LIBRARY ORIENTATION PROGRAMS IN THE GRADUATE SCHOOLS
AT NORTH CAROLINA CENTRAL UNIVERSITY

by

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CHAPTER I

INTRODUCTION

Although the early libraries were organized for archival purposes and to be used by certain classes of people such as the priests and royalty in Egyptian libraries, for instance, it would appear that even though most of the population was kept out of reach of the libraries there was some form of service orientation. The scribes, for instance, were the custodians of society's values and beliefs and the libraries were developed to be used by the privileged people. In a way one would say the organization of these libraries was user-oriented although only in the narrower sense of the word. However, with the advent of printing in the fifteenth century, more books were printed and more libraries were organized which could be used by the majority of the people.

Libraries and the User

The proliferation of books necessitated their organization with the user in mind. The development of classification and cataloging schemes by pioneers such as Antonio Panizzi, Charles Ammi Cutter, and Melville Dewey had one major purpose in mind--to facilitate retrieval of materials by users. In other words, the different retrieval systems developed by these and other people were user-oriented.

User Orientation to the Library

The early development of classification and cataloging schemes helped in the arrangement and retrieval of library materials. However, there seems to be no evidence that the users knew much about the relationship between the retrieval systems and the materials in the library since it appears that the librarians acted as intermediaries between the users and the materials. The librarians were the only people who seemed to know how to use the data bases and how to search for the materials for the users. There seems to have been no attempt on the part of the librarians to educate the users in these areas and it is difficult to find literature which proves the contrary to be true.

In the 20th century, however, there have been a lot of efforts directed towards educating the users in the effective ways of using the library. And there is sufficient literature to support the fact that libraries have been concerned with the users in the use of materials in the libraries.

Institutional Libraries

The importance of research and institutional education in general in this era has shown that for people to effectively use the library they need to know and understand how to use the retrieval systems and other bibliographical tools. In university libraries where there is extensive use of the collection there is a need to teach the students and others how best to use the collection. Many library instruction programs have been developed by university libraries especially in the undergraduate schools to facilitate use of the collections.

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Implication of the Study

This study aims at exploring the forms and adequacy of orientation programs at North Carolina Central University (NCCU) with specific reference to its graduate schools. It will be apparent in the literature reviewed later on in the paper that much has been written about the undergraduate orientation needs but very little about graduate needs. It is with this latter concern that I have taken the task of exploring the existence (or absence) of library orientation programs in graduate schools at NCCU. The implication of the study, I hope, is that it may help future researchers in understanding the need for orientation programs in graduate schools and not leave this very important period in the student's academic growth to haphazard library use. The student needs enough library knowledge to successfully complete his/her advanced studies at the graduate level.

CHAPTER II

THE PROBLEM AND ITS SETTING

The Problem

The purpose of the research is to investigate the forms and adequacy of the library orientation programs in graduate schools at North Carolina Central University. This problem is divided into two subproblems.

The Subproblems

The first subproblem is to determine what forms the orientation programs take; whether they are in the form of tours, lectures, use of guidebooks or a combination of tours and guidebooks, or other.

The second subproblem is to determine the adequacy of the form or forms of library orientation procedures.

Assumptions

The first assumption is that the form or forms of orientation procedures which are used are what determine the adequacy (or inadequacy) of the procedures.

The second assumption is that the adequacy of orientation procedures is a major factor that contributes to the effective use of library materials by students.

The Hypotheses

The first hypothesis to be tested is that there is little or no library orientation in the graduate program in the University.

The second hypothesis is that the inadequacy or absence of library orientation in the graduate programs is a major factor that contributes to the difficulty which students perceive that they experience in locating materials for their class assignments and research projects.

Definition of Terms

The term "orientation" is used interchangeably with the term "instruction." In the context used, the terms will mean the "introduction to an unfamiliar situation, guidance in experience or activity of a new kind."[1]

Delimitations

The investigation is limited to the following graduate programs: Education (master's degree), Library Science, Business and Law.

REFERENCES

[1] *Webster's Third New International Dictionary of the English Language* (Springfield: G & C Merriam, 1971).

CHAPTER III

THE REVIEW OF THE RELATED LITERATURE

Library Orientation in Academic Institutions

Much of library literature about library orientation has focused
on the undergraduate students. Scanning through bibliographical indexes
it is clear that much material exists on the need for library orienta-
tion to undergraduates. Griffin and Clarke observed this point when
they noted that:

> Traditionally, library orientation has focused on the as-
> sumed needs of freshmen and the literature still reflects
> this emphasis.[1]

Richnell points out that "guidance in the use of libraries should be a
continuing process throughout a students university college life"[2] and
not only through the undergraduate level.

Many universities have overlooked the need to have orientation
programs at the graduate level because it has been felt that the orien-
tation programs given at the undergraduate level have adequately cover-
ed the necessary information needed in the search for sources. Griffin
and Clarke also observed this in their study. In reply to a question-
naire circulated to large university libraries, some librarians stated
that:

> The undergraduate tours and orientation session held dur-
> ing the first week of each semester seemed to serve the
> need of graduate students as well.[3]

Even at the undergraduate level, the orientation program given during

the first week of each semester does not appear to be adequate as to give them the necessary competencies in using the library. The development of Monteith College Library Experiment seemed to have been encouraged by the perception that

> ...the obvious ineffectiveness of traditional library instruction was due to its isolation in orientation courses...[4]

Obviously a week cannot be enough time to teach students how to relate library materials to their courses, as it would seem impossible to acquaint the student with so much information about the nature and organization of the library in so little time. Besides,

> The system of the library embraces both library organization, i.e., what we [librarians] think of as library tools (typically the tools developed by libraries, by librarians and by library service organizations), and the networks of scholarly communication.[5]

It takes time to attain the competencies in using the system, let alone isolating the course-related materials. Mills[6] questioned the reason why lawyers in some graduate schools had difficulty in using the library because if traditional library instruction methods were adequate it would be easy for graduates to use the library adequately. It would appear then that a week's library orientation is inadequate even for the undergraduate students, let alone to the graduate students when they start their advanced studies.

Most libraries have orientation programs consisting of library tours, an hour's lecture and handbooks. Most such tours are directed towards the use of the card catalog. Lee and Read[7] noted with an emotional tone that library knowledge was not acquired by tours or handbooks but by proper instruction. The concentration on how to use the

card catalog in finding library materials has proved inadequate in that

it has overlooked certain bibliographical tools that exist in the li-

brary. In other words, as Clemons noted:

> ...the bibliographic sources common to research investiga-
> tion in all subject areas and the bibliographic styles ap-
> propriate for the varied types of library materials should
> be presented to give students confidence in two major as-
> pects of research: the searching and the citing of library
> sources.[8]

It has also been noted that the tendency of most libraries is

to offer orientation to graduate students during the first day and no

more. This does not seem to be unique to graduate students but is a

common pattern in serving freshmen as well. Looking at North Carolina

Central University's *Annual Bulletin*[9] orientation for both freshmen and

graduate students is five days in the first semester, one day in the

second semester and a day during summer session (this, of course, is

the general trend of most library orientation programs given in univer-

sities as has been noted earlier on). Even though the *Bulletin* states

that the first semester orientation period is five days, it does not

seem to be the case that it goes on for the rest of the period stated.[10]

It has been assumed that such programs are enough for the student to

be properly acquainted with the search for information in the library.

Fox[11] held the view that library instruction should be a progressive

thing; that the higher one went the more instruction in the use of the

library was required. Pipe also pointed out the inadequacy of such

types of instructional programs when he said that:

> It is disgraceful that so many university libraries provide
> only a brief leaflet and a quick guided tour of the library
> on the undergraduate's first day at the university.[12]

This type of instruction seems to be inadequate to the undergraduate,

let alone to the graduate student.

