

# MANITOBA LIBRARY ASSOCIATION BULLETIN

INSIDE



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Advertising rates are available on request. Address all advertisements and inquiries to the Editors.

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## Editorial

With the advent of fall and a new academic year, libraries in schools, colleges and universities will be involved in planning programs to acquaint new students with library facilities and services. We are therefore pleased to devote much of the September BULLETIN to an examination of library orientation.

Over the last ten years orientation has evolved from a simple 'guided-tour' concept to a sophisticated program of instruction. And as the concept has grown, so has the terminology. The focus is now on 'Library User Education', a phrase which encompasses both the simpler idea of orientation, and the more complex areas of library instruction - teaching patrons how to use the library and its resources rather than merely acquainting them with regulations and physical layout.

The inherent value of library user education seems to be universally recognized: it is a 'good thing' to teach people how to use the library in much the same way that it is a good thing for people to know how to read. However, the tribute to the worth of library user education is regrettably often not much more than lip service.

In part this seems due to our entrenchment in the old ways - libraries still concentrate their efforts on acquisitions, cataloguing and traditional reference services rather than trying new tasks. Progress for us often means automating the old routines rather than establishing new ones.

But more important, libraries cite lack of additional funding as the reason for failing to launch innovative programs of library user education. We prefer to spend our money on the acquisition of new materials rather than on instruction in the use of materials we already have.

Surely this is false economy.

Since it seems inevitable that rising costs and shrinking budgets will force us every year to buy fewer library materials, perhaps we should change our emphasis from acquisition to exploitation of library resources. Buy less, but make every effort to ensure that the materials that we do have are fully utilized. If we are going to have to cut our acquisition budgets anyway, why not cut them a little more to make available money for library user education programs?

The immediate result of this type of action would be to optimize use of available resources. But it could well have a spinoff benefit which is potentially more significant. An imaginative and well-run program of library user education is bound to create goodwill among our patrons, and heighten their awareness of our potential as an informational and educational resource.

And a body of appreciative and supportive patrons can be extremely effective in forestalling further budget cuts.

Isn't it time that we began to concentrate our monetary resources on service programs that are specifically designed to help our patrons, and hence develop a fan club which is there to help us when we really need it.

Nancy Brydges  
Lee Teal

## From The President's Desk

Although the theme of this issue of the BULLETIN is Orientation I feel totally disoriented at this point, August 11, having just returned from a short holiday spent in search of my roots, which I fear are deeply buried 'neath the Blarney Stone.

However to ease my assimilation into the library environment several items of importance were awaiting my attention.

1. Fee Increase - MLA members have approved by mail ballot an increase in membership fees effective with the 1978-79 membership year. Of our 321 members 41% returned ballots with a vote of 80% in favor of a new fee structure, which is outlined in the Membership; form on the last page of the BULLETIN.
2. Lottery Funds Request - Regarding Manitoba Library Event '78 a decision on MLA's application to the province for \$7500 in lottery funds is still pending.
3. Operating Loan Request - Also pending is MLA's request for \$1500 operating and special project grant. As this is interrelated with the \$1500 submission MLA's 1977-78 fiscal year.
4. Manitoba Library Event '78 - Georgia Whiten, MLE Director, reports that she is both overwhelmed and gratified by the support being received from library associations, publishers, government departments, authors, the media and of course libraries as plans develop for the second celebration of Manitoba Libraries November 12-25. Further information will be distributed in the near future.
5. Union List of Serials - Another project which has been running for several years is a development of a listing of serials available at various libraries throughout the province. A landmark was reached in July when verification of the files was completed. At its July meeting the MLA Executive indicated that the preservation of this file for security purposes is top priority. Investigation of possible funding for this stage is now underway.
6. People - We regret that three members of the 1977-78 Executive have left during the year but we wish them continued success in their endeavors. Judi Dowdall, 2nd Vice-President and Conference and Continuing Education Chairperson, formerly Director of the Library Technician program at Red River Community College, is traveling in Europe for 14 months. Arthur Sykes, NEWSLINE editor and Membership Chairperson, formerly of Elizabeth Dafoe Library, has gone to the University of British Columbia to enter the MLS program. Barbara Clubb, CLA Councilor and formerly Consultant with Public Library Services, remains on the Prairies as Library Development Officer for Alberta Culture in Edmonton.

A grand Irish thankyou to the hard working Executive, committee members, supportive membership and, in particular, to Nancy Brydges and Lee Teal for maintaining the consistently high standards of this publication, occasionally amid trying circumstances.

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# Let Us Explore Library User Education

By Judy Harper and Bill Westelaken

[The following report is based on a study submitted to the University of Manitoba Libraries Administrative Group, August 8, 1977, on student library orientation.]

## INTRODUCTION

Although there is increasing evidence of sounder high school education in library use, there often still exists an appalling ignorance of the library's information potential. It is therefore necessary to offer assistance to students so that they may use the library to their best advantage. For the purpose of this report the phrase 'library user education' will be used to describe the broad concept of informing the library user of what the library has to offer and how the desired information or material may be located.

The two levels of library user education are 'library orientation' and 'library instruction'. Library orientation provides the user with knowledge of the physical arrangement of the library. Orientation introduces the user to the various library facilities, and is usually given at the beginning of the academic year, to welcome the user to the library. Library instruction is usually offered later than orientation and includes more in-depth instruction into the use of the various library tools, as well as the methodology of library search techniques.

## LIBRARY USER EDUCATION OBJECTIVES

In order to develop a library user education program, it is first necessary to establish the objectives of such a program. The authors would like to suggest that the objectives for library user education rest on the following premises:

1. The library has a two-fold instructional function in the academic community:
  - A. Augmenting and supplementing classroom instruction and research.
  - B. Imparting information-gathering skills and techniques, enabling the library user to become self-sufficient in his quest for life-long education.
2. Library user education should be structured to answer the immediate needs of

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the library user. "Freshmen are not ready for library instruction until they come to grips with an assignment requiring source materials to be found in the library." (1)

3. Library user education is an on-going process.

General Objectives. "A student, by the time he or she completes a program of undergraduate studies, should be able to make efficient and effective use of the available library resources and personnel in the identification and procurement of materials to meet an information need." (2) To this end, the objectives for library user education should be:

1. To inform patrons of the library's resources and services (i.e. orientation).
2. To teach library users information-gathering skills and techniques and make them independent and self-sufficient in the library environment (i.e. instruction).

Specific Objectives. Arranged by level of library sophistication of the user, the specific objectives are:

1. To instill a greater awareness of the library as an educational and cultural centre.
2. To publicize new and specific library resources, activities, facilities and services.
3. To educate library patrons in the use of library resources, facilities and services.
4. To augment instruction in research methods and techniques.

Orientation. Orientation aims to familiarize new students with the library's physical plant, its facilities and services, and the arrangement/availability of:

- \* 1. Card catalogues
- \* 2. Information desks
- \* 3. Book stacks
- \* 4. Current and bound periodicals
- \* 5. Microform materials and equipment
- \* 6. Book security system
- \* 7. Government publications
- \* 8. Interlibrary loans
- \* 9. Maps and atlases
- \* 10. Special collections and other on-campus and off-campus collections
- \* 11. Reserve collection
- \* 12. University calendars
- \* 13. Telephone directories
- \* 14. Vertical file
- \* 15. New books shelves
- \* 16. Indexes and abstracts
- \* 17. Circulation desk

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- \* 18. Book return bins
- 19. Washrooms, smoking and lounging areas
- 20. Drinking fountains
- 21. Exits, tunnels and corridors to other buildings
- \* 22. Study areas, seminar and meeting rooms
- \* 23. Photocopiers and duplicating services
- 24. Displays and exhibits
- 25. Bulletin boards
- 26. Lost and found
- 27. Public telephones
- 28. Union lists of library holdings
- \* 29. Other libraries and their locations

[\* signifies those items considered to be of prime importance and which should be included in basic orientation.]

Instruction. To compensate for the different levels of library sophistication found among students, instruction varying in depth will have to be provided. What follows will be theoretical and informal guidelines for those who provide the instruction.

