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I am submitting herewith a thesis written by Lois Garrison Reynolds entitled "Library Use Instruction: A Model Program for the Community College." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science in Library Science.

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LIBRARY USE INSTRUCTION: A MODEL PROGRAM
FOR THE COMMUNITY COLLEGE

A Thesis
Presented for the
Master of Science in Library Science
Degree
The University of Tennessee, Knoxville

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ABSTRACT

Many college students do not realize the central role the academic library should ideally play in their education. Community colleges in particular, in their unique role of providing both academic and technical instruction, attract many students who probably would otherwise not have gone to college. Many of these students have spent little time in their high school or public libraries and go through their college careers without realizing how the library can serve their academic, personal, and professional information needs.

The purpose of this study was to develop a comprehensive program of instruction in library use for community college students. To develop the program I reviewed the literature of library use instruction and literature about the community college, its students, and its library/learning resources center. On the basis of this review of the literature and of my own community college teaching experience, I have proposed a four-part program, which includes library orientation for all students in the form of a videotape presentation and a library handbook; basic library skills instruction for all students in the form of a unit in the required English composition course; and in-depth, individualized instruction for highly motivated students in the form of an elective credit course in library use.

This paper discusses first the present state of the art of academic library use instruction. It then describes the community college and its library/learning resources center. Finally, it describes

each aspect of the proposed program of library use instruction in general and the elective credit course in detail.

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CHAPTER I

INTRODUCTION

A. PROBLEM STATEMENT

Ideally, if the student is to become the well-rounded, independently thinking individual most colleges hope to produce, the academic library should be an important part of his education--both for his career and for life. The library not only supports but supplements the curricula of the school. It also, particularly at the undergraduate level, offers a wide selection of material for the student's personal enrichment. While some students may have acquired a certain facility in using the library through personal interest and/or academic requirements during their high school years, many students fail to realize the library's potential. Feeling it is irrelevant, not really necessary, or hopelessly complicated, they avoid the library if possible except when they are specifically referred for a particular assignment, such as to read materials that have been placed on reserve. These students try to rely exclusively on their textbooks, lectures, and friends, not realizing how severely this restricts their education.

A typical student, when he does come to the library for something other than reserve materials, heads for the card catalog, often not noticing whether it is arranged in one alphabet or divided into author/title and subject segments. If he does not immediately find something relevant to his topic, he assumes the library can provide no help to him--which he knew anyway before he came in--and he gives up. He may have

heard of Readers' Guide, but probably does not really understand what it is a guide to or what an index is. He may try the encyclopedias, if he can find them right away, and, after that, assume he has done his best.

Even a student who has officially toured the library as part of orientation or of a particular course may not be more knowledgeable. The tour is usually conducted during one 50-minute class period with the result that a student is introduced to such a variety of materials that he comes away more confused than ever. He may have a better idea of the kind of resources available in the library but remain very unsure of the why's and how's of using those resources. Even though the library tour is supplemented by class lectures and library exercises, a student is not likely to develop any real skill in using the library on the basis of such a brief encounter. In such a complicated and seemingly impersonal place, full of files and books, the typical freshman--like, indeed, the senior or even the graduate student--may be hesitant about asking for help, though he has been encouraged to do so. In addition, there is very little carry-over of knowledge from one course to another, and a student who does learn something about using the library in an English composition course may not apply that knowledge in another course or for another purpose.

B. RATIONALE

The function of higher education is, ideally, to produce a person who is not so much "educated" as "educable"—one who has learned enough

about required and chosen subjects to recognize how much more there is to learn. This is more true today than it was even in the last decade because of the continuing proliferation of knowledge, particularly scientific and technical knowledge. It is impossible for anyone to learn everything about his chosen field in a classroom situation, even if it is a narrow field and he has studied it alone to the exclusion of the "frills"--art, literature, history--traditionally associated with a "liberal" education. The college graduate, whether of a four-year or of a two-year program, should enter the job market determined to learn all he can on the job and willing to keep abreast of new developments in his field through his own efforts. This means he must have some familiarity with sources of information in his field and with methods of locating those sources. In other words, he needs some training in library and information use, either by his instructors or by the college librarians.

For decades, librarians have recognized the fact that undergraduate students are unable to use academic libraries. They have seen students wander in and stare in amazement at the large room filled with perhaps one hundred card catalog cabinets. While spending their time helping the students who were aggressive enough to ask for help, librarians have shared to an extent the frustration of those who tried and failed to find information themselves and were too timid or too proud to ask for help.

Community college students are likely to be even less sophisticated library users than those who attend four-year liberal arts colleges and universities. The majority of community college students do not

fall into the 18 to 22 year age group of those who have traditionally taken a college-preparatory course of study in high school, then pursued a four-year academic degree on a full-time basis. Many, if not most, are part-time, or non-traditional students, i.e., those who are entering college five to twenty years after leaving high school in order to receive training for a new career or to upgrade their present job status. Even among recent high school graduates, there are few who have had any formal training in use of the library or who have even had much exposure to it in high school. Librarians implementing a program of library use instruction at Leeward Community College in Hawaii discovered in 1972 that 99 percent of the students in freshman English had had no previous instruction in using the library.¹

I have become aware of how ill-prepared and unwilling most students are to use the library through my own experiences and observation as a college student and as a teacher of college students. As an undergraduate, I was a student assistant in the library and so was familiar with the card catalog. I used it extensively to locate books for use in my courses, but I was completely unaware of other types of resources that were available: indexes, abstracts, bibliographies, specialized dictionaries and encyclopedias, and interlibrary services. Even as a graduate student, I did not know of the existence of many almost indispensable sources; no one told me about them, and I did not ask. Obviously, it is possible to pursue and complete an academic

¹Floyd M. Cammack and Marri DeCosin, "Community College Library Instruction System," Hawaii Library Association Journal 34(1977): 12.

career without a thorough knowledge of the library, but I feel now that my studies would have been much more challenging and rewarding if I had realized and utilized the wide variety of sources beyond books that were available.

As an instructor of freshmen in English composition in the community college, I have become aware of how widespread the problem of lack of library knowledge is. Even after a brief orientation tour as a part of English composition, in which they write a "research" paper, many students either are totally confused or think they know everything they will ever need or want to know about the library and so close their minds to learning anything more. As an instructor of sophomores in literature and technical writing classes, I have observed that by the time students begin their second year of academic studies, most of them are almost as completely at a loss about use of the library as they were as freshmen, their brief exposure in composition having had no permanent effect on their study habits. For some exceptional students--those who are highly motivated or who learn quickly--or for those with a fairly thorough understanding of the library as a result of high school work, such instruction, i.e., as part of composition, may be sufficient, particularly for their first two years of college. If they continue their academic careers, they will need exposure to specialized sources in their particular fields. But most students would profit from more extensive formal training near the beginning of their college careers.

For these reasons, students entering college should have the opportunity to take a course that would introduce them to the wide

variety of information sources available in the modern library and would provide them with some basic skills for utilizing those sources. This kind of course would be particularly valuable to the "educationally disadvantaged," the category into which a large proportion of community college students fall. The formal credit course would be a part of a library use instruction program to be provided by the library/learning resources center and to include orientation by handbook and audiovisual production; point-of-use instruction; course-related instruction; and individual guidance at the reference desk. Ideally, such a course should be required of all students who fail to achieve a specified score on a diagnostic library skills test. However, considering the usually quite large proportion of students to librarians in the community college (e.g., 1000 to 1), it would be more feasible in most situations to make the course an elective.

C. PROCEDURE

This paper proposes a program of library use instruction for community college students. In order to develop the program I reviewed the literature of library use instruction, particularly that relating to credit courses and to the community college. A substantial body of literature has been produced on this subject, particularly in the past fifteen to twenty years, and much duplication exists. Available literature falls into five broad categories: (1) articles and monographs that trace the historical development of the current interest in library use instruction; (2) state-of-the-art surveys of library use

instruction in academic settings; (3) analyses of specific principles to be considered or problems that will be encountered in developing a program of library use instruction; (4) descriptions and evaluations of programs that have been implemented in specific libraries; (5) discussions of the community college in general and the mission and functioning of the library/learning resources center in particular.

In addition to reviewing the literature, I have interviewed four community college librarians in Middle and Eastern Tennessee. I have discussed with them their present programs in library use instruction and their conceptions of what could and should be done in the future. Additionally, I have drawn on my own community college teaching experience for planning the instructional activities.

Chapter II of this paper considers the present state of academic library use instruction, including a definition of the term, a statement of the rationale for offering such instruction, a brief history of the library instruction movement, a description of the most widely used methods of instruction, and a summary of the principles to be considered in developing an instructional program. Chapter III presents a description of the unique nature of the community college and its library/learning resources center and a discussion of current trends in community college library use instruction. Finally, Chapter IV proposes a program of library use instruction which includes four components: a library handbook and an audiovisual production for orientation, a unit in English composition for basic skills instruction, and an elective credit course for more comprehensive instruction. Chapter V gives

objectives, course outline, and sample instructional materials for the course. The program is intended to develop in students a positive attitude toward the library and librarians and to make them more competent and enthusiastic library users in their college careers, their professional careers, and their personal lives.

CHAPTER II

LIBRARY USE INSTRUCTION

A. DEFINITION

Library use instruction--also called "user education" and "bibliographic instruction"--is "instruction given to readers to help them make the best use of a library."¹ The most widespread application of such instruction is in academic libraries, where its central concern is to provide a student with the knowledge and ability to become an "effective, independent resource-searcher in his field of concern. It is a planned educative process integrated with curriculum objectives and supplementing library reference services."²

Library use instruction is generally conceived as having two components: library orientation and library, or bibliographic, instruction. Library orientation involves acquainting the student with the physical and operational aspects of a particular library: physical arrangement; regulations governing access, loans, and fines; services; generally, what is available and how and where it is available.³ Library orientation should also communicate to the user a positive attitude toward the library as a useful, non-forbidding place where he

¹Nancy Fjallbrant and Malcolm Stevenson, User Education in Libraries (Hamden, CT: Linnet Books, 1978), p. 12.

²Millicent C. Palmer, "Academic Library Instruction: Problems and Principles," Tennessee Librarian 25(Winter 1973): 12.

³Palmer, p. 12; Fjallbrant and Stevenson, p. 30.

will be accepted and helped at his own level. All library use instruction--whether for entering freshmen or for graduate students--must begin with orientation, because it provides the user with necessary information about the unique characteristics of the particular library he will be using.

The second component of library use instruction is actual library, or bibliographic, instruction, i.e., training in location of information: teaching the student the skills necessary for obtaining the "information required for a specific purpose by making full use of the resources and materials available."⁴ This involves helping the student determine exactly what kind of information he needs, acquainting him with the particular resources available in the library that are applicable to his information needs, then teaching him how to use those resources. Instruction may be done at two levels, depending on the target audience and their level of bibliographic sophistication. The first level of instruction, which should follow an orientation presentation such as that described above, consists of basic, general instruction for beginning students. Usually this instruction is intended to prepare students for completing a particular assignment and includes training in use of the card catalog, of basic indexes and abstracts, and of some general reference sources, as well as introduction to the concept of a basic search strategy.⁵ This type of instruction is usually coordinated

⁴Fjallbrant and Stevenson, p. 31.

⁵Hannelore B. Rader Delgado, "Humanizing Function of the College Library; or Providing Students with Library Know/How," Catholic Library World 49(February 1978): 280.

with a required freshman-level course (e.g., English composition or Orientation to College) or conducted in a separate one, two, or three hour credit course that may or may not be required.

The second level of bibliographic instruction is for upperclass or graduate students in their major or minor subject and consists of introduction to the literature of a particular discipline. While such instruction may be presented as a separate bibliography course, it is usually conducted in conjunction with a particular subject course and is intended to familiarize students with "specialized bibliographies and abstract services, bibliographic computer searching, and other information retrieval services"; to provide them with a "sophisticated search strategy"; and to give them some training in evaluation of sources.⁶

B. RATIONALE

Library use instruction is especially appropriate as a function of an academic library. The primary function of higher education is "not only the transmission of existing knowledge, but most certainly also the imparting of skills for life-long learning and self-education."⁷ To quote Alfred North Whitehead, "Education . . . is the acquisition of the art of the utilization of knowledge."⁸ Higher education stimulates the development of the individual intellectually and

⁶Ibid., p. 280.

⁷Ibid., p. 279.

⁸As quoted in John T. Corrigan, "CLW Focus - Library Instruction" Catholic Library World 49(February 1978): 272.

professionally and attempts to motivate the learner himself to take "an active responsibility for his own development."⁹ A truly educated person should be able independently to locate, understand, and evaluate materials that meet his needs for intellectual, professional, social, and personal information.¹⁰ Library use instruction can be an important facet of the development of an educated person, as it is intended to enable students "to utilize existing and emerging knowledge,"¹¹ "to manipulate library resources for whatever need."¹² Librarians, who in the past have seen themselves primarily as "acquirers and organisers of knowledge," are now becoming more aggressive and are recognizing and accepting the responsibility of teaching students how to locate and use that knowledge.¹³ They have recognized the need to teach students, not just to accept information handed to them by an "expert," but to investigate and then to evaluate the information for themselves.¹⁴

In our democratic society, the individual should value the freedom to develop himself more than anything else.

⁹P. J. Hills, "Self-Teaching and the Development of the Individual," Aslib Proceedings 28(September 1976): 305.

¹⁰Elizabeth Frick, "Information Structure and Bibliographic Instruction," Journal of Academic Librarianship 1(September 1975): 12.

¹¹Delgado, p. 279.

¹²Frick, p. 12.

¹³Allan J. Dyson, "Organizing the Undergraduate Library for Instruction: The English and American Experience," Journal of Academic Librarianship 1(March 1975): 9.

¹⁴Frick, p. 12.

If we library educators can sell our students self-reliance and educational freedom, this should be our purpose for being.¹⁵

Goggin has succinctly stated the case for instruction as a major function of the academic library:

- (1) . . . students need information in order to successfully complete their university education;
- (2) . . . the library can best satisfy their information needs;
- (3) . . . information is so packaged and stored in libraries that few people can find the information they need without some instruction;
- (4) . . . when users learn how to locate information for one need, they will be able to apply the same or a similar strategy to find other information when the need arises.¹⁶

Thus, library use instruction is certainly a viable, if not essential, facet of a college education, as it provides for both the immediate needs and the overall intellectual development of the student.

On the most basic level, instruction coordinated with a required course makes it possible for the student to complete a particular assignment. Since such instruction comes at a time when a student is highly motivated (i.e., when he has a specified requirement to fulfill), he will see the value of use of library resources and will, ideally, feel a sense of accomplishment in having absorbed and followed instruction and located needed materials through his own efforts, with some guidance. (Whether the student actually experiences the desired feeling of discovery and accomplishment will depend to a

¹⁵Dorothy Byron Simon, "A More Human Approach to Instruction in the Use of Academic Libraries," in New Dimensions for Library Service, ed. E. J. Josey (Metuchen, NJ: Scarecrow Press, Inc., 1975), p. 170, 172.

¹⁶Margaret Knox Goggin, "Instruction in the Use of the University Library," in Educating the Library User, ed. John Lubans, Jr. (New York: Bowker, 1974), p. 105.

great extent on the style and quality of instruction.) If the student does acquire a sense of the usefulness of the library and of his own ability to locate materials therein, he may recall these attitudes and rely on these skills in other situations (academic, professional, or personal) in which he needs information and thus develop an independent approach to problem solving that will serve him throughout his life.¹⁷ He will have become the kind of person that an undergraduate education is designed to develop: "a self-educable person who can continue to find and use information intelligently long after graduating from college."¹⁸

C. HISTORY

The need for library use instruction has been recognized by academic librarians and to a lesser extent by educators for over a century. The earliest recorded manifestation of library instruction was in the form of a pamphlet that was devised for freshmen at Cornell University in 1875.¹⁹ The first elective course in bibliography was offered at the University of Michigan in 1882. In his annual report for 1883, the president of Columbia University expressed his belief in the importance of the library to a university education and in the

¹⁷ John Lubans, Jr., "Objectives for Library-Use Instruction," in Educating the Library User (New York: Bowker, 1974), p. 212.

¹⁸ Frick, p. 13.

¹⁹ Johnnie E. Givens, "The Use of Resources in the Learning Experience," in Advances in Librarianship, ed. Melvin J. Voigt, 4 (New York: Academic Press, 1974): 151.

necessity of instruction in the use of the library.²⁰ By 1892 lectures, guide-books, and on-the-spot assistance were all being employed in academic libraries.²¹ In the 1920's library use instruction was being discussed and planned at Harvard. During the 1930's discussion of library use instruction became more widespread; and manuals, lectures, tours, bibliographies, and handbooks were in use in academic libraries in the United States and abroad. During this period there is mention in the literature of several required credit courses and of instruction in the literature of specific subjects. In the 1940's and 1950's there is mention of orientation tours and introduction to general reference sources, often as part of freshman courses. Some courses were also developed during this time for upperclassmen and graduate students who needed to become specialists in the literature of particular subjects.²² This subject approach was believed by some to be the most effective means of bibliographic instruction, but the need was also recognized for "elective courses in 'library science' for the undergraduate as part of his general education and cultural learning instead of [solely for] preprofessional training."²³

Since 1960 library use instruction has received much more attention, partly because of the changing pattern of undergraduate

²⁰Goggin, p. 104.

²¹Geoffrey Ford, "Research in User Behavior in University Libraries," Journal of Documentation 29(March 1973): 96.

²²Givens, p. 151-157.

²³Ibid., p. 159.

education. Whereas earlier the emphasis was often on reading of particular "classics" in a large number of required "core" courses, during the last two decades the pattern has shifted toward more "independent study, honors courses, and undergraduate research." These trends have made the need for student use of the library more "immediate and obvious" and have thus made it more important for students to be able to use the library efficiently.²⁴ During the 1960's many libraries adopted "stopgap measures" to provide needed instruction,²⁵ such as delivering essentially the same "library lecture" at various points in the curriculum or offering a mini library science reference course without considering the actual information needs of the students. In the 1970's, however, librarians have continually investigated, planned, and evaluated library use instruction programs in an attempt to find creative and effective ways of providing students with the information-seeking skills they need in order to perform most effectively.

Though the need for these skills has been recognized for many years, it has become more obvious than ever during the decade of the 1970's because of the "explosion of knowledge"--particularly in science

²⁴Thomas Kirk, "Course-Related Library Instruction in the 70's," in Library Instruction in the Seventies: State of the Art, ed. Hannelore B. Rader (Ann Arbor: Pierian Press, 1977), p. 37.

²⁵Ibid.

and technology.²⁶ "More and more people, in an ever-increasing number of countries, are engaged in science and technology work, and this has led to a direct rise in the publication of information."²⁷ Not only has there been an increase in the amount of information produced, but there has been a parallel proliferation of kinds and forms of resources and of ways of getting at these resources.²⁸ "[Thus] it has become increasingly difficult for the individual . . . [as a student or as a professional] to obtain relevant information on particular topics of interest to him."²⁹ It is impossible for anyone to learn even a fraction of the world's knowledge or even to learn all the available knowledge in his chosen field. If his field is in the realm of science and technology, existing knowledge will soon be outdated; so he must learn "skills for continuing self-education . . . , particularly in independent study and through the library."³⁰

In addition to the expansion of knowledge, another reason for increased library use instruction activity in the 1970's is that the number of students enrolled in college has increased, especially with the proliferation of community colleges; and, as the number of librarians has not increased proportionally, the ratio of librarians to students

²⁶ Anne B. Passarelli and Millicent D. Abell, "Programs of Undergraduate Libraries and Problems in Educating Library Users," in Educating the Library User, ed. John Lubans, Jr. (New York: Bowker, 1974), p. 115.

²⁷ Fjallbrant and Stevenson, p. 141.

²⁸ Palmer, p. 17.

²⁹ Fjallbrant and Stevenson, p. 141.

