. They were unsure if they had the paper format NAREM guide or not. UDW DC is accessible by e-mail.

4.2.4   Public Relations training

The fourth and final section of the Staff Questionnaire dealt with Public Relations (PR) training. This section was included as it was felt that outreach activities and the publicising of an archive are very much PR work, and that they would be difficult tasks to perform for staff with no training

in that field. Staff were asked if they had received training with regard to conducting archival outreach activities, publicising the archive, or communicating effectively with users and researchers in the reading room. They were also asked to identify factors that may be discouraging archives from encouraging new users, or causing the lack of interest of potential users of archives.

4.2.4.1   Provision of training for archival outreach

As questions 32-34 are closely linked, they will be tabulated together. They were asked because of the importance of being trained for conducting public relations and promotional activities, to identify any staff who had had this training, and the source of the training.

Table 4.17:   Training given for conducting archival outreach activities

Training given for archival outreach	UAR	PAR	DAR	KCAL	UDW
Training given?	xxxxx xxxxx	xx ✓✓	xx ✓	xxxxxx	xx ✓
In Degree/ Diploma?	xxxxx xxxxx	xxxx	xxx	xxxxxx	xxx
In present post?	xxxxx xxxx ✓	xxxx	xxx	xxxxxx	x ✓✓
In-service training?	xxxxx xxxx ✓	xxx ✓	xx ✓	xxxxxx	xx ✓
Learnt through experience?	xxxxx xxxx ✓	✓✓ ✓✓	x ✓✓	xxxx ✓✓	✓✓✓
For writing promotional material?	xxxxx xxxxx	xx	xxx	xxxxxx	xx ✓
Total training given	**3**	**7**	**4**	**2**	**8**

The negative responses have been indicated with a cross, and the positive with a tick. The totals are given in the bottom row, but these consist mainly of learning through experience. Comments made by staff members will be included in the discussion in Chapter 5.

4.2.4.2   Training given for finding out what users require

The meaning of question 35 was unclear, as it really should have been two questions - firstly "Have you been taught how to find out exactly what information researchers at archives require?", and secondly "How were you taught to find out exactly what information researchers at archives require?". The researcher changed the question after the pre-test response, but made the mistake of making it ambiguous through not wanting to insult the respondents by implying that they did not know how to find out what information researchers at archives require. However, in spite of this, some interesting comments were given. They will be quoted here:

From PAR:

"Experience"

"...you need to use your own initiative as you are taught the sources, but you will not know where individual documents were housed."

"In-house training"

"Through theoretical and practical training concerning the functioning of the reading room."

From DAR:

"First and foremost as an archivist one should ask the researchers' topic regarding his/her search. Then one can be able to retrieve the relevant information through the list of archivalia and inventories."

From UDW DC:

"Application of library techniques and reference."

4.2.4.3   Training given for conducting reference interviews

Questions 36 and 37 will be considered together, as they are basically asking the same thing, using different terminology. A "reference interview" is library terminology, and an "entrance/exit interview" is archival terminology for the same kind of first encounter between library/archives staff and the library user/ archives researcher.

For the entrance/exit interview, 9 staff had been taught - 3 each from PAR and DAR, and one

each from UAR, KCAL and UDW DC. For the reference interview, 11 staff had been taught - but these were mainly the same staff members who said they had been taught an entrance/exit interview, so it is possible that they thought of the two types of interview as the same thing. Two additional staff from KCAL had been taught the reference interview, but they were librarians rather than archivists. Comments made by staff will be dealt with in Chapter 5.

4.2.4.4   What archives should be doing to train staff to encourage users

This was an open question, given to allow respondents the chance to write anything else that they could not have written before, due to the set structure of the questions. Many of the staff came up with interesting comments, which will be quoted here:

From UAR:

"Yes, we need to develop mutual relationships with Durban and Pmb., come together and have solutions on how to encourage users to archives."

"To send staff to various institutions where workshops and training are offered."

"Yes. Staff should be trained so that they will attract people to use archives because people have no interest when it comes to archives."

From PAR:

"They should receive formal training with regard to exhibiting, interviews, liaison with the media, public speaking and public relations. There should be a formal link with KZN Education Department and networking."

"Formal public programming courses needed."

From DAR:

"The staff does not have enough staff to provide an adequate reading room service. More staff will help."

From KCAL:"Academic insight into users' needs is important, as well as inter-personal skills."

4.2.4.5   What archives should be doing to train staff to teach users

As with the previous question, this was an open question, to allow unstructured responses - but this one, instead of asking about encouraging users into archives, asked about teaching the users once they were already in the reading room. It also produced some interesting comments from staff, which will be quoted here:

From UAR:

"Archives should develop working groups within the Provincial Archives Service and design programmes that will assist to teach the users how to use resources effectively."

"Pmburg Archives and Pretoria are suitable resources where training can be obtained."

"Yes. They should be given training so that they will be able to convince and teach users how to use the resources of the archives."

"We need proper buildings and also to go around marketing our division to the potential clients."

From PAR:

"Entrance/ exit interviews, actively looking for formal training to increase their skills."

"More training on communication and handling people with different attitudes."

From DAR:

"Symposiums and conferences."

From KCAL:

"Generally try to be insightful, sympathetic and unselfish."

"Ensure they have completed at least History I."

"Information literacy skills."

The responses given in questions 38 and 39 will be discussed in Chapter 5.

4.2.4.6   Factors causing archives not to encourage new users

This question was asked to find out what factors were hampering archives staff with encouraging new users to archives.

Table 4.18: **Factors causing archives not to encourage new users**

Factors causing archives not to encourage new users	% Yes	% Unsure	% No	Majority reply
Lack of staff	65	20	15	**Yes**
Lack of interest of staff in users	16	42	42	**No/Unsure**
Lack of time	45	20	35	**Yes/Unsure**
Lack of money	79	16	5	**Yes**
Large backlogs of documentation	67	10	23	**Yes**
Large quantities of incoming material	29	41	29	**Unsure**

The majority of KZN archives staff agreed that lack of money, large backlogs of documentation and lack of staff were the main factors causing archives not to encourage new users. They were unsure about whether lack of time and large quantities of incoming material were important factors, and did not think it was due to lack of interest of staff in users. Other possible factors, suggested by some respondents, were lack of experienced staff to carry out outreach projects, and lack of access/networking/ co-operation with similar institutions.

4.2.4.7   Factors causing lack of interest of potential users of archives

This question was asked to find out what archives staff thought the reasons were for the general lack of interest of potential users in archives. This question brought in many interesting comments, some of which will be quoted after the table. Being the last question, with quite a bit of space to write, gave respondents the chance to say what they really wanted to say.

Table 4.19: Factors causing lack of interest of potential users of archives

Factors causing lack of interest of potential users of archives	% Yes	% Unsure	% No	Majority reply
Do not know what archives are	96	4	0	Yes
Do not know what archives contain	100	0	0	Yes
Do not know where archives are	86	14	0	Yes
Do not need contents of archives	53	32	15	Yes/Unsure
Are not interested in archives	53	33	14	Yes/Unsure
Fear of entering archives	53	16	31	Yes/No
Illiteracy	86	5	9	Yes
Lack of education	96	4	0	Yes
Poverty	52	39	9	Yes/Unsure

The majority reply was "Yes" for all factors. All staff were unanimous in thinking that potential users do not know what archives contain. Almost all staff agreed that potential users do not know what archives are or where they are. Most staff thought that illiteracy and lack of education were major factors in the lack of interest in archives. There was uncertainty about whether people needed the contents of archives or not. Some staff at UAR, DAR and KCAL were uncertain about whether or not people are interested in archives, although most thought they were not. Fear of entering archives was not thought to be a factor at UAR or DAR. Poverty was not thought to be a factor by UAR, and staff at DAR, KCAL and UDW DC were unsure about it. Discussion of these opinions and comments made by staff will take place in Chapter 5.

4.3 Summary

In this chapter, the results of the survey were given. In the first section, the results of the initial visits to each archive, using the "Checklist for a visit to an archives repository", were given. The researcher's observations were included in this section. In the second section, the results of the "Survey of archives in KwaZulu-Natal: Staff Questionnaire" were given. The checklist and the questionnaire are to be found in Appendix A and B. Where appropriate the results from the second section were presented in tabular form.

CHAPTER 5: DISCUSSION

In this chapter, the results of the findings of this research project are discussed. The first section deals with the visits to KZN archives, and the "Checklist for a visit to an archives repository" (see Appendix A). In the second section, the results of the findings of the "Survey of archives in KwaZulu-Natal: Staff Questionnaire" are discussed (see Appendix B).

5.1 Discussion of the results of the "Checklist for a visit to an archives repository"

The checklist was the research instrument used to find out the following research objectives:

a)   To determine the position with regard to public access in archives in KwaZulu-Natal, in relation to:

        −   physical access to the archives

        −   legal access to the documents

        −   bibliographic access to documents

b)   To determine what reference services are available in each archives repository

c)   To discover the attitude of archives staff towards providing user education.

During the visits, the researcher was also able to use observation in order to contribute towards a more complete picture of each archive. These observations were incorporated into the results of the checklists, and will be included here in the discussion of the checklists.

5.1.1 Public access to archives in KwaZulu-Natal: physical access

In terms of geographical access, the most difficult archives to reach was the Ulundi Archives Repository (UAR). This was because of its remote geographical location in KwaZulu, far distant from the main centres of KwaZulu-Natal. It takes time to get there by car - about four hours from Pietermaritzburg or Durban - or about an hour's flight from either centre. Both the plane ticket and the cost of petrol are expensive, and beyond the reach of many people. Even from the main centres in the former KwaZulu itself, such as Eshowe, Empangeni, Richard's Bay and Nongoma, it is a considerable drive. It is also difficult to find the UAR once one reaches Ulundi, as it is not in the central part of town, and it is not signposted.

The four other archives under consideration are geographically much easier to reach, being situated in or close to the main centres - Durban Archives Repository (DAR), Killie Campbell Africana Library (KCAL) and the University of Durban-Westville Documentation Centre (UDW DC) in Durban, and the Pietermaritzburg Archives Repository (PAR) in Pietermaritzburg. However, all five archives are much more easily reachable by car than by public transport. None of the archives had street signs from a central location or main access road, such as one finds for hospitals, schools, churches, libraries and museums.

In terms of physical access into the archives building itself, the most difficult was the DAR. An elderly or physically disabled person would find it difficult or impossible to climb the two flights of stairs to reach the repository. Staff would not even be aware of such a person standing at the entrance, as there is no bell, and no closed-circuit security camera from which staff could monitor the front entrance. A disabled or elderly user would have to phone in advance to make a special arrangement to be allowed to gain access through a loading door on the ramp on the way to staff roof parking.

The need for custom-built archives repositories was stated by C.G. Botha in 1921 (Botha 1921:41). This subsequently took place in the capitals of each province, but not in the other centres. The problem of the inadequacies of the DAR and UAR buildings, and the need for custom-designed buildings, was mentioned by the KZN PTG-AS (1995:65). Nothing has happened since then, presumably because of high building costs and limited budgets.

Access to KCAL would also be difficult for a physically disabled person, as it is necessary to climb a flight of stairs in order to reach the reading room. However, they have the advantage over DAR in this respect, as staff can see who is ringing the bell at the downstairs entrance through closed-circuit security cameras and security staff are on duty at the front entrance. In the past, staff at KCAL have carried documents downstairs to a disabled person, as the only solution to the problem. Staff then lose security control over their documents.

The most intimidating and forbidding-looking entrance of all is that of PAR. It would take some courage for a new user to open the closed, heavy wooden doors, especially someone who was

semi-literate and from a rural area. The user has then to face security guards, a check-in procedure, and another set of locked wooden doors, before proceeding further. The entrance to KCAL is also very imposing and stately, and may put off a timid new user.

It would be most difficult to find a parking place in the busy street outside DAR. This could also be a problem at PAR. When the researcher first visited PAR there were parking meters in the street outside. By the last visit, these had been removed, and replaced with a more expensive and less user-friendly system entailing buying parking voucher scratch cards from car guards - this system having been implemented throughout the Pietermaritzburg central business district. This system may put off some users. There is no problem with finding parking at UAR, UDW DC or KCAL - although the car park at KCAL is rather small, and one may have to park in the street.

None of the archives visited have facilities for the blind, except for oral history tapes that can be listened to at KCAL, and at UDW DC and UAR at a future date.

5.1.2   Public access to archives in KwaZulu-Natal: legal access

Legal access at all three provincial archives, PAR, UAR and DAR, is in terms of the National Archives Act, No.43 of 1996 and the Promotion of Access to Information Act, No.2 of 2000. The new archives acts are much more user-friendly than the old archives acts of the apartheid days, as was discussed in 2.5, on the development of archival policy and law in South Africa and KwaZulu-Natal.

However, other laws have precedence over the Archives Act, such as the Home Affairs Act, which prevents access to the Birth Register for one hundred years (Hawley 2001). This regulation is frustrating for people who were adopted, and who wish to discover their true parentage. According to Kirkwood (2002:11), the imposition of the one hundred year closed period was an administrative decision, rather than one based on a statute. The Marriage and Death Registers are restricted for twenty years in terms of the Home Affairs Act.