Level One. Instruction at this level aims to give beginning students some competence in:

1. Developing search strategies based on their information needs.
2. Using the card catalogue to locate books by author, title, and subject.
3. Using the relevant list of subject headings (eg. Library of Congress List of Subject Headings, Medical Subject Headings, etc.) to find alternate and related subject headings for specific topics.
4. Using the various abstracts and indexes available for finding articles and other material in the various disciplines covered by the curriculum.
5. Using the various catalogues and indexes to find government publications.
6. Citing and evaluating information sources.

Level Two. Instruction at the next level aims to acquaint students with the bibliography of their field and with search strategies and techniques suited to their subject area, covering:

1. Types of sources:
  - A. Guides to and reviews of the literature
  - B. Indexes, abstracts, digests and bibliographies
  - C. Dictionaries and encyclopedias
  - D. Directories and bibliographical sources
  - E. Government publications
  - F. Atlases and pictorial works
  - G. Handbooks and manuals
  - H. Yearbooks and annuals
  - I. Major monographic series

- J. Statistical sources
- K. Periodicals
- L. Current awareness services
- M. Tape services

2. Principles and practices of scholarly bibliography, citation and evaluation of sources.
3. Specialized research aids such as bibliographies and footnotes in secondary sources, as well as bibliographic notes and tracings found in the card catalogue.
4. Search techniques for the compilation of (annotated) bibliographies, reports and papers.

5. Expertise in locating discipline-oriented material in such bibliographic tools as Books in Print (American, British, Canadian, French, German), Cumulative Book Index, National Union Catalog, Library of Congress Books Subjects, Union List of Serials, New Serial Titles, Ulrich's International Periodical Directory, Cumulative Subject Index to the Monthly Catalog of United States Government Publications.

Level Three. Instruction at the third level aims to give advanced students with library-oriented assignments the competence to use the tools necessary to complete such assignments. (3)

#### METHODS OF LIBRARY USER EDUCATION

Before recommending a program of library user education, it is important to study the various methods by which library user education may be accomplished; to look at the advantages and disadvantages of each and to determine which methods will best accomplish the objectives which were formulated. The various methods of library user education will be dealt with in two parts: methods of orientation, and methods of instruction.

#### Methods of Orientation

1. Handbooks and guides
2. Guided library tour
3. Self-guided tour or walking tour
4. Audio-visual tour

Library Handbooks and Guides. The basic method of library orientation is the use of a library handbook, usually supplemented by one or more guides, eg. Guide to Book Locations; subject guides; Guide to Periodical Indexes and Abstracts; and in Search of Information. Such handbooks and guides may be left in prominent or convenient locations where passers-by may pick them up, or they may be passed out as part of the library tour or instruction talks. Students' awareness of library services may be increased indirectly by the production of a library handbook for Faculty.

#### Advantages of Handbooks and Guides

1. They can inform the library user on many aspects of the library, prior to, or instead of, an introductory tour.
2. They may be picked up at convenient locations with minimal involvement on the part of the library staff.
3. They are relatively cheap to produce.
4. They are fairly easy to up-date and amend to reflect changes in procedures, regulations, library lay-out, hours of service, etc.
5. They can reflect the idiosyncrasies of the various regional libraries.

#### Disadvantages of Handbooks and Guides

1. People tend to pick these 'freebies' up, but then do not bother to read them.
2. Unless co-ordinated from some central point the quality and coverage of these items will vary from branch to branch and from time to time.

Guided Library Tours. In general, people who need familiarization with the library's physical plant will be the participants of the guided library tour. They may be high school students, beginning university students, advanced or graduate students, faculty or visitors. Usually conducted by library staff, (sometimes by faculty, high school teachers, student services personnel), the guided tour visits the various departments and sections of the library and provides verbal explanations of their function, resources, and special features.

#### Advantages of the Guided Tour

1. Large numbers of potential users are familiarized with the library, at minimal cost in library resources.
2. Potential users get acquainted with the library staff, which may result in future contacts and requests for assistance.
3. Guided tours are effective in familiarizing the student with the area, in indicating regional libraries' resources and scope, and in giving actual physical and psychological experience in the library.

#### Disadvantages of the Guided Tour

1. Tours usually occur at busy periods of the school term when there is an acute shortage of staff and time.
2. Guided tours are far from uniform. They vary in quality among staff members, and from time to time for each staff member. Important items may be overlooked. Some participants cannot see or hear the librarian, see the subject under discussion, find time to look at items of special interest, nor handle books and tools shown.
3. Although there is a dearth of data on cost effectiveness, guided tours are

rated least effective in some surveys.

4. Tours usually occur before the student has a need to use the library and amidst other orientation.
5. Information given during the tour has to be kept rather brief, so that more detailed information has to be provided at a later date.
6. There is the problem of disrupting other library patrons, which however may be justified.

Self-Guided Tours. Whereas the guided library tour is geared for groups, the self-guided tour is designed for the individual and his information requirements. Self-guided tours can be of the printed variety using illustrations or maps, or they may be cassette-tapes together with maps, illustrative material or written instruction.

#### Advantages of Self-Guided Tours

1. Walking tours, as they are sometimes called, provide information about the library's physical plant and resources when the student's needs and interest are highest.
2. These tours let the patron set his own pace. They can be interrupted and continued at will.
3. Walking tours may be repeated as many times as the patron desires.
4. Self-guided tours do not interrupt regular library activities.
5. These tours place no strain on the library staff. They demand no staff involvement other than the initial preparation of the tapes or booklet, the signing out of equipment and the provision of further explanations and follow-up information.
6. Self-guided tours can be given to groups as well, by means of the speaker built into the player, instead of employing the earphones an individual would use.
7. Orientation will be uniform.
8. One tour does not have to be completed before the next one begins.

#### Disadvantages of Self-Guided Tours

1. The custody and upkeep of the electronic equipment would be the major headache.
2. Unless the cassette machine has a play back function only (without recording provisions) the content of the tape may have to be checked for tampering after each use.
3. Any physical rearrangement within the library would necessitate revision of the walking tour.

Audio-Visual Tours. In contrast to the other tours, the audio-visual tour does not need the student to be physically present in the library. Instead, an audio-visual presentation (slide, film, videotape) introduces the group or the individual to the library and visually familiarizes the audience with the library's location and physical plant.

Advantages of the Audio-Visual Tour

1. Audio-visual tours do not upset the regular library routine.
2. Audio-visual tours may be given anywhere, anytime.
3. Once the presentation has been prepared, it can be shown by anyone capable of running the projector.
4. Audio-visual tours can focus attention on small objects or points of interest, and yet can be seen by everyone.

Disadvantages of the Audio-Visual Tour

1. For artistic and technical know-how the library may have to depend on outside agencies, reducing the library's overall control over the production.
2. An audio-visual tour on film will be expensive to produce and update.
3. It is difficult to gear an audio-visual tour to specific topics or situations.

Methods of Instruction

1. Printed guides
2. Course/assignment-related instruction
3. Formal course
4. Point-of-use instruction
5. Programmed instruction
6. Reference 'raps'
7. Self-paced course of library instruction

Printed Guides. Although printed guides usually merely orient the patron to the library, they sometimes also instruct him to a limited degree in the use of the library. The Elizabeth DeFoe Library handbook, for example, not only serves an orientation function, but it also instructs the reader in the use of the card catalogue (pp. 9-15).

Other printed guides outlining search strategies, pathfinders, and bibliographies on research topics may be compiled during slack periods and made available to groups or individuals. "Bibliographies are recognized as an important part of instruction because students cannot be expected to remember or to note accurately references which are new to them." (4) Many such guides of general applicability may be obtained from other academic institutions, thereby keeping costs down.

Advantages of Printed Guides

1. Printed guides are relatively cheap to produce and reproduce.

2. They are available when reference librarians are absent or busy.
3. They may be left in any conspicuous place where interested people can pick them up.
4. They help reduce reference queries of a repetitive nature.

Disadvantages of Printed Guides

1. Limited applicability is a major drawback of printed guides.
2. The amount of information that can be included is limited.
3. The number of topics that can feasibly be dealt with is limited.
4. Broad appeal and usefulness dictate generalization.