³⁰ Passarelli and Abell, p. 115.

has decreased. Librarians, therefore, are unable to give to students the individual guidance they need in answering specific questions or in locating materials for particular assignments. In addition, with the overall emphasis in higher education on the individual student's needs, there has been a movement at many institutions toward "project-oriented" studies, or independent investigation of particular subjects. In order to pursue such courses of study, students must be able effectively to locate and use relevant library materials.³¹ Thus the librarian's aim in developing and promoting library use instruction today is to become an "assistant in the total learning process rather than . . . a teacher of basic skills."³²

As a result of the increased interest in instruction during the 1970's, academic librarians in the United States created several organizations devoted to improving and coordinating library use instruction programs. In 1972 Project LOEX (Library Orientation and Instruction Exchange) was initiated at Eastern Michigan University as a clearinghouse for information on instruction. It provides a deposit and loan service whereby librarians across the country may share their ideas and materials. Some regional library associations have established similar clearinghouses. Within the Association of College and Research Libraries (ACRL) the Bibliographic Task Force established in 1977 a Bibliographic Instruction Section to help members investigate, develop,

³¹Fjallbrant and Stevenson, p. 141.

³²Givens, p. 164.

and evaluate programs of library use instruction. This section has been instrumental in developing objectives for library use instruction.³³

Within the American Library Association (ALA) there are two organizations devoted to library use instruction: the Instruction in the Use of Libraries Committee, intended to review and coordinate library instruction activities and programs within ALA; and the Library Instruction Round Table, intended to "provide a forum for discussion of activities, programmes, and problems in the use of libraries," to promote library use instruction as a legitimate function of the academic library, and to contribute to the training of librarians as instructors.³⁴ All of this activity suggests that many, if not most, academic librarians would agree with Dyson's unequivocal statement that "library instruction is needed by all undergraduates at all types of schools."³⁵

D. METHODS OF INSTRUCTION

There is no single, most effective method of educating the academic library user. The best method to use in any situation will depend on such variables as needs and variety of users, size, talents, and interests of library staff, available financial resources, and audiovisual capabilities. In most academic libraries a variety of approaches should be implemented to insure that all students receive the kind of instruction they need at the time and level required.

³³Kirk, p. 40.

³⁴Fjallbrant and Stevenson, p. 138-140.

³⁵Dyson, p. 13.

The following brief discussion of widely used methods of instruction considers first those that are used chiefly for orientation, then those that are used for actual instruction. In each case, there is a brief description of the method and an evaluation of its effectiveness.

Orientation

These methods are intended to familiarize the new user with the layout, services, and often the resources of a particular library and, ideally, to communicate to him a positive attitude toward the library. Almost all academic libraries provide some form of orientation, either on a regular basis or on demand, often as part of freshman orientation activities or of a basic required freshman course, usually English composition.

Handbooks. Most libraries produce a handbook of some kind for their users; it may range in size and polish from a single mimeographed page to a professional quality printed booklet of twenty pages or more. It is the most basic introduction to the library, its staff, its services, and its resources. Contents of a handbook usually include "name and location of the library, days and hours of service, a statement of purpose, services (interlibrary loan, reference, reproduction, compilation of bibliographies), regulations regarding use (including eligibility), descriptions of major holdings and special collections, names of library staff and library phone numbers, brief descriptions of the card catalog and major indexes," a table of contents and, perhaps,

an index.³⁶ Some handbooks include an element of instruction, as in use of card catalog, of periodicals holding list, or of some indexes. The handbook should minimize negative rules and regulations because part of its function is to encourage use of the library.³⁷ A handbook should be small enough to be carried in a book or notebook;³⁸ should be written clearly, concisely, and informally; and should be accurate, current, attractive, and interesting.³⁹ The library handbook is an essential part of the orientation activity of a library, and it may also serve a public relations function if it is well done.

Signs. Another essential feature of a library's orientation process is adequate provision of signs for guiding patrons to desired locations and items and perhaps for assisting them in use of those items. Signs should be clear, attractive, and strategically and consistently placed so that users will see them and will not be self-conscious about pausing to read them.⁴⁰ Colorful signs, such as giant, clearly labeled

³⁶ Mona McCormick, "Library Handbooks and Other Printed Bibliographic Aids," in Educating the Library User, ed. John Lubans, Jr. (New York: Bowker, 1974), p. 311.

³⁷ Francis E. Kazemek, "Library Handbooks and Orientation in Illinois Community Colleges," Illinois Libraries 57(May 1975): 355.

³⁸ Ibid.

³⁹ D. T. Lewis and A. Forster, "Tuition in Library and Literature Use," in The College Library: A Collection of Essays, ed. George Jefferson and G. C. K. Smith-Burnett (Hamden, CT: Linnet Books, 1978), p. 144.

⁴⁰ Fjallbrant and Stevenson, p. 151.

catalog cards in the catalog area, may provide an effective means of point-of-use instruction. Accurate, well-prepared signs may considerably reduce the number of routine, repetitive, directional questions asked of public-services librarians.

Tours. Library tours are among the most common methods of orientation, though some libraries have virtually eliminated the traditional "cattle drive" as a largely ineffectual way of imparting information about the library. The current trend in academic libraries is toward the self-guided tour, rather than the tour conducted by a librarian for a large group of students. The self-guided tour may be by means of an audiocassette or a booklet. Such tours are usually advertised by the library and then provided for students who request them, rather than being required of an entire class or a group of students on campus for freshman orientation, as was often the case in the past. The student who desires a tour is given a cassette player and tape or a booklet which guides him through the library and introduces him to points of interest. Particularly in the case of a printed tour, there exists the possibility for a certain amount of introductory instruction in the use of major tools, e.g., card catalog, basic indexes, or book review sources. The conducted tour is presented by a reference librarian or a student assistant who leads a group of new users through the library, pointing out important tools and service areas. It is often, especially in conjunction with a particular course, accompanied by a "library lecture," in which the students are given instruction in the use of basic tools. The lecture may be delivered in a class or conference

room before or after the tour, or it may be given en route. Some libraries offer an "armchair tour,"⁴¹ which is a slide-tape or videotape production presented in a library conference room or in a remote campus location and sometimes followed by a self-guided or a conducted tour.

The traditional guided tour has been criticized as being ineffectual in that it provides very little instruction and (more often than not) it gives students a negative or apathetic attitude toward the library, rather than a positive attitude. Its function, however, is primarily orientation rather than instruction; and it does have the advantages of showing students where the library is, getting them into the library, and acquainting them with the location of important services and resources. The self-guided tour has the added advantages of allowing the student to come at his own convenience, proceed at his own pace, handle and investigate tools of particular interest to him, and thus, perhaps, learn something about the use of those tools. Though a forced group tour through the library may serve no purpose except to confirm a student's determination to avoid the library, a clear, interesting self-guided tour undertaken by a student who is motivated to take it may be an indispensable element of that student's introduction to the library.

Audiovisual orientation. Some libraries have prepared audiovisual presentations to be used for general orientation. These presentations are not intended as actual tours of the library; they may

⁴¹Ibid.

show the important service areas, but not necessarily in spatial relation to each other. Nor are they intended to provide instruction in use of particular resources, though important tools may be mentioned, perhaps in connection with problems the student may encounter in his academic career. The main purpose of these audiovisual orientation presentations is to communicate to new students a "feeling for the library," to act as a "catalyst in bringing the student, the library, and the librarian together."⁴² They may show student actors actually consulting librarians about questions they have encountered in their studies. The idea of such presentations is to communicate to students an idea of the kinds of situations in which they might use the library and to encourage them to use it, not to teach them how to use it.

An audiovisual orientation production may be shown during freshman orientation activities in lieu of scheduling tours for all new students, or it may be presented continuously or periodically in the library during orientation or the first week of classes. It could be shown as the first part of an orientation-instruction session given in a required course, such as English composition. These presentations may take the form of film, videotape, or "35 mm slides synchronized with a taped narration."⁴³ Both videotape and film provide for action and a

⁴²Ronald G. Heroux, "Motion Pictures in Library-Use Instruction," in Educating the Library User, ed. John Lubans, Jr. (New York: Bowker, 1974), p. 325.

⁴³Larry Hardesty, "Use of Slide-Tape Presentations in Academic Libraries: A State-of-the-art Survey," Journal of Academic Librarianship 3(July 1977): 137.

feeling of reality. Film has the advantages of greater flexibility and generally better quality, and it is more amenable to presentation to large groups.⁴⁴ Videotape, however, is considered preferable by some librarians because it is relatively inexpensive, it is more easily duplicated than film, and it is subject to immediate review and revision or retaping if necessary.⁴⁵ Slide-tape presentations are less expensive to produce than film or videotape productions; they are more flexible in that they may be updated or adapted to different groups by the simple addition or deletion of particular slides; and the equipment is relatively more durable and easier to operate.⁴⁶

Audiovisual presentations can be very effective orientation devices if they are attractive and interesting because many of today's students are audiovisually-oriented rather than print-oriented. Thus, they may be more receptive to this kind of presentation than to a lecture or print format. However, if the quality of the production is poor, it may have a negative effect, since students are accustomed to professional quality audiovisuals.

Instruction

Some form of orientation is conducted in most academic libraries; and actual instruction in use of particular tools, in search strategy,

⁴⁴Heroux, p. 322-323.

⁴⁵Floyd M. Cammack, Marri DeCosin, and Norman Roberts, Community College Library Instruction: Training for Self-Reliance in Basic Library Use (Hamden, CT: Linnet Books, 1979), p. 65-66.

⁴⁶Hardesty, p. 137.

and in the bibliographical structure of certain disciplines is becoming more and more widely accepted as a function of the modern, complex academic library. Such instruction may take one of three forms: individual, point-of-use instruction as desired by a patron; instruction conducted by a librarian as part of an academic course; or a credit course in library skills, conducted in a traditional classroom format or on a self-paced basis.

Point-of-use instruction. Many libraries provide some means of individual, self-instruction for patrons in the use of certain tools. This instruction generally consists of some sort of visual, audio, or audiovisual presentation located near the tool so that the patron can easily see and use the instruction himself without approaching a librarian for help. Point-of-use instruction may be in the form of a poster located near a bibliography, a sound-filmstrip or slide-tape presentation in the card catalog area,⁴⁷ or an audiocassette with sample pages near an index or abstract.⁴⁸ Computer technology is also used in some cases with computer-assisted instruction (CAI) providing training not only in the use of particular tools, but in search strategy and term paper techniques. Mechanical point-of-use presentations are usually

⁴⁷Katherine G. Cipolla, "M.I.T.'s Point-of-use Concept: A Five-Year Update," Journal of Academic Librarianship 5(January 1980): 326.

⁴⁸Charles H. Stevens and Jeffrey J. Gardner, "Point-of-Use Instruction," in Educating the Library User, ed. John Lubans, Jr. (New York: Bowker, 1974), p. 272.

short (two to ten minutes)⁴⁹ and provide enough basic information for the patron to begin to use a tool.

The advantages of point-of-use instruction are that it is available when and where patrons need it; it provides instruction for those who would not ask for it; and it frees reference librarians from certain routine, repetitive kinds of elementary instruction. Though point-of-use instruction is usually conceived as being impersonal, CAI provides for somewhat of a personal element (which is usually thought to be important in education) by allowing dialogue between the user and the terminal.⁵⁰ The terminal provides instruction, then asks the patron a question. Depending on the answer, the terminal then provides further instruction or goes back to previous information. CAI has the added advantage of novelty, which may stimulate some use. A disadvantage of point-of-use instruction may be the difficulty of keeping equipment that is used by many people in good working condition; if the equipment does not work, frustration and subsequent negative attitudes toward the entire library may result. Point-of-use instruction, though valuable, cannot provide in-depth training and should not be relied upon as a library's sole means of library use instruction.

Course-related instruction. Many bibliographic instruction librarians believe that the most effective means of teaching students

⁴⁹Ibid., p. 270.

⁵⁰Patricia B. Culkin, "Computer-Assisted Instruction in Library Use," Drexel Library Quarterly 8(July 1972): 302.

how to use the library is by doing it "in the context of a particular course and in relation to a specific assignment."⁵¹ Thus, librarians have established extensive programs whereby, in cooperation with teaching faculty, they develop learning objectives and library assignments for students in particular courses. The librarians then come into the class at a point in the term immediately before the students will need to use the library to begin an assignment and provide them with information about types of sources they will need to consult, introduce them to a basic search strategy, and instruct them in the use of some selected representative sources. This kind of instruction may be conducted at a basic level in required courses such as English composition or Fundamentals of Speech, at a more advanced level for upperclassmen beginning to take upper-division courses in their major field, and at still a more sophisticated level for graduate students. This kind of instructional program is based on the assumption, which is considered a "given" among instructional librarians today, that "Learning to use the library is a continual process; therefore an instruction program should be designed to move students along to different, increasingly sophisticated levels of library use proficiency."⁵² Instruction is usually in the form of a live presentation, often supplemented with audiovisual materials and with follow-up exercises. Instructional librarians sometimes prepare subject bibliographies for use in course-related instruction. More recently they have developed

⁵¹Kirk, p. 35.

⁵²Ibid., p. 41.

library pathfinders, which give the user an "organized search path" to follow by providing a "checklist of references to those basic sources representing the variety of forms in which information on a specific topic can be found."⁵³ A pathfinder begins with a scope note, then gives relevant subject headings, then lists types of sources that contain information on the subject, along with particular titles held by the library.⁵⁴

Course-related instruction has the advantage of providing the student with the specific, in-depth knowledge he needs at a time when he is highly motivated to absorb and utilize that knowledge. A program of course-related instruction should be carefully planned and coordinated so that students are not exposed to duplication of information in different classes.

Credit course. The credit course in library skills, either on a basic level or as a subject bibliography course, has been a principal form of academic library use instruction for many years. Library skills courses usually provide instruction in "the card catalog, government documents, encyclopedias, news and periodical indexes and abstracts, almanacs, atlases, dictionaries, handbooks, biographical and

⁵³Marie P. Canfield, "Library Pathfinders," Drexel Library Quarterly 8(July 1972): 287.

⁵⁴Ibid., p. 288.

bookreviewing sources, microforms, and the elements of bibliography."⁵⁵

It is often difficult to find "an academic home and academic support" for such a course; if the library itself is not accorded the status of a teaching department, the course may be offered under the auspices of the English department, the humanities division, an interdisciplinary studies department, or the library school.⁵⁶ In some schools the course is required of all students; in others it is an elective. It may carry from one to four hours of credit.

Credit courses in library use are currently being offered in either traditional classroom lecture format or in self-paced, independent study format; some schools offer students the option of choosing one or the other. The classroom course may be taught by one librarian, or different librarians may present different sections of the course. Classroom presentations usually consist of lecture supplemented with transparencies, slide-tape presentations, and films or filmstrips as appropriate. Students are usually required to take pre- and post-tests, complete exercises on each unit of instruction, and compile an annotated bibliography of different types of sources on a subject of their choice. They may also be required to provide with the bibliography a paper describing their search strategy.

⁵⁵Miriam Dudley, "The State of Library Instruction Credit Courses and the State of the Use of Library Skills Workbooks," in Library Instruction in the Seventies: State of the Art, ed. Hannelore B. Rader (Ann Arbor: Pierian Press, 1977), p. 79.

⁵⁶*Ibid.*, p. 80.

The more popular form of credit course today is the self-paced, packaged approach, whereby students proceed at their own speed through a series of minicourses covering the same kinds of material that would be covered in a traditional course. Instruction is by programmed textbook, slide-tape presentation, audiocassette presentation, or computer program. Students are informed of the objectives for each lesson; they read or hear instruction on a certain resource; go to the resource itself to answer questions; submit completed exercises to librarians; pick up and correct exercises; then, after mastering one unit of instruction, proceed to the next. Such self-paced instruction in basic library skills is often included as a unit in a required freshman course (most often English composition); the grade for the library instruction is determined by the librarian, then reported to the English instructor.

Library skills instruction as a separate course for undergraduates has fallen into disfavor in recent years because it does not demonstrate the relevance of library skills to the student's college career. It may seem to promote library competence as a desirable end in itself, rather than--what in reality it is--a means to an end: acquiring information on a subject of interest. Library skills courses may also confront the students with more details than they need or want to absorb.⁵⁷ It is difficult to motivate students in required library skills courses; elective courses will attract very few students, except

⁵⁷ Franz Veit, The Community College Library (Westport, CT: Greenwood Press, 1975), p. 136.

those that are already library users. It is also difficult and expensive to accommodate a large number of students with a small library staff. This problem is alleviated somewhat by self-paced instruction, where a large number of students can be served, since there is no formal, live instruction. Other advantages of self-paced instruction are that students can proceed at their own rate without competition from others; they are responsible for their own learning; and there are no scheduling problems.⁵⁸ The personal element is generally missing from programmed learning, however. Many students feel more comfortable in a traditional classroom situation where they get continuous feedback from instructor and classmates.

Credit courses in library use have the advantage of presenting to the student who desires it a systematic, comprehensive view of the library and the organization of information. They also provide in-depth, personal instruction, which is provided to a lesser degree by other methods of instruction. If tied to a student's major field of interest, the course can be made relevant. The formal course "certainly has a place in any library instruction program that hopes to reach as many library users as possible."⁵⁹

These are the most common methods of library instruction currently in use in the United States; many ramifications and variations

⁵⁸John L. Lolley, "Educating the Library User," Texas Library Journal 51(Spring 1975): 32.

⁵⁹Hannelore B. Rader, "Formal Courses in Bibliography," in Educating the Library User, ed. John Lubans, Jr. (New York: Bowker, 1974), p. 283.

on the basic forms have been implemented. Most effective and dynamic library use instruction programs involve a combination of several types and levels of instruction. No one method has been shown to be the most effective in instructing the library user; in any library situation "a variety and multiplicity" of types should be implemented.⁶⁰ The effectiveness of the program is determined not by the medium, but by the quality of the message.⁶¹

E. PRINCIPLES OF PLANNING AND DEVELOPING A PROGRAM

An effective program of library use instruction will require thorough investigation and planning on the part of the academic library staff. The program should be as comprehensive as possible in that it should include several levels of instruction in a variety of formats, but it should not appear to be fragmentary and haphazard. The total program should be unified and coherent so that faculty and students can perceive an overall plan and purpose--and thus see that the program does serve a necessary function.⁶² The program should include

- (1) a general orientation to available facilities and resources,
- (2) the teaching of basic research skills and strategies, and

⁶⁰Dudley, p. 84.

⁶¹Hardesty, p. 140.

⁶²Joan M. Bechtel, "A Possible Contribution of the Library-College Idea to Modern Education," Drexel Library Quarterly 7(July and October 1971): 196.

(3) the teaching of the organization of the literature in various disciplines,⁶³ as well as the basic reference tools in each discipline.

In order to develop such a comprehensive program, the librarians must go through a logical sequence of steps. They must first define the target audience for instruction; second, identify the library needs of the target group; third, on the basis of these needs, determine goals and objectives for the instruction; fourth, decide on the particular instructional methods and materials that will be most effective in accomplishing stated objectives; and finally, provide for continuing evaluation and revision of the program.⁶⁴ Before actually beginning the planning process, the librarian should be aware of some of the problems likely to be encountered in establishing a program of library use instruction.

Problems

The problems to be faced and overcome usually center on attitudes--of students, faculty, and librarians themselves. Most students, especially freshmen, do not realize that they need library instruction, partly because they are not aware of the differences between high school and college libraries. They may have been relatively successful in using the card catalog and Readers' Guide in the comparatively "simplistic setting" of their high school library and thus

⁶³Alan E. Gushkin, Carla J. Stoffle, and Joseph A. Boissé, "The Academic Library as a Teaching Library: A Role for the 1980's" Library Trends 28(Fall 1979): 285.

