

Library Orientation and Instruction in North Carolina Academic Libraries

by Jo Ann Bryson
Assistant Librarian
Brevard College
Brevard, N. C.

North Carolina academic librarians are concerned about academic freedom, library management, computerized library networks, collection development, inter-library cooperation, faculty status, various public relations programs, etc. But little has been written or discussed in North Carolina concerning library orientation and instruction in North Carolina academic libraries.

During the spring and summer of 1973 a questionnaire relating to library orientation and instruction was compiled by the Brevard College Library staff and sent

to all known academic libraries in North Carolina.¹ One hundred fourteen (114) questionnaires were mailed with seventy-three returned for a sixty-four percent reply. Table Number One gives a breakdown of questionnaires distributed and returned according to the type of institution.

Results of the questionnaire showed that most academic libraries in North Carolina have some type of orientation (61 or 84% of questionnaires returned). A smaller number have additional library instructional periods (42 or 57% of those

returned, many depending on classroom instructors (See Table Number Three). Methods of instruction included lectures, handbooks, tours, printed guides, tests, point-of-use programs, and use of a wide variety of audio-visual materials (See Tables Number Four and Five). A few have regular library instruction courses in their school's curriculum.

A review of library literature shows that interest has risen in library orientation and instruction among many academic librarians in other states in recent years. Four examples should illustrate this point. Verna Melum of Northern Illinois University made two national surveys of library orientation and instruction in 1969 and 1971.² Pamela Reeves sent some six hundred questionnaires to junior college libraries in the United States in 1972 which dealt, in part, with library instruction.³ Wisconsin academic librarians have recently completed a questionnaire calling for detailed information concerning library orientation and instruction at various institutions in their state.⁴ Finally, Eastern Michigan University has sponsored four annual conferences on library orientation for academic libraries since 1971. Out of these Michigan conferences has come Project LOEX (Library Orientation Exchange) whose major purpose is to "collect, organize, and disseminate information relating to academic library orientation and instruction."⁵

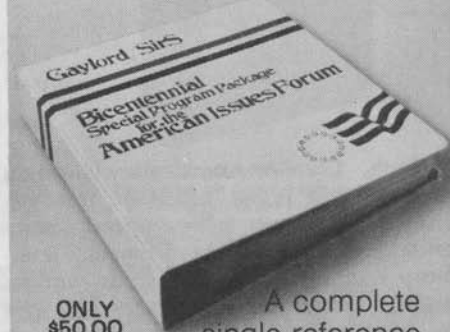
Most discussions in library literature concerning library instruction have dealt with: (1) Differences in the concepts of library orientation and instruction; (2) with kinds of teaching methods used; and (3) with the best time for library materials to be presented.

While compiling the results of the current survey of North Carolina academic libraries it was noticed that there is somewhat an overlapping in meaning of the words orientation and instruction. Some libraries used the word orientation to mean a brief tour of the building during the first few weeks of school while others use the

same word to mean formal presentations of reference materials at this time or a later time.

Regarding methods used in library orientation, most North Carolina academic libraries used a combination of methods and materials in their programs (See Table Number Four). Each library seemed to be using the methods (or looking for the methods) that work best in their given situation. Tours (used in 50 libraries), lectures (used in 47 libraries), and library manuals (used in 42 libraries) were mentioned most often as part of their orientation programs. As for library instruction, lectures were again most often mentioned in library programs (32 libraries) with lists of reference materials (25 libraries) and other materials or methods (19 libraries) following (See Table Number Five). Many audio-visual materials were being used in library orientation and instruction programs, but

The Bicentennial is now!



ONLY
\$50.00

A complete
single-reference
source on the Bicentennial.

GAYLORD

GAYLORD BROS., INC.
P.O. BOX 61, SYRACUSE, N.Y. 13201

these have not replaced the traditional tours and lectures.

Types of institutions might be said to affect some answers dealing with teaching methods in library orientation and instruction. Junior colleges and technical institutes most often used library manuals, and community colleges and four-year colleges and universities most often used library tours as part of their orientation programs. Except for junior colleges, lectures were most often used in library instructional programs in North Carolina academic libraries.