Course/Assignment-Related Instruction. Course- or assignment-related instruction usually attempts to teach such library skills as are required to complete a given assignment. This normally requires classroom talks or seminars at any or various levels, from beginning to graduate students. Introductory courses may require a talk on library sources and search techniques in general, while graduate, research or tutorial courses will call for in-depth treatment of a particular field's prime bibliographic aids.

Since it is often difficult to adequately tell the students what is available on their subject and show them where it is located, it may be advantageous to take students on a subject-related tour, for example, indicating where their topic is covered in the Government Publications Section.

Advantages of Course/Assignment-Related Instruction

1. Information is presented in relation to a given assignment.
2. Faculty support and co-operation are high.
3. Student motivation is high.
4. Course-related instruction legitimizes the librarian's teaching role in the eyes of both faculty and students.

Disadvantages of Course/Assignment-Related Instruction

1. Both faculty and students come to accept the delusion that all there is to know about libraries can be picked up at the library lecture.
2. There is a fine line dividing the necessary basic knowledge and excess information which turns the student off.
3. Extensive, time-consuming preparation is necessary for every individual course but preparation time can be reduced by keeping files of work previously done.
4. Students cannot handle or peruse the tools discussed at the time of introduction, rendering the exercise less effective unless groups are kept small.

5. Faculty, topic and length of time available all dictate the content of the talk.
6. Disparity of library skills among students in the class may present a problem.

Formal Course. Another aspect of library user education is the formal course, either credit-carrying, or non-credit. The scope of such courses tends to be broad, much like introductory library science courses in reference.

Advantages of Formal Courses

1. Formal courses enhance the librarian's teaching role and academic stature.
2. There is increased student motivation since the course must be passed.
3. There is greater motivation for the librarian to prepare his course more thoroughly.
4. Students gain practical experience handling the tools required for completing their assignments.
5. The course content is controlled by the librarian.
6. A formal course will really answer the student's need to know how to use the library.
7. Students may resist using reference sources unless it is a course requirement.
8. Formal instruction will equip students to use the library independently.
9. Formal treatment provides in-depth coverage of materials.
10. Course preparation can be spread over a longer period.

Disadvantages of a Formal Course

1. Students may find the subject matter quite dull.
2. Only a few students will take the course.
3. Students feel no need for an introductory bibliography course.
4. The subject would be difficult to teach successfully.
5. A formal course demands teaching expertise on the part of the librarian.
6. Such a course requires extensive preparation time. Its cost-effectiveness tends to be low. Unless a firm commitment is made to this method with a clear understanding of its limitations, the library stands to lose more than it gains, considering resources committed, results attained and academic recognition on campus.
7. In the teaching of such a course, there is a tendency to stress 'library science' rather than how to use the library.

8. It will be difficult to find a department willing to sponsor such a course.
9. A formal course is difficult to fit into the undergraduate course schedule.
10. Students will enroll for a variety of reasons (eg. 'snap' course, easy credit, genuinely felt need).

Point-of-Use Instruction. Unlike the foregoing instructional methods which introduced groups to multiple tools, point-of-use instruction employs media software to teach an individual how to use one particular tool in its usual, workaday environment in order to satisfy immediate information needs.

Advantages of Point-of-Use Instruction

1. There is less drain on time and money resources because of the system's ability to cope with basic reference queries, and its growing commercial availability at a reasonable cost.
2. The novelty and anonymity of a machine answering one's questions without having to 'bother' the reference librarian has a certain appeal to some patrons.

Disadvantages of Point-of-Use Instruction

1. Some people dislike having to rely for help on a mindless device which can at best only regurgitate the information fed into it, without being able to answer additional queries.
2. Not every tool lends itself to the commercial prepackaging of information. For others, eg the Canadian tools, such packages are just not available. The financial and technical requirements for producing adequate materials may be beyond the library's resources.

Programmed Instruction. Programmed, or Computer Assisted Instruction (C.A.I.) is a sophisticated application of library user education geared to the individual's comprehension and initiative.

Advantages of Programmed Instruction

1. The student can take the instruction at his own pace.
2. Programs may be interrupted and resumed at will.
3. Programs provide immediate feedback, allow short-cuts for quick learners, and feature review-loops for those who have difficulty grasping certain concepts.
4. Large numbers of students can be accommodated on an individual basis.
5. Uniform instruction is assured.

Disadvantages of Programmed Instruction

1. The need for extensive preparation for staff expertise, and for a knowledge of the psychology of learning all militate against programmed instruction.

2. Subject-, course-, or research-oriented programs are too costly to be practical.
3. Since few programs are available commercially, programmed instruction tends to be the most complex and costly method of library user education.

Reference 'Raps'. Reference 'raps' may vary in scope from a one-time lecture on a specific topic given by a qualified individual, to a scheduled interview between a reference librarian and a student. In the broader sense, the Government Publications Section, for example, may wish to schedule a lecture on the use of government publications or a catalogue might talk about how to use the card catalogue. On the other hand, members of the Reference Department are willing to set up interviews with a student who is beginning his thesis or writing a major essay and needs to know the bibliographic tools available in his field.

#### Advantages of Reference 'Raps'

1. Whether a lecture or on a one-to-one basis, the student is able to find help when he needs it.
2. A student who makes an appointment to consult the reference librarian at a time when she is free from desk duty, commands her full attention and the librarian is able to go into detail about specific aspects of the topic without having constant interruptions.
3. The reference librarian has a chance to prepare for the interview.
4. A lecture series can cover a wide variety of topics, whatever seems to be needed.
5. Student motivation will be high.
6. The student can get the fullest possible benefit from the interview.

#### Disadvantages of Reference 'Raps'

1. Preparation for the lecture will take some staff time.
2. Personal interviews will occupy certain time periods. However scheduling of the interviews and sharing the work between all the reference librarians could help alleviate any problems here.

Self-Paced Course of Library Instruction. This program has the potential of offering effective library instruction to ALL incoming students, with an investment of only 10 to 15 hours of their time. The program, self-paced and self-directed, provides students with a workbook of several dozen assignments to complete. Each assignment uses some aspect of library material, thus familiarizing the student with them. Each assignment consists of a simple description of the sources to be used in the assignment, and several questions to be answered by using these sources. There are one hundred or so different answer sheets so each student must work on his own. Although developed at UCLA's College Library, there are numerous libraries throughout North America which have adapted the program for their own needs. This course could possibly be offered for credit, or incorporated as part of another course (eg. Study Skills Courses).

#### Advantages of a Self-Paced Course of Library Instruction

1. This course offers more than just basic library orientation to as many individuals as possible.
2. The student may take as long as he likes to complete the course.
3. The self-paced course may be offered as a separate credit course or as part of another course.
4. A minimum of staff time is utilized.
5. Students pay to take the course and they must complete it to pass.
6. The course may be adapted for use in any of the regional libraries.
7. Students ask more reference questions and fewer questions of a repetitive nature after completing the course.

#### Disadvantages of a Self-Paced Course of Library Instruction

1. Staff time must be found to check the assignments, although this would not necessarily have to be professional time.
2. Initially, the course has to be adapted to the library tools available at the institution, and if it is given for credit has to be accepted into the curriculum.

#### RECOMMENDATIONS FOR A LIBRARY USER EDUCATION PROGRAM

Commitment. The implementation of any library user education program presupposes a firm commitment on the part of the library administration to provide such a program with adequate funding, not just initially, but on a continuing basis. There must be solid support if there is to be any hope of developing a successful on-going program. A library user education program must not be thought of as ad hoc and expendable, something to be endorsed and supported during years of plenty, but the first item to be slashed after a budget cut. Rather, library user education must be viewed as valuable, necessary, and worthy of continuing, even in the face of financial stringencies. Support for a library user education program must be clearly identifiable within the library's budget program and statement, as well as in its long-range plans.

Personnel. Because of the unique situation of branch or divisional libraries at many Universities, and because of the wide disparity of user education offered, the authors strongly recommend the establishment of a Library User Education Department as the best way to organize a student library user education program. The program should become a System, rather than a Main Library, operation. If the Library User Education Librarian were subordinate to another department (eg. the Reference Department) the program would tend to become main library oriented rather than reflect the needs of the system. This new department should be staffed by a professional librarian with some experience in library user education, and a typist.

