GEORGIA INSTITUTE OF TECHNOLOGY
OFFICE OF CONTRACT ADMINISTRATION
SPONSORED PROJECT INITIATION

Date: August 29, 1977

Project Title: An Associate Residency Program for Technical Information Specialists

Project No: A-2020

Project Director: Mr. Richard Johnston

Sponsor: Agency for International Development, Department of State

Agreement Period: From 7/7/77 Until 10/7/77

Type Agreement: Task Order No. IT-26, under Basic Ordering Agreement No. AID/csd-3175

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Reports Required: Final (50 copies)

Sponsor Contact Person (s):

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Agency for International Development
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CM/COD/ITA, 737PP
Agency for International Development
Washington, DC 20523

Defense Priority Rating:

Assigned to: International Programs Office (School/Laboratory)

COPIES TO:

Project Director
Division Chief (EES)
School/Laboratory Director
Dean/Director—EES
Accounting Office
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Library, Technical Reports Section
Office of Computing Services
Director, Physical Plant
EES Information Office
Project File (OCA)
Project Code (GTRI)
Other
GEORGIA INSTITUTE OF TECHNOLOGY
OFFICE OF CONTRACT ADMINISTRATION
SPONSORED PROJECT TERMINATION

Date: 7/28/78

Project Title: An Associate Residency Program for Technical Information Specialists.

Project No: A-2020

Project Director: Richard Johnston

Sponsor: Agency for International Development

Effective Termination Date: 7/31/78

Clearance of Accounting Charges: All charges cleared

Grant/Contract Closeout Actions Remaining: None

- Final Invoice and Closing Documents
- Final Fiscal Report
- Final Report of Inventions
- Govt. Property Inventory & Related Certificate
- Classified Material Certificate
- Other

Assigned to: International Programs Office (School/Laboratory)

COPIES TO:

Project Director
Division Chief (EES)
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Library, Technical Reports Section
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Project File (OCA)
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Other
AN ASSOCIATE RESIDENCY PROGRAM
FOR TECHNICAL INFORMATION SPECIALISTS

PRELIMINARY FINAL REPORT

by
Kay Ellen Auciello
and
Richard Johnston

Presented to
Agency for International Development
Department of State
Washington, D.C. 20523

by the
Office of International Programs
Engineering Experiment Station
GEORGIA INSTITUTE OF TECHNOLOGY
Atlanta, Georgia 30332
October 1977
AN ASSOCIATE RESIDENCY PROGRAM
FOR TECHNICAL INFORMATION SPECIALISTS

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Summary

Under contract with the Agency for International Development (AID), the Office of International Programs (OIP) of the Georgia Institute of Technology conducted a 13-week training program for 18 librarians and information specialists from Indonesia.

The USAID Indonesia mission initially contacted Georgia Tech in November 1976 regarding the possibility of conducting such a course. The mission was responding to the request for such a course by the Government of Indonesia Special Committee on Library Development. Subsequently, AID/Indonesia, the Office of International Training AID/W, and Georgia Tech cooperated in the design and support of the program. The course was presented during the period July 18-October 7, 1977. From July 11-15, the participants attended an orientation program conducted by the AID Office of International Training in Washington, D. C. The period July 18-October 1 was spent in Atlanta, Georgia, and the final week of the program, October 3-7, was held in Washington, D. C., where the major U.S. national libraries were visited. This report provides a summary description of the program and preliminary participant evaluation. A post-evaluation mail survey will be conducted by OIP and a final report of the course's effectiveness in meeting the program objectives will be delivered to AID by April 13, 1978.

This report contains the following material:

1. Program summary
2. Actual program schedule
3. Notes to the program schedule (detailed instructor outlines; description of field trip activity; description of other special activities, luncheon meetings, panel discussions, etc.)
4. Participant information
5. Program personnel
6. Preliminary evaluation of the program by participants
7. Preliminary evaluation of the program by key program personnel
8. Participant reports
9. Publicity received by the program
1. PROGRAM SUMMARY
PROGRAM SUMMARY

Background

In the fall of 1976, OIP learned from sources in Indonesia that some librarians in Indonesia would welcome an opportunity to further their professional capabilities by attending a course of training in the United States. Subsequently, in March 1977, Mr. Richard Johnston went to Indonesia to discuss with the national library leaders of Indonesia the possibility of conducting such training at Georgia Tech in Atlanta, Georgia. A proposed program of work was delivered to Ms. Luwarsih Pringgoadisurjo, Director of the National Documentation Center.

A meeting was held in Jakarta with Ms. Luwarsih, Ms. Parlinch Moedjono, Director of Airlangga University Library, Ms. Sawitri Soeharto, Director of Centre Library of Gajah Mada University, Dr. Samaun Samadikun, Assistant to the Minister of Education, and with Dr. Charles B. Green, Chief, Office of Education and Human Resources, USAID/Indonesia, Mr. William H. Littlewood, USAID/Indonesia, and Mr. Johnston. These outstanding library and education leaders of Indonesia reviewed the proposed program of work, requested that significant changes be made in the program, and made comments which greatly strengthened the program.

Ms. Luwarsih arranged for Mr. William H. Littlewood and Mr. Johnston to meet with other librarians in Jakarta, Bandung and Bogor and with Dr. S. B. Joedono, Assistant to the Ministry of Research.

After visiting many libraries in these three cities and holding discussions with the librarians working in the various institutions, Mr. Johnston further amended the proposed program of work to meet their stated needs and to conform to the USAID requirements. Dr. Green and Mr. Dan S. Terrell assisted Mr. Johnston in developing a proposal acceptable to all parties.

After returning to Georgia Tech, Mr. Johnston, assisted by Ms. Kay Auciello, wrote and delivered to USAID a proposal that was accepted. This proposal provided for three months' training at Georgia Tech for 18 Indonesian librarians. Nine librarians were to be selected from the special libraries and nine were to be selected from the university libraries.

Mr. Johnston contacted Dr. Graham Roberts, Director, and Dr. Arthur Kittle, Associate Director of the Price Gilbert Memorial Library of Georgia Tech,
Dr. Venable Lawson, Director, Emory University School of Librarianship, and Mr. Marvin Harm. All of these men provided significant and important elements to the training course.

An unusual emergency situation concerning an assignment in Thailand required Mr. Johnston to turn over the management of the training program to Ms. Kay E. Auciello. Mr. Johnston was able to participate in the program during the last four weeks of training, and he will be involved in the program evaluation phase.

Program Objectives

1. Participants will acquire specific skills in technical information management.

2. Participants will improve their effectiveness and efficiency in accomplishing their duties relating to providing information services in Indonesia.

3. Participants will acquire knowledge preparing them to provide instructional leadership to future Indonesian information managers.

Program Format

The program was presented as a 13-week course. Generally, instructional sessions were held five days each week, 9:00 a.m. - 4:00 p.m. The sessions involved a variety of teaching methods: lectures, field visits, panel discussions, workshops, casework, and student research. Each week of the program was concerned with the development of different aspects of library management. The program schedule (Part 2) is a detailed account of each week's program.

Program instructors were affiliated with both university and special libraries. They included teaching professors from an accredited graduate library program and guest speakers who were not members of the library profession, but expert in the related fields of management, audiovisual coordination, and development.

Program Implementation

Generally, the actual program closely followed the outline of the proposed program. Changes or major implementations included:
1. Richard Johnston, Senior Research Scientist and Project Director, was sent on assignment to Thailand during the major part of the program, and Kay Auciello, Research Scientist, assumed the project directorship.

2. Georgia Tech contracted with Marvin Harm, former Emory University instructor and management consultant, to serve as a daily consultant and key instructor for the program.

3. The program schedule was modified to best meet the needs of participants. Emphasis was placed on several areas: reference literature review; audiovisual techniques; management and budgets; computers and on-line retrieval. In addition, the participants were able to meet with directors and staff of numerous special libraries and institutions in the Atlanta and Washington, D.C., areas. These visits and staff interactions gave the participants valuable practical exposure to library management.

4. Each participant developed and presented a slide program on a subject of his or her choice. Each participant also compiled an individual record of materials as the program continued.

5. Since the participant group was selected from two major areas -- special libraries and university libraries staff -- the final report of the group is in two parts. One is authored by the special libraries group and the other by the university libraries group. Each is an outline or plan of proposed library development activity for Indonesia.

6. Program material and equipment given to each participant included:

   **Equipment**
   
   Kodak carousel projector and case
   Panasonic cassette tape recorder
   Film and cassettes

   **Printed Material**
   
   
   
Slide Programs

Audiovisual Techniques

Management

In addition, each instructor distributed lecture or program outlines and supplemental material to the group. Each field trip visit was prefaced by the distribution of introductory and descriptive literature on the institution and key staff.

7. OIP staff were available for consultation throughout the program.

8. Administrative Matters:

Housing - In Atlanta, participants were housed in single apartments (The Howell House) located three blocks from OIP offices. In Washington, D. C., the Presidential Hotel was utilized.

Program Location - The major portion of the program was conducted on the 14th floor of the OIP office building, the C&S Bank Tower. One large lecture area and five offices were reserved for participant and instructor use for the duration of the program. Other primary locations used were the instruction room of the Georgia Tech Price Gilbert Library and the audiovisual laboratory of the Emory University Division of Librarianship.

