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Jill P. May, Editor
Mona F. Slaton, Assistant Editor/Managing Editor
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EDITORIAL

A questionnaire concerning the content, appeal, readability, etc., of LIBRARY OCCURRENT, the quarterly publication of the Indiana State Library, was distributed to Indiana libraries and readers in 1978. Great response was received from individuals interested in LIBRARY OCCURRENT's format and future directions. Their responses lead to the State Library's concern for existing opinions about the content and informational needs in Indiana.

In 1979, the Executive Boards of the Indiana Library Association/Indiana Library Trustee Association began to explore the possibility of reorganizing its bi-monthly publication—FOCUS—and decided to take a look at its future direction. The ILA/ILTA Task Force appointed to develop alternative editorial policies and procedures for the improvement and effectiveness of library publications in Indiana recommended that two library periodicals be published jointly by ILA/ILTA and the State Library. Together, these three organizations laid the foundation for two reorganized publications—INDIANA LIBRARIES, the quarterly journal, and FOCUS on Indiana Libraries, the monthly news magazine.

Those involved agreed that the new quarterly journal, INDIANA LIBRARIES should be scholarly in content, and should represent various viewpoints of an issue within librarianship which is of current concern to Indiana libraries and librarians. Supported by ILA, ILTA, and ISL, this new publication will contain articles that inform librarians of scholarly opinions and current practices within the field, will allow for publication of arguments, and will present critical bibliographic surveys of professional materials. In addition, when applicable, the journal will publish short whimsical pieces based upon library philosophy. Articles selected for publication will be the ones which invite response.

This first issue has concentrated its attention on reference services in libraries. Dr. Ed Jennerich's article discusses the need within library education to improve current reference courses, and stresses the importance of the reference interview in library education. Mark Tucker, a university librarian, points to the inherent need for reference librarians to initiate user instruction, and discusses earlier research in this area. Dr. David Loertscher's short whimsical article addresses current reference desk policies. All of these topics can be rebutted, or further developed. Pat Riesenman addresses the topic of computers as a major source of reference use in libraries. Robert Logsdon and Barney McEwen's literature review is excellent in format and style. It is hoped that other review articles will be forthcoming.

Major emphasis will be placed on the following topics for the remainder of the 1981 issues and the spring issue 1982:

The Planning Process and Community Analysis (Summer)
Audio Visual Services (Fall)
Automation (Winter)
Budget and Finance (Spring)

Some of the early moments of initiating this issue brought trepedation, but I have found many friends in the Indiana library community and in the field at large who have contributed their ideas and efforts. I am not faced with numerous manuscripts that are awaiting consideration. Your support is crucial to the success of this publication. I encourage those of you who are interested in any aspect of the future topics to submit manuscripts. Contributions of major importance should be 10-15 pages double spaced. Rebuttals, whimsical pieces, and short essays should be 2-7 pages double spaced. I urge you to keep in mind the information the reader will want and that which will assist our readers in better performing library services.

In 1980, Indiana librarians supported a proposed plan for a life long learning program within the state; this journal is one positive measure in that process. It will offer chances for the entire library community to hear diverse proposals, theories, and practices which are developing within Hoosierland. Whether you are a reader or a writer, I look forward to receiving your suggestions, comments and ideas. Address all communications and materials for publication to Jill P. May, Editor, INDIANA LIBRARIES, 118 Matthews Hall, Purdue University, West Lafayette, IN 47907.

Jill P. May

THE ART OF THE REFERENCE INTERVIEW

Edward J. Jennerich

INTRODUCTION

The conceptualization of the process known as the reference interview has been with the library profession for some time, although in various guises. Researchers have admirably traced the gradual development of this concept which is central to the existence of libraries—providing information.[1,2,3] I will outline briefly the development of the reference interview and place it in its proper perspective. I will then outline a framework for library practioners and library educators to use in improving the quality of reference service.

The earliest serious attempt to outline the reference process and what it entailed was by Samuel Green[4] in 1876. His classic study provided the then fledgling American library profession with a description of what reference service should involve. His precepts, while condescending to today's library patron, were reflective of the state of the art in 1876 and were to remain extremely influential in reference thought and theory until well into the twentieth century. His view of the reference process was to provide minimal help to

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Edward Jennerich has served as a school librarian, university librarian, library educator and department chairman. Dr. Jennerich holds professional degrees from Drexel University (M.S.L.S.) and the University of Pittsburgh (Ph.D.). Jennerich teaches courses in reference, administration, and children's literature at Baylor University, Waco, Texas. He and his wife, Dr. Elaine Jennerich, have conducted several workshops for librarians on the reference interview.

the helpless by supplying "wholesome books".[5] Judged in all fairness, Green does supply us with a role model when he advocates that we "Receive investigators with something of the cordiality displayed by an old-time inn-keeper".[6]

The concept of reference service which Green endorsed became known as Readers Advisory Services, or matching the person with the "right" book. This preoccupation with *books*, rather than the *person, or even information*, was to dominate library thinking until very recently. Vavrek caustically described this preoccupation as librarians becoming "walking Winchell's,"[7] an epithet which we could now update and call "shuffling Sheehy's." Certainly a thorough knowledge of information sources (books, computer bases, etc.) is important—even crucial—to providing reference service, but it is not the only area where the training of reference librarians should center. I would go so far as to say, that knowledge of information sources is only half of the training needed for reference librarianship; the other half is knowledge of reference interview skills combined with a natural ability to help people.

I am not the first, and hopefully not the last, to advocate that there is more to reference service than knowledge of information sources. Woodruff as early as 1897 equated the concepts of reference interview skills and knowledge of reference materials,[8] but her observations went largely unheeded. She was followed by Wyer,[9] Flexner,[10] and Hutchins,[11] all of whom provided guidelines for the very general attributes required of reference librarians. Yet, while these authorities recognized that there is more to reference work than knowledge of books, there was little concrete guidance given for practicing or aspiring librarians to follow. While being alert, friendly and attentive (Flexner), or having common sense and straightforwardness (Wyer), or possessing suitable personal factors (Hutchins), may be considered truisms, they never quite achieved the status of models needed for the improvement of reference service.

The development of such models of the reference interview would depend upon the interdisciplinary approach advocated by Hutchins and established by David Maxfield[12] using counseling techniques, Jack Delaney[13] using social work and journalism models, Lee Anderson[14] using psychology theories and Robert Taylor[15] and Patrick Penland[16] using communications theory. Since the pioneering work of these individuals a generally accepted belief that there is more to reference than reference books has developed. Recent library literature abounds with articles examining, codifying, dissecting and diagraming what proports to be the scientific examination of what occurs in a reference encounter. While the profession is indebted to the efforts of Taylor[17] and Jahoda[18] in explaining how

we communicate with patrons and vice versa, remarkably little of this theoretical base or of other less scientific models has been incorporated into programs of pre- or in-service library education. Lip-service is given to the importance of communication skills in library education programs, but little of a substantive nature is being done to incorporate reference interview skills into the traditionally book-oriented library school curriculum. There are notable exceptions,[19] but they are the exception rather than the rule. Perhaps this is due to the fact that many teachers of reference have not had firsthand experience with the reference interview; possibly curricular demands rule out any other approach; conceivably it is the difficulty of teaching more than just the straightforward reference book approach; or, perhaps it is the difficulty of coming to grips with the *art* of reference. Most likely, it's all of these possibilities.

ART VS SCIENCE

The word "art" rather than "science" in the title of this article is deliberate. It is a more accurate term for the entire process undertaken in providing information for library patrons than is the term "science." It is not that I view the process as less worthy because it is not entirely scientific. Surely the art of Michaelangelo or Picasso is as equally important as the science of Newton or Descartes, albeit for different reasons.

For the purpose at hand we can define art as "a specific skill in adept performance, conceived as requiring the exercise of intuitive faculties that cannot be learned solely by study."[20] If we analyze the elements of this definition in terms of the reference interview, we can isolate several important concepts. The first element tells us that there are specific skills of performance which need to be developed if the reference interview is to become an art. We could describe the reference interview, then, as a performing art. I think this is a valid description of the process undertaken in reference situations; yet, it is a description generally met with disdain by many of my professional colleagues. (This skill component is, parenthetically, the area in which scientific principles can most realistically be applied as discussed later in this article).