Another important piece of legislation that takes precedence over the Archives Act is the Promotion of Access to Information Act (PAIA), no. 2 of 2000. The regulations of this act are

currently being tested by the Director of the South African History Archive (SAHA), Verne Harris. Information on this piece of legislation is essential for South African archivists to have. It was found in the literature review (2.5.10) that many South African archivists were still coming to terms with the PAIA, and that there are areas of access not covered specifically by this act where archivists are not sure whether or not to provide public access to certain documents (Kirkwood 2002:12). The checklist did not cross-question staff on their understanding of archival legislation.

The private and university-based archives, such as KCAL and UDW DC are not bound by the same legislation as the national or provincial archives, although they have to act within the general legislation of the country. They are bound by the regulations of the PAIA. The main regulations governing the private archives are internal rules, regulations and policies. The main prohibition on public access in a private archive would be the decision of the donor not to allow public access to certain sections of papers in his/her collection. Usually these prohibitions fall away after the death of the donor, or after a stipulated period of time. These are the conditions which apply at the private archives of KZN, and with regard to the non-public papers housed in public archives in KZN.

5.1.3 Public access to archives in KwaZulu-Natal: bibliographic access

As was stated in chapter 2.7, for a document to be bibliographically or intellectually accessible, it needs to be traceable within the archives system. It needs to have been included in guides, descriptive lists and databases. There also needs to be an efficient reference service available, with trained staff members and qualified archivists available to help the user locate the documents within the system (Pugh 1992:28; Finch and Conway 1994:19; Vallance 2002:46).

The PAR, being the largest and oldest archive in KZN, has the largest collection of finding aids, guides and catalogues. They range from old handwritten descriptive lists for some of the oldest non-public records, to computer catalogue entries on the NAAIRS database. These finding aids would be confusing in their range and coverage, and their variety of formats to a new user. As Pugh (1992:28) stated, most archives inherit finding aids from previous eras in the life of the repository, and they are often far from ideal for the users' needs.

In order to overcome this difficulty, staff at PAR have compiled a pamphlet giving information on accessing some of the most frequently requested collections. As Hawley (2001) and Olivier (1999:10) mentioned, NASA has a project to "provide more contextual information in finding aids, in order to facilitate access and improve understanding" (Olivier 1999:10). This is an important development, as it will help the user understand the structure and context of the collections.

A qualified staff member is also always on duty in the PAR reading room, to provide assistance to users. This was not difficult at the time of the researcher's first visit, as five qualified staff were available for reading room duty. However, in the interim period, two of the PAR staff had requested transfers to DAR, which has put a strain on the three remaining staff members at PAR. However, DAR was under strain when visited, having only three qualified staff members. As they now have five, maintaining a qualified staff presence in the DAR reading room is at present a lot easier. On the researcher's last visit to the PAR, only new, inexperienced staff were available for helping users and fetching documents, which led to a long delay in the researcher receiving a simple request. This illustrated the importance of having at least one experienced staff member on duty, to maintain a high level of quality of service, which as Finch and Conway (1994:19) and Vallance 2002:46) pointed out, was essential for user satisfaction in archives reading rooms.

The DAR is a lot smaller than the PAR, and so does not house the quantity and range of material housed at PAR. Neither do they have as wide a range of finding aids. The finding aids available are inventories, transfer lists, some of which are data-coded for electronic access, and the NAAIRS computer catalogue. However, as the DAR holdings are still in the process of being entered into the NAAIRS catalogue, it can only be used for accessing the catalogues of other archives. The DAR has two introductory pamphlets available for the guidance of the user: "List of Archivalia in the Durban Archives Depot", and "Genealogical sources available at the Durban Archives Repository". Their pamphlet on genealogical sources lists for the user their five most important collections, as far as the genealogist is concerned. The pamphlet explains that the second group, that of the former Department of Indian Affairs, has only been roughly sorted, and that tracing of the information in this archives group is therefore difficult - this was the situation up until 1998, when the pamphlet was written. The third group, listed as that of the Department

of Indian Immigration, consists of ships' lists and registers, and is one of the most important and well-used collections, containing Indian immigrants' shipping lists from the early 1900's. These lists are now fragile due to age and frequent usage, and are being converted into computer data by an independent research team. This will make these records far more accessible to the public.

The UAR's finding aids consist of inventories and transfer lists for each main archives group, and for most of the records. The UAR holdings have also not yet been entered onto NAAIRS. UAR did not have working computers at the time of the researcher's visit, so they were not able to access the holdings of other archives, or contact other archivists or users by e-mail, although the Acting Director now has access to e-mail. Lack of technological development at UAR can be linked to the inadequacies of homeland archives during the apartheid era (Callinicos and Odendaal 1996:35).

Like the PAR and DAR, the UAR has a "List of archivalia - Ulundi Archives Repository". This lists five main groups of records from the pre-KwaZulu Government era. However, the UAR does not have a pamphlet such as is found at PAR and DAR, to explain to the user the most important records available. This is unfortunate, as the potential users in the UAR area appear to be the most inexperienced of all the KZN archives users, and in most need of explanation and guidance as to the contents of the archives. Pugh (1992:37) suggested the importance of having such an introductory pamphlet. It would not be difficult in terms of time and money to produce one, and the usefulness would outweigh the effort made.

Of the private archives, KCAL is the largest and oldest in KZN. Finding aids at KCAL consist of a variety of formats, as they do at PAR, going from old handwritten lists to modern computer catalogues. KCAL is more technologically advanced than PAR, in that they have recently started a project to enter their descriptive lists onto a computer database, using the encoded archival description (EAD) programme, as is used internationally in archives. A further step is planned - to use the Star Cuadra database for the descriptive lists, to automatically index them, and make them searchable. The completed lists are being attached to their website, so that they can be accessed world wide. This project has been made possible through the donation of the Mellon Foundation in the USA.

KCAL has not, however, participated in contributing to the NAAIRS database. They can access this database via the Internet for the holdings of other archives, but their own holdings do not appear there. This means that a researcher from another country would not be alerted to the existence of KCAL when doing a search for archival documents on the NAAIRS database. KCAL suffered a serious setback when a year's data input into the URICA system of the University of Natal in Durban was lost due to insufficient backup measures, but this data is now being re-input. The URICA database is accessible on the Internet, and the beginnings of the descriptive lists are accessible on the KCAL website.

At UDW DC, the finding aids which are available for accessing the document collection are computer-generated printed descriptive lists, inventories, indexes and guides, a published bibliography (Chetty 1990), and a computer catalogue which is linked to the website. Like KCAL, UDW DC also did not participate in the NAAIRS database, although it seems that at one stage there was an intention to do so, from information in the *Directory of archival repositories in South Africa* (National Archives of South Africa 1999).

5.1.4 Reference services available in KwaZulu-Natal archives

An essential part of bibliographic or intellectual access to archival documents is the provision of an efficient reference service, run by qualified archivists and well-trained staff members, as even with guides and catalogues available, the user needs to be guided by staff as to which collections will help most with his/her query, and how to go about accessing that information (Long 1989:42; Pugh 1992:28; Finch and Conway 1994:19; Vallance 2002:46).

Qualified and trained staff were present in the reading rooms of all the archives visited, but it was not possible with the checklist to gauge how helpful these staff were being to users. The researcher spent most time at the PAR, as it was physically the closest archive, and was given much useful advice and information by staff on duty in the reading room. From observation, staff appeared to be helping all the other users to their satisfaction. Staff on duty at DAR also appeared to be very busy helping the users, and one of the staff members had been commended by users for helpfulness. As two experienced archivists from PAR have, at the time of writing, joined the staff at DAR, their reading room service is probably now even better than before. It

was impossible for the researcher to gauge how helpful staff at UAR would be, as there were no other users present during the researcher's visit. The general impression given was that very few users or researchers ever visited the UAR, so the staff would not have had the benefit of learning through experience through helping numbers of users.

Senior staff at KCAL were very helpful and knowledgeable. It was difficult to tell if junior staff would have been equally helpful. From comments made by some senior staff members later on in the questionnaire, it seems that they were not satisfied with the quality of some of their own junior staff members. Since the researcher's first visit, there has been a change of reading room staff. When the researcher visited UDW DC, it was quiet, so it was difficult to gauge the general helpfulness of staff. Senior staff spoken to were very obliging, but junior staff were busy with other duties.

All the archives had staff members on constant reading room duty, both to monitor the documents and help the users. This was not easy in some of the archives where staff shortages were a problem. At DAR, earlier on in the research, only two staff members were sharing reading room duty, but later on two staff were transferred from PAR, and the four staff were able to rotate duties. However, in PAR, the consequence was that the four staff available for the reading room were reduced to two, and sometimes to one when the other staff member was called away. This was partially solved by the transfer of two UAR staff to PAR, but unfortunately these staff still needed to be trained. KCAL was also short staffed later on in the research period, and had to close the reading room for short periods occasionally due to lack of staff, even though they have a closed-circuit camera to help with monitoring the reading room. The two archives used in the pre-test, the NUA and the APC, were both permanently short-staffed, and did not have sufficient staff to man the reading room at most times.

Also essential in the provision of reference services, is the need to have a quiet, safe, comfortable place to work. All the KZN archives visited have reading rooms set aside for researchers, and all were quiet and conducive to work. The most ad hoc was that of the UAR, which was an area partitioned at the end of a stackroom. However, it was quite adequate, being neat, tidy, light and airy. Temperature control in the reading room seemed to be an issue in many of the archives, with

staff having to constantly monitor air-conditioners. If air-conditioners were not working, the reading rooms became very hot in summer, and very cold in winter. If air-conditioners were working, they sometimes made the air very chilly, even in mid-summer, and needed frequent attention and adjustment.

Equipment maintenance tended to be good at KCAL and DAR, and quite good at UDW DC, where only the user computer was not working. Since PAR had come under the control of the provincial instead of the national archives, they were battling with equipment maintenance, and went for a long period with a faulty fax machine. This was most problematic at UAR, where ongoing problems were being experienced with lack of maintenance of air-conditioners and computers. When the researcher visited UAR, there was no photocopier, either for the use of staff or of the public. This was eighty years after C.G. Botha recommended that all South African archives should have them (Botha 1921:55).

In the way of other facilities for users' comfort, all the archives except for UAR, had well-maintained toilets in working order. None of the archives had cafeterias as one sometimes finds in overseas archives, but UDW DC had a campus cafeteria nearby. PAR, DAR and KCAL have set aside areas where users may eat their own packed lunches.

For document security and the safety of users' possessions, lockers for users' bags were available at PAR, DAR and KCAL. There are no lockers at UDW DC or UAR. At UDW DC, staff put users' bags behind the counter.

5.1.5   Staff attitudes towards user education

It was not possible through using the checklists and visits to gauge staff attitudes towards user education. These attitudes came out to a certain extent in the Staff Questionnaires. Another research project needs to be done specifically on the user/staff interaction. A possible way of finding out the true situation would be to send in a team of anonymous users to do research on different topics, who would answer a questionnaire while in the archives reading room, or shortly after leaving. This is because once a researcher is known to staff, the staff behaviour changes, and cannot be gauged objectively.

5.2 Discussion of the results of the "Survey of archives in KwaZulu-Natal: staff questionnaire"

The "Survey of archives in KwaZulu-Natal: staff questionnaire" was the research instrument used to investigate the following research objectives:

a) to find out if archives repositories in KZN hold any outreach activities to promote the use of archives, to attract new users, and to make the public aware of archives and their uses

b) to find out which outreach activities are being held

c) to find out staff attitudes towards providing outreach activities

d) to find out staff attitudes towards providing user education

e) to find out if staff feel that they can cope with providing user education and outreach activities in addition to their other archival duties.

To put the respondents into their context within each archive, the first part of the questionnaire requested background information on staff. The discussion will follow the pattern of the questions that were asked. In the discussion of subsequent parts of the questionnaire, the results will be relevant to the research objectives.

5.2.1 Background information on staff

Of the total questionnaires given out, 26 out of 45, or 58 % were returned. The return rate was better for some archives than others, with 100 % being returned by DAR, and 50 % by UAR and KCAL. The respondents who returned the questionnaires were mainly principal archivists and archivists in the provincial archives, and included a variety of posts in the university-based archives, such as archivist, assistant archivist, archive assistant, librarian, library information officer, digital indexer and co-ordinator of a cultural heritage programme.

Of the respondents, 54 % had worked in archives for 6-20 years. This shows that at least half the staff have a long-term commitment to working in archives, and are experienced in their jobs. At the other end of the spectrum, 23 % of staff were new to archives, having worked only a few months. These were the new staff members at UAR.

The results of the question on educational qualifications were surprising. Only 23 % of respondents had the National Higher Diploma in Archives, and only 8 % had a Library Diploma. Eight percent had a B.Bibl. degree and 4% had a Bachelor of Technology, majoring in Library and Information Science. Fifty-eight percent of the staff did not have any archival or library qualifications. No-one had a degree in archives, as none are offered in South Africa. The staff are generally well-educated in other areas, however, as 46 % have degrees in Arts, 31% in Administration and 4% in Social Science and Technology. They hold 19 diplomas between them, although only 6 of these are archives diplomas.