Other Services - Arrangements were made with the C&S Bank (branch office located in first floor of OIP office building) to provide free checks and checking account privileges to participants. Bus transportation was provided by OIP to and from all field trip visits and course locations other than the OIP office.
2. PROGRAM SCHEDULE
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event</th>
<th>Location</th>
<th>Principal Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/18</td>
<td>11:30</td>
<td>Arrival Atlanta Airport</td>
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<td></td>
<td>Check-in Howell House</td>
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<tr>
<td>7/19</td>
<td>9:00 - 9:45</td>
<td>Welcoming reception</td>
<td>C&amp;S, 14th floor</td>
<td>Jerry Lewis</td>
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<tr>
<td></td>
<td>9:50 - 10:30</td>
<td>Presentation of OIP activities</td>
<td>C&amp;S, 14th floor</td>
<td>Senior Associate, EES</td>
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<tr>
<td></td>
<td>10:30 - 10:45</td>
<td>Tour of Basic Data, TDL</td>
<td>C&amp;S, 17th floor</td>
<td>Tattie M. Roan</td>
</tr>
<tr>
<td></td>
<td>11:00 - 11:45</td>
<td>Course administrative details</td>
<td>C&amp;S, 14th floor</td>
<td>Kay Auciello</td>
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<td></td>
<td>11:45 - 1:00</td>
<td>OPEN</td>
<td></td>
<td>Research Scientist, OIP</td>
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<td></td>
<td>2:00 - 3:30</td>
<td>Group discussion of course, problems, etc.</td>
<td>C&amp;S, 14th floor</td>
<td>Kay Auciello</td>
</tr>
<tr>
<td></td>
<td>3:30 - 4:00</td>
<td>Campus safety briefing</td>
<td>C&amp;S, 14th floor</td>
<td>Marvin Harm, Consultant</td>
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<tr>
<td>7/20</td>
<td>9:00 - 11:30</td>
<td>Price Gilbert Library tour</td>
<td>Library lobby</td>
<td>Frances Kaiser</td>
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<td>Librarian/Associate Professor, Library</td>
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<td></td>
<td>12:00 - 2:00</td>
<td>Luncheon with library faculty</td>
<td>Student Center</td>
<td>Kay Auciello</td>
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<td></td>
<td></td>
<td>&quot;Philosophy of User Services&quot;</td>
<td>Room 301</td>
<td>Arthur Kittle</td>
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<td>Associate Director, Library</td>
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<td></td>
<td>2:00 - 5:00</td>
<td>MARTA guided tour of Atlanta</td>
<td>Student Center</td>
<td>Marvin Harm</td>
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<tr>
<td></td>
<td></td>
<td>Bus picks up at 2:00 p.m. - returns group to Howell House</td>
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<tr>
<td>Date</td>
<td>Time</td>
<td>Event</td>
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<td>Principal Instructor</td>
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<td>7/21</td>
<td>9:00 - 10:00</td>
<td><strong>LECTURE:</strong> Nature of Technical Literature; Role of International Standards Research (classroom)</td>
<td>Conference Room 521</td>
<td>Frances Kaiser</td>
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<tr>
<td></td>
<td>10:00 - 10:30</td>
<td>Coffee break</td>
<td>Library</td>
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<td></td>
<td>10:30 - 12:00</td>
<td><strong>LECTURE:</strong> Card Catalogs, Fiche Catalogue, L.C. Catalogue, BOP, Diss. Absts. Int. (classroom)</td>
<td>Conference Room 521</td>
<td>Frances Kaiser</td>
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<td></td>
<td>12:00 - 2:00</td>
<td>Lunch</td>
<td>Library</td>
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<td></td>
<td>2:00 - 3:30</td>
<td><strong>WORKSHOP:</strong> Use of tools in Reference Department and Card Catalogs (Ref. Dept.)</td>
<td>Conference Room 521</td>
<td>Frances Kaiser</td>
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<td></td>
<td>3:30 - 4:00</td>
<td>Coffee break</td>
<td>Library</td>
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<td></td>
<td>4:00 - 5:00</td>
<td><strong>QUESTION AND ANSWER PERIOD on day's work (classroom)</strong></td>
<td>Conference Room 521</td>
<td>Frances Kaiser</td>
</tr>
<tr>
<td>7/22</td>
<td>9:00 - 10:00</td>
<td><strong>LECTURE:</strong> Guides to the Literature, Reference Books: Selection, Evaluation (classroom)</td>
<td>Conference Room 521</td>
<td>Frances Kaiser</td>
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<td></td>
<td>10:00 - 10:30</td>
<td>Coffee break</td>
<td>Library</td>
<td></td>
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<tr>
<td></td>
<td>10:30 - 12:00</td>
<td>Use of reference books on Ready Reference, comparison and evaluation exercise (Ref. Dept.)</td>
<td>Conference Room 521</td>
<td>Frances Kaiser</td>
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<tr>
<td>Date</td>
<td>Time</td>
<td>Event</td>
<td>Location</td>
<td>Principal Instructor</td>
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<td>7/22</td>
<td>(Cont'd.) 12:00 - 2:00</td>
<td>Lunch</td>
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<td></td>
<td>2:00 - 3:30</td>
<td>LECTURE: Introduction to Social Sciences, Humanities, and General A &amp; I Services: Periodicals and Newspapers (classroom)</td>
<td>Conference Room 521 Library</td>
<td>Frances Kaiser</td>
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<td>3:30 - 4:00</td>
<td>Coffee break</td>
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<td></td>
<td>4:00 - 5:00</td>
<td>WORKSHOP: Use of periodicals and newspapers A &amp; I services in Bibliography Room (Ref. Dept., 1st floor)</td>
<td>Conference Room 521 Library</td>
<td>Frances Kaiser</td>
</tr>
<tr>
<td>7/25</td>
<td>9:00 - 10:00</td>
<td>LECTURE: BIOSIS, Eng. Index, App. Sci. and Tech. Index (classroom)</td>
<td>Conference Room 521 Library</td>
<td>Frances Kaiser</td>
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<td>10:00 - 10:30</td>
<td>Coffee break</td>
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<td></td>
<td>10:30 - 12:00</td>
<td>STUDY PERIOD: (Unsupervised - continue work on A &amp; I's)</td>
<td>Conference Room 521 Library</td>
<td>Frances Kaiser</td>
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<td>12:00 - 2:00</td>
<td>Lunch</td>
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<td></td>
<td>2:00 - 3:30</td>
<td>LECTURE: Chem. Absts., Chem. Titles, World Textile Absts. (classroom)</td>
<td>Conference Room 521 Library</td>
<td>Frances Kaiser</td>
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<td>3:30 - 4:00</td>
<td>Coffee break</td>
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<td></td>
<td>4:00 - 5:00</td>
<td>WORKSHOP: Tour and use of science-technology A &amp; I's (Ref. Dept.)</td>
<td>Conference Room 521 Library</td>
<td>Frances Kaiser</td>
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<td>Date</td>
<td>Time</td>
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<td>Principal Instructor</td>
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<tr>
<td>7/26</td>
<td>9:00 - 10:00</td>
<td>PRESENTATION: ISI Services: Science Citation Index, Social Sci. Cit. Ind., Current Contents, etc.</td>
<td>C&amp;S, 14th floor</td>
<td>Dianne Hoffman Professional Instructor, Institute for Scientific Information (ISI)</td>
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<td>10:00 - 10:30</td>
<td>Coffee break</td>
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<td></td>
<td>10:30 - 12:00</td>
<td>PRESENTATION</td>
<td>C&amp;S, 14th floor</td>
<td>Dianne Hoffman</td>
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<td>12:00 - 2:00</td>
<td>Lunch</td>
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<td></td>
<td>2:00 - 3:30</td>
<td>LECTURE: Tools for Symposium Papers, Crit. Review Lit. (classroom)</td>
<td>Conference Room 521 Library</td>
<td>Frances Kaiser</td>
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<td></td>
<td>3:30 - 4:00</td>
<td>WORKSHOP: Use of tools for symposium papers, critical reviews (Ref. Dept.)</td>
<td>Conference Room 521 Library</td>
<td>Frances Kaiser</td>
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<tr>
<td>7/27</td>
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<td>FIELD TRIP: Lockheed-Georgia Company</td>
<td></td>
<td>Charles Bauer, Manager Technical Information Department</td>
</tr>
<tr>
<td>7/28</td>
<td>9:00 - 10:00</td>
<td>LECTURE: A &amp; I's for Library and Computer Science (classroom)</td>
<td>Conference Room 521 Library</td>
<td>Frances Kaiser</td>
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<td>10:00 - 10:30</td>
<td>Coffee break</td>
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<td></td>
<td>10:30 - 12:00</td>
<td>WORKSHOP: Use of A &amp; I's presented in Session 1 (Ref. Dept.)</td>
<td>Conference Room 521 Library</td>
<td>Frances Kaiser</td>
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<td>12:00 - 2:00</td>
<td>Lunch</td>
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<td>Principal Instructor</td>
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<td>7/28</td>
<td>2:00 - 3:30</td>
<td>LECTURE: INSPEC, UNDEEX, etc. Emory University (classroom)</td>
<td>Conference Room 521</td>
<td>Frances Kaiser</td>
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<td>3:30 - 4:00</td>
<td>Coffee break</td>
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<td></td>
<td>4:00 - 5:00</td>
<td>WORKSHOP: Use of A &amp; I's presented in Session 3 (Ref. Dept.)</td>
<td>Conference Room 521</td>
<td>Frances Kaiser</td>
</tr>
<tr>
<td></td>
<td>7/29</td>
<td>9:00 - 10:00 LECTURE: How to Select, Locate, and Evaluate Various Types of Technical Periodicals (classroom)</td>
<td>Conference Room 521</td>
<td>Frances Kaiser</td>
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<td>10:00 - 10:30</td>
<td>Coffee break</td>
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<td>10:30 - 12:00</td>
<td>TOUR AND HUNT: Use of tools presented in Session 1 to find journals in current periodical stack area (Work in teams) (2nd floor, West)</td>
<td>Conference Room 521</td>
<td>Frances Kaiser</td>
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<td></td>
<td>12:00 - 2:00</td>
<td>Lunch</td>
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<td></td>
<td>2:00 - 3:30</td>
<td>LECTURE: Scientific-Technical Societies' Periodicals and Other Publications: Guides, Bibliographies, and Special Indexes (classroom) (If time, brief tour of Ref. Dept.)</td>
<td>Conference Room 521</td>
<td>Frances Kaiser</td>
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<td>3:30 - 4:00</td>
<td>Coffee break</td>
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<td>Date</td>
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<td>Event</td>
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<td>Principal Instructor</td>
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<tr>
<td>7/29</td>
<td>4:00 –  5:00</td>
<td>ROUND TABLE: &quot;Show and tell&quot; of periodicals selected during Session 2, for mutual benefit (classroom)</td>
<td>Conference Room 521 Library</td>
<td>Frances Kaiser</td>
</tr>
<tr>
<td>8/1</td>
<td>9:00 – 10:00</td>
<td>LECTURE: U.S. Government Documents: SuDoc Classification, Mon. Cat., Guides and Specialized A &amp; I's (classroom)</td>
<td>Conference Room 521 Library</td>
<td>Frances Kaiser</td>
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<td>10:00 – 10:30</td>
<td>Coffee break</td>
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<tr>
<td></td>
<td>10:30 – 12:00</td>
<td>STUDY PERIOD: (Unsupervised - work on own projects)</td>
<td>Conference Room 521 Library</td>
<td>Frances Kaiser</td>
</tr>
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<td></td>
<td>12:00 – 2:00</td>
<td>Lunch</td>
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<td>3:30 – 4:00</td>
<td>Coffee break</td>
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<td>4:00 – 5:00</td>
<td>TOUR AND WORKSHOP: U.S. Government Documents (6th floor, East Bldg., presented in Session 1 and 3</td>
<td>Conference Room 521 Library</td>
<td>Frances Kaiser</td>
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<tr>
<td>Date</td>
<td>Time</td>
<td>Event</td>
<td>Location</td>
<td>Principal Instructor</td>
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<tr>
<td>8/2</td>
<td>9:00 - 10:00</td>
<td><strong>LECTURE:</strong> U.S. Technical Reports (R&amp;D Reports): NTIS GRA, Acronyms and Report Series Codes (classroom)</td>
<td>Conference Room 521 Library</td>
<td>Frances Kaiser</td>
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<td>10:00 - 10:30</td>
<td>Coffee break</td>
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<td></td>
<td>10:30 - 12:00</td>
<td><strong>STUDY PERIOD:</strong> (Unsupervised - work on own projects)</td>
<td>Conference Room 521 Library</td>
<td>Frances Kaiser</td>
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<td>12:00 - 2:00</td>
<td>Lunch</td>
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<td>2:00 - 3:30</td>
<td><strong>LECTURE:</strong> NASA STAR and AIAA Int. Aero. Abst., ERDA Energy Research Abstracts, INIS Atomindex (classroom)</td>
<td>Conference Room 521 Library</td>
<td>Frances Kaiser</td>
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<td>3:30 - 4:00</td>
<td>Coffee break</td>
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<td>4:00 - 5:00</td>
<td><strong>TOUR AND WORKSHOP:</strong> Technical reports presented in Sessions 1 and 3</td>
<td>Conference Room 521 Library</td>
<td>Frances Kaiser</td>
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<tr>
<td>8/3</td>
<td>9:00 - 12:30</td>
<td><strong>OPEN</strong></td>
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<td>12:30 - 4:00</td>
<td><strong>FIELD TRIP:</strong> Coca-Cola Libraries</td>
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<td>Directors of Information Centers</td>
</tr>
<tr>
<td>8/4</td>
<td>9:00 - 10:00</td>
<td><strong>LECTURE:</strong> U.S. Patent and Trademark Literature: Organization, Tools, etc. (Free take-home copies of U.S. patents) (classroom)</td>
<td>Conference Room 521 Library</td>
<td>Frances Kaiser</td>
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<td>Date</td>
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<td>Event</td>
<td>Location</td>
<td>Principal Instructor</td>
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<td>8/4</td>
<td>10:00 - 10:30</td>
<td>Coffee break</td>
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<td></td>
<td>10:00 - 12:00</td>
<td>WORKSHOP:</td>
<td>Conference Room 521</td>
<td>Frances Kaiser</td>
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<td>U.S. patent tools in Reference</td>
<td>Library</td>
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<td>Dept. and science-technology</td>
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<td>A &amp; I's (Ref. Dept.)</td>
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<td>12:00 - 2:00</td>
<td>Lunch</td>
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<td>2:00 - 3:30</td>
<td>TOUR AND WORKSHOP:</td>
<td>Conference Room 521</td>
<td>Frances Kaiser</td>
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<td>Map Collection, Patent Collection</td>
<td>Library</td>
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<td>(4th floor, West Bldg.)</td>
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<td>Foreign patent abstracts</td>
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<td>3:30 - 4:00</td>
<td>Coffee break</td>
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<td>4:00 - 5:00</td>
<td>ROUND TABLE:</td>
<td>Conference Room 521</td>
<td>Frances Kaiser</td>
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<td></td>
<td></td>
<td>Q &amp; A Period on any problems on which</td>
<td>Library</td>
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<td></td>
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<td>participants need help</td>
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<td></td>
<td></td>
<td>(classroom)</td>
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<tr>
<td>8/5</td>
<td>9:00 - 10:00</td>
<td>LECTURE:</td>
<td>Conference Room 521</td>
<td>Frances Kaiser</td>
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<tr>
<td></td>
<td></td>
<td>Standards, Specifications, and</td>
<td>Library</td>
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<td></td>
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<td>Codes: International, National, Voluntary,</td>
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<td>Mandatory (classroom)</td>
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<td>10:00 - 10:30</td>
<td>Coffee break</td>
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<td></td>
<td>10:30 - 12:00</td>
<td>WORKSHOP:</td>
<td>Conference Room 521</td>
<td>Frances Kaiser</td>
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<td></td>
<td></td>
<td>Tour and use of standards, specifications, and</td>
<td>Library</td>
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<td></td>
<td></td>
<td>codes in hard copy and on microfilm in VSMF</td>
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<td></td>
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<td>files (Ref. Dept., 1st floor)</td>
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<td>12:00 - 2:00</td>
<td>Lunch</td>
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<td>Date</td>
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<td>Principal Instructor</td>
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<td>8/5</td>
<td>2:00 - 3:30</td>
<td>LECTURE: Trade literature in the VSMF files: Vendor catalogs, Federal Supply Schedules, etc. (classroom)</td>
<td>Conference Room 521 Library</td>
<td>Frances Kaiser</td>
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<td>3:30 - 4:00</td>
<td>Coffee break</td>
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<td>4:00 - 5:00</td>
<td>TOUR AND DEMONSTRATION: VSMF trade literature files on microfilm (Ref. Dept.)</td>
<td>Conference Room 521 Library</td>
<td>Frances Kaiser</td>
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<tr>
<td>8/8</td>
<td>All day</td>
<td>Identification of the Indonesian goals of Information Services</td>
<td>C&amp;S, 14th floor</td>
<td>Marvin Harm</td>
</tr>
<tr>
<td>8/9</td>
<td>All day</td>
<td>Continuation</td>
<td>C&amp;S, 14th floor</td>
<td>Marvin Harm</td>
</tr>
<tr>
<td>8/10</td>
<td>9:00 - 9:30</td>
<td>Reception</td>
<td>Emory University - Division of Librarianship</td>
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<td>Panel discussion of User Services by Heads of Emory University Libraries</td>
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<td>Group tour of Woodruff Library Individuals to choose one other library to visit</td>
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<tr>
<td>8/12</td>
<td>All day</td>
<td>Participant use of the Emory University Division of Librarianship Library</td>
<td>Emory University</td>
<td>June Engle, Emory University</td>
</tr>
<tr>
<td>8/15</td>
<td>All day</td>
<td>Abstracting and Indexing</td>
<td>C&amp;S, 14th floor</td>
<td>B. Eaton, Emory University</td>
</tr>
<tr>
<td>8/16</td>
<td>All day</td>
<td>Selective Dissemination of Information</td>
<td>C&amp;S, 14th floor</td>
<td>B. Eaton, Emory University</td>
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<td>8/17</td>
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<td>Principal Instructor</td>
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<td>8/18</td>
<td>A.M.</td>
<td>FIELD TRIPS: U.S. Environmental Protection Agency Library</td>
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<td>Barbara Fields, EPA</td>
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<tr>
<td></td>
<td>P.M.</td>
<td>Georgia Mental Health Library</td>
<td></td>
<td>Ed D'Anna, GMHI</td>
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<tr>
<td>8/19</td>
<td>All day</td>
<td>Audiovisual techniques</td>
<td></td>
<td>Marvin Harm</td>
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<tr>
<td>8/22</td>
<td>A.M.</td>
<td>Cataloging Practices</td>
<td>C&amp;S, 14th floor</td>
<td>Marian Taylor Emory University</td>
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<tr>
<td></td>
<td>P.M.</td>
<td>Circulation Procedures Emphasis: Current practices, recent developments, future implications</td>
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<td>Marian Taylor</td>
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<tr>
<td>8/23</td>
<td>A.M.</td>
<td>Interlibrary Loan Overview, practices, procedures Student practice work</td>
<td>Library</td>
<td>R. Hale, Library</td>
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<tr>
<td>8/24</td>
<td>A.M.</td>
<td>Selection and Acquisition of Materials</td>
<td>C&amp;S, 14th floor</td>
<td>Marian Taylor</td>
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<td></td>
<td>P.M.</td>
<td>FIELD TRIP: Baker and Taylor Company</td>
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<td></td>
<td>P.M.</td>
<td>FIELD TRIP: Emory University, Medical Library Medline demonstration and discussion</td>
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<td>J. Dodd/ Kay Auciello/ Marvin Harm</td>
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<tr>
<td>8/26</td>
<td>A.M.</td>
<td>WORKSHOP: Part II - Student practice on terminals</td>
<td>Library</td>
<td>J. Dodd</td>
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<td></td>
<td>P.M.</td>
<td></td>
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<td>8/29</td>
<td>9:00 - 10:15</td>
<td>Review of photographic practice slides</td>
<td>C&amp;S, 14th floor</td>
<td>Marvin Harm</td>
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<td>10:15 - 10:45</td>
<td>Break</td>
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<td></td>
<td>10:45 - 12:00</td>
<td>Review individual proposals for audiovisual presentations</td>
<td>C&amp;S, 14th floor</td>
<td>Marvin Harm</td>
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<td>12:00 - 1:30</td>
<td>Lunch</td>
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<td></td>
<td>1:30 - 2:45</td>
<td>Script Writing</td>
<td>C&amp;S, 14th floor</td>
<td>Marvin Harm</td>
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<td>2:45 - 3:00</td>
<td>Break</td>
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<td></td>
<td>3:00 - 4:00</td>
<td>Graphics and Transfer Lettering</td>
<td>C&amp;S, 14th floor</td>
<td>Marvin Harm</td>
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<tr>
<td>8/30</td>
<td>9:00 - 10:15</td>
<td>Preparing Transparencies for Overhead Projection</td>
<td>C&amp;S, 14th floor</td>
<td>Marvin Harm</td>
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<td>10:15 - 10:45</td>
<td>Break</td>
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<td>10:45 - 12:00</td>
<td>Use of Overhead Projector - Proper Screen Use to Present &quot;Keystone Effect&quot;</td>
<td>C&amp;S, 14th floor</td>
<td>Marvin Harm</td>
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<td>12:00 - 1:30</td>
<td>Lunch</td>
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<td>1:30</td>
<td>Bus pickup at C&amp;S Lobby</td>
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<td>1:45 - 4:00</td>
<td>FIELD TRIP: Micrographics, Inc.</td>
<td>2115 Monroe Drive</td>
<td>Allan Ackerly, Company Representative</td>
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<td>Computer Output Microforms (COM)</td>
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<td>Associated Hardware and Services</td>
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<td>4:00</td>
<td>Bus returns to Howell House</td>
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<td>8/31</td>
<td>8:30</td>
<td>Bus leaves Howell House</td>
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<td>Date</td>
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<td>Principal Instructor</td>
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| 8/31       | 9:00 - 12:00 | Audiovisual laboratory practice, Division of Librarianship  
"Hands on" Practice:  
Opaque projection  
8 mm cartridge film projection  
Super 8 mm sound cartridge film projection  
16 mm sound motion picture projection  
35 mm filmstrip projection | Emory University | Marvin Harm |
| (Cont'd.)  | 12:00 - 1:00 | Lunch                                                                                                                                                                                                 | Cox Hall          |                      |
|            | 1:00 - 4:00 | Audiovisual laboratory practice, Division of Librarianship  
1) Individual projects and 35 mm copy-stand photography  
2) Static display techniques/dry mounting, etc.  
3) Portable instructional/video-tape including showing: OCLA videotape | Emory University | Marvin Harm |
|            | 4:00       | Bus leaves for Howell House                                                                                                                                                                         |                   |                      |
| 9/1        | 9:00 - 10:30 | Open for individual time for audiovisual presentation planning and/or script writing                                                                                                                                 | C&S, 14th floor   | Marvin Harm |
|            | 10:30 - 12:00 | 1) Laboratory practice and review of 35 mm slides received from processor  
2) Review status of slide presentations | C&S, 14th floor   | Marvin Harm |
<p>|            | 12:00      | Lunch                                                                                                                                                                                                 |                   |                      |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event</th>
<th>Location</th>
<th>Principal Instructor</th>
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<tbody>
<tr>
<td>9/1</td>
<td>1:30 - 3:00</td>
<td>Other audiovisual topics, including:</td>
<td>C&amp;S, 14th floor</td>
<td>Marvin Harm</td>
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<td></td>
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<td>1) Voice compression</td>
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<td>2) Facilities incorporating audiovisual</td>
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<td>3:00 - 4:00</td>
<td>Discussion of purpose and nature of Friday, September 2, field trips to Emory University School of Dentistry and Center for Disease Control</td>
<td>C&amp;S, 14th floor</td>
<td>Marvin Harm</td>
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<td>9/2</td>
<td>9:00</td>
<td>Bus leaves Howell House</td>
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<td>9:30 - 12:00</td>
<td>FIELD TRIPS: Library and Learning Center, School of Dentistry (includes video cassette demonstration)</td>
<td>Emory University</td>
<td>Lucy Duke, Librarian</td>
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<td>12:00 - 1:30</td>
<td>Lunch - cafeteria</td>
<td>Center for Disease Control (C.D.C.)</td>
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<td>1:30 - 2:30</td>
<td>LECTURE: Developing and Managing Surveillance Systems (&quot;networks&quot; for obtaining and utilizing information)</td>
<td>C.D.C., Conference Room #207</td>
<td>Dr. Michael Gregg, Deputy Director, Bureau of Epidemiology</td>
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<td>2:45</td>
<td>Bus departs C.D.C. for Howell House</td>
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<td>9/5</td>
<td></td>
<td>Labor Day, Holiday</td>
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<td>9/6</td>
<td>8:15</td>
<td>Bus departs Howell House</td>
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<td>8:45</td>
<td>Arrive at Center for Disease Control (C.D.C.). Joined by Walter Scheffel, Bureau of Training and Audio-Visual</td>
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<td>9:00 - 10:30</td>
<td>Attend and observe regular Epidemiology Seminar</td>
<td>C.D.C. Auditorium</td>
<td>Marvin Harm/Walter Scheffel</td>
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<td>10:30 - 10:45</td>
<td>Break</td>
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<td>10:45 - 12:30</td>
<td>Training facilities and services briefing</td>
<td>C.D.C. Classroom #3</td>
<td>Walter Scheffel</td>
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<td>12:30 - 1:30</td>
<td>Lunch - cafeteria</td>
<td>C.D.C.</td>
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<td>1:30 - 2:30</td>
<td>Briefing and C.D.C. overview</td>
<td>C.D.C. Classroom #3</td>
<td>Stafford Smith/Information Office</td>
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<td></td>
<td>2:30 - 3:00</td>
<td>Briefing on C.D.C. Library</td>
<td>C.D.C. Classroom #3</td>
<td>Mary Alice Mills</td>
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<td>3:00 - 3:30</td>
<td>Briefing</td>
<td>C.D.C. Classroom #3</td>
<td>Dr. William H. Foege/Director, C.D.C.</td>
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<td></td>
<td>3:30 - 4:00</td>
<td>Summarizing Discussion Break; Exterior Photos</td>
<td>C.D.C. Classroom #3</td>
<td>Marvin Harm</td>
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<td>4:00</td>
<td>Bus departs C.D.C. for Howell House</td>
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<td>9/7</td>
<td>8:30</td>
<td>Bus departs Howell House for Emory University</td>
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<td></td>
<td>9:00 - 10:00</td>
<td>Audiovisual laboratory practice - opportunity to re-take photos on copy-stand. Review &quot;How to&quot; media presentation</td>
<td>Emory University</td>
<td>Marvin Harm/Ron David Williams/Emory University</td>
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<td>Date</td>
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<td>Principal Instructor</td>
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<tr>
<td>9/7</td>
<td>(Cont'd.) 10:00 - 12:00</td>
<td>Review core literature for audio-visual field</td>
<td></td>
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<td></td>
<td>12:00 - 1:00</td>
<td>Lunch</td>
<td>Cox Hall</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1:00 - 4:00</td>
<td>Continuation of audiovisual laboratory practice</td>
<td></td>
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<td></td>
<td>4:00</td>
<td>Bus departs Emory for Howell House</td>
<td></td>
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</tr>
<tr>
<td>9/8</td>
<td>A.M.</td>
<td>FIELD TRIP: Library, Atlanta Historical Society</td>
<td>Kay Auciello/ Louise Cook, Atlanta Historical Society</td>
<td></td>
</tr>
<tr>
<td></td>
<td>P.M.</td>
<td>Open for working on audiovisual projects</td>
<td>C&amp;S, 14th floor</td>
<td>Marvin Harm</td>
</tr>
<tr>
<td>9/9</td>
<td>9:00 - 12:00</td>
<td>1) Finalize individual 35 mm slide and script presentations</td>
<td>C&amp;S, 14th floor</td>
<td>Marvin Harm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2) Finalize schedule and sequence of preview presentations of 35 mm slide and script sets</td>
<td></td>
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<td></td>
<td>12:00 - 1:30</td>
<td>Lunch</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>1:30 - 4:00</td>
<td>Preview all 35 mm slide and script sets with discussion and critique</td>
<td>C&amp;S, 14th floor</td>
<td>Marvin Harm</td>
</tr>
<tr>
<td>9/12</td>
<td>All day</td>
<td>Library Management Concept, theories, practices, discussion</td>
<td>C&amp;S, 14th floor</td>
<td>Marvin Harm</td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Event</td>
<td>Location</td>
<td>Principal Instructor</td>
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<tr>
<td>9/13</td>
<td>All day</td>
<td>Library Budgeting</td>
<td>C&amp;S, 14th floor</td>
<td>Marvin Harm</td>
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<tr>
<td></td>
<td></td>
<td>Concept, theories, practices, discussion, problems</td>
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<tr>
<td></td>
<td></td>
<td>Formulation of budget</td>
<td></td>
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<tr>
<td>9/14</td>
<td>A.M.</td>
<td>Budget/Management continuation</td>
<td>C&amp;S, 14th floor</td>
<td>Marvin Harm</td>
</tr>
<tr>
<td></td>
<td>P.M.</td>
<td>FIELD TRIP: Fernbank Science Center Library</td>
<td></td>
<td>S. J. McDavid Librarian</td>
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<tr>
<td>9/15</td>
<td>9:00 A.M.-</td>
<td>Governor's Conference on Libraries and Information Services</td>
<td>World Congress Center</td>
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<tr>
<td></td>
<td>9:30 P.M.</td>
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<tr>
<td>9/16</td>
<td>8:00 - 5:00</td>
<td>Governor's Conference on Libraries and Information Services</td>
<td>World Congress Center</td>
<td></td>
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<tr>
<td>9/19</td>
<td>All day</td>
<td>Library Design: Furniture, Layout, Planning</td>
<td>C&amp;S, 14th floor</td>
<td>Marvin Harm</td>
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<tr>
<td>9/20</td>
<td>8:45 - 11:30</td>
<td>FIELD TRIP: John Portman and Associates Library (architectural library)</td>
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<td></td>
<td></td>
<td>South Atlantic Chapter of the Special Libraries Association</td>
<td>Terrace Garden Inn</td>
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<td></td>
<td>Meeting Program - &quot;Management - Dealing in Personalities&quot;</td>
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<td>12:00 - 2:00</td>
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<tr>
<td></td>
<td>2:30 - 5:00</td>
<td>Representative from Corporate Travel International will assist you in planning your travel schedule</td>
<td>C&amp;S, 14th floor</td>
<td>S. Baugess, CTI</td>
</tr>
<tr>
<td>9/21</td>
<td>9:00 - 11:00</td>
<td>Program - &quot;An Introduction to Marketing&quot;</td>
<td>C&amp;S, 14th floor</td>
<td>Dr. Kenneth Bernhardt, Associate Professor, Georgia State University</td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Event</td>
<td>Location</td>
<td>Principal Instructor</td>
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<tr>
<td>9/21</td>
<td>(Cont'd.)</td>
<td>Reception for Exhibit of Indonesia Arts and Crafts</td>
<td>Student Center, Room 301</td>
<td>Kay Auciello</td>
</tr>
<tr>
<td></td>
<td>7:00 - 9:00</td>
<td>(evening)</td>
<td></td>
<td>J. Shaw, Librarian</td>
</tr>
<tr>
<td>9/22</td>
<td>9:30 - 12:30</td>
<td>FIELD TRIP: Bell Laboratories and Western Electric Co.</td>
<td></td>
<td>Kay Auciello/</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Individual work on projects</td>
<td>C&amp;S, 14th floor</td>
<td>J. Shaw, Librarian</td>
</tr>
<tr>
<td>9/23</td>
<td>9:00 - 4:00</td>
<td>Individual slide presentations, critique and discussion</td>
<td>C&amp;S, 14th floor</td>
<td>Marvin Harm/ Kay Auciello/ Richard Johnston/</td>
</tr>
<tr>
<td>9/26</td>
<td>9:00 - 4:00</td>
<td>Individual slide presentations, critique and discussion</td>
<td>C&amp;S, 14th floor</td>
<td>Marvin Harm/ Kay Auciello/ Richard Johnston/</td>
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<tr>
<td>9/27</td>
<td></td>
<td>OPEN</td>
<td></td>
<td>Richard Johnston</td>
</tr>
<tr>
<td>9/28</td>
<td>9:00 - 4:00</td>
<td>Individual and group work on library development plans</td>
<td>C&amp;S, 14th floor</td>
<td>Marvin Harm/ Kay Auciello/ Richard Johnston/</td>
</tr>
<tr>
<td>9/29</td>
<td>9:00 - 4:00</td>
<td>Presentation of plans for Indonesian library development</td>
<td>C&amp;S, 14th floor</td>
<td>Marvin Harm/ Kay Auciello/ Richard Johnston/</td>
</tr>
<tr>
<td>9/30</td>
<td>9:00 - 11:00</td>
<td>Informal discussion of course</td>
<td>C&amp;S, 14th floor</td>
<td>Marvin Harm/ Kay Auciello/ Richard Johnston/</td>
</tr>
<tr>
<td></td>
<td>12:00 - 2:30</td>
<td>Graduation luncheon</td>
<td>Sheraton-Atlanta Hotel</td>
<td>Marvin Harm/</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hostess - Kay Auciello</td>
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<td>Hostess - Kay Auciello</td>
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<td></td>
<td></td>
<td>Address - Marvin Harm</td>
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<td>Address - Marvin Harm</td>
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<td></td>
<td>2:30</td>
<td>Departure preparations</td>
<td></td>
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<tr>
<td>10/3</td>
<td>All day</td>
<td>FIELD TRIP: Library of Congress (Main Bldg. and Cataloging Annex)</td>
<td></td>
<td>Kay Auciello/ Marvin Harm</td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Event</td>
<td>Location</td>
<td>Principal Instructor</td>
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<tr>
<td>10/4</td>
<td>All day</td>
<td><strong>FIELD TRIP:</strong> National Agricultural Research Center and Library</td>
<td>Beltsville, Md.</td>
<td>Kay Auciello/ Marvin Harm</td>
</tr>
<tr>
<td>10/5</td>
<td>All day</td>
<td>Individual and Group Visits to: National Library of Medicine</td>
<td></td>
<td>Kay Auciello/ Marvin Harm</td>
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<td></td>
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<td>National Archives</td>
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<td>American Petroleum Institute</td>
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<td>HUD Library</td>
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<td>FBI</td>
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<td></td>
<td>World Bank Library</td>
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<td></td>
<td></td>
<td>University of Maryland, School of Library and Information Science</td>
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<tr>
<td>10/6</td>
<td>All day</td>
<td><strong>FIELD TRIP:</strong> National Technical Information Service</td>
<td>Washington, D. C., and Springfield, Va.</td>
<td>Kay Auciello/ Marvin Harm</td>
</tr>
<tr>
<td>10/7</td>
<td>A.M.</td>
<td>Individual library visits and/or departure preparations and/or</td>
<td></td>
<td>Kay Auciello/ Marvin Harm</td>
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<tr>
<td></td>
<td></td>
<td>White House tour</td>
<td></td>
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<tr>
<td></td>
<td>P.M.</td>
<td>Meeting with AID/Office of International Training, Mr. Harold Hudson</td>
<td></td>
<td>Kay Auciello/ Marvin Harm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Departure preparations</td>
<td></td>
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</tr>
</tbody>
</table>
3. NOTES TO THE PROGRAM SCHEDULE

A. Instructor Outlines
B. Field Trip Summaries
C. Special Events Summaries
D. Introductory Information, Certificates, etc.
A. Instructor Outlines
# INDOREAN INFORMATION SPECIALISTS PROGRAM SCHEDULE

**REFERENCES/RESEARCH UNIT**

**Instructor:** Frances J. Kaiser, Librarian/Associate Professor

- Head, Library Instruction Department
- Georgia Institute of Technology Library
- 7/20 - 8/5, 1977

