Abstract
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Keywords
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In determining the priorities the library administrator should actively seek the involvement of the administration, faculty, students, and library staff. It is important in the achievement of educational goals and objectives appropriate to the institution, for the library administrator to assist the users. In determining the priorities for the library, the chief librarian, faculty, students, and library staff must work together. Each institution must develop for itself a statement of aims. Each institution must develop for itself a statement of aims. Each institution must develop for itself a statement of aims. Each institution must develop for itself a statement of aims. Each institution must develop for itself a statement of aims.
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On Our Cover: Our lead article this issue deals with a topic of critical importance to
college and university librarians — the Southern Association standards for
accreditation.

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The Proposed Southern Association Criteria For Accreditation: A Round-Table Discussion

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Introduction

"The ultimate measure of the effectiveness of an educational institution is its educational outcomes—the success of its students in acquiring knowledge, competencies and skills and in learning their meaningful applications; in forming attitudes and in gaining values and perspectives; and in developing the capacity for further learning. The library must provide programs for users which may include instruction in library use, lectures, library guides and user aids, self-paced instruction and computer-assisted instruction."

These phrases highlight some of the more significant changes in the Southern Association of Colleges and Schools' (SACS) Criteria for Accreditation (Proposed) which will be presented to the SACS College Delegate Assembly for approval in December, 1983. If approved, the new criteria will replace the current standards over the next three years.

Over 30 participants met at the Winthrop College Library on May 20, 1983, for a round-table discussion led by Dean Edward Holley on the proposed SACS criteria and their impact on college and university libraries. The day-long program was sponsored by the SCLA College and University Section, and coordinated by Trish Ridgeway, the section chair.

Dean Edward Holley

Dr. Holley, dean of the School of Library Science at the University of North Carolina at Chapel Hill, has had a great deal of experience not only with the accreditation process as a whole but also with accreditation standards specifically. He has served on a dozen SACS visiting teams during the past fifteen years, including three which went to schools conducting non-traditional self-studies.

Additionally, Dr. Holley wrote the library section for SACS' Graduate Standard 10 in 1969, and he was the consultant to the committee which revised SACS' Library Standards 6 in 1975. Most recently, he was a member of the SACS Study Committee on Education and Support Services which developed Section 8 of the current Criteria for Accreditation (Proposed).

A prolific author, Dean Holley's books and journal articles often deal with library history, academic libraries, and library bibliography. He is quite familiar with South Carolina academic libraries and was one of the authors of a report prepared for the S.C. Commission on Higher Education, Resources of South Carolina Libraries, published in 1976.

Dean Holley began the day's program with a general presentation on the accreditation process, including some background on the history and development of SACS standards. After lunch, the participants divided into four small groups, each to discuss a separate section of the library criteria. Additionally, all groups reviewed the introduction to Section V, Educational Support Services, and the part of Section III, Institutional Effectiveness, dealing with outcomes assessment. Near the end of the day, all participants reconvened for group reports and a general question-and-answer session.

Background and History of Accreditation

The purpose of accreditation, according to Dean Holley, "is to assure the public that minimal qualifications have been achieved by graduating students; whether students of the institution as a whole or students in the individual professional programs."

The process by which accreditation occurs varies according to the procedures governing the accrediting body, but it is characteristic of most regional associations that accreditation requires an institution to conduct a self-analysis, to be examined by a team of visiting peers familiar with the accreditation process, and to undergo a review by the body's own accrediting board.

Dr. Holley outlined the difference between professional and regional accreditation, pointing out that professional associations, such as the American Library Association or the National Council for Accreditation of Teacher Education, concern themselves with accrediting specific programs of professional education.

The regional associations, on the other hand, developed as voluntary organizations concerned with periodically examining and monitoring the quality of the member educational institutions as a whole. SACS, founded in 1895, is the second oldest of the six regional groups—and it is the only one of them that requires the presence of a librarian on the visiting teams.

Within SACS, an institution already accredited spends approximately one year every ten years evaluating its goals, objectives and programs in terms of the SACS standards. The institution's resulting document, the self-study report, is submitted to SACS, which then appoints a team of faculty and administrators from other accredited institutions within the region to spend several days at the institution meeting with officials, faculty and students. The visiting team reviews the self-study report, checks it for accuracy, and then makes its own formal report of team impressions and recommendations. Dean Holley stated that officials of the institution have the opportunity to review the team's report, make corrections of facts, and respond to any suggestions or criticisms made by the team. The self-study report, the team's report, and the institution's response are all then submitted to the SACS review committee, which makes the final decision on the institution's accreditation.