What was most surprising was how few of those employed as professional staff are qualified - only 33 % of respondents in an archival post were qualified. Staff in qualified posts regarded themselves as qualified archivists, whether they were qualified or not.

As expected, all staff could speak, read and write English. Seventy-seven percent could speak Zulu, which is surprisingly high. The staff were not asked for their names, as it was felt that they would answer the questions more frankly if they could be anonymous. They were also not asked to state their mother-tongue. However, judging from the other languages spoken and other clues, the researcher concluded that 17 out of 26 staff, or 65 % , were mother-tongue Zulu speakers. Thus 3 staff who were not Zulu, could speak Zulu, making a total of 20 out of 26 staff. Only 31% could speak Afrikaans, which is surprisingly low, as until 1994 Afrikaans was the official second language of South Africa, and was compulsory for Matric. Fifty-eight percent could read and write Afrikaans, showing perhaps that it was taught as more of an academic exercise than as a practical subject. A variety of other languages could be spoken - Xhosa, Swazi, Sotho, Tswana and Hindi. Although Hindi is not one of South Africa's eleven official languages, it was mentioned under "other", and was included in the results as there are still some elderly members of the Indian community who converse in Hindi.

It would seem that archives staff have moved away from male predominance, as half are now female. No age group was found to predominate, with a fairly even spread between 20 and 59. Thus the staff in the archives of KZN represent a spread of ages, genders and languages, so the attitudes of staff should not be confined to any particular view, but represent a variety of

viewpoints.

5.2.2 User statistics

As the two small archives used in the pre-test had kept user statistics, it was expected that the other five larger archives would keep them. Indeed, statistics are being kept by two of the provincial archives, PAR and DAR; UAR does not appear to be keeping statistics, and most respondents did not reply to the question, although two staff gave widely differing "guesstimates". KCAL keeps accurate statistics for researchers, but only estimates could be given for queries by phone, e-mail, letter and fax. All visitors have to fill in a register at the museum door, but these statistics were not given to the researcher, as they include visitors to all parts of the Campbell Collections, not to the library only. UDW DC gave approximate statistics for researchers and visitors, but guessed their total queries per annum. It would appear from the statistics given, inaccurate as they are, that the PAR is the most frequently used archive in KZN, followed by KCAL, UDW DC, DAR and UAR.

5.2.3 Outreach activities in KwaZulu-Natal archives

The second section of the Staff Questionnaire dealt with archival outreach activities or public programmes. The objective here was to find out if archives in KZN hold outreach activities, and if so, which activities are held; and what the staff attitudes are towards providing these outreach activities.

It was discovered that all KZN archives, with the exception of the UAR, hold outreach activities. It seems that a few experimental activities may have taken place at UAR, as one staff member claimed that some school tours, visits by groups of students and workshops had taken place the previous year, although official outreach activities had not yet started to take place. A senior staff member stated that a public outreach policy needed to be officially implemented at provincial level before anything was done. However, PAR and DAR are also now provincial archives, and they continue to hold outreach activities without an official provincial policy.

For question 14, on the different kinds of activities held at archives, a variety of answers were received from different staff members within the same archive, as the answers relied very heavily

on the memories of the respondents, and the length of time each had worked in the archive. The responses were taken together as affirmative or negative for each archive, relying on staff group memory.

It would appear that all the outreach activities suggested, that is displays, exhibitions, open days, guided and school tours, student group visits, lectures, seminars, workshops and video and film shows, had been held by PAR over the previous year, although only one staff member remembered a video/film show. Five of the nine possible activity choices had taken place over the previous five years. At the DAR, all three staff agreed that four of the activities had taken place over the last year, and possibly three others as well. At KCAL, most of the staff agreed that four of the activities had taken place over the last year, and possibly four others as well, including a radio show in "other". One long-standing staff member replied with regard to the previous five years. The researcher is aware that book launches had also taken place at KCAL, but these were not mentioned by staff as probably they had not been arranged by staff, but the premises had merely been offered as the venue. At UDW DC, the three respondents agreed that at least seven kinds of outreach activities had taken place during the last year. Only one respondent had been there for the previous five years, and said that two kinds of activities had taken place previously.

In the case of each archive, more activities had taken place over the last year than over the previous five years, showing an overall increase in outreach activities in each archive, and a growing awareness of the need to publicize archives. This is an important finding, as it shows that a change is taking place in the frequency with which outreach activities are held.

5.2.3.1   Activities most and least likely to attract users to archives

The question about activities most and least likely to attract users to archives was asked because this is the main aim of holding these activities, according to the literature as discussed in Chapter 2 (Blais and Enns 1991:103; Ericson 1991:114; Finch 1994:1-2; Olivier 1999:11; Harris 2000:27; Kriger 2000:49; Kenosi 2000:14). Staff were asked to draw on their own experience for this and other questions in this section of the questionnaire, and for this reason, newly appointed staff, or those who did not deal with outreach did not answer this question.

The responses to questions 15 and 16 were combined to produce a popularity rating. Student group visits, guided and school tours were overwhelmingly thought to attract the most visitors and users to archives, perhaps because of the large groups involved, and the compulsory nature of the activities. There seemed to be a particularly negative attitude towards holding lectures and seminars. Some of the adverse comments made about them were: "People don't want to be lectured"; "Attracts merely academic members of the public". This was not the experience of the APC in the pre-test, where the Alan Paton Lecture annually attracted the largest crowd of all the activities they held.

Replies from different archives were different, probably depending on the user group which each is serving, on what the most popular activities would be. In Ulundi, there may be a shortage of films and video shows, which is why they would be popular activities to hold. At KCAL, the workshops on Encoded Archival Description (EAD) have been very popular with archivists from all over the country. At DAR and UDW DC, displays and exhibitions seemed to have attracted the most visitors, but at KCAL they had not. A comment from KCAL was "Displays - possibly need better advertising than we've managed".

As Finch (1993:71) pointed out, there is no point in holding public programmes for people if they do not want them, and have not asked for them. The first important step is for the archivist to identify the target group who s/he hopes to reach, and make them aware of what is available. In KZN, where awareness of archives is low, it is essential to *create* the users (Olivier 1999:11), and offer them something worthwhile which will make them want to visit.

5.2.3.2   Functions which staff would prefer to organise

Question 17 was asked to find out which type of outreach function archives staff would most like to organise, if given the choice. The most popular functions for organising were displays and exhibitions, followed by student group visits, videos and film shows, and workshops. When comparing tables of the results of this with the previous question, it becomes apparent that the choice for organisation is not the same as that for activities most likely to attract the most visitors. It seems that archivists would prefer to organise a display, although they know that this will not necessarily attract the most visitors. This could be because displays and exhibitions are interesting

to arrange, and involve the staff in research which is interesting.

Some perceptive comments from staff about why they would like to organise certain functions rather than others were:

a)   Displays and exhibitions:

(From UAR) "Because these activities (includes workshops and seminars) can broaden the public knowledge and understanding of the importance of the archive"; "We need to conduct exhibitions so that users will see the nature of records available in our Repository and how to conduct research"; "Exhibitions (and video/film shows) are more exciting and interesting than lectures and seminars"; "People will easily develop interest if they see things that were used in the past which have been kept in the archives for so many years, they've got historical value."

(From PAR)   "This is an important way of reaching out to people and shows them the kind of information that they could find."

b)   Student group visits:

(From UAR) "Students are the parents/adults of the future - their knowledge of the existence of and the services of archives now will ensure and encourage the users of archives' potential both now and in the future"

(From DAR) "Usually successful - because of students' vested interest - i.e. busy with research - need to consult archives/records"

(From KCAL) "Usually very interested and probably most likely to be interested in spreading information ré archives in their future professional lives"

c)   Video/film shows

(From UAR) "Because people will come knowing that you will show them something - that is when I will get the opportunity to tell them about archives and show them what it is that we are doing, especially in the Oral History section."

This respondent, and some others from Ulundi, saw the film show as a way of enticing users into the archives. Once there, they would be given a lecture on the purpose of archives. The perception of some of the UAR respondents is that lectures are seen as boring, and that people

will not come if they think they will have to sit through a long and boring lecture. They must be enticed into the archive by other more attractive means, and when they are there, be given a message. The comments of UAR staff on outreach activities show that they have thought about them, and understand their importance, even if they have not yet had the chance to organise them.

d)   Workshops

(From KCAL) "Very interactive - can build networks and pool knowledge."

(From UAR) "In workshops people discuss problems and come up with real solutions because they also participate."

A comment from the pre-test group emphasised the importance of workshops for sharing and learning from each other, also giving each other moral support, which is a very important factor where archivists are feeling isolated and alone in their own small archive, away from mainstream activity. Perhaps archivists should arrange to meet regularly at workshops, if only to combat the feeling of isolation and boost morale.

e)   Open days

(From PAR) "When it is an open day, people from different backgrounds are invited, hence targeting a large area of the public."

f)   Guided school tours

(From PAR) "The numbers can almost be guaranteed as the school commits them to it and they are more responsive." However, during the visit, the head of the PAR commented to the researcher on the downside of school tours. The visiting groups can be very large, they can be tired from already doing many other activities and other visits in the same day; pupils need to be literate to appreciate and comprehend the records; and archives need to have more exciting visuals for pupils to appreciate (Hawley 20-9-2001).

g)   Radio programmes

(From KCAL) "This has been done here, so many people phoned the programme, and there has been a very good attendance thereafter."

5.2.3.3   Functions which would interfere most and least with other archives work

Questions 18 and 19 were asked as one of the concerns of archivists is that outreach activities interfere with other archival duties, such as documentation of backlogs. Some of the UAR staff misunderstood these questions, taking the first as "*What* would interfere most with the other work of the archive?" Rather then as "What *function* would interfere...". They gave answers to do with lack of equipment (computers and photocopy machines) and the lack of a proper reading room. This was a serious problem at Ulundi, and was obviously uppermost in their minds when answering the questionnaire, and also in the discussion which took place.

Most of the staff who understood the question correctly thought that videos and film shows caused least interference with other archives work - comments were: "Only one person is needed to operate the video machine" (PAR) and "Just press PLAY" (DAR). Opinions varied on interference caused by displays and exhibitions - five staff thought they would cause most interference, whereas another five thought they would cause least interference. A negative comment was : "Time consuming. Do not have enough staff to work on an exhibition and display on a full-time basis" (DAR). Two positive comments came from PAR: "Exhibitions - the preparation can be done in advance when time is available, and it requires little supervision when on display. Note: Funding is a problem." And "Once this is finalised it can speak for itself. The trick is to do a display that is more general and can be used for a long period of time."

Three respondents each thought open days, guided and school tours, student group visits and lectures would be most disruptive, for the following reasons:
Open days: "All aspects of work affected - though it would be worthwhile 'interference' if successful."
Guided/ school tours: "This would interfere with other duties if it is held on an ongoing basis."
Student group visits: "Staff and space constraints."
Lectures/seminars: "The staff is not large enough to run the repository and host a function. Large amounts of time required for planning."

On the other hand, after videos and film shows (6), the least disruptive activities were thought to

be displays and exhibitions (5), workshops (3), seminars (2), and one each for open days, lectures and guided/ school tours.

5.2.3.4 Functions which would cause the most and the least extra work

Questions 20 and 21 were similar to the previous questions, but whereas the previous questions were concerned with the overall effect the function would have on the work of the archives as a whole, these questions deal with the work time taken of the individual or individuals who are concerned with the actual organisation of the function.

Again, videos and film shows were chosen as the functions that caused the least extra work (by 11 respondents), as no preparation is needed and only one staff member is involved. It was felt by three respondents that guided and school tours did not cause much extra work, as "a programme is already in place" (PAR).

Seven staff felt that displays and exhibitions cause the most work, as "Much time is spent on choosing the subjects and documents" and "a lot of time goes into mounting a display" (PAR), and it "Involves research, planning, actual construction of the exhibitions" (DAR). Four staff felt that lectures and seminars cause the most work, because of preparation and handouts, organising and planning with very limited resources. Lectures were felt to take a lot of time for an individual staff member to prepare, if delivering the lecture him/herself, and also if a guest lecturer was being invited, with the planning, arranging, invitations, address lists, catering and displays that go with the lecture.

5.2.3.5 Functions which could bring in donations of documents

An important consequence of a function for an archive would be the subsequent donation of documents or papers. This question was most relevant to the private archives, who have to rely on donations for new material. The public or provincial archives are also supposed to be collecting non-public records, in accordance with the Archives Acts, both National and Provincial.

Displays and exhibitions received the highest rating (10) for bringing in new donations of material. A comment from KCAL was "People would see what type of material is collected and possibly

realize that what they thought unimportant is in fact valuable." A general comment from PAR was "Could be a display/ open day/ tour/ visits/ lecture/ workshop: whichever emphasised the donation of documents, and depending on who was targeted." Three respondents felt that seminars would be most likely to bring in documents, and two each chose workshops, guided tours, student group visits and lectures. A comment on tours from UDW DC was: "The more people realise the role of archives, the more they might wish to contribute what they have."

