EXTENDING LIBRARY SERVICES TO EXTENDED CAMPUS PROGRAMS

Barbara L. Emmer
Librarian
Dubois Campus
The Pennsylvania State University

Distance and dispersion have been the bane of rural Ameri-
cans seeking educational and cultural opportunities.
The scope and the interest in their rural information needs
have been neglected until recently, when the 1980 census
documented the demographic shift into rural areas. Socio-
logical examination has shown that rural adults are continu-
ing their education as a means of dealing with impacting
technology, changing employment patterns, and fulfillment
of personal and professional goals. Often this post-secondary
education is sought within the rural community environs
through off-campus courses.

In an effort to provide education which is convenient
in terms of time and location, institutions of higher learning
hold programs at sites away from the main campus. These
programs comprise what is sometimes called distance education
with off-campus, or extended campus courses. The students
are referred to as external or extension students.
Characteristically, they differ from on-campus students.
"Their average age is 33-35, most are employed full-time,
and they tend to be highly motivated. They are generally
in classes that parallel those on campus, but their environment
is different. Classes are held at night, once or twice
a week, in a classroom that might be in a community college,

63

a high school, or even in a library. The instructor is available for consultation only on class days and otherwise might be a long distance call away. In rural communities, library resources may be few and may be in more than one location, such as in the public library and in the community college library." (Johnson, p. 77.) In addition, the external student may be further disadvantaged by an isolation from his classroom peers. Given his full-time work schedule and the geographic distribution of his fellow classmates, he may have limited opportunities to communicate academically with others. This notion of singularity may be further influenced by the gap of 5-20 years that an off-campus student has experienced since his high school graduation from formal studies. He may feel insecure and inadequate with his present learning/study strategies.

The external student paying the same tuition as the on-campus student necessarily has the same expectations of quality education, proficient instructors, and relevant resources. The focus of this article is to examine off-campus library services relative to the issue of relevant resources. What is the responsibility of the educational institution for providing library support services? What are the necessary conditions for adequate services apropos of standard management practices? What kinds of services are being provided as off-campus library programs?

> As early as 1931 The American Library Association
> acknowledged the handicap that off-campus students
> suffered from the lack of book material. At that
> time the ALA surveyed institutions that offered
> extension classes. In most cases the local librar-
> ies were expected to serve the needs of those
> students. ALA found that few institutions accepted
> the responsibility for service to their own stu-
> dents and recommended at that time that the col-
> leges and universities inform the local public
> libraries of their extension activities and send
> books from the university to their local librar-
> ies. (Forrest, p. 12.)

The ALA did not distinguish urban from rural off-campus

library services. Today as in the past, urban extension

students have available to them many places to get informa-

tion, such as commercial bookstores, academic libraries of

other institutions located in the city, special libraries,

and a broad range of government and social agencies. Clear-

ly, when the home institution refuses supportive library

measures to the external student, those located in rural

areas experience greater impediments to securing needed

information.

By addressing this charge of accountability to the uni-

versity and its library, the ALA philosophically recognized

the unreasonable duality expected of the public library.

Today, we better understand why one library type cannot

substitute for another. "Public, university, college,-

school, and special libraries may generally adhere to the

same group of basic principles of collection development,

but the specific objectives of these types of libraries are

not identical. The libraries operate in different environ-

ments, serve different groups of people, and often collect

different types of materials." (Bonk, p. 25.)

65

The 1967 ALA guidelines reiterated the responsibility of the colleges and universities toward off-campus students by calling for: regular and adequate funding of library programs; the provision of services by a professional librarian; journal materials, indexes, reference materials, and collateral reading. (American Library Association, pp. 50-53.) Besides changing the title from "Guidelines for Library Services to Extension Students" to "Guidelines for Extended Campus Library Services," the new 1982 revision expanded the scope of library services and offered a broader concept of inclusion in programs.

ALA recognizes the following six components of a library program as necessary conditions for adequate services:

1) Planning--the library should identify the information needs of students and faculty in extended campus programs, and arrange to meet these needs.

2) Finances--the library should provide continued financial support for addressing the needs of the extended campus community.

3) Personnel--qualified library personnel should be employed to plan, implement, and evaluate library programs addressing the needs of extended campus students and faculty.

4) Facilities--the library should provide facilities and equipment sufficient in size, number, and scope to attain the objectives of the extended campus program.

5)   Resources--access to library materials in sufficient
      number, scope, and format (print and non-print)
      should be provided.

