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

by

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The deficiencies in this paper are entirely my own and not attributed to any of the persons above.
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.
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 orientation to undergraduates. Griffin and Clarke observed this point when they noted that:

Traditionally, library orientation has focused on the assumed 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 student's 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 orientation programs given at the undergraduate level have adequately covered the necessary information needed in the search for sources. Griffin and Clarke also observed this in their study. In reply to a questionnaire circulated to large university libraries, some librarians stated that:

The undergraduate tours and orientation session held during 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 devel-
opment of Monteith College Library Experiment seemed to have been en-
couraged by the perception that

...the obvious ineffectiveness of traditional library in-
struction was due to its isolation in orientation cour-
ses...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 ac-
quaint the student with so much information about the nature and organi-
ization of the library in so little time. Besides,

The system of the library embraces both library organiza-
tion, 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. Mills6 questioned the reason
why lawyers in some graduate schools had difficulty in using the li-
brary 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 Read7 noted with an emo-
tional tone that library knowledge was not acquired by tours or hand-
books 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 library. In other words, as Clemons noted:

...the bibliographic sources common to research investigation in all subject areas and the bibliographic styles appropriate for the varied types of library materials should be presented to give students confidence in two major aspects 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 Bulletin9 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 universities 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. Fox11 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 require 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 research methods courses are offered in relation to the search and retrieval of library materials. With the inadequacy of library skills carried over from the undergraduate studies it would appear that graduate students use trial and error methods to find the materials necessary for their research papers. Library literature also fails to show that many universities—if any at all—offer library instruction programs similar to that started at Florida State University in 1948.13

A survey carried out at Birmingham in England in 196414 in the library use by graduates showed that out of 113 graduate students interviewed 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 Association 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 college library, to be given to all new students, whether undergraduate 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 undergraduates 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\textsuperscript{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 libraries 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 instruction 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 universities 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 instruction has been emphasized.

REFERENCES

\textsuperscript{1} Lloyd W. Griffin and Jack A. Clarke, "Orientation and Instruction of Graduate Students in the Use of the University Library: a Survey," \textit{College and Research Libraries} 33 (November 1972): 467.


5. Ibid., p. 82.


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


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.\textsuperscript{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 Li-
brary, 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 guide-
books 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 ap-
proached for the list. Two deans released their lists while the re-
mainder 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 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 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
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 re-
sponses 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 sub-
problem two were the responses from the questionnaires sent to the sam-
ple 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


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

<table>
<thead>
<tr>
<th>Questions</th>
<th>Population Samples</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School of Library Science</td>
</tr>
<tr>
<td></td>
<td>Students</td>
</tr>
<tr>
<td>1. What is your classification? Please check the most appropriate box.</td>
<td>7</td>
</tr>
<tr>
<td>2. Is there any orientation offered in the use of the library? Please check one.</td>
<td>6(86)</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>6(86)</td>
<td>3(75)</td>
</tr>
<tr>
<td>1(14)</td>
<td>-</td>
</tr>
<tr>
<td>1(25)</td>
<td>-</td>
</tr>
<tr>
<td><strong>3.</strong> What form does the orientation take? Please check all that apply.</td>
<td>Formal lecture(s)</td>
</tr>
<tr>
<td>Library tour</td>
<td>6(86)</td>
</tr>
<tr>
<td>Handbook(s)</td>
<td>1(14)</td>
</tr>
<tr>
<td>Other (specify)</td>
<td>-</td>
</tr>
<tr>
<td>Don't know</td>
<td>-</td>
</tr>
<tr>
<td>4. How long does the orientation take? (Please check one)</td>
<td>An hour or less</td>
</tr>
<tr>
<td>More than an hour and up to one day</td>
<td>1(14)</td>
</tr>
<tr>
<td>More than one day and up to one month</td>
<td>-</td>
</tr>
<tr>
<td>A sequence involving a month up to one semester</td>
<td>-</td>
</tr>
<tr>
<td>A sequence involving one or more semesters</td>
<td>1(14)</td>
</tr>
<tr>
<td>Don't know</td>
<td>1(14)</td>
</tr>
</tbody>
</table>

**Multiple responses were permitted**
<table>
<thead>
<tr>
<th>Questions</th>
<th>Population Samples</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School of Library Science</td>
</tr>
<tr>
<td></td>
<td>Students</td>
</tr>
<tr>
<td></td>
<td>25</td>
</tr>
<tr>
<td>5. Library orientation is done by: (Please check one)</td>
<td>Library staff</td>
</tr>
<tr>
<td></td>
<td>5(71)</td>
</tr>
<tr>
<td></td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>6(86)</td>
</tr>
<tr>
<td></td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>1(14)</td>
</tr>
</tbody>
</table>
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 indicate 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 points out the inadequacy of library 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
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

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

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

**Multiple responses were permitted**
<table>
<thead>
<tr>
<th>Questions</th>
<th>Population Samples</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School of Library Science</td>
</tr>
<tr>
<td></td>
<td>Students</td>
</tr>
<tr>
<td>10. Is there any (additional) library orientation when a research project is required?</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>3(50)</td>
</tr>
<tr>
<td>No</td>
<td>2(33)</td>
</tr>
<tr>
<td>Don't know</td>
<td>1(17)</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Very easy</td>
<td>-</td>
</tr>
<tr>
<td>Easy</td>
<td>4(67)</td>
</tr>
<tr>
<td>Hard</td>
<td>2(33)</td>
</tr>
<tr>
<td>Very hard</td>
<td>-</td>
</tr>
</tbody>
</table>
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 or 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
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
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
# TABLE 3

RESULTS SHOWING PRESENCE (OR ABSENCE) OF LIBRARY ORIENTATION PROGRAMS

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

*School of Library Science summer session enrollment in L.S. 5000.

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

*School of Library Science summer session enrollment in L.S. 5000

**Multiple responses were permitted
### TABLE 3A-Continued

<table>
<thead>
<tr>
<th>Question</th>
<th>Population = 7</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>9. Which of the following aids to library research do you often use?</strong> (Continued)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pamphlets</td>
<td>1 (14)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reserve books</td>
<td>5 (71)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reference books</td>
<td>7 (100)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Is there any (additional) library orientation when a research project is required?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>3 (43)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>1 (14)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Don't know</td>
<td>3 (43)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very easy</td>
<td>1 (14)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Easy</td>
<td>4 (57)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hard</td>
<td>2 (29)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very hard</td>
<td>-</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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


CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this survey, respectively, 31 and 28 respondents were selected 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 Library 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 program, 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
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
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 preceding 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
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 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
Dr. Norman C. Johnson, Chairman
Department of Education
North Carolina Central University
Durham, NC 27707

April 3, 1980

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
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
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
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.


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!
SELECTED BIBLIOGRAPHY

Articles


Books