The second element of our definition establishes the concept that there are in operation during the "art" of the reference interview, intuitive faculties that cannot be learned solely by study. This is an important concept. This is where we separate the wheat from the chaff; the superior reference librarian from the functionally adequate reference librarian. This is also where the reference interview becomes art and not science.

Science, on the other hand, and its inherent scientific methodology, is based on the assumption that natural and scientific phenomona can, with the presence of identical elements, be replicated with the same results over and over again. However, in a reference situation given the constant elements of librarian, patron and question, the results may not always be identical. Even if the question being asked is the same, the required answer may be different for each request. For example: "I would like to locate descriptive information about Bolivia." The answer required might be statistical, historical, sociological, geographical, biographical or all of these. The skill in adept performance of discovering what the patron requires and the proper exercise of intuitive faculties will lead to the satisfying of each patron's informational needs.

Describing the reference interview process as an art does not deny that there are some portions of the process to which scientific principles or theories can be applied. Why are we splitting hairs and debating whether the reference interview is an art or science? Perhaps it would be best to compromise and to describe the process as a "scientific art" or an "artistic science," but that obviously begs the question. The choice of terminology is significant because of the subtle effect that over describing and over formalizing of dynamic human interaction has had on the profession. Complete understanding of the reference interview has been slow in coming to the education of librarians because it is frequently viewed as so much theoretical gobbledygook by erudite professors making "much ado about nothing." The subtle, negative effect that scientific analyzing of the human interaction elements within the reference interview has on a profession of practitioners has not often been verablized in print, but it is nevertheless prevelent.

If the reference interview is an art as otulined in the above definition, we then can, by definition, identify those areas for which "skills in adept performance" can be described and taught as well as those areas "requiring the exercise of intuitive faculties that cannot be learned solely by study." The remainder of this article will attempt to accomplish that task.

REFERENCE INTERVIEW FRAMEWORK: SKILLS

In an article in *The Journal of Education for Librarianship*,[21] twelve verbal and non-verbal skills considered necessary for reference interview situations were identified, described and discussed as one model of teaching reference. Since the publication of that article, I have attempted to refine and/or restructure the following skills, but the list has been capable of standing the test of time. It would be

helpful to review these skills and to note the ease or difficulty with which these skills are mastered in order to isolate those skills which need the most developmental work in pre- and in-service library education efforts.

Interviewing Skills
For Librarians

Nonverbal Behavior		
1.	Eye Contact	Keep eye contact with the patron throughout the interview. Vary the eye contact so that you do not appear to be staring.
2.	Gestures	Match your gestures to what you are saying. Try to keep nervous and distracting habits under control (nail biting, pencil tapping, etc.)
3.	Relaxed Posture	Relax physically. Use body movements that show you are interested in what the patron is saying and feeling.
4.	Facial Expression ; Tone of Voice	Reflect the mood of the patron in your facial expressions. Your tone of voice and expression should make your comments believable.
Verbal Behavior		
5.	Remembering	Listen! Remember what the patron says so that you do not have to keep asking for the same information and so that you can put things together to determine exactly what the patron wants.

6.	Premature Diagnosis	Do not make assumptions about the patron's status or problems. Get all the necessary information before sizing the patron up.
7.	Reflect Feelings Verbally	Try to accurately reflect and interpret the patron's comments and feelings.
8.	Restate or Paraphrase Comments	Try to feedback the content of what the patron is saying.
9.	Open Questions	Questions require more than a "yes" or "no." Give the patron an unlimited choice of answers.
10.	Encouragers	Do not respond at length to every statement the patron makes. Use short phrases such as Oh! Then? So? "Give me an example" to keep the patron talking.
11.	Closure	Do not cut the patron off, change the subject, or interrupt a patron at an inappropriate time or in a manner that would offend him.
12.	Opinions, Suggestions	Do not force your own opinions on the patron and avoid making suggestions in the form "If I were you, I would. . ."

It should be pointed out that these skills are not scientific in the true sense of that term. Yet they are identifiable and they are capable of being refined and enhanced by every individual who wishes to exert the necessary time and effort. Some are more easily improved upon than others.

My observations of the approximately 150 students who have gone through the reference interview skills education process indicate that the vast majority of people need little help in the area of kinesics or nonverbal behavior. These skills seem to have been acquired during the students' normal culturalization process. Most people

exhibit appropriate "posture," "gestures," "facial expressions," and "tone of voice." While these skills may have been developed previously in social settings, positive reinforcement and practice in professional settings is certainly important.

Eye contact is the only nonverbal skill that most needed to develop more completely. The initial eye contact of looking at someone while you are talking to them is a generally accepted personality trait. It is, however, the maintaining of eye contact and level eye contact that presents some problems. The maintaining of eye contact during a search is important in order to let the patron know that you are aware of their presence. Frequently, the librarian becomes so engrossed in the search that their eyes never leave the page and any subsequent conversation involves talking to the pages of the book rather than the patron. An occasional glance at the patron will serve to re-establish contact and evidence of human interaction. The other problem area of eye contact involves level eye contact. That is to say that the eye level of patron and librarian should be the same. If the patron is standing and the librarian is sitting we create an unnecessary situation of master-servant relationships. Equal level of eye contact will enhance the positive level of rapport necessary for good reference interviewing.

Likewise, several of the verbal skills present little difficulty once their importance for professional situations has been discussed. "Closure" and "Opinions, Suggestions" are, again, the products of our culturalization processes.

To a greater extent "Premature Diagnosis," "Encouragers," and "Reflecting Feelings Verbally" are more difficult skills to develop. This appears to be due to the role image which librarians seem to have of themselves and of reference situations. We tend to be more formal (professional is a frequently used synonym) than is necessary or even desirable. In Carl Rogers work with personality and human interaction he notes that ". . . to withhold one's self as a person and to deal with the other [person] as an object does not have a high probability of being helpful."[22] Jourard also discussed this concept which he described as "character armour" in order to hide a person's real self and to protect one from possible hurt from the outside.[23] If we are not being our true selves at the reference desk, then we run the very real risk of interjecting barriers which stand in the way of satisfying a patron's informational needs.

The library education program should in no way attempt psychological behavior modification, but should make students aware of the ways in which behavior affects relationships with patrons. Perhaps more attention might be given to Holland's suggestion ". . .that tests [of social intelligence as well as intelligence tests] . . .be administered to individuals applying for library work

in areas such as reference where interpersonal competence is essential."[24]

The most difficult skills to teach are "Remembering," "Open Questions," and "Restating or Paraphrasing Comments." It is ironic that these are the areas which have received the most scientific scrutiny. "Remembering is closely linked with concentration and listening. Listening and remembering are aural aptitudes which, in our modern society, are not as highly developed as they once were. It has been my observation that reference students selectively listen to a query until some word or concept makes contact with an information source they know; then they stop listening and wait for a suitable conversational opening so they can run and get a book. The skill of listening and analyzing all of the information being given by a patron and then, and only then, going to an information source is initially difficult for many beginning librarians and even many seasoned veterans.

"Open Questions" is the area that, in my experience, has been the hardest element to teach. This is due to the simple fact that it is very difficult to react quickly and intellectually to often vague, incomplete and/or unfamiliar information provided by patrons. It takes a great deal of practice, preferrably in simulated situations to think on one's feet. It takes closely working with in-service librarians to define, refine and incorporate into their reference style open questions which can be used for a variety of reference queries. In all honesty, this process of asking open questions in order to negotiate a reference query can only be taken so far due to the unique nature of each reference query. This is where one's intuitive faculties, the art of reference, comes into play.

Closely related to open questioning is the final element of our battery of skills, "Restating or Paraphrasing the Comments." This is a simple but crucial skill. It provides the librarian and the patron with an opportunity to make sure they both know what information they are seeking. It is interesting to observe communication in both social and professional situations where while two people are conversing each has a different interpretation of what the other has said. A simple restatement of the information sought can save much time and provide better reference service.

REFERENCE INTERVIEW FRAMEWORK: INTUITIVE FACULTIES

As mentioned above, the use of open questions involves the ability to think on your feet to be analytical to be resourceful. I don't believe this is something than can be taught in library education programs. We expect students to come to us with this innate ability.

If they don't possess it, there is little we can do within the confines of education programs to develop this ability. While teaching reference interview skills can improve students abilities to a degree, the intuitive faculties which the student already posseses will not be significantly affected. Likewise, when the student becomes a professional, the daily demands of the work situation leave little time to develop skills or abilities not previously possessed. While experience is certainly a good teacher, the experience can tend to reinforce existing skills as well as expand one's reference repertoire. It behooves library educators to adequately prepare students for the reference interview before they enter the work force as well as to provide realistic library career guidance. Everyone in library school is not reference librarian material.