An institution applying for accreditation for the first time must go through a preliminary evaluation to determine if it is ready to conduct a self-study. After its initial accreditation, an institution is re-evaluated at the end of five years, but after the second reaccreditation process, the evaluation occurs every ten years.

Contrasting the traditional and non-traditional self-study, Dean Holley stated that in the traditional self-study, the institution must evaluate its programs by checking them against each chapter of the standards and by consulting the manual which accompanies those standards. To be granted permission by SACS to perform a non-traditional self-study, the requesting institution must already have gone through at least one traditional ten-year self-study. A non-traditional self-study usually has a theme which provides a focus for the entire evaluation. An institutional planning process is frequently chosen as the theme for such non-traditional studies, and Dr. Holley cited as an example one which had as its aim to see what the university should do in a time of retrenchment.

In commenting on non-traditional self-studies, Dean Holley stated that he has always wanted someone to do one focusing on "the institution as seen through the library". While he feels that this would be worthwhile, the difficulty lies in finding either a librarian who wants to do it or a college president who is willing to try it.

Dr. Holley cited several ways through which quality may be determined in the
evaluation of an institution. Included among these were the evaluation of goals and objectives and the means to achieve them; perception studies; a regular systematic program of evaluation by outside experts; and the assessment of educational outcomes. The latter method is emphasized in the proposed criteria, and it represents a change in focus for the standards. By way of definition, Dean Holley stated, "Outcomes assessment boils down to: what is your education doing; what difference does it make?"

Briefly reviewing the history of SACS accreditation standards, Dr. Holley stated that the first complete revision was in 1950, with a modest one following in 1954. In 1962, there was a thorough revision which changed the character of the standards from quantitative to qualitative. The criteria for libraries, Standard 6 in the overall SACS criteria, was last completely revised in 1975, at the same time the new ACRL standards were being developed. The currently proposed criteria represent the first complete revision of the standards in twenty years, and their emphasis is upon ongoing planning and measurement of educational outcomes. One of Dr. Holley's students, Donna Cohen, has written a Masters' paper on the history of the SACS standards from 1950 to date, which may be borrowed on interlibrary loan for further information on this topic.

The Proposed Criteria

The workshop was organized around several questions concerning the proposed criteria. Summaries of the comments on these questions by Dr. Holley and the participants follow:

Why did the association move toward the new criteria?

Dr. Holley cited several critics of the accreditation process and suggested that the general disenchantment of the public with accreditation not be underestimated. According to Dr. Holley, there are many who feel that the system does not work because so few institutions are denied accreditation. This proposed revision is an attempt to address the concern of whether accreditation does certify a minimal standard of quality.

Dean Holley reported that the SACS steering committee considered numerous documents over a three-year period in an effort to determine what a college degree means and how to measure quality. In addition to the steering committee, there were also four study committees and several subcommittees which examined this question.

How do the proposed criteria for libraries differ from the current Standard 6?

The most noticeable change in the criteria, and the one that caused the most concern among the round-table participants, is that the section on library standards no longer stands alone. In the new criteria, the library is included in Section 5, Educational Support Services, along with such other areas as computer services, instructional support services, and student development services. Some of the participants felt that placing the library with these auxiliary services weakens support for the library's role as an essential part of the educational process.

In response, Dr. Holley explained that the new grouping was intentional. The committee concerned with support services, on which Dean Holley served with two student services officers, strongly believed that all support services in academia must be seen as an essential part of the educational program.

Another concern voiced by the participants was that the composition of the visiting teams may be changed by this new grouping. Dean Holley responded that he was uncertain about the future make-up of the visiting teams, but the outlook is good that librarians will continue to be chosen as team members. He stated that as visiting team members, librarians are more likely to review student services and computer services than support services personnel are to examine libraries.

In Standard 6, there is a section for the library budget; in the proposed criteria, however, all fiscal affairs of the institution, including the library's, are in one separate section. Dr. Holley emphasized that the removal of the budget section should not prevent libraries from including fiscal information or financial projections in a self-study.

Generally, the library section of the proposed criteria is more prescriptive than the current Standard 6. This is especially evident in the section on services, 5.2.1, which outlines services, such as library instruction and types of holdings records, that the library must provide.