The Need for Library Instruction to Graduate Students

Most of the literature surveyed addresses undergraduate needs
for library orientation. Very little addresses the need for library
instruction to graduate students. Although most graduate programs re-
quire that a student be involved in a research project in his or her
major field of study, there seems to be scanty evidence in library
literature--as has already been observed--to support the fact that re-
search methods courses are offered in relation to the search and re-
trieval of library materials. With the inadequacy of library skills
carried over from the undergraduate studies it would appear that grad-
uate students use trial and error methods to find the materials neces-
sary for their research papers. Library literature also fails to show
that many universities--if any at all--offer library instruction pro-
grams similar to that started at Florida State University in 1948.[13]

A survey carried out at Birmingham in England in 1964[14] in the
library use by graduates showed that out of 113 graduate students inter-
viewed 83% looked in one source only: the card catalog. This seems
to show that students are introduced to the card catalog as the only
possible source for finding materials in the library.

In 1949 the University and Research Section of the Library As-
sociation made recommendations on the type of library instruction to
be given in university libraries.[15] Three stages were proposed:

> Stage 1 - Introduction to the particular university or col-
> lege library, to be given to all new students, whether un-
> dergraduate or postgraduate, at the beginning of their first
> term.

Stage 2 - Introduction to bibliography, both general and
with reference to the particular subject, to be given to un-
dergraduates in their first year, or at the beginning of
their second year.
Stage 3 - Advanced instruction in the use of libraries and
in bibliographical methods, to be given at the beginning of
the first year of postgraduate study.

Fox[16] says that a study carried by R. J. P. Carey fifteen years later

failed to show that any substantial effort had been made by many librar-

ies in Britain to implement the recommendations. Only lip-service was

paid to the recommendations. It seems evident that although there has

been some studies and recommendations on the need for library instruc-

tion to graduate students, little, if any at all, seems to be done in

practice.

The library literature surveyed shows the following: there are

few or no graduate orientation programs in most universities; that very

little has been published regarding the need for graduate orientation

programs and this fact seems to demonstrate the fact that most univer-

sities seem to be content with the orientation given to undergraduate

students which they feel serve the needs of the graduate student at a

higher level of his education. Lastly, the literature surveyed seems

to suggest the fact that many of the orientation programs are in the

form of tours, guidebooks, use of card catalog, but little or no formal

instruction such as research methods courses and bibliographic instruc-

tion has been emphasized.

REFERENCES

[1]Lloyd W. Griffin and Jack A. Clarke, "Orientation and Instruc-
tion of Graduate Students in the Use of the University Library: a
Survey," *College and Research Libraries* 33 (November 1972): 467.

[2] D. T. Richnell, "The Hale Committee Report and Instruction in the Use of Libraries," *Library Association Record* 68 (1966): 358.

[3] Griffin and Clarke, "Orientation and Instruction," p. 469.

[4] Patricia B. Knapp, *The Monteith College Library Experiment* (New York: Scarecrow, 1966), p. 80.

[5] Ibid., p. 82.

[6] Robin K. Mills, "Legal Research Instruction in Law Schools, the State of the Art," *Law Library Journal* 70 (August 1977): 343-348.

[7] John W. Lee and Raymond L. Read, "The Graduate Business Student and the Library," *College and Research Libraries* 33 (September 1972):

[8] John E. Clemons, "Teaching Bibliographic Sources and Styles to Graduates," *College and Research Libraries* 17 (September 1956): 403.

[9] *North Carolina Central University Annual Bulletin, 1978-80*, North Carolina Central University, Reference Department, Shepard Memorial Library, Durham.

[10] According to the author's experience, library orientation lasted an hour or less in all the cases he observed.

[11] Peter Fox, *Reader Instruction in Academic Libraries* (Cambridge: University Library, 1974).

[12] C. P. Pipe, "The University and Its Library," *Library Association Record* 70 (1968): 181.

[13] Clemons, "Teaching Bibliographic Sources," p. 469.

[14] Fox, *Reader Instruction in Academic Libraries*, p. 11.

[15] Library Association, University and Research Section, "Working Party on Instruction in the Use of Libraries and in the Bibliography at the Universities: a Report," *Library Association Record* 51 (May 1949): 149-159.

[16] Fox, *Reader Instruction in Academic Libraries*.

CHAPTER IV

THE DATA AND THEIR TREATMENT

The Data

The data used in the investigation were of two kinds: the primary and the secondary data.

The Primary Data

The primary data consisted of the responses from the questionnaire (see Appendix C) which was distributed to a randomly selected group of graduate students in the four graduate programs: the School of Law, the School of Library Science, the School of Business, and the Department of Education. Also, responses from some of the instructors in these programs constituted the primary data.

The Secondary Data

The second type of data were from the information from school handbooks, pamphlets, flyers, library guidebooks distributed to or used by students during orientation period. This was the secondary data.

The Methodology

The methodology used was the survey. This methodology is discussed by Leedy.[1] Twenty-five students from each of the four graduate programs were randomly selected. The same type of questionnaire was sent to each of the teachers involved in the teaching of research

courses in the four graduate programs. Librarians in the Shepard Library, School of Library Science Library, and the Law School Library were sent the same type of questionnaire. Secondly, the information obtained from school handbooks, pamphlets, flyers, and library guidebooks was critically examined and the content compared to the responses made by the students, teachers and librarians. The purpose of this was to determine whether there was, or was not, any conflict between the information from the handbooks, pamphlets, flyers, guidebooks, and the responses.

The Sample and How it was Obtained

In order to obtain the sample for the survey, each dean of the four graduate programs was approached and requested to release a list of all graduate students in the program. The reason for the request was communicated to each dean. The verbal request was followed by a formal letter (see Appendices A1-A4) to each of the deans explaining why the list of the graduate students in each program was needed. The methodology was also explained in the letters to make sure that each dean understood the purpose and the necessity of the lists of students.

Ten days after the handing of the letters, each dean was approached for the list. Two deans released their lists while the remainder explained how to obtain the lists from the Registrar's Office.

The second step was to approach the Registrar's Office and with the assistance of the research advisor of the School of Library Science, the Registrar's Office was approached and the computer printouts of the students in each of the four graduate schools were obtained.

Obtaining the Desired Sample

Each name on each of the lists was numbered from one to the last name on each list. A table of random digits from Carpenter and Vassu's appendix tables[2] was obtained. Twenty-five names of students from each of the four lists were randomly picked by corresponding each number assigned to each name on the list to the one on the random number tables. The table was read vertically. Since the random digits were five digit figures and the lists were three digits or less, the first three digits were used.

Criteria for Admissibility of Data

Only the teachers who taught specialized courses such as research, dissertation, or thesis and only those librarians who are directly involved in the orientation programs were sent questionnaires. The former were selected from the NCCU *Annual Bulletin*[3] which, apart from giving other information, lists the teacher and the course he or she teaches. The latter were chosen by way of interviewing the reference section personnel in each library. The purpose was to obtain, as much as possible, varied data to the investigation since each of the two categories was directly involved with courses or giving assistance related to the use of the library.

The twenty-five students selected from each of the four lists were randomly selected. This had two purposes: first each of the students had equal chance of being picked; secondly, the randomization provided the chance of getting representative responses. Further, the sample came from all the graduate students enrolled in a particular program--part-time, full-time, day and night students--thus minimizing

the possibility of obtaining a biased sample.

Specific Treatment of the Data for Each Subproblem

The first subproblem was to determine what form the library orientation programs took; whether they were in the form of tours, lectures, guidebooks, or tours and guidebooks together. The data needed for solving this problem were the responses to the questionnaire sent to the teachers, librarians and students specified in the "Criteria for Admissibility of Data" section and the information obtained from handbooks, pamphlets, flyers, and guidebooks. The data were located in the four graduate programs, the three libraries, and handbooks, pamphlets, flyers, and library guidebooks.