It would be a valuable asset if one or both of these individuals had some flair for graphic arts; and a Library Assistant combining these two attributes should be paid commensurate with qualifications.

The Library User Education Librarian would edit, update, and otherwise amend any library handbooks, guide tours, subject bibliographies, and pathfinders compiled for instructional purposes, and look after their printing and distribution. A meaningful student library user education program must be explained, justified, and sold to both faculty and students. The Library User Education Librarian would be the program's advocate and ambassador.

Besides being co-ordinated, organized, solid and updated, the program must be continually evaluated. All these responsibilities call for someone involved full-time in library user education. It should not be merely an added responsibility - something a reference librarian might undertake part-time, when not busy at the desk or otherwise occupied. It should be the librarian's prime responsibility and concern.

The Library User Education Department should have a separate budget, and the necessary office and work space. It should be able to call upon the expertise and manpower available throughout the library system - not just in the Reference Department - in running its program. It is considered essential that the librarians involved in library user education be given the opportunity and financial encouragement to attend conferences, workshops and clinics on the topic as a way of keeping abreast of the latest techniques and developments.

Orientation. A library user orientation program offered should be flexible.

Several different methods may be used without greatly increasing the cost of the program, in order to reach the greatest possible number of students.

The authors recommend the following methods be implemented or maintained.

1. The production of a general library handbook describing the library system as a whole, to be made available at all the regional libraries as well as other key points, and which would be updated as required.
2. The production of specific guides to the various regional libraries to provide information and circulation regulations for the particular library. These guides should be updated regularly. Other general introductory guides could be produced or purchased.
3. Printed walking tours should be produced.
4. Although guided tours have not proven very effective (according to most of the literature), this method of orientation should be made available at the request of users.
5. The production of an audio-visual slide presentation could prove feasible in certain libraries.

Instruction. The authors recommend that a vigorous program of library user instruction be undertaken in order to 1) make patrons more capable of doing their own research and 2) to free staff from answering queries of a basic and repetitive nature.

Instruction at the basic level should impart knowledge on how to use the tools. A higher level of instruction would familiarize students with the bibliography and tools of research in their chosen field while yet a third level would provide competence in search techniques and strategies.

The authors recommend that a variety of methods be utilized for library user instruction.

1. Printed guides, subject bibliographies and pathfinders should be made available as valuable adjuncts to verbal instruction. These could be either locally produced or purchased.
2. Libraries should provide course/assignment related instruction at the request of faculty.
3. Point-of-use instruction is not always fully exploited. It is therefore recommended that adequate signs be employed throughout the library, and that written instruction be provided near the various tools requiring explanation, such as the card catalogues, periodical indexes, etc. This type of instruction could be attractively presented behind glass/luceite panels and backlit by means of fluorescent fixtures, providing continuous information at little initial cost, and requiring no more than the electricity to operate one or two 40 watt fluorescent tubes.
4. Reference 'raps' should be initiated both as a one-time lecture on a specific topic and scheduled interviews between a reference librarian and a student.
5. The library should consider the possibility of offering a self-paced course in library instruction in order to reach as many individuals as possible.

Costs. Unfortunately there are no cost studies available for the various aspects of student library user education. The great number of variables involved would make it difficult to apply cost statistics meaningfully.

Library literature suggests that an effective library user education program will result in an increase in reference questions. Related costs such as this are very difficult to predict. There is now a wide variety of commercially available library user education aids, eg. cassette-tapes, printed bibliographies, etc. Purchase of these items may well be cheaper than producing them locally.

Promoting Library User Education. Library service, i.e. what the library has to offer its clientele, should be actively promoted and vigorously advertised. We cannot afford to depend on the program selling itself. It takes advertising to sell something, anything. In business there is a direct relationship between sales and advertising. But, whereas some business concerns will allocate 20% to 30% of their revenue to promotion, libraries tend to spend less than 1% of their overall budget on promoting their product.

It cannot be stressed enough that the entire program be advertised as widely as possible among users by means of bulletins, posters, flyers, newspapers, letters, word of mouth and active canvassing. An orientation display could be set up annually to advertise the program. It is not enough to assume that every one will be convinced of the pervasive benefits accruing from library user education; the idea will have to be sold. We cannot expect clients to avail themselves of

services they do not even know exist. Users will not find time in their busy schedules for programs they are not sure will pay dividends.

Faculty involvement. It is especially important to obtain faculty involvement and acceptance of any library user education program implemented. Past experience indicates that faculty are quite willing to let librarians "teach the library", providing this teaching is thorough and to the point. Without faculty co-operation the task becomes much more difficult. Librarians working closely with faculty are better able to improve and refine library-related assignments as well as course-related library instruction. Course-related instruction should be given by librarians during regular class time in co-operative planning with the instructor so that it may be assignment-related providing the students with the motivation and the skill to complete their course work. Librarians and faculty would hopefully work together to incorporate a self-paced library skills course as part of another course, eg. English.

Evaluation. An essential part of any library user education program would be to evaluate that program on a continuing basis. This evaluation may be informal, based on students' comments and staff observations or formally done by means of questionnaires, surveys, tests, etc. The program should be evaluated on its cost-effectiveness, i.e. is the result worth the expense, and on its accomplishment, i.e. is the program achieving what it is meant to achieve. Evaluation should be on-going since a dynamic program will, by definition, change as student requirements and course demands change. What is adequate today may not be adequate five years from now.

Anyone undergoing library instruction could be pretested to determine his level of library sophistication. Follow-up surveys would then establish what impact library instruction has had.

Recommendations for implementation of a Student Library User Education Program. Obviously, it would be foolhardy and impossible to try to implement all of the above recommendations immediately, or even over several years, but a modest effort should be made NOW. A tentative schedule for phasing in the library user education program could be as follows.

1. As an interim measure, a librarian could be given the responsibility for library user education, and be permitted and even encouraged to devote about 75% of his/her time to the new task.
2. A full-time position for a Library User Education Librarian could be budgeted for.
3. Funds could be made available to compile enough subject guides, pathfinders and a short slide/tape orientation talk to satisfy immediate needs. In certain cases, purchase could be considered.
4. Contacts with instructors in various disciplines could be initiated to work out the information requirements of students in the various subject areas.
5. An active publicity campaign could be undertaken to advertise the various library user education programs.

6. Existing point-of-use instruction could be given greater emphasis and expanded, while at the same time an imaginative use could be made of signs. Any monies spent on upgrading signs and symbols around the library will be well spent.

7. Surveys could be conducted to determine just what reference users and other students, enrolled in the various courses and at various levels, do and do not know.

#### Footnotes:

1. Melum, Verna V. "A survey to aid your fall planning: library orientation in the college and university." Wilson Library Bulletin 46: 60, Sept. 1971.
2. ACRL Task Force on Bibliographic Instruction. Model statement on objectives for a bibliographic instruction program: first complete draft. April 1974, as cited in H.B. Rader, ed. Academic Library Instruction: objectives, programs and faculty involvement, but adapted to conditions at the University of Manitoba.
3. The objectives given in this report are based on those in H.B. Rader, ed. Academic Library Instruction: objectives, programs and faculty involvement, but adapted to conditions at the University of Manitoba.
4. Melum, Verna V. Op. cit.

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The University of Manitoba Libraries invite applications for two cataloguing positions:

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The University of Manitoba Library System, comprising a main library and twelve regional libraries with a staff of 232 and collections of over one million volumes, serves a student population of approximately 20,000.

Applications with curriculum vitae and the names of three referees should be sent to: Paul Wiens, Assistant Director for Administration (Libraries), Elizabeth Dafoe Library, University of Manitoba, Winnipeg, Manitoba R3T 2N2.

## Librarians And Faculty In Academic Libraries

A Joint Teaching Approach to Library Instruction

By Daniel F. Phelan

In academic libraries (perhaps more than in any other kind of library) the students, faculty members, or researchers have to help themselves. Research is a complex business for them and their numbers are large. They could ask for help from the reference librarian and get help without being able to do it themselves. Often, however, they are in a hurry, they are hesitant to ask for help or there is no one there to help (because of understaffing or because the librarian is helping someone else.)