Enrollment also seems to affect teaching methods in library orientation and instruction. As enrollment increases in all types of academic institutions, more self-instructional devices are being used. These include teaching machines, videotapes, slide-tape programs, computer-assisted programs and self-guided taped tours.

Most libraries appear to follow Alice S. Clark's suggestion in a recent essay: "Library orientation and instruction programs must be adapted to the size of the student body and many kinds of teaching methods should be employed to reach a varied community of students at varied levels of competency."⁶

One method of library instruction not mentioned by any academic library in North Carolina is one used at the Alexander Library of Rutgers University in New Brunswick, New Jersey and previously used at the Rutgers Law Library in Camden, New Jersey. Students at these schools with research assignments were invited to make appointments with reference librarians for an hour of intensive one-to-one assistance. Although time-consuming and having other problems, this program was said to be popular at both libraries.⁷

North Carolina academic librarians have definite feelings about when and how much time should be given to library instruction. Comments on the questionnaire currently studied showed, some feel that

early in the first semester of their freshman year, students should be given library workbooks and intensive training in the use of the library. Others feel that this instruction should not be given until students begin writing research papers or have a specific assignment in which knowledge of the library and its materials are needed. They share Verna Melum's feelings (mentioned earlier for her national surveys of library orientation and instruction) which she widely proclaims, stating: "Without the motivation of a specific project for which library materials are needed, reference sources are meaningless and quickly forgotten."⁸

A few academic librarians in North Carolina feel that library instruction need not be given at any specific time, that nothing takes the place of person-to-person instruction when a student asks for help. Still others feel that library instruction is so important to a student's success in college, separate courses should be devoted to this subject.

When asked on the current questionnaire if library instruction was given at a specific time, forty-two libraries responded to the question. Of these, thirty-four (81%) had specific times for library instruction. Twenty-four of these (70%) gave these instructions at the time of research paper assignments. Only ten libraries (13.7%) who returned their questionnaires indicated that separate courses in library instruction were taught in their schools. Of these ten, eight schools indicated library instruction was a required course and two stated it was an elective.

Time allotted for library instruction ranged from a very few minutes in some colleges in North Carolina to six weeks as indicated by one university library. This depends greatly on whether a separate course in library instruction is taught at the individual schools.

Another question dealt with the person or persons giving library instruction.

Thirty-eight libraries responded to this question. Of these, twenty-one or 55%, had library instruction given by librarians. In six libraries, classroom instructors were responsible for library instruction, and in eleven libraries both librarians and classroom instructors presented library instruction.

In summary, this survey offers no suggestions as to whether North Carolina academic libraries should have orientation and instruction, what types of teaching methods should be used, or when library materials should be presented. It simply gives the facts as related by seventy-three academic libraries in North Carolina. If it should arouse interest in sharing of library orientation and instruction ideas or stimulate new approaches to these topics by individual libraries, surely students in North Carolina institutions will be benefited.

NOTES

¹Sources consulted for lists and addresses of North Carolina colleges included: Max Russell, editorial director, *The College Blue Book*, 1969-70, U.S.

Colleges: *Narrative Descriptions* (13th ed., N.Y.: CCM Information Corp., 1969) pp. 565-595.

James Cass and Max Birnbaum, *Comparative Guide to Junior and Two-Year Community Colleges* (N.Y.: Harper and Row, 1972) pp. 1-395.

Clarence E. Lovejoy, *Lovejoy's College Guide* (N.Y.: Simon and Schuster, 1970) pp. 342-348.

²Mary Jo Lynch, "Trials, Tactics, Timing: Some Thoughts on Library Instruction Programs," in *A Challenge for Academic Libraries: How to Motivate Students to Use the Library*, edited by Sul H. Lee (Ann Arbor, Michigan: Pierian Press, 1973) p. 4.

³Pamela Reeves, "Junior College Libraries Enter the Seventies," *CRL*, XXIV, no. 1 (January, 1973), 8.

⁴Carla J. Stoffle and Gabriella Bonn, "An Inventory of Library Orientation and Instruction Methods," *RQ*, XIII, no. 2 (Winter, 1973), 129-133.

⁵Mary Bolner Butterfield, "Project LOEX Means Library Orientation Exchange," *RQ*, XIII, no. 1 (Fall, 1973), 41.