⁶⁴Hills, p. 306; Cammack, DeCosin, and Roberts, p. 70.

feel that they know how to use any library,⁶⁵ or they may have never needed to use the library at all. Those who do try to use the college library and fail to find what they need may be embarrassed and reluctant to admit their failure.⁶⁶ Another reason for lack of awareness of a need for instruction is the fact that students, particularly in some disciplines, are seldom, if ever, required to use the library for course work. Thus, they have no motivation to learn library skills. The best motivation, of course, is "an interest in the material itself and a growing sense of mastery over it";⁶⁷ but library skills are not interesting in themselves, for the most part, and students must be motivated in the first place to begin to acquire mastery. This motivation is best provided by relating instruction directly to academic work, i.e., to a credit course in which the student is to receive a grade.

This cannot be done, however, without the cooperation of faculty; and student attitudes are likely to be a reflection of faculty attitudes. Often, established faculty members are infrequent library users themselves and thus do not encourage their students to use the library. They may feel that their time and that of their students is better spent if they provide their students with necessary information

⁶⁵Palmer, p. 14.

⁶⁶Sara Lou Wildin, "Plimpton Prepares: How To Win the Library Instruction Game," Drexel Library Quarterly 8(July 1972): 235.

⁶⁷Martha Hackman, "Proposal for a Program of Library Instruction," Drexel Library Quarterly 7(July and October 1971): 299-308.

in the form of handouts and reading lists, rather than requiring the students to find information on their own. Few faculty members even require their students to write research, or term, papers. "This attitude of the teaching staff probably provides the greatest problem for the advancement and development of user education."⁶⁸

In order to deal with the problem of lack of faculty interest in library use and instruction, librarians must take the initiative in establishing and maintaining good working relationships. They might approach a faculty member by asking "what assistance he would like to have the library provide to help his students obtain the maximum benefit from his course."⁶⁹ The librarian could even prepare a draft library unit for an instructor and suggest that it might help students achieve course objectives.⁷⁰ In order for a program of library use instruction to be successful for students, it must have the active support and cooperation of the faculty.

Librarians interested in initiating library use instruction may encounter problems even within the library. Most librarians are not trained as teachers and thus have no knowledge of educational principles or methodology.⁷¹ This problem may be alleviated somewhat by individual professional reading and by special workshops. Some librarians may feel

⁶⁸Fjallbrant and Stevenson, p. 14.

⁶⁹Cammack, DeCosin, and Roberts, p. 61.

⁷⁰Ibid., p. 62.

⁷¹Topsy N. Smalley, "Bibliographic Instruction in Academic Libraries: Questioning Some Assumptions," Journal of Academic Librarianship 3(November 1977): 280-281.

that an organized program is not necessary, that one-to-one instruction on demand as a reference function is sufficient. A truly successful program should involve the cooperation and active participation of the entire library staff.

Assessment of User Needs

The first step in planning the program is to determine the needs of the students who are to be the target audience for instruction. This may be done formally by examination of the curriculum and by submitting questionnaires to faculty members and to students in particular courses and in the library. It may be done informally by interviewing students and faculty as opportunity permits and by observing demands made on librarians at the reference desk.⁷² It is important to determine what the needs of the users actually are, "as opposed to what the librarian perceives them to be."⁷³ Students do not need to be mini-librarians; they do not need to know all the details about particular tools that library school students are required to learn.⁷⁴ The amount and level of instruction students need will be determined by their academic background, present status, and the course to which instruction is being related; but, to generalize, they need instruction in "those materials and techniques which are basic and common to all information

⁷² Passarelli and Abell, p. 123; Delgado, p. 280.

⁷³ Fjallbrant and Stevenson, p. 155.

⁷⁴ Anne Beaubian, Mary George, and Sharon Hogan, "Things We Weren't Taught in Library School: Some Thoughts To Take Home," in Putting Library Instruction in Its Place, ed. Carolyn A. Kirkendall (Ann Arbor: Pierian Press), p. 75-76.

discovery processes . . . [so that they] can, by analogy and the pressure of immediate need apply the techniques already mastered to a specific goal."⁷⁵

Several specific concepts are applicable to a consideration of student needs in any situation:

1. Timing - Instruction should be provided at a time when the student recognizes a need for it and will thus be motivated to absorb it, e.g., immediately before a term paper assignment.
2. Relevance - Instruction should be "intimately"⁷⁶ tied to the content of a particular course or to real problems that the student will encounter or has encountered in his academic career, so the student will see a need for it and will, again, be motivated to accept it.⁷⁷
3. Activity - One learns more effectively by actually doing something than by simply being told how to do it, so instruction should be accompanied by practical exercises⁷⁸ -- "hands-on" experience.⁷⁹

⁷⁵Cammack, DeCosin, and Roberts, p. 37-38.

⁷⁶Bechtel, p. 192.

⁷⁷Ford, p. 97.

⁷⁸Fjallbrant and Stevenson, p. 33.

⁷⁹Thomas G. Kirk, "Problems in Library Instruction in Four-Year Colleges," in Educating the Library User, ed. John Lubans, Jr. (New York: Bowker, 1974), p. 98-99.

4. Feedback - In order for learning to be truly effective students need immediate and continuing feedback so they will be aware of the progress they are making.⁸⁰ This is accomplished most efficiently by programmed instruction, but is also possible in a classroom situation where exercises and tests are quickly returned and frequent conferences occur between students and instructor.
5. Individualization of learning - Some students learn best when they are allowed to proceed at their own pace; others prefer the "companionship and competition" of a classroom situation. There should be provision within the program for both types of students if possible; but if only one method is feasible, it should allow for some personal interaction between instructor and student because a one-to-one tutorial relationship is the most effective teaching situation.⁸¹

Establishment of Objectives

After the needs of the particular body of students have been recognized, the librarian should establish objectives that will provide for satisfaction of those needs. The major difficulties with library instruction programs occur because librarians fail to state in writing

⁸⁰Fjallbrant and Stevenson, p. 33.

⁸¹Verna Melum Beardsley, "Library Instruction in Colleges and Universities in the Seventies: A Viewpoint," in Educating the Library User, ed. John Lubans, Jr. (New York: Bowker, 1974), p. 112.

specific and well-coordinated goals and objectives.⁸² Vogel has summarized the major advantages of establishing objectives for instruction:

- (1) instruction is more easily adapted to individual user needs;
- (2) the point at which a user needs no further instruction is more easily determined;
- (3) with specified objectives, the user may be able to select and sequence his own instruction;
- (4) communication between librarian, student, faculty and administrator is facilitated.⁸³

Establishment of specific objectives is also necessary for effective evaluation and revision of the program and for cost benefit and budget analysis.

If several different approaches to and levels of instruction are to be included in the program, there should be overall goals for the program as a whole and specific objectives for each phase of instruction, since each will be directed toward a different target group, e.g. all incoming freshmen (orientation), freshman English students (basic instruction), psychology majors (structure of literature of discipline).

A program of instruction should include both cognitive and affective objectives. Cognitive objectives have to do with "knowing, conceptualizing, comprehending,"⁸⁴ i.e., with presentation and acquisition of factual information. For example, a cognitive objective

⁸²Ford, p. 95.

⁸³Vogel, p. 321.

⁸⁴Ibid., p. 320.

would be that a student should learn which index to use to find articles related to a given subject. Affective objectives relate to attitudes and values,⁸⁵ i.e., in library instruction, to creating a pleasant learning atmosphere in the library and communicating to students an image of librarians as human and helpful.⁸⁶ An example of an affective objective might be that the student would recognize the library staff as a source of information and be comfortable seeking assistance from them.⁸⁷

The overall goal for a program of library use instruction should be "to encourage self-sufficiency on the part of the individual student and to enable him to discover his potential in terms of effective learning."⁸⁸ Or as it is stated at the University of Colorado Libraries:

In detail upon leaving the University the student would measurably understand: major physical arrangements of libraries (the classification and cataloging systems); major tools of reference such as indexes and abstracts in general and specifically those in his area of endeavor; and the intellectual aspects of searching out and using information.⁸⁹

⁸⁵ Ibid.

⁸⁶ Fjallbrant and Stevenson, p. 14.

⁸⁷ Carla J. Stoffle, "The Characteristics of Good Instruction Objectives," in Writing Objectives for Bibliographic Instruction in Academic Libraries: A Summary of the Proceedings of Sessions of the Midwest Federation of Library Association, Detroit, October 1-2, 1975 (University of Wisconsin-Parkside: Midwest Federation of Library Associations, 1976), p. 20.

⁸⁸ Lewis and Forster, p. 150.

⁸⁹ Lubans, p. 213-214.

In addition to establishing such a broad goal for an instructional program, the librarian should also state "terminal" and "enabling" objectives for various phases of the program. Terminal objectives are more specific than general ones; they break down the overall goal into more meaningful units, but may be difficult to measure. Enabling objectives describe the exact behavior that should result from the instruction and are thus often called "behavioral objectives."⁹⁰ The section of a basic skills program concerned with instruction in use of periodicals indexes might have the following terminal and enabling objectives:

Terminal objectives

- (1) index selection and location
- (2) article selection
- (3) periodical location, and
- (4) overall application in using terminal objectives one through three.

Enabling objectives

- (1) Define "index."
- (2) Be familiar with the current nature of periodical literature.
- (3) Be familiar with the subject heading treatment in periodical indexes.
- (4) Know that an explanation of how to use an index can be found in the preface of the index.
- (5) Understand the use of "see," "see also," and "about" notations in index citations.
- (6) Determine the meaning of abbreviations used in index citations.
- (7) Identify all parts of an index entry.
- (8) Recognize the similarity of the organization and layout of all indexes.⁹¹

⁹⁰ Stoffle, p. 19-21.

⁹¹ Marvin E. Wiggins and D. Stewart Low, "Use of an Instructional Psychology Model for Development of Library-Use Instructional Programs," Drexel Library Quarterly 8(July 1972): 271.

Other sample goals and objectives that have been established for specific programs may be found in abundance in the literature.

Choice of Methods and Materials

In a comprehensive instruction program, a variety of methods and materials should be used, if possible, to complement and supplement each other and to provide for individual learning capabilities and preferences of students.⁹² To determine the effectiveness of particular methods for various purposes, the librarian should consult case studies in the literature. Generally, for affecting attitudes, i.e., orientation, an attractive, fast-paced film is useful; for teaching how to do something, an expository method, either live or textual, is required; for conveying principles and concepts, an open-ended audio-visual presentation followed by discussion is effective.⁹³ An annotated bibliography is a useful tool to accompany all levels and media of instruction.⁹⁴ In addition to effectiveness of methods themselves, the librarian should also consider available financial resources and relative costs of the various media. One should find out what presentations are available commercially or from other institutions

⁹²Fjallbrant and Stevenson, p. 35.

⁹³Gayl E. Koster, "Librarian in the Classroom," Drexel Library Quarterly 8(July 1972): 226.

⁹⁴Millicent Palmer, "Library Instruction at Southern Illinois University, Edwardsville," Drexel Library Quarterly 7(July and October 1971): 268.

and see if any of these can be adapted to the particular program being developed.

Another important consideration in choosing methods of instruction is staff talents and capabilities. Librarians who have had teacher training and experience or who have open, warm, non-forbidding personalities might be called upon to give live presentations. Those who are skilled in writing should be given the task of preparing texts. The skills of media specialists and of faculty members or students in art and speech departments should be utilized in preparing audiovisual presentations. A program of library use instruction is likely to be more widely accepted and promoted, and thus more effective, if representatives of the entire college community are given the opportunity to participate in its development and implementation.

Evaluation of Program

Evaluation is "concerned with the collection of information about the effects of an educational course or program."⁹⁵ Evaluation may be of the course itself, i.e., a determination of whether such a course is valuable or worthwhile, or it may be of the output of the course, i.e., a determination of whether it allows for effective achievement of goals and objectives.⁹⁶ The purpose of evaluation is to collect and analyze data that may be used for "rational educational decision making" in regard to continuing or discontinuing the course,

⁹⁵Fjallbrant and Stevenson, p. 53.

⁹⁶Ibid., p. 53-54.

modifying the course, continuing use of methods that are particularly effective in achieving goals, changing methods that are not effective, or adopting innovations in teaching methods.⁹⁷

For the most part evaluation of library use instruction programs has been sketchy and inconclusive. Evaluation is difficult and complex, and most librarians have little or no training in evaluative procedures or interpretation.⁹⁸ In order for evaluation to be worthwhile, measurable objectives must be established for the program in advance; and objectives have tended to be general and vague, rather than specific and measurable.

Pre- and post-tests have most commonly been used as evaluative measures to determine how much individual students have learned as the result of a basic skills course or unit. Psychometric evaluation, or comparison of a control group with an experimental group, has been conducted to determine the relative effectiveness of different methods of instruction, e.g., self-paced audiovisual presentation as opposed to live lecture and discussion.⁹⁹ Illuminative, or responsive, evaluation has also been used in some cases. This is a less structured form of evaluation which relies on "participant observation and interviews"

⁹⁷ Ibid., p. 54.

⁹⁸ Rowena Weiss Swanson, "Comments on Library Instruction Programs and Evaluation," in Evaluating Library Use Instruction, ed. Richard J. Beeler (Ann Arbor: Pierian Press, 1976), p. 83.

⁹⁹ Fjallbrant and Stevenson, p. 58-59.

and "allows for the expression of unexpected results."¹⁰⁰ As in other courses, evaluation is also achieved by examination of the quality of the assignments completed by the student, e.g., an annotated bibliography plus description of search strategy required as term project for a bibliography course.¹⁰¹ A planned, coordinated evaluation of the separate aspects and of the total instructional program is essential if the program is to be effective and dynamic and if its effectiveness is to be demonstrated to faculty and administrators who have the final authority to maintain or terminate the program.

F. SUMMARY

Library use instruction in an academic setting is intended to provide students with the ability to determine the kind of information they need and to locate that information independently in the library. It consists of orientation, designed to acquaint the student with the facilities and services of a particular library, and instruction, intended to teach him the types of resources that are available in libraries and the use of those resources. Library use instruction is an essential facet of higher education because it promotes the development of an individual who is capable of continuing the process of self-education throughout his life.

¹⁰⁰Ibid., p. 56.

¹⁰¹Ibid., p. 61.

Academic librarians have recognized the need for instructing students in use of the library for almost a century, but it is only in the last fifteen to twenty years that concern with this need has become widespread and at least minimal programs have been implemented in most academic libraries. Orientation is usually done through some combination of handbooks, signs, tours, and audiovisual productions. Instruction is usually in the form of individual point-of-use instruction, units of instruction within academic courses to prepare students for specific assignments, or separate undergraduate or graduate courses in bibliography. A program that takes into account the needs of the several segments of the student body should consist of a variety of instructional methods and materials.

The librarian who is planning a program of library use instruction must first recognize the problem of negative attitudes among students, faculty, and other librarians. He must consider the needs of the students to be instructed, develop objectives for the program based on those needs, choose appropriate instructional methods and materials, and plan for continuing evaluation.

CHAPTER III

COMMUNITY COLLEGES

A. GENERAL CHARACTERIZATION OF THE COMMUNITY COLLEGE

The comprehensive community college is a uniquely American contribution to higher education.¹ It is "an institution with few admission restrictions, offering a variety of programs that may include remedial courses, general education courses leading to a two-year degree, college-parallel courses for transfer students, and vocational-technical courses for one- and two-year degrees."² Though the concept of offering two years of post-secondary education in a separate institution has been a facet of the American educational scene for nearly a century, it is only in the last two decades that the true community college has evolved.

History

The original two-year colleges, or junior colleges, were conceived and designed as an extension of secondary education. They provided only courses that paralleled the first two years of a college or university curriculum. The originators of the junior college concept--such men as William Rainey Harper, President of the University of Chicago, Henry P. Tappan of the University of Michigan, and William W.

¹James O. Wallace, "Newcomer to the Academic Scene: The Two-Year College Library/Learning Center," College and Research Libraries 37(November 1976): 505.

²John Lolley, "Instruction in Junior and Community Colleges," in Progress in Educating the Library User, ed. John Lubans, Jr. (New York; Bowker, 1978), p. 57.

Falwell of the University of Minnesota--conceived of these institutions as eventually freeing the universities from the responsibility of providing lower division courses so that they could concentrate on upper division and graduate education.³

The first public junior college was Joliet Junior College in Joliet, Illinois, founded in 1901 under Harper's influence.⁴ These early public colleges were usually administered locally, often by the high school principal, and used the high school library and other facilities. The instructors in many cases were the high school teachers.⁵ The majority of junior colleges before World War II, however, were privately, rather than publicly, supported. While some of these were originally organized as junior colleges, others were "academies, finishing schools, institutes, and seminaries which added two years of academic work" and later dropped the preparatory years. Others were organized as four-year colleges and eventually dropped the upper-division courses.⁶

By 1945 the junior college had become firmly established as a permanent part of American higher education. For these colleges the period 1945-1960 was a "time of expansion, experimentation, and coping

³Wallace, p. 504.

⁴Ibid.

⁵Fritz Veit, The Community College Library (Westport, CT: Greenwood Press, 1975), p. 4.

⁶Wallace, p. 504.

with new demands."⁷ Veterans returning from World War II with the desire for a college education began to change the image of the traditional college student. The need to provide technical training and remedial courses both during the daytime and at night in addition to standard academic programs brought about a change in the image of the junior college. During the 1950's the term "community college" came into general use, and by 1960 the state community college systems were being established.⁸

During the 1960's and 1970's the increase in number of community colleges and in community college enrollment has been phenomenal. By 1975 one third of the American institutions of higher education were community colleges, and one third of the students entering higher education did so through a community college. Community college students accounted for 28 percent of the total undergraduate enrollment.⁹ A number of factors have contributed to the growth of the community college. One was the overall increase in the number of students who wanted to attend college. The post-war "baby boom" students came of college age in the 1960's, and more colleges and teachers were needed to accommodate them. The most influential factor in growth of the community college, however, was not the influx of these particular students, but the advent of the non-traditional student,¹⁰ i.e., the student outside the 18 to 22

⁷Ibid., p. 507.

⁸Ibid., p. 507-8.

⁹Veit, p. 5.

¹⁰Albert P. Marshall, "This Teaching/Learning Thing: Librarians as Educators," in Academic Libraries by the Year 2000, ed. Herbert Poole (New York: Bowker, 1977), p. 50-52.

year age group of persons who have traditionally pursued an academic career through four years of full-time study. The first of these non-traditional students were the veterans who returned to college after World War II. Now included in this category are persons of all ages, sexes, and minority groups from Vietnam veterans to housewives to retired persons. Their educational needs range from traditional academic courses to paraprofessional business and technical training to purely recreational or personal enrichment studies.

Another reason for the spread of the community college has been the recognized need in a number of fields for paraprofessionals with some training--but not necessarily a college degree--beyond high school.¹¹ As complex and technically advanced as our society has become today, it is difficult for anyone to step into any but the least skilled job without some prior background knowledge and training, particularly if he hopes to advance professionally.¹² Another factor that has made community colleges more popular is the increasing cost of a college education as one aspect of the rampant inflation that has characterized the United States economy for several years. Students who cannot afford to go out of state or even out of town to live in a dormitory and eat cafeteria or restaurant meals while paying ever-increasing tuition fees or who cannot afford to move their families to a university town where jobs are scarce, can live at home, commute to a neighborhood community

¹¹Ibid.

¹²Veit, p. 5.

college with much lower tuition rates, and hold a part-time or even a full-time job.

Description

In an attempt to respond to these changes and needs, the comprehensive community college has evolved into an institution that provides "preparation for advanced study, career education, guidance, developmental education, general education, and community services."¹³ The courses designed for those who plan to continue their education at a four-year college or university are typically coordinated with the freshman and sophomore course offerings at nearby institutions so that students will encounter no difficulty in transferring their community college credits to the senior institution. Career education may involve a large number of one-year certificate and two-year associate degree programs in such diverse business and technical fields as coal mining technology, nursing, and business administration. These programs often involve close ties with the business and industrial concerns in the community and are intended to prepare students to accept paraprofessional positions requiring knowledge and the ability to assume responsibility.¹⁴

Guidance is considered an important part of the community college function. The non-traditional, minority, or educationally disadvantaged community college student who has not pursued a college-

¹³Ibid., p. 7.