6)   Services--those offered to students and faculty in
      extended campus programs should be designed to meet
      effectively a wide range of different informational
      and bibliographic needs.

Each of these six elements is substantiated with recommended
actions, qualifiers, or measures through which implementation
should be approached.

The guidelines serve as a framework without placing pre-
scriptive limitation or normative restrictions on their
enactment. They allow for flexibility and diversity appro-
priate to the defined needs of varying instructional
programs. As Gerard B. McCabe stated at the 1982 Off-Campus
Library Services Conference, "These 'guidelines' are quite
specific on the scope of services. Carefully thought out,
their obvious intent is to advocate provision of fully ade-
quate services. The implication is clear, library service
for extension or continuing education students should be
equal in quality to the service on the home campus." (Mc-
Cabe, p. 15.)

If no program is in place to serve the needs of the ex-
ternal students, a proposal is the first step in initiating
one. Mary Ann Walker and Marjo Maxwell, both participants at
the previously cited conference, offer some practical sug-
gestions to follow. I suggest them to you in summary form
as the best advice on how to start that can be found in the

current literature. Talking to library colleagues--local, area, and statewide--is a way of getting valuable information, of learning firsthand from the philosophies and experiences of others. Read the archival literature about the institution; mission statements and other statements in college catalogs, newspapers, and other printed matter that details the institution's philosophy of service will help formulate your basic assumptions. Look for specifics about the off-campus program, such as number of students, total credit enrollment, differential tuition, other applicable student services, etc. Carefully study the course descriptions in the college catalog and any available course syllabi with particular attention to library oriented assignments. Consult with the off-campus teaching faculty, discussing specifics of the course offerings. When writing the proposal give examples of specific courses and suggestions of library support for these courses. Survey the local library resources by on-site visits, noting collection strengths and weaknesses as the affect off-campus students' needs. Explore the options. Consider several levels of library support in terms of range of funding requirements, personnel requirements, and complexity of services. Know the ramifications of each level of service. Finally, present the proposal in detail with an accompanying budget that includes: staffing requirements and costs, travel allowances, equipment considerations and costs, postage, materials costs, telephone expenses, and computer costs for database searching. Recognize that the proposal can be imple-

68

mented in phases and adopt suitable time lines for various
phases. (Walker, pp. 27-33.)

One of the most basic ways to integrate library support
into off-campus programs is to provide resources at the
site. As the "Guidelines" suggest, a professional librarian
is charged with the responsibility of developing and main-
taining this out-of-house collection. Webster University, in
St. Louis, offers local, national, and international educa-
tional programs employing this delivery system of service.

> For each area of concentration available in the
> program, a core collection of books is developed
> and updated by the faculty in the discipline,
> members of the University administration, and the
> University librarian. In developing the collec-
> tions, attempts are made to include materials which
> would not likely be available in the local area and
> to avoid duplicating available resources. These
> books are placed at the site for the duration of
> the program and circulate to students and faculty.
> (Luebbert, p. 61.)

Access to these fully cataloged materials is through a card
catalog representing the complete and current collection as
it temporarily exists. In addition to books, the Webster
collection houses 16mm films and a select grouping of jour-
nals from each discipline area.

The approach just presented can work even if there is no
library at the off-campus site. Off-campus sites which have
a library can facilitate the task of housing main campus
resources for external students. Webster University, for
example, provides services in both settings. Some of the
Webster sites are located at military installations where
established base libraries operate. University library
materials are accepted into the military collection and the

69

base librarian assumes custody for the designated loan period. The process of loaning materials may be simplified and the program enhanced by the availability of a professional in this kind of service structure.

Since Webster University deliberately attempts to avoid duplication of local resources, there is an assumption that students may have to visit local libraries for some basic tools. As members of a community, they usually are not charged for borrowing privileges; however, if users' fees are charged, the university assumes the costs for students. (Luebbert, p. 61.)

Sometimes non-academic considerations, such as spatial limitations, inconvenient access, security liability, and circulation management, prohibit establishing depository collections at off-campus sites. Then, alternative locations must be sought.

Public libraries in the distance education communities may agree to temporarily house the university collection. Formal or informal agreements may be reached by the participating head librarians of the public and academic libraries after a comprehensive discussion of the level of service to be provided. The discussion may include many topics. How many items will be placed? Will the reserve items be on a circulating or non-circulating status? What is the course of action for overdue materials? Who assumes financial responsibility for missing resources? What is the term of university loan? What are the provisions for initial delivery and subsequent return of the university collection?