What does the emphasis upon users mean?

The first section of the library criteria has a greatly expanded emphasis on services to the user. The workshop group dealing with Section 5.2.1 reported discussing several problems and benefits. Since this section enumerates specific services, they felt it might be more difficult to meet the standards than in the past; but at the same time, the increased specificity might give librarians some clout in their requests to offer these services.

All the services mentioned in 5.2.1 seem very basic to providing good reference service, but Dean Holley indicated that this section should also be interpreted as going beyond traditional reference service. Inclusion of the statement, "The library must offer point-of-use instruction, personal assistance in conducting library research (including term paper consultations) . . . " is illustrative of activities that go beyond traditional reference service.

Dr. Holley assured the group that the statement in Section 5.2.1, "Professional assistance should be available at convenient locations when the library is open," does not mean that a professional librarian must be available every hour that the library is open. That statement does not preclude having work-study assistants keep the library open when the library is not very busy or in late evening when the library is being used primarily as a study hall. He further stated that the committee did want to include in this section the idea that professional assistance should be available when users most need it, but they were very careful not to say that professional assistance must be available at all times when the library is open.

What techniques can be used for measuring educational outcomes?

Generally, the participants were unable to offer any concrete suggestions for outcomes assessment measurement. Dean Holley, however, pointed out the elements listed in Section III which should be included in an institution's outcomes assessment program. He also informed the group that the manual which accompanies the criteria is to be revised during the summer. This manual is the document to look for guidance in preparing assessment instruments.

How might the new criteria affect the individual library?

A few of the participants were concerned about paragraph four of the section on services which states, "The library must provide adequate records of on-campus materials through . . . locally produced catalogs, indexes and bibliographies . . . and where appropriate, access to external bibliographic databases."

Dean Holley indicated that the concern in this statement regarding on-campus materials was not limited to those housed in the library. He contended that someone
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Library Services for Elderly Patrons:
With Notes on Hearing Impairments

Debbie Truett
Manatee County Public Library
Brandon, Florida

When you hear the word "elderly", do you visualize senile individuals who reside in nursing homes? Actually, only 2 or 3% of persons age 65 and over were institutionalized as a result of psychiatric illness, and only 4.8% of persons 65 or over were residents of any long-stay institutions in 1970 (U.S. Census, 1970).

Librarians need to be aware of common misconceptions about the elderly in order or provide adequate services. "Facts on Aging—A Short Quiz" developed by Ermdore Palmore identifies such misconceptions and measures anti-aged bias. The quiz is excellent for sensitizing staff members.

This article provides general introductory sources on the aging process, on model services for the elderly, general introductory sources on hearing impairments, model services for the hearing impaired elderly, and a directory of organizations of interest to South Carolina librarians working with older adults.

General Sources on Aging

Attitudes of professional and papaproxessional staff, architectural barriers, and transportation problems are constraints to older adults detailed in Ferstl's "On Aging, Attitudes and Action". Awareness of the aging process and issues facing the elderly is essential for planning adequate services. An excellent text that achieves remarkable comprehensiveness is Lowy's "Social Work with the Aging".

The author covers knowledge required, programs and services, and values as context for working with the aged. Although this is a social work text, the material applies to libraries as well.

Atchley's "The Social Forces in Later Life", provides awareness of situations that usually face aging individuals such as widowhood, retirement, and changes in health and finances. Phinney's, "The Librarian and the Patient notes that some aged individuals have disabilities which pose problems to reading and describes aids which exist to compensate for these problems.

"Guidelines for Library Services to an Aging
Population," established in 1975 by a committee of ALA's Reference and Adult Services Division, urged librarians to keep abreast of national attention on the unique needs and problems of older adults. The
The focus of the guidelines is collection and dissemination of information and types of services libraries can provide.

Bramley's Outreach: Library Services for the Institutionalized, the Elderly, and the Physically Handicapped is designed for students. It includes a chapter on library services for the elderly. Special collections, book-lists, information and referral, and programs are suggested.

Eisman's "Public Library Programs for the Elderly" details specific programs. Information centers, career development, a directory of services, and nonprint media are suggested. An excellent bibliography is provided. "Libraries and the Aging", Casey's Encyclopedia of Library and Information Science article notes that the central concerns of the aging are survival issues: income, employment, health care, transportation, housing and nutrition. Information and referral services are essential. An individual librarian's interest and motivation are primary factors in the development of such services.