¹⁴Ibid., p. 7-8.

preparatory course of study in high school may have little idea of what to expect in college or of which direction would be best for him academically and professionally. The guidance office administers diagnostic tests to those with low high school grade point averages and low college entrance test scores, then guides students with deficiencies into remedial courses. This office also provides both career and personal counseling as requested by students. Developmental, or remedial, programs are provided mainly for the same groups of students. The community college is established on the premise that "post-high school education should be available to anyone" who desires to obtain it.¹⁵ Remedial programs are provided for students who are academically unprepared for college-level work and are intended to provide them with the basic skills of reading, writing, and arithmetic according to their individual needs. Each student is allowed to proceed at his own pace through the material he needs until he is prepared to enter college-level courses.

Community colleges also provide general education--"a body of common course experiences, or a set of courses designed to help an individual orient himself in society."¹⁶ These may include general information courses, consumer courses, self-improvement courses, and courses to serve various recreational and hobby interests of members of the community. This introduces the final function of the community

¹⁵Ibid., p. 5.

¹⁶Ibid., p. 8.

college, which is community service. Each college offers training in careers that are in demand in the particular community and provides seminars, workshops, and non-credit courses according to the expressed or perceived needs of the immediate population. Thus each is unique in that it "gears its offerings to the cultural and educational preferences of the community."¹⁷

Because of its close relationship with its service area, the community college must remain dynamic and flexible in an attempt to serve the changing needs of society in the modern community. Instruction in community colleges has generally been innovative and varied. Most community college faculty members are dedicated to creative teaching, rather than to research, as faculty at other institutions may be. According to Veit, in 1975 only 8.6 percent of community college faculty members held the doctorate.¹⁸ In fact, some part-time instructors are professionals and skilled technicians from the community rather than persons with an advanced academic background.¹⁹ The emphasis in instruction is thus likely to be more practical and varied than is the case in other, more traditional institutions of higher education. Community college instruction has been characterized particularly by "utilization of behavioral techniques, individualized instruction, and application of new technologies."²⁰

¹⁷Ibid.

¹⁸Ibid., p. 9.

¹⁹Wallace, p. 507.

²⁰Ibid., p. 510.

Community College Students

Students in community colleges differ from those in four-year colleges or universities in that they are "representative of the total population of the community," whereas those who attend other institutions of higher education represent for the most part a smaller, more homogeneous segment of the population.²¹ In addition to the 18 to 22 year age group into which the majority of college students fall, the community college population includes non-traditional students, both full- and part-time, of both sexes and all ages, and educationally disadvantaged students who are not really prepared for college-level coursework. Lolley has described the major categories of community college students:

- (1) high school graduates who enter college immediately after graduation with the intention of transferring;
- (2) low achievers who come to college late, highly motivated, but unprepared for college-level work;
- (3) low achievers, essentially unmotivated, who come to college because of social pressure or lack of employment;
- (4) high achievers who could go to a major university but are not socially mature enough to cope with the pressures of life on a university campus;
- (5) "intellectually capable but unmotivated" high school graduates who are looking for something;
- (6) transfer students who have failed at or withdrawn from four-year institutions;

²¹Lolley, p. 58.

- (7) high school dropouts who are educationally disadvantaged and want vocational training;
- (8) persons who have been out of high school for five to twenty years, during which time they have been serving in the military or keeping house, and are now determined to obtain a college degree at whatever cost;
- (9) persons who have been in the job market for a number of years and now want to change careers or upgrade their present job status.²²

Since the community college population is so diversified in regard to interest, motivation, age, and level of preparation for college, it is a real challenge for the library to provide for the needs of everyone. The non-traditional and educationally disadvantaged students particularly are likely to be completely unfamiliar with libraries--how they are organized and what they contain--and thus to be non-users or frustrated users. It is essential that community college librarians maintain close relations with counselors, admissions personnel, and curriculum committees to ensure that they are prepared for the types of students that are attending and the programs that are to be implemented.

B. THE COMMUNITY COLLEGE LIBRARY/LEARNING RESOURCES CENTER

The library in a community college is seldom called simply a library. Its title usually reflects the fact that the library, like the

²²Ibid., p. 58-9.

college itself, is a comprehensive center containing information in various types of packages. The center may be called a learning center, a resources center, a learning resources center, a library/media center, an instructional materials center, or a library/learning resources center. Whatever the designation, it is most often a "unified center" in that it contains both books and periodicals--traditional print materials--and audiovisual (AV) materials--non-print media--of various types.²³

History

Throughout the history of two-year colleges the development of their libraries has paralleled the development of the colleges as a whole. Junior colleges that were considered a part of secondary education in their respective school districts depended on high school libraries. Private junior colleges often had better libraries because of their emphasis on writing research papers and preparation for a university education. The first standards for junior college libraries were adopted in 1930 by the Junior College Section of Association of College and Research Libraries (ACRL) established in 1929. They specified that such libraries should have "10,000 volumes for the first 500 students, an annual expenditure of five dollars per student for materials, and a staff of at least two professional librarians." Unfortunately, most junior college librarians were unable to comply with the standards.²⁴

²³Doris Cruger Dale, "The Community College Library in the Mid-70's," College and Research Libraries 38(September 1977): 405.

²⁴Wallace, p. 505-6.

During the period 1945-1960 when junior colleges were expanding their services, the libraries also were expanding and developing collections in areas other than the traditional academic. In 1960 ACRL adopted new standards which called for a minimum of 20,000 volumes for the first 500 students. During the 1960's the change "from the traditional print-oriented library services to a full learning resources program" was effected.²⁵

Description

In the unified center the print and non-print materials are housed in the same location; if AV materials are kept in a separate location, those particular items are likely to be strictly course-related, often intended for a particular department, e.g., education. Generally, both AV materials and books are "selected, cataloged, and circulated in the same way." In some cases, AV materials are even intershelved with books in open stacks, so that library users have equal access to all the library's holdings of whatever format. More often, however, AV materials are kept in a separate room, perhaps in closed stacks, so that users must request particular items. AV materials may or may not be classified; often they are arranged on the shelves either by accession number or alphabetically by title or by department and course number.²⁶

The card catalog in a library/learning resources center is generally a divided one with author/title and subject sections. The cards for

²⁵Ibid., p. 507-8.

²⁶Dale, p. 406-8.

AV materials are almost always included in the catalog with an indication of location and format, though in some libraries the catalog for AV materials is kept only in the media room.²⁷

Most community college libraries have on their staffs at least one media professional who manages and operates the equipment and trains others in its operation. Another responsibility of the media professional and his staff is typically to design and produce instructional materials at the request of or in cooperation with faculty members. Some community colleges even offer a course for faculty to provide instruction in production of various types of materials, e.g., "Media and Materials for Instruction."²⁸

To enhance the use of their extensive AV collections, most community college libraries are now equipped with numerous "wet" carrels, i.e., carrels that are equipped for viewing AV presentations in various forms--slide-tape programs, filmstrips, videotapes. In these carrels students may request and view programs that are assigned or suggested by their teachers. Many community college media centers now include closed circuit television systems, so that faculty members or students may call from other locations on campus and request that a videotape be shown on any television on campus whether in an appropriately equipped carrel or in a classroom. Some carrels are also equipped with computer terminals so that students have access to computer-assisted instruction in all disciplines.

²⁷ Ibid., p. 408.

²⁸ Ibid., p. 409.

Services

"The learning resources programs and the libraries as they have developed are now supportive of institutional purposes and demonstrate . . . [the] attributes of good library services, even providing services rarely found in other academic institutions."²⁹ Services that are typically provided by a community college library/learning resources center are summarized by Dale:

- (1) Library publications - These should be distributed outside the library as well as being available at various points in the library. They might include handbooks about the library and its services, periodicals holdings lists, catalogs of non-book materials, bibliographies and research guides.
- (2) Reference services - These are similar to the reference services provided in all academic libraries, but in the community college reference services should be more publicized and more aggressive, i.e., there should be more outreach to the students. Services should include a continuously manned information desk; clear and attractive signs to identify catalogs and other essential tools; a map of the periodical index area; several strategically located summaries of the Library of Congress classification system; specially prepared indexes of various items in the collection such as plays, short stories, and perhaps even periodical articles on particular topics, e.g., law enforcement.

²⁹Wallace, p. 502.

- (3) Library orientation and instruction - The extent to which library use instruction is provided will depend on the size of the student body and the library staff, the particular information needs and level of library expertise of various segments of the student body, and the commitment of the faculty and librarians to the need for library use instruction. Self-paced instruction is believed to be particularly appropriate to the community college, but most methods and media of instruction that are used in other academic libraries are used also in community college libraries.
- (4) Services to faculty - Some libraries provide special faculty handbooks intended to familiarize the faculty with the library collection. Some give each faculty member a list of the AV materials that might be used in connection with his courses. Typically, a closer, more cooperative relationship exists between faculty and librarians in the community college than is true in larger four-year colleges and universities. This may be due to several factors. The size of the community college staff is usually small, and librarians and instructional faculty are likely to be within the same general age group. There are few faculty members with the doctorate; most hold the master's degree, as do the librarians. Finally, the emphasis throughout the community college environment is on high-quality, creative instruction, and instructors are encouraged to use a variety of media in

the classroom. Faculty members are encouraged to request books and other materials that will be useful to them and to their students. In most libraries media staff will prepare instructional materials for faculty members and give them training--formally or informally--in preparing materials and operating equipment.³⁰

The community college library/learning resources center provides all the traditional academic library services, but it differs from other, more traditional libraries in several ways. Librarians are likely to be directly involved in instruction, both through production of instructional materials and through actual teaching of use of the library and training of library/media technicians. The learning resources staff, in keeping with the spirit of the institution as a whole, acquires and utilizes "information for learning in whatever format it may be found--print, microprint, or audiovisual." Both the professional and non-professional staffs of the library/learning resources center are likely to consist of persons with technical specialties, such as educational technology, television, graphics, photography.³¹ Finally, the staff will be characterized by enthusiasm and dedication to providing personal attention and service to each student and faculty member.³² The community college library

³⁰Doris Cruger Dale, "Questions of Concern: Library Services to Community College Students," Journal of Academic Librarianship 3(May 1977): 82-4.

³¹Wallace, p. 511-2.

³²Dale, "The Community College Library in the Mid-1970's," p. 410.

should not be a place, but "a service which permeates the entire college."³³

C. LIBRARY USE INSTRUCTION IN THE COMMUNITY COLLEGE

Rationale

Though an appropriate, if not essential, function of any academic library, library use instruction is especially relevant in the community college library. "The student who avoids the library, the one who is too shy to ask, the one who 'has a friend get it for him'--these are the ones for whom library instruction programs should be designed."³⁴ Community college students are all too likely to be among these students. A study by Hostrop at College of the Desert Community College (1965-66) revealed that "79.2% of the book collection never left the library,"³⁵ a percentage that seems exorbitant for a collection that is intended almost solely to support the specific curricula of the college and to provide for the recreational reading interests of the student body. This statistic may indicate that the collection does not provide for the needs of the students or that the students do not need to use the library in

³³Louise Giles, "On the Cutting Edge of Change: The Community College Library/Learning Resources Center," in New Dimensions for Academic Library Service, ed. E. J. Josey (Metuchen, NJ: Scarecrow Press, Inc., 1975), p. 57.

³⁴Floyd M. Cammack, Marri DeCosin, and Norman Roberts, Community College Library Instruction: Training for Self-Reliance in Basic Library Use (Hamden, CT: Linnet Books, 1979), p. 36.

³⁵Dale, "The Community College Library in the Mid-1970's," p. 408.

order to pursue their studies. Or it may mean that the students do not recognize the potential of the library or do not know how to tap that potential if they do recognize it.

Particularly the non-traditional and the educationally disadvantaged students, who comprise the largest percentage of the community college population, are not "effective users of information."³⁶ Many of them have been out of high school for a number of years--some having dropped out rather than graduating--and when they were in high school, they are unlikely to have entered the library except to use it as a study hall. Thus they have no idea what to expect or even what to ask of libraries and librarians. Moreover, their library skill level is likely to be very low, and their interest in improving it nonexistent. These same students, however, are highly motivated to get a college education, either technical or academic; so if they can be shown that using the library will be valuable to them in their college and professional careers, many will be very eager to learn library skills.³⁷ Therefore, community college librarians can effectively "'make their own market' by actively engaging in the teaching process,"³⁸ i.e., by providing library orientation that stimulates students' interest in the library by showing them how the library can help them and by providing instruction that instills in them a measure of expertise and self-confidence in using library resources.

³⁶Patricia Senn Breivik, "Resources: The Fourth R," Community College Frontiers 5(Winter 1977): 46.

³⁷Lolley, p. 59.

³⁸Cammack, DeCosin, and Roberts, p. 20.

Principles

The general principles for library use instruction described in Chapter II apply to community college programs as to programs in other academic libraries. There are several additional points that might be emphasized in connection with instruction for community college students, however. These students need not just orientation--which, by itself, will make less than no impression on them--but instruction in specific skills whose relevance to their other academic work is obvious to them. In vocational and technical training, students learn skills step by step; this process may be adapted to library use instruction so that they experience a feeling of accomplishment at the mastering of successive skills.³⁹

Many librarians feel that the most effective way of providing this kind of instruction for community college students is through individualized, or self-paced, instruction. With what is called a Personalized System of Instruction, students may be given pretests to determine their beginning skill level, then given an appropriate amount of instruction in the form of self-paced modules, so that they may proceed at their own rate with no element of competition from other students.⁴⁰ According to Cammack, it seems to work better with community college students in general to eliminate externally imposed time limits.⁴¹ Some

³⁹Lolley, p. 65.

⁴⁰Ibid., p. 66.

⁴¹Cammack, DeCosin, and Roberts, p. 42.

students, however, work better if they are required to finish certain assignments at a certain time; and many prefer a classroom situation where they can benefit from constant contact with other students and instructor. The ideal situation probably would be to allow students the option of a traditional lecture or a self-paced format. Whichever type of instruction is provided, it is important to begin "at a point the students are capable of understanding and to proceed at a rate that prevents boredom or frustration."⁴²

Personal attention is particularly important to community college students;⁴³ it is, in fact, a basic tenet of community college philosophy. Many of these students have been out of school for a number of years and did not do well academically when they were in school. Thus, they are insecure about attending college, and they need a great deal of encouragement and feedback to help alleviate their anxiety. The library/learning resources center may be especially unfamiliar and thus formidable to them.⁴⁴ The attitude of the librarian as instructor is all important in creating a learning atmosphere for the students.

The instructor should be friendly and helpful and should encourage questions and suggestions from students; there should be no element of

⁴²Sheryl Anspaugh, "Educating Library Users in Two-Year Higher Education Institutions," in Educating the Library User, ed. John Lubans, Jr. (New York: Bowker, 1974), p. 71.

⁴³Ibid., p. 76.

⁴⁴Ibid.

condescension in his attitude toward them. The atmosphere of the instructional situation--whether in the classroom or in the stacks and at the reference desk--should be relaxed and informal but obviously and seriously devoted to the imparting and absorption of knowledge. Community college students need to know that their instructors are knowledgeable in their areas of expertise and that they are seriously concerned about the progress of each individual student in acquiring some measure of that expertise. If this kind of relationship is established in the instructional situation, students are more likely to approach the librarian for help in other situations than if they have had no previous personal contact with librarians.⁴⁵

Another important element of community college instruction is active involvement of the student. "Seeing, hearing, and reading plus actively responding to questions [and performing specific tasks related to instruction received] will increase the students' learning abilities and motivation."⁴⁶ It is a good idea to appeal to as many of the students' senses as possible when presenting information. Particularly the non-traditional and educationally disadvantaged students are not likely to be frequent or enthusiastic readers, so instruction should be provided in a multiplicity and a variety of media: slide/tape, videotape, transparencies, audiotape, textbook, workbook, lecture. As soon as the

⁴⁵Floyd M. Cammack and Marri DeCosin, "Community College Library Instruction System," Hawaiian Library Association Journal 34(1977): 18.

⁴⁶Anspaugh, p. 77.

students have been exposed to instruction on a particular resource, they should have the opportunity to use the resource and test their knowledge of it through practical exercises. "The information covered should have immediate application through on-hand use and [in course-related instruction] . . . adaptability into . . . a writing assignment."⁴⁷

Students might also be given an opportunity to participate in the instructional process while learning about the variety of types of resources available in a library, if each is given the assignment of investigating a particular resource, such as a specialized dictionary, and then reporting on it to the class.⁴⁸ There is a trend toward involving students even in planning courses of instruction and establishing their own goals.⁴⁹

Methods

The same methods of instruction are used in community college libraries as in other academic libraries. In an analysis of library instruction programs in 302 community colleges in all areas of the country, Lolley determined that 82 percent of the libraries provided an orientation tour, with 70 percent combining a lecture with the tour; 58 percent offered course-related lectures as requested for specific classes; 44 percent provided point-of-use instruction; 18 percent offered a credit course; and 11 percent conducted term paper clinics. Sixty percent used a manual or textbook for instruction; and 15 percent offered "some form of printed self-paced instruction." The major form of non-print

⁴⁷Breivik, p. 49.

⁴⁸Ibid.

⁴⁹Verna V. Melum, "1971 Survey of Library Orientation and Instruction Program," Drexel Library Quarterly 7(July and October 1971): 228.

instructional material was the filmstrip, "with slide-tapes, slides, and audiotapes used less extensively and videotape and motion pictures used hardly at all."⁵⁰

Lolley concludes from this analysis that community college library/learning resources centers offer more orientation than instruction. He observes that the instruction that is offered is geared mainly toward transfer students in the humanities and that remedial and vocational-technical students are largely ignored. This state of affairs may be attributed to small professional library staffs who already have more to do than they can handle and thus prefer to rely on methods of orientation and instruction that require the least planning, effort, and time. This is ironic considering the fact that they often "produce for other disciplines innovative instructional programs involving sophisticated advances in educational technology, yet rely on the most traditional methods for library instruction."⁵¹

Most community college libraries seem to take a somewhat piecemeal approach to library orientation and instruction, but there are some that have developed unified, well-coordinated programs. Librarians at Leeward Community College in Hawaii have developed a self-paced unit as part of a self-paced freshman English course. The library unit consists of four parts: tour, card catalog instruction, instruction in using the Library of Congress Subject Headings, and periodical and newspaper

⁵⁰ Lolley, p. 60, 63.

⁵¹ Ibid., p. 63-4.

indexes instruction. At the appropriate point in the quarter, students check out from the reserve desk a tape and/or pamphlet for one unit of instruction; after listening and/or reading, they complete self-correcting exercises in a workbook. Tests are administered to individual students by librarians at the end of each unit. Tests are graded by librarians, and grades are given to English teachers. The program has been well-accepted by students and faculty. Library use has increased, and reference questions have become more sophisticated since implementation of the program.⁵²

Tarrant County Junior College in Fort Worth, Texas, also provides individualized, or "packaged," instruction. The program provides instruction in using the card catalog, "locating articles through periodical indexes," and "answering questions from representative reference books." Students use a textbook and a workbook. Objectives of each short unit are stated for the students, and they are given pre- and/post-tests so they may see that they need the instruction and also may see how much progress they have made. Students are required to use the relevant tools and to write their answers to exercise questions in the workbook. The course may be used in particular classes or by individual students. Approval has been quite enthusiastic.⁵³

Volunteer State Community College in Gallatin, Tennessee, has adopted the credit course approach to instruction. The library offers

⁵² Cammack and DeCossin, p. 11-21.