Many of the Ulundi staff did not answer this question, probably due to lack of experience of outreach activities, or they misunderstood it. The answers of others also showed that they are not used to receiving personal papers, and were trying to work out how a function could bring in donations of government documents. One respondent thought that you could invite to seminars and workshops people from municipalities, NGOs, the private sector and the government sector, and ask them to donate their documents at the function. This might be a good idea in Ulundi, where people are very unaware of the purpose of archives. Perhaps the staff could start targeting small groups of municipal officials responsible for filing of documents, and invite them to workshops where they could teach them correct filing procedures, and the correct handover procedures. Two other UAR respondents thought that by encouraging researchers to work at the archives, their completed research would be donated to the archives, which would indeed be the case.

5.2.3.6   Best ways of encouraging users into the archives

As this was an open question, there was a wide variety of answers, as respondents were not confined to the list of outreach activities, and many of the answers did not involve outreach activities, but involved other outreach strategies. Three main themes or ideas emerged:

a)   The most popular idea was school and student tours with practical research experience given as part of the tour (8). This was backed up with the need for tertiary institutions and schools to set projects for students, which required archival research to be done (3). Two respondents from UAR felt that archivists should be visiting the schools and tertiary institutions to give them information about archives, which would indeed be taking the archives to the people.

b)   The second main idea was that it is important to create an awareness of the archives' existence and importance (4), and to promote archival collections. This could be done through having an archival publication, magazine or newsletter (1), organising publicity through the media, radio for example (3), publicizing the physical address and whereabouts of the archives (1), holding archival public programmes (1), such as displays and exhibitions (1), and also through word of mouth (1). It was also important to put the archives' holdings into catalogues, especially online catalogues (2), and archives websites (1). It was important to network with other archives, and also museums and libraries (1).

c)   The third main idea was that there should be access to information at the archives (1), material should be easily and rapidly available for researchers (2), there should be proper facilities for researchers, such as a suitable reading room (1), and that specific collections can be used to encourage a specific group of users (1), for example, users researching their family history should be made aware of the availability of birth and death registers.

Suggestion a), of all the information given, comes closest to a user education programme, with groups of students and scholars being given a practical lesson in the use of archives on site. At the UNP library, a well-structured user education programme has been developed over the years for the induction of students to the library. This involves a tour; a talk by Subject Librarians; a video; and recently an in-house programme has been developed in the Electronic Classroom, introducing the students to the library catalogue, SABINET, electronic databases, and so on.

No user education programmes similar to that given in the UNP library were found to exist at any of the KZN archives. The PAR, DAR, UDW DC and KCAL take groups of students for tours, at the request of the lecturers. The APC in the pre-test has attempted a basic user education programme with a group of Social Science Honours students. However, these archival tours and introductory lessons have a long way to go before they reach the level of sophistication and planning of a university library user education programme. As Pugh (1992:46) and Long (1989:40) pointed out, reference librarians are ahead of reference archivists in their awareness of interactions with users and reference archivists can learn from the experience of reference librarians.

5.2.3.7   Personal involvement in organising outreach activities

Question 24 was asked to find out if outreach activities were being organised and run by one particular staff member only, or if they were a group effort, and how much experience was available in each archive. Two UAR staff members replied that they had been personally involved in workshops - one in conducting workshops. However, both these respondents had replied that UAR had held no outreach activities over the past five years, so it is possible that they were involved in a workshop that was organised elsewhere.

At the other four archives, several staff members had been involved with conducting school tours (10), and with organising or mounting displays (9). At PAR and KCAL, staff had also been involved with student group visits, open days, seminars and workshops. It would appear that certain activities could have been organised by one person only, such as open days at PAR, lectures and talks at KCAL and UDW DC, workshops at PAR and KCAL. Two staff at DAR had been involved in a road show, and one at KCAL in a visit to a previously marginalised community. It would seem that there is a fair amount of experience available in these four archives, and that involvement in activities has involved several staff members in most cases, although occasionally only one person has been involved - possibly with someone else who has already left, or with colleagues from another archive.

5.2.3.8   Means of requesting donations of papers

Question 25 was asked to find out if archives were actively requesting donations of documents, or passively waiting for them to be deposited. Most respondents at all five archives replied that they were not actively requesting donations of documents or papers. Again it would seem that provincial archives are waiting for provincial policy to be drawn up for KZN. A respondent from DAR replied that government departments are required by law to deposit their documents with them. Two UAR staff members replied that circulars had been sent to all heads of government departments and that letters had been sent to possible donors of documents, at some time in the past.

The two university-based archives relied on personal contact and word-of-mouth, and allowed the initiative to come from the donors themselves. This seems to be a fairly casual approach, and may

mean that private archives are losing out on receiving personal papers, and provincial archives are not receiving all the records from government offices that they should be receiving. It would seem that provincial archives in KZN should get together to implement a more thorough system of circularizing government offices. The one archive that seemed to be thorough in requesting donations of both personal papers and official university material, was the NUA from the pre-test, who sent out annual circulars to all university staff and departments.

5.2.4   Archives publications and web sites

Archives publications and web sites are most important for publicising the existence, activities and contents of archives. None of the KZN archives have their own publication, apart from the Alan Paton Centre's annual newsletter, *Concord*, from the pre-test. Some of the provincial archives staff named *Archives News/ Argief Nuus* as a publication of their archives service, but this is no longer the case, as it is a publication of National Archives. Likewise, *SA Archives Journal* and *SASA Newsletter* are publications of the South African Society of Archivists, not of KZN archives. Many senior staff in all five archives were aware of these publications, but junior staff were not. This possibly shows a lack of communication between senior and junior staff, and that junior staff are unaware of the existence of SASA, the South African Society of Archivists, as a professional body that they could join.

Perhaps it is a project that the three provincial archives should undertake jointly - the publication of a KZN Archives Newsletter, with three issues a year. This would give staff at each archive the chance to write their own news and opinions, and to gather news from the other two archives, keeping open the channels of communication. It would be a good learning experience for the staff in each archive, and would not take up too much time if each archive was responsible for only one issue a year. It could be mailed to all government departments, to remind them of the existence of the archives. It would also be good for publicity and communication if KCAL and UDW DC were each to publish their own annual newsletter.

It is possible that KCAL and UDW DC are relying on their web sites to publicise themselves. The Campbell Collections (CC) web site is part of the University of Natal web site. The web site describes the various areas and activities of the CC, and the aim is to attach the archival

descriptive lists to the web site, and the photograph catalogue with thumbnail sketches, in order to publicise the contents of the collection world-wide. The UDW DC web site falls under the new name of the DC, the Gandhi Luthuli Documentation Centre. The name has apparently not yet been officially changed. This web site is attached to the UDW main web site. Over the next few years, the government's plan is for the two universities, UN and UDW, to merge. It is not known at this stage what affect this will have on web site and publication structures, or indeed the inter-relationships between the four archives which will then all be under one umbrella - KCAL, UDW DC, NUA and APC. The university-based archives are fortunate to have the expertise of Information Technology departments available to assist them with web site and technology problems. The provincial archives do not have the same technological backup.

None of the provincial archives have their own web site, but PAR holdings feature on the National Archives Automated Information Retrieval System (NAAIRS). DAR holdings will also soon be loaded onto this database. PAR and DAR have a dedicated link to NAAIRS. UAR does not yet have a computer link to this database, and so they are very isolated from their colleagues and from potential users both physically and electronically. This probably partially explains the staff's feeling of isolation and low morale and lack of awareness of what is happening in the rest of the archives community. In order to keep in touch, they have to travel by car or plane to workshops, conferences and meetings at other centres, which is very time-consuming and expensive. Ulundi is in an electronic and technological void, and there is a serious discrepancy between the three provincial archives. This is partially due to geographical isolation, and partially due to the uneven development of different areas in the days of apartheid and homelands. This point was made at the CMMH workshop in 1992 (Dominy 1993:73); by the KZN PTG-AS in their 1995 Position Paper (KZN PTG-AS 1995:59), and by the ACTAG Report on Archives (Callinicos and Odendaal 1996:35).

A temporary and partial solution would be to supply UAR with the paper format National Archives guides - National Register of Manuscripts (NAREM); National Register of Oral Sources (NAROS) and National Register of Photographs (NAREF), so that they could at least look up holdings of other archives, and use the format as a guide to their own work. If all the archivists at UAR were supplied with computers, computer training and Internet training, their feeling of

isolation would at least be partially alleviated, and they would be put in touch with developments in the archives world - web sites, digital projects, electronic databases and query networks, both in South Africa and internationally.

5.2.5 Public Relations training

The final section of the Staff Questionnaire dealt with Public Relations (PR) training, as it was felt that staff would find it difficult to organise outreach activities and publicise their archives without some PR training. Staff were asked if they had received training with regard to conducting archival outreach activities, publicising the archive, and communicating effectively with users in the reading room. They were also asked to give their opinions on why archives may not be encouraging new users, and why potential new users may not be interested in visiting archives.

5.2.5.1 Provision of training for archival outreach

The general reply to this question was that very few staff had received any training at any stage in conducting archival outreach activities. No-one had received any outreach training in their degrees or diplomas. At UAR, one out of ten staff members replied that they had received training in their present post, but this turned out to be for other archives duties, not for outreach. One other had learnt through in-service training how to conduct courses for the registry officials and senior records managers. At PAR, all four respondents replied that they had learnt through experience, one having received in-service training. At DAR, two staff members had learnt through experience, and one had been given in-service training. At KCAL, two staff had learned through experience. At UDW DC, all three respondents had learned through experience, two in their present post, and one of these also through in-service training and workshops. This staff member was the only one who had received training for writing promotional material - information brochures, but it was not clear where he had received this training - possibly at a workshop, or through in-service training on community liaison for his specific role in a cultural history project.

It would seem that there is a dearth of PR training for archival staff. Staff are nowadays expected to conduct archival outreach activities, but with no staff members having received training in their degrees and diplomas, and very few staff having received in-service training, the majority have to rely on learning through experience. Perhaps the greatest need is for in-service training courses

to be conducted in all archives for existing staff, and for new archival diplomas and degrees to be made available for potential new staff. These degrees and diplomas should have a compulsory PR module, offering training in all aspects of PR work, including writing promotional material.

According to the former National Archivist, in 1999 the management of National Archives agreed that the National Higher Diploma in Archival Studies offered by Technikon SA had not kept pace with the evolution of the archival profession, and was no longer suitable for the new South Africa. Various other initiatives were being developed to address the problem (Olivier 1999:8). However, this diploma is still one of the few means available of training South African archivists.

5.2.5.2   Training given for conducting reference interviews

This section of the questionnaire was included to fulfill the research objective of finding out staff attitudes towards helping users in the reading room. Questions 35, 36 and 37 were all trying to find out the same thing, but using different terminology. The researcher needed to find out if staff had been trained how to find out exactly what information users at archives require, and if so, how staff had been taught. Also, had they been taught as a librarian to give a reference interview, or had they been taught as an archivist to give an entrance or exit interview. As has been discussed in Chapter 2, these are very similar, but the entrance interview in an archive is usually more detailed and longer than the reference interview in a library, and the archivist needs to continue the dialogue with the user throughout the research, which is usually over a much longer period than research in a library, as papers have to be read at the archive, whereas books can be taken out of a library (Long 1989:42; Pugh 1992:46).

Nine staff had been taught how to conduct an entrance/exit interview, 3 each from PAR and DAR, and one each from UAR, KCAL and UDW DC. Eleven staff replied that they had been taught how to conduct a reference interview, but these were the same staff as had learnt entrance interviews, so they probably regarded the two types of interview as the same thing. Two additional staff from KCAL had been taught the reference interview, but they were trained as librarians rather than as archivists. At UAR, three longstanding staff members had been taught either entrance or reference interviews, but new staff had not yet been taught. One commented: "I'm new in the post and still trying to find my feet, training offered to me has been specific to my

duties. Other training programmes you have mentioned are still on the pipeline." A senior staff member commented that she had only been taught to find the information if the user had the reference numbers or case numbers to the files.

A staff member at PAR who had done the National Higher Diploma in Archival Studies at Technikon SA had been taught the theory of entrance/exit and reference interviews. This agrees with an APC staff member from the pre-test who had also done this course. A second staff member had learnt through in-house training. A third PAR staff member had learnt through "theoretical and practical training concerning the reading room".

At DAR, all three respondents had been taught how to conduct entrance interviews, and one had been taught the reference interview. It was not specified where they had learnt these skills. One staff member commented on the technique used: " First and foremost as an archivist one should ask the researcher's topic regarding his/her search. Then one can be able to retrieve the relevant information through the list of archivalia and inventories."

At KCAL, one senior staff member had been taught the entrance interview, and three the reference interview. A junior staff member who had been taught neither, said that junior staff relied on senior staff for help in the reading room. At UDW DC one staff member had learnt the entrance interview, and two the reference interview. A comment made by a senior staff member was that he used "Application of library techniques and reference."

It would seem that the situation with learning how to conduct interviews with users is fairly haphazard. Some have learnt through the archival diploma, others have learnt through library training courses, some have learnt from more senior staff or through experience, and others have not learnt at all. As with PR in general, it would seem that there is a pressing need for in-service training courses to be held at all the KZN archives on the conducting of entrance/exit and reference interviews, and that archival training courses need to include a module which gives them clear guidelines on the way to find out what users need.