Sadly, most researchers are ill-equipped to use the library on their own. They just never learned how. Some of the basics are beyond their ken.

Of course, no one wants to turn students and faculty members into 'mini-librarians'; they do not have time to learn all the fine points of library use. They are more interested in their particular subject or research area than the technicalities of how a library does things.

A little information would help them though, because 1) they are generally unaware of how material is organized, 2) they do not fully understand the basic tools of the library (card catalogue, indexes and abstracts, bibliographies, etc.), 3) they cannot foresee the many-step process of doing research or how to take alternate courses when the material they wanted originally is unavailable, and 4) the librarian does not always understand their subject well enough to help them.

Bringing each student and faculty member into the library for one to one individual instruction is the best solution to this problem. However, time and staffing do not permit this course of action and convincing students (much less faculty members) that they should come in is difficult anyway.

The second best solution is to involve students and faculty in learning about the library's resources by centering instruction on a subject-related, individual class basis.

A major advantage of having library instruction subject-related is that it removes the generalities that must of necessity be used in a 'library-tour' or non-subject related method. In addition, the student can see a more immediate and direct relationship between what is being explained to him/her and what he or she is actually doing research for. Of course, the captive audience aspect of relating information to a particular class while the professor is there is helpful too.

That's right. Part of that audience should be the faculty member. He or she may be in as much need of help as the students.

As one professor honestly put it, "... faculties are notoriously ignorant of the library's resources, particularly items outside of their normal classification. Many of them are only familiar with the simplest library procedures, but hesitate to seek help because they think this would reveal their ignorance." (A.P. Marshall in Rader, pp. 99-100)

But whether they are excellent library users or completely inept, they still generally recognize the need for their students to learn library skills.

The initial setting up of classes, workshops or lectures to teach library users is perhaps the hardest part of the process. It can be done only by gaining the confidence of the faculty members involved. They must be willing to give up some of their valuable class time (or at least require their students to spend extra time) or the venture will fail.

Once a session is set up, it is important that the faculty member is involved directly in it. He or she should accompany the students to the library or stay in the classroom if the librarian is going there. The faculty member should introduce the librarian and make some remarks introducing the area to be covered. Participation throughout the workshop is a plus from either the faculty member or the students. Most importantly, the faculty member can make or break a session such as this by his or her continuing attitude toward the library.

After the librarian has gone through the basics of library use, the faculty member can summarize the points made and relate them to his or her experience.

Planning the areas to be covered in this presentation and the method in which to do it prior to the classroom session should also greatly involve the faculty member. After all, he or she is generally more experienced in classroom teaching than a librarian, and the techniques he or she knows can greatly aid the novice classroom teaching librarian.

By working together in a joint effort to help students learn how to use the library's resources effectively, the librarian and faculty member can enable students to achieve greater success academically and strengthen both their own efforts as well.

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## Eighth Annual Conference on Library Orientation For Academic Libraries

### East Michigan University, May 4 -5, 1978

The annual conference on library orientation held each year at Eastern Michigan University is sponsored by Project LOEX, the national academic library orientation/instruction clearinghouse. The theme of the eighth conference was "Improving Instruction, Then Proving Its Worth: How To Teach and How To Evaluate."

The speakers discussed learning theory, teaching methodology and evaluation of library instruction methods. Dr. Israel Moronoff, Professor of Educational Psychology, Eastern Michigan University, spoke on "Perspectives on Learning and Motivation", including a lecture on theories of learning and behaviour modification. Dr. Benno Fricke, Evaluations and Examinations Office, University of Michigan discussed "Evaluation and Library Use Education" stressing the importance of ensuring that you are actually measuring the results of the instruction given.

Several members of the library profession spoke on aspects of instructional development and evaluation techniques. Larry Hardesty of DePauw University discussed the advantages of using testing methods to discover the discrepancy between what library skills graduating students should have and what skills they actually have; Peter Fox, Cambridge University, spoke on what is being done in England, especially in teaching librarians how to teach and how to prepare instructional media. Dean Holley of the School of Library Science, University of North Carolina - Chapel Hill, stressed realism in developing programmes in library instruction. The ratio of personal instruction (for example, lectures) to non-personal instruction (for example, tour guides, pathfinders) will depend on the number of instructors available and the number of users you wish to reach with the instruction programme.

From the formal discussion groups and informal discussions, it appears that all libraries have the same basic problems in orientation and library use education. The major questions are 1) how to have library use education accepted by the Faculties and Schools as a legitimate area of instruction; 2) how to determine what group or groups of users should receive instruction; what types of instruction to use; 3) how to determine user needs and whether these needs are being met by the instruction program; 4) how to finance (human and other resources) an effective programme of library instruction.

Many at the conference have titles such as Co-ordinator for Library Instruction or Instruction Librarian. Some of those who are 'Reference' or 'Information Service' librarians have primary responsibility for library instruction and devote a major portion of their time to such programmes. All those questioned felt it is essential to recognize the importance of library instruction within the library itself in order to assist in having it recognized by other members of the educational institution.

The programmes discussed ranged from basic introductions and tours for freshmen at several colleges to a very comprehensive set of credit and non-credit courses offered to graduate students at the University of Michigan. Several institutions continue orientation programmes which they consider basically ineffective simply

because they cannot afford to improve the system but cannot bring themselves to stop orientation activities altogether.

The conference provided a great opportunity to talk about successes and failures in library instruction in academic libraries. Even institutions with relatively successful programmes feel they are meeting the needs of only a small portion of their users. All participants were convinced of the necessity of improving students' library skills.

Library orientation and library use education is a possible area of co-operation among Manitoba libraries which could be explored by the Manitoba Library Association.

■ Judy Head is Librarian, Administrative Studies Library, University of Manitoba.

ARTHUR HAILLY'S  
NEW BOOK  
"LIBRARY"

Arthur Hailly, author of several best sellers, paid a surprise visit to Winnipeg this month to present advance copies of his latest novel LIBRARY to select members of M.L.A. LIBRARY is the grim, action-packed story of powerful multinational corporations and their bid to take control of the world library system - and the small band of determined librarians who successfully defeat them.

Hailly in his usual style displays formidable knowledge of the intimate details of the inner workings of libraries, which in the end contribute to the downfall of the corporations' bid to control them. Smuggled and illegible xerox copies of financial statements, hopelessly outdated copies of the FINANCIAL POST, interminable delays in obtaining inter-library loans and a barrage of overdue notices scurrying elsewhere in their mindless search for power and profits.

No aspect of library operations is overlooked in LIBRARY. The ruthless main desk librarian, the Machiavellian library board, the aristocratic information specialist and the brilliant but disolute library clerk all interact to weave a story of incredible passion and dedication to the ideal of free access to information for all.

Hailly has succeeded in making this dedicated new breed of men and women come alive on the pages of LIBRARY where no one else could.

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## University of Manitoba Library Budget Cut Partially Restored

by Paul Wiens

The University of Manitoba Libraries are in a crisis situation, according to Director of Libraries Professor W. Royce Butler.

At a recent forum on the library situation at the University of Manitoba, more than 130 staff and students heard four speakers discuss the plight of the Libraries, and its effect on the University.

Professor Butler reported that a \$111,000 cut in the Library's 1978/79 budget combined with inflation in the cost of library materials plus the devalued Canadian dollar had resulted in cuts totalling \$130,000 for periodicals and \$90,000 for books. In addition, the Library had cut hours of opening and reduced staff by the equivalent of 4.5 positions.

In every year since 1971/72 insufficient funds had been added to the Library's acquisitions budget even to measure up to inflation. Despite transfers of funds to acquisitions from other areas of the Library's budget, the number of volumes added has declined steadily from about 70,000 in 1971/72 to about 45,000 in 1977/78. In reports to Senate describing the Library's situation, library staff have estimated that an additional 220,000 volumes would be required to bring the U. of M. Libraries up to the average of the holdings of Canadian universities of similar size and constitution.

Faculty at the meeting were concerned that cuts would hamper research activity and defer potential students or scholars from coming to the University, isolated as it is from other major centres.