⁶Alice S. Clark, "Computer assisted instruction in Use of the Library; One Solution for the Large University," Lee, *A Challenge for Academic Libraries*, p. 47.

⁷Benjamin Beede and Sandra Sadow, "Reference Service: From Zero to Total Commitment," *RQ*, XIII, no. 2 (Winter, 1973), 147.

⁸Verna V. Melum, "Motivating Students and Faculty," *Library Orientation: Papers Presented at the First Annual Conference on Library Orientation, Eastern Michigan University, May 7, 1971*, edited by Sul H. Lee (Ann Arbor, Michigan: Pierian Pr., 1972), p. 29.

TABLE #1 — QUESTIONNAIRES DISTRIBUTED AND RETURNED

Type of Institution	Number Distributed	Number Returned	Percent Returned
1. Junior College	14	6	43%
2. Community College	14	12	86%
3. Technical Institute	37	24	65%
4. Four-Year College or University	49	31	63%
TOTALS	114	73	64%

TABLE #2 — INSTITUTION ENROLLMENTS

Type of Institution	Enrollments				Total Resp.
	1-499	500-999	1000-1999	2000+	
Junior College	4	1	1	0	6
Community College	1	3	5	3	12
Technical Institute	9	11	3	1	24
Four-Year College or University	4	4	12	11	31
Grand Total	18	19	21	15	73

TABLE #3 — LIBRARY ORIENTATION AND INSTRUCTION QUESTIONNAIRE RESPONSES

	Jr. Coll.		Comm. Coll.		Tech. Inst.		4-Yr. Coll. or Univ.		Total	
1. Definite library orientation program at your school?	Yes 4	No 2	Yes 12	No 0	Yes 21	No 3	Yes 24	No 7	Yes 61	No 12
2. Required or suggested program?	Req. 3	Sugg. 1	Req. 8	Sugg. 4	Req. 12	Sugg. 9	Req. 17	Sugg. 7	Req. 40	Sugg. 21
3. Orientation program includes: (See Table #4)										
4. Formal classroom followup or library instruction?	Yes 2	No 1	Yes 7	No 5	Yes 12	No 8	Yes 8	No 17	Yes 29	No 31
	Depends on instructor 3				Depend on instructor 4		Depends on instructor 6		Depends on instructor 13	
5. Specific time for follow-up instruction? (See also comments in article)	Yes 3	No 2	Yes 6	No 1	Yes 15	No 1	Yes 10	No 4	Yes 34	No 8
6. Instruction includes: (See Table #5)										
7. Instruction given by: a. Librarians; b. Classroom Instructors; c. Both	a. 3; b. 1; c. 1		a. 5; b. 1; c. 1		a. 7; b. 4; c. 5		a. 6; b. 0; c. 2		a. 21; b. 6; c. 9	
8. Time given to library instruction	15 min. to 1 period		1 to 22 Periods		½ to 9 hrs.		20 min. to 6 weeks			
9. Regular course in library instruction taught at your school?	Yes 0	No 6	Yes 3	No 9	Yes 1	No 23	Yes 6	No 25	Yes 10	No 63
Required course?	No answer		2		1		5		8	
Elective course?	No answer		1		No answer		1		2	
Amount credit for course?	No answer		1 hr. credit		No answer		Answers range from 1-5 hrs. credit		—	

TABLE #4 — MATERIALS AND METHODS USED IN ORIENTATION PROGRAM

	Jr. Coll.	Comm. Coll.	Tech. Inst.	4-Yr. Coll. or Univ.	Total
Program includes:					
a. Lecture	3	6	17	21	47
b. Tour	3	8	15	24	50
c. Tests	1	2	5	6	14
d. Library manual	4	6	19	13	42
e. A.V. material such as slides, tapes, transparencies	3	4	13	11	31
f. Other (explain)*	1	3	4	1	9

*Other includes videotape, self-instruction units, self-guided tours, orientation for new faculty.

TABLE #5 — MATERIALS AND METHODS USED IN LIBRARY INSTRUCTION PROGRAM

	Jr. Coll.	Comm. Coll.	Tech. Inst.	4-Yr. Coll. or Univ.	Total
Program includes:					
a. Lecture	0	4	14	14	32
b. List reference materials	1	2	10	12	25
c. Transparencies	1	2	2	4	9
d. Tapes	1	1	0	4	6
e. Other (explain)*	3	2	6	8	19

*Other includes worksheets, treasure hunts, library problems, tour, demonstration, slide-tape instruction.