5.2.5.3 Staff opinions on what archives should be doing to train staff to encourage users to archives

This was an open question, given to allow staff the chance to express what they wanted to say, without the confines of a structure. The objective of asking this question was to fulfill the research objective of finding out if staff feel that they can cope with providing user education and outreach activities in addition to their other archival duties.

From the comments that were made by UAR, it seems that staff would like more contact with PAR and DAR staff, to discuss outreach strategies, and that they would like staff to be sent to other institutions for training workshops. The staff from PAR wanted formal public programming courses, where they could learn about exhibiting, liaising with the media, public speaking and public relations. DAR staff were more worried about staff shortages, and needed more staff to provide an adequate reading room service. As has been mentioned, in the interim period two PAR staff members have been transferred to DAR, which has eased DAR's situation, but made PAR's situation worse.

These comments confirm the researcher's interpretation of previous responses under 5.2.5.1 and 5.2.5.2. Staff are expressing an urgent need for additional training and courses in conducting archival outreach activities and in public relations. They are also expressing a feeling of isolation and a need for mutual help. Some archives are also short staffed, and would like additional staff so that they can more adequately supply basic user needs, such as effective reading room service.

5.2.5.4 Staff opinions on what archives should be doing to train staff to teach users how to use archives resources more effectively

This question differed from the previous one in that it asked about the situation once the users were already in the archives, trying to find out what staff thought about their own and other staff members' ability to teach the users how to use the archives resources more effectively, and how these abilities could be improved. As it was an open question, the responses were unstructured.

Some UAR staff felt that working groups and programmes should be developed within the Provincial Archives Service, and that their staff should be sent to PAR and National Archives for

training. Some PAR staff also felt a need for formal staff training, but some DAR staff thought that training could be done through attending symposiums and conferences, or was not needed. Some KCAL staff thought that the individual staff members should have more empathetic qualities and a better basic educational background.

It would seem that if the same staff were going to stay on and learn more, that structured courses and the moving of staff to other archives in order to gain experience from working with more experienced staff members, were seen as the only options. If new staff were going to be taken on, it would seem that they would need to be better educated with better information literacy skills and a more caring and interested attitude from the start.

5.2.5.5   Factors causing archives not to encourage new users

Lack of money, large backlogs of documentation and lack of staff were seen as the three most important factors causing archives to discourage new users. These three factors are linked, as a restricted budget would limit the number and quality of staff being employed, which would mean that staff could not cope with documenting backlogs, and would also lack the time to process large quantities of incoming material. Most staff did not think that staff lacked interest in users - it was more that they had so much else to do with limited facilities and resources, that they didn't have time to specifically encourage new users, who would require time to be spent in helping them once they were in the reading room. Some staff also felt that their archives lacked staff members who were trained and experienced in conducting outreach activities, and in public relations. This response fits almost exactly with the responses given by American archivists to Finch (1994:1) in another country and under different circumstances. It seems that much of what archivists in KZN are experiencing is a universal experience.

5.2.5.6   Factors causing lack of interest of potential users of archives

The staff of all five archives were unanimous in thinking that potential users of archives do not know what archives contain and all except one felt that they do not know what archives are. Eighty-six percent of staff felt that potential users do not know where archives are. Some comments from staff at UAR were: "They don't understand about the archives. It is only the government departments that know very little about the archives, but the larger community do(es)

not know."; "The main reason which cause(s) lack of interest in users is that they do not know what archives are. My suggestion is they need to be informed about archives and their role." A staff member from DAR commented: "Archives should leave the tower and reach the community. We need to outreach the community by means of broadcasting, exhibitions and roadshows."

Ninety-six percent of staff felt that lack of education was an important factor. About half (53 %) of staff felt that potential users do not need the contents of archives and are not interested in archives. A comment from UAR was: "Ignorance. People don't give a damn about archives, they don't care, even if you try to convince them they will tell (you) that they are not interested."

Eighty-six percent of staff felt that illiteracy was an important factor. A comment from PAR related to staff not being able to communicate with users in their own language: "Language. If there is no-one who can, for example, explain to the users in language they understand, they may feel isolated."

Fear of entering archives was thought to be a factor by staff of PAR, KCAL and UDW DC. The entrances of PAR and KCAL were previously identified as intimidating and imposing. Staff at UAR and DAR did not see this as a relevant factor. Staff at UAR did not see poverty as a factor, although 53 % of the total staff in KZN did. It could be that some staff were thinking that the use of archives is free, but others were thinking of the cost of reaching the archives physically and intellectually, in other words, of the systemic barriers discussed by Kriger (2000:49) and Harris (2002:8).

5.3   Summary

In this chapter, the results of the survey were discussed. Firstly, the results of the "Checklist for a visit to an archives repository" were discussed, with regard to public access to archives in KwaZulu-Natal: physical, legal and bibliographic. The discussion then moved on to reference services available in KZN archives, and the fact that staff attitudes towards the user could not be gauged from the Checklist, but needed anonymous researchers to spend time in archives, conducting genuine archival research, and later giving their impressions to a researcher in a structured interview or through a detailed questionnaire. Alternatively, existing researchers could

become part of a new research project.

Secondly, there was discussion of the results of the "Survey of archives in KwaZulu-Natal: staff questionnaire", under the main headings of: background information on staff; user statistics; outreach activities; archives publications and web sites and public relations training. The chapter finished by discussing staff opinions on what archives should be doing to train staff to teach and encourage users, factors causing archives to discourage new users and factors causing a lack of interest in potential users.

Many of the opinions given by KZN archives staff agreed with the findings of overseas archivists, showing that many of the problems of access and outreach in archives are universal. Additional problems which came to light were Third World problems: systemic barriers including poverty, illiteracy, racial segregation and low educational standards.

CHAPTER 6:   CONCLUSIONS, RECOMMENDATIONS AND FURTHER RESEARCH

The purpose of this study was to investigate the attitudes of archives staff towards physical, legal and bibliographic access to archives in KwaZulu-Natal, and towards provision of reference services, user education and outreach activities in these archives. This final chapter begins with a summary of significant findings of each aspect of the study, and goes on to conclusions for each finding, followed by recommendations and suggestions for future research.

6.1   Significant findings and conclusions: checklist

The research objectives which were investigated using the survey instrument, "Checklist for a visit to an archives repository", were to determine the position with regard to public access in archives in KZN, in relation to physical access to the archives repositories, and legal and bibliographic access to the archives documents; and to determine what reference services are available in each archives repository.

6.1.1   Physical access to archives in KwaZulu-Natal

It was found that not all the KZN archives were equally physically accessible, for different reasons. UAR is geographically distant from the main centres, and generally off the beaten track. The choice of Ulundi for the location of the former KwaZulu archives was a political one, so that the politicians and government employees based in Ulundi have access to archival documents. It is unlikely that with the present balance of power in KZN that archives would be moved to any other centre in the province, for example to Empangeni, near the University of Zululand.

The DAR building is difficult to enter, especially for the physically disadvantaged and elderly, as there are two flights of stairs to climb, no lift, no doorbell, and the entrance cannot be seen by staff. KCAL is also physically difficult for the disabled and elderly, as they have stairs, but no lift. They do, however, have the advantage of having a bell and a closed-circuit video camera so that staff are aware of users arriving at the entrance. PAR and DAR have difficulties with regard to the lack of parking space, and at PAR there are the difficulties of the scratch-card voucher parking system. The PAR entrance is psychologically most intimidating, with its heavy, closed wooden

doors. KCAL's imposing entrance may also intimidate some users.

In conclusion, the archives of KZN are not physically accessible to everyone, for the reasons given above. All can be reached by public transport or car, but some would require a considerable amount of effort, travelling time and money to reach, depending on where one lived. Some of the archives entrances may intimidate new users, and prevent them from entering.

6.1.2   Legal access to archives in KwaZulu-Natal

Legal access to archives in KZN does not seem to be a problem on the surface, as the provincial archives are governed by the National Archives Act, No.43 of 1996, and the KwaZulu-Natal Archives Act of 2000, both of which have been updated from the inhibiting apartheid legislation and are now much more user-friendly and accessible. Legal access is also governed by the Promotion of Access to Information Act, No.2 of 2000. In some cases the staff probably need to become more familiar with the provisions of this act in order to be able to deal with more difficult access requests.

It is not known if certain documents are being "hidden" in any of the archives, through deliberately not being listed in catalogues and guides, and being stored in locked cabinets, unknown to users and most staff members. It would not be possible to find out this type of information without being on the staff of the archive concerned.

The main prohibitions at the private archives are the donor restrictions on their papers. These restrictions usually apply for a limited time-period only, or until the death of the donor.

In conclusion, most of the documents in archives in KZN are legally easily accessible, apart from those with additional restrictions stemming from the Home Affairs Act, the PAIA, or private donor restrictions.

6.1.3   Bibliographic access to archives in KwaZulu-Natal

It was found that bibliographic or intellectual access was far more possible in some archives than in others. The university-based archives are more technologically advanced than the provincial

archives, in that they have their own web sites, and are beginning to attach their descriptive lists to these web sites for world-wide access via the Internet. The provincial archives which are participating in the NAAIRS database are also accessible by Internet, but the level of description of documents and collections is not sufficiently detailed for access to all documents. PAR's holdings have been entered, and DAR's holdings are being entered in the near future. However, these entries are in a summarised format, as guides, and not in the more detailed descriptive list format. UAR has been left behind technologically and electronically, due to their isolated geographical location and situation in a formerly underdeveloped homeland area.

Some archives, such as PAR and DAR, have made pamphlets available to explain the uses of the main collections to the users. The web sites of KCAL and UDW DC serve this purpose to a certain extent. UAR has neither pamphlets nor a web site to explain their holdings to potential users. UAR's finding aids consist only of inventories and transfer lists for the main archives groups. They do not have a great variety of different finding aids, such as one finds at PAR.

All five archives have qualified or trained staff on duty in their reading rooms. It was not possible to tell from the checklist whether these staff members were being effective in communicating with the users, providing user education and conducting effective reference or entrance/exit interviews. Another research project will be required to do a user survey to find out how the staff help the users with their research needs.

In conclusion, the five archives in KZN have not been uniformly or equally developed bibliographically, technologically and electronically. UAR is particularly lagging behind, which is a great problem, as the users in this area are in greater need of help and encouragement with regard to the uses of archives. It is going to become increasingly more easy for international researchers to discover the contents of the university-based archives, due to progress made with putting holdings onto web sites. As the holdings of the provincial archives are loaded onto the NAAIRS database, they too will become more electronically accessible, but not to the level of detailed description of the university-based archives. Even in paper-based format, UAR is lagging behind PAR and DAR, as they lack pamphlets giving users information about the contents of the collections.

6.1.4   Reference services available in archives in KwaZulu-Natal

All five archives provided reading rooms for their users. All the reading rooms were neat, tidy, light, airy and quiet, and conducive to work. The UAR reading room was the only one that was not a complete, dedicated room, as it is a partitioned-off area of a stackroom. However, it is quite usable. The UAR staff battled with lack of equipment and with having broken equipment fixed. Their reading room was the only one without a computer or a photocopy machine, and their air-conditioner had been broken for some time. This was due to their geographical isolation and historical technological neglect, as already mentioned.

Some of the archives were battling to maintain the continuous services of trained and qualified staff in their reading rooms. This was the case at DAR, who were understaffed at the beginning of the study, and PAR, who were understaffed at the end of the study. All the archives seemed to be in need of more experienced and knowledgeable staff, as the resources of the few experienced staff that they had, were being stretched to their limits.

6.2   Significant findings and conclusions: staff questionnaire

The research objectives which were investigated with the use of the survey instrument, "Survey of archives in KwaZulu-Natal: staff questionnaire", were to find out if archives repositories in KZN hold outreach activities to publicize themselves, and if so, which activities; to find out the staff attitudes towards providing outreach activities and user education, and if they feel they can cope with providing outreach activities and user education in addition to their other archival duties. The following points were found to be significant with relation to staff.

6.2.1   Staff qualifications

It was found that only 23 % of respondents had the National Higher Diploma in Archives, and only 8 % had a library diploma. Forty-two percent of staff had either a B.Bibl. or B.Tech.(LIS) degree, or a library or archives diploma. Fifty-eight percent of staff had no archival or library qualifications. Of professional staff, only 33% of respondents in "qualified" archival posts were qualified.

In conclusion, it would seem that there is a great need for the staff who are holding posts in

archives to be encouraged to study for the National Higher Diploma in Archives, or for any other suitable further post-graduate archival course offered. There is a great shortage of archival courses available in South Africa, and if more were available, especially correspondence courses, future archives staff could prepare themselves by studying for appropriate degrees and diplomas. It does not appear that many of the staff members planned a career in archives. It seems that they were studying towards other careers, and accepted an archives post when it became available.

The lack of archival training prior to employment in an archive, probably explains why so many of the new staff feel lost, and have to rely heavily on senior, experienced staff for some time before they feel that they can deal with their new posts.