Once the initial collaboration is achieved, the academic librarian should make periodic visits to the public library, usually coinciding with the end of a semester. This is an opportune time for both librarians to evaluate the agreed upon procedures, discuss problems, and seek improvements. Relationships between the two institutions are strengthened by such dialogue and interaction.

Laurentian University, in Canada, is one institution that utilizes the public libraries for its depository collections. In return, "the University, for its part, expresses its gratitude through honorariums in the form of books or donations to local books funds. The size of each honorarium is determined by the amount of course-related activity which has occurred in the given centre during the year." (Mount, p. 48.)

Some institutions of higher learning may prefer a contract-like agreement with a public library. St. Joseph's College of New York and Levittown Public Library, for example, have engaged in a cooperative venture. St. Joseph's College recognized that the Levittown Public Library had a strong collection in the academic program areas offered at its off-campus location. Furthermore, the public library was geographically close to this site. A propitious arrangement could satisfy the "Guidelines" and provide needed services to the off-campus students. An agreement was signed in January, 1981.

The provisions of the agreement specified that St. Joseph's College would initially expend approximately

71

$2,500 for books and journal subscriptions relating to the college's health program. Books, property of the college, would be integrated into the public library's collection, after being ordered and processed by the public library at college expense. As a continuing commitment, St. Joseph's would purchase materials annually, contributing to collection enrichment. St. Joseph's students from Nassau County who have direct access cards would be entitled to borrowing privileges, an orientation, and reference services. As external students, they would find the course-related materials they needed for their education. The agreement also calls for a year-to-year term with automatic renewal. Dissolution of the agreement is possible if one of the parties notifies the other in writing within 60 days of the renewal date. In this case, books would be removed to St. Joseph's College; journals would be retained by the Levittown Public Library. The library would not assume liability for missing items. (Travis, p. 88.)

This particular example of sharing resources may not be as applicable to rural locations as to urban ones. One of the reasons that St. Joseph's College was attracted to the Levittown Public Library was the strong resource collection in the area of the academic program at Levittown. Given larger collections emanating from larger budgets, public libraries in urban areas have a greater propensity for attracting such arrangements with colleges and universities than do rural public libraries. In Pennsylvania, for instance, the per capita financial support for rural public libraries averages

72

about $3.25. Compare that with the average per capita support of $7.35 for Pittsburgh public libraries and $8.15 for Philadelphia public libraries. It is not surprising that Pennsylvania rural public libraries with their average 14,400 items will not have the same kind of drawing power as the urban center library. (United States Department of Agriculture, p. 16.) But, no matter where a depository collection exists or under what type of arrangement, the external student should be made aware that this is only a small percentage of what is available to him as an affiliate of the college or university. The academic library can provide still more resources.

Technology has given the means to display the entire library collection to off-campus students. COM catalogs with microfiche readers can be placed at the off-campus sites for use by these students. Since the profile of extension students showed that most graduated from high school 5-20 years earlier, it is advisable to give some instruction both on microfiche as a format and on the individual elements of the citations. Preferably, this should be done by a librarian, rather than an instructor.

In 1980, the College of the Siskiyous, in California, embarked on an amplified version of providing such catalogs to its off-campus students. Using Library Services and Construction Act (LSCA) funds, the college, public, and school libraries had their holdings records machine-converted to produce a combined COM catalog of all local and area resources. It was estimated that 115,000 books and 6,000

records and tapes were identified in this project. Formerly,
none of the off-campus teaching sites in any of the seventeen
towns had any catalog of available resources. Now, a pool of
identified materials can be used. Funding for this project
also included a delivery system. The grant provided for the
purchase of a front wheel drive American station wagon that
braves the extreme ice and snow conditions and the mountain-
ous terrain to reach remote and rural sites. (Zinser, pp.-
155-163.)

Many libraries have proceeded beyond COM catalogs to
produce on-line catalogs, employing computer technology. The
more sophisticated capabilities involve dial-up access-
through modems from remote terminals (i.e. ones not in the
library confines) such as from other campus locations, of-
fices, homes, or apartments.

Pennsylvania State University has such an on-line system
in operation. Its name is LIAS, Library Information Access
System. With this user-friendly system, the students can
search the holdings records by author, title, subject, or
call number. LIAS contains information about the books,
serials, music scores, sound recordings, theses, government
documents, microforms, maps, and archives owned by the Uni-
versity Libraries. Users can access a specific Penn State
library or all of the University libraries simultaneously.