A questionnaire was sent to the teachers, librarians, and randomly selected students for the purpose. Handbooks, guidebooks, pamphlets, and flyers were obtained from the three libraries and the information was obtained from them.

The responses to questions 1, 2, 3, 4, and 5 on the questionnaire were tabulated on a table. Question 1 was used to determine the categories of respondents. The relevant information from the guidebooks, handbooks, pamphlets was compared with the responses from the sample.

The table was divided into four major columns representing the four graduate programs and in each major column there were also four sub-columns, three of which contained the results of each category of respondents and the fourth column recorded the totals of the three categories of respondents expressed as percentages of the expected responses. Question one recorded the number of respondents that actually

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returned the completed questionnaires in each category. This number was also expressed as a percentage of the expected number of responden's. The results of the remaining questions were recorded in terms of the number of respondents to each question in each category and expressed as a percentage of the number of respondents that actually answered the question.

The responses of each category of respondents in each graduate program were compared to find if there was, or was not, an agreement. Further, the information from the guidebooks, pamphlets, flyers and handbooks was compared with the responses of the total number of responses in that particular program. The interpretation of the findings were done on the strength or weakness of the overall results.

Teachers and librarians were asked to answer questions one to seven as these questions were of more relevance to them than the rest of the questions.

The second subproblem was to determine the adequacy of the form of library orientation procedures. The data for the solution of subproblem two were the responses from the questionnaires sent to the sample specified in subproblem one and the information from the materials specified above. The treatment of subproblem two was done in the same manner as in subproblem one. Questions one and six through eleven were used for the solution of the problem.

REFERENCES

[1] Paul Leedy, *Practical Research: Planning and Design* (New York: Macmillan, 1974), pp. 79-114.

[2]Ray L. Carpenter and E. J. Vassu, *Statistical Methods for Librarians* (Chicago: American Library Association, 1978), pp. 96-97.

[3]*North Carolina Central University Annual Bulletin*, 1978-80.

CHAPTER V

THE RESULTS

The results of the survey are tabulated on Tables 1 and 2. For students, the questionnaires were put in their mailboxes provided in the lounges in the four graduate programs. However, two of the programs--Business and Education--had no student lounges and no mailboxes and the absence of these made it impossible to distribute the questionnaires to the students. It was not possible to secure student's home addresses from the Registrar's Office or from the deans of both programs because the addresses were supposed to be confidential and only students themselves could authorize their release. Since there was not much time left, as the students were to go on vacation three weeks after the problem was discovered, the matter was not pursued further and therefore no questionnaires were distributed to the students in the Business and Education programs. Questionnaires to the selected teachers were put in their mailboxes provided in the dean's offices. Librarians were handed the questionnaires physically.

The results of the survey were as follows: 7 (28%), 7 (28%) were the responses from the students selected from the Library Science and Law programs. Of, respectively, the 4, 2, 2, and 2 teachers from the Library Science, Law, Business, and Education master's programs, only the teachers from the Library Science program returned the

questionnaires. All librarians in the three libraries returned the questionnaires (see Table 1).

Scoring the Results

The responses to each question were expressed in terms of the number of respondents in each category to that question and then by converting that number to the percentage of the total number answering the question.

The Hypotheses and Treatment of Results

Two hypotheses were made. Questions 2 to 5 and 6 to 11 were used, respectively, to test hypotheses one and two.

Hypothesis one. The first hypothesis was that there was little or no orientation offered in the use of the library in the four graduate programs. Table 1 shows the results of the survey.

In the School of Library Science program, 11 (85%) of the total that responded to the survey said there was library orientation, 1 (8%) said no, 1 (8%) did not know. As to the form which the orientation took, the results were, in order of importance: 11 (85%) library tour; 3 (23%) formal lectures; 3 (23%) handbooks, and 2 (15%) other. One did not know. Seven (54%) said the library orientation took an hour or less; 3 (23%) said it took more than an hour and up to one day, and 1 (8%) in each of the following cases: more than one day and up to a month; a sequence involving one month up to one semester; a sequence involving one or more semesters. As to who conducts the orientation, 8 (62%) said library staff; 2 (15%) did not know; 1 (8%) classroom instructor; 2 (15%) both library staff and instructors.

TABLE 1

RESULTS SHOWING PRESENCE (OR ABSENCE) OF LIBRARY ORIENTATION PROGRAMS

Population Samples

Questions	School of Library Science				Law School				School of Business				Education			
	Students	Teachers	Librarians	Total	Students	Teachers	Librarians	Total	Students	Teachers	Librarians (Shepard)	Total	Students	Teachers	Librarians (Shepard)	Total
	25	4	2	31	25	2	1	28	1	2	1	3	1	2	1	3
1. What is your classification? Please check the most appropriate box.	7	4	2	13	7	-	1	8	-	-	1	1	-	-	1	1
2. Is there any orientation offered in the use of the library? Please check one.																
Yes	6(86)	3(75)	2(100)	11(85)	7(100)	-	1(100)	8(100)	-	-	1	1	-	-	-	-
No	1(14)	-	-	1(8)	-	-	-	-	-	-	-	-	-	-	-	-
Don't know	-	1(25)	-	1(8)	-	-	-	-	-	-	-	-	-	-	-	-
**3. What form does the orientation take? Please check all that apply.																
Formal lecture(s)	1(14)	2(50)	-	3(23)	6(86)	-	-	6(25)	-	-	-	-	-	-	-	-
Library tour	6(86)	3(75)	2(100)	11(85)	6(86)	-	1(100)	7(88)	-	-	1	1	-	-	1	1
Handbook(s)	1(14)	1(25)	1(50)	3(23)	4(57)	-	1(100)	5(63)	-	-	1	1	-	-	1	1
Other (specify)	-	1(25)	1(50)	2(15)	-	-	-	-	-	-	-	-	-	-	-	-
Don't know	-	1(25)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4. How long does the orientation take? (Please check one)																
An hour or less	4(57)	1(25)	2(100)	7(54)	2(29)	-	-	2(25)	-	-	-	-	-	-	-	-
More than an hour and up to one day	1(14)	2(50)	-	3(23)	-	-	-	-	-	-	-	-	-	-	-	-
More than one day and up to one month	-	1(25)	-	1(8)	5(71)	-	1(100)	6(75)	-	-	-	-	-	-	-	-
A sequence involving a month up to one semester	1(14)	-	-	1(8)	-	-	-	-	-	-	-	-	-	-	-	-
A sequence involving over one or more semesters	1(14)	-	-	1(8)	-	-	-	-	-	-	-	-	-	-	-	-
Don't know	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

**Multiple responses were permitted

TABLE 1

RESULTS SHOWING PRESENCE (OR ABSENCE) OF LIBRARY
ORIENTATION PROGRAMS (Continued)

Questions	School of Library Science				Law School				School of Business				Education			
	Students	Teachers	Librarians	Total	Students	Teachers	Librarians	Total	Students	Teachers	Librarians (Shepard)	Total	Students	Teachers	Librarians (Shepard)	Total
	25	4	2	31	25	2	1	28	1	2	1	3	1	2	1	3
5. Library orientation is done by: (Please check one)																
Library staff	5(71)	2(50)	1(50)	8(62)	2(29)	-	1(100)	3(38)	-	-	1	1	-	-	-	-
Classroom Instructor	-	1(25)	-	1(8)	2(29)	-	-	2(25)	-	-	-	-	-	-	-	-
Both library staff and classroom Instructor	6(86)	-	1(50)	2(15)	3(43)	-	-	3(38)	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Don't know	1(14)	1(25)	-	2(15)	-	-	-	-	-	-	-	-	-	-	-	-

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In the Law School program, 8 (100%) said yes to question 2, that is, they said there was library orientation. As to the form which the orientation took, the following were the responses: 7 (88%) library tour, 6 (75%) formal lectures, 5 (63%) handbooks. None answered "other" or "don't know." In regard to the question of the length of the orientation program, 6 (75%) said it took more than one day and up to a month; 2 (25%) said an hour or less. Library orientation was done by library staff according to 3 (38%) of the respondents; by both library staff and classroom instructor according to 2 (25%). Again none answered "other" or "don't know."