The April, 1979, issue of Drexel Library Quarterly is devoted entirely to the topic of aging and libraries. Fisher's, "The Needs of Older Adults: Materials and Access" discusses content, access, and format of actual programs. The programs are combinations of cultural, recreational, social service, and educational components. Fisher points out that programs must reflect the needs of individual communities.

Hyne's "Bibliotherapy and the Aging" notes that trained librarians can provide bibliotherapy. Bibliotherapy utilizes books and other media to promote insights to self, a heightened sensitivity to others, and an increased sense of reality.

Vellaman's Serving Physically Disabled People is highly applicable to the impaired elderly. The chapter, "Barrier Free Design for Libraries" is especially useful.

Wright's Library and Information Services for Handicapped Individuals provides two chapters relevant to the topic of aging. "Aging Individuals" and "Deaf and Hearing Impaired Individuals".

General Sources on Hearing Impairment

Eighty-eight percent of those age 65 and older have some degree of hearing loss. Carmen's Our Endangered Hearing has an excellent section on hearing loss and the elderly. Scott's Learning to Listen Again is a must for library collections. It focuses on understanding reading loss and learning lip reading and listening skills. Exercises and activities are provided for adjusting to loss of hearing. There is a useful section on learning to use hearing aids.

An excellent resource book for deaf elderly is Hagemeyer's Notebook. It should be available in every library. The notebook provides a central repository of easily updated "detachable" information on deafness and services for the deaf. Bruck's Access: The Guide to a Better Life for Disabled Americans includes sections on hearing aids, TV for the hearing impaired, telecommunication devices, captioned films and addresses for sources of captioned films.

In "Library Services and Hearing Impaired Older Adults" Putnam describes how libraries can contribute to educating the general public about hearing loss. Information should be available on reputable audiologists, hearing aid dealers and other special equipment. The collection should include captioned films. Netting and Sampson's Hearing Loss and An Inservice Program for the Elderly documents an in-service program providing information on hearing loss.

Selected South Carolina Organizations

1. Program Assistance Line (P.A.L.) 800-922-2221 or 788-3974 in Columbia. Columbia-based service, which provides information and referral line for all state services. Will serve as go-between for individuals dealing with state agencies.

2. South Carolina Area Agency on Aging
   915 Main St.
   Columbia 29012
   The regional agency that studies, plans, promotes, and coordinates a program to meet present and future needs of aging citizens. Ask for your County Council on Aging Director for local services.

3. South Carolina Bibliotherapy Association
   Contact: Virginia M. McEachern
   Red Hope Library
   220 Falcon Dr.
   Columbia 29063
   Phone: 788-4409
   The organization is for professionals who work in helping professionals. Bibliotherapy is an interactive process of media and the people who experience it. Print and non-print material is discussed with an acid of a facilitator.

4. South Carolina Commission on Aging
   915 Main St.
   Columbia 29012
   The state government agency that studies, plans, promotes, and coordinates a statewide program to meet present and future needs of aging citizens.

5. South Carolina Library Services Commission on Aging
   P.O. Box 142
   404 Gressette Building
   Columbia 29022
   Responsibilities and duties: to conduct continuing studies of public and private services, programs and facilities for the aging in South Carolina. To report its findings and recommendations annually to the General Assembly.

Bibliography


Editor's Note: Debbie Truett is a recent graduate of the University of South Carolina's School of Library and Information Science.
The People's Free Library
Of South Carolina:
An Historic Site

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Winthrop College Library

On an oak-lined dirt road just off State Highway 909 in the town of Lowrys, seven and a half miles from Chester, is a one-room wooden building which served the community as the People’s Free Library of South Carolina in the early part of this century. The library has the distinction of being the first horse-drawn free traveling library in South Carolina. Although no records exist to document the claim, some believe that it was from this building that the first free “bookmobile” in the U.S. began.

It was through the generosity of Dr. Delano S. Fitzgerald, a Baltimore, Maryland, physician, that the library got its start in 1903. Each winter the doctor would come to Chester County to hunt. Fitzgerald grew fond of the people and the town and wanted to do something special in return for his warm acceptance by the community. He decided that what Lowrys needed most was a library. Being a well-read man himself and an avid book collector, the doctor took stock of his personal library and decided to donate a total of 1,381 books. A handwritten list indicates that he stocked the library with a wide assortment of books: a Bible, a set of encyclopedias, a dictionary, popular magazines of the period such as the Ladies Home Journal, and copies of several classics, including the novels of Charles Dickens and Sir Walter Scott.