⁵³ John J. Lolley, "Educating the Library User," Texas Library Journal 51(Spring 1975): 30-2.

a one-hour credit course, which is required of all students. It consists of four lectures and four labs plus quizzes on each unit. All lectures are on videotape, and students may take the course on a self-paced basis if they are unable to schedule the lectures. There is also a more advanced course in the bibliography of specific subjects which may be taken as an elective. While some students feel the same way about the basic skills course as they do about most required courses, the course has been enthusiastically received by students and faculty in general.⁵⁴

Some community colleges have developed more comprehensive instructional programs. Kirkwood Community College in Cedar Rapids, Iowa, offers a four-part program: 1) a slide-show orientation accompanied by a brief lecture, which may be adapted to various classes by the addition or deletion of slides; 2) "kits for self-instruction in various library techniques," provided at the request of individual students; 3) "a regularly updated student library handbook"; and 4) a three-credit course entitled "Introduction to Uses of the Library," which is geared toward students planning to transfer to a four-year college.⁵⁵

Lolley suggests that "All students should be required to take library instruction,"⁵⁶ particularly at the community college, where many are having "their first real contact with libraries, and are

⁵⁴ Jane Kelley, Public Services Librarian, Volunteer State Community College, interview on April 11, 1980.

⁵⁵ J. Newman, "Library Orientation in the Community College," Wilson Library Bulletin 46(May 1972): 856.

⁵⁶ Lolley, p. 67.

consequently quite naive about what to expect."⁵⁷ Instruction should concentrate on the services and functions provided by the local library, but should also include information about what they can expect from academic libraries in general. Students should acquire a sense of the interrelationships of tools and of the transferability of skills, in many cases, from one tool to another. Finally, they should gain some understanding of the information system in society and of the relationship of the library with the outside world.⁵⁸

D. SUMMARY

The comprehensive community college is a relative recent and uniquely American addition to the spectrum of institutions of higher education. Community colleges provide academic, vocational-technical, and developmental instruction and community service. Students who attend community colleges include non-traditional and educationally disadvantaged students as well as those who have traditionally attended college. A larger percentage of these students than of students at four-year colleges are likely to be unsophisticated library users or non-users. The community college library/learning resources center is a unified center containing both print and non-print media. An essential function of this center is to provide library use instruction in a variety of formats that allows for the diverse needs of the community college student body, which includes eighteen-year-old high school honor students,

⁵⁷ Cammack, DeCosin, and Roberts, p. 35.

⁵⁸ Veit, p. 138.

retired military personnel with GED diplomas, housewives who have been out of high school for twenty years and are insecure about "reentry," and persons in technical positions who desire to upgrade their job status.

CHAPTER IV

A LIBRARY USE INSTRUCTION PROGRAM FOR THE COMMUNITY COLLEGE

A. INTRODUCTION

Nature of Program

This chapter proposes a program of library use instruction for community college students developed on the basis of examination of the literature of library use instruction; of consideration of the nature of the community college, its library/learning resources center, and its students; and of personal teaching experience in the community college environment. Careful consideration of these elements indicates that such a program should include both orientation and instruction presented in a variety and multiplicity of media and that community college students as a whole are more in need of both orientation and instruction than are students who attend four-year colleges and universities. This program is intended as a unified, comprehensive, sequential approach to educating the library user and includes orientation for all students, basic skills instruction for all students who are required to take English composition, and in-depth, individualized instruction for those who desire it.

The total program has four components: a videotape orientation presentation, a library handbook, course-related instruction in English composition and in other courses as requested by the instructor, and an elective credit course. All students will view the videotape presentation,

either as a part of general freshman orientation activity or as the first segment of the library instruction unit to be offered in English composition classes. This presentation is intended to communicate to the students an overall positive attitude toward the library as a helpful, non-threatening center and to acquaint them with the types of materials and services to be found in the library. The second aspect of orientation will be the library handbook, which will contain information about the library itself, its resources, its services, and its staff. In addition to being always available in the library, copies of the handbook will be distributed when the videotape is shown during orientation or in English composition classes. The handbook will serve to supplement the videotape in that it provides more specific information about library collections and activities that are mentioned briefly in the videotape. The tone of the handbook, like that of the videotape, will be interesting and inviting. Both are intended to encourage students to come into and use the library.

In addition to providing basic orientation to the specific library, the handbook will also supplement the library instruction unit in English composition because it contains some elements of instruction: a clearly-labeled sample set of catalog cards, an explanation of the purpose of the reference section, a list of periodical indexes. The librarian who is conducting course-related instruction might refer the student to relevant pages in the handbook in addition to providing handouts and transparencies. The instructional unit will deal with basic skills that all college students need and basic resources with which they

should all be familiar: the card catalog, the periodical indexes, and selected reference works. This unit is intended to provide the students with a foundation for using the library to obtain information on topics of general interest, such as those they will be writing about for their required English research paper.

Finally, for students who plan to continue their education at a four-year college or university, for those who plan to begin work immediately in a business or technical field in which they may be required to do research and writing, or for those who are intrigued by the challenge of searching for information, the final element of the program is proposed: an elective credit course in library use. This is not to be a course in advanced bibliography of a particular field, but a course which first reviews and builds on the general instruction offered in English composition, and then provides each student with the opportunity to seek information on a chosen topic in more specialized reference sources in coordination with a course he is taking in his major field.

Appropriateness of Program to the Community College

The methods and materials chosen for inclusion in this program are particularly appropriate for the community college setting. The program is sequentially arranged to proceed from essential orientation through essential, basic instruction to elective, in-depth instruction. Community college students, particularly the non-traditional and the educationally disadvantaged, need orientation to libraries and librarians in general, such as that to be provided in the videotape presentation, rather than just a tour to acquaint them with the physical aspects

of their particular college library, such as is often provided in academic libraries. They need to acquire a sense of what to expect from libraries and librarians, because this may be totally lacking in their previous experience. The basic skills unit in the composition classes will be similar to all such units in that it will deal with sources with which all college students should be familiar. The credit course will introduce into the program the element of individualized instruction that is so important to the community college philosophy. The lecture/discussion format, supplemented as necessary by individual conferences, has been chosen for both the course-related instruction and the credit course in the belief that this format provides the maximum potential for satisfying the needs of all students. It allows for the interplay of questions and responses so that the students can obtain clarification and additional information at the time they need them and the instructor can determine whether most students understand the information that has been discussed. Such a format also provides the students with the important opportunity to meet and to interact with a librarian and thus observe that librarians are not forbidding.

This program is particularly relevant to the community college setting also in that the emphasis is not simply on meeting information needs in academic courses. A large percentage of community college students do not transfer to four-year colleges and universities but enter the work force immediately after graduation. Others are taking courses for their own enjoyment and enrichment rather than to meet any specific academic requirements. These students need to know how and where to

locate information relevant to their professional and personal needs; and, particularly in the videotape and in the credit course, the emphasis in this program will be on helping them identify and satisfy those needs. The challenge of discovering information and the transferability of information-seeking skills to all types of situations will be emphasized.

Among library use instruction activities in community colleges this program is unique in that it makes an attempt to provide for most of the library instruction needs of the students at various levels and in a variety of subject areas. In the majority of community colleges students receive a tour and a brief lecture on general resources and are expected to rely on the knowledge gained from this experience in satisfying any information needs they may encounter and recognize thenceforth. In other institutions, they receive instruction in the form of a number of self-paced units on separate resources. Even if students do have frequent conferences with librarians in such a situation, they are likely to acquire a somewhat piecemeal conception of the library, rather than the unified, coherent impression of the overall usefulness of libraries in meeting their information needs that is intended to be conveyed by the program proposed here.

This program is not intended for any single, specific institution but is based on observation of and experience with the students and curricula of three community colleges in basically rural areas of Tennessee. For larger urban colleges with more diversified student bodies and curricula it may be necessary to expand or otherwise modify

various aspects of the program. There is no consideration of budget or staffing, as these variables are dependent on local conditions. Implementation or expansion of a library use instruction program may require additional professional staff or reassignment of some duties presently performed by professionals to paraprofessionals so that professionals may be freed for instructional activities. It will be necessary to adapt each component of the program to the situation that exists in each specific institution where it is used. For each, a statement of purpose and a general description of content and methodology are provided in this chapter. A complete statement of objectives, course outline, and sample unit of instruction for the credit course are included in Chapter V.

While each of the four interrelated components is an essential element in a program that is intended to meet, insofar as possible, the library instruction needs of all students, even more important is the overall atmosphere that prevails in the library/learning resources center. If the center is not characterized by the kind of helpful, non-threatening atmosphere portrayed in the videotape orientation presentation, students will recognize the discrepancy and lose confidence in libraries and librarians, so that the entire program will have been in vain. If the library is characterized by the appropriate atmosphere, the instruction students have received will be reinforced.

B. ATMOSPHERE OF THE LIBRARY/LEARNING RESOURCES CENTER

In order for library use instruction at any level or in any format to be worthwhile and effective, the library/learning resources center must first be permeated with an open, helping, non-forbidding atmosphere. The attitude of the entire staff should reflect the community college ideal of providing for the needs of each individual student at his present level of knowledge and competence. In the library this means helping each student to locate the information he wants and needs about the subject of his choice. The entire library staff should be friendly and knowledgeable. They should not only be approachable, but politely aggressive in offering help to a student who appears confused or frustrated or who looks as if he is going to leave.

The library facility itself should be attractive and inviting with good lighting and several comfortable reading and conversation areas as well as study areas. All materials, insofar as feasible, should be easily accessible. There should be an abundance of clear, accurate signs, including some printed point-of-use instructional materials, such as schedules of the Library of Congress (LC) classification scheme; a large, clearly labeled catalog card; sample entries from Readers' Guide or other indexes. An information desk should be located near the catalog and another in the reference area. Members of the library staff should be visible and available at all times. When on reference duty, staff members should look for patrons to help, rather than sitting at their desks reading or working.

The importance to the community college student of this kind of receptive, non-threatening atmosphere cannot be overemphasized. Many of these students are insecure about attending college, and some are particularly uncomfortable in the unfamiliar library/learning resources center. Even as an embarrassing or unpleasant experience in the classroom may turn them away from a particular course or instructor or from school in general, a frustrating, non-productive experience in the library may have the same effect. The students will probably acquire their first impression of the atmosphere that exists in the library from the videotape presentation which they will view during freshman orientation activities or as part of the library instruction unit in English composition.

C. VIDEOTAPE ORIENTATION PRESENTATION

The videotape presentation is intended to acquaint the students with the usefulness of the library and the helpful nature of librarians. After having experienced the presentation, the students should understand that the library/learning resources center contains information in many formats that can be useful to them in various kinds of situations, not just academic, but personal and professional. They should acquire a sense of the library, not as dark, forbidding, and full of large, dusty books, but as open, inviting, and full of information and of people who are there because they enjoy helping students locate and use needed information. The presentation may also substitute for a tour in that it familiarizes the students with the appearance of the library and with the relative locations of resources and service areas. While particular

titles may be mentioned and even used in the production, its purpose is not to instruct the student in using specific resources--it is to communicate to him a positive attitude about the library.

The presentation will last about twenty minutes and will consist of a series of tableaux, each picturing a student who has encountered an information problem and has finally made his way to the library to find the solution. Some of the problems dealt with will be academic: for example, for a seminar on the Civil War a student is investigating the battle of Shiloh; or a student in American literature is writing a paper about the autobiographical aspects of Mark Twain's writings. Other problems might be extra-curricular: the French club plans to go to Montreal for two weeks during June, and they need to find addresses of hotels, museums, and other points of interest that they could contact for information on reservations and group rates. Some problems might be social or purely personal: a student wants to impress a young musician whom she has recently met with her knowledge of classical guitar music; or a student has a bet riding on Pete Rose's 1979 batting average.

Such a presentation will show students interacting with library staff and with other students in the attempt to state the problem explicitly and to solve it. One student who is a library user will serve as a narrator and will appear in each tableau, guiding his fellow students into the library. For example, the student who wants to impress her new friend will first be seen walking along the sidewalk, talking enthusiastically with the narrator. The audience will pick up the conversation

as the student exclaims over her friend's expertise at playing the guitar and expresses a desire to know "something" about classical guitar music. At this point they will have arrived in front of the library, and the narrator will suggest that they see if they can find out anything there. In the volume of Encyclopaedia Britannica that has "guitar" in it, they find a long, general article that looks rather forbidding; but as they are about to leave, a librarian comes over and offers her assistance. Here a conversation ensues in which the librarian tries to determine exactly what information the students need. She then shows them how to locate pertinent information in the Encyclopaedia. The encyclopedia articles provide them with references to some books and articles that look promising and with names of several composers and performers. The librarian helps them use the card catalog, and they discover that the library has a number of record albums of classical guitar music. They check to see if the library has the periodicals in which the articles appear. They locate one of them, and the librarian and the narrator leave the student perusing the article while she listens to one of the albums in a carrel.

The script for the orientation presentation will be written by one or two persons on the library staff in consultation with students who are library users and with interested faculty, such as English, speech, and drama instructors. The actors should be library staff and students--not necessarily student library assistants, but perhaps members of the drama club or volunteers who come to an open audition. Involving

students and faculty outside the library in preparation of the production should stimulate interest in library activities.

Videotape has been chosen for this presentation over other possible media, such as slide-tape or film, as being more effective for presentation of action such as will be involved in the tableaux and as being more amenable to the uses for which the production is intended. Action shots will make the production seem less stilted, i.e., more realistic, and will also allow the students to get a broader perspective of how the inside of the library looks and of where the various service areas and sections of the collection--open stacks, reference, periodicals, audiovisual productions--are located in relation to each other. Film also allows for action shots, but it is more expensive to produce than videotape and not subject to immediate review and retaping if such is necessary. Slide/tape presentations are less expensive to produce and more flexible than either of the other media, but slide/tape does not lend itself as well to the kind of production that is proposed. Most classrooms will be equipped with television monitors, so it will not be necessary to move equipment in order to show the production. Additionally, videotape does not require the presence of an equipment operator, as both slide/tape and film do. A possible drawback of the use of videotape is the fact that to be effective, it must be of high quality, since students are accustomed to professional productions and will be unfavorably impressed by an inferior one.

The orientation production may be used on several different occasions, and a number of copies may be required. During the first few days

of each academic term it might be shown continuously or at specified times each day in the lobby or conference room of the library or in the student lounge. Another appropriate time for library orientation would be during general orientation activities for freshmen, i.e., in lieu of the traditional tour of the library building. If the college offers a one-credit orientation to college course, the library production might be included in the course. In this case, it would be shown by a librarian, who would then be available to answer student questions about the library, distribute copies of the library handbook, and outline the library's services, including instructional activities. If such an orientation course is not required of all students, the library orientation production will be shown as the first part of the library instruction unit to be conducted by the librarians in English composition classes. Whenever students are first exposed to the presentation, whether in orientation or in composition, they will also be given a copy of the library handbook, which will serve to supplement both the orientation presentation and the library instruction unit in the English course.

D. THE LIBRARY HANDBOOK

The handbook is intended to introduce the student to the library, its resources, its services, and its staff. Its purpose is to convey to the student a sense of the service nature of the library and to acquaint him with the basic types of information located there. It will be small enough to be easily carried inside a book, notebook, or bag but large enough to contain information on all four topics. The handbook will have

a brightly colored cover so it will not be easily lost among the student's other materials. Illustrations will include a floor plan of the library and perhaps a map of the campus if it is needed and if there is space for it in the book. The style will be clear, concise, straightforward, and interesting.

The title page or the cover will state the name of the library and its days and hours of operation. Near the beginning of the handbook there will be a statement of the library's purpose and an indication of the size of the collection as a whole and of the relative sizes of the print and non-print collections. Circulation policies and fines will also be described here, along with an explanation of the purpose for their existence, i.e., to ensure that everyone in the college community has an equal opportunity to use the library's resources.

The section of the handbook on resources will describe the card catalog and provide a clearly labeled set of sample cards. A discussion of the periodical collection will describe the arrangement, accessibility, and format of the periodicals and mention the periodicals holdings list and its location. The purpose of periodical indexes will be stated briefly, and, if space allows, a list of the indexes held by the library will be given. There will be a brief discussion of the reference collection, including a statement of its purpose and a list of representative reference works. The floor plan will indicate clearly the location of each of these areas--catalog, periodical, reference--of information and reference desks, of open stacks, of copying machines, of audiovisual materials, of librarians' offices, of classrooms and conference rooms,

and of seating for study and recreational reading.

In discussing services the handbook will inform the reader of the availability of interlibrary loan, of reserve materials, of audio-visual materials and facilities, of reference aid for any purpose, and of any unique services the library may offer. It will also describe briefly the college's library use instruction program, so that students will be aware of the existence of the credit course. Finally, the handbook will list the names and titles of members of the library staff, along with an indication of which staff member students should contact for particular problems or needs. The overall tone of the handbook will emphasize the service aspect of the library and encourage students to come in.

If students have previously received the handbook, they will be asked to bring their copies to English class on the day the librarian is scheduled to begin the library instruction unit. The handbook will provide a kind of bridge between orientation in the videotape and course-related instruction in the English course.

E. COURSE-RELATED INSTRUCTION

Rationale

The librarians should make known their willingness to provide specialized bibliographic instruction geared toward a specific assignment for any course in the curriculum at the request of and in cooperation with the instructor of the course. The community college librarian, however, is much less likely than the four-year college or university librarian to

receive such requests, since community college faculty members, on the whole, are not research oriented, perhaps are not even library oriented, and the courses are of a more practical than theoretical nature. In any case, before they receive instruction in the bibliography of specific fields, even before they attempt to compile information and write research papers on general topics for any course, students need training in basic library skills, in types of resources available, and in use of basic representative resources. The most appropriate point in the curriculum for this essential training is the required English composition course.

All community college students, except those that are exempted because of high test scores and those that are enrolled in certain one-year certificate programs, must take composition and fulfill the requirement of writing a research paper. The research paper assignment is intended to familiarize students with basic library resources and to teach them the skills of evaluating and organizing information gained from sources other than their own minds and experiences. Students who go on to four-year colleges and to graduate school will be required to write research papers at a more advanced level for several courses, especially those in their major subjects. Students who go immediately into business and technical positions may be required to write formal or informal reports and cost and feasibility studies that require use of the same skills they were exposed to in composition. The instruction in library use that community college students receive in the research paper unit of English composition may be their only formal training in skills they will be required to use in their academic and professional careers.

Purpose

This instruction is intended to familiarize students with particular general-information sources that will be useful to them in their attempt to locate information on the current-interest topics they will write about in their first college-level research paper and to help them in determining which of these sources will be of most benefit to them in specific situations. It is also intended to acquaint students with the types of information sources that have been devised and with the fact that the same types of sources exist for specialized fields as for general information.

Structure and Content

The instruction should be conducted by a librarian rather than by the English teacher for several reasons. The community college philosophy of instruction is to have the best qualified person available do the teaching; members of the community who hold positions in such fields as accounting, engineering, or surveying often conduct classes in their specialties as part-time instructors. Librarians, as information professionals, are the best qualified persons on the community college campus for teaching the use of library resources. The students should recognize them as experts and thus perhaps be more inclined to listen to them than to their regular instructors and to assimilate the information they present. Students and instructors alike are likely to profit from a change in routine: students may become momentarily more attentive, and instructors will have some relief from the burden of preparing and presenting material that is to some degree outside their area of expertise.

The presence of a librarian in the classroom has the added advantage of allowing the student to see and to meet a member of the library staff, whom he will then recognize and be more likely to consult when he goes to the library.