**Classroom:** Conference Room 521

**Key to abbreviations:**
- (CB) - Classroom
- (Ref. Dept.) - Reference Department
- (LB) - Library

**PROGRAM SCHEDULE**

## FIRST WEEK: 7/19-7/29/77

<table>
<thead>
<tr>
<th>Date and Weekday</th>
<th>Session 1</th>
<th>Session 2</th>
<th>Session 3</th>
<th>Session 4</th>
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</thead>
<tbody>
<tr>
<td>Mon. 7/2/77</td>
<td>9:00-10:00</td>
<td>10:30-10:30</td>
<td>12:00 noon</td>
<td>2:00-3:00</td>
</tr>
<tr>
<td>Tues. 7/3/77</td>
<td>9:00-10:00</td>
<td>10:30-10:30</td>
<td>12:00 noon</td>
<td>2:00-3:00</td>
</tr>
<tr>
<td>Wed. 7/4/77</td>
<td>9:00-10:00</td>
<td>10:30-10:30</td>
<td>12:00 noon</td>
<td>2:00-3:00</td>
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<tr>
<td>Thurs. 7/5/77</td>
<td>9:00-10:00</td>
<td>10:30-10:30</td>
<td>12:00 noon</td>
<td>2:00-3:00</td>
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<tr>
<td>Fri. 7/6/77</td>
<td>9:00-10:00</td>
<td>10:30-10:30</td>
<td>12:00 noon</td>
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</table>

## SECOND WEEK: 7/30-8/9/77

<table>
<thead>
<tr>
<th>Date and Weekday</th>
<th>Session 1</th>
<th>Session 2</th>
<th>Session 3</th>
<th>Session 4</th>
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<tbody>
<tr>
<td>Mon. 8/1/77</td>
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<td>Thurs. 8/4/77</td>
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## THIRD WEEK: 8/10-8/20/77

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<th>Session 3</th>
<th>Session 4</th>
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<td>10:30-10:30</td>
<td>12:00 noon</td>
<td>2:00-3:00</td>
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<tr>
<td>Tues. 8/2/77</td>
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<td>12:00 noon</td>
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<td>Wed. 8/3/77</td>
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<tr>
<td>Thurs. 8/4/77</td>
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<td>12:00 noon</td>
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<td>Fri. 8/5/77</td>
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**REFERENCE/RESEARCH UNIT (cont.) - 2-**

<table>
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<th>Session 4</th>
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**PROGRAM SCHEDULE**

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<th>Date and Weekday</th>
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<td>9:00-10:00</td>
<td>10:30-10:30</td>
<td>12:00 noon</td>
<td>2:00-3:00</td>
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**CLASSROOM**

- Conference Room 521
- Fifth Floor, East Building
- Prince Gilbert Memorial Library
- College Park (12:00-3:00)

**FIELD TRIP**

- 7/22/77

**REFERENCES/RESEARCH UNIT (cont.)

- Frances Kaiser, Instructor

**FRIDAY, 7/22/77**

**FIELD TRIP**

- Use of tools in classroom
- Use of A&I's
- Lib.of Cons.
- Specialized guides & bibliogs.
- Technical reports
- Work on own projects

---

**REFERENCES/RESEARCH UNIT (cont.)**

- Frances Kaiser, Instructor

---

**FRIDAY, 7/22/77**

**FIELD TRIP**

- Use of tools in classroom
- Use of A&I's
- Lib.of Cons.
- Specialized guides & bibliogs.
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- Work on own projects

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**REFERENCES/RESEARCH UNIT (cont.)**

- Frances Kaiser, Instructor

---

**FRIDAY, 7/22/77**

**FIELD TRIP**

- Use of tools in classroom
- Use of A&I's
- Lib.of Cons.
- Specialized guides & bibliogs.
- Technical reports
- Work on own projects
THE END OF REFERENCE/RESEARCH UNIT

(INSTRUCTOR will be available throughout the Residency Program, for consultation and personalized guidance, as needed by any participant or group of participants. Appointment suggested, but not mandatory.) Usual office hours: 9:00 am-5:30 pm (or 6:00 pm). Office telephone: 894-6515. (In campus, dial only: 4515. The same applies when calling from Old Main Bldg., from 1100.) If instructor is not in, let telephone ring 4 or 5 times. Library office will answer and take messages. If possible, give approximate time when you will be at number you are leaving for return call.)
TO: INDOREAN INFORMATION SPECIALISTS
FROM: Frances E. Kaiser, Librarian/Associate Professor
Head, Library Instruction Department
Georgia Institute of Technology Library
Atlanta, Georgia 30332 USA

PURPOSE OF QUESTIONNAIRE: To find out more about the library or information center in which you are working, its mission in relation to the larger organization or institution of which it is a part, and your particular goals or needs in attending the Residency Program. In this way, I hope to avoid giving you unnecessary information while accidentally omitting instruction you may especially want.

Please take this questionnaire home with you tonight, read it over at your leisure after dinner, fill in the necessary information, and return it to me when you come to class on Thursday, June 21, 1977.

1. TYPE OF LIBRARY OR INFORMATION CENTER IN WHICH YOU ARE WORKING:
   (Check one or more items, as appropriate)
   ( ) Government Agency.  ( ) Academic, i.e., university or college.
   ( ) Industrial corporation or manufacturer.  ( ) Public or municipal.
   ( ) Special Library, specializing in a given subject area:
       ( ) Agriculture  ( ) Art, Architecture, Industrial Design
       ( ) Biology  ( ) Business and Economics
       ( ) Chemistry  ( ) Urban or Regional Planning
       ( ) Physics  ( ) Sociology, Social Problems
       ( ) Engineering  ( ) Political Science
       ( ) Medicine or Nursing  ( ) Psychology
       ( ) Mathematics  ( ) Modern Languages
       ( ) Geology, Mining  ( ) Literature, Fiction, Poetry, Drama, etc.
       ( ) Natural Resources  ( ) Law
       ( ) Housing, Construction
       ( ) Any other (specify):

2. How long have you been working in this specialized area? (Check or insert)
   ( ) 1 year, or less.  ( ) 6 to 10 years.
   ( ) 2 years.  ( ) 11 to 15 years.
   ( ) 5 years.  ( ) Longer than 15 years.
   ( ) Other (specify):

3. What types of library users do you serve? (i.e., the majority of users)
   ( ) Management or administrative personnel, in a government agency.
   ( ) University or college faculty, students, and staff members.
   ( ) Research scientists and/or engineers, in a research laboratory.
   ( ) General public, as in a municipal or regional public library.
   ( ) Management and technical personnel in an industrial firm.
   ( ) Professional personnel: ( ) Law ( ) Medicine ( ) Dentistry
       ( ) Nursing ( ) Clergy
   ( ) Other (specify):
4. Does your library or information center make any use of national or regional information centers or networks in any of the following places:

<table>
<thead>
<tr>
<th>Country/Region</th>
<th>Library or Information Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thailand</td>
<td>Yes.</td>
</tr>
<tr>
<td>India</td>
<td>Yes.</td>
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<td>Pakistan</td>
<td>Yes.</td>
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<tr>
<td>Tokyo</td>
<td>Yes.</td>
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<td>Seoul</td>
<td>Yes.</td>
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<td>The Philippines</td>
<td>Yes.</td>
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<td>Djakarta</td>
<td>Yes.</td>
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<tr>
<td>Australia</td>
<td>Yes.</td>
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<tr>
<td>South Africa</td>
<td>Yes.</td>
</tr>
<tr>
<td>Any others</td>
<td>Yes. (specify):</td>
</tr>
</tbody>
</table>

5. AVAILABILITY OF ABSTRACTING AND INDEXING SERVICES IN YOUR INFORMATION CENTER:

On the following list, check the appropriate boxes to indicate (1) whether or not you have a subscription to the abstracting or indexing service in your library; (2) if not, whether you would like to have it described and to use it during this course; or (3) if you want to suggest any abstracting services not included in this list (please specify titles).

<table>
<thead>
<tr>
<th>TITLE OF ABSTRACTING/INDEXING SERVICES</th>
<th>( ) HAVE A FILE ( ) DO NOT HAVE, BUT INTERESTED IN IT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Science and Technology Index</td>
<td>( ) Yes. ( ) No. ( ) Would like to see it.</td>
</tr>
<tr>
<td>Architectural Periodicals Index</td>
<td>( ) Yes. ( ) No. ( ) Would like to see it.</td>
</tr>
<tr>
<td>(In ARCHITECTURE LIBRARY)</td>
<td></td>
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<tr>
<td>Art Index (in ARCHITECTURE LIB.)</td>
<td>( ) Yes. ( ) No. ( ) Would like to see.</td>
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<tr>
<td>Biological Abstracts</td>
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<tr>
<td>BioResearch Index</td>
<td>( ) Yes. ( ) No. ( ) Would like to see.</td>
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<tr>
<td>Biological and Agricultural Index</td>
<td>( ) Yes. ( ) No. ( ) Would like to see.</td>
</tr>
<tr>
<td>Business Periodicals Index</td>
<td></td>
</tr>
<tr>
<td>Chemical Abstracts</td>
<td>( ) Yes. ( ) No. ( ) Would like to see.</td>
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<tr>
<td>Chemical Titles</td>
<td>( ) Yes. ( ) No. ( ) Would like to see.</td>
</tr>
<tr>
<td>Computer &amp; Control Abstracts</td>
<td>( ) Yes. ( ) No. ( ) Would like to see.</td>
</tr>
<tr>
<td>Dissertation Abstracts International</td>
<td>( ) Yes. ( ) No. ( ) Would like to see.</td>
</tr>
<tr>
<td>Directory of Published Proceedings</td>
<td>( ) Yes. ( ) No. ( ) Would like to see.</td>
</tr>
<tr>
<td>Electrical and Electronics Abstracts</td>
<td>( ) Yes. ( ) No. ( ) Would like to see.</td>
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<tr>
<td>Engineering Index</td>
<td>( ) Yes. ( ) No. ( ) Would like to see.</td>
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<tr>
<td>Environment Information Abstracts</td>
<td>( ) Yes. ( ) No. ( ) Would like to see.</td>
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<tr>
<td>ERDA Energy Research Abstracts</td>
<td>( ) Yes. ( ) No. ( ) Would like to see.</td>
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<tr>
<td>Energy Abstracts</td>
<td>( ) Yes. ( ) No. ( ) Would like to see.</td>
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<tr>
<td>F &amp; S International Index</td>
<td>( ) Yes. ( ) No. ( ) Would like to see.</td>
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<tr>
<td>Government Reports Announcements</td>
<td>( ) Yes. ( ) No. ( ) Would like to see.</td>
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<tr>
<td>Humanities Index</td>
<td>( ) Yes. ( ) No. ( ) Would like to see.</td>
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<tr>
<td>International Aerospace Abstracts</td>
<td>( ) Yes. ( ) No. ( ) Would like to see.</td>
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<tr>
<td>Hospital Literature Abstracts</td>
<td>( ) Yes. ( ) No. ( ) Would like to see.</td>
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<tr>
<td>Abstracts of Hospital Management Studies</td>
<td>( ) Yes. ( ) No. ( ) Would like to see.</td>
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<tr>
<td>Index Medicus</td>
<td>( ) Yes. ( ) No. ( ) Would like to see.</td>
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<tr>
<td>International Pharmaceutical Abstracts</td>
<td>( ) Yes. ( ) No. ( ) Would like to see.</td>
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<tr>
<td>Health Economics and Hospital Mgt.</td>
<td>( ) Yes. ( ) No. ( ) Would like to see.</td>
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<tr>
<td>Index to Legal Periodicals</td>
<td>( ) Yes. ( ) No. ( ) Would like to see.</td>
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<tr>
<td>International Abstracts in Operations Research</td>
<td>( ) Yes. ( ) No. ( ) Would like to see.</td>
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<td>Operations Research/Management Science Service</td>
<td>( ) Yes. ( ) No. ( ) Would like to see.</td>
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<tr>
<td>TITLE OF ABSTRACTING/INDEXING SERVICES</td>
<td>HAVE A FILE IN LIBRARY</td>
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<tr>
<td>American Economic Assn.</td>
<td>Yes. ( ) No. ( )</td>
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<tr>
<td>Index to Economic Articles</td>
<td>Yes. ( ) No. ( )</td>
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<tr>
<td>Journal of Economic Lit.</td>
<td>Yes. ( ) No. ( )</td>
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<tr>
<td>Predicasts.</td>
<td>Yes. ( ) No. ( )</td>
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<td>Public Affairs Information Service, Bulletin</td>
<td>Yes. ( ) No. ( )</td>
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<tr>
<td>Psychological Abstracts.</td>
<td>Yes. ( ) No. ( )</td>
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<td>Sociological Abstracts.</td>
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<td>Social Sciences Index.</td>
<td>Yes. ( ) No. ( )</td>
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<td>Social Sciences Citation Index.</td>
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<td>Science Citation Index.</td>
<td>Yes. ( ) No. ( )</td>
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<tr>
<td>Index to Scientific Reviews</td>
<td>Yes. ( ) No. ( )</td>
</tr>
<tr>
<td>Education Index.</td>
<td>Yes. ( ) No. ( )</td>
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<tr>
<td>Current Index to Journals in Education (CIJE)</td>
<td>Yes. ( ) No. ( )</td>
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<tr>
<td>Resources in Education (RIE)</td>
<td>Yes. ( ) No. ( )</td>
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<tr>
<td>Library Literature</td>
<td>Yes. ( ) No. ( )</td>
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<tr>
<td>Information Science Abstracts</td>
<td>Yes. ( ) No. ( )</td>
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<tr>
<td>Library and Information Science Abstracts (LISA)</td>
<td>Yes. ( ) No. ( )</td>
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<tr>
<td>Physics Abstracts.</td>
<td>Yes. ( ) No. ( )</td>
</tr>
<tr>
<td>Meteorological and Geophysical Abstracts</td>
<td>Yes. ( ) No. ( )</td>
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<tr>
<td>Scientific and Technical Aerospace Reports (NASA)</td>
<td>Yes. ( ) No. ( )</td>
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<tr>
<td>Applied Mechanics Reviews</td>
<td>Yes. ( ) No. ( )</td>
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<tr>
<td>ISMEC Bulletin (Institution of Mechanical Engineers, London)</td>
<td>Yes. ( ) No. ( )</td>
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<tr>
<td>Ceramic Abstracts.</td>
<td>Yes. ( ) No. ( )</td>
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<tr>
<td>World Textile Abstracts.</td>
<td>Yes. ( ) No. ( )</td>
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<tr>
<td>Textile Technology Digest.</td>
<td>Yes. ( ) No. ( )</td>
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<tr>
<td>International Abstracts of the Biological Sciences</td>
<td>Yes. ( ) No. ( )</td>
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<tr>
<td>Ocean Abstracts.</td>
<td>Yes. ( ) No. ( )</td>
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<tr>
<td>Pollution Abstracts.</td>
<td>Yes. ( ) No. ( )</td>
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<tr>
<td>Water Pollution Abstracts.</td>
<td>Yes. ( ) No. ( )</td>
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<tr>
<td>Selected Water Resources Abstracts.</td>
<td>Yes. ( ) No. ( )</td>
</tr>
<tr>
<td>Readers' Guide/Index.</td>
<td>Yes. ( ) No. ( )</td>
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<tr>
<td>Monthly Catalog, U.S. GPO</td>
<td>Yes. ( ) No. ( )</td>
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<tr>
<td>Official Gazette, U.S. Patent Office</td>
<td>Yes. ( ) No. ( )</td>
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<tr>
<td>Translations Register-Index</td>
<td>Yes. ( ) No. ( )</td>
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<tr>
<td>Bibliography of Agriculture</td>
<td>Yes. ( ) No. ( )</td>
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<tr>
<td>Mathematical Reviews.</td>
<td>Yes. ( ) No. ( )</td>
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</tbody>
</table>

(Add other titles on reverse, if you wish)
CULTURAL VALUES
AS FACTORS IN ESTABLISHING GOALS FOR INFORMATION AND LIBRARY CENTERS
(A Guide for Discussion)

1. Family
   Strong Units? Extended? Blood ties or Political/Religious (Legal?)
   Role of children? Role of naming and names? (See also: Inheritance as aspect of Economics.)

2. Region
   Geographically widespread? Areas of same land mass differ? Pride? How strong are regional values? Transportation? (See also: Transportation as Economic consideration and influence on mobility and communication/vocation.)

3. Nation
   Nationality? Widespread concept or through leaders only? Sense of history? or historically sensitive? Purpose? Future? Relationship to other nations? (esp. future.)

4. Class
   Levels? Based upon history, custom, jobs, property, politics, race, education? Future leveling (cf. "to bring up"; raise all or few?).

5. Economics

6. Skills
   Customary skills? Historical strength? Skills now lacking? How are they to be developed?

7. Politics
8. **Sex**

Role within society? Patriarchal or Matriarchal? Wealth?

*(See also: Health for longevity)* Historical? Future?

9. **Religion**

Major representation? Regional? Political? Tolerant or Combative?

Racial? Economic? Ultimates - Death and life after or living wholeness?

Stressing uniqueness of some or commonality of mankind? Nationalistic?

Indulgence of nation or free from state?

10. **Education**

Purpose? (To transmit these 13 factors?) Skills? Products of Economic Need? Citizenship? (cf. subject and ruler) History? Language?


Search for wisdom/truth? Scientific/Technological? Agricultural?

International or Mankind? (See also: Play; Health) Who is responsible?

Local? National?

11. **Race**


Seeking or discouraging immigration?

12. **Health**

("Health Services" or "Cure Disease"? Birth Rate? Longevity? Male/Female.


Influence of climate and/or location? Death seen as cultural laws?

Attitude toward young; aged; interim? Crime? Are the unhealthy isolated?

13. **Play Re-creation**


Role of Education?

---
August 18, 1977

MEMORANDUM

TO: 	Training Program Participants
FROM: 	Marvin P. Harm, Consultant

Fifteen of the eighteen Indonesian participants ranked thirteen cultural factors in the order of their overall importance with respect to development of Information and Library Networks in Indonesia. The overall results of tabulating these rankings are listed below, in order from most important to least important.

<table>
<thead>
<tr>
<th>Ranking</th>
<th>Comparative ++&quot;Value&quot;++</th>
<th>Cultural Factor</th>
<th>Range of Rankings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>41</td>
<td>Education</td>
<td>1 to 6</td>
</tr>
<tr>
<td>2.</td>
<td>43</td>
<td>Skills</td>
<td>1 to 7</td>
</tr>
<tr>
<td>3.</td>
<td>58</td>
<td>Economics</td>
<td>2 to 6</td>
</tr>
<tr>
<td>4.</td>
<td>74</td>
<td>Politics</td>
<td>1 to 12</td>
</tr>
<tr>
<td>5.</td>
<td>85</td>
<td>Family</td>
<td>1 to 10</td>
</tr>
<tr>
<td>6.</td>
<td>91</td>
<td>Regions</td>
<td>3 to 11</td>
</tr>
<tr>
<td>7.</td>
<td>95</td>
<td>Class Distinction</td>
<td>2 to 12</td>
</tr>
<tr>
<td>8.</td>
<td>114</td>
<td>Nation</td>
<td>4 to 13</td>
</tr>
<tr>
<td>9.</td>
<td>123</td>
<td>Health</td>
<td>3 to 11</td>
</tr>
<tr>
<td>10.</td>
<td>150</td>
<td>Religion</td>
<td>2 to 13</td>
</tr>
<tr>
<td>11.</td>
<td>159</td>
<td>Sex</td>
<td>5 to 13</td>
</tr>
<tr>
<td>12.</td>
<td>165</td>
<td>Recreation/Leisure</td>
<td>8 to 13</td>
</tr>
<tr>
<td>13.</td>
<td>171</td>
<td>Race</td>
<td>8 to 13</td>
</tr>
</tbody>
</table>

Notes:

1) Comparative "Value" is the arithmetic result of the ranking position multiplied by the number of responses. (Absolute agreement among all responses could range from 15 to 195.)

2) Range of Rankings shows the spread and diversity of opinion among the fifteen respondents regarding the ranking of each factor.
August 18, 1977
Memo to Training Program Participants

Two other program participants submitted a partial listing of the above factors. Their responses fell within the general pattern.

Several comments were added by respondents. These comments are recorded below:

- Education is the most important aspect for Indonesia. Library and information network will run among educated people. Region, Sex, Class, and Race (are) not important aspects.
- To see the network system work as a reality -- Skillfully and professionally.
- We would like to have an information network better than we have now, in reality.

Comments: I am grateful for your responses. Even though cultural factors are by their nature intertwined and abstract, this tabulation tends to reveal some obvious priorities. Those of first rank and highest priority should help us focus more precisely when we attempt to formulate goals and objectives with regard to developing components of an Indonesian information center and library networking plan.
Generating information to meet user needs: Published bibliographies and directories

I. Identification of needs
   a. Repetition of requests
   b. Evaluation of user needs
   c. Informal efforts to meet needs

II. Planning publications
   a. Nature of publication
   b. Time factor
   c. Budget
   d. Sources of information
   e. Methodology
      1. Forms
      2. Routines

III. Bibliographies
   a. Types
      1. Accessions/current awareness
      2. Subject
      3. Form of material
   b. References
      1. Content
      2. Order of Information
      3. Availability of publication
      4. Annotations/abstracts
c. Arrangement
   1. Alphabetical lists
   2. Subject lists

d. Sources of Information
   1. Original publications
   2. Secondary references

e. Procedure for compiling

IV. Directories
   a. Types
      1. Geographical specifications
      2. Organizations/businesses/people
      3. Combinations

   b. References
      1. Content
      2. Format

   c. Index

d. Introduction/preface

e. Sources of information
   1. Publications
   2. People

f. Procedure for compiling

V. Summary: Creative librarianship at work
August 10, 1977

PREPARATION OF DIRECTORIES

Before you begin the preparation of a directory of any type, the following questions should be answered.

1. What will be the scope of the directory?
   a. What will be limits of subject coverage?
      Example: If directory lists consulting engineers, will management consultants be included?
   b. What will be geographic coverage?
      City?
      Entire state? Multi-State?

2. What will be the format of the directory?
   How will I present information?
   Look at similar directories from other agencies.

3. How will I collect the information?
   a. Questionnaires?
   b. Interviews?
   c. Published sources?
   d. Combination of all these?

4. What kind of index(es) do I need?
   a. Subject?
   b. Geographical?
   c. Name?
   d. Equipment?
Steps in compiling a directory

1. Devise a questionnaire even if you will gather information by interview.
   a. Arrange questionnaire so that you can prepare copy directly from it.
   b. Make questionnaire as concise as possible; busy people become discouraged when they see a lot of questions.
   c. Be sure questions and directions are specific.
   d. Test the questionnaire by asking several people to complete it.

2. Compile mailing list.
   a. Adhere strictly to your predetermined restrictions.
   b. Sources for mailing list
      (1) Yellow pages of telephone directories
      (2) City directories
      (3) Other published directories: manufacturing firms, trade and professional organizations, equipment, government officials, national and regional directories
      (4) People - those who are knowledgeable in area of concern
      (5) Newspapers

3. Mail questionnaires.
   a. Prepare covering letter explaining reason for directory, coverage, for whom it's intended
   b. Make card with name, address, date of mailing and source for each questionnaire mailed
   c. When questionnaire is received, note date on card

You may decide to send reminders to all or selected segments of mailing list that hasn't responded. Offer to send them another questionnaire.