The attitude which the reference librarian has of reference work also falls within the domain of the art of reference. In addition to maintaining a philosophy or attitude towards reference work, the reference librarian must develop a positive attitude about him/herself, his/her abilities, his/her work, and the way in which she/he interacts with others. The attitude must encompass the belief that reference is a service to which each and every patron is entitled. The attitude that, as reference librarians, we are giving our time and our knowledge rather than that our time is being taken needs to be ingrained into the fiber of every librarian. In addition, we must develop the essential attitudes of pleasant and courteous service. In short, complete reference service in its broadest sense, includes those intangible, largely personal qualities that make reference work an art.

CONCLUSIONS

The ramifications of my observations present serious questions for both the library education community and for practicing librarians.

Obviously what I am suggesting is an over-haul of the prevailing mode of teaching only reference books. The quality of the students who are products of the solely book-oriented programs are varied and show little evidence of quality control in producing complete reference librarians. Fortunately, nearly all of the products of our education programs are technically adequate, i.e., they evidence good knowledge of books. Unfortunately, the same cannot be said for their ability to effectively interview and negotiate reference questions. This is not to say that, given suitable training, the present inadequate situation could not be changed to incorporate both a thorough knowledge of information sources and a thorough know-

ledge of reference interview techniques. Of course, there are many examples of graduates of book oriented reference courses who are truly exceptional reference librarians. Regrettably, this is more the result of chance and their own innate ability than the result of their professional preparation.

The advent of computer data bases and other information sources also leads one to question whether the present book bound curriculum will be able to meet the demands of the immediate future. If, in the next several years, librarians at all levels find themselves working with patrons while using more sophisticated material sources than books, will not training in the art of reference become increasingly important? Training in the techniques of the reference interview will remain valid regardless whether information is being retrieved from books or from data bases, but the same cannot be said for solely book oriented reference courses. The choices for the future seem reasonably clear; yet most library education programs do not adequately reflect the rapidly changing nature of the profession and the central role which reference interview skills have to play.

In terms of the working professional, the development of individual or group in-service/continuing education programs is to be advocated. Ideally, such programs would be done over a period of weeks with adequate opportunities for mutual feedback after using newly learned skills on the job. Less than ideal, but more pragmatic programs could be conducted in a shorter period of time. These programs must be conducted by individuals experienced with the teaching of reference interview techniques. Those few library education programs with strong reference interview components can be of invaluable service to the entire profession in this regard. Library organizations and associations interested in developing in-service/continuing education programs must seek out qualified, capable consultants.

The question might well be asked, "Isn't this more theoretical goddledygook which you yourself denigrated?" I think not. My reasoning is threefold. First, if the reference department is understaffed and you cannot provide adequate service, then it seems to me that a good case could be made for increased staff or the rearrangement of present staff. Second, if all we can provide is minimal, perfunctory service, perhaps all that is needed is a professional staff. If reference librarians are to be considered professionals and if there is to be a marked difference between professional service and non-professional service, then there is a need to provide the type of service that only a skilled professional can provide. Third, if professional reference librarians do not provide total reference service, libraries will lose the right to expect verbal and financial support from their various constituencies. If reference librarians don't take

the time necessary to negotiate reference queries thoroughly, are they worthy of the support they receive? Do library patrons deserve anything less than complete service? Obviously, the answer is to provide complete, professional reference services. In order to train future reference librarians and to help professionals in the field, I strongly advocate a more thorough understanding and utilization of "the art of reference,"and then reference service will achieve its maximum potential for service to library patrons, a challenge within our future.

Notes

[1] Elaine Zaremba Jennerich, "Microcounseling in Library Education," diss. University of Pittsburgh, 1974, pp. 5-18.

[2] Samuel Rothstein, "Across the desk: 100 years of reference encounters," *Canadian Library Journal*, 34 (October 1977), 391-399.

[3] Robert Wagers, "American Reference Theory and the Information Dogma," *Journal of Library History* 13 (Summer 1978), 265-281.

[4] Samuel Swett Green, "Personal Relations Between Librarians and Readers," *Library Journal* 1 (October 1876), 74-81.

[5] Green, pp. 74-79.

[6] Green, pp. 80.

[7] Bernard F. Vavrek, "The Emergence of New Reference," *The Journal of Education for Librarianship* 10 (Fall 1969), 109.

[8] Eleanor B. Woodruff, "Reference Work," *Library Journal* 22 (Conference Number, 1897), 67.

[9] James Ingersoll Wyer, *Reference Work* (Chicago: American Library Association, 1930), pp. 95-114.

[10] Jennie M. Flexner and Sigrid A. Edge, *A Reader's Advisory Service* (N.Y.: American Association for Adult Education, 1934), pp. 5-11.

[11] Margaret M. Hutchins, *Introduction to Reference Work* (Chicago: American Library Association, 1944), pp. 21-29.

[12] David K. Maxfield, *Counsellor Librarianship: A New Departure*, University of Illinois Graduate Library School Occasional Papers, No. 38, March 1954.

[13] Jack Delaney, "Interviewing," *Wilson Library Bulletin* 29 (December 1954), 317-318.

[14] Lee W. Anderson, "Reference Librarians and Psychology," *Library Journal* 81 (May 1, 1956), 1058-60.

[15] Robert S. Taylor, "Question Negotiation and Information Seeking in Libraries," *College and Research Libraries* 29 (May 1968), 178-94.

[16] Patrick R. Penland, *Interviewing for Reference and Readers Advisory Librarians* (Pittsburgh: University of Pittsburgh, 1970) and *Communication for Librarians* (Pittsburgh: University of Pittsburgh, 1971).

[17] Taylor, pp. 178-94.

[18] Gerald Johoda, *The Process of Answering Reference Questions: A Test of A Descriptive Model.* (Washington, D.C.: U.S. Department of Health, Education and Welfare, 1977).

[19] Edward J. and Elaine Zaremba Jennerich, "Teaching the Reference Interview," *The Journal of Education for Librarianship* 17 (Fall 1976), 106-111.

[20] *The American Heritage Dictionary of the English Language.* (Boston: Houghton Mifflin, 1978), p. 74.

[21] Jennerich and Jennerich. See also above reference to Jennerich, Elaine.

[22] Carl R. Rogers, "The Caracteristics of a Helping Relationship," *Interpersonal Dynamics: Essays and Readings on Human Interaction*, ed. Warren G. Bennis, et.al., (Homewood, Ill.: The Dorsey Press, 1968), p. 295.

[23] Sidney M. Jourard, *The Transparent Self* (N.Y.: Van Nostrand, Reinhold, 1971), p. 112.

[24] Barron Holland, "Updating Library Reference Service through Training for Interpersonal Competence," RQ 17 (Spring 1978), 209.

THE LIBERAL ARTS FOUNDATION OF LIBRARY USE INSTRUCTION

John Mark Tucker

In the past twenty years user instruction has emerged as a growing phenomenon in academic libraries, making greater demands on reference services and functions than ever before. Programs designed to teach students how to use libraries have attracted a small but vocal chorus of critics who describe user instruction as superficial, repetitive, and self-defeating. More specifically, one of the foremost critics, William Katz, complains of a lack of thoroughgoing analyses of the assumptions underlying library use instruction.[1]

The need for instruction librarians to examine more closely the conceptual and philosophical assumptions that support their work is corroborated by Deborah Lockwood. After scrutinizing more than 900 publications for her bibliography on library instruction, Lockwood urged the profession

> to begin reaching beyond the library field and to start thinking in broader terms than individual programs and develop a philosophy and a concept that will be acceptable to our clientele and colleagues.[2]

J. Mark Tucker received an M.L.S. and an EdS from George Peabody College. Since that time he has served as Head Librarian, Freeb-hardeman College, and Reference Librarian at Wabash College. Tucker is currently Reference Librarian and Assistant Professor of Library Science, Purdue University, and is a doctoral candidate at the University of Illinois.

The purpose of this paper is to respond to Katz and Lockwood by identifying one assumption in which library instruction is grounded. In short, a workable foundation of academic library use instruction is inherent in the purposes of a liberal arts education. My discussion of the relationship between library instruction and liberal arts education will include an identification of the essential philosophical similarities between the two enterprises, examples of three undergraduate subjects in which the relationship has become apparent, and a rationale for affirming that there is a need to acknowledge the value of this relationship in the academic marketplace.