Speakers emphasized the central role of the university library in the academic community; there must be continuity of support for the Library even at the cost of other units. It was suggested that staff may be prepared to support the elimination of whole phases of the University's operation if there are continued reductions in its real income, but they do not want to see the Library suffer cuts from which it will not be able to recover. Good library service is vital to the future of the institution and to the community it serves.

Staff and students at the forum unanimously passed three motions calling upon the University administration to increase the level of funding for library acquisitions, particularly for periodicals. It was indicated that Dr. Campbell, President of the University, and Professor Butler had discussed the use of the University's emergency fund to supplement the Library's acquisitions budget.

The University later announced that \$70,000 would be transferred from the University's emergency reserve to partially restore the reduction in the periodicals budget from \$130,000 to \$60,000. While this transfer of funds helps considerably to ameliorate the situation in the current fiscal year, it is only the first step. What is required is a continuing commitment which will enable the U. of M. Libraries at least to maintain, and preferably to increase its current level of acquisitions in support of the University's teaching and research programs.

■ Paul Wiens is Assistant Director for Administration (Libraries), University of Manitoba.

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Sir: The sighs of relief that were heard throughout the University at the news that the previously announced library budget curtailment would be reduced by about 50 per cent brings a parable to mind.

\* \* \*

Once upon a time there were two adjoining kingdoms, both ruled by avaricious monarchs.

One of the kings decided that, in order to decrease government expenditures and thus improve the financial lot of his nobles and himself, he would reduce his peasants' daily rations from three bowls of gruel to two. It was not long before the outraged peasantry overthrew and killed the king.

After observing these events, the second king informed his advisors that he too planned to reduce his peasants' rations.

"But Sir," they cautioned, "Consider the tragic fate of our former neighbour!"

"Bah!" replied the king. "He simply didn't understand the art of government."

And, to the amazement of his advisors, he ordered that his peasants be given only ONE bowl of gruel daily.

A wave of anger swept through the land, and the peasants prepared to revolt. However, on the very eve of the insurrection, the king issued a proclamation:

"From the first day of Our reign it has been Our constant aim to raise the economic condition of Our staunch and sturdy peasant class. We are, therefore, very pleased to announce a further step toward the fulfillment of that goal. Effective immediately the gruel ration for peasants will be DOUBLED - TO TWO FULL BOWLS A DAY. While fully aware that this progressive measure will place considerable strain on the Royal Treasury, we are determined to spare no expense in the sacred crusade to improve the lives of Our people. Nothing is too good for Our beloved peasants!"

The population was overjoyed; the king was borne triumphantly through the streets of his capital on the not too sturdy shoulders of his loyal and loving serfs. And as a consequence of several subsequent philanthropies of a similar type, he continued to be revered for his wisdom and generosity for all the remaining years of his lengthy reign.

There was one occasion when a discontended scholar alleged publicly that the peasants had been better off before the king came to the throne. He was never taken seriously, however, because he was unable to produce historical evidence to prove his charges. When he sought such data he discovered that the libraries and archives of the land had not preserved it, their acquisition budgets having been quietly slashed while the population was worrying about its daily gruel.

Date Gibson, Faculty of Law

[Reprinted with permission from UM BULLETIN 12(33): 4, July 19, 1978.]

The Manitoba Library Association will hold its Fall Conference and Annual General Meeting, September 16-17 in Winnipeg. A pre-conference meeting will be held September 15 to inform rural members in particular, about Manitoba Library Event plans. The conference will be held September 16 at the University of Manitoba, Faculty of Education and will focus on the theme One Province, One Collection.

Featured will be guest speaker, Margaret Beckman, Chief Librarian for the McLaughlin Library, University of Guelph. She is a well known consultant on a wide range of subjects for all types of libraries. Discussion group topics will include resource-sharing and interlibrary loan, personal commitment, union catalogue and automation, and political action. A dinner/dance will take place on the evening of September 16 at the Carlton Club. The Annual General Meeting will be held on September 17 at the Winnipeg Centennial Library.

For further information contact: Carolynne Scott 453-7549

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MARGARET BECKMAN: GUEST SPEAKER AT THE FALL CONFERENCE

Mrs. Margaret Beckman is the Chief Librarian for the McLaughlin Library, University of Guelph. Mrs. Beckman served as Systems Librarian from 1966 to 1970, when she also was made Deputy Chief Librarian. She received a BA degree from Waterloo College in 1946; and a BLS and MLS from the University of Toronto, in 1949 and 1969 respectively.

Her previous library positions include: Head of the Cataloguing Department at the University of Waterloo from 1959 to 1964, and Director of Technical Services at Waterloo from 1964 to 1966. She was also chairperson of the Waterloo Public Library Board from 1966 to 1968, and chairperson of the Ontario Library Association's 1966 Committee on Legislation and Grants. In addition she has formed a consulting firm, Beckman and Associates, and has served as consultant to government departments, public organizations, and all types of libraries.

She has an international reputation as an expert on library buildings. Mrs. Beckman's reputation as a dynamic speaker promises an exciting conference, September 16 - 17.

## Accents on Government Publications

by June Dufka

[The following report was originally prepared for the C.L.A. meeting of the Committee on Government Publications held in Edmonton June 19, 1978]

### GOVERNMENT PUBLISHING IN MANITOBA

Since the publishing of the Pross Report (1) in 1972, there have been significant improvements in the bibliographical control of Manitoba government publications. The distribution of this material, however, continues to be unsatisfactory and still creates difficulties in acquisition.

The Government of Manitoba produces on the average 700 publications a year. Statutory items such as the Manitoba Gazette, Hensard, Bills, Statutes and Journals can be obtained from the Office of the Queen's Printer. This Office distributes its own Publications List, and sells as well material of popular interest, substantial studies, government white papers, Law Reform Commission reports and Soil Surveys. In all cases of purchase, prepayment is required.

In addition to this centre, a variety of major departments such as Agriculture, Health and Social Development, Industry and Commerce, just to name a few, produce individual lists and distribute some of their own publications.

The Legislative Library issues the Manitoba Government Publications, Monthly Checklist which is the best single source for identifying the province's publications. The format of this checklist closely resembles that of the earlier publication entitled Manitoba Government Publications Received in the Legislative Library, which had begun in 1971. It was issued three times a year until Sept.-Dec. 1974.

The Checklist outlines in alphabetical order departments, branches and sub-divisions. Agencies, boards and committees (including autonomous agencies) are shown under the Minister to whom they report. To provide quick access to each year's publishing, alphabetical author-title-subject cumulations similar to the Ontario Government Publications Catalogue are being compiled. The 1975 cumulation and index was issued in the spring of 1977, the 1976 is presently being printed and the 1977 should be ready by the end of this year. A cumulation and index for 1971-1974 is already typed and should be available before the end of the year also.

The Legislative Library's project for the Manitoba Centennial resulted in a bibliography of Manitoba compiled by Marjorie Morley which includes books, government publications, newspapers and periodicals and takes in the period 1870-1970. These items are available from the Queen's Printer - Morley's bibliography for the price of \$5.00; the 1975 cumulation and index for \$3.00. Since these volumes are intended for reference use only, they do not indicate the prices of publications; therefore, the Monthly Checklist must be consulted for this kind of information.

Any inquiry regarding the source of supply of any required item is simplified by consulting either the Corpus Administrative Index or the Manitoba Government Telephone Directory.

Information about publications is also available from the Manitoba Citizens' Inquiry Service (2). As well as being a provincial telephone information agency, C.I.S. sorts out request letters and routes them to the appropriate agencies, which in turn supply the item. The Is, at times, a functional overlap between this Centre and the Office of the Queen's Printer. A merging of the two could work towards providing a comprehensive central facility for handling the province's government publications. This would then bring it in line with the Pross Report recommendation.

Depository library status has not yet been granted to key provincial libraries. Until such a time, the Elizabeth Dufoe Library at the University of Manitoba has arranged to obtain publications through the Citizens' Inquiry Centre.

The present situation does make it particularly difficult for librarians to collect comprehensively local publications. They must regularly scan local newspapers, the Manitoba Hansard, the Monthly Checklist, departmental listings, and the Profile Index (especially if the accompanying microfiche service is not acquired). The Manitoba Government also issues a weekly News Service which announces the release of reports, studies, the formation of task forces, and provincial conferences. These update sheets can be obtained by contacting the Information Services Branch, Room 29, Legislative Building, Winnipeg, Man. R3C 0Y8.