From the beginning, the library was popular, serving as a meeting-place for the small-town population of 350—so popular, in fact, that strict rules had to be established to govern the use of the library collection and building. Sleeping on the lounge and the playing of any other game except chess were forbidden. Fees were set: “Each family will be required to pay the small fee of ten cents per month in advance, or $1.00 in advance for the entire year. This fee is to be used to provide a librarian to keep the library open regularly.” People in the rural area were hard pressed to get to the library. So Fitzgerald hired Walter Bankhead, a local farmer, to travel throughout the country and circulate the books. This was a new concept in library service and forshadowed the coming of the modern-day bookmobile. Each month Bankhead made twenty-two stops throughout the country, depositing a wooden cabinet filled with about two dozen books. The cabinets were designed by Fitzgerald to fill the horse-drawn buggy. Ten of the cabinets still exist: five are housed in the People’s Free Library, four are in the Chester County Library, and one is at the State Library.

Each of the cabinets contained a handwritten list of regulations governing the use of the books. The rules were as strict and precise as those set by libraries today. The list included the warning: “If a single volume is absent, it will deprive your place of the use of the books.”

The circulating part of the People’s Free Library ended in 1908. Dr. Fitzgerald hired Mrs. Ernest T. Anderson to serve as librarian. After Mrs. Anderson retired one more full-time librarian was employed. Then the library was forced to use volunteer help to stay open. When the Chester County Library opened its doors in 1925, the People’s Free Library was closed. After twenty years had elapsed, the library was once again opened in 1946 as a branch of the Chester County Library. When it was closed again in 1954, the building fell into disrepair and remained neglected for several years.

Finally, in 1972, the Lowrys Thursday Afternoon Club began to restore the building for use in connection with Lowrys 1976 Bicentennial Celebration. Soon the whole community got involved. Spaghetti suppers, yard sales, and a public appeal for donations raised money for repairs and brought in furniture to help refurbish the building. After a lot of hard work, a new roof was added, window panes were replaced, floors were sanded, and the front part of the building jacked up.

The building has become a source of pride for the town of Lowrys. Now a museum, it contains many of the original furnishings of the People’s Free Library of South Carolina, including the five wooden cabinets, a step ladder, and the original dictionary stand. In addition, two hundred of the original books have survived and are housed in the building.

Recognition of the historical significance of the library to the educational and cultural development of Lowrys and the surrounding area came early in 1983 when the building was designated an historic site and placed on the National Register of Historic Places. Federal money can now be used to make repairs and maintain the property on which the library sits.

Groups in the community have met to discuss what use can be made of the building. So far, there has been talk of using the building for arts and crafts shows, as a place for Chester County Library bookmobile stops, or as a study hall for high school students wanting a quiet place to do their homework. Plans are being made to organize a Friends of the People’s Free Library group to coordinate the use of the building.

Photographs by Misty Chepesiuk
South Carolina Libraries and Intellectual Freedom

Dan Barron
USC School of Library and Information Science

On May 21 of this year, six of the most outspoken individuals in the country squared off in open debate on the topic: Intellectual Freedom and Libraries. The debate was carried live via closed circuit television from the Thurmond Auditorium on the USC campus. Over 150 people participated in the teleconference on USC and technical college campus sites across the state. The forum included:

Moderator
Col. James Rembert, Department of English
The Citadel

Members
Mr. Cal Thomas,
Vice President for Communications,
The Moral Majority

Dr. Onalee McGraw,
Educational Consultant to the Heritage Foundation and Editor, Education Update

Ms. Judith Krug,
Director of the American Library Association, Office for Intellectual Freedom

Mrs. Terry Todd,
National Chairman of the Stop Textbook Censorship Committee
The Eagle Forum

Mr. Barry M. Hager
North Carolina Director
People for the American Way

The tape of the debate is available for use in the state for postage costs if tapes are supplied by the person requesting their use. For more information contact Dan Barron, College of Library and Information Science, USC-Columbia.

The teleconference was a part of a project entitled The First Branch of the Palmetto Tree: South Carolina Libraries and Intellectual Freedom. Another product of the project is the South Carolina Intellectual Freedom Handbook, a copy of which has or will be sent to every library in the State. Additional copies of the Handbook will be sold at cost with the proceeds reverting back to SCLA and SCASC budgets.