Why is a liberal arts education important? And how does it relate to library instruction? We know that a good liberal education introduces students to a cross section of cultures, great ideas, and literary masterpieces, thereby providing broad, historical, and humanizing perspectives for personal and intellectual growth.[3] The resources and search strategies of library instruction can serve vocational, technical, and professional curricula as well as more traditional subjects. However, library use instruction and the liberal arts tradition share a purpose, and merit closer scrutiny. To gain perspective on this important similarity, we turn first to that great nineteenth century apologist for liberal learning, John Henry Newman.

Newman's orientation to rational philosophy is apparent in his classic, *The Idea of a University*. Newman saw knowledge as "taking a view of things."

> When I speak of knowledge, I mean something intellectual, something which grasps what it perceives through the senses; something which takes a view of things; which sees more than the senses convey, which reasons upon what it sees; which invests it with an idea. . . .The principle of real dignity in knowledge, its worth, its desirableness, considered irrespectively of its results is this germ within it of a scientific or a philosophical process. This is how it comes to be an end in itself; this is why it admits of being called liberal.[4]

Just as knowledge is taking a view of things, so learning or "enlargement" of the intellect involves weighing and comparing points-of-view. There is no enlargement unless there is a comparison of ideas one with another, as they come before the mind, and a systematizing of them.[5] Thus, the mere taking in of facts and ideas does not constitute a liberal education. The "enlarging" element in liberal learning is the taking in and the considering of facts and ideas, the weighing and comparing of them, the processing and systematizing of them. To digest thoughts, facts, and ideas, comparing them with and integrating them into what we already know, is to partake of

liberal learning. Brubacher writes that "the mind succeeds in doing this through its ability to conceptualize: by inspecting a multitude of particulars, it is able to grasp the essence or universal that underlies them all."[6] Despite the lack of consensus about what individual courses belong in a liberal arts curriculum, many educators would agree that the ability to handle knowledge and information as suggested by Newman and Brubacher is essential to being liberally educated.

Similarly, the purpose of library use instruction involves weighing and considering books and writers, their facts, ideas, and opinions. William Warner Bishop, for twenty-six years Director of Libraries at the University of Michigan, placed this issue within the context of library use (or bibliographic) instruction. In answering the question, "What should result from . . . bibliographic training?" He said that the student should show a certain readiness and ease among books and that he should use easily "bibliographic tools of all sorts from the simple to the erudite." Most importantly, the student should acquire

> . . . the ability to judge the comparative merits of books both new and old. If he has learned to appreciate to some extent the personal equations of authors, publishers, and reviewers. . . if he has acquired some criteria for forming judgments of his own, he has gained from the college library, from his fellow students . . . from his earlier training, an attitude toward books which defies definition, but which may perhaps be best termed *discriminating.* Such a man cannot be 'dated' in later life by the opinions and view of his day in college. He is equipped to cope both with books, and, to a lesser degree, with men.[7]

Thus, Bishop emphasized the art of discrimination, the ability to make informed judgments on the basis of critical comparisons of authors, their ideas, views, and opinions. This same kind of intellectual activity, described by Newman as "enlargement," or the comparison of ideas and points-of-view, is what links library instruction and liberal education. They both seek to inculcate in students the art of discrimination, the ability to intelligently compare and critically judge. In this manner the liberal arts tradition supplies philosophical support—the conceptual foundation needed to help make library use instruction intellectually viable and academically respectable.

We can observe the library instruction/liberal arts relationship on a more practical plane by examining undergraduate course-related instruction in programs requiring students to compare points-of-view and make critical judgments. For purposes of discussion I have chosen political science, philosophy, and basic composition. These fields of study are responsive to the concept that learning is a process, and exhibit the same range of purposes inherent in library instruction and the liberal arts: inquiry, point-of-view, techniques of comparison, and the art of discrimination.

In addressing the Midwest Political Science Association, Evan Farber described assignments developed for political science students at Earlham College. The assignments required that the students have first hand contact with United States government publications and the indexes within this field. Farber stated that he and the faculty members who planned the courses wanted to familiarize students with the bibliographic tools for finding documents and to help them understand the purpose and function of those documents in relation to the work of the issuing agencies. "What we wanted them to come out with was not only a knowledge of the governmental process, but also, if one wants to find out about a governmental activity, where one gets background information and finds specific items."[8]

This rather normal objective of library instruction is followed by Farber's next comment which suggests that something more fundamental was at the heart of these assignments. Students learned to *compare* sources, assessing their value for particular purposes and choosing those compatible with their research needs: students "could. . .examine the governmental process and its primary materials in order to compare them with secondary sources—the newspapers and periodicals."[9] The purpose of the library portion of the political science courses "was not only to improve students' bibliographic skills, but to permit them to become intelligent consumers of information."[10] The object was to teach students how to critically evaluate government generated information. Students inquired, compared, and made judgments, based upon their newly acquired knowledge of sources and the ability to discriminate among them. Those who learned well were involved in a training lesson in the use of libraries and obtained a small portion of a liberal education.

Len Clark discusses library instruction from a philosopher's point of view. He uses the term, "perspective," defining it as a way of organizing information. He indicates that a natural and needed aspect of introducing students to a discipline such as philosophy is to show them how the library organizes information in that discipline. "Studying the structure of library organization is itself an education in the disciplines and an irreplacable one at that."[11]

Not only does library instruction involve teaching how the library arranges information in a field of study, it also involves teaching the internal structure and hierarchy of information peculiar to a field of study. Instructors in library use must teach a discipline's terminology, its patterns of research, and its uses of information. Clark adds that the crucial place for library instruction is in beginning courses where students are introduced to that particular view of the world which characterizes the intellectual content of a discipline.[12] When his students learn how the library organizes information in philosophy as well as how philosophers organize

information in their own subject, they begin to "take a view of things," to gain "perspective," in a liberal arts subject, and they also take part in liberal learning.

In his discussion of basic communication, Jon Lindgren agrees with Lockwood that librarians must present to the academic community a rationale for making library instruction an integral part of academic curricula. The rationale must be viewed as having intellectual validity and as supporting programs that meet obvious educational needs. Lindgren notes that library instruction is handicapped by the absence of a working tradition which encompasses "broad cultural support and a supportive 'pedagogy.' "[13] He states that there is a need to develop a philosophical foundation that will furnish librarians with the intellectual substance necessary to sustain curricular development.

Lindgren recommends language study (both oral and written), but especially basic composition, as an appropriate model with which to identify. Three aspects of basic composition merit consideration in relation to library use instruction: the existence of abiding philosophical support from the academic community, a persistent search for theoretical and methodological bases, and efforts to refine new theories into effective techniques.[14] Experienced practitioners recognize our deficiencies in these areas; it is hoped that we can continue to develop the expertise necessary to insure continued progress.

As an inheritor, perhaps unwittingly, of the ideas of Newman and Bishop, Lindgren stresses the value of (1) showing how library materials "may be crucial to an examination of the major and minor premises that underlie logical analysis," (2) of teaching "the process of selecting and shaping workable topics," and (3) of showing how students can use the library's and their own resources in "exerting critical judgments."[15] So we see that the elements of comparison and discrimination are as persistent in user instruction for communication as they are in user instruction for political science and philosophy. Programs such as these demonstrate that the essential purposes of library use instruction coincide with those of the liberal arts education.

Librarians committed to user education may well find the immediate future a most opportune time to articulate the link between library instruction and the liberal arts to their faculty colleagues. Colleges and universities are increasingly interested in restructuring and re-emphasizing liberal arts curricula. Harvard's recent review of its own undergraduate curriculum resulted in a stronger core requirement based on values inherent in a liberal education. Harvard's changes could conceivably have an impact similar in scope to its 1945 report, "General Education in a Free Society," which helped stimulate renewed interest in a liberal edu-

cation in numerous other institutions.[16]

Many educators see the liberal arts as the most appropriate vehicles for the transmission of western culture. The foregoing arguments suggest that librarians should bring their own understanding of user instruction into the mainstream of the liberal arts tradition and thereby further assist in the processes of liberal education for all patrons.