Acquiring government publications in Manitoba is never easy at the best of times, and there is still room for improvement. It is hoped that the eventual merging of the Central Inquiry Service and the Office of the Queen's Printer will simplify acquisition procedures for Manitoba libraries by centralizing distribution mechanisms. Also, the granting of depository status to key libraries would provide easier access to government information for urban and rural residents across Manitoba.

#### Footnotes:

1. Pross, A. Paul and Catherine A. Pross. Government publishing in the Canadian provinces; a prescriptive study. Toronto, University of Toronto Press, 1972. 178 p.
2. Citizens' Inquiry Service, 511-401 York Avenue, Winnipeg, Manitoba, R3C 0P8

■ June Dufka is Head of the Government Publications Section, Elizabeth Dufoe Library, University of Manitoba.

**Nominations Committee - Interim Report**

The purpose of the Nominations Committee is to select a slate of candidates to run for positions on the M.L.A. Executive, and to encourage the membership as a whole to send in nominations. Unfortunately, it is very rare that nominations are received except with the encouragement and persistence of members of the Committee, but that is a fact not unique to this year or to this organization. Accordingly, thanks should be given to this year's Committee members, Jean Carter, Florence Mackenzie and Linda Teather, who spent a great deal of time and effort in contacting prospective candidates and in organizing the ballots which were sent out in June. At the time of writing, the deadline for acceptance of ballots (August 31) has not been reached, so it is not yet possible either to announce the results or to indicate how large a percentage of ballots has been received.

Ideally, the list of nominations should reflect the geographic range of the organization, as well as the range of experience of our members. In fact, however, this ideal is difficult if not impossible to achieve, but it should be realized that the following were some of the points kept in mind by the Committee in making up the ballot:

1. There should be a representative selection of candidates from rural areas.
2. M.L.A. not being a professional organization, there should be a number of candidates who do not hold a B.L.S. or M.L.S. degree.
3. Candidates should be selected who hold positions, or have interests, in various types of libraries.
4. We should attempt to involve senior administrators as well as to encourage members new to the library world.
5. Because of their experience, members who have previously held office in M.L.A. should be asked to run for office again.

Obviously, we were not able to achieve all the aims we would have liked, but it should at least be realized that the Committee made every effort to be as thorough as possible in making up the ballot, and, in fact, contacted over 50% of our membership. For various reasons - and particularly those involving distance - some of those contacted were unable to agree to run for office, although many indicated a willingness to assist on committees. Considering the time and effort involved in serving on the Executive, those who eventually agreed to stand should be commended for their enthusiasm and concern.

Respectfully submitted,  
Patrick Wright

**Membership Committee**

Membership Statistics (as of August 1, 1978)

Personal Members	---	Academic	76
		Public	75
		School	32
		Special	<u>32</u>
		Sub-total	213
Institutional Members			59
Trustees, Students, Retired			48
Life Members			1
TOTAL			<u>321</u>

(1976-77 total was 270)

New Fee Schedule

Results of the vote: 80.3% in favour  
17.4% against  
2.3% spoiled

New fee schedule will be adopted for the 1978-79 membership year.

Membership Brochure

A membership brochure for the 1978-79 membership year is currently in process. The brochure will include a membership form and will be mailed to all members when ready.

Pinawa Resolution -- Nominations for Life and Honourary Memberships

The M.L.A. membership committee reviewed the terms of the Constitution regarding Honourary and Life Memberships and, in April, requested nominations from the membership. However, the return was 0%. As a result, the Committee recommends no action for this year but recommends that future committees annually seek nominations from the membership for consideration in both categories.

Respectfully submitted,  
Arthur Sykes

## Political Action Committee

In the fall of 1977, the Manitoba Library Association formed a Political Action Committee. This move came in response to a feeling by some members that the work undertaken by the Libraries in Crisis Committee in 1975 should not stop. Political Action, therefore, was to pick up where LIC left off and plan an ongoing campaign for libraries in Manitoba at the political level.

The guidelines given the committee at the outset were vague. Therefore, the committee has spent its first year largely examining possibilities and attempting several projects.

The committee has come to see its mandate as twofold: to appeal for aid at the provincial level, and to encourage input at the local level.

One of the first actions of the committee was to publish the brochure "Lively Art of Library Lobbying, Manitoba Style". This brochure outlined the aims of the program, indicated possible individual action, and listed the names and addresses of Manitoba MLAs, with encouragement for persons to contact their particular representatives.

In conjunction with MSLAVA, MALT, and MLTA, the committee undertook, upon directive, the writing of a brief to the Government of Manitoba, outlining general library problems and calling for action. The brief has been completed, and awaits ratification and presentation.

During the winter, the committee became aware that 118 towns, villages, rural municipalities and local government districts in Manitoba were without library service. It was felt that contact with local government officials was in order. Therefore information kits, consisting of a letter and legislative information, were mailed to each local mayor, reeve, or administrator. The aims of the kit were to encourage local officials to start public libraries in their regions, and to offer information on how to go about doing so. To date, Public Library Services advises that it has received several inquiries as a result of the campaign.

The Political Action committee also maintained a program of monitoring library developments and issuing correspondence. Letters sent included ones to: the Minister of Education on the curtailing of Department of Education library hours, the President of the University of Manitoba on the university library crisis, and the Minister of Tourism, Recreation and Cultural Affairs outlining MLA concerns.

It is felt, however, that committee activities should not continue on an ad hoc basis. Therefore several recommendations are offered:

1. That Political Action operate through a formal, structured committee approach.
2. That Political Action develop a yearly planned program of activities.
3. That the MLA executive and membership offer more input into committee activities.

Respectfully submitted,  
Ronald Friesen

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## Conference Committee

### FALL CONFERENCE AND ANNUAL GENERAL MEETING

September 16-17, 1977 Pinawa

Theme: Continuing Education

Speakers/Leaders:

Gerry Brown  
Marcia Ducharme  
Sandra Zuk  
Bob Oliver  
Levi Reimer  
P.J. Fawcett  
Mike Angel  
Barb Hutchison  
Joe Jones  
Carol Mahe  
Donna McKillop  
Hugh Larimer

Daniel Phelan  
Louise Sloan  
Allison Sproul  
Shelley Saunders  
Bette Cannings  
Ted Benson  
Bill Birdsal  
A.J. Miah  
Bill Cann  
Pat Noonan  
John Dutton

Attendance: 121

Membership in attendance: 37%

Winnipeggers: 77%

Non-Winnipeggers: 23%

Registration fee: \$10 members, \$12 non-members

### WINTER CONFERENCE AND GENERAL MEETING

March 3-4, 1978 Winnipeg

Theme: Collection Development

Speakers/Leaders: Bob Banman, Minister of Tourism,  
Recreation and Cultural Affairs  
Judi Dowdall  
Ruth May  
Pat Noonan

Joyce Irvine  
Allix Hambleton  
Walter Swayze  
Perry Nodelman

Attendance: 45

Membership in attendance: 14.5%

Winnipeggers: 78%

Non-Winnipeggers: 22%

Registration fee: \$8

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## SPRING CONFERENCE AND GENERAL MEETING

May 13, 1978 Mordean

Theme: Collection Development

Speakers/Leaders: Ruth May  
Louise Sloan  
Doug Dewar  
Tom Nisonger  
Sharon Tully

John Dutton  
Barry Hyman  
Judi Dowdall  
Carol Burns  
Carol Dales

Attendance: 51

Membership in attendance: 16%  
Winnipeggers: 7%  
Non-Winnipeggers: 27%

Registration fee: \$15

The focus of conferences in 1977-78 was on the continuing education needs of members. The Fall conference presented one-hour workshops on several specific topics requested by members.

The guest speaker at the Winter General Meeting, Bob Bonman, Minister of Tourism, recreation and Cultural Affairs, emphasized the fiscal restraints which affect library funding, and the need for co-operation among various types of libraries.