5. Compile directory.

Type each entry on separate sheet of paper in order that you may easily arrange items and make necessary corrections.

Make one or more carbons.

6. Prepare index.

Make 3 x 5 card for each heading and then put the number of each entry that belongs under that heading.

7. Plan for revision.

Most directories are revised periodically. Between revisions, note errors, omissions, new sources to contact, and suggestions for improvement.
INDEXING

I. Theory of indexing
A. Definitions
   1. Indexing
   2. Document
   3. Collection
   4. Query
   5. Index
   6. Entry
   7. Term
   8. Descriptor
B. Functions of indexing
   1. Describing items in a collection
   2. Describing queries asked of a collection
C. Purpose of indexing: retrieval
D. The act of indexing
   1. Establishing the concepts expressed in a document or a query
   2. Translating the concepts into the descriptors of the indexing language
   3. Forming the descriptors into terms according to the syntactic rules of the indexing language
E. The vocabulary of an indexing language (the descriptors)
   1. Uncontrolled vocabularies
      a. Selecting words from the document or the query
      b. Applying natural language words as descriptors
   2. Controlled vocabularies
      a. Types: alphabetical, hierarchically classified, alphabetico-classified
      b. Characteristics
F. The syntax of an indexing language
   1. No syntax: a descriptor = a term
   2. Using the syntax of the document or query
   3. Special syntax: links, roles, weights
G. Using an index for retrieval
   1. Pre-coordinate versus post-coordinate systems
   2. Document delivery
H. Citation indexing: a special case

II. Practice of indexing
A. Current practices in the United States
   1. Indexing library monographic collections
   2. Indexing the journal and technical report literature
   3. Special purpose indexing in the library
B. PRECIS (PREserved Context Index System): a computer-aided approach to indexing
C. Developing an indexing system at the national level
   1. Centralized versus decentralized systems
   2. Selecting an indexing language
   3. Developing an indexing language
   4. Process of indexing
   5. Control of indexing quality and consistency
   6. Costs of indexing
D. Some non-standard indexing systems for small collections
   1. KWIC (KeyWord In Context), KWOC (KeyWord Out of Context), and KWAC (KeyWord with Augmented Context)
   2. Uniterm
   3. Optical coincidence cards
   4. Edge-notched cards
Selected references on indexing


Journals on indexing

International Classification. ISSN: 0340-0050

The Indexer. ISSN: 0019-4131

National Federation of Abstracting & Indexing Services Newsletter. ISSN: 0090-0893
I. Overview of interlibrary loan
   A. Relationship to other library operations
   B. Opportunity for Indonesian development

II. Systems and models
   A. British Library Lending Division
   B. Regional Medical Library Program
   C. Information centers
   D. Trends for the future

III. Interlibrary loan codes
   A. Purposes
   B. Samples of national, regional, and state codes (copies distributed)
   C. Discussion of responsibilities for bibliographic standards

IV. Forms used in interlibrary loan

V. Demonstration of OCLC use in interlibrary loan

VI. Practice problems (attached)
   A. Explanation of impact of computer searching on interlibrary loan
   B. Explanation of specific print-out used for practice problems

VII. Review and discussion of practice problems

VIII. Reading list (attached)

IX. Secretary's Survival Kit (attached)
ABSTRACTING

I. The process of abstracting
   A. Definitions
      1. Abstract
      2. Annotation
      3. Extract
      4. Summary
   B. Types of abstracts
      1. Informative
      2. Indicative
      3. Critical or evaluative
   C. Sources of abstracts
      1. Authors
      2. Subject-expert volunteers
      3. Paid abstractors
   D. Purposes of abstracts
      1. To promote current awareness
      2. To reduce reading time
      3. To aid selection
      4. To alert readers to articles in other languages
      5. To make retrospective searching feasible
      6. To make indexing easier
      7. To make reviewing easier
   E. Parts of an abstract
      1. Reference
      2. Body
      3. Signature
   F. Content of the body of an informative abstract
      1. Statement of the primary objectives and scope of the article
      2. Statement of the methodology used
      3. Statement of any results reported
      4. Statement of any conclusions or recommendations

II. Abstracting services
   A. Current situation in the United States
      1. Types of abstract services
         a. Discipline-oriented
         b. Mission-oriented
      2. Organizations producing abstracts
         a. Government agencies
         b. Professional societies
         c. Industrial organizations
         d. Commercial abstracting organizations
         e. Not-for-profit institutions
      3. Implications of the use of the computer in abstract preparation
   C. Developing an abstracting system at the national level
      1. Relationship to a national indexing system
      2. Choosing the sources for the abstracts
      3. Translating foreign language abstracts
      4. Controlling abstract quality

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Selected references


NAME: 

POSITION: 

1. Please identify any classification systems (such as Dewey Decimal Classification or Universal Decimal Classification) which you have used or with which you are familiar:

2. Please identify any thesauri or subject headings lists (such as the U.S. National Library of Medicine's Medical Subject Headings or the U.S. Library of Congress' Subject Headings) which you have used or with which you are familiar:

3. Are you engaged in preparing or maintaining a thesaurus or subject heading list for a collection? If you are, please describe it briefly.

4. Does your library have responsibility for preparing abstracts for use by your patrons? If so, please describe the volume of abstracts you prepare and the number of abstracters involved. Also, please indicate the subject areas of the articles you abstract, the languages of these articles, and the languages of the abstracts you prepare.

5. Does your library provide selective dissemination of information (SDI) services to your patrons at the present time? If so, please describe these services briefly. If not, are you thinking about beginning such services in the near future?

6. Please list the major indexing and abstracting journals or services which you currently provide for your patrons:
SELECTIVE DISSEMINATION OF INFORMATION

I. Definition of an SDI service

II. Motivation for SDI
   A. Growth of the world’s literature
   B. Growth in the number of abstracting services
   C. Increase in interdisciplinary research
   D. Human factors

III. Requirements for an SDI service
   A. Documents to be disseminated have been indexed and (usually) abstracted
   B. Interest profiles have been developed for patrons using the same indexing languages used for the document descriptions
   C. If document abstracts are disseminated, provision must be made for document delivery
   D. Evaluations of the effectiveness of the service must routinely be obtained from patrons
   E. Patron interest profiles must be easily modified

IV. Problems with SDI services
   A. Large number of different indexing languages used
   B. Difficulty in knowing precisely how to modify a profile so as to improve performance
   C. Document delivery
   D. Service is only as good as the indexing

V. Non-selective dissemination services

Selected references


CATALOGING AND CLASSIFICATION

I. Purpose of cataloging/classification

A. To organize the collection for effective use by library staff and patrons.

B. Cataloging - to make a record of what is in the collection

C. Classification - to arrange materials in some systematic way

II. Classification

A. Is there one right way to classify?

1. Advantages of uniformity among libraries

2. Advantages of designing or modifying a system to suit the needs of the library's own patrons

B. Factors affecting classification (arrangement & storage within the library)

1. Types of material to be stored

2. Methods of storage (shelves, drawers, etc.)

3. Systems of organization

   a. Numerical (sequential) order
   b. Alphabetical order
   c. Systematic order (subject classification)

III. Cataloging

A. What kind of catalog? (slide/tape presentation)

B. Is there one right way to catalog a book?

1. Levels of cataloging

2. Consistency in the catalog

C. Desirability of uniformity (standardization) in cataloging

1. Permits centralization of cataloging effort

2. Permits greater efficiency in interlibrary cooperation

3. Essential in automated cataloging

D. Achieving uniformity

1. Standard code of rules (National/International)

2. Dessemination of cataloging information

   a. Card distribution service
   b. National bibliographies
   c. Cataloging in publication
   d. Machine readable form/data bases
IV. The role of the Library of Congress in cataloging and classification

A. The card service (historical background)

B. The printed catalogs

C. CIP

D. MARC

E. International cooperation

V. MARC and OCLC - how it works
SELECTION OF MATERIAL

I. Developing a plan for selection (Collection development)
   A. Primary needs - subject area(s) of concentration
   B. Secondary needs - peripheral subjects
   C. Some aspects of collection development
      1. Depth of collection
      2. Level of presentation, language, etc.
      3. Form of material

II. Resource sharing possibilities
   A. Interlibrary cooperation in acquisition and use
   B. Union catalogs and lists

III. Sources of information
   A. Books
   B. Journals and other serials
   C. Documents
I. Circulation policies

A. Major considerations
   1. Who can borrow?
   2. What can be borrowed?

B. Other considerations (loan periods; overdue fines; fees for lost books, etc.)

II. Circulation procedures

A. Purpose of the circulation system
   1. Basic - To provide information about items that are "out" (i.e., temporarily removed from the shelves)
   2. Possible - To stimulate use of materials in the collection

B. Types of loans and other "out" situations

1. "Regular" loans - for a specified number of days/weeks
2. Limited loans - for use within the library (Reserve collections; Reference material)
3. Indefinite loans
4. Interlibrary loans
   a. As lending library
   b. As borrowing library
5. Other situations
   a. Material at the bindery
   b. Material in Catalog Department
   c. Material on exhibit
   etc.

C. Components of the circulation system

1. Borrower registration (if needed or desired)
2. Charging/discharging
3. Circulation files or records

D. Use of the circulation files

1. For renewals
2. For recall
3. For reserves (i.e., placing a "hold" on material that is out)
4. For checking on overdues
5. For collecting statistical data

E. Organization of circulation files

1. Time records (by date due or date of loan)
2. Persons (borrower) record
3. Item record (identification of borrowed material)
CIRCULATION (page 2)

III. Circulation system possibilities

A. Simple systems (ledgers, etc.)
B. Book card systems (Newark)
C. Edge-notched card systems
D. Transaction card systems
E. Automated systems
   1. Methods of operation
      a. Batch
      b. On-line
   2. Scope of operation
      a. Absence system
      b. Inventory system

IV. Selecting a system for a particular library
Program Schedule

On-Line Computer Literature Searching

Thursday, August 25, & Friday, August 26

Locations: Thursday, 9:00 AM - 12:15 PM: Rich Computer Center, Room 242
Thursday, 2:00 PM - 5:00 PM: Emory Medical Library
Friday, 9:00 AM - 12:30 PM: Rich Computer Center, Room 242
Friday, 2:00 PM - 4:30 PM: Georgia Tech Library, Freeman Room
            (3rd floor, East)

Instructors: James B. Dodd, assisted by Celeste Sproul and Jane Clark

I. Introduction

A. Historical development of computer searching and growth of on-line searching.
B. Origins of the data bases.
C. Relationship of data bases to printed materials.
D. Subject coverage, general and special.
E. Types of material covered.
F. Time span coverage.
G. Bibliographic and non-bibliographic data bases.
H. Sources of data base access, telecommunication requirements, software systems.
I. Equipment, materials, costs

II. Searching Techniques

A. Description of bibliographic records.
B. Keywords and concepts.
C. Special searchable categories.
D. Communicating with the computer. Commands and responses.
E. Controlled vocabulary searching and free text searching.
F. Coordinate indexing and Boolean logic.
G. Specifying form and quantity of results.
H. Other reference uses of data bases.
III. Student Searches

On-line searches will be made on topics of specific interest to individual students. Students are asked to submit a preliminary search request to the instructor during the Thursday morning session. Search topics should be limited in scope. Please use the attached form.

Students will be asked to work in groups of two. Some class time on Friday morning or afternoon will be allocated to planning specific search strategies for the students' search topics.

Three terminals will be available for performing student searches. The class will be divided into three groups of six each.

Student searches will use the Lockheed Dialog system and the data bases available from Lockheed. Demonstrations by the instructor will use the Lockheed Dialog System and the New York Times Information Bank.

The enclosed, "Information Services for Business, Industry, Government from the Georgia Tech Library," contains a list of data bases.
CHECKLIST OF MARKETING CONSIDERATIONS*

I. Customers and Marketing Considerations
   A. The Nature of the Market
      Number of potential buyers - by region.
      Number of buyers - by region.
      Characteristics of buyers - age, income, occupation, education, sex, 
                                 size of family, color, race - by region.
      Characteristics of users, if buyers and users are different - by region.
      Where buyers and users live - region, city size, urban and suburban.
      Where buyers buy - urban, suburban, rural; trading center, local, 
                           type of store.
      Size of purchase.
      When buyers buy - time of week, time of month, time of year, fre-
                        quency of purchase.
      How buyers buy - brand specification or not; impulse or planned;
                        personal inspection at counter; cash or credit.
      Why buyers buy - attitudes, motivation.
      Who influences buying decisions - type of product and brand.
      Uses for product.
      Unfavorable attitudes of buyers of brand.
      Indications of changes in buying habits.
   B. The Structure of the Market
      Number of competitors.
      Number of brands - national, regional, local.
      Share of market by brands, total, regional, city size, type of store.
      Characteristics of leading brands.
      Differentiation of own brand - from leaders.
      Policies, the offer, methods and tools of principal competitors.

II. Product
   A. The Product
      Quality - materials, workmanship, design, method of manufacture.
      Models and sizes.
      Essential or luxury.
      Convenience or shopping.
   B. The Package
      Attributes of protection, convenience, attractiveness, identification, 
               adaptability to type of retail outlet, and economy, through:
               material; size; shape; construction; label -- design, color, copy,
               closure; competitive value.
   C. The Brand
      Adequacy with reference to memory value, suggestiveness, pleasing-
           ness, family expansion, legal protection, goodwill value.
   D. Service - Kind, Quality and Quantity
      Installation
      Education in use.
      Repair.
      Provision of accessory equipment.
      Delivery.
      Credit.
      Returned goods.

*Adapted from: A.W. Frey, The Effective Marketing Mix (Hanover, N.H.: Amos 
              Took School, Dartmouth College, 1956).
III. Place
   A. Distribution Channels
      Total number of retailers, each type by region.
      Total number of wholesalers, each type by region.
      Percent retailers, each type, handling brand by region.
      Degree of aggressive retailer cooperation, by region, store type
      and city size.
      Indications of shift in relative importance of channels.

IV. Promotion
   A. Personal Selling
      Recruiting and selection methods.
      Training procedures.
      Supervision procedures.
      Stimulation devices.
      Compensation plan.
   B. Advertising
      Size of space and time units -- effectiveness.
      Appeals and themes -- effectiveness.
      Use of black-and-white and color -- effectiveness.
      Methods of merchandising advertising.
   C. Sales Promotion
      Types of activity -- deal, premiums, bulletins, portfolios, and so on.
      Cooperative advertising arrangements.
   D. Publicity
      Volume and nature -- releases, clippings, mentions.

V. Price
   At factory
   To wholesalers, by type, size and regions.
   To retailers, by type, size, and regions.
   Discounts -- functional, quantity, cash, other.
   Allowances and deals.
   Service charges.
   Price maintenance.
An appropriate skeletal structure for a marketing plan might appear as follows:

I. SITUATIONAL ANALYSIS
   A. DEMAND
   B. COMPETITION
   C. DISTRIBUTION STRUCTURE
   D. MARKETING LAW
   E. NON-MARKETING COSTS

II. PROBLEMS AND OPPORTUNITIES

III. MARKETING STRATEGY
   A. OBJECTIVES, TARGET MARKET(S)
   B. METHODS
      1. PRODUCT STRATEGY
      2. DISTRIBUTION STRATEGY
      3. PRICE STRATEGY
      4. ADVERTISING STRATEGY
      5. PERSONAL SELLING STRATEGY

IV. MARKETING TACTICS
   A. WHO
   B. WHAT
   C. WHEN
   D. WHERE
   E. HOW
B. Field Trip Summaries
July 27

Lockheed-Georgia Company (Marietta, Ga.)
Technical Information Department (TID)

Charles Bauer, TID Manager, described the development of TID, its policies, functions, and mission. Staff members directed a tour of the TID units and elaborated on the unit operations. Demonstrations of on-line searching and cataloging were given. Lockheed hosted lunch, then provided an extensive plant tour. A wrap-up session with Bauer and staff included a question and answer period. Material distributed to participants included TID's Library Handbook and organization chart.

August 3

Coca-Cola Company (Atlanta, Ga.)

Janet Pecha directed a tour of the Coca-Cola archives and described the history of the Coca-Cola Company as well as the archives' function and organization. A panel discussion was then held. Panel members were directors of the four information centers at Coca-Cola: Bernard Prudhomme, Pat Stevens, Judy Cassell, Susan Foote. Panel moderator was Kay Auciello, OIP. Topics presented: introduction to the Coca-Cola information centers; collection description; services provided; special projects. A question and answer period followed. The group then toured each of the centers. Descriptive material on the Coca-Cola Company and its information centers was distributed to participants.

August 11

Emory University (Atlanta, Ga.)
Panel Discussion and Library Tours

The program agenda is reproduced on the following page.

August 12

Emory University (Atlanta, Ga.)
Division of Librarianship, Library

The participants were instructed in the layout and organization of this professional collection by June Engle, Librarian. The remainder of the day was spent on individual research in this library.
Date: Thursday, August 11, 1977

Location: Emory University, Division of Librarianship

9:30 am - 10:00 am  Reception

10:00 am - 11:30 am  Panel Discussion

Chairperson  June L. Engle
Division of Librarianship, Library
Emory University

Panel Members

David Estes, Head, Special Collections Dept.
Robert W. Woodruff Library
Emory University

Dr. Adrien C. Hinze
Law Library
Emory University

Dr. Channing R. Jeschke
Pitts Theology Library
Emory University

Tena Crenshaw
A.W. Calhoun Medical Library
Emory University

Lucy Duke
Sheppard W. Foster Dental Library
Emory University

Pamela E. Pickens, Chemistry Librarian
James Samuel Guy Memorial Library
Emory University

11:30 am - 11:45 am  Question and Answer Session

11:45 am - 1:00 pm  Lunch

1:00 pm - 2:00 pm  Group Tour of Woodruff Library

2:00 pm - 4:00 pm  Small group tours to one of the following libraries:

  Theology Library
  Chemistry Library
  Law Library
August 18

U.S. Environmental Protection Agency (Atlanta, Ga.)
Region IV Library

The group viewed a film describing the EPA and its library network, toured the facility, and discussed its operation with Barbara Fields, Librarian, and EPA Library staff. Documents describing EPA and the library network were distributed to the participants.

August 18

Georgia Mental Health Institute (Atlanta, Ga.)
Addison Duval Library

The program was directed by Edward D'Anna, Librarian.

1:00 p.m. Arrival, Introduction to the Staff of the Addison M. Duval Library, and a Brief Overview and Tour of the Facilities of the Addison M. Duval Library and Patient Library

2:00 p.m. Brief Tour of the Georgia Mental Health Institute by Mrs. Mary Busser, Public Information Office

3:00 - 4:30 p.m. A Discussion of the Reference Collection and Services Provided Sheet of the Addison M. Duval Library

The Cataloging Project: "There Is a Right and Wrong Way . . . Some Points on What Not to Do"

August 24

Baker and Taylor Company (Conyers, Ga.)

Baker & Taylor Co. is a library book distributor and processor. Participants toured the plant's processing area and discussed aspects of book selection and acquisition with company management.

August 30

Micrographix Systems, Division of General Micrographics Corporation
(Atlanta, Ga.)

Harlan Luke was the in-house tour guide and host. Lou Ferrero, president, welcomed the group. The program emphasized microform hardware, applications and production. An effective multi-image slide presentation was shown.
September 2  

Emory University (Atlanta, Ga.)  
School of Dentistry, Library and Learning Center  

Lucy Duke and Mary Larsen, librarians, hosted the participants as they introduced this new center, specializing in audiovisual materials for dental education.

September 2 and 6  

Center for Disease Control (Atlanta, Ga.)

Objectives

1. To see how information is gathered, processed (or analyzed), and given an appropriate response in a medical context on a worldwide scale;

2. To hear authorities from within the C.D.C. explain the nature of information networking (which they call "surveillance systems"), how the networks are set up, maintained, and what use is made of that information which flows through the system;

3. To see, and have demonstrated, communication equipment (A-V) and facilities vital to information gathering, handling, and dissemination as related to matters affecting national and world health.

How the C.D.C. Conducted the Visit

Mr. Walter Scheffel, Conference Manager, Instructional Media Division, Bureau of Training, coordinated the schedule of the people met by the Indonesians and the facilities in which they met. He conducted all the demonstrations and tours related to educational media, especially: rear screen projection systems, portable color television production, audio recording, and audio cassette duplication and distribution systems. The classrooms, conference rooms, and auditorium used by the participants also were designed for multi-media, pre-programmed presentations. The group was taken behind the scenes in every case to see the nuts, bolts, and guts of these heavily used facilities that were designed to maximize communications via media.

Dr. Michael Gregg, Deputy Director, Bureau of Epidemiology, presented a one-hour lecture, followed by questions and answers, on the "how to" of setting up and managing information systems. Dr. Gregg had been to Indonesia several
times training public health officials there how to do the very same thing. He spoke around three aspects of a networking system: (1) collection of data, (2) analysis of data, and (3) appropriate response. His remarks were carefully tailored to the Indonesian participants. For example, he was careful to point out that the second aspect, that of data analysis, is more likely to be the responsibility of the information user (scientist, faculty, student, or other library user) rather than that of the information specialist or librarian. That in no way, according to Dr. Gregg, diminishes the vitality and importance of gathering the needed information, or of its proper dissemination.

Dr. William H. Foege, Director, Center for Disease Control, spoke to the Indonesian participants for 45 minutes, followed by question and answer opportunities. That he would find the time to prepare any remarks whatsoever for nonmedical practitioners is remarkable enough. To discuss with the Indonesians the actual experiences of setting up, of operating, and of evaluating the results of an information network in a developing country (India) was almost more than could be expected. The information network he described was that used to eradicate smallpox in that country. The amounts of data which were handled at the peak of the eradication program, 10,000 smallpox cases per day at one point, are especially staggering when weighed against less than that number ever being reported in a year prior to his setting up the system. "Appropriate response" hardly seems to describe what was achieved. There have been no known cases of smallpox in that country for 18 months; at least nobody has come forward to claim the "official reward" of the equivalent of $10,000 being offered by the Indian government for reporting a smallpox case during the past year and one-half. (The Indonesians seemed impressed that Dr. Foege, who reports directly to the Secretary of HEW, would speak to them at all, except perhaps in the most superficial terms.)

Dr. Philip S. Brachman, Director of the Bureau of Epidemiology, permitted the Indonesians to attend the regular, weekly, but normally closed-door, Professional Staff Seminar and Briefing so that they could observe and hear the data, then later follow it through its recording and cassette duplication and dissemination phases.