NOTES

[1] Katz summarizes his opposition to user instruction in *Introduction to Reference Work, Vol. II, Reference Services and Reference Processes*, 2nd ed. New York: McGraw—Hill, 1974, pp. 61-65. His ideas on this topic are especially in need of a response as the three editions of his text have been frequently used in library schools and presumably influence hundreds of people as they enter the profession.

[2] Deborah Lockwood, *Library Instruction: A Bibliography*, Westport, Connecticut: Greenwood, 1979, p. viii.

[3] An extensive discussion about the nature of the liberal arts is beyond the scope of this paper. The issues of what it means to be liberally educated stem from Aristotelian thought and, having taken on various forms throughout the centuries, may be argued *ad infinitum*. George Schmidt offers a good working definition of the liberal arts. He writes that the hundreds of thousands who have experienced a liberal education are "convinced there is *something* there and *that* something is priceless. A liberal education—to state the consensus—means knowledge of the world of nature and of men. It means a disciplined mind, and this includes the effective use of language and the ability to think critically and to judge intelligently among alternatives." In "A Century of the Liberal Arts in College," in A Century of Higher Education; Classical Citadel to Collegiate Collosus, W. W. Brickman and Stanley Lehrer, eds. New York: Society for the Advancement of Education, 1962, p. 63.

[4] John Henry Cardinal Newman, *The Idea of a University*, Garden City, New York: Doubleday, 1959, p. 138. Originally published in 1853.

[5] *Ibid.*, p. 156. Recent proponents of liberal education have stressed the importance of the concepts of process, inquiry, point-of-view, comparison of ideas, and the art of discrimination. See Daniel Bell, *The Reforming of General Education*, New York: Columbia University, 1966, pp. 171, 219; Frederick Rudolph, *Curriculum; A History of the American Undergraduate Course of Study Since 1636*, San Francisco: Jossey-Bass, 1977, pp. 260-264; and Robert N. Broadus, "Library Science and Liberal Education," *Journal of Education for Librarianship* 7 (Spring 1967): 204, 207. These goals for liberal arts curricula are not universally appreciated. Bard College president, Leon Botstein, decries their over-emphasis in "A Proper Education," *Harper's* 259 ,September 1979: 34. A fine summary of these concepts is John Passmore's chapter, "Teaching to Acquire Information," in *The Philosophy of Teaching*, Cambridge, Massachusetts: Harvard University, 1980, pp. 56-83.

6 John S. Brubacher, *On the Philosophy of Higher Education*, San Francisco: Jossey-Bass, 1977, p. 71.

7 William Warner Bishop, "Training in the Use of Books," *Sewanee Review* 20, July 1912: 279-280.

8 Evan Ira Farber, "Teaching the Use of Government Documents for a More Effective Introductory Course," memeographed paper delivered at the Midwest Political Science Association, Chicago, April 21-23, 1977, p. 2.

9 *Ibid.*

10 *Ibid.*

11 Len Clark, "Library Instruction from the Philosopher's Point of View," in *Faculty Involvement in Library Instruction*, Hannelore B. Rader, ed. Ann Arbor, Michigan: Pierian Press, 1976, p. 34.

12 *Ibid.*, pp. 33-34.

13 Jon Lindgren, "Seeking a Useful Tradition for Library User Instruction in the College Library," in *Progress in Educating the Library User*, John Lubans, Jr., ed., New York: Bowker, 1978, pp. 74-75.

14 *Ibid.*, p. 76.

15 *Ibid.*, p. 79. Patricia Knapp outlined a model library instruction sequence that she believed to be appropriate for institutions offering a liberal education in *The Monteith College Library Experiment*, New York: Scarecrow, 1966, pp. 80-113.

16 Harvard's curricular reform is not an isolated event. A policy statement issued by the American Association of State Colleges and Universities, representing 323 institutions, was published in February, 1977, and called for stronger undergraduate requirements in the humanities. The Manifesto of Liberal Arts College Presidents was issued in April of that same year; representing Bard, Bennington, Scripps, and Wheaton Colleges, it, too, urged a renewal of liberal education studies, as did a 1977 report issued by the Carnegie Foundation for the Advancement of Teaching.

REFERENCE USE OF COMPUTERS

Pat Riesenman

The most striking changes of the 1970's for many reference departments occurred with the introduction of using computers for reference purposes. At Indiana University's main campus in Bloomington two computer systems were added to the Reference Department of the Main Library in 1978. Computer Assisted Reference Service (CARS) was established to provide bibliographic information through computerized databases, and an OCLC terminal was made available for reference use. Both services are by now thoroughly integrated into the reference process. As a testimony to the increasing use of the two services, Reference now has a second OCLC terminal for public use and CARS provides bibliographic searching in a growing number of branch libraries.

OCLC has been used for a variety of functions; even more possibilities are expected to emerge in the future. Initially OCLC served chiefly to verify the existence of books. It was particularly useful when an author's surname was a common one, and the forename(s) unknown. It also became evident that OCLC provided a

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Dr. C.. Patricia Riesenman is currently Assistant Reference Librarian and Coordinator for Computer Assisted Reference Service at Indiana University Libraries. She holds degrees in comparative literature, library science, and German.

quick way to check possible variants of spelling when the name was unfamiliar. Furthermore, the ability to search by title when the author was unknown or incorrectly identified added a capability which had not existed when verification searching was limited to the printed *National Union Catalog*.

Even before the Interlibrary Loan (ILL) subsystem became available, OCLC's materials location listing was of great value. With the initiation of the ILL subsystem in April 1979, OCLC became the primary tool for verifying and requesting both books and photocopies of periodical articles.

Recent enhancements to the system have helped to overcome some of the problems encountered earlier. Today's user is seldom blocked by encountering the top limit of the system, a frequent problem in the initial two and a half years with OCLC. These added capacities have whetted appetites for future expansion of the system's capabilities. Recent reference requests illustrate some of the hoped-for future uses of OCLC.

An I.U. faculty member requested a list of recent books on the "quality of life" or "environmental quality." While entering these phrases as beginnings of titles produced a list, that listing was neither exhaustive nor true to its subject. Many titles which began with the phrases dealt with topics other than the focus of the search. Conversely, many relevant books bore titles which either did not contain the chosen phrases at all or embedded the phrases in titles which began with other words. A future enhancement to allow for subject searching would permit generation of more a relevant list not based solely on title terms. Even at present one can at times retrieve a few pertinent citations using such a phrase as a potential title, but the results are not nearly so satisfactory as they will be possible in the future.

Another patron requested a list of locally available Spanish translations of well known American authors. When it becomes possible to specify language along with an author's name, with a further qualification of using works held in a specific library, production of such a list will be a matter of minutes.

An Indiana University project to place into OCLC a full record of our serials holdings, including detailed copy-specific information on locations, has unfortunately been slowed recently because of the unavailability of continuing grant funds. However, the Indiana University Libraries remain committed to the completion of the project; the currently available segment of holdings provides a tantalizing glimpse of future possibilities.

The public-access OCLC terminal in the Reference Department has been in operation only since December. Student and faculty patrons have been using it to determine publishers' names, publi-

cation dates, and other libraries which own the book, as well as to verify proper forms of names. Recently a knowledgeable patron had already used *Books in Print* and the card catalog in a vain effort to locate a book on skin diving called *Diving for Fun*, by Joe Skykowski. Trying the author title search key on OCLC produced no results. However, the title key yielded information on three editions (none of them currently in print), and showed the author's name to be Strykowski, not Skykowski. The patron now has the information necessary to initiate an interlibrary loan request. A second public-access terminal will soon be installed in the Government Publications Department of the I.U. Main Library, and plans call for additional terminals for patron use in branch libraries.

Whereas OCLC is used almost constantly and produces its answers almost instantaneously, CARS has quite a different usage pattern. In a typical CARS search the patron meets twice with a librarian-search analyst and receives the results about a week later.

During the first meeting decisions are made concerning the appropriate databases to search, the search strategy, and the terminology to be used. The second appointment is generally at least 24 hours later, giving both patron and librarian time to give further consideration to the topic and perhaps to become more familiar with the database (s) involved. During the second meeting the search is conducted in the presence of the patron, who can assist in making decisions about alterations in search strategy based on the partial results as they become known. It may be, for instance, that a tightly-constructed search using prescribed index terms yields too few citations. The librarian and patron may then decide to add search terms which are not index terms but which are relevant to the topic, and instruct the computer to look for these terms in titles, abstracts or other free-language areas of the database.