6.2.2   Language and gender

It was found that a high percentage of staff (77 %) could speak Zulu, and a low percentage could speak Afrikaans (31 %). This is surprising, as archives used to be the bastion of white male Afrikaner domination, and Afrikaans was a compulsory school subject in the apartheid era. It is estimated that 65 % of staff were black mother-tongue Zulu speakers, which shows that a great degree of transformation has taken place in the composition of staff, probably over the last ten years. It was also found that half the staff were male, and half were female, which shows a change in gender composition. In terms of users receiving help in their mother tongue, it means that Zulu speakers are likely to find a Zulu speaking staff member in each archive, whereas Afrikaans speakers are not. Users are just as likely to find a woman on duty as a man.

6.2.3   Keeping of user statistics

It was found that not all archives in KZN keep user statistics - some keep complete statistics, some partial, and some very few or none. As the two small archives in the pre-test had kept user statistics, it was expected that all the larger archives would also do so. The statistics given were not therefore totally accurate, some being mere "guesstimates". Based on these statistics, as inaccurate as they might be, PAR is the most frequently used archive in KZN, followed in order by KCAL, UDW DC, DAR and UAR.

6.2.4   Outreach activities and staff attitudes

It was found that four of the five archives under discussion had held outreach activities - UAR had not, although it plans to in the future. Many different kinds of outreach activity had taken place at these four archives over the previous year, including displays, exhibitions, open days, guided and school tours, student group visits, lectures, seminars, workshops and video and film shows. More activities had taken place over the previous year than over the previous five years, showing an overall increase in outreach activities in each archive, and a growing awareness of the need to publicise archives.

6.2.5   Preferred activities

Staff were asked several questions about which activities they thought would be most and least likely to attract users, which activities they would prefer to organise, which would interfere most and least with other archives work, which would cause the most and the least extra work, and which would bring in donations of documents. It was found that student group visits, guided and school tours were overwhelmingly thought to attract the most users to archives, perhaps because of the large groups involved, and the compulsory nature of the activities. There was a negative attitude to the holding of lectures and seminars. It was found that the responses were not uniform from each archive. This fits in with the concept of the staff of each archive needing to know their own public. In Ulundi, a lecture may attract very few people, whereas a video may bring in a crowd, whereas in Durban or Pietermaritzburg the opposite could be true.

The most popular functions which staff replied that they would prefer to organise were displays and exhibitions. This was in spite of the fact that they did not necessarily bring in the greatest number of visitors, and they were seen to be very time-consuming - the biggest proportion of staff felt that they caused the most work. Possible reasons for staff wanting to organise displays is that they are a good way of showing the public what archives do, and what kind of material is available in archives, and they were seen by the largest proportion of staff as the kind of function most likely to bring in donations of documents. It could also be that staff enjoyed the self-education process undergone while preparing a display.

Videos and filmshows were chosen by the biggest proportion of respondents as functions which

would cause the least extra work, and would interfere least with other archives work. However, they were not the functions which would attract the most people in Durban and Pietermaritzburg. As a result, even though they are so easy to organise, an archive may not hold them if it was thought that very few people may attend.

There was some ambiguity with regard to visiting groups of school children. On the one hand, they were seen as the way most likely to pull in the biggest number of visitors, but they could be unsuccessful due to the large size of the groups, the tiredness of the schoolchildren after visiting many places on one day, and the lack of visual stimulation of archives for the neo-literates.

Student group visits were generally thought to be more successful, as students would need to have the information they were given for a project, so would be very attentive. Negative feelings about both student and school visits related to lack of space, and lack of staff time if they happened too frequently.

In conclusion, the staff of archives needs to be aware of their different publics, and know which kind of outreach activity to organise in order to attract a certain group of the public. They also need to be aware of the pros and cons of organising each kind of activity, and its effect on the other activities of the archive. Many of the more experienced staff members at each archive were aware of these factors, but many junior and inexperienced staff members had not been aware of them.

6.2.6   Best ways of encouraging users into the archives

Three main themes or ideas emerged from this open question. It was found that staff thought that the best way of encouraging users into archives was through school groups and student tours, backed up by schools and tertiary institutions setting projects requiring archival research to be done. The second main idea was the importance of creating an awareness of the archives' existence and importance through publicising it in various ways. The third main idea was that once the users reached the archives, they should be well-catered for with suitable facilities and efficient service.

In conclusion with regard to this question and other open-ended questions that were asked, it could be seen that many of the respondents had thought hard about the questions, and had come up with some very worthwhile answers, which could be used in future planning of archival outreach activities in archives.

6.2.7 Means of requesting donation of papers

It was found that all five of the archives surveyed in KZN were waiting passively for documents to be deposited with, and papers to be donated to them. The provincial archives expected to receive documents from government offices as a requirement of the National Archives Act. The public archives relied on personal contact and word of mouth, and allowed the initiative to come from the donors themselves. In conclusion, it seems that a very passive approach is being taken with regard to identifying and requesting public and non-public records.

6.2.8 Archives publications and web sites

It was found that none of the three provincial and two university-based archives under discussion had their own newsletter or other publication. These archives are not benefitting from the publicity which a widely distributed publication could give them. The two university-based archives have their own web sites for international publicity. The provincial archives rely on the National Archives database (NAAIRS) for making their presence known to the world. However, the UAR holdings have not yet been loaded onto this database. There is also no facility for local archives news to be displayed on this database.

6.2.9 Provision of public relations training

It was found that no staff members had received training in public relations and archival outreach in their degrees or diplomas. This highlights the need for the post-graduate diploma which is offered to include a compulsory module on archival outreach, and for the staff with no archival training to be encouraged to register for this diploma.

It was also found that the archives themselves are not training their staff in workshops or in-service training courses aimed at archival outreach and public relations. Several staff members replied that they had learnt through experience. This is a difficult way to learn, and one makes

many mistakes along the way when there are no guidelines to follow. Staff are battling to perform their new duties as PROs and marketers of archives, without the requisite background knowledge.

6.2.10 Training for reference work and user education

It was found that staff members who had done archives diplomas had learnt the theory of conducting entrance and exit interviews, and staff that were trained librarians had learnt the theory of reference interviews during their library training. Unfortunately, qualified archivists and librarians formed only a small proportion of the total staff, and those who had other qualifications had obviously not been taught about entrance/exit or reference interviews during their training. It seems that staff at some of the archives had learnt about reference interviews as part of their in-service training, but other staff members, especially new and junior staff had not yet learnt.

6.2.11 Staff opinions on what archives should be doing

It was found that, with regard to what archives should be doing to train staff to encourage users to archives, first and foremost, staff felt that without enough experienced or qualified staff to run the reading room, they could not provide the public with a basic, adequate reading room service. Staff at PAR wanted the archives service to provide them with formal public programming courses, where they could learn about exhibiting, liaising with the media, public speaking and public relations. Staff at UAR wanted more contact with PAR and DAR staff, and to be sent to other provincial archives, or to National Archives, for training workshops.

It was also found that, with regard to what archives should be doing to train staff to teach users how to use archives resources more effectively, staff felt again the need for formal training courses, learning from other archives, and in-service training. Some staff also expressed the need for other staff to have a better basic educational background, and to be more empathetic to users' needs.

In conclusion, staff expressed an urgent need for extra staff, and for existing staff to urgently receive in-service training for public programmes and outreach, before they will be adequately prepared to encourage new users to archives. Formal training courses should also be offered for providing user education and training in reference work, and new staff should be better qualified

in information literacy from the start.

6.2.12   Factors causing archives not to encourage new users

It was found that staff saw the most important factors causing archives not to encourage new users as lack of money, large backlogs of documentation and lack of staff. These factors are all linked to a restricted budget, which limits the number and quality of staff being employed, and means that existing staff cannot cope with the workload, and therefore did not have the time to encourage new users into the archives, where it would be necessary to spend time with them in the reading room, providing user education and helping them with their needs. Another factor suggested was a specific lack of experienced staff to carry out outreach projects - but it would seem that staff trained and experienced in outreach are few and far between, and very hard to come by, especially in provincial archives with mediocre salaries. A lack of networking and co-operation with similar institutions, which led to feelings of isolation was another factor suggested by staff. The feeling of low staff morale also came through in some of the responses.

6.2.13   Factors causing lack of interest of potential users of archives

It was found that staff thought that potential users of archives do not know what archives are, what they contain, or where they are, they are ignorant of the purpose of archives, they do not understand them, and they lack education. Illiteracy and a language barrier were also seen as possible problems. Fear of entering archives was thought to be a factor by some staff. Some staff thought that poverty was a factor, as even though the use of archives is free, there is a great cost involved in managing to reach the archives, not only physically, but intellectually. Some staff thought that archives staff could overcome this barrier of ignorance by leaving the ivory tower and providing outreach programmes for the community.

6.3   Recommendations

The following recommendations are based on the findings of the study, the personal experience of the researcher and the related literature that was reviewed.

6.3.1   Improvements to premises

With regard to physical buildings, the ideal would be to relocate DAR and UAR to purpose-built archives building in new locations. As this would be extremely expensive, and therefore unlikely to take place, it would probably be better to improve on what is already established. The very least that should be done at DAR, is the installation of a door-bell and a closed-circuit video camera at the entrance. Also, more convenient parking should be provided for the elderly and disabled. At UAR, a better reading room should be established, with a working air-conditioner, photocopier, lockers for users' bags and nearby working toilets. UDW DC is in need of lockers for users' bags.

At PAR, the entrance foyer should be redesigned in a more user-friendly way. The two sets of wooden doors should be replaced with two sets of shatter-proof glass doors, to provide more light and openness, and make the entrance less closed and intimidating. It would benefit all the archives to have street signs positioned on the closest major routes, and directions positioned at central locations.

Principal archivists in charge of repositories need to become more assertive with regard to securing funding for necessary repairs to premises, both for the sake of the preservation of documents and the convenience of users. An example of where repairs need to be done immediately is faulty plumbing, which can cause mould which devastates documents. Funds also need to be made available for standard archival preservation materials, such as mylar packets, and restoration work on decaying documents.

6.3.2   Technological upgrading

As UAR has been left behind technologically and electronically, a concerted effort should be made to computerise their holdings, and place these on the NAAIRS database as soon as possible. To make this project viable, several staff members from NASA could be seconded to Ulundi to set

up the project. It would be possible at a later stage to send data from UAR to NAAIRS by courier. All UAR archivists should be provided with computers, be sent on computer training courses and be given specific training with regard to accessing other archives' web sites, and typing their own more detailed guides and descriptive lists, to make their holdings more accessible to potential users. They also need to be given help with writing a basic pamphlet explaining the contents and possible uses of their holdings to potential users.

PAR and DAR would benefit from an extension of the NAAIRS database, to provide for more detailed, indexed, descriptive lists of holdings, which users world-wide could access on-line. All archives would benefit if the NAAIRS database provided them with space for local news and happenings, which would help archives to network with each other, and partially overcome feelings of isolation. If KCAL and UDW DC joined the NAIRRS project, it would give them another access point on the Internet. KCAL is working on building their own digital indexed database already, and UDW DC would also benefit from upgrading their existing computer database.

6.3.3 Improved reading room service

To improve the reading room service, sufficient staff need to be employed for doing reading room duty. They should be adequately trained to be able to help users with their queries. All reading room staff, except the most senior and experienced archivists, would benefit from in-service training and workshops on customer care, conducting reference interviews and providing user education. Archives should attempt to select reading room staff members who are people-oriented, and who enjoy communicating with other people, explaining to them archival systems and helping them to locate the information they need.

6.3.4 Provision of user education

All the archives are in need of help with up-grading their user education, which is minimal to non-existent in most of the archives visited. This could possibly be done through liaising with experienced and well-qualified reference and subject librarians in a university library, such as the library at the University of Natal, Pietermaritzburg, where a well-developed user education system is being created. User education could be given through the writing of user guides and pamphlets,

guided tours, standardised talks, and where the equipment is available, videos and self-help computer presentations. NASA and SASA could be asked for help with regard to the creation of suitable computer presentations and videos.

6.3.5 Improving bibliographic access

Bibliographic access could be improved through archives staff embarking on programmes to upgrade their finding-aids, guides and descriptive lists; to re-write those that are difficult to understand in more user-friendly language. They could create a basic pamphlet to explain archival structures and the principles of arrangement. Guides could be translated into Zulu for some of the collections which would be of most use to Zulu speakers.

6.3.6 Upgrading of archives qualifications

There is a great need for staff holding "qualified" posts in archives to be encouraged to study for the National Higher Diploma in Archives, or any other suitable post-graduate archival courses offered. This diploma should incorporate a compulsory module on aspects of public programming, public relations and organising outreach activities; and on conducting reference or entrance/exit interviews and user education.

6.3.7 Provision of in-service training

Staff skills can be upgraded by the archives themselves through the holding of in-service training courses and workshops on user education, reference work, public relations, and on various aspects of archival public programming, such as writing promotional material, liaising with the media, exhibiting and public speaking.

6.3.8 Outreach workshops

It is recommended that archivists from both provincial and public archives get together to hold workshops and think-tanks on how best to reach out to the community, in order to educate them on the purpose, uses, whereabouts and holdings of archives. KZN archivists could arrange to invite experts in the field, for example staff of NASA, to speak on a specific topic, for example, on the construction of study packages for teachers and scholars.