The entire project was completed by SCLA in cooperation with the South Carolina Association of School Librarians and the College of Library and Information Science at USC, and was supported by a grant from the South Carolina Committee for the Humanities.
Bits, Bytes and Bibliographic Instruction; Orientation/Instruction Round-Up

Nancy Davidson
Reference Librarian and Bibliographic Instruction Coordinator
Winthrop College Library

Nancy Davidson, an able colleague and talented BI librarian, has consented to become editor of this column. Since 1977, I've enjoyed finding out and reporting what other South Carolina instruction librarians are doing, but I think the column needs new ideas and different instructional prejudices to remain interesting. I look forward to good work from Nancy.

Trish Ridgeway

“Bits, bytes and bibliographic instruction”—this topic of vital interest to all BI librarians was also the common theme for two conferences held this spring. Tulips blooming on the Parliament grounds, canoes and kayaks on the Rideau Canal—there couldn’t be a more delightful time of year to visit Ottawa, capital of Canada and one of our northern neighbor’s most beautiful and fascinating cities. The 12th Annual Workshop on Instruction in Library Use entitled “Exploring the New Technology for Library Instruction” was held at Carleton University, May 18-20. With the help of some faculty development funds from Winthrop College, this columnist was able to attend the Canadian conference which focused on the theoretical and practical aspects of using some specific technological innovations and breakthroughs to teach library skills.

Under the competent direction of Janet Carson, Head of Orientation Services at Carleton University, and her steering committee, the conference appealed to participants with various levels of interest and expertise and featured sessions on many topics: microcomputers, online catalogs, computer networks, computer assisted instruction, videotext and its educational applications, videodisc as an instructional medium, word processors and their uses for library orientation—all focusing on the conference theme, using various forms of automation and technology for library instruction.

Arriving in Ottawa a day early because of some rather complicated airline scheduling, I found Glengarry House at Carleton absolutely teeming with 7th and 8th graders on their annual spring “fling” to learn about the government of Canada. Sightseeing was definitely the order for the day, and I quickly took to the streets, not only to seek a more tranquil atmosphere, but also to enlighten myself on the history and outstanding landmarks in this beautiful city.

The conference opened on May 18th, with a keynote address, “Videotext and Related Technologies: the Emperor’s New Clothes?”, by Dr. Fraser Taylor, associate academic dean at Carleton University. Taylor discussed broadcast and interactive videotext and the advantages and disadvantages of this technology as a learning tool and as a communications medium. Focusing on the Canadian experience with Telidon (a Canadian videotext information service), Taylor stated that videotext is a totally different form of communication, compared to traditional teaching methods, and that to use it effectively, more research is needed in the areas of learning and of
how the hemispheres of the brain respond to messages from a TV screen. Presentations must be thought out very carefully, for if they are not imaginatively and creatively designed, communication may be decreased. It is because of these problems that Taylor predicts the future use of videotext primarily as an information retrieval system and not as an instructional medium.

One of the most interesting and informative sessions at the conference was held in the CAI lab at Algonquin College the following day. Dr. Robert Villeneuve of the French Department presented an introduction to computer-assisted instruction, basically discussing the educational uses of computers at Algonquin, chiefly with French-speaking students who need remedial instruction in French grammar and writing skills. (Does that sound familiar?) With an opportunity for some "hands-on" experience with the terminals in the lab, all the participants had a chance to work with a tutorial on how to program in BASIC.

Ganga Dakshinamurti, from Red River Community College in Winnipeg, discussing "Bits and Bytes and B. I.: A Micro for Bibliographic Instruction", described her efforts in developing a program to teach the various complexities of the library of Congress subject headings list. Although this program features active involvement with the student, immediate feedback on answers, and is individualized and easy to update, Dakshinamurti emphasized repeatedly the tremendous costs in time and money involved in undertaking such a project.

Another session that afternoon, "Videodisc: A New Resource for Library Instruction", was given by Sabine Sonnemann, chief of the Newspaper Division, National Library of Canada. Sonnemann demonstrated this impressive laser technology using a videodisc developed at the National Library of Canada on the history of the Canadian national anthem, "O Canada". Although the cost of producing a disc is minimal, the development costs are phenomenal; thus severely limiting for the present the application of these systems to library instruction.