The capacity to search for terms other than prescribed index terms constitutes one of the primary factors which distinguishes a computerized search from a manual search of a printed index. A second, often more important, feature of the computerized search is the computer's ability to combine terms through the use of Boolean logic.

An example might concern the incidence of child neglect in the families of unemployed workers. A number of synonyms for child neglect might be chosen and the documents containing those phrases grouped together as a unit. Similarly, documents containing such terms as "unemployed," "unemployment," "out of work," "laid off" and "fired" can be grouped by the computer. In a subsequent operation the computer is instructed to look for overlap between the two groups of terms, thus locating those citations which contain both the notion of child neglect and that of unemployment.

Neither of these is duplicated in existing printed indexes. The user of the printed source must follow up each occurrence of each term, and look for the second concept within that document or abstract. Such a procedure consumes enormous amounts of time, while the computer might use at most three to five minutes, depending in part on the typing speed of the searcher.

The result of a computerized search is a list of bibliographic citations, often with abstracts. While the search is conducted in an online, interactive mode, the results are generally printed off-line at the main computer facility and mailed to the librarian for delivery to the patron. It is, of course, possible to have the results typed online while the CARS terminal is connected to the main computer, but the cost for such retrieval is considerably higher than the cost of having off-line prints prepared and mailed.

CARS patrons pay fees which cover the costs of computer use, telecommunications lines, printed citations and a small surcharge. Average prices have been about $20 to $25, with extremes ranging from $4 to $150.

CARS began operations with two searchers for the Bloomington campus and one for regional campus queries. A fourth highly-experienced searcher was already active at the Chemical Information Center; her work has recently been integrated into CARS, which now has a branch location at the Chemistry Library. During the past semester seven librarians participated in searching, while training has begun for four more. As the range of databases increases and the demand grows it is anticipated that even more librarians will become involved.

In addition to the Main Library and the Chemistry Library, CARS searches have been done at the Biology and Swain Hall Libraries, the latter serving departments of astronomy, mathematics, computer science and physics. Equipment will soon be acquired for the Education, Geology and Optometry Libraries as well.

So far the most heavily used databases have been PsycINFO, the online equivalent of *Psycological Abstracts*, and ERIC, the education database. The high use of ERIC came as a surprise, since an excellent and relatively inexpensive off-line search service, PROBE, has been available for a number of years at the Education Library. PROBE usage ranges from 20 to 80 searches per month. The PROBE staff has frequently referred patrons to CARS when they felt that an online search would be advantageous because of cost or time considerations or because of the greater flexibility offered by the online system. Other fairly popular databases for Main Library use have included Dissertation Abstracts, Social Sciences Citation Index, and business sources.

The majority of CARS users have been IUB graduate students, many of them working on their dissertations. Two recent changes have been noted concerning other users. First, searches for off-campus patrons are declining, as more of IU's regional campuses and other institutions in the state acquire their own search capabilities. Recent statistics provided by the Indiana Cooperative Library Services Authority (INCOLSA) indicate that approximately 15 colleges, universities and regional campuses in Indiana have computerized bibliographic searching at present, while several others are planning to introduce such services.

The second change during this year is an increase in the number of faculty users. Some of this increase in faculty use can be attributed to a subsidy program established by the Office of Research and Graduate Development. A total of $3,000 was allocated to underwrite costs up to $35 each for approximately 100 faculty members. First made available in September 1980, the subsidy program was used by 26 faculty members during the first semester.

Departments and schools so far represented in the subsidized search program include African studies; Afro-American studies; anthropology; biology; business; chemistry; education; English; folklore; history; health, physical education and recreation; home economics; library; library science; physics; psychology; and school science.

In addition to the decline in off-campus searches and the increase in IUB faculty use, it should be noted that search activity during the first half of the current fiscal year has been more than twice as high as during the comparable periods of the first two years. The increasing popularity of CARS suggests that the information needs of our patrons will continue to grow and that an increasing number of librarians must develop the new body of skills required for this augmented reference service.

MAXIMIZING THE USE OF REFERENCE BOOKS: A STORY

David V. Loertscher

Once upon a time in libraryland, Studious Sam needed some information from the library. Knowing that it was more than he could expect from a phone call to the librarian, he hopped on his bicycle and pedaled down to the library. It was near closing time and the information he needed for his homework (or report, or job, or personal need, or just plain interest) turned out to be in a reference book behind the librarian's desk.

"Oh please," he asked of Strict Selvin, the librarian, "Couldn't I please check the book out overnight? I'd have it back in the morning, I promise." Strict Selvin didn't bat an eye as he automatically responded, "Reference books don't circulate!"

David V. Loertscher has degrees from the University of Utah, University of Washington. He received his Ph.D. in library science from Indiana University. He has taught at Purdue University and is currently Program Coordinator for the Department of Instructional Resources at the University of Arkansas. He has published in School Media Quarterly, Catholic Libraries, Audiovisual Instruction, and in a number of state journals. Most recently he edited an entire issue of Arkansas Libraries which focused on the new role of the school library media center in the curriculum.

Studious Sam was mad. He:

1. threw the book down on the table and walked out enraged, or
2. said he needed the book for a few more minutes - ran to a corner of the library and cut out the pages he needed, or
3. stole the book, or
4. vowed he would never use that library again, or
5. went without the information he needed for his homework/report/job/personal need/interest and suffered because of it.

Studious Sam got to thinking about his experience and decided to ask the head librarian some questions about reference book policy. He was brave. Here are some of the replies he got and some of his objections to those replies.

You could have checked out the older editions of reference books which we allow to circulate.

Now really, librarian, are you advocating that I use out-of-date information for my homework/report/job/personal need/interest? Do you realize how much damage can be done when a patron uses an inferior resource?

Reference books need to be on the shelf at all times so that they are available at any given moment.

OK, librarian, who can possibly get to that book after you close and before you open the next morning? The mice? How can you defend the non-use of a very expensive publically owned resource at a time when it is needed?

But library policy states that reference books are not to circulate overnight.

Sounds like one of those policies that haven't been examined in years to see whether it is relevant to today's needs.

How do we know that a patron would bring a reference book back the next morning so that it would be available to others?

Well, it is certain that you will never know that until you try out overnight circulation and test it out. By the way, have you ever read an article in the professional literature about a library that circulated its reference books for overnight use and stopped the policy because it was abused?

But what would happen if a patron could not get to the library that next morning?

Ah, now here is a use for those older editions. You see, if you guarded the old editions and circulated the newer ones, you could limp along (with verbal warnings to patrons and call-backs if necessary) with the older editions until the newer ones were returned.

We do pride ourselve, I guess you know, on the size of our reference collection - it's a mark of quality.

That's the problem with many libraries. They often relegate many volumes that would get heavy use in the circulating collection to relatively little use in the reference collection. Shouldn't you ask where a book would get more use before you create that all important call number?

Now you are committing the same sin you accused me of. How can I know if a reference book would get more use in the reference collection as opposed to the circulating collection?

Well, I guess that the only sure way would be to do an experiment. You might have a circulating copy in addition to a reference copy of a particular title and through observation (or a note to a patron) a check mark could be put in the reference copy every time it was used and the same count could be done on the circulating copy. That would be one way of comparing the number of uses.

It would also be very interesting for the reference librarian to make a small pencil tally in every reference book used over a period of time (say two weeks or a month). It wouldn't take long to evaluate whether any title was really needed in the reference collection. Why not pare down the size of the reference collection to a minimum?

Since you have been so smart about our reference book policy, I'll bet you have another suggestion.

I'm glad you asked. Another pet peeve of mine is that I see all those expensive reference books sitting on the shelves in their expensive bindings - particularly encyclopedias - and wonder if something could be done to insure that by the time a reference book was outdated it would be worn out too. Suppose you purchased every reference book you could in the paperback edition?

But are reference books available in paperback?

You're asking me? You are the librarian. I'd suggest a visit to a quality paperback book shop for the answer to that question. Most of the stores I've been in have a reference section with other reference books scattered throughout the nonfiction section. Oh, but you know of other sources you could check like *Paperbound Books in Print* and other specialty lists.

I guess you're suggesting that I could save some money?

That's the name of the game.

I just don't know about your nontraditional approach. We've never done this type of thing before. Are you really seriously advocating that everything in the library collection circulate except the librarian?

If Tutankhamon could circulate why not library reference books?