Students can search via the library terminals in-house, or
they can search via the direct-dial access, using remote
terminals and modems. Local telephone numbers are provided
at each campus location. Costs to users are only those for a

local telephone toll or a long-distance charge, depending upon the source location of the call.

Students at off-campus sites can have access to an entire library or libraries holdings records if terminals and modems are made available at the sites. If budgeting restrictions prohibit such installations, the students should be informed that direct-dial access potential does exist. They may own the necessary hardware personally, or they may have it available at their work places, or through a public library.

If hardware is in place at the sites, another field base activity is possible--database searching. Skilled librarian can assist off-campus students in locating appropriate literature sources electronically. Some colleges and universities also offer bibliographic instruction programs to off-campus students which include computer searches. When the National College of Education (Evanston, Illinois) was reviewing and evaluating its curriculum, program planners upheld the importance of the computer search.

> First, they felt that adult students, usually employed full-time, required assistance in gathering information about available literature, and such students do not have free time available to conduct lengthy manual searches for source material. Second, program personnel felt that exposure to computer searching makes the student more aware of the existence and capability of such services. In addition, computer searching was retained because the student need not go to the college campus to receive a search. By using a portable computer terminal and a telephone, searchers could take the service to the students at virtually any field location. (Weinstein, p. 142.)

Many off-campus programs that do not have database searching on the premises encourage the students to request on-line

searches by providing toll-free numbers to the library. Information retrieval is not precluded by time or distance. California State University, Chico accepts database requests via telephone, radio, U. S. Mail, delivery van, and in person. At the 1982 Off-Campus Library Service Conferences, Robert Cookingham reported, "Probably one out of one hundred students on-campus request an on-line search in an average year. The off-campus student's rate is one out of three." (Cookingham, p. 47.)

In other ways, too, the available telephone number can help the off-campus student feel less isolated from the needed library services. This linkage is particularly important to the rural external student whose lack of mobility may reinforce negative attitudes about the support services offered to off-campus students. Gerard B. McCabe, of Clarion University of Pennsylvania suggests that telephone communication is often neglected or deliberately overlooked because of cost factors. "Why should fear of a high telephone bill interfere with our basic obligation to provide good library service? Recovery costs can be and should be built into a sound continuing education program. Think of the psychological impact an implied refusal to offer assistance over a telephone has on a student." (McCabe, p. 18.)

Reference services and interlibrary loans can be conducted over the telephone for off-campus students. This method of information transfer is the most expeditious for meeting their immediate educational needs. Reference truly becomes "ready reference." Borrowing interlibrary materials becomes

an uncomplicated process. Telephone service, with reference
to interlibrary loans, promotes timeliness in document de-
livery. Requests are made directly to library personnel,
eliminating third party interventions such as the postal
service carriers, professors, and couriers. Hence, the turn-
around time in getting requested items to off-campus patrons
is minimized, maximizing the potential benefit to users.
Kirkwood Community College in Cedar Rapids, Iowa, installed a
24-hour telephone answering process (TAP) to handle in-coming
interlibrary loan requests. Messages are recorded on tape
and then played back daily by the library staff. Materials
are sent out through the mail to the designated addresses,
both residences or public libraries. Site coordinators
arrange for the return of ILL materials. (Jahcke, p. 41.)

Some institutions employ part-time faculty who live in the
vicinity of the off-campus sites. For these instructors, in
particular, the telephone access may be a valuable service
bridging the distance from library support. Instructors can
use telephone access "to request materials for use in pre-
paring for the class, in setting up a reserve list of books
and articles that can be readily available for the students
as they need them, and in the formation of a bibliography."
(Trullinger, p. 215.)

It is vitally important that the off-campus faculty per-
ceive the positive role that libraries can play in the in-
structional programs. Operating independent of library
services and resources, faculty members may rely solely on
their own materials and on photo-duplicated copies, distrib-

77

uting them for class use when assignments are given. Faculty may alter off-campus assignments or lower the expectation level to conform to the perception of resource deprivation. Unknowingly, the faculty that choose to follow these strategies may be compromising the values of the education provided.

Public relations with the faculty is a requisite component of off-campus library programs. Librarians need to communicate to the faculty that services are available to them and to their students. Written communication is perhaps the best introduction, for it: 1) allows for an unobtrusive first contact, 2) identifies the library's responsiveness to the needs of off-campus instructors and students, 3) explains the specific services of the program, and 4) invites future personal communication. Too, the written format ensures that all aspects of the intended message are present and that they are uniformly stated to all off-campus faculty. Working relationships can grow out of that initial letter. Telephone access, on-site visitations, correspondence, and library newsletters are assertive ways of promoting and publicizing the off-campus library program.