Only the librarian representing the Business and Education master's programs returned the questionnaire. Both the Business and Education master's programs use the Shepard Library and therefore the response from the Shepard Librarian represents both the programs. According to the Shepard Librarian there was library orientation in the two programs and that it took the forms of library tour, handbooks, other which she termed "individual instruction." As to the length of the library orientation, she said it took an hour or less. She, herself, gave the orientation to the students.

The School of Library Science Library issues a guide[1] to the students at the beginning of each semester and summer session. The guidebook provides a floor plan of the whole library building (Shepard Library and School of Library Science). Further, the guidebook explains the arrangement and organization of materials in the Library Science Library and how to find different types of materials in the library. The *School of Library Science Handbook* includes orientation in the

calendar.

The Law Library posts some pamphlets in the Library which in-
dicate to the students and other users the staff's willingness to "help
if any help is needed."

The Shepard Memorial Library issues various memos and pamphlets
some of which read: "Research help services," "Need any research help?"
A research annual report of 1979-80[2] points out the inadequacy of li-
brary instruction and the need to give orientation "for longer period
than is given at the moment."

The results for testing hypothesis one show that over 3/4 of
the respondents in both the Law and Library Science programs agreed
there was orientation to the use of the library. All those who returned
the questionnaire from the Law School program said there was library
orientation in their program and 11 (85%) of those who responded in the
Library School program also said there was library orientation. The
remainder, that is, 2 of the Library School respondents said "don't
know" and "no." There are library orientations in the Law and Library
Science programs at least some of the time. As to the Business and
Education master's programs, it still remains questionable since only
the Shepard Librarian responded. However, the handbooks, annual reports,
flyers from the Shepard Library indicate, to some extent, that library
orientation is offered at least in theory. Whether this is the case
in practice still remains to be substantiated by carrying out further
investigations.

The most predominant form of library orientation in the Library
School seems to be library tours, 11 (85%), followed by formal lectures,

3 (23%), and handbooks, 3 (23%). In the Law School program, library tours, formal lectures, handbooks, 7 (88%), 6 (75%), 5 (63%), respectively, were the most predominant. The Shepard Library librarian indicated that the three forms above were predominantly used in dealing with Business and Education master's programs. It appears the three forms are used in these two programs too.

Fifty-four percent of these who returned the questionnaire in the Library School said the library orientation took an hour or less, and the remainder were evenly distributed among the other options. Seventy-five percent of the Law School respondents said library orientation took more than one day and up to a month. The librarian in the Shepard Library said the library orientation took an hour or less. There is evidence of the veracity of this statement from her annual report referred to earlier.

According to the Library Science respondents, library orientation was done by the library staff, 8 (62%); by classroom instructor according to 1 (8%) of the respondents; by both library staff and classroom instructor according to 2 (15%), and 2 (15%) said they did not know. Library staff, 3 (38%) and both library staff and classroom instructor, 3 (38%) ranked first by the Law School respondents. Twenty-five percent said it was done by classroom instructor. The Shepard librarian said it was done by the library staff. It appears that library staff conducted an orientation in the Library Science School program. In the Law School program, both library staff and both library staff and classroom instructor seem to have conducted the orientation, 3 (38%) in each case. It would be questionable to infer, in the case

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of the Law School, that either of the two first ranking answers determine the real case since the distribution of the responses between the two was even. More likely, some instructors offer some orientation some of the time. Further investigation is necessary to determine the real state of affairs.

It appears that there is, at least for most students, orientation in library use in the Law and Library Science programs and probably in Business and Education programs as well. Formal lectures, library tours, and handbooks are the forms used for the library orientation. In the Law School program the library orientation takes more than one day and up to a month; and in the Library School it takes an hour or less. Library staff conducts orientation in the Library School; probably library staff or both library staff and classroom instructors conduct it in the Law School. And maybe the librarian conducts the orientation in the Business and Education programs.

Hypothesis two. The second hypothesis to be tested was that the inadequacy (or absence) of library orientation in the graduate programs is a major factor that contributes to the difficulty which students perceive that they experience in locating materials for their class assignments and research projects. Table 2 shows the responses to questions 6 to 11 used for testing the hypothesis.

Asked as to the adequacy of the library orientation, 6 (54%) of the Library School respondents said it was adequate; 1 (18%) in each of the following cases: very adequate, inadequate. One (9%) said it was very inadequate. The Law School responses were: adequate, 5 (63%); and 1 (13%) in each of the following cases: very adequate, inadequate,

TABLE 2

RESULTS SHOWING THE ADEQUACY (OR INADEQUACY) OF LIBRARY ORIENTATION PROGRAMS

Questions	School of Library Science				Law School				School of Business				Education			
	Students (25)	Teachers (4)	Librarians (2)	Total (31)	Students (25)	Teachers (2)	Librarians (1)	Total (28)	Students (1)	Teachers (2)	Librarians (Shepard) (1)	Total (3)	Students (1)	Teachers (2)	Librarians (Shepard) (1)	Total (3)
1. What is your classification? Please check the most appropriate box.	25	4	2	31	25	2	1	28	1	2	1	3	1	2	1	3
6. How adequate is the orientation?	7	4	2	13	7	-	1	8	-	-	1	1	-	-	-	-
Very adequate	1(20)	1(25)	-	2(18)	1(14)	-	-	1(13)	-	-	-	-	-	-	-	-
Adequate	4(80)	1(25)	1(50)	6(54)	4(57)	-	1	5(63)	-	-	1	1	-	-	-	-
Inadequate	-	1(25)	1(50)	2(18)	1(14)	-	-	1(13)	-	-	-	-	-	-	-	-
Very inadequate	-	1(25)	-	1(9)	1(14)	-	-	1(13)	-	-	-	-	-	-	-	-
7. Library orientation includes how to use bibliographies (or other lists of useful references and study materials)?																
Yes	2(33)	2(50)	-	4(33)	4(57)	-	1	5(63)	-	-	1	1	-	-	-	-
No	4(67)	1(25)	2(100)	7(58)	3(43)	-	-	3(38)	-	-	-	-	-	-	-	-
Don't know	-	1(25)	-	1(8)	-	-	-	-	-	-	-	-	-	-	-	-
**8. Which of the following bibliographies do you often consult and are confident in using? Please check as appropriate.																
Library Literature	6(86)	-	-	6(86)	-	-	-	-	-	-	-	-	-	-	-	-
Index to Legal Periodicals	-	-	-	-	7(100)	-	-	7(100)	-	-	-	-	-	-	-	-
Business Periodical Index	3(43)	-	-	3(43)	-	-	-	-	-	-	-	-	-	-	-	-
Education Index	4(57)	-	-	4(57)	-	-	-	-	-	-	-	-	-	-	-	-
Social Sciences and Humanities Index	3(43)	-	-	3(43)	1(14)	-	-	1(14)	-	-	-	-	-	-	-	-

**Multiple responses were permitted

TABLE 2

RESULTS SHOWING THE ADEQUACY (OR INADEQUACY) OF LIBRARY ORIENTATION PROGRAMS (Continued)