Remember, I as a taxpayer am getting pretty tired of paying for public services which don't serve. Oh, by the way, librarian, when you need a reference book after hours what do you do?

LIBRARY SERVICES TO THE HANDICAPPED: A LITERATURE REVIEW

Robert Logsdon
and Barney McEwen

Library services to the handicapped, while not new, only recently have begun to be seen as a basic part of services to the public. Prior to this the tendency was to provide "special services" where and when needed rather than to provide a continuing library program.

Several recent events have contributed to a change in attitude. There has been a growing awareness on the part of society that the handicapped are not to be shunned and avoided, but rather to be recognized as citizens who have the same basic needs and wants as everyone else. They can, and do, contribute much to our culture and should be treated with the respect and dignity that they deserve.

This awareness has come about not only from natural evolution in societal thinking but also because of rising aggressiveness on the part of the handicapped population. Many groups which have sprung up are demanding the same basic

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Robert Logsdon is currently Reference Librarian, Division for the Blind and Physically Handicapped, Indiana State Library. He studied at Eastern Kentucky University and received his M.L.S. from Indiana University in 1971. Logsdon is currently a graduate student in the School of Public and Environmental Affairs of Indiana University.

Barney R. McEwen completed his undergraduate education at Mississippi College in 1966 and his M.L.S. at Ball State University in 1971. He is currently Division Head, Division for the Blind and Physically Handicapped, Indiana State Library.

civil liberties accorded to other individuals and groups. And, as has been the case in similar movements, the result has been a growing public awareness and governmental legislation recognizing these needs.

Numerous laws have been passed which guarantee the handicapped their rightful place in society and their right to have access to the programs and benefits provided other members of society. Two of the most far-reaching pieces of legislation, particularly as they apply to libraries, are P.L. 94-142, The Education of All Handicapped Children Act, which requires that states provide free appropriate public education in the least restrictive environment for handicapped children and Section 504 of the Rehabilitation Act of 1973 which mandates that agencies receiving federal funds must provide that the handicapped be allowed to participate in or benefit from the resources, programs and services that they provide.

Libraries, therefore, have been responding to these various factors: societal pressures, consumer demands and legal requirements. And if at times they appear to be moving woefully slow, they are nevertheless becoming aware of the broader population that they can and must serve.

The professional literature, in turn, has reflected this new awareness. Until very recently, periodical articles tended to describe those very few specific individual programs and books within the field. The studies tended to concern themselves with programs and the libraries that provided them rather than works that provided general principles and methods. This is no longer true, and in the past few years several important works have been written by concerned practitioners who offer valuable suggestions and advice to the interested librarian.

This article, while not pretending to discuss all of the works that are currently available, does try to introduce to the reader some of the more significant works that have been published. Because of space limitations, we have not included the numerous periodical articles that have been printed, but we have included a recent bibliography that lists those publications over a ten year period. What does follow are those works we feel will be of primary interest to library practitioners.

SCHAUDER, DONALD E. and MALCOLM D. CRAM. *Libraries for the Blind: An International Study of Policies and Practices.* Stevenage, England: Peter Peregrinus, Ltd., 1977. 152p. (Librarianship and Information Studies, Volume 4). Out-Of-Print.

Originally written by Schauder in 1972 as a thesis, this book has been expanded and updated to 1976. The authors have attempted to provide an international study of library services to the blind and visually impaired through personal visits, correspondence and extensive searching of the literature. A variety of topics are covered including finances and administration, selection, acquisition and production of materials, bibliographic control, personnel, and technological developments. These areas are discussed on a country by country basis, and normally run from one to two paragraphs in length. They do run longer for some of the more advanced nations. An excellent bibliography is provided as well as a listing, by county, of organizations providing library services to the blind and visually impaired.

Its appeal probably will be limited to those librarians who work primarily with the handicapped, but anyone interested in this area of library service and its origin and development on an international basis will find this an invaluable source.

STROM, MARYALLS G., ed. *Library Services to The Blind and Physically Handicapped.* Metuchen, N.J.: Scarecrow Press, 1977. 285p. $12.00.

This is a collection of twenty-eight articles dealing with various library services to the handicapped which appeared in library publications between 1963 and 1976. Although most were written by practicing librarians, a few were contributed by recipients of the services. The editor, acknowledging that some of the pieces are old, notes that "the message . . . they contribute can still be helpful and relevant to today's situation." As might be expected, most of the articles deal with specific programs rather than methods on how to provide services to this segment of the library's clientele.

Divided into four parts, the book begins with information about services to the blind and visually impaired, including the services provided by the National Library Service for the Blind and Physically Handicapped (NLS) of the Library of Congress. Part two deals with handicapped individuals not served by NLS and includes the multiply handicapped, the deaf and learning impaired and the mentally retarded, with emphasis on how local libraries have met their needs. The third part of the book deals with special considerations that libraries must contemplate when dealing with the handicapped, particularly materials selection and architectural accessibility. The last section is called "Special Services," and discusses outreach programs and library servies to the elderly, both at home and in institutions. Three appendices are included which provide (1) sources of reading material for the handicapped, (2) Regional and Subregional Libraries in the NLS network and (3) a selected bibliography of works dealing with library services to the handicapped.

While many of the articles tend to fall in the "how-we-did-it" category, this book, nevertheless, provides a single grouping of works telling how certain libraries have met the needs of various segments of their communities. Therefore, librarians who want to find specific principles and methods might not care for this book; but for those interested in how others have handled various situations, this is a thoughtful and often inspiring work.

BRAMLEY, GERALD. *Outreach: Library Services for the Institutionalized, the Elderly, and the Physically Handicapped.* London, Clive Bingley: Linnet Books, 1978. 232p. $12.50.

This publication, written by a Fellow of the Library Association, compares outreach services in the United States and in his native country England. Although he states in the introduction that it ". . . is designed primarily for students of librarianship and those who are just beginning their professional careers," it also will be beneficial to anyone interested in library services to the handicapped.

The book covers a wide range of services — the institutionalized — both in hospitals and in prisons — the elderly, disabled, blind and partially sighted, mentally impaired and the deaf. After beginning each area with historical development, the author then covers the current provision of services and offers practical illustrations of each category, usually providing a comparison between British and American methods. In addition, he offers recommendations for what he feels will improve the services.

Because he does cover such a wide range of areas, Bramley tends to give fuller treatment to some services. For instance, the institutionalized and blind areas are covered much more extensively than some of the other areas, particularly the deaf.

References are provided at the end of each chapter and a selected reading list is included at the end of the book.

The work, for the most part, gives a good introduction to each area with coverage running from full to adequate on the various topics. Its appeal, however, will be limited to those primarily interested in this field or to those interested in the comparison of services between this country and England.

WHALEN, LUCILLE and JOAN A. MILLER, ed. *Library Services for the Adult Handicapped: An Institute for Training in Librarianship*. New York: Science Associates/International, Inc., 1978. 67p. Vol. 7, No. 2, of *Information Reports and Bibliographies*. $10.00.

This publication is a collection of nineteen papers presented at an institute sponsored by the School of Library and Information Science, of the State University of New York at Albany, on October 9-14, 1977.

Speakers were chosen who represented various aspects of services to the handicapped, with emphasis on library services. Topics included the psychology of the disabled, a historical perspective of library services to the handicapped and institutionalized, attitudes toward and legislation affecting the handicapped and the legislative basis of federal library support for public library services. As with any collection of papers, some of these might be too specialized for the general reader. Most, however, provide useful and helpful information; their emphasis upon the natural rights of handicapped individuals to expect and receive good library service is particularly good.

Although other handicapped conditions are discussed, there is a strong emphasis on library service to the visually impaired and physically handicapped. The majority of the talks concern public library service rather than academic or school libraries.

As can be expected, there is a lack of cohesiveness to the volume; omissions occur that would have been helpful. References are made to handouts, but these are neither included nor given reference to in bibliographic citations. This publication will primarily be of interest to those already working in this area, but it will prove valuable reading to anyone who wants to know more about how they can better serve their community.

CYLKE, FRANK KURT, ed. *Library Service for the Blind and Physically Handicapped: An International Approach.* Munchen, Federal Republic of Germany: K. G. Saur, 1979. 108p. IFLA Publications, No. 16. $20.50.