Each composition course will be arranged so that one week of classroom time (either three 50-minute periods or two 75-minute periods) is devoted to library instruction. The librarian will meet with the students and their instructor in their classroom or in appropriate facilities in the library. He will begin by showing the videotape orientation presentation described above unless the entire class has seen the production as part of freshman orientation. If most have seen it but some have not, he will inform them that it is always available in the library for individual viewing and will suggest that those who have not seen it do so. He will distribute the library handbook and point out that services and facilities are described therein. Or the videotape presentation might be shown by the English instructor at the end of the class period immediately preceding the librarian's appearance in order to allow more class time for the instruction. The librarian will prepare a two-part lecture based on the division of available resources into three types: the card catalog, for locating books; the periodical indexes, for locating articles; and general reference works, for locating specific facts. The lecture should be supplemented by appropriate visual materials, such as handouts, transparencies, and actual resources. The English instructor will be asked to administer a diagnostic pretest to the entire class before the librarian comes, so that the results will be available to both librarian and students

before the instruction actually begins. Any students who score exceptionally well on the pretest might be excused from all or part of the instruction and be required only to complete the library exercise assigned after the formal instruction is completed. (It is doubtful that any students will fall into this category.)

The first part of the lecture will deal with use of the card catalog, and the Library of Congress Subject Headings; and a brief description of the LC classification system will be given. The instructor should describe the arrangement of the particular library's catalog and discuss the various kinds of cards it contains for each book and the various kinds of information to be found on each card. For their research paper assignment the students will probably approach the card catalog from the standpoint of subject, so the instructor should explain the limitations of LC subject headings and demonstrate how the students can determine the correct phrase to use by consulting Library of Congress Subject Headings. This lecture will be supplemented by transparencies of clearly labeled catalog cards and of a page or pages from the subject headings volumes.

The second part of the lecture, which will require a second class period, will deal with periodical indexes and reference works, one as a type of source that provides indirect access to information, the other as a type that provides information directly. Both Readers' Guide and New York Times Index will be discussed and illustrated with transparencies of sample pages and enlargements of sample entries. Other, more specialized indexes (e.g., Essay and General Literature Index, Social Sciences Index)

might be mentioned and included on a handout that will list representative indexes and types of reference works with a brief annotation of the particular value each might have to the student. In discussing the reference works, it would be appropriate to bring to class several volumes for examination by the student. For example, the librarian might bring a volume of the Encyclopaedia Britannica Micropaedia and a volume of the Macropaedia, a volume of Social Issues Resources Series, and several items from the vertical file. At the conclusion of his presentation, the librarian will discuss with the students their research topics and approaches they might take to finding information on the specific topics mentioned.

After the classroom presentation the students will go to the library for the final segment of training. They will be asked to complete exercises to test their ability to use the resources to which they have been exposed. These exercises should be related to the topics on which the students will be writing. The students will be asked to decide on a topic for their papers before they come to the library. The library exercise might then require them to locate an encyclopedia article, a current periodical article, and a book or audiovisual presentation on their topics and to record certain bibliographic information about each.

An exercise of this type will actually get the students started on their research papers, rather than requiring them to spend valuable time performing tasks they may consider to be pointless and irrelevant--a criticism that has often been made of library instruction activities. The exercises will be given to the English instructor for examination and

grading and will provide him with some knowledge of the progress each student is making on his term paper assignment, as well as giving some indication of how much he has learned about use of library resources. Examination of the quality of work done on these exercises and open-ended questionnaires to be completed by the students and the English instructors will serve as evaluative measures for the library instruction unit. Also the pretest to be administered to all students who enroll in the library instruction credit course will serve as a relatively long-term measurement of effectiveness of the instruction for students who choose to take the course.

E. CREDIT COURSE

Rationale

The orientation presented in the handbook and the videotape and the basic instruction conducted in the English composition course will provide some students with more than they ever wanted to know about the library. For others, however, especially among the older, non-traditional students who have been away from school for a number of years and are eager to learn as much as they can about a variety of subjects, a door will have been opened into an intriguing new world. The enthusiastic, perceptive librarian-instructor will encounter students who are fascinated to know that there is a way to find the whole text of a poem or quotation when one knows only a few words of it or that one can find magazine articles on particular subjects without standing in the reading room flipping through current issues of likely-looking periodicals--or even that the

card catalog is not the only place to look to find out what is in the library. Other students may be less enthusiastic but recognize the fact that in their academic careers and in their chosen professions they will be called upon to do research of some type to some extent and thus more in-depth library knowledge than they have yet acquired will be valuable to them.

For these students an elective credit course in bibliography is proposed. The course is to be an elective because the material covered will go beyond the basic skills training all students need in order to pass English composition and to gain some understanding of the kinds of information they can expect to find in libraries. The fact that it is an elective means that students must choose to take it; thus they may be somewhat more interested, enthusiastic, and willing than they would be in a required course. Students often see required courses as trials to be endured and forgotten, rather than as learning experiences that present them with basic information to be carried over into other courses and other aspects of life. Courses that students choose themselves are courses they personally perceive a need for, and they are likely to take such courses more seriously than they do required ones.

The course is to carry two hours of academic credit, for which the student will receive a letter grade. A course that carried no credit or pass-fail credit only would be likely to attract fewer serious students. Even really eager students will hesitate to spend time on a course for which they will not receive academic credit.

A formal course in traditional lecture/discussion format is the only way of presenting students with a systematic, coherent view of the library, its resources, and its use. Many community college librarians in particular prefer the self-paced, minicourse approach to instruction, which has the advantages of allowing students to proceed at their own pace and allowing a few librarians to serve a large number of students. This approach is effective for training the students in certain basic skills that they will use immediately, but it does not lend itself to the communication of an overall impression of the value of libraries as unified centers where information of all types is available and accessible.

In a formal course the librarian can provide in-depth, personalized instruction to meet the needs and wants of the students. The self-paced approach, though individualized and practical for larger groups of students can be quite impersonal, if there is no librarian-student contact built into the course. Many students in such an instructional situation will never have or take the opportunity to discuss their failures or successes with a librarian, partly because they will not view the librarian as an instructor. A student may check out his instructional materials at the reference desk, complete and submit his exercises, retrieve them and make corrections--all without ever actually discussing the material with anyone. The community college philosophy of instruction, however, is to provide for the individual student's needs at his own level to the extent that it is possible to do so. The competent and observant instructor in a classroom situation can satisfy both

the student who prefers to do his own work quietly and the one who needs constant feedback and reassurance and even an opportunity to perform.

The separate course in library use is most often criticized for being "'non-relevant' and 'ineffective.'"¹ It is considered irrelevant because the library instruction and exercises are not related to actual information needs the student has in specific academic courses. It is considered ineffective because there may be no carry-over of the skills acquired in the bibliography course to any other situation in which the student needs information. Course-related instruction, on the other hand, is considered relevant because it is intended to prepare a student to fulfill a specified assignment in a particular course. It is not likely to be any more effective in terms of carry-over than isolated library instruction, however, because students in general tend to view what they have done and learned in one course as being related to that course alone, especially if it is as specialized as finding information on a particular topic.

The proposed bibliography course should be more "relevant" to the immediate academic needs of the student than some library skills courses have been because it is intended to be coordinated with a course the student is taking in his major field. The administrative problems of this coordination will have to be dealt with individually in the particular institution in which the course is implemented. The most

¹Carolyn Kirkendall, "Library Instruction: A Column of Opinion," Journal of Academic Librarianship 3(May 1977): 94.

viable solution would be for the student to take the course during the same academic term when he takes a course in his major that requires the writing of a research paper. Existence of the library course might encourage instructors who have not previously required term papers to include such assignments in appropriate courses, knowing that the research experience will be valuable for their students if they have the necessary knowledge and skills to undertake it. Students who plan to pursue a bachelor's degree in English might take the course in conjunction with a sophomore literature class; those who plan to major in psychology or sociology might take it in connection with a sophomore-level course in their field. Students who are pursuing degrees in engineering or business or who plan to enter the work force in a business or technical field after graduation from the community college are often required to take a technical writing course at the sophomore level for which they write a formal report that requires research. Other students who are not pursuing any particular course of study but are taking courses for their own enrichment and enjoyment might choose to take the library course in order to seek information on a topic of personal interest; for example, one who is coming to college to indulge a long-time desire to engage in artistic endeavors might want to increase her knowledge about a particular artist or group of artists.

The effectiveness of the library course will be more difficult to determine and to measure than its relevance. An examination of the literature reveals no truly valid basis for assuming the long-term effectiveness of any method of library instruction. Those who favor

course-related instruction base their claims for its effectiveness on the fact that it provides the students with skills they can and do use immediately for a specific purpose.

The aim of library use instruction, however, should be broader than that, in accordance with the goal of higher education in general, which is to produce a person who is capable of continuing to educate himself, rather than one who is completely educated. In the light of this overall goal, library use instruction in the form of a separate credit course is a "more effective and more relevant method of meeting students' needs than a great many courses currently taught at colleges and universities."² The formal library course is more relevant to attainment of this goal than are brief units of library instruction scattered throughout the curriculum, though they may be effective in achieving the limited purpose for which they are intended.

If the skills being taught [in a formal library course] are directly applicable to the student's information needs via a problem-solving format, then the motivation and rewards are readily apparent to the student. Successful courses contain experiences that promote transfer of this knowledge from one situation to another, i.e., the student learns that these skills are applicable not only for this semester's English term paper but also for locating statistics in next semester's sociology course. It is through a course that an instructor has the amount of time necessary to mold the information-seeking behavior of the student, e.g., teaching a systematic approach to solving information problems that will help the student acquire life-long habits of productive inquiry.³

² Ibid., p. 95.

³ Ibid.

Purpose of the Course

The purpose of the library course is to expand the knowledge and awareness of library resources and the skill in use of those resources that the students acquired in English composition. The students should become familiar with other types of sources than those general ones to which they were introduced earlier. For example, they will examine and use specialized indexes and abstracts, book reviews, biographical sources, government documents, and miscellaneous reference works. They will also use some sources that are specific to a subject of their choice, probably their major field. Students will learn to follow a basic search strategy that will be applicable in different subject areas and for retrieval of various kinds of information. Finally they "should become aware of the importance and potential value of libraries for their future information needs."⁴ They should realize, for example, that if a grandparent dies intestate, they can find information about inheritance laws in the library; or, if asked to deliver an address at the annual Little League banquet, they can find books of anecdotes, information about baseball history, and recent statistics about players and teams in the library--they might even find a videotape of Hank Aaron's 715th homerun.

⁴Hannelore B. Rader, "Formal Courses in Bibliography," in Educating the Library User, ed. John Lubans, Jr. (New York: Bowker 1974), p. 283.

Methods of Instruction

The course will be conducted in a traditional lecture/discussion format. Lectures will be supplemented with transparencies and locally or commercially produced audiovisual materials as desired and available. The ideal situation would be for the course actually to be conducted within the library, if a conference room or classroom is available there, so the resources being discussed could be brought into class and examined by the students. No textbook will be required for the course, since the students will be given annotated bibliographies to accompany each lecture. Several library instruction testbooks might be placed on reserve, e.g., Gates' Guide to the Use of Books and Libraries (1969) and Lolley's Your Library--What's in It for You? (1974).

The teacher of this course should encourage questions and discussion by students. Lectures on library resources are not inherently fascinating; therefore, the instructor should not just deliver information but should attempt whenever possible to create a problem-solving situation that will result in discovery on the part of the students. The role of the teacher is "that of a resource person and skilled discussion leader, not spoon feeder of knowledge to students."⁵ The goal of the course is not just to impart specific information but to communicate to the students a sense of their need for information and their ability to find that information in the library.

⁵James W. Ramey, "Classroom Dynamics: Or, Is There a Teacher in the House?" Drexel Library Quarterly 8(July 1972): 240.

Though this is a course that offers academic credit, the atmosphere will probably be more relaxed and informal than that in most other academic courses. The students will be given the opportunity to participate to some extent in the planning and instructional aspects of the course. At the beginning of the term they will be asked to state to the instructor and the class their major fields, their career goals, and their reasons for taking the course. They will be encouraged to develop and state personal objectives. For his term paper, each will compile an annotated bibliography on a subject within his major field and will prepare a brief description of his search strategy to accompany the bibliography. (The bibliography will presumably be used in preparation of a paper for another course the student is taking.) Each student, at least once during the term, will make an oral presentation to the class describing a useful source he has discovered within his own field. Thus, though they will be doing research within limited fields, they will also be exposed to the discoveries of their classmates within other fields.

Structure of the Course

The two-hour course will meet twice a week with one session generally being devoted to classroom time and one to library-laboratory time and to individual conferences with the instructor. At the beginning of the quarter the students will be given a pretest to determine what they have retained from library instruction in English composition and from general use of the library for other purposes. If such review is warranted on the basis of the test, some class sessions will be spent in

emphasizing use, value, and drawbacks of the card catalog. By way of reviewing use of general indexes, the students will be introduced to some similar but more specialized indexes, such as Social Sciences Index, Essay and General Literature Index, and Business Periodicals Index. Later units will cover book reviews, biographical sources, abstracts, and various general and specialized reference works, e.g., atlases, handbooks, bibliographies, and directories.

After they have been introduced to the concept of search strategy and begin working on their term projects, some portion of the classroom time will be spent in individual conferences between instructor and students and perhaps in group discussions among students who are researching topics in the same general field. In these meetings they will discuss specific strategies and sources they might use or have used in finding information about their topics. In some cases it may be desirable to discuss sources with an instructor in the student's major field. Some periods will be devoted to meetings of the entire class where students will make reports and discuss their problems and discoveries. At the end of the term students will be given a post-test to determine how much they have assimilated.

The effectiveness of the course will be evaluated in several ways: by examination of the quality of students' term projects; by comparison of the pretest and post-test scores; by illuminative, open-ended evaluations to be completed by the students themselves; and by informal observation by members of the library staff of the library activity of students who have had the course.

F. SUMMARY

On the basis of an examination of the literature of library use instruction and a consideration of the nature of the community college and its library/learning resources center, a program of library use instruction is proposed which includes both orientation and instruction. The program consists of a sequential progression from orientation for all through basic skills instruction for all to in-depth, individualized instruction for those who recognize a need for it. The program is particularly appropriate to the community college in two ways: (1) it provides orientation to libraries and librarians in general, since many community college students may have had no previous experience with either; (2) it emphasizes the value of different types of libraries in meeting all kinds of information needs, not just the use of a college library in writing a term paper.

Before any aspect of library use instruction can be effective, a helpful, non-threatening atmosphere must be established in the library. Students will acquire their first impression of the atmosphere of the library through a locally produced videotape presentation, which they will all view and which will attempt to acquaint them with the types of information the library contains and to encourage them to make use of it. A library handbook will provide more specific information about the library, its resources, its services, and its staff and will serve as a bridge from the orientation aspect of the program to the instructional.

Basic skills instruction will be offered by librarians in

English composition classes at the time the students begin work on a research paper. More comprehensive, in-depth instruction will be offered in a two-hour elective course to be coordinated with a course in each student's major field for which he must write a research paper. The emphasis in the course will be on types of general resources not discussed in the basic instruction in composition courses, on specialized resources related to the students' majors, and, again, on the library as a valuable source of all types of information. Both the basic skills instruction in composition courses and the more advanced instruction in the credit course will be conducted in traditional lecture/discussion format supplemented by transparencies, handouts, audiovisual materials, and library worksheets. Students in the credit course will take pre- and post-tests, make oral presentations in class, and compile an annotated bibliography on a subject of their choice.

CHAPTER V

A MODEL COURSE IN LIBRARY USE FOR COMMUNITY COLLEGE STUDENTS

A. INTRODUCTION

This chapter provides the basic structure and content for the elective credit course in library use described in Chapter IV. Included are a detailed outline of the course; copies of introductory handouts for the students, including a statement of general objectives, a description of assignments, and a sample unit of instruction. The statement of objectives includes the goal of the course and general objectives for each unit. More specific, behaviorial objectives should be stated as each unit of instruction is prepared. The description of assignments includes an indication of the basis on which the student's grade will be determined. The sample unit of instruction includes terminal and enabling objectives for the unit, an outline of the unit lecture, a copy of the materials to be made into transparencies and used to illustrate the lecture, a copy of the bibliography to be given to each student, and a copy of the worksheet to be completed by each student.

English composition will be a prerequisite for the course, so all students will have viewed the videotape orientation presentation, examined the library handbook, and completed the course-related library instruction unit. A pretest will be administered during the first

week of class to determine the amount of knowledge and skill the students have retained from their previous library experiences. The pretest should test the students' awareness and knowledge of the card catalog, periodical indexes, book review and biographical sources, and other general reference sources that will be discussed in the course. Depending on their scores on various sections of the pretest, students will be exempted from certain parts of the course. Those who are familiar with all types of resources to be covered will be required to attend class only for discussion of search strategy, to schedule individual conferences with the instructor, to complete all worksheets, and to submit the required annotated bibliography. Others may be required to attend class only for discussions of resources they are not familiar with, as indicated by their scores on the test. A similar test will be administered as a post-test, and a comparison of students' scores on the two will serve as an evaluative measure for the course.

It should be made clear to the students, especially in relation to the pretest, that their course grades will not depend on the test scores. The pretest is intended to be purely diagnostic--to indicate to the students themselves and to the instructor the particular areas in which they most need instruction. Such tests are available from various sources, e.g., the bibliographic instruction clearinghouses and the literature. Though the librarian might prefer to develop a test that is specific to his own library, it would be more reliable to use a test that has been previously validated.

The pre- and post-tests should test student knowledge of the several types of resources to be discussed in the course. The next section of this chapter provides a week by week description of class activities, including topics of lectures, contents of handouts, description of library worksheets, and scheduling of individual student-instructor conferences.

B. COURSE OUTLINE

The course is arranged to proceed from general information resources with which the student is somewhat familiar to more specialized sources which most have not previously encountered. The first unit of instruction will be a review of the card catalog as record of most library holdings. Next will be a discussion of general reference works, with which the student should begin a search for information. Specialized periodical indexes, which will lead him to current information, will be considered next. At this point, having become familiar with several different types of resources, the students will be introduced to the concept of a search strategy, or a sequence to follow in consulting the various sources. From this point they will move to use of sources that are specific to their research topics: specialized reference tools, book reviews of the books they have found cited, biographical information about authors or experts in their fields, and audiovisual materials related to their topics. The instructor will conclude the course by giving them an overall perspective of the interrelated nature of types

of libraries and the potential value of libraries for satisfying their future information needs of any type.

Week 1

During the first class period students will be introduced to the course, and its relationship to their previous library orientation and instruction experiences will be discussed. They will receive a handout that states the goals and general objectives of the course, and one that describes course assignments (included in Section C of this chapter). They will introduce themselves and state their major and their reasons for electing to take the library course. In the second period they will take the pretest and schedule a conference with the instructor for the first part of the second week of classes.

Week 2

Early in the week the instructor will meet with each student individually to discuss the results of the pretest and to plan the student's activities for the course, i.e., which class sessions he will need to attend. Each student will be taking the library course in coordination with another course, probably in his major field, for which he must write a research paper. At this first conference he will inform the instructor of the name of the related course and its instructor and of the type of paper required. This will give the instructor the opportunity to do whatever preparation he may need to do in specific fields and with other instructors.

The second class meeting in this week will be devoted to a review of the Library of Congress classification system, as the basis for arrangement of the library collection; the purposes and use of the card catalog; and the purposes and use of the Library of Congress Subject Headings. The card catalog is discussed at this point, not necessarily because it is the first resource to be consulted in a search for information, but because it is the most obvious and most familiar resource to most students and because it does provide information about the other types of resources that will be discussed in the course.

Week 3

For the first class meeting, students will come to the library, sign in at the reference desk, and complete Worksheet #1 on the use of the card catalog and the classification system. The worksheet should be designed to point them to reference works, which will be discussed in the next class meeting, as well as to items in the general and audio-visual collections. The instructor will always be present in the library when students are working on assignments. Worksheets will be returned and discussed as necessary at the class meeting following their completion.