Questions	Population Samples															
	School of Library Science				Law School				School of Business				Education			
	Students	Teachers	Librarians	Total	Students	Teachers	Librarians	Total	Students	Teachers	Librarians (Shepard)	Total	Students	Teachers	Librarians (Shepard)	Total
	25	4*	2	31	25	2	1	28	1	2	1	3	1	2	1	3
**8. Which of the following bibliographies do you often consult and are confident in using? Please check as appropriate. (Continued)																
Current Index to Journals in Education	3(43)	-	-	3(43)	4(57)	-	-	4(57)	-	-	-	-	-	-	-	-
Federal Statutes	-	-	-	-	6(86)	-	-	6(86)	-	-	-	-	-	-	-	-
American Law Reports	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
ERIC	3(43)	-	-	3(43)	2(29)	-	-	2(29)	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
None	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Don't know	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
**9. Which of the following aids to library research do you often use?																
Card catalog	6(86)	-	-	6(86)	2(29)	-	-	2(29)	-	-	-	-	-	-	-	-
Consultation with librarian	2(29)	-	-	2(29)	4(57)	-	-	4(57)	-	-	-	-	-	-	-	-
Browsing through the books	4(57)	-	-	4(57)	-	-	-	-	-	-	-	-	-	-	-	-
The list of periodicals owned by the library	5(71)	-	-	5(71)	2(29)	-	-	2(29)	-	-	-	-	-	-	-	-
Government Documents section of Shepard Library	1(14)	-	-	1(14)	1(14)	-	-	1(14)	-	-	-	-	-	-	-	-
Microfiche materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Pamphlets	1(14)	-	-	1(14)	-	-	-	-	-	-	-	-	-	-	-	-
Reserve books	4(57)	-	-	4(57)	2(29)	-	-	2(29)	-	-	-	-	-	-	-	-
Reference books	6(86)	-	-	6(86)	2(29)	-	-	2(29)	-	-	-	-	-	-	-	-

**Multiple responses were permitted

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TABLE 2

RESULTS SHOWING THE ADEQUACY (OR INADEQUACY) OF LIBRARY ORIENTATION PROGRAMS (Continued)

Questions	School of Library Science				Law School				School of Business				Education			
	Students	Teachers	Librarians	Total	Students	Teachers	Librarians	Total	Students	Teachers	Librarians (Shepard)	Total	Students	Teachers	Librarians (Shepard)	Total
	25	4	2	31	25	2	1	28	1	2	1	3	1	2	1	3
10. Is there any (additional) library orientation when a research project is required?																
Yes	3(50)	–	–	3(50)	3(60)	–	–	3(60)	–	–	–	–	–	–	–	–
No	2(33)	–	–	2(33)	2(40)	–	–	2(40)	–	–	–	–	–	–	–	–
Don't know	1(17)	–	–	1(17)	–	–	–	–	–	–	–	–	–	–	–	–
11. How easily can a research project or an assignment requiring extensive use of library materials be accomplished by using the knowledge in the graduate program on the use of the library? Please check one.																
Very easy	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Easy	4(67)	–	–	4(67)	1(25)	–	–	1(25)	–	–	–	–	–	–	–	–
Hard	2(33)	–	–	2(33)	1(25)	–	–	1(25)	–	–	–	–	–	–	–	–
Very hard	–	–	–	–	2(50)	–	–	2(50)	–	–	–	–	–	–	–	–

and very inadequate. The one respondent from both the Business and Education master's programs said it was adequate. A larger percentage of respondents from the Law and Library Science programs affirmed the library orientation was adequate; 5 (63%) and 6 (54%), respectively.

In the Library School program, 7 (58%) said library orientation did not include how to use bibliographies (or other lists of useful references and study materials); 4 (33%) said it did; 1 (8%) said did not know. In the case of the Law School respondents, 5 (63%) said yes; 3 (38%) said no. None answered "don't know." It seems the Law School program included the use of bibliographies at least during some orientation sessions. This ties with the fact that 6 (75%) said the library orientation took the form of lectures because teaching how to use bibliographies requires longer time. To the majority of Library Science respondents, the orientation did not include how to use bibliographies. This seems to tie with the fact that 85% of the Library School respondents said that library tours was used in the orientation as well as with the fact that the orientation took an hour of less. The situation in the Business and Education programs is not clear since only the librarian answered the questionnaire. Although she said orientation included how to use bibliographies, it is debatable that this is so in the absence of responses from students.

Most of the relevant bibliographic sources that were included in question 8 were recognized by the students in both the School of Library Science and Law School programs (note here that only students were asked to answer questions 8 to 11). Most Library Science students cited *Library Literature*, 6 (86%), *Education Index*, 4 (57%), and 3 (43%)

in each of the following cases: *Business Periodicals Index, Social Sciences and Humanities Index, ERIC,* and *CIJE.* This seems to contradict the fact that a larger percentage of Library School respondents said that orientation did not include how to use bibliographies but it seems likely that the nature of library science courses emphasizes the use of bibliographies or, more precisely, storage and retrieval processes. The responses from the Law students were also on the same pattern as those of the library science students. *Index to Legal Periodicals,* 7 (100%), *Current Index to Journals in Education,* 4 (57%), *Federal Statutes,* 6 (86%) were cited as being used most by most of the students. The striking thing with the Law student's responses to question 8 is that surprisingly enough, *Current Index to Journals in Education (CIJE)* was one of the most consulted bibliographies. The surprising thing with this choice is that *CIJE* contains very little materials, if any, which could be consulted for the study of law.

Question 9 asked the students to identify some aids to library research which they used or consulted. Library science students cited card catalog, 6 (86%), reference books, 6 (86%), the list of periodicals owned by the Library, 5 (71%), and browsing through the books, 4 (57%). Two (29%) consulted a librarian; 1 (14%) pamphlets; 1 (14%) said he/she also used government documents section of the Shepard Library. Law students seemed to have consulted the librarian most, 4 (57%), with 2 (29%) in each of the following cases: card catalog, the list of periodicals owned by the Library, reference books, reserve books. One (14%) said he/she also used pamphlets. In this question multiple responses were allowed so that it is possible for one person

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to contribute to one or more choices. However, it would appear that library science students consulted the librarian least and used the library independently, at least most of the time. A significant percentage of the law students, 4 (57%) consulted the librarian but also used the library fairly independently as well.

When asked as to whether there was any (additional) library orientation when a research project was required, library science students said "yes," 3 (50%), "no," 2 (23%), and "don't know," 1 (17%). The law student's replies were: "yes," 3 (60%), and "no," 2 (40%). It seems that an additional library orientation is given at least to most of the students in the Law and Library Science programs when a research project is required.

Regarding the ease with which a research project could be accomplished with the knowledge obtained from the library orientation programs, the library science students who responded to this question said: easy, 4 (67%); hard, 2 (33%). The law students who answered the question said: hard, 2 (50%); easy, 1 (25%), and very easy, 1 (25%). The majority of the library science students who responded seemed to find it easy to do a research project with the knowledge acquired from library orientation and half of the Law School students who responded to the question found it hard.

The results for testing hypothesis two project the following picture: most of the respondents indicated that the library orientation was adequate but that the orientation did not include bibliographic instruction in case of the majority of library science students and that it did include bibliographic instruction in the case of the majority

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of the law students. Both library science and law students identified most of the bibliographic sources relevant to their fields of study. Most of the library science students used the library independently at least most of the time. A significant percentage of the Law School students consulted the librarian but also used the library fairly independently some of the time. Additional library orientation was given when a research project was required according to the majority of the students from both the two programs. For most of the library students it was easy to do research with the knowledge from orientation. It was hard in the case of half the Law School respondents.

If these findings are anything to go by, it can be inferred that the library orientation is perceived adequate judging from the fact that most of the respondents were able to recognize the important bibliographic sources in their programs and also from the fact that the majority of the respondents used the library fairly independently. It should be pointed out that almost all the printed sources consulted from the three libraries serving the graduate programs concerned failed to show that there is any planned bibliographic instruction except for the Shepard Library where, according to the *Research Annual Report of 1979-80*, statistics were compiled showing bibliographic lectures given to both graduate and undergraduate students and even to some teachers.