Mrs. Eliot Churchill conducted a tour through all the myriad laboratory facilities of the C.D.C. for the group to get a clearer picture of their operation, always emphasizing it as part of a unique and vital information system.
Mr. Stafford Smith, of the C.D.C. Public Information Office, presented background information about the C.D.C., and told how the C.D.C. interprets itself to the public and to the government it serves.

September 8

Atlanta Historical Society (Atlanta, Ga.)

Schedule:  
9:00 - 9:30  Registration  
9:30 - 10:00  Manuscripts  
10:00 - 10:30  Photographs  
10:30 - 11:00  Library  
11:00 - 11:30  Film

Registration - Accessioning:  Preliminary organization and identification of museum artifacts, private collections, and photographs. Use of forms for loans, gifts, insurance, and in-house records. Louise Shaw.


Photographs:  Identification, cataloging techniques, storage and retrieval, preservation. Richard Eltzroth.


Film:  Four Cheers for Atlanta, a 30-minute film on the history of Atlanta.

September 14

Fernbank Science Center, Library (Atlanta, Ga.)

The group viewed a slide presentation on the organization, function and activities of the library and toured the facility. Sara June McDavid and Virginia Rutherford, librarians, answered questions and distributed material concerning the center.

September 15 and 16

Governor's Conference on Libraries and Information Services (Atlanta, Ga.)

A description of the two-day meeting is on the following page.
GOVERNOR'S CONFERENCE ON GEORGIA LIBRARIES
AND INFORMATION SERVICES

The Governor's Conference on Georgia Libraries and Information Services will be held September 15-16, 1977 at the Georgia World Congress Center. Governor Busbee has called the conference in response to President Carter's plans for a White House Conference on Libraries and Information Services to be held in 1979. The resolution establishing this conference requires that each state convene a conference under the sponsorship of the Governor to address the concerns of libraries and information services on a statewide basis. The Georgia conference will be the first of the 50 to be held and both Governor Busbee and President Carter are expected to be participants in its sessions. Statewide activities for Georgia are under the general direction of the State Library Agency and the Georgia Library Association. The Georgia Library Association will act as the principal host and working committee for the event. Mrs. Lillian Carter has agreed to be honorary chairperson and a steering committee will coordinate the activities.

The goals of the Governor's Conference on Georgia Libraries and Information Services are:

1. To increase awareness of library services and resources available to the users of libraries of all types.

2. To provide a forum for public officials, administrators and librarians to discuss library needs and services which will lead to growth and development of libraries and library education.

The conference itself is not aimed at librarians or other information scientists. It is for the invited public representatives whose awakened interest can be helpful now and in the future. No more than one-third of the 5,000 persons expected to attend the Governor's conference will be librarians, library trustees or persons with other close ties to information services. Those invited by the Governor will be a cross-section of city, county and state leaders, educators, those active in community affairs and other community leaders.
September 20

John Portman and Associates Library (Atlanta, Ga.)

Raunda Pitney, Librarian, conducted a tour of the offices and library and discussed its operation with the group. The library holds books, periodicals, slides, specifications, manufacturers' catalogs, and architectural drawings archives.

September 20

Special Libraries Association (Atlanta, Ga.)
South Atlantic Chapter, Meeting
Luncheon and Program

The agenda for this session follows. The cost was assumed by OIP.

September 22

Bell Laboratories, Library and Western Electric Plant (Norcross, Ga.)

John Shaw, Librarian, delivered a presentation on the Bell Laboratories national library network and the nature of the company. An extensive tour of the adjoining Western Electric plant was conducted, followed by a tour of the Bell Library. Shaw demonstrated the on-line cataloging and circulation system developed by Bell Labs. Company literature was distributed to members of the group.

October 3

Library of Congress (Washington, D. C.)

A full day was spent at LC: an early morning general tour of the building; a meeting with the Head of the South Asia section of LC; a comprehensive tour of the processing department; and a tour of the LC Navy Yard Annex and Catalog Distribution Service Center.

October 4

National Agricultural Research Center and Library (Beltsville, Md.)

An excellent tour of the research activities was presented during the morning period. Following lunch, the group toured the various National Agricultural Library departments and viewed an on-line searching demonstration.
PRESENTS: AN INTRODUCTION TO MANAGEMENT

SOUTH ATLANTIC CHAPTER

SPEAKER

Tony Wehunt
Yellow Pages Sales Manager, Southern Bell

PROGRAM TITLE

"Dealing in Personalities"

DATE AND TIME

Tuesday, September 20, 1977
Luncheon: 12 noon - 1:00 pm
Program: 1:00 pm

The program will be followed by a brief business meeting.

PLACE

TERRACE GARDEN INN
Pageantry Hall East
3405 Lenox Road, NE
Atlanta, Georgia

The INN is located directly opposite Lenox Square. Free parking is available at the hotel.

LUNCHEON at the Terrace Garden Inn will be $5.36 (includes tax and gratuity). Make checks payable to SLA, South Atlantic Chapter.

RESERVATIONS MUST BE MADE BY SEPTEMBER 18!!

Please TELEPHONE your reservation and bring your check to the meeting. Due to the short planning period for this meeting, only a phone reservation can ensure you a place at the luncheon.

CONTACT: Kay Auciello
Office of International Programs
Engineering Experiment Station
Georgia Institute of Technology
Atlanta, Georgia 30332

Office phone: 404 894-3875
Home phone: 404 876-8818
October 5

These visits were made by individuals or small groups:

National Library of Medicine (Bethesda, Md.)

A tour and discussion session was led by Bob Mehnert, Public Information Officer.

National Archives (Washington, D. C.)

A film chronicling the development of the institution and highlighting the importance of archives was shown, and the group toured several areas of the building.

World Bank Library (Washington, D. C.)

Charles Olsen, Librarian, briefed several participants on the combined IBRD-IMF Library's operation and activities.

University of Maryland, School of Library and Information Science (College Park, Md.)

A small group met for lunch and discussion with Dr. Keith Wright, Director, and several faculty members. Topic: Library education.

HUD Library, FBI, American Petroleum Institute (all, Washington, D. C.)

Appointments were made for individuals to meet with staff and/or tour these facilities.

October 6

National Technical Information Service (Washington, D. C., and Springfield, Va.)

The morning was spent at the downtown NTIS office, meeting NTIS staff and purchasing materials from the bookstore. After lunch in Springfield with NTIS staffer Adele Hilton, the group viewed a slide show on the activities and services of NTIS, toured the numerous NTIS departments, and spoke with staff.
C. Special Events Summaries
Several special functions were held during the course of the program. These events are briefly described below.

Welcoming Reception, July 19, 1977

This event gave the participants an opportunity to meet the program instructors, OIP staff and other Georgia Tech personnel. The Georgia Tech administration was represented by Dr. T. E. Stelson, Vice President, Research; Dr. Vernon Crawford, Vice President, Academic Affairs; Dr. Albert Sheppard, Associate Vice President, Research; Howard Dean, Associate Director, EES; and James Donovan, Publications Office, EES.

Luncheon with Library Faculty, July 20, 1977

During this event, the participants and faculty of the Georgia Tech Library had a chance to get acquainted and discuss topics of mutual interest. Arthur Kittle, Associate Director of the Library, presented a talk, "Philosophy of User Services." The luncheon, hosted by OIP, was held in the Georgia Tech Student Center.

Graduation Luncheon and Ceremonies, September 30, 1977

To mark the end of the program (in Atlanta) and to honor the Indonesian participants, a luncheon was hosted by OIP at the Sheraton-Atlanta Hotel. Over 40 persons, including key program instructors and OIP staff, attended. Delivering brief comments were Kay Auciello and Ross Hammond of OIP. The graduation address was presented by Marvin Harm. Dr. Donald Grace, Director, Engineering Experiment Station, presented each participant with a certificate of course completion and group photograph.
D. Introductory Information, Certificates, etc.
PRINCIPAL PROGRAM PERSONNEL

**Project Director**
Richard Johnston  
Senior Research Scientist  
C&S 894-3875

**Acting Project Director**
Kay Ellen Auciello  
Research Scientist  
C&S 894-3875

**Consultant to the Program**
Marvin Harm  
C&S 894-3851

**Secretary to the Program**
Mercedes Saghini  
C&S 894-3875

GENERAL PROGRAM INFORMATION

**Office Hours**
Office of International Programs:  
Building Security has been notified that you are authorized to enter the building at other hours. It is not advisable to remain in the building in the late evening.

**Library Facilities**
Georgia Tech Library Hours:  
8 am - 12 midnight, Monday - Thursday  
8 am - 6 pm, Friday  
9 am - 6 pm, Saturday  
2 pm - 12 midnight Sunday  
Check out privileges have been granted to Program participants. Please show your identification card to the Circulation Desk staff person.

**Faculty Lounge**
Privileges have been granted to Program participants for coffee breaks and occasional lunches. Located in basement of the Georgia Tech Library.

**Recreation Facilities**
Privileges have been granted to Program participants at the OLD GYM CENTER (Facilities include swimming pool, weight room, racquetball rental equipment, etc.) and courts at Peter's Park and 10th Street (tennis, racquetball, handball, volleyball, basketball). Show identification if asked.
The eighteen Indonesian training program participants, instructors Marvin Harm and Kay Auciello, and Ross Hammond, Director, Office of International Programs.
This is to certify that

has successfully completed the

Associate Residency Program for Technical Information Specialists
July 11 - October 7, 1977

conducted by the

Office of International Programs,
Engineering Experiment Station
under sponsorship of

The United States Agency for International Development

Given at Atlanta, Georgia

this ______ day of ______ 19____
4. PARTICIPANT INFORMATION

List of participant names and occupations
PARTICIPANTS

Miss Mimi Dalwati Aman  
Staff Member of Bibliography Center  
PDIN - LIPI (Indonesian Institute of Sciences)

Miss Barmawi Siti Hadjar  
Head Librarian  
Institute for Economic and Social Research, University of Indonesia

Mr. Sulistyo Basuki  
Lecturer  
Library School, University of Indonesia

Miss Djamain Agustiniar  
Cataloger  
Institute for Economic and Social Research, University of Indonesia

Mr. Towa Pala Hamakonda  
University Librarian (Director) and Lecturer, Dept. of Education  
Satya Wacana University

Mr. Victor Leonard Leander  
Staff Member of the Library  
Division of Building Research, United Nations Housing Centre

Miss Sri Mamudji  
Vice Chairman of the Library of the Faculty of Law and Instructor  
University of Indonesia

Mrs. Dwiarti Mardjono  
Head of the Archives, Documentation and Library Sub-Division  
Cabinet Secretariat

Mr. Karmidi Martoatmodjo  
Assistant Lecturer and Head of Library School Library  
University of Indonesia

Miss Bernadetta Mussadarini  
Librarian  
National Biological Institute

Mrs. Taty Aliyati Nurdjaman  
Acquisitions Librarian  
Central Library, Institute Technology Bandung

Mr. Sadartanti SasaMian Sahat Parulian Panggabean  
Information & Publication Section  
Institute of Textile Technology

Miss Sri Sunarni Pringgoutomo  
Deputy Librarian  
Library, School of Medicine, University of Indonesia
Miss Joanna Jacolina Sarra
Librarian
Provincial Health Office

Mrs. Doddy Widyastuti Sjahbuddin
Head Librarian
Lemigas

Miss Sidoniah Sawitri Soeharto
Director of UGM Library
University of Gadjah Mada

Mr. Pulung Sugondo
Head of Reader Service
Library, Airlangga University

Mr. P. Sumardji
Chief Librarian
Administration Development Office, University of Gadjah Mada
5. PROGRAM PERSONNEL

Name and affiliation is provided for each person contributing to the program.

Biographical information is provided for key personnel.
Georgia Institute of Technology

Office of International Programs

*Kay Ellen Auciello, Acting Project Director, Research Scientist
Ross W. Hammond, Director, OIP
*Marvin Harm, Consultant
*Richard Johnston, Project Director, Senior Research Scientist
Jerry L. Lewis, Senior Associate
Martha Ann Stegar, Research Scientist
*Edwina Udunka, Assistant Research Scientist
Gerald K. Webb, Artist
Mary Camp, Secretary
Mercedes Saghini, Secretary
Margaret Textor, Secretary
Socorro Quintero, Graduate Research Assistant

Technology and Development Laboratory

*Tattie Mae Roan, Research Scientist

Price Gilbert Library

Graham Roberts, Director
Helen Citron
*James B. Dodd, Coordinator, Service to Business and Industry
*Ruth Hale, Head, Information Exchange Center
*Frances E. Kaiser, Head, Library Instruction Department
Jean Kirkland
Richard Leacy
Barbara Walker
Celeste Sproul
Jane Clark
Mary Mac Thigpen
*Arthur Kittle, Associate Director
Mary MacMartin

* Biographical information appended for key personnel.
Emory University

Division of Librarianship

Venable Lawson, Director
John Clemons, Associate Director
*June Engle
*Bud Eaton
*Marian Taylor
Ron David Williams

Other Departments

*Adrien Hinze, Law School Library
*Tena Crenshaw, A. W. Calhoun Medical Library
*Lucy Duke, Sheppard Foster Dental School Library
*David Estes, R. W. Woodruff Library
*Channing Jeschke, Theology School
*Pamela Pickens, Chemistry Library

Guest Speakers

*Kenneth L. Bernhardt, Georgia State University
Dianne Hoffmann, Institute for Scientific Information

Field Trip Personnel

The following is a list of the people primarily involved in the program presented during each visit. Other staff at each institution contributed to the success of the presentation.

Lockheed-Georgia Company, Technical Information Department

Charles K. Bauer, Manager
C. D. Rife
Frank Cronin
Ted Copkin
Blondell Waldroup
Jim Carroll
Dora Patterson

* Biographical information appended for key personnel.

-80-
Coca-Cola Company

    Janet Pecha, Archives
    Susan B. Poote, Law Library
    Bernard Prudhomme, Technical Information Services
    Pat Stevens, Business Information Center
    Judy Cassell, Marketing Information Center

U.S. Environmental Protection Agency, Region IV, Library

    Barbara Fields, Librarian
    Carolyn Mitchell, Associate Librarian
    Diane Baron, Library Technician

Georgia Mental Health Institute, Library

    Edward D'Anna, Director

Baker and Taylor Company

    G. Thomas Harris

Emory University, A. W. Calhoun Medical Library

    Tena Crenshaw
    Laura Beneveich

Micrographics, Inc.

    Allan Ackerly, Representative

Emory University, School of Dentistry, Library and Learning Center

    Lucy Duke
    Mary Larsen

Center for Disease Control

    Dr. William H. Foege, Director
    Dr. Michael Gregg, Deputy Director
    Walter Scheffel, Conference Manager
Atlanta Historical Society

Louise Cook
Richard Eltzroth
Louise Shaw
Eugene Craig

Fernbank Science Center Library

Sara June McDavid
Ginger Rutherford

John Portman and Associates, Library

Raunda Pitney

Bell Laboratories, Library

John Shaw
AUCIELLO, KAY ELLEN -- Research Scientist, International Development Center, Office of International Programs, Engineering Experiment Station

Education
B.A., psychology major, Carnegie-Mellon University 1972
Master of Librarianship, Emory University 1973
M.B.A., marketing major, Georgia State University (will graduate 12/77)

Employment History
Emory University, Division of Librarianship, Graduate Assistant 1972-1973
Berry College Library, Head of Public Services and Instructor 1973-1974
Georgia Institute of Technology, Assistant Research Scientist 1974-1977
Research Scientist 1977-Present

Experience Summary: As a Graduate Assistant was responsible for operation of audiovisual equipment and providing general A-V assistance to Division faculty. From 1973-1974, duties included responsibility for reference services, circulation, serials and government documents control, and audiovisual coordination for the library of a four-year college. Taught two undergraduate library science courses. Responsibility at Georgia Tech involves organization of the International Development Data Center; specifically, selection, acquisition and cataloging of materials, research for EES staff, report distribution and information assistance to counterpart institutions. Also involved in proposal writing, project management, training activities, and other aspects of research projects. Overseas experience includes working with development organizations in Korea, Ecuador, the Philippines, and Guatemala.

Current Fields of Interest
International information network systems, industrial information services, and market research.

Professional Memberships
American Marketing Association
Special Libraries Association, Advertising and Marketing Division

Major Reports and Publications
2. "Directory of Consultants to Small-Scale Rural Industry," Project B-414 (Institutional Grant AID/csd-3175), October 1975, coauthor


5. "Bibliography of Intermediate Technology Publications Held at the International Development Data Center," Project B414 (Institutional Grant AID/csd-3175), February 1976

Georgia Institute of Technology

BIOGRAPHICAL SKETCH

JOHNSTON, RICHARD-- Head, International Development Data Center, Office of International Programs, Engineering Experiment Station

Education

B.B.A., Emory University (uncompleted) 1940-1943
B.S.T.E., Georgia Institute of Technology 1948
M.L.S., Emory University 1968

Employment History

U.S. Army Air Corps, Cryptographer 1943-1945
Canton Cotton Mills, Card Hand 1946-(summer)
American Thread Co., Supervisor 1948-1949
J.H. Johnston Co., Vice President 1950-1967
Georgia Institute of Technology
Research Scientist 1968-1975
Head, International Development Data Center, IPO/EES 1972-Present
Senior Research Scientist 1975-Present

Experience Summary: From December 1949 to June 1967, duties involved management in one or more of the interests of a general mercantile enterprise. From 1960 through June 1967, was director and vice president of the company. Duties included primary responsibility for poultry production -- both broilers and breeder hens; managing company farms for poultry and timber production; designing and developing new environmental control systems for broiler and hen houses; formulating and costing poultry feeds; and compiling projections of production and costs. At American Thread Co., began as shift foreman of the winding department, then supervised the quality control laboratory. Responsibility at IPO is to provide assistance to Office of International Programs staff and others in supplying their informational needs, to assist counterpart institutions to establish information centers, and to direct the operations of the International Development Data Center.

Current Fields of Interest

The informational needs of IPO; counterpart organizations, and small scale industry; international information data networks.

Major Reports and Publications


BIOGRAPHICAL SKETCH

UDUNKA, EDWINA W.--Director, Multimedia Documentation Services, Office of International Programs, Engineering Experiment Station

Education

A.B., Talladega College 1970
Graduate, Community Film Workshop Council of Atlanta 1972
M.F.A. Candidate, University of Georgia (all but thesis completed) 1974

Employment History

University of Georgia, Freshman English Tutor 1970-1971
HEW, Office of Education, ESAP Grantee, Media and Community Coordinator 1972
Opportunities Industrialization Center of Atlanta
  Director, Special Projects and Community Relations 1972-1974
WSB-TV, Weekend Newswriter/Film Editor 1974
Georgia Institute of Technology
  Director, Multimedia Documentation Services 1974-Present

Experience Summary: As a graduate assistant at the University of Georgia, designed study modules and gave individual assistance to students enrolled in freshman English courses. As media and community coordinator, conducted surveys, maintained close media contacts nationally and locally to facilitate dissemination of progressive details on the Integrang Plan for fully integrating Atlanta public schools. Acted as liaison between media and community in dissemination and research areas. At OIC of Atlanta, was responsible for establishing two-way communications between the manpower organization and the community-at-large through an effective community relations campaign. Also, entailed maintaining good rapport with local media and city and federal agencies. As newswriter and film editor, was responsible for exercising the discipline of good ethics, sound unbiased reporting, and meeting deadlines. At Georgia Institute of Technology, work includes primary responsibilities for maintaining audiovisual records of projects, designing appropriate compilation and filing systems, report writing and editing. Also responsible for assisting staff of Engineering Experiment Station with general audiovisual needs, including accessibility of equipment.

Current Fields of Interest

New videotape production techniques; industrial training; public relations; industrial report writing.
Harm, Marvin P.  --  Director, Valley Christian Encampment
P.O. Box 972, San Benito
Texas 78586

Telephone: (512) 399-1926

EDUCATION

M.S., Library Science, 1966 - Florida State University, Tallahassee, Florida.

B.A., English, 1965 - Sacramento State University, Sacramento, California.

Advanced study, Educational Media, 26 quarter hours, 1968-69 - University of Georgia, Athens, Georgia.


EXPERIENCE

September, 1973 - March, 1977: Consultant for business and other agencies in establishing and conducting management training and other media programs.

June, 1970 - August, 1973: Assistant Professor, Graduate Division of Librarianship, Emory University, Atlanta, Georgia. Introduced staff teamwork development and goal-oriented administrative techniques, including "planning-programming-budgeting systems," into courses of library administration, library services, and educational media. Served as mentor and supervisor of students engaged in independent study and in graduate seminars. Other responsibilities included coordinating use of instructional media within the division and serving on the division's standing committee for admissions and financial assistance.

January, 1972 - May, 1972: Lecturer, School of Library Service, Atlanta University, conducting a course, "audio-visual materials, equipment, and services."

August, 1966 - June, 1970: Head Librarian, Albany Junior College, Albany, Georgia. Initiated and directed all library and instructional media services for this community college that opened September, 1966. In 1968-69, researched and wrote specifications for $1 million library and learning resources center, the construction of which was completed 1972.

RELATED BACKGROUND

State and Regional: An address to midwest and eastern library science educators, "Changing from the Traditional Library to Learning Laboratory," published as part of the Proceedings of the Institute on the Role of the Library School Library in Education for Librarianship; Atlanta: Emory University and Atlanta University, 1973. Served on several visiting committees of the Southern Association of Colleges and Schools, evaluation institutions for regional accreditation.

Member and past chairman of a 13-institution library consortium, 1966-70. Member and past secretary of the University System of Georgia Chancellor's Advisory Committee on Libraries, 1968-70; appointed by the Chancellor to an ad hoc
committee charged to resolve "faculty status of librarians" of the University System, 1970.

**Campus Community:** Active in all key academic and administrative committees of Albany Junior College including vice chairmanship of committee for development of data processing, 1966-70.


Wrote several successful funding proposals for educational projects such as basic instructional television, and telefacsimile transmission; the latter project reported in a brief article, "The telecopier in the Garden; or, Don't Count Your Facsimiles Before They Are Transmitted," *Georgia Librarian*, October, 1969.

**Administration:** Chief administrative officer for Air Force "Hurricane Hunters," Bermuda, 1958-60.

**Management Instruction:** Two consecutive years (1968 & 1969) conducted one-week institutes for Division of Librarianship, Emory University on the "Organization and Operation of Educational Information Centers." Participants were educators from 17 states, the District of Columbia, Puerto Rico, Canada, and Australia.

**Librarianship:** Graduate Assistant, Florida State University Library, 1965-66. Reorganized a professional education library as one aspect of a part time position with a northern California county school district, 1964. Organized the first Protestant school library (grades 1-8) in Sacramento County, California in 1961 and directed its operation until 1965.

**Planning:** Served as one of two laymen on a seven-member committee developing a symposium and convocation held August, 1973 commemorating the 25th anniversary of, and establishing long term goals for, the Florida-Georgia district of a national church body.