Our 1975 Reprints

<i>Battle, Kemp P.</i> HISTORY OF THE UNIVERSITY OF NORTH CAROLINA. (1907-12) 2 v., 1,840 pp.	\$60.00
<i>Berney, Saffold</i> HAND-BOOK OF ALABAMA. (1892) 568 pp.	\$24.00
<i>Brewer, Willis</i> ALABAMA: HER HISTORY, RESOURCES, WAR RECORD, AND PUBLIC MEN. FROM 1540 TO 1872. (1872) 712 pp.	\$27.00
<i>Callcott, W. H. (Ed.)</i> SOUTH CAROLINA: ECONOMIC AND SOCIAL CONDITIONS IN 1944. (1945) 248 pp.	\$15.00
<i>DeLeon, Thomas C.</i> FOUR YEARS IN REBEL CAPITALS. (1890) 392 pp.	\$18.00
<i>Derrick, Samuel M.</i> CENTENNIAL HISTORY OF THE SOUTH CAROLINA RAILROAD. (1930) 442 pp.	\$21.00
<i>Federal Writers' Project</i> PALMETTO PLACE NAMES. (1941) 160 pp.	\$10.50
<i>Garrett, William</i> REMINISCENCES OF PUBLIC MEN IN ALABAMA. (1872) 816 pp.	\$30.00
<i>Hodgson, Joseph</i> THE CRADLE OF THE CONFEDERACY: OR, THE TIMES OF TROUP, QUITMAN AND YANCEY. (1876) 544 pp.	\$21.00
<i>Hough, Franklin B. (Ed.)</i> THE SIEGE OF CHARLESTON. (1867) 226 pp. THE SIEGE OF SAVANNAH. (1866) 190 pp.	\$12.00 \$12.00
<i>Irving, John B.</i> THE SOUTH CAROLINA JOCKEY CLUB. (1857) 260 pp.	\$15.00
<i>Jack, Theodore H.</i> SECTIONALISM AND PARTY POLITICS IN ALABAMA 1819-1842. (1919) 104 pp.	\$10.50
<i>Kohn, August</i> THE COTTON MILLS OF SOUTH CAROLINA. (1907) 228 pp.	\$12.00
<i>Lee, Henry</i> THE CAMPAIGN OF 1781 IN THE CAROLINAS. (1824) 562 pp.	\$21.00
<i>Leiding, Harriette K.</i> HISTORIC HOUSES OF SOUTH CAROLINA. (1921) 542 pp.	\$24.00
<i>Meek, Alexander B.</i> ROMANTIC PASSAGES IN SOUTHWESTERN HISTORY. (1857) 336 pp.	\$15.00
<i>O'Neill, John B.</i> BIOGRAPHICAL SKETCHES OF THE BENCH AND BAR OF SOUTH CAROLINA. (1859) 2 v., 1,090 pp.	\$45.00
<i>Petty, Julian J.</i> THE GROWTH AND DISTRIBUTION OF POPULATION IN SOUTH CAROLINA. (1943) 242 pp., 8½" x 11"	\$21.00
<i>Pickett, Albert J. and Owen, Thomas M.</i> HISTORY OF ALABAMA AND INCIDENTALLY OF GEORGIA AND MISSISSIPPI with the ANNALS OF ALABAMA. 1819-1900. (1900) 784 pp.	\$27.00
<i>Seals, Monroe</i> HISTORY OF WHITE COUNTY, TENNESSEE. (1935) 168 pp.	\$10.50
<i>Smith, William R.</i> THE HISTORY AND DEBATES OF THE CONVENTION OF THE PEOPLE OF ALABAMA. (1861) 480 pp.	\$21.00



We Have Over 200 Titles Available on The Southeastern
Region and Are Always Expanding That List.
Write For Complete Catalogue.

The
Reprint Company, Publishers

114-118 HILLCREST OFFICES • P.O. BOX 5401 • SPARTANBURG, SOUTH CAROLINA 29301