Library Science Summer School Students

As a matter of curiosity about the results from the Library School sample, the same questionnaire was distributed to the students taking a research methods course (L.S. 5000), the results of which are shown in Tables 3 and 3A. There was a 100% response as all the seven

students in the course returned the questionnaire.

Of the summer school students taking L.S. 5000 course, 4 (57%) said yes to the question about whether there was orientation program offered to them; 3 (43%) said they did not know. Of those four who said yes (those who responded with a "no" or a "don't know" were asked to proceed to question 8), 3 (75%) said the orientation took the form of library tours; 1 (25%) did not know. As to how long the orientation took, 2 (50%) said an hour or less while the remainder said they did not know. Three (75%) said the orientation was done by the library staff; 1 (25%) did not know. The picture emerging from the above data suggests that the majority were given orientation and that library tours seemed to be the predominant form. Two (50%) a piece responded that the orientation took "an hour or less" and "don't know." Library orientation was done by library staff according to 3 (75%) of the respondents. One (25%) did not know. This suggests that there is an orientation at least to 3/4 of the respondents. This seems so because sometimes there is no orientation in summer. The results also seem to suggest that the new students or part-time students enrolled in summer could most likely have answered "don't know" with the continuing students answering "yes" basing their response on the fact that they could have had orientation at the beginning of the other semesters.

Two (50%) said the library orientation was adequate and 2 (50%) did not know. One (25%) said that library orientation did not include how to use bibliographies (or other lists of useful reference and study materials), 3 (75%) did not know. For question 8, most of them cited the following bibliographies: *Library Literature*, 7 (100%), *Social*

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TABLE 3

RESULTS SHOWING PRESENCE (OR ABSENCE) OF LIBRARY ORIENTATION PROGRAMS*

Question	Population = 7	
	No.	(%)
1. What is your classification? Please check the appropriate box.	7	(100)
2. Is there any orientation offered in the use of the library? Please check one.		
Yes	4	(57)
No	-	-
Don't know	3	(43)
**3. What form does the orientation take? Please check ALL that apply.		
Formal lecture(s)	-	-
Library tour	3	(75)
Handbook(s)	-	-
Other (specify)	-	-
Don't know	1	(25)
4. How long does the orientation take? (Please check one).		
An hour or less	2	(50)
More than an hour and up to one day	-	-
More than one day and up to one month	-	-
A sequence involving a month up to one semester	-	-
A sequence involving over one or more semesters	-	-
Don't know	2	(50)
5. Library orientation is done by: (Please check one)		
Library staff	3	(75)
Classroom instructor	-	-
Both library staff and classroom instructor	-	-
Other	-	-
Don't know	1	(25)

*School of Library Science summer session enrollment in L.S. 5000.
**Multiple responses were permitted

Sciences and Humanities Index, 5 (71%), *Education Index*, 6 (86%), *Current Index to Journals in Education*, 4 (57%) and *ERIC*, 5 (71%). Others mentioned, though in negligible percentages, *Business Periodicals Index*, 2 (29%), *New York Times Index*, 1 (14%), and *Dissertation Abstracts International*, 1 (14%).

The aids to library research which most respondents said they used included the card catalog, 6 (86%); consultation with librarian, 5 (71%); browsing through the books, 5 (71%); the list of periodicals owned by the library, 5 (71%); reserve books, 5 (71%), and reference books, 7 (100%). Again here it seems the students used the library independently although a significant percentage also shows they consulted the librarian. Question 9 above allowed multiple responses. As to whether there was any (additional) library orientation when a research project was given, 3 (43%) said yes; 3 (43%) did not know, and 1 (14%) said no.

Question 11 was used to find out the ease with which a research project or assignment could be accomplished with the knowledge acquired from the orientation, 4 (57%) said it was easy; 2 (29%) hard, and 1 (14%) said it was very easy.

The general picture from the summer school students is that there is an orientation given to some students at least some of the time and that library tours seems to be the predominant form. For most of the students, the orientation is done by library staff. As to the adequacy of the orientation it seems unclear since there was a split impression between those who said it was adequate and those who said they did not know. The fact that most students were able to identify

RESULTS SHOWING THE ADEQUACY (OR INADEQUACY) OF
LIBRARY ORIENTATION PROGRAMS*

Question	Population = 7	
	No.	(%)
6. How adequate is the orientation?		
Very adequate	-	-
Adequate	2	(50)
Inadequate	-	-
Very inadequate	-	-
Don't know	2	(50)
7. Library orientation includes how to use bibliographies (or other lists of useful references and study materials)?		
Yes	-	-
No	1	(25)
Don't know	3	(75)
**8. Which of the following bibliographies do you often consult and are confident in using? Please check as appropriate.		
Library Literature	7	(100)
Index to Legal Periodicals	-	-
Business Periodical Index	2	(29)
Education Index	6	(86)
Social Sciences and Humanities Index	5	(71)
Current Index to Journals in Education	4	(57)
Federal Statutes	-	-
American Law Reports	-	-
ERIC	5	(71)
Other: NY Times Index	1	(14)
Other: Dissertations Abstracts International	1	(14)
None	-	-
Don't know	-	-
**9. Which of the following aids to library research do you often use?		
Card catalog	6	(86)
Consultation with librarian	5	(71)
Browsing through the books	5	(71)
The list of periodicals owned by the library	5	(71)
Government Documents section of Shepard Library	3	(43)
Microfiche materials	-	-

*School of Library Science summer session enrollment in L.S.
   5000
**Multiple responses were permitted

Question	Population = 7	
	No.	(%)
**9. Which of the following aids to library research do you often use? (Continued)		
Pamphlets	1	(14)
Reserve books	5	(71)
Reference books	7	(100)
10. Is there any (additional) library orientation when a research project is required?		
Yes	3	(43)
No	1	(14)
Don't know	3	(43)
11. How easily can a research project on an assignment requiring extensive use of library materials be accomplished by using the knowledge in the graduate program on the use of the library? Please check one.		
Very easy	1	(14)
Easy	4	(57)
Hard	2	(29)
Very hard	-	-

**Multiple responses were permitted

most important bibliographic sources relevant to their courses as well as using the library fairly independently, may or may not be due to the knowledge obtained from the orientation. It could be attributed to the fact that library science courses expose the students to various bibliographic tools. This knowledge would put them to the advantage in recognizing the sources in this survey.

Some Pertinent Questions Resulting From the Findings

The low return rate in the survey reduced the validity of the findings since only slightly above a quarter of the sample in both the

Law and Library School programs responded. The absence of student's replies from the Business and Education programs renders the investigations non-starter in these programs. Any conclusions to be made in regard to these two programs would be meaningless. A further investigation is therefore necessary.

Summary of Results

The results of the survey indicate that there is orientation in the Law and Library Science programs at least some of the time. It is unclear in the case of the Business and Education programs since no questionnaires were distributed to the students and also, because of the fact that teachers failed to respond. However, the Shepard librarian indicated there was an orientation for each discipline.

The orientation seems to take the form of library tours in the Library Science program and a combination of formal lectures, library tours, and handbooks is used in the Law program. According to the Shepard Library librarian the three forms applied to the Law program were used for orientating Business and Education students.

The orientation was believed to be "adequate" to most of the Library School students as well as the Law School students. A research project was believed to be easy to do with the knowledge acquired from the orientation according to the majority of Library School students. An unclear position was noted from the law students. The Shepard librarian said the orientation was adequate but the questions as to the presence (or absence) and adequacy of orientation still remain unanswered in both the Business and Education programs due to the absence of student's samples.

In chapter III, most of the literature reviewed showed that library orientation in most graduate programs was, to a greater degree, non-existent and if there was any orientation at all, it consisted of library tours and instruction in the use of the card catalog. Bibliographic instruction in graduate programs, according to the literature reviewed, was mostly non-existent. The literature reviewed also showed that most of the library orientation was given at the undergraduate level and that this also served the needs of the graduate students too. The literature was also suggestive of the fact that orientation programs given at the undergraduate levels were inadequate to serve graduate student's needs since they mostly consisted of library tours and how to use the card catalog.