1954 - 1958: Meaningful experiences included military duties as assistant personel officer, 1957-58; squadron training officer, 1956-57 - both carried out in addition to primary duties as navigation instructor and flight examiner flying 50-70 hours per month. Selected ahead of contemporaries to serve on specialized meteorological reconnaissance for U.S. nuclear tests, Eniwetok Atoll, 1956.

1950 - 1953: Printer and linotype operator for 2½ years for newspapers in Iowa and Colorado prior to entering Air Force in 1953 and after graduating from high school with honors in 1950.
ROAN, TATTIE W.--Research Scientist, Technology and Development Laboratory, Engineering Experiment Station

Education
A.B., Agnes Scott College 1948
Master of Librarianship, Emory University 1950

Employment History
Retail Credit Company, Reviewer, Standards Department 1948-1949
Duke University, Reference Librarian 1951-1952
Georgia Institute of Technology Library
Circulation-Reference Librarian 1952-1953
Head, Science-Technology Library 1953-1955
Chief of Readers' Services 1956-1961
Georgia Institute of Technology, Economic Development Laboratory
Research Assistant 1962-1965
Assistant Research Scientist 1965
Consultant 1974-1977
Research Scientist 1977-present

Experience Summary: Began professional career in the Reference Department of Duke University Library, at that time the largest academic library in the South. At Georgia Tech progressed through various positions in public services in the Library. Responsibilities included reference service, bibliographical searching, collection building, undergraduate and graduate student orientation. Administrative experience involved direct supervision of professional staff, clerical assistants, and student assistants. Duties included interviewing job applicants; writing job descriptions, staff manuals, and student manuals; scheduling desk coverage; conducting staff meetings; suggesting policy changes; implementing policy changes; submitting annual reports; and generally coordinating activities in the different service areas. Positions with Economic Development Laboratory have involved reference service, literature searching, and the preparation of directories and bibliographical aids.

Current Fields of Interest
Information retrieval with emphasis on improved techniques; directory preparation; the activities of professional and trade associations; women in business, science, engineering, and industry; the library profession; non-profit day care centers.

Publications
DODD, JAMES BEAUPRÉ - Coordinator of Service to Business & Industry, Georgia Tech Library

**Education**

- B.S. in Ed. (English & Mathematics), Southern Illinois University 1948
- M.S. in Ed. (English and School Administration), Southern Illinois University 1950
- M.S. in Library Science, University of Illinois 1952

**Primary Employment**

- 1948 - 1951: Teacher and Head of Language Arts Department, Olney, Illinois, High School.

**Secondary Employment and Consultantships**

- 1959: Senior Instructor, N.S. Savannah Deck Officers Training Program, operated by Babcock & Wilcox Co. for the U.S. Maritime Administration.
- 1966: Field Consultant, ESEA, Title II (School Libraries), State of Illinois, Office of the Superintendent of Public Instruction.
- 1971 - date: Georgia Tech Representative on the Georgia Business Information Center Staff, University System of Georgia.
- 1972 & 1977: Visiting Lecturer in Librarianship, Emory University, Atlanta, Georgia.

**Memberships and Honors**

- American Library Association
- Special Libraries Association
- Southeastern Library Association
- Georgia Library Association
- Phi Delta Kappa (Education)
Pertinent Publications and Presentations


"Simplified Subject Classification Techniques." Virginia Library Association, Annual Convention, Roanoke, November 21, 1959.


Editor and Programmer, Faraday Library, Periodicals Holdings List. Northern Illinois University, 1967. (Program written in FORTRAN-II)


"Special Library Services from the Georgia Tech Library." Textile Information Users Council Proceedings. 16th Meeting, October 6-8, 1976, Atlanta, Georgia.
BIOGRAPHICAL SKETCH

Hale, Ruth Carlton (1934 - )

Librarian - Associate Professor, Georgia Institute of Technology
Head, Information Exchange Center

Education:

B.S. (Education) University of Arkansas, 1955.

Employment History:

University of Texas at Austin, Library.
  Humanities Reference Librarian, 1956-1965.
Georgia Institute of Technology, Library.
  General Studies Librarian 1965; Interlibrary Services Librarian 1966-1971; Head, Information Exchange Center, 1971 to present.

Experience Summary:

Reference work at the University of Texas in humanities and social sciences and at Georgia Tech in science, engineering, and management. Extensive experience in bibliographic searching, traditional interlibrary loan procedures, new techniques of document delivery and literature searching. Supervises staff of 5 EFT professional librarians, 3 non-professional assistants, and 2 EFT student assistants.

Publications:

1. Library Handbook, University of Texas, 1964. (Chairman of staff committee)

Memberships:

American Library Association
Southeastern Library Association
Georgia Library Association. Member, Committee to Establish a State Interlibrary Loan Code, 1974/1975; Panelist, Pre-Conference Workshop on Interlibrary Loan, 1975, "Use of SOLINET in Interlibrary Loan."
Member, SOLINET Reactor Group on Interlibrary Loan Development.
FRANCES E. KAISER

Biographical Material

The following biographical sketch is copied from:

KAISER, FRANCES (ELKAN). b Atlanta Ga 13 S 22. 5: Agnes Scott Col 39-43 (Eng) BA; Emory 48-49, (LS) MA. 6: Fr, Ger. 7: Act law libn Emory U Law Sch 43-46, Sec to dean 43-48; Interlib loan libn Ga Tech 50-64; Reader's serv libn 65-. 8: SLA (Transl Activs Com 59-65; v-chm & chm Paper & Textile Sect 64-66; pres S Atlantic Chap 68-69); SELA (Ref Serv Div); GaLA, 10: Phi Beta Kappa; Mortar Board; Beta Phi Mu. 11: Dogwood Award, SLA, Ga Chap, 56 & 59. 12: Ed "Translators and Translations: Services and Sources," SLA (59); "Translators and Translations: Services and Sources in Science and Technology," SLA (65). 14: Ref, tr, archives. 15: Slate Manor apt 402, 2965 Pharr Ct So NW, Atlanta Ga 30305.

Since this sketch is out-of-date, the following additional information should be added:


-94-
KITTLE, Arthur T. (1920 - )

Rank: Professor and Associate Director of Libraries

Education:

A.B. (Journalism) University of Georgia 1941
B.S. in L.S. University of North Carolina 1942
D.L.S. Columbia University 1961

Employment History:

U.S. Naval Reserve 1941
Active duty World War II
Lieutenant Commander

Air University Library 1946-1953
Maxwell A.F.B. Alabama
Chief, Classified Documents Section
Chief, Acquisitions Department
Chief, Technical Processes Division
Assistant Director

St. Paul's School, Concord, New Hampshire 1953-1958
Librarian and Professor

Emory University 1958-1959
Division of Librarianship
Professor of cataloging, technical
services, history of books and libraries

Enoch Pratt Free Library, Baltimore 1959
Assistant on special assignment

Columbia University 1959-1960
Research on doctoral dissertation

Emory University Summer
Division of Librarianship 1960
Visiting Lecturer 1965

Georgia Institute of Technology 1961-present
Head, Science-Technology Library
Associate Director
Current Fields of Interest

The literature of Science and Technology;
library organization and management;
mechanization of library services;
information processing systems.

Publications


EATON, EDWARD A. III

Rank: Assistant Professor, 1976  Full-time, regular, untenured, one year

Education:

Stanford University  A.B., 1965  Economics
The University of Texas at Austin  M.L.S., 1969  Librarianship
The University of Texas at Austin  [Ph.D. candidate]  Librarianship

Dissertation Topic: "Use of Information Retrieval Techniques in Answering Natural Language Questions from Text"

Special Competence in Library Education:

Information Retrieval
Library Automation

Work Experience in Libraries:

Librarian, Computer-based Information Services, The General Libraries, The University of Texas at Austin, 1973-76 (1/2 time)

Other Work Experience:

Research assistant, Project on Centralized Processing for Medical Libraries, Graduate School of Library Science, The University of Texas at Austin, 1971-72 (1/2 time)

Publications:


Honors:

Beta Phi Mu
Phi Kappa Phi

Membership and Activities in Professional Organizations:

American Society for Information Science, 1971
Association for Computing Machinery, 1974
Association of American Library Schools, 1977

Institutional Activities:

Division: Admissions and Financial Aids Committee, 1976-77
Travel Committee, 1976-77
ENGLE, JUNE LESTER

Rank: Assistant Professor and Librarian  Full-time, regular, untenured

Education:

Emory University  B.A., 1963  History
Emory University  M.Ln., 1971  Librarianship

Work Experience in Libraries:

Assistant Professor and Cataloger, University of Tennessee, Knoxville, 1971-73

Other Work Experience:

Administrative Assistant, Special Master's Program, University of Virginia 1964-66
Fifth Grade Teacher, Louisville Academy, Louisville, Georgia, 1969-70

Honors:

B.A. with Highest Honors in History, Emory University, 1963
Phi Beta Kappa
Beta Phi Mu

Membership and Activities in Professional Organizations:

American Library Association, 1973-
  Member, Library Administration Division, Personnel Administration Section, Economic Status, Welfare, and Fringe Benefits Committee, 1975-
  Chairperson, Library Education Division, Librarians of Library Science Collections Discussion Group, 1976-77
  Member, Library Administration Division, Library Organization and Management Section, Statistics for Technical Services Committee, 1974-75
Association of American Library Schools, 1973-
  AALS Liaison Representative, 1976-77
East Tennessee Library Association, 1972-73
Georgia Library Association, 1976-
Metro-Atlanta Library Association, 1973-
  Chairperson, Nominating Committee, 1975
Southeastern Library Association, 1972-
  Member, Membership Committee, 1974-76
  Tennessee Library Association, 1972-73

Institutional Activities:

University:

Emory Media Services Group, 1976-
Emory University Libraries Council, 1974-
Division:

Admissions and Financial Aid Committee, 1973-76
Chairperson, Self-Study Committee on Facilities and Resources, 1973-74
D.A.S.L. Advisory Committee, 1974-75
Resources and Facilities Committee, 1974-75
Chairperson, Travel Policy Committee, 1974-75
Chairperson, Affirmative Action Workshop, "The Librarian and the Law," Committee, 1975
Chairperson, Faculty Search Committee, 1975-76
Chairperson, Ad Hoc Committee to Study the Relationship between Libr. 397, Libr. 398, and Libr. 399, 1976
Chairperson, Curriculum Committee, 1976-77
Graduate Assistantship Committee, 1976-77
Emory representative, ERIC Liaison Committee for Library Schools, 1976-77

Publications:


TAYLOR, MARION RUTH

Rank: Associate Professor, 1972 Full-time, regular, tenured

Initial Appointment: Instructor, 1963

Education:

- Wesleyan College A.B., 1943 French, English
- Emory University M.A., 1957 Librarianship
- Rutgers University Ph.D., 1973 Librarianship

Dissertation title: "External Mobility and Professional Involvement in Librarianship: A Study of the Careers of Librarians Graduating from Accredited Library Schools in 1955"

Special Competence in Library Education:

- Technical services
- Cataloging and classification
- Information Retrieval
- History of books and libraries

Work Experience in Libraries:

Assistant, Documents section, Emory University Library, 1950-51
Editor, Union Catalogue of the Atlanta-Athens Area, 1951-1963. From 1951-55, the Union Catalogue was administered by the Emory University Library and the Editorship was a part-time responsibility. Other work in the Emory University Library included:
Circulation assistant, 1951-53
Cataloger, 1953-54; Assistant serials librarian, 1954-55
In September, 1955, the Editorship became a full-time responsibility under the administration of the University Center in Georgia.

Other Work Experience:

Clerk-typist, Records Section, Cryptanalyst, Federal Bureau of Investigation, Washington, D.C., 1943-49
Visiting lecturer, Division of Librarianship, Emory University, Summers 1961, 1963
Visiting lecturer, Library School, Louisiana State University, Baton Rouge, Summers 1962, 1965
Instructor, Division of Librarianship, Emory University, 1963-1972
Administrative assistant, Emory University, 1964-65; on leave, 1966-68
Visiting lecturer, Graduate School of Library Service, Rutgers University, Summer 1967
Publications:

Editor, Bulletin, Georgia Chapter, Special Libraries Association, 1954-56, 1957-58


Honors:

Magna cum laude, Wesleyan College, 1943
Beta Phi Mu
Dogwood Award, Georgia Chapter, SLA, 1958
HEA Title II-B Doctoral fellowship, 1966-68

Membership and Activities in Professional Organizations:

American Library Association, 1953
LED Representative, Planning and Editorial Committees for the Albany Conference on Bibliographic Control of Library Literature, 1968-71
Consultant, LED project, Basic Buying List for Library Science, 1971
AIA Scholarship Jury, 1973

American Society for Information Science, 1968
Association of American Library Schools, 1963

Special Libraries Association, 1954-68, 1974-
President, Georgia Chapter (presently South Atlantic Chapter), 1958-60
Director, Georgia Chapter, 1960-64
Chairman, Bylaws Revision Committee, South Atlantic Chapter, 1975-76
Secretary, South Atlantic Chapter, 1976-
Chairman, Archives Committee, South Atlantic Chapter, 1976-
Southeastern Library Association, 1953 (?)

Georgia Library Association, 1953 (?)
Chairman, Membership Committee, 1959-63
Secretary-Treasurer, Special Libraries Section, 1961-63
Chairman, Resources and Technical Services Section, 1965-67
Chairman, Scholarship Committee, 1969-73
Librarianship as a Career Committee, 1975-
Metro-Atlanta Library Association (formerly Atlanta Library Club), 1953
Various committees, 1958-65

Local Institutional Activities

Division:

Committee to Study Requirements for the 6th Year Program, 1968-69
Chairman, Academic Standards Committee, 1968-69
TAYLOR (Cont'd.)

DASL Committee, Financial Aid Committee, Planning Committee, 1969-70
Library Committee, Committee for Cooperation with Atlanta University
School of Library Service 1970-71
Coordinator, Division Self-Study, 1970-71
Chairman, Admissions and Financial Aid Committee, 1971-72
Chairman, Graduate Seminar Committee and Coordinator of the Seminar
Program, 1973-74
Chairman, Self-Study Committee on Faculty, 1973-74
Self-Study Committee on Curriculum, 1973-74
Advisor, Student Chapter, Special Libraries Association, 1974-
Chairman, Curriculum Committee, 1974-75
Chairman, Travel Committee, 1975-76
Chairman, Graduate Assistantship Committee, 1976-77
Travel Committee, 1976-77
Curriculum Committee, 1976-77
Graduate Seminar Committee, 1976-77
Faculty Evaluation Committee, 1976-77

Other Activities:

Consultant, Technical Service Workshop, Atlanta University, Fall 1969
Panel member, Workshop on Classification and Organization of Non-Book
Materials, National Association of Independent Schools, Spring 1971
Planning Committee for the Union Catalogue of the Atlanta-Athens Area, 1974
Moderator, Conference on Library Cooperation and the Union Catalogue,
March, 1974
Consultant in development of a subject heading list for the International
Development Data Center, Engineering Experiment Station, Georgia
Institute of Technology, 1974
Lecturer, Workshop for Mexican Information Specialists, International
Development Data Center, Engineering Experiment Station, Georgia
Institute of Technology, 1976
Dr. Kenneth L. Bernhardt is Associate Professor of Marketing at Georgia State University in Atlanta. He is also a member of the Faculty of the College of Urban Life and the Institute for International Business.

Professor Bernhardt received a BS degree from Washington and Lee University and is an MBA graduate of the Harvard Business School. He received his Ph.D. in Business Administration at the University of Michigan. At Georgia State he teaches courses in Marketing Research, Consumer Behavior, and Marketing Management.

His work experience includes marketing positions with several large consumer product companies. He has also been engaged in consulting assignments for a number of organizations including the Michigan State Housing Development Authority, Texaco, Boise Cascade, the Federal Trade Commission, Inland Steel, Owens Corning Fiberglas, Shell and the U.S. Department of Commerce, Office of Minority Business Enterprise. In addition, Professor Bernhardt has been a consultant for a number of small businesses and started and coordinated a Volunteer Minority Consulting Group for the Atlanta Chapter of the American Marketing Association.

He has published a number of books and articles on consumer behavior research and marketing. His current research interests involve empirical studies of consumer attitudes and behavior and the study of methodology for consumer research.

Dr. Bernhardt is Executive Secretary of the Association for Consumer Research, Vice President of the Atlanta Chapter of the American Marketing Association, and a member of the Academy of International Business. He was recently listed in Outstanding Young Men of America.
Program Participants

Date: Thursday, August 11
Place: Emory University

David Estes, Robert W. Woodruff Library
M.S. (Political Science), Emory University
B.S.L.S., Emory University
A.B., Berry College
Present Position: Head, Special Collections Department

Tena L. Crenshaw, A.W. Calhoun Medical Library
M.L.S., University of Oklahoma
Medical Librarianship, Emory University
Graduate work, University of Florida
B.S., Florida Southern College
Present Position: Head, Services to the Public

Lucy L. Duke, Sheppard W. Foster, Dental Library
M.Ln., Emory University
D.A.S.L. (current participant), Emory University
Certification, Medical Library Association
B.A., Emory University
Present Position: Director

June Lester Engle, Division of Librarianship
M.Ln., Emory University
B.A., Emory University
Present Position: Assistant Professor and Librarian

Adrien C. Hinze, Emory University School of Law
LL.M., Utrecht and Leyden Universities, Netherlands
M.S.L.S., Case Western Reserve University
Present Position: Law Librarian
Channing Renwick Jeschke, Pitts Theology Library
M.S.L.S., Columbia University
Ph.D., University of Chicago Divinity School
B.D., Yale University Divinity School
B.A., Oberlin College
Present Position: Librarian and Associate Professor of Theological Bibliography

Pamela Early Pickens, James Samuel Guy Memorial Library
M.Ln., Emory University
B.A., Emory University
Present Position: Chemistry Librarian
6. PRELIMINARY PARTICIPANT EVALUATION
An evaluation of the program was conducted weekly. Results are tabulated on the following pages. Valid evaluations were not gathered for the last three weeks of the program.

A final evaluation instrument will be designed and distributed by mail to all participants by February 1978. An analysis of the results of this survey should give a clearer assessment of the value of the program in meeting the original objectives.
### RESULTS OF ANONYMOUS WEEKLY PARTICIPANT EVALUATIONS

<table>
<thead>
<tr>
<th>Date</th>
<th>Subject</th>
<th>Rating (number of responses)</th>
<th>Rating (number of responses)</th>
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<td></td>
<td></td>
<td>Superior</td>
<td>Excellent</td>
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<td>7/19</td>
<td>Welcoming reception</td>
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<td>7/19</td>
<td>Presentation of OIP activities</td>
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<td>7</td>
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<td>7/19</td>
<td>Tour-Basic Data Collection</td>
<td>4</td>
<td>13</td>
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<tr>
<td>7/19</td>
<td>Safety discussion</td>
<td>9</td>
<td>9</td>
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<td>7/20</td>
<td>Tour-Price Gilbert Library</td>
<td>4</td>
<td>11</td>
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<td>7/20</td>
<td>Luncheon with Library faculty</td>
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<td>10</td>
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<td>7/20</td>
<td>Speech - &quot;Philosophy of User Services&quot;</td>
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<td>7/20</td>
<td>MARTA bus tour of Atlanta</td>
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<td>3</td>
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<td>7/21</td>
<td>Reference - morning session</td>
<td>10</td>
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<td>7/21</td>
<td>Reference - afternoon session</td>
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<td>7/22</td>
<td>Reference - afternoon session</td>
<td>9</td>
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*Incomplete responses.
### RESULTS OF ANONYMOUS WEEKLY PARTICIPANT EVALUATIONS

<table>
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<th>Date</th>
<th>Subject</th>
<th>Rating (number of responses)</th>
<th>Total Responses</th>
<th>Speaker</th>
<th>Rating (number of responses)</th>
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<td></td>
<td>Superior</td>
<td>Excellent</td>
<td>Good</td>
<td>Fair</td>
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<tr>
<td>7/25</td>
<td>Reference - morning session</td>
<td>12</td>
<td>6</td>
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<td>7/25</td>
<td>Reference - afternoon session</td>
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<td>7</td>
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<td>7/26</td>
<td>ISI - presentation</td>
<td>6</td>
<td>11</td>
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<td>7/27</td>
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## RESULTS OF ANONYMOUS WEEKLY PARTICIPANT EVALUATIONS

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*Incomplete responses.
# Results of Anonymous Weekly Participant Evaluations

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The ratings are based on the number of responses, with Superior being the highest and Poor being the lowest. The total responses for each subject vary, with some having 18 responses.
## RESULTS OF ANONYMOUS WEEKLY PARTICIPANT EVALUATIONS

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7. PRELIMINARY EVALUATION OF THE PROGRAM
   BY KEY PROGRAM PERSONNEL
PRELIMINARY EVALUATION

By Kay Ellen Auciello

My overall reaction to the program was that it was successful in meeting its stated objectives. The participants were dedicated and conscientious individuals, and devoted much time and effort to extracting the most from the program. The instructors were well-prepared and delivered presentations that, in most cases, were interesting, informative and relevant.

Several aspects of the program provoked comments, both favorable and unfavorable:

1. The proposed course stressed practicality and I think this element was evident throughout the program. Theory was not disregarded, but our time constraints caused us to emphasize the "how to" more than the "what are the underlying reasons why." This element was basic to the proposed course and reflected the original intent of the Indonesian library community and AID mission to solicit such a program from Georgia Tech.

2. This course was seen to be a continuing education course, not one in a series leading to a more advanced academic degree. Formal academic credit was never intended or indicated as being awarded to graduates of the program.

3. The untimely theft of much of OIP's audiovisual resources caused a minor change in course location for the workshop aspect of the course. The Emory University Division of Librarianship's well-equipped audiovisual laboratory was used for several days by the group, under staff instruction, for this part of the program. This arrangement, while not optimal, proved to be more than adequate.

4. Field trips were utilized to a great extent so that participants could see, firsthand, how different libraries and information centers are managed. These trips were not merely tours; the staff of each institution visited spent considerable time and effort to plan an effective and relevant program for the group. This aspect was thought to be crucial to achieving the program aims of practicality and exposure to real-life situations. The great majority of the group was in agreement.

5. Each participant had specific interests that perhaps were not met fully by this short course. This is not unusual or unexpected. However, each
person was encouraged to verbalize any such interest and elicit assistance from the program director to meet these needs. Some of the participants did so, and appointments were arranged, trips planned, and discussion sessions held. Some participants made no such effort. Of course, research periods were provided for individuals, and perhaps many special interest areas were explored adequately during these times.

The value of the program was evident, in my opinion, by the following:

1. The participants, all key library professionals, had an opportunity, for the first time, to spend a great deal of time with each other. They were able to meet their peers and discover both common and diverse areas of concern. The educational process of learning to communicate, both within the group and as a group, is a complex and significant one.