Ideally, provincial archives need to appoint a specific staff member at each archive to organise archival outreach programmes. These three staff members need to attend in-service training courses at NASA, and to meet regularly with each other to discuss and develop outreach programmes. The staff members at each archive also need to meet with the outreach representative to discuss how to link the outreach programmes with the current school syllabi, with university courses, with current events, anniversaries and public holidays, and with the documents available in the archives. Staff from university-based archives could collaborate with organising these programmes. Staff of NASA could be requested to write a manual on how to provide public programming in the most effective way.

6.3.9 Outreach at UAR

It is recommended that UAR start public outreach activities soon, instead of waiting for an indefinite period for an official policy to be drafted. They can start with devising a school or student tour, and then invite small groups of scholars or students to experiment with until they perfect their programme. They can ask other archives within the provincial archives service for help with this. They could also start holding workshops at the archives for registry officials, to make them aware of correct procedures for filing and depositing their documents.

6.3.10 Keeping of statistics

It is recommended that all archives reading rooms keep more thorough statistics wherever possible, including number of users, subject of query, documents used, queries by phone, fax, mail and e-mail, number of visitors generally, and numbers attending specific functions. These statistics can be maintained over the years, and compared annually to gauge progress with usage and outreach. They can also be used as a motivation for future funding, to show that the holdings are important and are being used.

6.3.11 Pro-active donations and deposits

It is recommended that archives be more pro-active with requesting the deposit of public records, and the donation of non-public records. This could be done through circularizing government officials on an annual basis, reminding them to deposit their documents, and through publicising the need for donations of private papers through the media.

6.3.12 Liaison with education planners

Heads of archives need to liaise with education planners involved with creating school syllabi, to persuade them to incorporate lessons on archives, to be backed up with a visit to an archives repository, where some practical work is given for hands-on experience.

6.3.13 Lobbying for sponsorship

Archivists need to lobby the Province, the State and overseas sponsors for more funds for employing more staff, for upgrading staff skills, and for carrying out specific projects, such as digitisation of descriptive lists.

6.4   Suggestions for further research

The following are suggestions for further research, linked to this research project.

6.4.1   User attitudes

A similar research project to this one could be embarked on from the user perspective, conducting a user survey on one or all of the archives in KwaZulu-Natal. The framework for studying users of archives (Conway 1986) could be used. Questionnaires could be given to existing researchers, or they could be interviewed; or a group of anonymous researchers could do research in the archives to be studied and later give their finding to one researcher.

6.4.2   Other provinces

The situation with regard to access and outreach in other provinces could be researched for comparative purposes.

6.4.3   National archives

The situation with regard to access and outreach at National Archives could be investigated.

6.4.4   Transformation in archives

A study could be made of progress made with transformation policies and practice in archives, especially with regard to staffing.

6.4.5   User education

A study could be made of user education programmes in libraries, and how they could be adapted for use in archives.

6.4.6   Educational packages

A research project could be carried out based on the research project described by Finch (1993). A group of secondary school history teachers in KZN could be targeted to find out which archival materials would be useful to them in their lessons. Research could be done into the development of the most appropriate and suitable educational package for KZN secondary school history. The

research would also include research done on the development of educational packages done by National Archives.

6.4.7   Other archives activities that enhance access to archives

Research could be carried out on all or any of the KZN archives with regard to any other archival functions that would enhance access to archives, and make them more desirable for users, for example collection policy, or preservation policy. (The latter is already being researched by Patrick Ngulube.)

6.4.8   Repeat study

It may be interesting to repeat this study in five or ten years time, to see what changes have been made, and to monitor progress in "taking the archives to the people"

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APPENDICES

CHECKLIST FOR A VISIT TO AN ARCHIVES REPOSITORY

Name of Archives...
Date...**Time**..

Physical Environment

1. LOCATION
   Address:...
   Is it easy to find and reach this building?..
   Are there street signs to the Archives?..
   Convenient close parking?...
   Security guards for parking?..
   Public transport for those without cars?...

2. NAME
   Is the name of the archives prominently displayed at the entrance?.....................
   In which languages?...

3. ENTRY TO BUILDING
   Is the entrance open and welcoming?..
   Is it closed, secretive, forbidding, intimidating, exclusive, etc.?........................
   Wide, easily opening doors?..
   Is it accessible to physically challenged users?...
   Wheel chair ramps?..
   Facilities for the blind?...

4. SIGNS
   Within the building, are the following clearly signposted?
   the research room..
   the toilets..
   the entrance/exit...

5. READING ROOM
   Is it easy to find within the building?...
   Is it clean, neat and tidy?..
   Is it light and airy?..
   Is it hot or cold?..
   Is it noisy or silent?...
   Are users allowed to talk quietly to others or staff?...
   Is there any factor which would make it not conducive to work?..........................
   ....

6. RECORDS SECURITY
   Are there security guards?...
   Manner and attitude of security staff..
   What measures are taken to protect the records while they are being used in the
   research room?..

Positive or negative effect of these on user?..

7.   **PATRON SAFETY & COMFORT**
Are there safe lockers for patrons' bags?..
Or an alternative bag security system?..
Are there accessible, comfortable, clean facilities?..
Toilet?..
Cafeteria?...
Safety of lifts, stairs...
Are there Emergency Exits?..
Public phones?...
How many chairs and tables are available?...
Comfortable?..

8.   **EQUIPMENT AND MAINTENANCE**
Are there terminals to access data bases?..
Are these for use of public or staff only?..
Is there a dedicated network connection to the National Automated Archival
Information System (NAAIRS)?...
Is there an Internet connection to NAAIRS?..
Can patrons bring their own laptop computers?...
What audiovisual equipment is there?...
Is a photocopy machine available?..
Is there a fax machine?...
Is this equipment being well maintained?..

The records
9.   What is the main content of the archival collections?...
....
....

10.   **FINDING AIDS AND BIBLIOGRAPHIC TOOLS**
What finding aids are available?..
....
....
Does the user have access to these, or are they for staff only?.............................
Is assistance from trained staff available?...
Does the staff give a reference interview/entrance or exit interviews?...................
Are there descriptive lists within the collections?..
How detailed is the information on the contents of the collections?.......................
....
Can all the collections be accessed in one way or another?...................................
....

11.   **PHYSICAL CONDITION OF RECORDS**
What basic preservation measures have been taken? Use of boxes?.......................
Use of files?...............Use of folders?............Use of Jiffy bags/Mylar covers?...........

Signs of insect damage?.........................Mould?...

How often does fumigation take place?..

Are they arranged and in order?..

Are they numbered and labelled?...

12.   RESTRICTIONS

What restrictions have been placed on the records?.......................................

Is there a written policy explaining them?..

Is this a written Access Policy?..

Is it in terms of the National Archives Act, 1996?.......................................

Is it in terms of the KZN Archives Act, 2000?...

User orientation and staff behaviour

13.   USER ORIENTATION

How do the archives staff acquaint the users with the rules and regulations of access to records?...

....

And with the physical and intellectual organization of the holdings?.................

....

STAFF BEHAVIOUR

14.   How helpful are the staff in aiding and teaching the users?............................

....

15.   Do the reading room staff check if the researcher has found the information s/he is looking for?..

....

16.   Does the staff member listen to the user's query? (In experience of researcher-see User Questionnaire)...

Ask questions to clarify the query?..

17.   What model of behaviour is the staff member following?

Archivist as servant?..

Archivist as gatekeeper?...

Archivist as partner?..

18.   Do certain types of user seem to be favoured more than other types?

Academic researchers?.....................   Genealogists?..................................

Private researchers?.........................   Business researchers?......................

Other?..

This checklist was based on information found in :

Finch, Elsie Freeman and Paul Conway. 1994. Talking to the Angel: beginning your public relations program. In: *Advocating archives: an introduction to public relations for archivists.* Edited by Elsie Freeman Finch. Metuchen, N.J.: The Society of American Archivists. ISBN: 0-8108-2935-5.

Appendix B   Survey of Archives in KwaZulu-Natal:
Staff Questionnaire

SURVEY OF ARCHIVES IN KWAZULU-NATAL

STAFF QUESTIONNAIRE

I am conducting a survey of staff opinions on access and outreach at both public and private archives in KwaZulu-Natal (KZN) as part of my research for my Masters Degree in Information Studies entitled: "Staff attitudes to access and outreach in KwaZulu-Natal archives". The results will be printed in my thesis, but the names of respondents will not be given, to preserve confidentiality. You do not need to write your name on the survey.

I would be very grateful if you would take the time to answer the following questions.

General information

1. Name of archives ....

2. Position of respondent within archives...

3. Length of time worked in archives (this)................. (or others).........................

4. Educational qualifications (please state) :
    Highest standard passed at school...
    University degree..
    Library diploma / degree..
    Archival diploma / degree..
    Other..

5. Name the languages which you are able to:
    a)   speak...
    b)   read and write...

6. Gender: Male   ☐   Female   ☐

7. Age: 20-29 ☐;   30-39 ☐;   40-49 ☐;   50-59 ☐;   60+ ☐

8. How many staff members are employed in the archives?.....................................

9. How many of these are qualified archivists?..

10. What is the average number of researchers at the archives per month...........
    Or per year?..

11. What is the average number of visitors (other than researchers) at the archives per
    month...or per year?...

12. What is the average number of reference queries by phone, by e-mail, or by letter or fax
    per month..or per year?.......................................

Archival outreach activities

13. Some archives repositories hold outreach activities in order to publicize the archives, and encourage users. Does your archives carry out any outreach activities? Yes ☐ No ☐
   If your answer is no, what is the reason for this?...
   ....
   ....Please go to question 15.

14. Has your archives held any of the following activities over the past year? Or five years?

		Past year	Five years
1.	Displays/exhibitions	☐	☐
2.	Open days	☐	☐
3.	Guided/ school tours	☐	☐
4.	Visits by groups of students	☐	☐
5.	Lectures	☐	☐
6.	Seminars	☐	☐
7.	Workshops	☐	☐
8.	Video/Film shows	☐	☐
9.	Other (please name)..		

15. In your experience, which 3 of the above activities is most likely to attract visitors or users to the archives? (Please give reasons if possible)
   1)...
   2)...
   3)...

16. Which 3 of the above are least likely to attract visitors or users to the archives? (Please give reasons if possible)
   1)...
   2)...
   3)...

17. If you were to organise an outreach function, which of the above would you prefer to hold? ....
   Why?...
   ....
   ....

18. Which would interfere most with the other work of the archives?..................................
   Why?...
   ....
   ....

19. Which would interfere least with the other work of the archives?..................................
   Why?...
   ....
   ....
   ....

20. Which would cause the most extra work?...
     Why?..
     ....

21. Which would cause the least extra work?...
     Why?..
     ....

22. Which would be most likely to bring in donations of documents?...
     Why?..
     ....
     ....

23. In your experience, what are the best ways of encouraging users into the archives?.......
     ....
     ....
     ....

24. In what ways have you been personally involved in archival outreach activities?.............
     ....
     ....
     ....

25. Some archives repositories send out circulars, notices or letters requesting the donation
     of papers or deposit of documents. Does your archives do this?   Yes □   No   □
     If yes, what kind of notice does it send out to request material?...................................
     ....
     If no, what does it do in order to receive new material?...
     ....

Archives publications and web sites

26. Does your archives (or archives service) have a regular newsletter or journal? Yes □ No□
     Please name it...

27. Are there any other periodical archives publications in KZN or SA that you are aware of?
                                               Yes □   No   □
     Please name them..
     ....
     ....
     ....

28. Does your archives have its own web site?   Yes □   No   □
     Please give address of web site..

29. Are you able to access NAAIRS (National Automated Archival Information Retrieval
     System) from your archives?   Yes □   No □
     If yes, through a dedicated network connection?   Yes □   No □
     Or through an Internet connection?   Yes □   No □

30. Do your archives feature on NAAIRS?   Yes ☐   No ☐

31. Do you have a NAREM (National Archives Register of Manuscripts) guide in hard copy
format for your archives?   Yes ☐   No ☐

Public Relations training

32. Have you received training with regard to conducting archival outreach activities?
                                         Yes ☐   No ☐

33. If yes, please tick the ones that apply:
     1   In your initial degree or diploma?   Yes ☐   No ☐
     If so, please give details..
....

     2.   In the training for your present post?   Yes ☐   No ☐
     If so, please give details..
....

     3.   Through in-service training?   Yes ☐   No ☐
     If so, please give details..
....

     4.   Have you learnt through experience?   Yes ☐   No ☐
     If so, please give details..
....
....

34. Have you received any training with regard to writing archival promotional material?
                                         Yes ☐   No ☐
     If so, please specify...
....

35. How have you been taught how to find out exactly what information researchers at
archives require?...
....

36. Have you been taught how to conduct an entrance/exit interview? Yes ☐   No ☐

37. Have you been taught how to conduct a reference interview?   Yes ☐   No ☐

38. Is there anything else that you feel that archives should be doing in order to train staff to
encourage users to the archives?...
....
....

39. Is there anything else that you feel that archives should be doing in order to train staff to
teach users how to use the resources of the archives more effectively?......................
....
....

40. Would you agree that any of the following factors are causing archives not to encourage new users to the archives?

	Yes	Unsure	No
Lack of staff	☐	☐	☐
Lack of interest of staff in users	☐	☐	☐
Lack of time	☐	☐	☐
Lack of money	☐	☐	☐
Large backlogs of archival sorting and documentation	☐	☐	☐
Large quantities of incoming material	☐	☐	☐

Other (please specify)...
....