This, like the previous work, is a collection of papers presented at a conference for librarians interested in serving the handicapped. These key papers were presented at the International Federation of Library Associations and Institutions (IFLA) Conference at Strbske Pleso, Czechoslovakia in 1978. The editor, Frank Kurt Cylke, is Director of the National Library Service for the Blind and Physically Handicapped (NLS) of the Library of Congress, and has been instrumental in developing an international working relationship between libraries serving the blind and visually impaired. He has expressed his belief that libraries serving the handicapped have the same philosophical base as do their counterparts serving the general population, and that this type of library service should be handled by an organization of librarians, rather than organizations devoted to the welfare of the blind. He also has expressed his belief that there should be common technical and service guidelines among these different libraries to better serve their patrons. This feeling, shared by other librarians, resulted in the establishment within IFLA of the Working Group of Libraries for the Blind which met for the first time as an official entity at this Conference. These papers are the result of this meeting.

Topics covered are "Formats In Non-Print Media For The Blind and Visually Handicapped," "Copyright And Library Services For The Blind," "Postal Regulations And Custom Law," "International Relationships," and "International Standards In Cataloging Materials For The Blind and Handicapped."

As can be gathered by the subjects discussed, this work is of a much more specialized nature than the other works discussed in this article and will be of limited interest to most of the general library population. It does represent a breakthrough on an international level of library service to the blind and, as such, marks a major stepping stone in the improvement of services to this group. It will add to the knowledge of anyone working in the area and wanting to better acquaint themselves with the significant developments that are occurring in it.

VELLEMAN, RUTH A. *Serving Physically Disabled People; An Information Handbook for All Librarians.* New York: R. R. Bowker Co., 1979. 392p. $17.50.

This is the best book currently available on library services to the handicapped. The author, Library Director of the Human Resources School in Albertson, New York, has devoted her professional career to work with the disabled. This book reflects her interest and knowledge in this area of library service.

Divided in four parts, the book provides information for public, special, school and academic librarians. Part one, entitled "Introducing Physically Disabled People," gives definitions of disabilities and discusses common attitudes and prejudices that are often held. Recommendations also are presented to help eliminate attitudinal barriers that exist and which prevent common understanding and communication.

The second part of the book deals with the public library's responsibility in providing service to the disabled. It discusses their civil rights as guaranteed by law, barrier-free designs for libraries, and public libraries service for the blind and the deaf in their communities. Also included is a core collection of materials that will assist the library in meeting the information needs of its disabled population.

The next section of the book covers the special rehabilitation library. It discusses the history and philosophy of rehabilitation, the different types of rehabilitation available, and the many organizations and agencies that are active in this area. As with the public library section, a core collection of materials is given for the medical and/or vocational rehabilitation library.

Velleman then deals with school and, to a limited extent, university libraries. She provides a history of special education, teacher preparation, legislation affecting this area and special education librarianship. The implications of mainstreaming are discussed as well as services to students who are blind, deaf, or suffer from a visual or hearing impairment. Information about funding for library media resources is covered and, as with the previous sections, a core special education collection is given.

The appendices in this book are quite useful. They include lists and addresses of professional and volunteer agencies which provide services to the disabled, government offices and agencies, independent living centers, and regional offices of the National Association of Rehabilitation, Research and Training Centers.

This book will be a useful addition to any library collection. Not only will librarians find it beneficial, so will professionals in the fields of education, social services and allied health.

WRIGHT, KIETH C. *Library and Information Services for Handicapped Individuals.* Littleton, Co.: Libraries Unlimited, 1979. 196p. $15.00.

This is another excellent addition to the literature. Wright provides a very good introduction to services for the blind, deaf, visually or hearing impaired, the mentally and emotionally handicapped, the aged, and the physically disabled. He introduces his book by stating that his purpose is "to provide an overview of the major handicapping conditions and identify the kinds of library services needed by handicapped individuals." The first chapter provides a good introduction to why library service for the handicapped needs to be redesigned from merely serving them in special, sometimes isolated ways, to more thoroughly integrated library programs. He explores current myths regarding the disabled and provides a brief introduction to each of the handicapping conditions discussed in the book.

Chapter Two will be of invaluable assistance to librarians wanting to know about the "changing legal situation of handicapped individuals." Wright discusses the legislation (through 1978) concerning accessibility, education and basic rights of the handicapped in lay language, explaining how they pertain to libraries.

The remainder of the book gives information on present and future technological developments which can aid the disabled, as well as suggestions for

services and programs the library can develop. Wright feels very strongly that libraries should gather and disseminate information of and for the handicapped, and that close working relationships should be developed with social and special agencies who provide counseling and rehabilitative services.

A listing of selected organizations providing services to the handicapped and a directory of selected sources for materials and information are given at the end of the book.

As with the Velleman book, this work will be extremely helpful to the library wanting suggestions on how it can meet its obligations to the handicapped community. Although everyone will not agree with some of Wright's suggestions, they cannot help but come away with a much greater awareness of the rights and needs of the disabled.

DAVIS, EMMETT A. and CATHERINE M. DAVIS. *Mainstreaming: Library Service for Disabled People.* Metuchen, N.J.: Scarecrow Press, 1980. 200 p. $11.00.

This book, written for school and public librarians, sets out to overcome the "labels" that librarians have tended to give special segments of the population. The authors feel that these labels have hindered service staffs from providing the proper kinds of service which the handicapped have a right to expect.

Before they can adequately "design, implement and evaluate their own programs," library service staffs first must communicate with their clientele. The authors have designed this book to help library personnel overcome this form of stereotyping and to remedy the current situation.

Early in the text examples of subject headings used for disabled-related topics are discussed, showing how these are "often contrived, archaic, derogatory, too general, or missing." Examples given include "DEFECTIVES:" as a cross-reference to "Delinquents" and "HANDICAPPED," "IDIOT ASYLUMS" as a cross-reference to "MENTALLY HANDICAPPED — INSTITUTIONAL CARE." The authors feel that terms such as these are harmful not only to our conception of a handicapping condition, but to the labeled individual as well.

As with the other works discussed in this article, the Davises feel that libraries should encourage more active participation of the handicapped in their programming without devising special programs. Instead, they suggest that programs should be developed that allow all individuals to be involved without special notice being directed toward a particular segment.

Other areas discussed are processing and displaying of materials, the importance of subject cataloging, and the influence these areas have upon the attitudes of both the staffs and users of libraries. Recommended changes are given by the authors. At the conclusion of the book, a mediagraphy is given of useful print and film/video resources.

The emphasis of this book upon the communication problems of labeling sets it apart from the other works discussed in this article. Rather than generalizing upon particular services for various handicaps, it recommends specific actions upon the part of the libraries, and explains how these changes can result

in better service to the handicapped. Every librarian serving the public will benefit from reading this work; they may not agree with everything in it, but they will certainly look at things differently.

These are the main works that have thus far come out in this area; however, there are two other publications which we feel will be of interest to those seeking information in this area of library services.

POOL, JANE, comp. *Library Services for the Blind and Physically Handicapped: A Bibliography 1968-1978.* Washington: Library of Congress. National Library Service for the Blind and Physically Handicapped, 1979. 73 p. Free.

This bibliography, compiled for NLS, was gathered from standard bibliographic indexes between 1968 and August, 1978. It has tried to be inclusive and to incorporate all entries that have dealt with library services to the blind and physically handicapped. Related areas, such as library services to the institutionalized and elderly, have also been included, as have monographs, periodical articles and pamphlets covering services both in the United States and overseas.

A Librarian's Guide to 504: A Pocket Guide on Section 504 of the Rehabilitation Act of 1973. Washington: The President's Committee on Employment of the Handicapped, 1979. [10.] Free.

This is a work that should be on all librarians' reading list. Short and to the point, this booklet tells what Section 504 is, who is covered, gives definitions for "handicapped" and other terms used in the regulation, and offers suggestions on how best to handle the provisions. It is not "an official regulation governing section 504 [but] is a brief summary of those portions of the regulation which impact upon libraries," and as such should be read and studied by all librarians.

This survey of the literature currently available on library services to the handicapped points toward a growing awareness that there is a need to better serve the handicapped not only in the United States but throughout the world. And, although the works may differ in some aspects, there is a consistent theme running throughout all of them: professionals ought to recognize the needs of our handicapped population, to realize that they have been exempt too many years from traditional services, and to realize that they have every right (both legally and morally) to expect good library service, not special treatment. In the future more works will be coming out which will more fully develop the methods and principles for handling this area of library service. But these works have laid the basic groundwork and will be fruitful reading for anyone concerned.

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