The tentative findings in this survey show that there is library orientation especially to the law and library science students at NCCU. For library science students, the orientation is in the form of library tours; and a combination of formal lectures, library tours, handbooks for the law students. The library science case seems to support most of the literature reviewed while the Law School case does not. As to the adequacy (or inadequacy) of the orientation, the Law School findings show that it is inadequate, that is, they seem to support the literature reviewed while the Library School findings seem to negate it. The case of the Library School should be viewed carefully. Library School students are more exposed to the use of the various retrieval and storage mechanisms. This fact could have affected the nature of the responses from the students. For instance, to most of the library science students, orientation programs were "adequate" because they were more

informed of the various library search processes as well as the bibliographic sources used from their course work. A concentration on graduate programs other than the Library Science program should be made in future studies for the findings to be meaningful.

REFERENCES

[1]"A Guide to the Library," NCCU Library Science Library, Durham.

[2]"Research Annual Report, 1979-80," North Carolina Central University, Shepard Memorial Library, Reference Department, Durham.

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this survey, respectively, 31 and 28 respondents were se-
lected from the Library Science and Law programs. Thirteen (43%) of
the Library Science sample returned the questionnaire and 8 (29%) of
the Law School sample returned it. No student was sent a questionnaire
in the Education or Business programs. Two teachers from each of
these two programs were sent a questionnaire and one librarian. None
of the four teachers responded but the librarian did.

Summary of the Findings

The findings of the survey show that of the total number of
the samples that responded 11 (85%), 8 (100%), and 1 (100%) of the Li-
brary Science, Law and Business and Education programs indicated there
was orientation in the use of the library. In Library Science, the
library tour seemed to be the most predominant form while a combination
of formal lectures, 6 (75%), library tours, 7 (88%), and handbooks, 5
(63%) appeared to be the most predominant forms in the Law School. The
orientation appeared to take an hour or less in the Library Science pro-
gram, 7 (54%), and more than one day and up to one month in the Law
School, 6 (75%). Library staff conducted the orientation in the Library
School, 8 (62%) and either the library staff or both the library staff
and classroom instructors conducted it in the Law School--3 (38%) each.

In the case of the Business and Education master's programs, it is not clear as only a librarian responded. According to her, there was orientation and that it took the forms of library tours, handbooks, and other forms such as personal instruction. The orientation took an hour or less and was conducted by the librarian.

Six (54%) of the Library School respondents and 5 (63%) of the Law School respondents perceived that library orientation was adequate. Seven (58%) of the Library School and 5 (63%) of the Law School respondents said, respectively, that the orientation did not include how to use bibliographies and that it did. Most of the respondents from both the programs were able to identify major bibliographic tools in their fields. The majority of the Library School students used the library independently most of the time while a larger percentage of the Law School students consulted the librarian. An unclear picture was obtained in regards to the question of whether or not there was any (additional) library orientation when a research project was required from both these programs. Most library science students seemed to find it easy to do a research project with the knowledge acquired from the orientation and an unclear picture was obtained from the law students. In the case of the Business and Education master's programs it is unclear since only one responded to the survey. Almost all the literature consulted in the Law, Library School, and Shepard libraries showed scanty evidence that there is any planned library instruction in the graduate programs at NCCU.

In the case of the Library School students enrolled in summer school in the Research Methods course (L.S. 5000), the larger percentage

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said there was orientation, 4 (57%). According to this number, 3 (75%) said it took the form of library tours. There was an equal number between those who said the orientation took an hour or less and those who did not know. Three (75%) said the librarian conducted the orientation. Two (50%) of the four who said there was orientation indicated it was adequate, the remainder did not know. One (25%) said the orientation did not include the use of bibliographies and 3 (75%) did not know. Most of the major bibliographies relevant to library science courses were recognized by the respondents and that the students used the library independently at least most of the time, although a larger percentage, 5 (71%) also indicated that they consulted the librarian. Additional orientation when a research project was required was given according to 3 (43%) of the students; 3 (43%) did not know, and 1 (14%) said it was not given. Four (57%) said the research project was easy to accomplish with the knowledge obtained from the orientation.

Conclusions

Despite the low rate of return, it can be concluded that there has been some orientation in the use of the library in both the Law and Library Science programs at NCCU. For the Library Science graduate program, the library tour is the form which orientation takes, and a combination of formal lectures, library tours, handbooks in the Law graduate program (it is uncertain in the case of the Business and Education master's programs).

As to the adequacy of the orientation, both Library Science and Law graduate programs indicated that orientation efforts are adequate. It is imperative that the orientation be adequate in both the Law and

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Library Science programs. It is not certain in the case of the Business and Education master's programs since only one respondent returned the questionnaire. However, it was unclear whether or not a research project was easy to accomplish with the knowledge obtained from the orientation according to the law students but it seemed easy according to the majority of library science students. This seems to point to the fact that the orientation is not adequate to the law students despite their indication that it was adequate.

For the Business and Education master's programs, further investigation is necessary to determine the position of library orientation.

Recommendations

It has been observed from the preceeding discussion of the results that the low rate of return reduced the credibility of the findings despite the fact that those who responded gave us an insight as to the presence (or absence) and the forms of the library orientation in the four graduate programs. There is need, therefore, to reinvestigate the problems.

The conclusions have been based on the majority of cases responding positively or negatively to the questions in the questionnaire. It is necessary that further investigation be made as to why the minority of the cases responded the way they did by, for instance, following up the questionnaire by interviews.

Should a questionnaire be used in future investigations it is advisable to distribute it at the middle of the semester and an allowance of up to a month or longer should be given to make sure that the

respondents have enough time. For graduate programs such as Education and Business, which have no mailboxes or common student lounges, early contact with the deans and/or the Registrar's Office should be made so that they can make the necessary arrangements for the release of the student's addresses for the investigation.

APPENDICES

415 Pilot Street, Apt. F-2
Durham, NC 27707
April 3, 1980

Dr. Annette L. Phinazee
Dean of the School of Library Science
North Carolina Central University
Durham, NC 27707

Dear Dr. Phinazee:

I am currently involved in a research project which concerns
determining whether or not library orientation programs are of-
fered to graduate students in the four graduate programs of NCCU -
the School of Law, the School of Business, the School of Library
Science, and the Department of Education.

The methodology involves sending out a questionnaire to ran-
domly selected students from the above programs and to do this, I
need a list of graduate students from each of these programs. I
would very much appreciate your assistance in obtaining such a
list from your particular School. All the names will be treated
confidentially.

Thank you in anticipation.

Yours sincerely,

Zilole M. K. Phiri
Student

ZMKP:dmg

APPENDIX A-2

415 Pilot Street, Apt. F-2
Durham, NC 27707
April 3, 1980

Dr. Norman C. Johnson, Chairman
Department of Education
North Carolina Central University
Durham, NC 27707

Dear Dr. Johnson:

I am currently involved in a research project which concerns determining whether or not library orientation programs are offered to graduate students in the four graduate programs of NCCU - the School of Law, the School of Business, the School of Library Science, and the Department of Education.

The methodology involves sending out a questionnaire to randomly selected students from the above programs and to do this, I need a list of graduate students from each of these programs. I would very much appreciate your assistance in obtaining such a list from your particular Department. All the names will be treated confidentially.

Thank you in anticipation.

Yours sincerely,

Zilole M. K. Phiri
Student

ZMKP:dmg

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415 Pilot Street, Apt. F-2
Durham, NC 27707
April 3, 1980

Dr. Tyronza R. Richmond
Dean of the School of Business
North Carolina Central University
Durham, NC 27707

Dear Dr. Richmond:

I am currently involved in a research project which concerns determining whether or not library orientation programs are offered to graduate students in the four graduate programs of NCCU - the School of Law, the School of Business, the School of Library Science, and the Department of Education.