On-campus library programs provide bibliographic instruction activities, and likewise, the "Guidelines" recommend instruction in bibliography and in the use of information tools and equipment for external students. The literature on bibliographic instruction at off-campus locations reveals that a variety of approaches are being implemented. Budget often determines the scope of bibliographic instruction, as

it affects staffing requirements and travel considerations which are central to the issue of having librarians teach on-site. The content and methodology of courses of bibliographic instruction are outgrowths of known deficiencies, usually learned from faculty observation, from student diagnostics or surveys, and from library experiences that reveal lack of basic knowledge about library research tools and library research methods.

Western Michigan University has a bibliographic instruction program utilizing computer-assisted instruction (CAI.) The rationale for using CAI includes the following:

1) CAI can be programmed to present information that can be approached at various levels or depths. This is a significant feature that can be used for varying the depth of explanation for complex reference services.

2) CAI presents information in a variety of formats, an important characteristic for maintaining student interest.

3) CAI is available at the convenience of the student.

4) The microcomputer is an attractive technology, the kind of technology students will need to use in their careers and personal lives.

5) CAI is cost effective. In 1979 CAI could be delivered for roughly 18 cents per student hour.

6) Dwindling library budgets indicate that a cost effective instructional program such as the microcomputer is needed as an alternative to using personnel to provide individualized instruction.

7) A computer-based model of library instruction could be replicated nationally.

8) The software package provides a competency-based curriculum universally accepted by colleges and universities. Key reference sources which are

identified are ones commonly held by college and
university libraries. (Donner, p. 68.)

Some bibliographic instruction programs, such as those
offered through Barat College recognize that instruction must
impart psychological and intellectual change. Called be-
havioral bibliographic instruction, the Barat program in-
cludes "cognitive skills to deal with the intellectual de-
mands of undergraduate research and coping skills to handle
the stress of working in a new environment. Discussion and
modeling provide information and motivation to resolve both
of these issues and encourage a change in library knowledge
and attitudes." (Weyhaupt, p. 186.)

Librarians can integrate bibliographic instruction into
specific courses, structuring it with reference to those
particular fields of knowledge. For example, education
majors enrolled in an off-campus course might receive a
lecture on basic education research tools such as dictio-
naries, encyclopedias, thesauri, directories, yearbooks,
bibliographies, and statistical sources. The Education Index
and Current Index to Journals in Education might be intro-
duced with the subject-oriented journals. ERIC and the
National Technical Information Service (NTIS) might be ex-
plained as important sources of materials. The panoply of
what is taught depends, of course, largely on the nature of
the course, the level of the student, the materials on-hand
at the library and/or within the site collection, and the
consultation with the instructor. The planning of this
directed and specialized bibliographic instruction is con-

tingent upon teamwork. The University of Maryland's University College uses this format for effective delivery of bibliographic instruction, as well as for non-credit workshops, for a one-credit course entitled "Information Retrieval and Research Writing Skills," and for an independent study course. (Brown, p. 173.)

Librarians who do not have adequate financial or staffing provisions for on-site teaching can seek alternative methods of instruction. Videotaping orientations and instruction is one example. Videotapes may be in-house productions that feature student-oriented instruction in a general or specialized research program. It is likely, however, that the librarian who cannot accommodate off-campus students by on-site teaching due to staffing restrictions will not have sufficient time to plan, to script and to be filmed in such a production.

Some librarians will find that commercially available videotapes will suffice. The Royal Melbourne Institute of Technology (RMIT) Advanced College owns a collection of the commercial tapes. It is recommended that Australian off-campus students view them while on-campus, or borrow them for viewing at their convenience. (Haworth, p. 159.)

Resourceful librarians (pun intended) can make a distinguishable difference in the quality of an institution's academic off-campus program. Admittedly, it is easier to develop a comprehensive plan of service given ample financial support. Financial support, however, is seldom ample. More often librarians must search for additional funding from

external sources. There is a directory, published in 1985, that identifies sources of private monies for post-secondary rural education programs, including library activities. Entitled Serving the Rural Adult: Private Funding Resources for Rural Adult Post-secondary Education, and written by the Action Agenda project coordinator, Jacqueline D. Spears, the booklet lists approximately ninety foundations which have demonstrated a willingness to award grants for rural post-secondary education activities. For an academic librarian who want to start, to run, or to improve an off-campus library program in a rural location, this book is literally a treasure trove.