2. All of the group expressed the fact that their knowledge of both the field of librarianship and the people involved in this field had increased greatly.

3. New experiences were plentiful, particularly the program areas of audiovisual production and computer on-line literature searching.

4. Many participants expressed a desire to attend additional courses similar to the present one, perhaps on a regional basis.
My personal evaluation is that the program was highly successful and that both the participants and program staff, instructors, and friends benefited both professionally and personally. Overall, despite minor inconveniences, we at the Office of International Programs considered the program a great success -- a success arising from generous USAID support, outstanding participants from Indonesia, and professional instruction and staff work.

An outstanding feature of the program was the personal characteristics of the participants. They were enthusiastic, dedicated and hardworking. They approached their work as professionals, but most of all their warmth, their spirit, courtesy and generosity generated understanding and friendship. These friendships extended to all parts of the Georgia Tech community, and it is certain many Georgians now have fond memories of these people from Indonesia and far better knowledge of Southeast Asia. Mr. Marvin Harm developed an especially close relationship with the participants which will endure for many years.

Each participant prepared an audiovisual presentation which was shown to the entire group for their comments and criticisms. The quality of these presentations ranged from very good to obvious first attempts, but each participant returning to Indonesia can teach others in the techniques of audiovisual instruction and the use of audiovisual equipment.

The participants presented two reports, one from the university librarians and one from the special librarians, concerning long-range plans for Indonesian libraries. The two reports were well conceived, practical, and should beneficially affect future library programs in Indonesia.

Private conversations with some participants concerning their evaluation of the program almost invariably began with praise for the program, and then they would speak of their individual concerns. Some wanted more specialization. Some wanted less. Some wanted more free time. Others wanted more directed study. Some wanted more "hands-on" work with computerized data bases. Some wanted study at a post-doctoral level. Others wanted instructions on the basic and fundamental library operations. Despite specific individual unmet course needs, the participants had ample opportunity during their three months in the
United States to research problems and subjects of individual concern. The OIP staff believes the majority of the course work presented met or exceeded the expectations of most of the participants.

All of the instructors involved in the program were very much impressed by the intelligence and competency of the participants. These factors enabled the program to run smoothly and exceed course requirements. The instructors would like to work again in a similar program designed for other librarians from Indonesia.
8. PARTICIPANT REPORTS

A. University Library Group
B. Special Library Group
Two final reports were presented on September 30, 1977. The nine members of the "university libraries" section based their recommendations on reports previously issued by the Task Force for Library Development (in Indonesia). One such major report was entitled, "The Establishment and Report of the Activities of the Working Group on Higher Education Libraries." The group in Atlanta extracted elements of this and other reports which they believed relevant to the task of designing a plan for future library development in Indonesia, combined them with their own views and recommendations, and developed an effective slide presentation. Copies of the slides are reproduced in this section.

The nine members of the "special libraries" section presented a report, "National Plan from the Special Libraries Group - A Five to Ten Years' Plan, 1978-1988." This report is reproduced, with the exception of the individual reports. A companion paper, "Summary of the National Plan from the Special Libraries Group 1978-1988," is reproduced totally in this section.
A. University Library Group
AN OUTLINE OF UNIVERSITY LIBRARY DEVELOPMENT IN INDONESIA

BASED ON THE REPORTS OF TASK FORCE FOR LIBRARY DEVELOPMENT 1976

BY

TOWA P. HAMAKONDA

1977
PROBLEMS OF HIGHER EDUCATION IN INDONESIA

1. Potential for development too diversified

2. Low rate of productivity
   Drop out rate too high - 30%+

3. Uneven development among all subject areas

4. Increasing demand for higher education

5. General atmosphere not conducive for learning
1. To provide all university libraries with sufficient number of trained manpower, adequate library or information resources and facilities, so that all libraries will be able to support and enrich the total educational, research and community services programs of the universities, of which they are an integral part.

2. To ensure that all libraries participate in the strengthening of the existing information networks for more efficient and effective use of Indonesia's resources.
PRESENT SITUATION AND PROBLEMS

1. MANPOWER
   QUANTITY - QUALITY DISTRIBUTION - TRAINING

2. COLLECTION
   RELEVANT TO KINDS OF PROGRAMS - STANDARDS

3. INFORMATION DISSEMINATION
   EFICIENCY - EFFECTIVENESS COOPERATION - STANDARDS

4. FACILITIES
   INADEQUACY FOR GOOD SERVICES STANDARDS

5. BUDGET
   PARTICIPATION IN PLANNING - APPROPRIATION - SOURCES

6. STATUS
   FOR LIBRARY AS A UNIT FOR LIBRARIANS LEGISLATIONS
<table>
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<tr>
<th>TYPES OF MANPOWER</th>
<th>NEEDED (MINIMUM)</th>
<th>AVAILABLE 1976</th>
<th>AVAILABLE 1988</th>
<th>%</th>
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<tr>
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<tr>
<td>1 TEXT BOOKS</td>
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<tr>
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<td>A.V. ETC</td>
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</table>

BY STRENGTH OF COLLECTION
LIBRARY BUILDINGS

- DIPLOMA PROGRAM
  - 0.50 m²/ST

- CYCLE ONE PROGRAM
  - 0.75 m²/ST

- CYCLE TWO PROGRAM
  - 1.00 m²/ST

- CYCLE THREE PROGRAM
  - 5.00 m²/ST
Present Situation

No uniform budgeting system
No specified resources
Lack of participation in planning
Lack of cooperation with support services (postal, customs, etc.)

Ideal Situation

1. Full adaptation of PPBS
2. 5% total university budget
3. Full participation in planning
4. Full cooperation with support services
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<tr>
<th>Present Situation</th>
<th>Ideal Situation</th>
</tr>
</thead>
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<tr>
<td><strong>1. Different Status of Libraries in University Structure</strong></td>
<td><strong>1. Implement:</strong></td>
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<tr>
<td></td>
<td>- Instruksi Menteri PTIP No.9/1962</td>
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<td></td>
<td>- SK Dirjen Penti No.162/1967</td>
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<tr>
<td><strong>2. Undecided Status of Librarians</strong></td>
<td><strong>2. Same as No. 1:</strong></td>
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<tr>
<td></td>
<td>- New Legislation</td>
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PROBLEMS OF LIBRARY EDUCATION

1. LIMITED NUMBER OF TRAINING INSTITUTION/TRAINING CENTERS
2. LOW INPUT AND OUTPUT OF CENTERS
3. NO STANDARD CURRICULUMS FOR THE DIFFERENT TRAINING NEEDS
4. INADEQUATE FACILITIES FOR MORE EFFECTIVE AND EFFICIENT TRAINING PROGRAMS
5. INSUFFICIENT NUMBER OF QUALIFIED TEACHERS FOR THE TRAINING CENTERS
6. LACK OF FUNDS FOR TRAINING PROGRAMS
7. LACK OF AN INTEGRATED APPROACH TO MANPOWER DEVELOPMENT ON THE NATIONAL LEVEL
8. ORGANIZATIONAL PROBLEMS IN ESTABLISHING MORE TRAINING CENTERS
STEPS TO BE TAKEN
FOR THE SOLUTIONS
OF THE PROBLEMS

1. INCREASE NUMBERS OF TRAINING
   CENTERS SO THAT THERE WILL BE

2. INCREASE OF INPUTS AND OUTPUTS

3. DESIGN STANDARDS OF CURRICULA
   FOR DIFFERENT TRAINING PROGRAMS

4. PROVIDE ADEQUATE FACILITIES FOR
   EACH TRAINING CENTER

5. TRAIN MORE TEACHERS FOR THE CENTERS
   BOTH IN INDONESIA AND OVERSEAS

6. PROVIDE MORE FUNDS FOR TRAINING
   PROGRAMS

7. STEP UP PRESENT EFFORT FOR AN
   INTEGRATED MANPOWER PLANNING
   FOR ALL KINDS OF LIBRARIES ON
   THE NATIONAL LEVEL

8. ABOLISH ORGANIZATIONAL RESTRICTIONS
   AFTER ACCOMPLISHMENT OF #3, #4 AND #5
B. Special Library Group
NATIONAL PLAN FROM THE SPECIAL LIBRARIES GROUP

A Five to Ten-Year Plan
1978-1988

Submitted by
The Special Libraries Group

at the closing of
The Associate Residency Program
for Technical Information Specialists

Office of International Programs
GEORGIA INSTITUTE OF TECHNOLOGY
Atlanta, Georgia, U.S.A.
September 29, 1977
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
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<tbody>
<tr>
<td>1. Names of Participants, Special Libraries Group</td>
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<tr>
<td>2. Summary of the National Plan from the Special Libraries Group</td>
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<td>(1978-1988)</td>
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<td>3. Individual Reports</td>
<td>8-12</td>
</tr>
<tr>
<td>4. A Concept for Data Base Preparation</td>
<td>13</td>
</tr>
</tbody>
</table>
1. Miss Mimi Dalwati AMAN  
   National Scientific Documentation Center  
   Indonesian Institute of Sciences  
   Jakarta, Indonesia

2. Miss Siti Hadjar BARMAWI  
   Institute of Economics and Social Research  
   University of Indonesia  
   Jakarta, Indonesia

3. Miss Agustiniar DJAMAIN  
   Institute of Economics and Social Research  
   University of Indonesia  
   Jakarta, Indonesia

4. Mr. Victor Leonard LEANDER  
   Building Research Institute  
   Bandung, Indonesia

5. Mrs. Dwiarti MARDJONO  
   Cabinet Secretariat  
   State Secretariat  
   Jakarta, Indonesia

6. Miss Bernadetta MUSSADARINI  
   National Biological Institute  
   Indonesian Institute of Sciences  
   Bogor, Indonesia

7. Mr. S.S.S.P. PANGGABEAN  
   Institute of Textile Technology  
   Bandung, Indonesia

8. Miss Johana Jacolina SARRA  
   Provincial Health Office  
   Ujung Pandang, South Sulawesi  
   Indonesia

9. Mrs. Doddy SJAHEBUDDIN  
   Indonesian Petroleum Institute  
   Ministry of Mines  
   Jakarta, Indonesia

Atlanta, September 29, 1977
SUMMARY

1. To continue giving input for the extension and updating of the Union Catalog of Periodicals;

2. To continue giving input to the updating and extension of nationwide directories;

3. To give input in making an inventory of scientific reports in Indonesia;

4. To participate in establishing codes and standards for inter-library loans;

5. To send participants to nationwide training held by the National Scientific Documentation Center;

6. To continue developing each collection to support the network;

7. To participate in the national efforts to establish standards;

8. User Studies: - evaluation of users needs;
   - promotion;
   - profile of interests;
   - support the development of the scientific community;

9. To set up: S.D.I., current awareness service, literature search;

10. To give input to the national abstracting and indexing services;

11. To participate in the resource sharing network;

12. To participate in developing the preparation to meet the challenge of a computer-based information center (e.g., for data base preparation):
    - establishing standards, codes;
    - hardware and software;

13. To continue international cooperation in information services where it is already established and to develop it.
Summary of the National Plan from the Special Libraries Group -- 1978-1988

I. Some brief points about the National Documentation and Information Network System in Indonesia that I take from Miss Luwarsih's writings:

1971: Workshop on Scientific Documentation and Information Network System for Indonesia was held in Bandung and came out with the establishment of four National Centers which serve as referral centers in the following fields:

1. Science and Technology by the Pusat Dokumentasi Ilmiah Nasional (PDIN), founded in 1965.
2. Biology and Agriculture by Bibliotheca Bogoriensis (B.B.), founded in 1842.
4. Social Sciences, by the Pusat Dokumentasi Ilmu - ilmu Social, operating only as a project since 1974.

The first two centers have been developed from existing special libraries, while the other two have been developed from scratch.

In its daily operation the Center for Science and Technology is supported by 19 consortium libraries, the one for biology and agriculture by 27 consortium libraries, public health and medicine by eight consortium libraries, and social sciences by five consortium libraries. Most of them are government supported. The criteria for consortium libraries are:

1. Strong collection in a field.
2. Good managerial manpower which acts actively as a link in serving the user's needs. The speed of development of an information center is influenced by the support of the user's community and by the policymakers.
3. Adequate regular budget.
4. Capable of rendering information services outside its own institute or environment.

1973: PDIN was given the task by the government to coordinate and direct the realization of an integrated National Documentation and Information Network System.
Not all supporting libraries are active partners. This is one of the drawbacks of a loose cooperative agreement. Since all the participating units are under the jurisdiction of different departments or institutes, a flexible coordination and cooperation of all the separate elements was decided to be the best approach. Another drawback is that the financial base is not under the network's control, since every unit in the system is administratively tied to its parent institute.

Priority programmes are:

1. Information manpower

   The following types of manpower are needed:
   
   1. Personnel responsible for research in design, control and development of information systems.
   2. Personnel directly concerned with executing library, documentation and information processes and services.
   3. Personnel supporting (1) and (2).

   Scientists and subject specialists are needed to work in the library, documentation and information field. This could only be achieved if manpower of the above category were to receive the same economic and administrative status as their colleagues working in other fields.

2. Education and training

   The effectiveness of all information services ultimately depends on the skills of the operators, generators and users of information. For the information operators, education, training and regular refresher courses need to be provided.

   For the users, involvement means career guidance in the field. Users should be familiarized with information use, and it should be included as a subject in the school curriculum, in order to create information awareness and skill in the use of the sources.

3. Standards

   Two major policies are of the utmost importance:
   
   1. To formulate precisely technical standards to be devised and utilized in connection with material or equipment.
   2. Guidelines (ideal objectives to be achieved).
4. National bibliographic control

5. Editing and publishing system

   Necessary:
   - continuous feedback between producers of information (scientists, administrators, et al.) and editors to improve editing practices;
   - reorganization of the system of output of Indonesian publications and the type of material produced;
   - introduction of publications in microforms.

6. Bibliographic, abstracting and indexing services

   To make sure that users of information can get access to such services for information on new literature as well as for retrospective searches of Indonesia sources and foreign ones.

7. Application of modern technology

II. Summary of the individual reports

   After attending this training course, every participant has given her/his ideas in which she/he thinks that with the knowledge recently acquired she/he can directly or indirectly contribute to this network system in accordance with the authority and responsibility given to her/him in each library/documentation or information center by each institute or agency.

   To summarize these ideas:

   1. To continue giving input for the updating and extension of the Union Catalog of Periodicals.
   2. To continue giving input to the updating and extension of nationwide directories.
   3. To give input in making an inventory of scientific reports in Indonesia.
   4. To participate in establishing codes and standards for interlibrary loans.
   5. To send participants to nationwide training courses held by the National Scientific Documentation Center in its capacity as coordinator of the four national centers.
   6. To continue to develop each collection to support the network.
   7. To participate in the national efforts to establish standards.
8. To set up either a current awareness service or S.D.I.
9. To participate in the resource sharing network.
10. To participate in developing the preparation to meet the challenge of a computer-based information center, such as standards, codes, hardware, software (data base preparation).
11. To continue the international cooperation in information services where it is already established and to develop it where it does not yet exist.

III. Training program

Most of the participating librarians in this course are from consortium libraries. We feel that an integrated, centralized training program is one of the most important programmes that have to be done first.

Information service can be efficiently done if there is full understanding and participation from all groups, i.e., the generators of information, the users, and the operators of information. Therefore, to educate them, continuous training should be set up, at least annually for the first five years to come.

For this purpose we have tried to set up a program for:

1. A scientific editing course
2. A users seminar
3. A course on information handling

Description of each course and the budget

1. Scientific Editing Course
   - Objective: To enhance the skill in editing scientific journals
   - Course content: Introduction, types of publications, parts of manuscripts, style, bibliographies, abstracts, graphs, tables, illustrations, typing the manuscript, the reference, proofreading and revising galley proofs, technical visits to printers and publishers, review and discussion.
   - Requirements:
     1. One year's experience in editing or in assisting the editorial staff of a scientific journal
     2. A good command of English
   - Duration: 14 days
   - To be held: around September or October
2. Users Seminar
- Objective: to acquaint researchers with literature searching methods
- Course content: Introduction, guide to the literature, review and discussion, library services, information centers, networks, search techniques, review and discussion
- Requirements: Senior researcher
  Junior researcher
- Duration: 3 days
- To be held: in December
- Place: Jakarta
- Participants: 25
- Instructors: 2

3. Course on Information Handling
- Objective: To develop the skill of the librarians/documentalists in information handling
- Course content: Introduction, indexes and abstracts, use of tools, literature search, practical work, discussions
- Requirements:
  1. B.A. with two years' experience in library work
  2. A good command of English
- Duration: 14 days
- To be held: in March
- Place: Jakarta
- Instructors: 2
- Participants: 25
## PROGRAM BUDGET, 1978-1979
*(in US dollars)*

<table>
<thead>
<tr>
<th>Fiscal Category</th>
<th>Editing Course</th>
<th>Users Course</th>
<th>Information Handling</th>
<th>Total Cost</th>
<th>Percent of Total</th>
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<td><strong>31,443</strong></td>
<td><strong>81,200</strong></td>
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### Percent of Travel Time for Each Program
- Personnel Course: 26.09%
- Users Course: 35.18%
- Information Handling: 38.73%
- Total: 100.00%
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<tr>
<th>Fiscal Category</th>
<th>Editing Course</th>
<th>Users Course</th>
<th>Information Handling</th>
<th>Total Cost</th>
<th>Percent of Total</th>
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<tbody>
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Percent of Travel Time for Each Program

- 21.44
- 37.30
- 41.26
- 100.00
PROGRAM BUDGET, 1980-1981
(in US dollars)

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<th>Percent of Total</th>
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Percent of Travel Time for Each Program

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<td>Personnel</td>
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<tr>
<td>Travel</td>
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<tr>
<td><strong>Total</strong></td>
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## PROGRAM BUDGET, 1981-1982
(in US dollars)

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Percent of Travel Time for Each Program:

- Personnel: 20.06
- Travel: 37.19
- Materials: 42.75

Total: 100.00
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Percent of Travel Time for Each Program

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*PROGRAM BUDGET, 1982-1983 (in US dollars)*
FUTURE PROSPECTS

1978 - 1979
- Continue developing library-based information center
- Library collection, visiting experts in field of specialization
- Information processing/ handling
- Standardization of scientific publications
- Improvement of scientific editing service
- Improvement of information dissemination
- Improvement of scientific research

1981 - 1984
- The catalogue of experts, reports and guides
- The application of standardization
- Entering the application of standardization
- Guides to scientific editing
- Guides to scientific writing
- Improving the application of standardization
- Guides and standards to scientific editing
- Improvement of scientific research
- Current contents
- Current services

SUPPORT

A CONCEPT FOR DATA BASE PREPARATION
SUSY JAMBULISIA
Indonesian Petroleum Institute

Atlanta, September 26, 1977.
9. PUBLICITY
IPO Conducts Residency Program

Eighteen librarians and technical information specialists from Indonesia are participating in a training program at Georgia Tech July 16 - August 30, The Office of International Programs (IPO) designed and is conducting the course under the sponsorship of the Agency for International Development (AID). The main objectives of the program are to offer an intensive professional review of technical information management practices and procedures; to provide a preview of future trends in librarianship; to furnish access to library facilities for professional research; to demonstrate the use of audiovisual techniques; and to provide an opportunity to learn about the people and institutions of the United States.

The program is directed by Richard Johnston and Kay Aurello with major assistance from Marvin Harm, resident consultant. Other instructors include staff members of IPO. Basic Data Group of TDL, the Georgia Tech Library, Emory University Division of Librarianship, and a large number of special librarians in the area.

The group of seven men and 11 women already has taken field trips to Lockheed's Technical Information Center, four information centers at Coca-Cola, Emory Library, and the libraries of the Environmental Protection Agency and Georgia Mental Health Association, and a number of other such visits are planned. The course also includes classroom, workshop and individual instruction aimed at teaching the participants how to relate theory, processes and techniques to practical situations. Each participant will be required to compile a manual of pertinent information especially tailored to their individual situation in Indonesia. They also will be expected to utilize the knowledge acquired in the course to provide instructional leadership to future Indonesian information managers.

In the remaining 11 weeks in Atlanta, they will spend the first and last weeks of the program in Washington, D.C., for orientation and a survey of special libraries and information centers in the area.

Video Taping Speeds Up Experiment

Wishing to demonstrate a chemical reaction experiment in 50 minutes that once took hours to complete, one professor utilized video taping to compress the presentation into a shorter time period. By showing on television the experiment set-up, key reaction processes and the results of the experiment only he compressed his presentation by cutting out "waste periods" that were demanded by the process but did not portray activity.

Georgia Tech's faculty has access to the necessary television taping equipment through the Instructional Resources Service of the Center of Media-Based Instruction. The cost to the user is the blank cassette.

World Conference To Be Held On Alternatives to Growth

Global growth-related subjects—ranging from energy shortages and population to the planet's ecological limits and the role of modern corporations in sustainable societies—will be discussed and debated at the second of five biennial, international conferences: "Alternatives to Growth '77," Oct. 2-4 at The Woodlands, Texas.

Ten eminent speakers from seven countries will address the general sessions, and approximately 60 panelists and chairmen from around the world have been designated to direct 15 workshop discussion groups. "The nature of growth in an equitable and sustainable society" is the overall conference theme.

The $50,000 George and Cynthia Mitchell Prize for original research into the manifold problems connected with establishing sustainable societies will be presented at the 1977 meeting. The winners of the five $10,000 awards, as well as semi-finalists, will participate in the conference.


A highlight of the conference will be an open plenary roundtable discussion featuring, among others, Mihajlo Mesarovic, author of "Mankind at the Turning Point," and Herman Kahn, co-author of "The Next 200 Years."

The topic of the session will be "Transition Towards the 21st Century," and the discussion should provide a diversity of opinions regarding the subject.

The plenary speakers will include Erwin Laszlo, author of "Goals of Mankind;" Jahangir Amuzegar, ambassador-at-large, Iran; Willis Harman, associate director, Stanford Research Institute; Moeen Qureshi, vice president, World Bank; Alexander King, co-founder of Club of Rome; Paul-Marc Henry, executive secretary, Society for International Development; Aurelio Pecci, co-founder and chairman of Club of Rome.

Each workshop will be directed by a chairman and panel of experts, among the 15 chairmen will be Dennis Meadows, author of "Limits to Growth." David White, director, M.I.T. Energy Laboratory; Lester Brown, president, Worldwatch Institute; George Picht, professor, Heidelberg University; Harland Cleveland, former NATO ambassador and president of University of Hawaii; Umberto Colombo, president, European Industrial Research Management Association; Herman Daly, author of "Towards a Steady-State Economy."