The second class session will consist of a discussion of general reference works--dictionaries, encyclopedias, almanacs, and atlases and of the vertical file as a source of information. The students will be informed of the value of such works in helping them to decide on and limit a topic. They will be given a handout that lists and describes representative works in their library. The handout will include

dictionaries and encyclopedias in specific fields as well as general ones. All handouts will include call numbers for items in the college library.

Week 4

The first meeting will again be a library-laboratory session in which the students will complete Worksheet #2 on general reference works. This worksheet should cause them to use works of each type previously discussed and should lead them from the reference works back to the card catalog to find items mentioned in an encyclopedia article or items on a limited topic.

The second meeting will be devoted to a discussion of the purposes and use of periodical indexes. The lecture will review and elaborate upon what the students learned about indexes in English composition and will introduce them to the specialized indexes in their library. They will be given a handout that lists all the indexes in their library and the topics they cover.

Week 5

During the first class period students will complete Worksheet #3 on periodical indexes. This worksheet should require them to determine which index to use to find information on a particular topic and to interpret an index entry.

Having used several different kinds of resources, the students will now be ready to be introduced to a basic search strategy that may be used in seeking information on various topics. During the second class meeting in Week 5 the instructor will outline the steps that

should be followed. Then the class will compile a sample bibliography on a topic of general interest, using resources the instructor has brought to class for that purpose: a dictionary, an encyclopedia, a card catalog drawer, an index, a folder from the vertical file, and a bibliography. Students will be asked to decide on a topic for their research papers before the next meeting.

Week 6

During the first class meeting the students will be introduced to the purposes and use of specialized (i.e., related to specific fields) reference works such as handbooks, directories, bibliographies, and special indexes. Students will receive a handout that lists and describes items in these categories held by the library. They will be asked to submit to the instructor a brief written statement of their research topic.

In lieu of the second class meeting students will schedule an individual conference with the instructor to discuss their search strategy. The instructor will suggest specialized sources and perhaps special libraries in the area that the student might consult. At the time of the conference each student will be given an individualized worksheet on specialized reference sources, Worksheet #4, which will require him to use sources in his own field.

Week 7

During the first meeting the instructor will discuss book review and biographical sources and the reasons for consulting such sources. Students will be given an annotated list of the sources held

by the library and of other, more specialized sources that are available in larger libraries. Worksheet #5, to be completed during the second meeting of the week, will require the students to locate reviews of books they have found cited in doing their literature search and biographies of persons whose names they have found mentioned.

Week 8

During this week the students will become familiar with the various types of non-print materials in the library/learning resources center. They will be given a handout that briefly describes the various formats, and the instructor will bring relevant items to class for them to examine. They will be reminded of the location and arrangement of the audiovisual collection. Worksheet #6 will require them to locate, view, and briefly review an audiovisual presentation related to their research topic. They will also be required to schedule a conference during this week to report on the progress of their literature search.

Week 9

During this week each student will give a brief oral presentation on a particularly useful reference work he has discovered in his field. The purpose of this assignment is to have the student closely examine at least one specialized source to see what value it might have for him as a student or practitioner in his particular field of interest. These presentations will be informal discussions for which the class might be arranged in a circle so they can talk to and question each other, rather than formal speeches for which the speaker stands before the group.

The presentations may serve to introduce the other students to sources they did not locate in their own searches. The instructor should coordinate the choices beforehand so there will be no duplication. Also during this week the instructor will discuss topics related to libraries in general such as other libraries in the area, networking, computer searching, and other subjects of interest that have or have not been briefly mentioned during the class or in individual conferences.

Students will turn in their annotated bibliographies during this week. The annotations should state the value of each source to the student's research topic, i.e., they should indicate his reasons for choosing that particular item. The annotations will indicate that the student did look at a particular source and was able to assess its usefulness to him. Each student will also submit a brief explanation of the process he went through in locating the sources he chose.

Week 10

During the first class meeting the students will take a post-test, which will be similar to the pretest. The students will be given an open-ended questionnaire to complete in evaluation of the course. In individual conferences later in the week the instructor will discuss the grade on the bibliography and the results of the post-test with each student.

C. STUDENT HANDOUTS

This section includes the handouts that will be given to students at the first class meeting to introduce the course. The first handout

is a statement of the overall goal of the course and the general objectives for each unit of instruction. The second is a description of the assignments each student will complete and their relative weights in determining the final grade.

Goal and General Objectives of the Course

Goal of the course. Upon completion of the course the student should be aware of how a library can meet academic, professional, and personal information needs. He should be aware of the variety of types of resources available in the community college library. He should be able to select and use particular resources that will best meet his information needs in a given situation. If he cannot identify or locate an appropriate source, he should feel confident and comfortable in seeking assistance from library staff.

Objectives of the course.

- (1) The student should understand how the library collection is organized, i.e., classification system, reference collection, periodical collection, audiovisual collection, and special collections.
- (2) The student should understand the purpose and arrangement of the card catalog and should be able to locate--in the card catalog and in the stacks--a work on a particular topic or a work for which the author or title is given.
- (3) The student should be aware of the existence and purpose of such general and specialized reference works as dictionaries, encyclopedias, handbooks, directories,

bibliographies, special indexes, almanacs, and atlases.

He should be able to use these resources to locate specific information on a given topic.

- (4) The student should be able to explain what a periodical index is. Given a topic, he should be able to select an appropriate index and locate citations in the index and articles in the library relating to that topic.
- (5) The student should understand what a book review is and why one might want to locate a book review. He should be able to locate citations to reviews and retrieve actual reviews of a particular book.
- (6) The student should be familiar with several biographical sources and should be able to locate biographical information on a particular person.
- (7) The student should be familiar with the various nonprint media available in the library/learning resources center and should be able to locate and view a particular item.
- (8) The student should understand and become familiar with a basic strategy or step-by-step process to follow in identifying and retrieving information on a given topic. By following this process, he should develop a diversified bibliography on a specific topic that could be used in compiling a research paper on that topic.

Course Assignments

Library Exercises. For each unit of instruction each student will complete a worksheet by using the sources discussed in class and described on the bibliographies that will be provided. There will be six worksheets; a grade will be assigned on each worksheet, and the lowest grade may be dropped.

Oral Presentation. Each student will make one informal oral presentation during the quarter. This presentation will describe a specialized reference work in the field he is researching and discuss its value to the student or practitioner in that field. This assignment will provide the student with the opportunity to examine one particularly valuable resource closely; and it will allow other students to profit from the discoveries of their classmates and become acquainted with types of sources that they may not have encountered in their own search. Each student will discuss his choice with the instructor before making the presentation.

Annotated Bibliography. Each student will compile an annotated bibliography of at least TEN (10) sources in various formats on a subject of his choice. The annotations should indicate why the particular item has been chosen, i.e., what contribution this item makes to the student's research project. Students who are taking technical writing or another course that requires the writing of a research paper will prepare this bibliography on the topic they are researching for that course and then use the sources they have found to write their research

papers. Along with the bibliography each student will submit a brief paper describing the process he went through to locate the sources cited.

Grading.

Exercises	50%
Oral Presentation	10%
Bibliography	<u>40%</u>
	100%

These handouts will be given to all students at the first class meeting so they will have a clear idea of what to expect from the course. The following section considers in detail the structure and content of the unit of instruction on periodical indexes.

D. SAMPLE UNIT--PERIODICAL INDEXES

This unit of instruction is intended to review the knowledge about indexes that the students acquired in English composition through using Readers' Guide and New York Times Index and to build upon that knowledge by acquainting them with some more specialized indexes. The first element in the unit is a statement of objectives, a copy of which will be given to each student and discussed at the beginning of the class session. The next element is the lecture outline (Figure 1), to be supplemented as indicated by Figures 2, 3, and 4, which are to be made into transparencies. The next element in the unit is a briefly annotated bibliography of the indexes held by the college library. This handout is intended to familiarize students with the names of indexes in their

- I. Definition of periodical
- II. Definition of index
 - A. Indicare - to point to
 - 1. Index in book
 - 2. Periodical index - points to location of articles
 - B. Uses of periodical indexes
 - 1. Situations when one might use one
 - 2. Readers' Guide - review of types of information found there
 - 3. Handout - annotated list of indexes similar to RG but more specialized
 - [Discuss Handout]
 - C. Problems in using periodical indexes
 - 1. Time lag
 - 2. Complete vs. selective indexing
- III. Using a periodical index
 - A. Arrangement by subject
 - B. Elements in an index entry
 - [Examine Figure 2 - page from Social Sciences Index
 - Figure 3 - entry from SSI page]
 - C. Location of cited article in library
- IV. Discussion of Essay and General Literature Index
 - A. Nature of index
 - B. Uses of index
 - C. Interpretation of index entry
 - [Examine Figure 4 - page from Essay and General Literature Index]
 - D. Location of cited article
- V. Discussion of newspaper indexes
 - A. Uses of newspaper indexes
 - B. New York Times Index
 - 1. Arrangement
 - 2. Summaries of articles
- VI. Definition of abstract
 - A. Definition of abstract journal
 - 1. Includes same information as index plus
 - 2. Indexes more scholarly journals
 - 3. Examples
 - B. Uses of abstract journals
 - [Examine transparency of page from subject index and from body of any abstract journal held by the library]

Figure 1. Outline of lecture on periodical indexes.

- Coronary care units**
 Marxian interpretation of the growth and development of coronary care technology [with reply by B. S. Dismu] H. Waitzkin. *Am J Pub Health* 69:1260-71 D '79
- Corporate passivism**
 Laker gets a shout. R. Rogers. *New Statesman* 98:446 O 5 '79
- Corporate headquarters.** See Location (in business and industry)
- Corporate profits**
 See also
 Electric utilities—Rate of return
- Corporate state**
 Consociation and federation: conceptual and empirical links [with reply by K. D. McKee] A. Liphart. *Can J Pol Sci* 12:449-515, 517-22 S '79
- Corporation law**
 Great Britain
 Curb the insider (Great Britain). *Economist* 273:70 O 27 '79
 More questions about St Piran. J. Bartholomew. *Far E Econ R* 106:42 D 28 '79
 Hong Kong
 Challenge to nominees. P. Wilson. *Far E Econ R* 106:64-5 O 12 '79
 India
 Politics and big business. J. Sarkar. *Far E Econ R* 106:58 O 12 '79
 United States
 History
 Knight sugar decision of 1895 and the modernization of American corporation law, 1894-1903. C. W. McCurdy. *II Bus Hist R* 55:304-42 Aut '79
- Corporations**
 International aspects
 Battered into being good. *Economist* 273:57-8 D 29 '79
 Taxation
 California dreamin': unitary tax. *Economist* 273:82 N 17 '79
 Enjoy the plums, spit out the stones. Anglo-American tax treaty. *Economist* 272:101 S 29 '79
 Optimal taxation of foreign source investment income. M. Feldstein and D. Hartman. *bibl Q J Econ* 93:613-29 N '79
 Short-run price effects of the corporate income tax and implications for international trade. J. R. Melvin. *bibl Am Econ R* 69:765-74 D '79
 See also
 Capital gains tax
 Australia
 See also
 Broken Hill proprietary company, Ltd
 Canada
 See also
 Massey-Ferguson, Ltd
 China
 History
 See also
 Jardine, Matheson and company, Ltd—History
 France
 See also
 Engines inatra
 Group Michelin
 Great Britain
 British industry: worsening the crisis. C. Hird. *New Statesman* 98:490 O 5 '79
 See also
 Burmah oil company, Ltd
 Cusain, Richard, Ltd
 Decca, Ltd
 Laubrock group, Ltd
 National freight corporation
 Pilkington Brothers, Ltd
 Japan
 Business fears the worst. J. Lewis. *Far E Econ R* 106:105 O 28 '79
 See also
 Nippon telephone and telegraph public corporation
 Malaysia
 Rap for highlands. P. Bowring. *Far E Econ R* 105:76 + S 28 '79
 Singapore
 Profits that fell short. S. Awanuhara. *Far E Econ R* 106:63 O 12 '79
 United States
 Turnover and mobility among the 100 largest firms, an update. R. J. Stonebraker. *bibl Am Econ R* 69:966-73 D '79
 See also
 American motors corporation
 Coca-cola bottling company
 Corning glass works
 Du Pont de Nemours and company
 Flick-Reedy corporation
 Getty oil company
 Horizon corporation
 International salt company
 Kaiser steel corporation
 Singer company
 Corporations, American
 Scotland
 Woe. *Economist* 273:92 O 13 '79
 Corporations, British
 Middle East
 Sand in the eyes. Cusain group. *Economist* 273:92 O 15 '79
 United States
 Inmms is alive and well—here. *Economist* 273:102 O 20 '79
 Corporations, French
 United States
 Vaut le voyage? *Economist* 273:62 + N 3 '79
 Corporations, International
 People vs. multinationals. M. Volkov. *Development* 20 no2 26-7 '79
 Theory of the multinational firm: fixed versus floating exchange rates. R. N. Sarra and J. Hadari. *Oxford Econ Ps* 31:258-69 JI '79
 Transnational corporations in South Africa. O. Jankowitsch and E. Soudienstocker. *Dissent* 26:473-7 Fall '79
 Corporations, Japanese
 India
 Co-prosperity in Calcutta. J. Sarkar. *Far E Econ R* 106:95-6 O 26 '79
 Philippines
 Japanese compromise. L. Gonzaga. *Far E Econ R* 106:127 D 14 '79
- Correctional personnel**
 Psychology
 Counselor perceptions as an intervening variable in the correctional process. G. O'Connor. *bibl Adolescence* 14:197-37 Wint '79
 Patterns in husbands' and wives' coping behaviors. R. J. Burke and T. Weir. *bibl Psychol Rept* 44:951-61 Oct '79
 Supply and demand
 Determining and defending personnel needs in criminal justice organizations. R. J. Waldron and J. R. Altincuse. *Pub Adm R* 34:385-9 JI '79
- Correctional services.** See Corrections
- Corrections**
 Failure of correctional management—revisited. A. W. Cohn. *bibl Fed Probat* 43:10-15 Mr '79
- Corrections research**
 News of the future: research and development in corrections. J. P. Conrad. See Issues of Federal probation
- Correlation (statistics)**
 Administrative intensity and ratio variables: the case against definitional dependency. A. MacMillan and R. L. Dalt. *Soc Forces* 38:223-48 S '79
 Effect of monetary changes on interest rates: a Box-Jenkins approach. H. H. Stokes and H. Neuburger. *bibl R Econ Statistics* 61:534-48 N '79
 Percentage agreement and PIII: a conversion table. L. M. Lewin and J. A. Wakefield, Jr. *J App Behav Anal* 12:299-301 Summ '79
 Ratio measurement and theoretical inference in social research. J. D. Kasarda and P. D. Nolan. *bibl Soc Forces* 38:212-27 S '79
 Serial correlation and a Bank of England study of the demand for money: an exercise in measurement without theory [with discussion]. A. S. Courakis. *bibl Econ J* 88:537-98 S '79
 See also
 Panel analysis
- Corrigan, Roberts**
 Cognitive correlates of language: differential criteria yield differential results. *bibl Child Develop* 50:617-31 S '79
- Corruption in politics**
 Corruption of a state. J. P. Diabel. *bibl Am Pol Sci R* 72:458-73 S '78; Reply with rejoinder. F. D. Mancini. 73:630-3 S '79
- France**
 Diamonds outshone? *Economist* 273:51 D 1 '79
 France mourns a death by muddy waters. *Economist* 273:39-40 N 3 '79
- Indonesia**
 Aground in a sea of debts. P. Wilson. *Far E Econ R* 106:44-6 O 12 '79
- Italy**
 Gut Em oil? *Economist* 273:74 + O 15 '79
- Japan**
 Hands in the public till. *Economist* 273:55 D 8 '79
 Japan inc. and scandal inc. J. Lewis. *Far E Econ R* 106:21 + D 21 '79
- Saudi Arabia**
 Opprobrium is General. *Economist* 273:84-5 O 6 '79

Figure 2. Sample page from Social Sciences Index.Source: Social Sciences Index March 1980.

- Coronary care units**
 Marxian interpretation of the growth and development of coronary care technology [with reply by B. S. Bloom] H. Waitzkin. *Am J Pub Health* 69:1260-71 D '79
- Corporal punishment**
 Loser gets a clout. R. Rogers. *New Statesm* 98:496 O 5 '79
- Corporate headquarters.** See Location (in business and industry)
- Corporate profits**
 See also
 Electric utilities--Rate of return
- Corporate state**
 Consociation and federation: conceptual and empirical links [with reply by K. D. McRae] A. Lijphart. *Can J Pol Sci* 12:499-515, 517-22 S '79
- Corporation law**
 Great Britain
 Curbing the insider [Great Britain]. *Economist* 273:70 O 27 '79
 More questions about St Piran. J. Bartholomew. *Far E Econ R* 106:42 D 28 '79
 Hong Kong
 Challenge to nominees. P. Wilson. *Far E Econ R* 106:64-5 O 12 '79
 India
 Politics and big business. J. Sarkar. *Far E Econ R* 106:58 O 12 '79
 United States
 History
 Knight sugar decision of 1895 and the modernization of American corporation law, 1869-1903. C. W. McCurdy. *il Bus Hist R* 53:304-42 Aut '79
- Corporations**
 International aspects
 Badgered into being good. *Economist* 273:57-8 D 29 '79
 Taxation
 California dreamin', unitary tax. *Economist* 273:82 N 17 '79
 Enjoy the plums, spit out the stones. Anglo-American tax treaty. *Economist* 272:101 S 29 '79
 Optimal taxation of foreign source investment income. M. Feldstein and D. Hartman. *bibl Q J Econ* 93:613-29 N '79
 Short-run price effects of the corporate income tax and im-
- Getty oil company
 Horizon corporation
 International salt company
 Kaiser steel corporation
 Singer company
- Corporations, American**
 Scotland
 Woe. *Economist* 273:92 O 13 '79
- Corporations, British**
 Middle East
 Sand in the eyes. Costain group. *Economist* 273:92 D 15 '79
 United States
 Imnos is alive and well--here. *Economist* 273:102 O 20 '79
- Corporations, French**
 United States
 Vaut le voyage? *Economist* 273:62+ N 3 '79
- Corporations, International**
 People vs. multinationals. M. Volkov. *Development* 20 no2:26-7 '78
 Theory of the multinational firm: fixed versus floating exchange rates. R. N. Batra and J. Hadar. *Oxford Econ Pa* 31:258-69 Jl '79
 Transnational corporations in South Africa. O. Jankowitsch and E. Seidensticker. *Dissent* 26:473-7 Fall '79
- Corporations, Japanese**
 India
 Co-prosperity in Calcutta. J. Sarkar. *Far E Econ R* 106:95-6 O 26 '79
 Philippines
 Japanese compromise. L. Gonzaga. *Far E Econ R* 106:127 D 14 '79
- Correctional personnel**
 Psychology
 Counselor perceptions as an intervening variable in the correctional process. G. G. O'Connor. *bibl Adolescence* 14:727-37 Wint '79
 Patterns in husbands' and wives' coping behaviors. R. J. Burke and T. Weir. *bibl Psychol Rept* 44:951-6 Je pt 1 '79
 Supply and demand
 Determining and defending personnel needs in criminal justice organizations. R. J. Waldron and J. R. Altomose. *Pub Adm R* 39:385-9 Jl '79

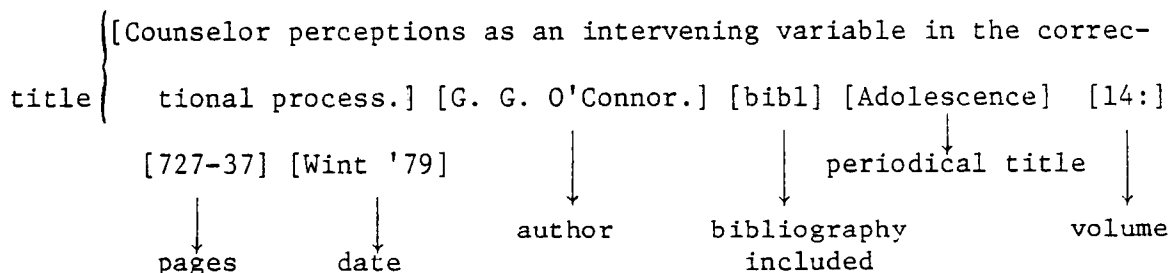


Figure 3. Sample entry from Social Sciences Index.