41. Would you say that any of the following factors are causing lack of interest of users or potential users of archives?

	Yes	Unsure	No
Do not know what archives are	☐	☐	☐
Do not know what archives contain	☐	☐	☐
Do not know where archives are	☐	☐	☐
Do not need contents of archives	☐	☐	☐
Are not interested in archives	☐	☐	☐
Fear of entering archives	☐	☐	☐
Illiteracy	☐	☐	☐
Lack of education	☐	☐	☐
Poverty	☐	☐	☐

Other: please specify any other reasons which may be preventing users from visiting archives..
....
....
....
....
....

Thank you for taking the time to complete this questionnaire. Please return it in the enclosed addressed envelope to:

Jewel Koopman
Manuscript Librarian
Alan Paton Centre
University of Natal
Private Bag X01
Scottsville 3209
Pietermaritzburg

or I will call at your archives to fetch the questionnaires on.......................................

If you have any queries regarding filling in this questionnaire, please contact me by phone at (033) 260-5926 or e-mail: koopmanj@nu.ac.za

Appendix C   Glossary of terms

Glossary of terms

Access

The availability of or the permission to consult records, archives and manuscripts (Evans, Harrison and Thompson 1974:416).

The granting of permission to:

1) use the reference facilities of an archives;

2) examine and study individual archives and records or collections held by an archives;

3) extract information from archives and records for research and publication.

Access to archives may be restricted or withheld to prevent physical damage to original records or to protect confidential information (Acland 1993:460).

Right, opportunity, or means of finding, using, or approaching document, and/or information (Bellardo and Bellardo 1992:1).

Access is also used in its more commonly accepted sense of "the condition of allowing entry; the right or privilege to enter" (Collins 1986:8).

Access policy

The official statement issued by the authorities managing an archives setting out which records and archives are available for access and under what conditions. It should be in writing, and should be available to users and potential users (Acland 1993:460).

Archive

1) The whole body or group of records of continuing value of an agency or individual.

2) An accumulation of series or other record items with a common provenance, or a distinct organisation, body or purpose (Acland 1993:462).

Archives

1) Those records that are appraised as having continuing value. Traditionally the term has been used to describe records no longer required for current use which have been selected for permanent preservation. Also referred to as permanent records.

2) The place (building/room/storage area) where archival material is kept. (Also referred to as an archives repository.)

3) An organisation (or part of an organisation) responsible for appraising, acquiring, preserving and making available archival material (Acland 1993:463).

The source of archives is an organization or institution, the holdings are records, and the custodian is an archivist (Hunter 1997:2).

In American usage, the term archives is generally a plural or collective noun, although the form archive has been applied to a number of special collections (Gagnon 1982:237).

There are three main types: Government archives; In-house archives and Collecting archives.

Archives policy

An official statement broadly but comprehensively outlining the purpose, objectives and conditions that define the scope of archival activities, the authority under which they operate and the services offered to clients (Acland 1993:463).

Archivist
A person, professionally educated, trained and experienced, responsible for the management and administration of archives and/or records by appraising and identifying records of continuing value, by documenting and preserving archives in their context and by enabling and facilitating their continuing use. Traditionally used for a keeper or custodian of archives (Acland 1993:464).
A person responsible for or engaged in one or more of the following activities in an archival repository: appraisal and disposition, accessioning, preservation, arrangement, description, reference service, exhibition and publication (Evans, Harrison and Thompson 1974:415).
In the United States, the term is also frequently used to refer to a Manuscript Curator (Bellardo and Bellardo 1992:4).

Artefacts
Objects, not being records, retained because of their informational value or because of their relationship with the records or archives (Acland 1993:464).

Collecting archives
An organisation or part of an organisation that has as its principal function the collection of the records of a variety of organisations, families and individuals. Also known as manuscript libraries /repositories (Acland 1993:463).

Collection
1) An accumulation (usually artificial) of documents or papers of any provenance brought together (sometimes purchased) on the basis of some common characteristic, e.g. subject or means of acquisition or medium. In common use in manuscript libraries and other collecting archives (Acland 1993:465).
An artificial accumulation of manuscripts or documents devoted to a single theme, person event, or type of record (Evans, Harrison and Thompson 1974:419).
2) An arbitrarily defined unit of records or archives often used for personal papers or record group (Acland 1993:465).
A body of manuscripts or papers, including associated printed or near-print materials, having a common source. If formed by or around an individual or family, such materials are more properly termed personal papers or records. If the cumulation is that of a corporate entity, it is more properly termed records (Evans, Harrison and Thompson 1974:419).
3) General terminology for holdings of archives or manuscripts (Hunter 1997:2).
In singular or plural form, the total holdings of a repository (Evans, Harrison and Thompson 1974:419).

Description
The process of establishing intellectual control over holdings through the preparation of finding aids (Evans, Harrison and Thompson 1974:421).
The process of analyzing, organizing, and recording information that serves to identify, manage, locate, and explain the holdings of archives and the contexts and record systems from which these holdings were selected, and the written representation of the above process (Bellardo and Bellardo 1992:10).

Document

1) Recorded information regardless of medium or form (Acland 1993:469).
Frequently used interchangeably with record (Evans, Harrison and Thompson 1974:421).
2) The smallest complete unit of record material (Acland 1993:469).
When abbreviated *D.* or *Doc.*, it designates a manuscript that is not a letter (Evans, Harrison and Thompson 1974:421).

Documentation

The organisation and processing of written descriptions of records and archives for the information of users, resulting in finding aids (Acland 1993:469).

Exhibition

The use of original archival materials or copies in a display to present ideas which inform or educate the viewer and/or promote the archives (Acland 1993:470).

Finding aids

The descriptive media, published or unpublished, manual or electronic, created by an archives or an archival program, to establish physical or administrative and intellectual control over records and other holdings. Finding aids lead both archives staff and users to the information they are seeking from or about archives. Basic finding aids include guides (general or repository, subject or topical), descriptive inventories, series registers, accession registers, card catalogues, special lists, shelf and box lists, indexes, and for machine-readable records, software documentation (Acland 1993:470).
Basic finding aids also include local, regional, or national descriptive databases (Bellardo and Bellardo 1992:14).

Freedom of Information

The right of the public, granted by law, to inspect or otherwise have access to documents in the recordkeeping systems of government, subject to specified exclusions (Acland 1993:471).

Government archives

A government agency with legislative responsibility for providing a centralised archival service for agencies within the government service (Acland 1993:463).

Guide

A finding aid that briefly describes and indicates the relationship between holdings, with record groups, papers or collections as the units of entry. Guides may also be limited to the description of the holdings of one or more repositories relating to particular subjects, periods or geographical areas (Evans, Harrison and Thompson 1974:423). This type of guide is usually called a thematic or subject guide (Bellardo and Bellardo 1992:17).

Holdings

The total accessions and deposits of a repository (Evans, Harrison and Thompson 1974:423).

In-house archives

That part of an institution or organisation maintained for the purpose of keeping the archives of that institution or organisation. It usually restricts its acquisition to records generated by its parent institution or by other closely associated bodies or people. Also referred to as corporate archives, dedicated archives or institutional archives (Acland 1993:463).

Inventory

A basic archival finding aid that generally includes a brief history of the organization and functions of the agency whose records are being described; a descriptive list of each record series giving as a minimum such data as title, inclusive dates, quantity, arrangement, relationships to other series, and description of significant subject content; and if appropriate, appendices which provide such supplementary information as a glossary of abbreviations and special terms, lists of folder headings on special subjects, or selective indexes (Evans, Harrison and Thompson 1974:424).

Item

The smallest unit of record material which accumulates to form file units and series, e.g. a letter, memorandum, report, leaflet, photograph, or reel of film or tape (Evans, Harrison and Thompson 1974:424).

List

An enumeration of records or archives for the purposes of establishing control and providing information (Acland 1993:473).

Manuscript

A handwritten or typed document, including a letter-press or carbon copy. A mechanically produced form completed in handwriting or typescript is also considered a manuscript (Evans, Harrison and Thompson 1974:425).

A typed document is more precisely called a typescript (Bellardo and Bellardo:22).

The source of manuscripts is an individual or family, the holdings are termed papers or collections, and the custodian is a manuscript curator (Hunter 1997:2).

Manuscript curator/librarian

A person usually engaged in one or more of the following activities in a manuscript repository: solicitation, accessioning, processing, preservation, reference service, exhibition and publication (Evans, Harrison and Thompson 1974:425).

Manuscript library/repository

A collecting archives, which functions to collect the records of a variety of organisations, families and individuals (Acland 1993:463).

Oral history

A sound recording, or a transcript of an aural record, resulting from a planned interview with an individual to systematically capture personal accounts and opinions (Acland 1993:475).

Original order

The order in which records and archives were kept when in active use, i.e. the order of accumulation as they were created, maintained and used. The principle of original order requires that the original order be preserved or reconstructed unless, after detailed examination, the original order is identified as a totally haphazard accumulation making the records irretrievable (but not an odd, unorderly or difficult arrangement) (Acland 1993:475).

Outreach

Includes public programmes, educational programmes and public relations. Outreach activities can take the form of lectures, seminars, workshops, exhibits, displays, tours and film shows. Other forms of outreach are publications and newsletters. Web sites provide wide electronic outreach on the Internet.

Outreach programmes

Organized activities of archives or manuscript repositories intended to acquaint potential users with their holdings and their research and reference value (Bellardo and Bellardo 1992:24).

Papers

The accumulation of an individual's records, also referred to as personal papers (Acland 1993:475).

A natural accumulation of personal and family materials, as distinct from records (Evans, Harrison and Thompson 1974:426).

Provenance

1) In general archival and manuscript usage, the "office of origin" of records, i.e. that office or administrative entity that created or received and accumulated the records in the conduct of its business. Also the person, family, firm, or other source of personal papers and manuscript collections.

2) Information of successive transfers of ownership and custody of a particular manuscript.

3) In archival theory, the principle that archives of a given records creator must not be intermingled with those of other records creators. The principle is frequently referred to by the French expression, *respect des fonds* (Evans, Harrison and Thompson 1974:427-428).

Public programmes

A planned sequence of community outreach projects and promotional activities which informs the wider community about archival holdings and services and involves its members directly in their documentary heritage (Acland 1993:476) Also known as "outreach" or "educational programs".

Reading room/ Research room/ Search room

That area in a repository, generally enclosed, where archives and manuscripts are consulted by researchers under the supervision of the repository staff (Evans, Harrison and Thompson 1974:430).

A room or area set aside for supervised consultation of archival materials by authorised users with the assistance of the archives staff (Acland 1993:479).

Record

Recorded information regardless of media or characteristics (Evans, Harrison and Thompson 1974:428).

Records

All recorded information regardless of media or characteristics, made or received and maintained by an organisation or institution in pursuance of its legal obligations or in the transaction of its business (Evans, Harrison and Thompson 1974:428).

Documents containing data or information of any kind and in any form, created or received and accumulated by an organisation or person in the transaction of business or the conduct of affairs and subsequently kept as evidence of such activity through incorporation into the recordkeeping system of the organisation or person. Records are the information by-products of organisational and social activity (Acland 1993:477).

Records centre

A facility, sometimes especially designed and constructed, for the low-cost and efficient storage and furnishing of reference service on semicurrent records pending their ultimate disposition (Evans, Harrison and Thompson 1974:428).

Reference interview

The formal conversation that an archivist conducts with each researcher. Reference interviews are conducted to ascertain the identity of the researcher; to determine his/her information needs and purposes of research; to guide the researcher to appropriate access tools and relevant sources; to inform him/her of basic procedures and limitations on access, handling of documents, and reproduction; and to evaluate the success of the research visit and the effectiveness of the reference service offered to the researcher. The initial reference interview is often referred to as an orientation interview; the interview at the end of a research visit is often referred to as an exit interview (Bellardo and Bellardo 1992:29).

Reference service

The range of activities involved in assisting researchers using archival materials (Bellardo and Bellardo 1992:29).

Repository

The building or room, or part thereof, set aside for the storage of archives or records. Archival repositories are often constructed to meet specific environmental standards designed to ensure longevity of the records. Also referred to as a records centre (Acland 1993:478).

A place where archives, records or manuscripts are kept. Frequently used as synonymous with "depository" (Evans, Harrison and Thompson 1974:429).

Respect des fonds

Respect for the principle of provenance that the archives of an agency or person are not mixed or combined with those of other agencies or people (Acland 1993:479).

Transfer list
List of records created by a government body, describing material to be transferred to an archives repository; it identifies the type of record and gives a description, reference number and the time period covered. Also used by archives repositories to acknowledge receipt of transfer and used as a finding aid by the repository until such time as the records have been arranged and described, and an inventory made (Hawley 2001).

User
A person who consults records held by an archives, usually in a search room. Also referred to as a researcher (Acland 1993:480).
Users include creators of documents and other archivists as well as researchers (Bellardo and Bellardo 1992:36).

User education
The education and training of actual and potential users of archives in matters such as the availability of material and services, the use of finding aids, the use and interpretation of archives, and the value and importance of archives and archival work (Acland 1993:48).