BIBLIOGRAPHY

American Library Association. "Guidelines for Library Services
    to Extension Students." ALA Bulletin 61 (January 1967):
    50-53.

Bonk, Wallace John, and Rose Mary Magrill. Building Library
    Collections. Metuchen, NJ: Scarecrow Press, 1979.

Brown, Karen. "A Bibliographic Instruction Model for Reaching
    Adult Part-Time Students." The Off-Campus Library Ser-
    vices Conference Proceedings. Mt. Pleasant, MI: Central
    Michigan University Press, 1983, pp. 169-73.

Cookingham, Robert M. "On Campus Benefits from an Innovative
    Extended Campus Library Services Program." The Off-Campus
    Library Services Conference Proceedings. Mt. Pleasant,
    MI: Central Michigan University Press, 1983, pp. 43-50.

Donner, Janet M., and Patricia Fravel Vander Meer. "Inter-
    active Learning: Exploring Computer Assisted Instruction
    (CAI) for Library User Education." The Off-Campus Library
    Services Conference Proceedings. Mt. Pleasant, MI:
    Central Michigan University Press, 1983, pp. 65-82.

Forrest, Sue. "Extended Campus Library Service in West Vir-
    ginia." West Virginia Libraries 37 (Spring 1984): 12-
    15.

Haworth, D. E. "Expectations of Teaching Staff Concerning
    Library Use by External Students." Australian Academic
    and Research Libraries 13 (September 1982): 153-60.

Jahcke, Maude W. "The Plans and Problems Involved in Extending
    Library Services to Off-Site Locations." The Off-Campus
    Library Services Conference Proceedings. Mt. Pleasant,
    MI: Central Michigan University Press, 1983, pp. 38-42.

Johnson, Jean S. "The Wyoming Experience with the ACRL `Guide-
    lines for Extended Campus Library Services'." College and
    Research Library News 2 (February 1984): 76-78.

Luebbert, Karen M. "Webster University's Library Service to
    Extended Sites." Show-Me Libraries 36 (October/November
    1984): 59-62.

McCabe, Gerard B. "As If They Were Here: Library Service
    for Off-Campus students." The Off-Campus Library Services
    Conference Proceedings. Mt. Pleasant, MI: Central Michi-
    gan University Press, 1983, pp. 15-26.

Mount, Joan, and Joan Turple. "University Library Service
    for Off-Campus Students." Canadian Library Journal 37
    (February 1980): 47-50.

Spears, Jacqueline D. Serving the Rural Adult: Private Fund-
ing Resources for Rural Adult Postsecondary Education.
Manhattan, KS: Action Agenda Project, January 1985.

Travis, Thomas G., S. Dorothy Watson, I. W. Martin, and Ceil
Roberts. "Library Services for Non-Campus Students."
College and Research News 3 (March 1982): 88.

Trullinger, Robert S. "Standardization of Course Content in
Extended Degree Programs." The Off-Campus Library Serv-
ices Conference Proceedings. Mt. Pleasant, MI: Central
Michigan University Press, 1983, pp. 211-17.

United States Department of Agriculture. National Commission
on Libraries and Information Science. Joint Congressional
Hearing on the Changing Information Needs of Rural Amer-
ica: The Role of Libraries and Information Technology.
July 21, 1982.

Walker, Mary Ann, and Marjo Maxwell. "A Proposal Primer."
The Off-Campus Library Services Conference Proceedings.
Mt. Pleasant, MI: Central Michigan University Press,
1983, pp. 27-33.

Weinstein, Gertrude, and Dennis Strasser. "National College
of Education's Extended Campus Library Services: A Model
Program." The Off-Campus Library Services Conference
Proceedings. Mt. PLeasant, MI: Central Michigan Univer-
sity Press, 1983, pp. 138-45.

Weyhaupt, Angela. "Behavioral Bibliographic Instruction:
Merging Feelings and Facts." The Off-Campus Library
Services Conference Proceedings. Mt. Pleasant, MI:
Central Michigan University Press, 1983, pp. 182-87.

Zinser, Terry L. "Providing a Cooperative Library Catalog
for Off-Campus Facilities." The Off-Campus Library Serv-
ices Conference Proceedings. Mt. Pleasant, MI: Central
Michigan University Press, 1983, pp. 155-63.