Source: Social Sciences Index March 1980.

Faulk, Odie B.

The presidio: fortress or farce? In Weber, D. J. ed. *New Spain's far northern frontier* p67-76

Faulkner, William**About**

Aaron, D. The South in American history. In *The South and Faulkner's Yoknapatawpha* p3-21

Holman, C. H. Detached laughter in the South. In Holman, C. H. *Windows on the world* p27-47

Kawin, U. F. Faulkner's film career: the years with Hawks. In *Faulkner, modernism, and film: Faulkner and Yoknapatawpha*, 1978 p163-81

Kenner, H. Faulkner and the avant-garde. In *Faulkner, modernism, and film: Faulkner and Yoknapatawpha*, 1978 p182-96

Kerr, E. M. The world of Eudora Welty's women. In Preshaw, P. W. ed. *Eudora Welty* p132-48

Millgate, M. Faulkner and history. In *The South and Faulkner's Yoknapatawpha* p22-39

Millgate, M. Faulkner and the South: some reflections. In *The South and Faulkner's Yoknapatawpha* p195-210

Turner, D. T. Faulkner and slavery. In *The South and Faulkner's Yoknapatawpha* p62-85

Wagner, L. W. Faulkner and (Southern) women. In *The South and Faulkner's Yoknapatawpha* p128-46

About individual works***Absalom, Absalom!***

Rubin, L. D. Scarlett O'Hara and the two Quentin Compsons. In *The South and Faulkner's Yoknapatawpha* p168-94

Young, T. D. Narration as creative act: the role of Quentin Compson in *Absalom, Absalom!* In *Faulkner, modernism, and film: Faulkner and Yoknapatawpha*, 1978 p82-101

Barn burning

Trilling, L. William Faulkner: *Barn burning*. In Trilling, L. *Prefaces to The experience of literature* p150-55

The bear

Cowley, M. Magic in Faulkner. In *Faulkner, modernism, and film: Faulkner and Yoknapatawpha*, 1978 p3-19

Morris, W. A. The pilgrimage of being. In Morris, W. A. *Friday's footprint* p 1-83

Dry September

Pryse, M. Faulkner's "Dry September" and "Red leaves": caste and outcast. In Pryse, M. *The mark and the knowledge* p92-107

A fable

MacMillan, D. J. His 'magnum o': stoic humanism in Faulkner's *A fable*. In *The Stoic strain in American literature* p136-76

Go down, Moses

Morris, W. A. The pilgrimage of being. In Morris, W. A. *Friday's footprint* p 1-83

Pilkington, J. Nature's legacy to William Faulkner. In *The South and Faulkner's Yoknapatawpha* p104-27

Light in August

Holman, C. H. Faulkner's August avatars. In Holman, C. H. *Windows on the world* p129-43

Pryse, M. *Light in August*: violence and excommunity. In Pryse, M. *The mark and the knowledge* p108-42

Old man

Foote, H. On first dramatizing Faulkner. In *Faulkner, modernism, and film: Faulkner and Yoknapatawpha*, 1978 p49-65

Red leaves

Pryse, M. Faulkner's "Dry September" and "Red leaves": caste and outcast. In Pryse, M. *The mark and the knowledge* p92-107

The sound and the fury

Kenner, H. Faulkner and Joyce. In *Faulkner, modernism, and film: Faulkner and Yoknapatawpha*, 1978 p20-33

Tomorrow

Foote, H. *Tomorrow*: the genesis of a screenplay. In *Faulkner, modernism, and film: Faulkner and Yoknapatawpha*, 1978 p149-62

The unvanquished

Young, T. D. Pioneering on principle: or, How a traditional society may be dissolved. In *Faulkner, modernism, and film: Faulkner and Yoknapatawpha*, 1978 p34-48

Adaptations

Foote, H. On first dramatizing Faulkner. In *Faulkner, modernism, and film: Faulkner and Yoknapatawpha*, 1978 p49-65

Bibliography

Broughton, P. R. Faulkner. In *American literary scholarship*, 1977 p135-61

Characters

Morris, W. A. The pilgrimage of being. In Morris, W. A. *Friday's footprint* p 1-83

Pryse, M. Faulkner's "Dry September" and "Red leaves": caste and outcast. In Pryse, M. *The mark and the knowledge* p92-107

Pryse, M. *Light in August*: violence and excommunity. In Pryse, M. *The mark and the knowledge* p108-42

Characters—Quentin Compson

Young, T. D. Narration as creative act: the role of Quentin Compson in *Absalom, Absalom!* In *Faulkner, modernism, and film: Faulkner and Yoknapatawpha*, 1978 p82-101

Characters—Thomas Sutpen

Rubin, L. D. Scarlett O'Hara and the two Quentin Compsons. In *The South and Faulkner's Yoknapatawpha* p168-94

Film adaptations

Foote, H. *Tomorrow*: the genesis of a screenplay. In *Faulkner, modernism, and film: Faulkner and Yoknapatawpha*, 1978 p149-62

Plots

Casario, R. L. The family plot: Conrad, Joyce, Lawrence, Woolf, and Faulkner. In Casario, R. L. *Plot, story, and the novel* p232-79

Figure 4. Sample page from Essay and General Literature Index.

Source: Essay and General Literature Index December 1979.

library and the topics covered by those indexes. The final element is a copy of the worksheet (Figure 5) the students will complete in the library at the second class meeting on this unit.

Objectives

A statement of objectives for this and all other units will be reproduced for the students and discussed briefly in class at the beginning of the unit.

Terminal Objectives. The student should be able to define an index and an abstract journal and should be able to use an index to locate a relevant article on a given topic.

Enabling Objectives. The student should perform the following specific tasks:

- (1) Define "index."
- (2) Locate the periodical indexes in the library.
- (3) Choose the index that will be most likely to contain citations to articles on a particular topic.
- (4) Locate citations to articles dealing with a specific topic.
- (5) Interpret the index entry, i.e., identify each element in the entry.
- (6) Record the bibliographic information needed for locating the article.
- (7) Determine whether the periodical and the specific issue containing the article he needs are in the library.
- (8) Locate the periodical, the specific issue needed, and the article.

1. Define "index" in your own words.
2. Define "periodical."
3. Next to each subject listed below, write the name of the index or indexes you would consult to find citations to articles about that subject:
 - a. _____ interest rates
 - b. _____ autistic children
 - c. _____ Hemingway's The Sun Also Rises
 - d. _____ social security legislation
 - e. _____ nuclear safety
4. Locate a citation to a recent article on one of the topics listed above and fill in the blanks below.
 - a. author's name _____
 - b. title of article _____
 - c. title of periodical _____
 - d. volume number _____
 - e. page numbers _____
 - f. date of periodical _____
 - g. special features _____
 - h. index used and date _____
5. Does the library hold the periodical cited in #4?

If so, where is it located?

Figure 5. Worksheet on periodical indexes.

- (9) Record the bibliographic information about the article in acceptable form.

After the instructor has read and discussed these objectives with the class, he will begin the lecture.

Lecture Outline

This outline (Figure 1) reflects the basic structure of the lecture, not the total content. Part of this material will be review for the students; part will be new. The specialized periodical indexes are related to Readers' Guide, with which students are somewhat familiar. Essay and General Literature Index is included and illustrated as being an important source of a slightly different nature. Abstract journals are discussed so the students will know of their existence, through the community college library may hold none.

In addition to being illustrated by transparencies the lecture will be supplemented by a handout which lists and describes relevant indexes.

Handout on Periodical and Other Indexes

The students will be given annotated bibliographies, which will be discussed in class, to accompany each unit lecture. The handout for the lecture on periodical indexes includes all the indexes held by the library. The handout begins with a description of the arrangement of the indexes in the first group, all of which are similar to Readers' Guide. It then lists the indexes and the subjects each covers. Essay and General Literature Index and Public Affairs Information Service

Bulletin are described in more detail since they are somewhat different from the others. Class discussion will deal with use of the indexes, so the handout is intended to be merely a list for quick reference, not really a teaching device.

Handout on Periodical Indexes

The following indexes are similar in arrangement to Readers' Guide, with which you are already familiar. Entries in each are arranged alphabetically by subject headings; each has a key to abbreviations of periodical titles at the beginning; each is published in paperback monthly and cumulated in a bound volume once a year.

Applied Science and Technology Index (Call number). This source indexes articles in such fields as aeronautics, engineering, computer technology, construction, energy, fire and fire prevention, machinery, mineralogy, transportation, and other industrial and mechanical arts. Many of the periodicals indexed here will not be in our library, but they will be in the University library and in special libraries in the area.

Business Periodicals Index (Call number). This source indexes periodicals in all fields relating to advertising, economics, finance, management, marketing, printing and publishing, real estate, and other businesses and industries.

Education Index (Call number). This source indexes periodicals in the fields of administration, supervision, curriculum, counseling, and all levels and areas of education. It also indexes selected yearbooks and monographs.

Humanities Index (Call number). This source indexes periodicals in such areas as classical studies, history, language, literature, performing arts, philosophy, and religion.

Social Sciences Index (Call number). This source indexes periodicals in such fields as anthropology, economics, law and criminology, political science, psychology, and sociology.

The following indexes have a somewhat different appearance and format from the ones described previously and are not limited in coverage to periodical articles.

Essay and General Literature Index. This source indexes articles in books, rather than periodicals, on a variety of general subjects, including authors and their works. You might use it to find citations to essays about short stories or poems you are reading in your literature classes. Such citations will be listed under the author's name. At the end of each issue there is a list, arranged by author, of the books indexed in that issue. This index is published monthly in paperback and cumulated annually.

Public Affairs Information Service Bulletin. This source indexes periodical articles, books, pamphlets, and government documents in the

social sciences, particularly material related to government and economics. It is issued twice monthly and cumulated quarterly and annually. Each issue is arranged alphabetically by subject headings, and an author index for the entire year is included in the annual bound volume.

You will find all of these indexes in the reference section of our library. Any large academic or public library will have other specialized indexes. When you use another library, be sure to ask a reference librarian for a list of the indexes held so you can check to see if there is a specialized source for your field. You might also check in the following book for titles of other indexes in a particular field: Sheehy, Eugene P. Guide to Reference Books. 9th ed. Chicago: American Library Association, 1976.

After having heard the lecture and examined the handout on periodical indexes, students will go to the library and use the handout to complete a worksheet (Figure 5).

E. SUMMARY

This chapter contains the basic materials for an elective course in library use. Students who take this course will have previously viewed a videotape orientation presentation, examined the library handbook, and received basic training in library skills and general sources in English composition. The credit course will provide them with in-depth, individualized instruction in the card catalog, general and specialized reference works, specialized periodical and other indexes, book review and biographical sources, and audiovisual materials.

At the first class meeting students will be given two handouts: a statement of the goal and general objectives of the course, and an assignment sheet, both of which are included in the chapter. They will take a pretest to determine what particular resources they most need instruction in, and their activities for the remainder of the quarter will reflect their needs as indicated by the pretest.

For each unit of instruction there will be a classroom lecture/discussion period and a library-laboratory period for completion of a worksheet. Each unit of instruction will include a statement of terminal and enabling objectives, a lecture, a briefly annotated bibliography, transparencies as needed, and a worksheet; these materials are included here for the unit on periodical indexes. In addition to library worksheets, each student will discuss in class a particular reference work in his field and will prepare an annotated bibliography, to be accompanied by a description of search strategy, on a topic of his choice, in most cases a topic on which he is writing a research paper for another course. At the end of the term, each student will take a post-test, which is intended to indicate the amount of progress he has made and to evaluate the effectiveness of the course.

CHAPTER VI

SUMMARY AND CONCLUSIONS

A. SUMMARY OF FINDINGS

Though the need for instruction in use of the library has been recognized for over a century and such instruction has always been implemented to a limited extent, in the last fifteen to twenty years it has become widely accepted as an essential function of an academic library. Such instruction involves both orientation, or familiarization with the arrangement and functioning of a particular library, and bibliographic instruction, or training in the use of particular resources. Orientation is usually done by a combination of handbooks, individual, self-paced or group tours, and audiovisual productions in the form of slide, slide/tape, or videotape. Instruction is provided by point-of-use instruction, either printed or mechanical; course-related instruction, which involves presentation by a librarian of a library lecture and distribution of a bibliography in an academic course immediately before students begin working on a term paper assignment; or a credit course in library use, which may be conducted in either self-paced or classroom format at the level of basic skills or of advanced subject bibliography.

The comprehensive community college is a relative newcomer to the academic scene; it provides college parallel courses, career training, guidance, remedial studies, and community service. In addition to traditional college students in the 18 to 22 year age group of high

school graduates, community college students include educationally disadvantaged students, i.e., those who did not perform well academically in high school, perhaps did not graduate, and who are thus not prepared for college-level courses, and non-traditional students, i.e., those who have been away from school working, keeping house, or serving in the military for a number of years and are now eager to pursue a college education.

The community college library/learning resources center is a unified center containing instructional materials in a variety of media formats: print, slide, slide/tape, audiotape, film, filmstrip, videotape, and microform. This collection is intended to support the diversified curricula of the college and to provide for extra-curricular interests of students and faculty. The library/learning resources center usually has a divided card catalog that records the entire collection, print and non-print; and it often has all materials in open stacks. The library/learning resources center is often equipped with a television studio and with numerous "wet" carrels. The staff of the center usually includes a media specialist who will prepare instructional materials as requested by faculty members.

Library use instruction activity does not appear to be as widespread among community college libraries as it is among four-year college and university libraries. In the majority of community colleges

(82%),¹ it is limited to orientation in the form of a tour or a lecture and tour, though many librarians will provide course-related instruction if it is requested by instructors. Those community college libraries that do provide diversified library instruction programs utilize the same methods of instruction used in other academic libraries: self-paced or group tours, slide/tape or videotape orientation productions, point-of-use instruction, course-related instruction in lecture or self-paced format for basic skills instruction or for more advanced bibliographic instruction, and credit courses in library use in lecture or self-paced format.

B. CONCLUSIONS

All college students need orientation to their particular college library and instruction in the use of academic libraries in general. This is especially true of community college students, a large percentage of whom have not recently, or ever, completed a college-preparatory course of study in high school. The non-traditional and educationally disadvantaged community college students are likely to be insecure about attending college and particularly uncomfortable in the library/learning resources center. Many of them will have never used a library for any purpose and will thus have no idea what it contains or how the library or the librarians can help them.

¹John Lolley, "Instruction in Junior and Community Colleges," in Progress in Educating the Library User, ed. John Lubans, Jr. (New York: Bowker, 1978), p. 60.

These students need first an orientation to the library that will, in a relaxed and interesting tone, convince them that the library is a useful, non-threatening place and that librarians are friendly, helpful, knowledgeable persons. Once they are comfortable in the library environment, students need instruction in basic information searching skills and introduction to basic, general-information resources. Those who become familiar with these sources and master these skills should have the opportunity to continue to expand their knowledge of library resources and their skill in using them through further, more individualized instruction. Community college students do not need advanced courses in the bibliography of a particular subject, as upper-level and graduate students in universities do. However, those who are going on to the university or who are going into a technical or business field where they may be required to do research can profit from exposure to the types of specialized sources that are available in their fields.

Before developing a program of library use instruction, the librarian should try to determine exactly what the students' needs are at his particular institution by examining the curricula of the college, talking with faculty, and observing student behavior and requests in the library. He should then develop goals and behavioral objectives for the program, determine which methods and materials of instruction will be most effective in accomplishing those goals, and plan for continuing evaluation of the program by means of comparison of pre- and post-test scores, examination of student assignments, and formal and informal discussions of course effectiveness with students and faculty.

A diversified program for community college students should include both orientation and instruction. A relaxed, informal, non-threatening atmosphere should permeate all facets of the program. The emphasis should be on challenging the student to make discoveries on his own about subjects he is interested in rather than imparting to him specific pieces of information that he is to absorb. The librarian-instructor, especially in the credit course, should emphasize to the students that the knowledge about particular resources and the skills of using those resources and following a logical search strategy are transferable to other situations in which they need information.

C. RECOMMENDATIONS FOR FURTHER RESEARCH

To advance the state of library use instruction, there is a need for further research in at least three areas. First, librarians should determine exactly what the library instruction needs of students actually are. This involves finding out what the information needs of students are, i.e., what kinds of information they need for their coursework and for their own interests, and how they go about satisfying those needs, i.e., where and how they find the needed information. When they go to the library, what process, if any, do they go through in locating needed information? And, if they do not go to the library, how do they obtain the information they need; or do they actually need any information at all beyond what they get from instructors and textbooks?

It should be possible to determine what information students need by a study of the curricula at a particular school, by examination of course objectives, and by discussions with individual faculty members and students themselves, as well as by observation by public services staff of student requests for information and assistance. Determination of how students actually use the library may be more difficult, though it can be done to some extent through user surveys and, again, observation by public services staff. Once students are gathered for instruction in a particular course, it is possible to determine through diagnostic tests the actual extent of their knowledge of resources and of their skill in using them and thus to determine what training they most need.

The second area in which further research should be done is evaluation of library use instruction, especially on a long-term basis. It is possible to determine, through the use of pre- and post-tests and through examination of such assignments as bibliographies compiled on a given topic, what skills and knowledge a student has acquired in a brief course of study. But does the acquisition of these skills and this knowledge actually change his information seeking habits?² He may apply the skills and knowledge in the particular course situation where he is exposed to them, but it is questionable whether he will use them in another course or another type of situation in which he needs

²John Lubans, Jr. "Objectives for Library-Use Instruction in Educational Curricula," in Educating the Library User (New York: Bowker, 1974), p. 212-213.

information. This kind of evaluation of long-term effectiveness of instruction could be done through follow-up studies of individual students who have experienced such instruction. It would be necessary to interview the students themselves, to examine their academic records to see if their academic performance has improved since they received library instruction, and perhaps to interview some of their teachers. It still may be almost impossible to obtain reliable information about how they actually use the library.

A final need is for development of courses in library use instruction for inclusion in library school curricula. Library school students, especially those who plan to enter public services, should be aware of the widespread concern in the field with library use instruction. They should know why, how, and by whom it is done. There is a tremendous body of literature on library use instruction, not all of which is informative or worthwhile; so they need some guidance in what to read. Since few library school students have any training in educational theory or practices, they need some background in media and materials of instruction, in establishment and writing of objectives, and in theory and methods of evaluation. They also need instruction in communication skills, reference question analysis, and the concept of search strategy.³

If library use instruction is to be--as it should be--an essential function of the academic library, librarians must be more assertive in presenting themselves as educators, and they must be prepared

³ Anne Beaubian, Mary George, and Sharon Hogan, "Things We Weren't Taught in Library School: Some Thoughts to Take Home," in Putting Library Instruction in Its Place, ed. Carolyn A. Kirkendall (Ann Arbor: Pierian Press, 1978), p. 73-74.

to be effective educators. "For librarians, particularly those in an academic setting, to consciously regard themselves as teachers serves to reinforce the image of the library as a primary educational resource rather than as a dispensary of miscellaneous information."⁴ And, indeed, according to Melvin Dewey, that is the image the library should have:

The time was when a library was very like a museum, and a librarian was a mouser in musty books and visitors looked with curious eyes at ancient tomes and manuscripts. The time is when a library is a school and the librarian is in the highest sense a teacher, and the visitor is a reader among the books as a workman among his tools.⁵

⁴Ibid., p. 75.

⁵Melvin Dewey, "The Profession," Library Journal, September 30, 1876, p. 5-6.

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