Closing the conference on Friday morning, Janet Carson, gave an overview of library instruction and the new technology. Carson has been on sabbatical from Carleton this year, researching this timely topic and traveling throughout Canada to gather information on "the state-of-the-art" in academic libraries. "GOTO or END; Whither Instruction Librarians?" — a good question; Carson challenged the workshop participants to rethink their modes of teaching and to be careful planners in implementing the new technology in their library instruction programs.

Two weeks later, over a thousand miles to the south, 31 librarians gathered at the University of North Carolina Charlotte for the 4th Southeastern Conference on Bibliographic Instruction focusing on "Library Instruction and the New Technology."

Following registration and various social activities on June 2, Sharon Hogan, deputy director, Temple University Libraries, presented the keynote address, speaking on "Computers Today, Robotics Tomorrow: Will Libraries Need Librarians?" Beginning with an overview of the information industry, Hogan discussed several of the existing technologies—microcomputers, videodisc, videotext, integrated office systems, etc.—and how the research and development of these services will affect all types of libraries. Predicting drastic changes in many of the traditional library functions, e.g., storage, selection and collection development, circulation and reference service, Hogan emphasized that the new technology will result in more opportunities for the sharing of materials and increase the availability of information for all patrons.

So that reference and BI librarians not be replaced by the new technology, Hogan stressed the importance of becoming involved in the design, development and research of the new systems by assisting with the creation of databases and by learning new communication skills to react electronically with library patrons. Concluding the keynote address, Hogan called upon all librarians to become true information specialists, assuming a new and vital role in the development of the new technology.

Presentations on Friday, June 3, focused on the topic "Bits, Bytes and BI: The Microcomputer as a Bibliographic Instruction Tool." Dr. Benjamin Speller, Jr., of N.C. Central University, speaking on "Computer Age Instruction—Are We Ready?" emphasized the importance of strategic planning and the need to define very specific goals when developing any educational applications for the computer. Steven Laughlin, University of Alabama, Birmingham, offered some very practical and sound advice on choosing and evaluating software. Mary Ellen Rutledge, interim director of the library at Northern Kentucky University, discussed the evolution of SAVVY, a microcomputer game featuring color graphics, music, and humor, now being used for library orientation. Developed by Rutledge and campus computer programmers, SAVVY has captured the interest of students by providing an imaginative and creative method for learning to use the library.

Other sessions rounding out the day's program discussed the use and production of videotechnology, including the showing of excerpts from the award-winning "Battle of the Library Superstars" and online searching and databases and their use in innovative outreach programs. All of the presentations focused on the integration of these technologies with bibliographic instruction programs.

"Bits and Bytes and Bibliographic Instruction" — a common theme for two very informative and interesting conferences—will most definitely be the main topics of conversation whenever and wherever BI librarians gather in the next decade.

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REVIEW


The most noteworthy comment that could be made regarding this excellent bibliography is what appears in the introduction by the author:

"In the case of elusive material that is neither printed by facilities of GPO nor systematically distributed to depository libraries by the Superintendent of Documents, publication catalogs frequently remain the only record in existence."

Credit, of course, is given still to the *Monthly Catalog of U.S. Government Publications* as the most well-researched and definitive access tool to U.S. government documents.

The contents of Zink's work have been well-researched and meticulously documented. Frequently a bibliography attempts to cover far more than is reasonable to expect from one publication. This review judiciously omits retrospective bibliographies, congressional committee bibliographies, and indexes to federally funded technical research literature, e.g. *Government Reports Announcements* and *Science and Technical Aerospace Reports*, which would have made this a cumbersome, out-dated tool.

Instead it adequately reviews current catalogs of publications of the various agencies of the government. The majority of entries reviewed are either serial in nature, or are topic-oriented compilations. This makes a more functional bibliography, which can be revised regularly by the librarian.

The inclusion of Superintendent of Documents classification numbers in each entry is especially helpful for libraries using the SuDocs scheme. And for those who do not, there is adequate source information in the form of an alphabetically arranged directory in the back. The inclusion of the *Subject Bibliography* is an additional aid to reference librarians and other outside a separate documents collection.

In spite of one obvious change since this bibliography was compiled (the *Selected List of Government Publications* is no longer published), *United States Government Publications Catalogs* remains thoroughly researched, comprehensive and practical. This would be an essential purchase for any documents department or reference department in an academic or public library.

Frances Ellison
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