The methodology involves sending out a questionnaire to randomly selected students from the above programs and to do this, I need a list of graduate students from each of these programs. I would very much appreciate your assistance in obtaining such a list from your particular School. All the names will be treated confidentially.

Thank you in anticipation.

Yours sincerely,

Zilole M. K. Phiri
Student

ZMKP:dmg

415 Pilot Street, Apt. F-2
Durham, NC 27707
April 3, 1980

Dr. Harry E. Groves
Dean of the School of Law
North Carolina Central University
Durham, NC 27707

Dear Dr. Groves:

I am currently involved in a research project which concerns determining whether or not library orientation programs are offered to graduate students in the four graduate programs of NCCU - the School of Law, the School of Business, the School of Library Science, and the Department of Education.

The methodology involves sending out a questionnaire to randomly selected students from the above programs and to do this, I need a list of graduate students from each of these programs. I would very much appreciate your assistance in obtaining such a list from your particular School. All the names will be treated confidentially.

Thank you in anticipation.

Yours sincerely,

Zilole M. K. Phiri
Student

ZMKP:dmg

APPENDIX B

415 Pilot Street, Apt. F-6
Durham, NC 27707
April 23, 1980

Dear Sir/Madam:

I shall be most grateful if you would donate a little of your time to answering the few questions for my survey in library use for my Master's research in library science. Your answers will be treated confidentially.

Please do return the completed questionnaire by May 8 to the box labelled "Please put library survey questionnaire in this box" which is in the Student's Lounge in your school.

Thank you in advance for your cooperation.

Faithfully yours,

Zilole M. K. Phiri
Library Science Student

ZMKP/dmg

APPENDIX C

1. What is your classification? Please check the most appropriate boxes.

   I am   / / an instructor / / a librarian / / a student,
   in the   / / Law School / / School of Library Science / / Business
     School / / Department of Education / / Library Science Library
     / / Law Library / / Shepard Library.

2. Is there any orientation offered in the use of the library? Please check
   one.

        / / Yes   / / No   / / Don't know

   If the answer to question 2 is Yes, continue. If it is No or Don't know,
   go to question 8.

3. What form does the orientation take? Please check ALL that apply.

   / / Formal lecture(s)   / / Library tour   / / Handbook(s)
   / / Other, please specify_____   / / Don't know.

4. How long does the orientation take? (Please check one)

   / / An hour or less   / / More than an hour and up to one day
   / / More than one day and up to a month   / / A sequence involving a
   month up to one semester   / / A sequence involving over one (or more
   semester(s)   / / Don't know.

5. Library orientation is done by: (Please check one)

   / / Library staff   / / Classroom instructor   / / Both library staff
   and classroom instructor(s)   / / Other, please specify_____
   / / Don't know.

6. How adequate is the library orientation?

   / / Very adequate   / / Adequate   / / Inadequate   / / Very inadequate
   / / Don't know.

7. Library orientation includes how to use bibliographies (or other lists
   of useful references and study materials)?

        / / Yes   / / No   / / Don't know

8. Which of the following bibliographies do you often consult and are confident in using? Please check as appropriate.

/ / Library Literature   / / Index to Legal Periodicals   / / Business
Periodicals Index   / / Educational Index   / / Social Sciences and
Humanities Index   / / Current Index to Journals in Education
/ / Federal Statutes   / / American Law Reports   / / ERIC
/ / Other, please specify_____   / / None
/ / Don't know.

9. Which of the following aids to library research do you often use?

/ / Card catalog   / / Consultation with librarian   / / Browsing
through the books   / / The list of periodicals owned by the library
/ / Government documents section of Shepard Library   / / Microfiche
materials   / / Pamphlets   / / Reserve books   / / Reference books.

10. Is there any (additional) library orientation when a research project
is required?

/ / Yes   / / No   / / Don't know

11. How easily can a research project or an assignment requiring extensive
use of library materials be accomplished by using the knowledge acquired
in the graduate program on use of the library? Please check one.

/ / Very easy   / / Easy   / / Hard   / / Very hard

Thank you very much for your cooperation!

94015	46874	32444	48277	59820	96163	64654	25843	41145	42820
74108	88222	88570	74015	25704	91035	01755	14750	48968	38603
62880	87873	95160	59221	22304	90314	72877	17334	39283	04149
11748	12102	80580	41867	17710	59621	06554	07850	73950	79552
17944	05600	60478	03343	25852	58905	57216	39618	49856	99326
66067	42792	95043	52680	46780	56487	09971	59481	37006	22186
54244	91030	45547	70818	59849	96169	61459	21647	87417	17198
30945	57589	31732	57260	47670	07654	46376	25366	94746	49580
69170	37403	86395	90307	94304	71803	26825	05511	12459	91314
08345	88975	35841	85771	08105	59987	87112	21476	14713	71181
27767	43584	85301	88977	29490	69714	73035	41207	74699	09310
13025	14338	54066	15243	47724	66733	47431	43905	31048	56699
80217	36292	98525	24335	24432	24896	43277	58874	11466	16082
10875	62004	90391	61105	57411	06368	53856	30743	08670	84741
54127	57326	26629	19087	24472	88779	30540	27886	61732	75454
60311	42824	37301	42678	45990	43242	17374	52003	70707	70214
49739	71484	92003	98086	76668	73209	59202	11973	02902	33250
78626	51594	16453	94614	39014	97066	83012	09832	25571	77628
66692	13986	99837	00582	81232	44987	09504	96412	90193	79568
44071	28091	07362	97703	76447	42537	98524	97831	65704	09514
41468	85149	49554	17994	14924	39650	95294	00556	70481	06905
94559	37559	49678	53119	70312	05682	66986	34099	74474	20740
41615	70360	64114	58660	90850	64618	80620	51790	11436	38072
50273	93113	41794	86861	24781	89683	55411	85067	77535	99892
41396	80504	90670	08289	40902	05069	95083	06783	28102	57816
25807	24260	71529	78920	72682	07385	80726	57166	98884	08583
06170	97965	88302	98041	21443	41808	68984	83620	89747	99882
60808	54444	74412	81105	01176	28838	36421	16489	18059	51061
80940	44893	10408	36222	80582	71944	92638	40333	67054	16067
19516	90120	46759	71643	13177	55292	21036	82808	77501	97427
49386	54480	23604	23554	21785	41101	91178	10174	29420	90438
06312	88940	15995	69321	47458	64809	98189	81851	29651	84215
60942	00307	11897	92674	40405	68032	96717	54244	10701	41393
92329	98932	78284	46347	71209	92061	39448	83136	25722	08564
77936	63574	31384	51924	85561	29671	58137	17820	22751	36518
38101	77756	11657	13897	95889	57067	47648	13885	70669	93406
39641	69457	91339	22502	92613	89719	11947	56203	19324	20504
84054	40455	99396	63680	67667	60631	69181	96845	38525	11600
47468	03577	57649	63266	24700	71594	14004	23153	69249	05747
43321	31370	28977	23696	76479	68562	62342	07589	08899	05985
64281	61826	18555	64937	13173	33365	78851	16499	87064	13075
66847	70495	32350	02985	86716	38746	26313	77463	55387	72681
72461	33230	21529	53424	92581	02262	78438	66276	18396	73538
21032	91050	13058	16218	12470	56500	15292	76139	59526	52113
95362	67011	06651	16136	01016	00857	55018	56374	35824	71708
49712	97380	10404	55452	34030	60726	75211	10271	36633	68424
58275	61764	97586	54716	50259	46345	87195	46092	26787	60939
89514	11788	68224	23417	73959	76145	30342	40277	11049	72049
15472	50669	48139	36732	46874	37088	73465	09819	58869	35220
12120	86124	51247	44302	60883	52109	21437	36786	49226	77837

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