The Committee adopted the theme of Collection Development for the year. At the Winter conference the topics were: collection development policies; collection development in different types of libraries; and collection development in the areas of Canadiana and children's literature. The theme was pursued at the Spring conference with workshops on collection evaluation in academic libraries, local histories and archives, and film collections. Workshops on budgeting and continuing education were also included.

The theme will culminate in the Fall conference to be held September 16-17. The focus of the conference is One Province, One Collection, and will emphasize resource-sharing and co-operation among libraries.

Respectfully submitted,  
Carolynne Scott

## Continuing Education Committee

During 1977-78 the primary concern of the committee was in establishing what kind of continuing education programs several library schools could offer in Manitoba. On March 29 Charles Davis, Dean of the Faculty of Library Science, University of Alberta, came to Winnipeg to discuss members' concerns and what the University of Alberta could offer.

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At present a survey is being conducted in order to determine specific needs and interests relating to courses offered by the University of Alberta before proceeding with further negotiations.

Respectfully submitted,  
Carolynne Scott

## Union List of Serials Committee

The members of the committee are Dorothy Grant, Judy Head, Peter Marshall, Ruth May and Carolynne Scott.

The Union List of Serials project received a much needed boost this year when, through the efforts of Heather Graham, the Manitoba Library Association received a grant under the Provincial Employment Program. We hired Louise Stearns and Susan Clubb to work on the project and Public Library Services allowed Phyllis Olin to spend a portion of her time on verification of titles. This part of the project is now completed. The file of titles with complete bibliographic information is housed at Public Library Services.

MLA is investigating the possibility of microfilming the entire file and making copies available at cost to interested parties.

We have reached a major milestone in the Union List project. There remains the problem of updating the information contained in the file and of publishing it in a final format.

Respectfully submitted,  
Judy Head

## Handbook Committee

The members of the committee are Carolynne Scott, Barbara Clubb and Shelley Saunders.

Some of the items that will be included in the handbook are: the constitution; an organization chart; list of executives of other library associations; meetings, including procedures and timetables; a schedule of fees and what a member receives for his fees. We are currently examining the role of each executive position and the terms of reference for each standing committee of MLA.

We plan to publish the handbook in the Fall of 1978.

Respectfully submitted,  
Shelley Saunders

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## Scholarship Committee

The Scholarship Committee has, as its continuing function, the responsibility for awarding the Jean Thorunn Law Scholarships. These scholarships are funded through the estate of Jean Thorunn Law, who worked as a librarian in Winnipeg School Division and the Winnipeg Public Library. To be eligible for consideration for a scholarship, applicants must:

1. have engaged in library work during the preceding twelve months
  2. have resided in Manitoba for at least the same length of time
  3. be in full-time attendance at an accredited library school.
- The Scholarships are also open to those in the second year of an M.L.S. program who had met the above criteria prior to their first year of study. The scholarship fund is administered by the Winnipeg Foundation. The scholarships are specifically intended to assist the recipients in paying their academic fees and consequently are paid directly to the University.

Members of the 1977-78 Committee were: Dave Jenkinson, Chairman; June Dutka; Evelynne Carabelas; Cathy Keyzer; ex officio G.E. Winter (representing the Winnipeg Foundation), and Una Oliver (Trustee of the Jean Thorunn Law estate).

The following individuals were awarded scholarships for the second year of their M.L.S.:

Donna Fedorowich	(\$350.00)	Georgia Karklin	(\$100.00)
Patricia Guthrie	(\$350.00)	Lorna Toolis	(\$350.00)

Awarded scholarships for the first year of the M.L.S. were:

Gail Doherty	(\$200.00)	William Richardson	(\$200.00)
Eric Hunt	(\$200.00)	Arthur Sykes	(\$200.00)
Charles Kosack	(\$200.00)		

Respectfully submitted,  
Dave Jenkinson

### CHRISTIE MEMORIAL LECTURE SERIES ON CANADIAN LITERATURE

The Christie Memorial Seminar title has been changed to the Christie Memorial Lecture Series on Canadian Literature. It will be held on Friday, September 29 at 2 P.M. in the Evans Lecture Theatre at Brandon University and is free.

Grant MacEwan and R.H. MacDonald will be the two speakers. There will be a break for coffee and then a panel discussion in which the audience may take part.

Grant MacEwan will speak about "Writing resources from Western Canadian history". R.H. MacDonald will express an editorial point of view.

This series featuring Canadian authors should be of special interest to all library personnel. It will also be open to the public and everyone is welcome to attend.

## Resolutions at MLA General Meetings

The purpose of a resolution is to allow the membership to give direction to the association for the coming year. These resolutions provide the guidelines for the Executive. As such, they are extremely important and should be carefully worded.

There are basically three types of resolutions:

1. **Recommendations:** These provide guidelines for possible action on the part of the association. They usually ask the Executive to consider certain actions, but they do not bind the Executive to doing anything beyond carefully considering the situation.

Form: Be it resolved that the Executive consider...  
Be it resolved that the Executive examine the possibility of...

2. **Calls for action:** These are binding resolutions that require the Executive to take specific action on one specific subject. A resolution of this form must be practical.

Form: Be it resolved that the Executive...  
(i.e. Be it resolved that the Executive write a letter...  
Be it resolved that the Executive report...)

3. **Policy:** These resolutions emphasize principles and policies that the Manitoba Library Association commits itself to supporting. They do not necessarily require action on the part of the Executive.

Form: Be it resolved that MLA support...  
Be it resolved that MLA accept...

Usually the person presenting the resolution prefaces it with a brief explanation of the circumstances that led to the resolution being presented. This explanation is preceded by the word "Whereas".

Sample resolution from the AGM in Brandon, October 5, 1975:

Whereas the Canadian Library Association has decided to discontinue promotion of Young Canada Book Week,  
and Whereas many librarians have depended upon this activity to draw public interest and attention to materials and services,

Be it resolved,

That the Executive of the Manitoba Library Association investigate alternative programs to replace Young Canada Book Week, and to emphasize awareness of Canadian and Manitoba materials accessible to the public; and to publicize library services to all citizens.

And be it further resolved,

That information concerning these alternative programs be made available to all libraries and to the MLA membership before February 15, 1975.

A Call for Resolutions

Resolutions for the 1978 Annual General Meeting are to be submitted in writing to Carol Budnick by Friday September 8, 1978. Resolutions may be submitted to her either in person or by mail at the following address: Carol Budnick, Reference Department, Elizabeth Dafoe Library, University of Manitoba R3T 2N2.

After September 8 and up to Saturday September 16 resolutions must be submitted in person. To be considered by the association all resolutions must have a mover and a seconder and be written in correct form.

To the Editors:

With 'fiscal restraint' the magic phrase in Manitoba, the Winnipeg Public Library's budget, never sacrosanct, has suffered intensified insult during the past ten months. With this new crisis upon us, it may be a good time to think seriously about some basic questions.

Those active in the library community should consider the possibility of disentangling the Library from the web of city government. If it were to become an autonomous cultural institution, a Board elected by the general membership would be responsible for policy decisions. Following the example of the Vancouver General Hospital Corporation, any individual willing to pay a small fee and appear at the annual general meeting would have a say in determining the general direction of policy.

Vancouver General Hospital also provides a useful example in that it is an essential institution, supported by public funds, which is not an organ of government. The Winnipeg Public Library is also essential, if not in such a dramatic sense. As such, it will continue to deserve a high level of public funding, in grant form. Under the new form of autonomous organization, those whose taxes help to support the Library will have a greater, more direct voice in deciding how their money will be spent.

One might object that the proposed decentralization might give some elements in both city and provincial governments a pretext for cutting library funding. The simple answer is that they do not require an excuse. The new Winnipeg Public Library Corporation will have to justify every cent of its government grants. Finding money will never be easy, but the worst possible fate in store for the new Corporation will be public starvation. I believe that, as a form of suffering, this is infinitely preferable to slow suffocation in the government dark.

In any case, there will be a greater element of democratic control of the Library, and policy deliberations, as well as arguments put forward in support of requests for government funding, will be exposed more frequently to the public gaze. If the Winnipeg Public Library system fails to prosper, the interested citizenry will not be able to blame seemingly remote politicians. They will themselves be responsible for the failure.

Kenneth E. Bass  
Vancouver, B.C.

August 11, 1978

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