"Alternatives to Growth '77," part of a ten-year study project on world-wide problems associated with growth, is sponsored by the Club of Rome, University of Houston and MIT Energy & Development Corp. "Limits to Growth '75," the first of the series, was held in the Fall of 1975.

Some 500 business leaders, academicians and government officials are expected at the forthcoming conference at The Woodlands, a new town north of Houston. Main themes and goals for the meeting are provided by a steering committee of approximately 35 outstanding world authorities in their respective fields. The conference format incorporates both general meetings and workshop sessions. Registration information may be obtained from the conference coordinator, the Society for International Development, Washington, D.C.

Continuing Education Courses To Be Offered

The Georgia Tech Department of Continuing Education will offer a short course in storage and warehouse planning and operations August 17-19.

This course is concerned with efficient warehousing operations, including receiving, identification, sorting, inspection, layout, storage, order picking, packaging, shipping, stock control, warehousing equipment and buildings and trends.

Emphasis will be placed on the application of sound storage and warehousing principles as they relate to the day-to-day problems of storage and warehouse operations and management.

James M. Apple, a professor of industrial and systems engineering at Tech, is one of the country's leading and best known authorities in the field of material handling, plant layout and production methods. In addition to his teaching at Georgia Tech, he serves as director of the Material Handling Management Course held annually at Lake Placid Club in New York. He has given over 200 talks, conducted conferences and seminars and he is the author of numerous publications on the subject.

This course is sponsored by the School of Industrial and Systems Engineering at Tech and will be conducted by the Department of Continuing Education.

This program will be assigned continuing education units as required by Standard Nine of the Southern Association of Colleges and Schools.

For further information call 894-2400.
EES Conducts Program For Indonesian Information Specialists

Eighteen librarians and technical information specialists from Indonesia are participating in a training program at Georgia Tech July 18-September 30. The EES Office of International Programs is conducting the course under the sponsorship of the Agency for International Development.

The main objectives of the program are: to offer professional review of technical information management procedures; to provide a preview of trends in librarianship; to furnish access to facilities for professional research; to demonstrate audiovisual techniques; and to provide an opportunity to learn about the people and institutions of the United States.

The program is directed by Richard Johnston and Kay Auciello of EES. Other instructors are from the Georgia Tech Library, Emory University Division of Librarianship and a number of special libraries in the Atlanta area.

The group of seven men and eleven women has taken field trips to Lockheed’s Technical Information Center, information centers at Coca-Cola, Emory Library, the libraries of the Environmental Protection Agency and the Georgia Mental Health Association. The course also includes classroom, workshop and individual instruction aimed at teaching the participants how to relate theory, processes, and techniques to practical situations.

In addition to the 11 weeks in Atlanta, the Indonesians will spend the first and last weeks of the program in Washington, D.C., for orientation and a survey of special libraries and information centers in the area.

Study of Sewage Sludge Phenomenon

Wastewater treatment has become so large and expensive that any ideas for reducing overall costs are considered worthy of study. EES has been awarded a grant by the National Science Foundation Research Applied to National Needs (NSF-RANN) to study a means of producing a smaller volume of waste activated sewage sludge for ultimate disposal.

According to Dr. Stephen C. Havlicek, project director, the observation to be researched seems to be a chemical phenomenon, and, if proven, the idea may be significant in reducing the size of units for handling sewage sludge.

Sewage sludge is a perennial concern because this residue is the dregs of waste, offensive in odor and difficult regarding satisfactory and inexpensive disposal.

Several years ago, EES scientist Dr. Robert Ingols was involved in the designing of a joint wastewater treatment facility in Macon, Georgia, which treats a mixture of domestic and paper mill wastewater. The observation was made that sunlight appeared to have shrunk the sludge to half its original size; in reality, the sludge does not shrink but becomes twice as dense. At the time at which the phenomenon was first observed, no way of applying it for improving the effluent to the river was conceived. It is now being considered for decreasing the volume of waste-activated sludge that must be handled at this facility and at wastewater facilities in general.

Because a component of paper mill wastewater must be added to the activated sludge process in order to get the advantages of a lower volume of sludge, a cost-effectiveness study of the process will be made. It is expected that enough information will be obtained the first year to know how much time and effort should be expended on the research during the second year.

Continuous Operation Laser Pumped By Tech’s Nuclear Reactor

Researchers from the University of Florida working at the Georgia Tech Research Reactor have made a breakthrough with the continuous operation of a nuclear-pumped laser for the first time.

The importance of the achievement rests with the use of such a laser (light amplification by stimulated emission of radiation) to provide heat, power and communications capabilities to a space station in orbit. Such a laser could be located on earth or in a satellite also in orbit.

A nuclear-pumped laser converts energy from nuclear reactions directly into coherent light without the need for first generating electricity. Prior to this recent breakthrough, all nuclear-pumped lasers operated in short bursts.

Experiments were conducted in the research reactor at Georgia Tech. The laser operated for between ten and fifteen minutes, long enough to obtain satisfactory data. It was felt that the laser could have been operated for a much longer period of time had it been necessary.
Hosts to Library Specialists

The Office of International Programs is conducting a training program entitled “An Associate Residency Program for Technical Information Specialists” for 18 library administrators from Indonesia from July 18 through September 30 sponsored by the Agency for International Development. Objectives of the program are: to provide an intensive professional review; to provide a preview of future trends of librarianship; to provide access to library facilities for professional research; to demonstrate the uses of audiovisual techniques; and to provide an opportunity to learn about the people and institutions of the United States. Also working on this program are staff from the Georgia Tech Library, Emory University Division of Librarianship and special libraries in the Atlanta area.

The EES OIP hosted an informal coffee reception July 19 on the 14th floor of the C&S Building. This provided the guests an opportunity to meet their program instructors, OIP staff and other Tech personnel.

EES Scientists to Explore Man’s Impact on the Atmosphere on a Global Scale

On August 5, a four-engine Lockheed Electra left for the North Pole with five tons of scientific equipment and fifteen atmospheric scientists. After approximately three days of sampling in the region of the Arctic Circle, this scientific team will return to the U.S. only to leave again one week later for two weeks of sampling in the South Pacific, with New Zealand being the final target destination.

In this research effort, the EES scientists have several immediate concerns to investigate: the potential long range health, climate and weather problems that could be generated by the country’s going to a coal energy base which generates higher levels of atmospheric sulfur; the build-up of carbon monoxide from automobiles and industrial activities; and the spray can controversy which involves the theory that fluorocarbons released from spray cans contribute to damaging the earth’s protective ozone layer.

Dr. Doug Davis, project director for the million-dollar-a-year program GAMETAG (Global Atmospheric Measurements Experiment on Tropospheric Aerosols and Gases) along with Drs. Dan Philen, Al Nelson, and Paul Wine will be aboard the aircraft to make the first global scale measurements of the key atmospheric chemical species, the hydroxyl free radical. According to theory, this chemical species is now believed to be one of the most important chemical controlling agents of the atmosphere; however, very little direct information on its concentration in the atmosphere now exists to support the theory.
EDD Activities

The U.S. Economic Development Administration has renewed for a 13th year their contract with EDD for the University Center program. The $75,000 grant from EDA is matched with $25,000 from Georgia Tech to provide technical assistance to business and industry in 154 designated EDA counties in Georgia. Hardy Taylor continues as project director with Charlie Womack, Bill Howard, and Harvey Diamond making up the team.

The National Science Foundation, through the Georgia Department of Community Affairs, has approved approximately $65,000 for the Economic Development Division's cooperative part in the "Georgia Innovation Group." Doris Willmer is project director for EDD's portion of the 18-month project. The other participants will be Georgia State University's Institute of Governmental Administration and the University of Georgia's Institute of Government. The purpose of the program is to investigate an innovative coalition of state government and multi-disciplinary, multi-university resources as a method for providing improved levels of service in individual local governments and groups of governments.

The Appalachian Regional Commission, through the Georgia Department of Education, has recently approved a grant of $36,000 to the EDA for the FY 1977-1980 Regional Comprehensive Community Development Program. The $75,000 grant from EDA is matched with $25,000 from Georgia Tech to provide technical assistance to business and industry in 154 designated EDA counties in Georgia. Hardy Taylor continues as project director with Charlie Womack, Bill Howard, and Harvey Diamond making up the team.

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Secretary Schlesinger, Governor Busbee and President Pettit concentrate on the EES pyrolysis unit during the Secretary's September visit.

Continued —

Kay Auciello and Marvin Harm accompanied the Indonesians to Washington October 1-8 for a final week of field trips to libraries and a wrap-up of the program, which was sponsored by the Agency for International Development. The group visited the Library of Congress, National Agricultural Center, National Library of Medicine, University of Maryland, National Technical Information Service and the White House.

Inter-University Program To Study Local Government Problems

A recently funded program by the National Science Foundation will permit three major institutions — Georgia Tech, Georgia State University and the University of Georgia — to team up with each other through the Georgia Department of Community Affairs to give technical assistance to local governments having problems.

This inter-university approach will address problems which continue to plague cities and counties across the state because of the expense involved in finding and providing solutions. In announcing the program, Governor Busbee commented, "I am delighted that one of my pet projects in the area of beefing up State assistance to local governments has been funded by the federal government."

The program involves the Department of Community Affairs' receiving requests for help. Then a Task Force matches requests with the faculty and staff resources available, and an advisory committee of local government officials will help decide which projects will be dealt with during the first year of federal funding. Some potential problem areas that have been identified to date are: energy conservation and management; increased productivity in all government service areas; solid waste, water, sewage and sanitation management; fleet operations; vandalism and juvenile crime; and alternative reserve sources. Training programs for first line supervisors, county officials, and municipal personnel are also under consideration by the Task Force.

The Task Force is composed of the Department of Community Affairs and units of the three State universities — the Engineering Experiment Station, the Institute of Governmental Administration at Georgia State University and the Institute of Government and the Cooperative Extension Service of the University of Georgia. The group was formed more than a year ago with the Georgia Municipal Association and the Association of County Commissioners of Georgia as advisory members.

The advisory committee of local government officials includes six mayors, six city managers, one county commissioner and one county administrator.

According to the EES project director Doris Willmer, "This project will provide funds to solve problems in local governments to effect more efficient delivery of services at the same or lower cost. To accomplish this goal, approximately three major problems will be attacked each year. Short-term problem solving will also be a part of the overall effort.

EEAD

Jeff Tiller returned to work in ASL after cavorting around Eastern Europe and the Soviet Union this summer on a YMCA program. Although he had two books confiscated at the Russian border, was almost arrested for sitting at the base of a statue of Good King Wenceslas in Prague and, with his Armenian friends, was pursued by angry peasants in the Caucasus Mountains, Jeff thinks the trip was a real success — "perhaps the best experience of my life."

He says, "There were two main types of impressions I gained. First was the sense of history that pervades the countries. The most obvious signs of heritage are the old buildings, statues and other cultural monuments, many of which date back to the 12th and 13th centuries. The other main impression is of the people. For the most part they are good-natured, extremely generous and very friendly toward Americans. Their historical heritage has etched itself in many of their faces. People often live in the same town as their parents, grandparents, great-grandparents and more distant ancestors. One Polish man said to me, "People here approach a problem in a completely different manner from you Americans. When you see a problem, you try to figure out how to solve it and get on to the next problem. We learn to adjust ourselves to it. When faced with a dilemma, you look to the future; we look to the past."
Now that you have put away your hoe for the winter, come visit the Cherokee Garden Library. Many new books have been added to aid you in planning for your garden next spring. Photograph courtesy of Stephanie Howell.

Indonesian Group Visits Society

A group of eighteen technical information specialists from Indonesia visited the Society Thursday, September 8, for an informal morning coffee, a tour of the building, and lecture by several staff members on their duties at the Society. The group members were participants in a training program for administrators of Indonesian libraries and information centers, conducted by the Office of International Programs at Georgia Tech.

NEWSLETTER COMMITTEE
Grace Sherry, Editor
Jane Peacock
Anne Spalding

A Reminder—

Don't forget about the exciting lectures which were announced in the last newsletter. For those who have mislaid the schedule and for our new members, we repeat the list.

Franklin Garrett
Wednesday, October 19, 1977, 8:00 p.m.
Topic: Reconstruction and Recovery from the War, 1865-1881

Wednesday, November 16, 1977, 8:00 p.m.
Topic: Atlanta Becomes the Hub of the Southeast, 1882 to the Present

Beverly DuBose
Thursday, January 19, 1978, 8:00 p.m.
Topic: Background and Causes of the Civil War

Thursday, February 16, 1978, 8:00 p.m.
Topic: Military Aspects

Thursday, March 16, 1978, 8:00 p.m.
Topic: Insights into Possibilities

Dr. Catherine Sims
Thursday, February 2, 1978, 10:00 a.m.
Topic: The Three Queens—Elizabeth I

Thursday, February 9, 1978, 10:00 a.m.
Topic: The Three Queens—Anne

Thursday, February 16, 1978, 10:00 a.m.
Topic: The Three Queens—Victoria

Charles Dulaney
Wednesday, April 19, 1978, 8:00 p.m.
Topic: Sidney Lanier and the Marshes of Glenn

Forrest H. Shropshire
Wednesday, May 17, 1978, 8:00 p.m.
Topic: Georgia Court Houses

Because of exceedingly high postage costs, reminders of the individual speeches will not be sent.
IN HONOUR OF THE CELEBRATION FOR THE
32nd ANNIVERSARY
OF THE INDONESIAN INDEPENDENCE DAY

We, the Indonesian librarians presently attending the Training Program for Technical Information Specialists conducted by the Office of International Programs, Georgia Institute of Technology, cordially invite you to attend a DISPLAY OF INDONESIAN HANDICRAFTS AND PUBLICATIONS...

DATE Wednesday, August 17, 1977

TIME 5:00 pm - 6:30 pm

PLACE Citizens and Southern Bank Building
Corner of West Peachtree and North Avenues
14 th Floor

RSVP
Regrets Only
To: Kay Ellen Auciello
894 - 3875

S.S.S.P. Panggabean
Sawittri Soeharto S.
Dwiarti Mardjono
Doddy Widyastuti Sjahbuddin
Joanna Jacolina Sarra
Mimi Dalwati Aman
Siti Hadjar Barmawi
Djamain Agustiniar
Victor Leonard Leander

Sulisyto Basuki
Towa Pala Hamakonda
Karmidi Martoatmodjo
Taty Aliyati Nurdjaman
Sri Mamudji
Pulung Sugondo
P. Sumardji
Sri Sunarni Pringgoutomo
Bernadetta Mussadarini
A GLIMPSE OF INDONESIA IN ATLANTA

A display of Indonesian handicrafts, publications, etc in commemoration of the 32nd Anniversary of the Indonesian Independence Day, August 17, 1945 - 1977

It is the aim of a small group of Indonesians in Atlanta to make Indonesia more popular in this city through a small collection of handicrafts they brought from home.

The items displayed are characteristic to certain parts of the islands and are made from sources available there.

BAGOR /bاهguore/ is sisal fibers mat from which are made "Kuda lumping" /koodah loompeeng/, sea horses and other ornaments.

BAMBOO is represented by "angklungs" /ungkloon-g/, a bag, little boxes, fans, vases, a wind-chime.

CERAMICS Klampok /lahmpok/, a village in Central Java is famous for its potteries, it is represented by two small vases.

COCONUT SHELL represented by a wall decoration.

HORN from buffalo's horns are made fans, paper-cutters, ornaments etc.

LEATHER is represented by wallets. From raw leather are made book-marks, fans, wayang kulit /wahyahng kooleet/ and ornaments. This craft is a speciality of Central Java, in particular Yogyakarta and Solo.

PANDAN /pahndahn/ a species of the plant family pandanaceae is used in woven form to make bottoms, "kuda lumping", bags etc.

RUBBER Raw-rubber is popular in Kalimantan /kahleemahntahn/ to make statues or other items for souveniers.

SEA-ANIMAL SHELLS among which mollusc shells from the Moluccan Sea, from which is made a ring; a rhizophore shell from which is made bracelet, it is believed to cure Rheumatism.

SILVER Ear-rings, rings, cuff-links, tea spoons, tie ornaments etc. is made at Kotagede /kottahguerdaz/, a famous village of Yogyakarta for its silver handicrafts.

STRAW Pieces of rice straw are materials used for a certain kind of paintings.

TEXTILE Batik /bhahteek/ is represented in traditional and contemporary design, handwritten as well as printed. Items made from it are; clothing, handkerchiefs, lunch and tea sets, scarfs, table cloths, table runners, wall decorations. It is also used as wrapping material for making bags, wallets, combined with wood or horn are made fans etc.

Ulos /oolos/ is a typical hand-woven cloth from Batak /Baathtahn/, a region in North Sumatra. It may be used as part of a dress or as wall decoration.

Pelekat /perleckut/ is a typical pattern of cloth. Selendang /Serlen dung/, a kind of shawl as an accessory of kain /kahin/ and kebaya /kerbahyah/.

WOOD For wood carving is used teakwood, from which are made ash trays, paper cutters, statues, wayang golek /wahyahng golek/ etc.

OTHERS:

- COINS & BANK NOTES
- PAINTINGS AND PICTURES
- PUBLICATIONS
- STAMPS
INDONESIAN HANDICRAFTS AND PUBLICATIONS

on display
sept. 21
georgia tech student center
room 301
1-9 pm ** reception 7-9 pm

Sponsored by
ga. tech craft center and the
office of international programs
FINAL REPORT
PARTICIPANT POST-EVALUATIONS

AN ASSOCIATE RESIDENCY PROGRAM
FOR TECHNICAL INFORMATION SPECIALISTS

by
Richard Johnston
and
Kay Ellen Auciello

Presented to
Agency for International Development
Department of State
Washington, D. C. 20523

Office of International Programs
Engineering Experiment Station
GEORGIA INSTITUTE OF TECHNOLOGY
Atlanta, Georgia 30332
April 1978
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INTRODUCTION

The Office of International Programs (OIP) of the Georgia Institute of Technology, under contract with the Agency for International Development (AID), conducted a 13-week training program for 18 librarians and information specialists from Indonesia.

The USAID Indonesia Mission initially contacted Georgia Tech in November 1976 regarding the possibility of conducting such a course. The mission was responding to the request for such a course by the Government of Indonesia Special Committee on Library Development. Subsequently, AID/Indonesia, the Office of International Training AID/W, and Georgia Tech cooperated in the design and support of the program. The course was presented during the period July 18–October 7, 1977. From July 11–15, the participants attended an orientation program conducted by the AID Office of International Training in Washington, D.C. The period July 18–October 1 was spent in Atlanta, Georgia, and the final week of the program, October 3–7, was held in Washington, D.C., where the major U.S. national libraries were visited. An earlier report provided a summary description of the program and preliminary participant evaluation.

This publication is the final report describing the effectiveness of the course as reported by the participants five months after the program was completed. A final evaluation instrument (Appendix C) was designed by OIP and distributed by mail to all participants in late February 1978. Each respondent answered a series of questions designed to determine his or her reactions to the program. Some questions required the respondent to rank a particular aspect of the program. The respondents used a scale, usually from one to seven, with four being the median, one the poorest value, and seven the highest value. Percentage figures may vary because respondents may have given more than one answer to a particular question or may not have answered a question at all.

Analysis of the results of this survey gives a clearer assessment of the value of the program in meeting the original objectives and provides guidelines for improving future programs.
SUMMARY AND RECOMMENDATIONS

The general tenor of the 14 returned questionnaires was one of overwhelming approval of the program by the participants. Constructive criticisms and comments were made, but they were expressed in an amicable manner and within a context of overall satisfaction with the program. The participants felt that the primary objectives were achieved and that their professional capabilities had been enhanced. It is felt that the information process in Indonesia should benefit from the training and experience received by this outstanding group of men and women, and that other similarly designed training programs should be conducted.

The following recommendations for implementing future training programs are based on analysis of the survey results and experience gained from this program:

1. More time should be allowed for student assignments.
2. Fewer topics should be covered.
3. More hands-on training should be arranged.
4. Deeper study should be provided in such areas as library administration and management, abstracting, indexing, curricula development, SDI, and subject specialities.
5. Better hotel facilities should be selected.
6. The participants should be more homogeneous, with greater similarities in experience, training, education, and background, and the training should be designed for a specific group.
7. Support should be provided to the Office of International Programs for the conduct of Associate Residency programs for similar groups of information specialists in Indonesia and other countries.
SUMMARY OF RESPONDENT REPLIES

The respondents indicated by an overwhelming majority that the program fulfilled its three major objectives. A few (3 of 13) believed that Objective III was less well met than I and II (refer to questionnaire, Appendix C).

All of the respondents indicated high satisfaction in their achievement of Objective I, with 36% considering themselves completely satisfied with their acquisition of specific skills in technical information management.

Seventy-nine percent, 11 of 14, were either completely or highly satisfied that they had improved their effectiveness and efficiency in accomplishing their duties relating to providing information services in Indonesia (Objective II).

Forty-six percent of the respondents were either completely or highly satisfied with the degree to which the course met the Objective III requirements, which were to acquire knowledge to prepare them to provide instructional leadership to future Indonesian information managers.

The respondents indicated they had been able to make use of the learning acquired in the course. Six have drawn upon the course in the planning of educational programs. Four have drawn upon the course in the development of a curriculum in the information science area. Six have used material gained from the course in their own teaching. Nine were able to utilize information gained from the course in the development of information services in Indonesia. Eight added written comments concerning how the course benefited them in other ways. Five wrote they were unable, so far, to make use of the material used in the course.

On the scale of seven, six of 14 indicated the course had been of great value to them professionally.

The respondents were asked to give their opinions of certain facets of the program. Fifty-seven percent thought the content of the presentations was excellent and 43% considered it satisfactory. Ninety-three percent thought the number of presentations about right. The time used in the discussion and question periods was considered to be about right by 43%, but 57% thought more time was needed. The size of the group was thought to be too large by only four of 10. Fifty-seven percent thought the quality of presentations was
excellent. Eighty-six percent considered the level of treatment to be about right. Ten of 14, 71%, considered the content of field trips excellent, with the same number believing the number of field trips was about the right amount.

The sequence of lectures was thought to be in good order by 71%, with 43% considering the subject coverage comprehensive. As to the novelty of material, 29% said most of the material was new, 42% said about half was new, and 29% (four of 14) said less than half was new.

Ninety-three percent of the respondents said more time was needed for student projects.

The respondents also were asked to comment as to their satisfaction with some of the nonacademic aspects of the program. Eighty-six percent said the arrangements for coffee breaks were very satisfactory. Housing ratings from the respondents covered a wide range, with most reporting really outstanding hotel rooms; five said the hotel rooms were very satisfactory; eight said the hotel rooms were average, with one rating them just acceptable and one requesting improvement. As to the apartments, two rated them really outstanding; ten rated them very satisfactory; one, average; one, just acceptable; and one requested improvement.

Six rated the organized social events really outstanding; seven rated them very satisfactory, while one stated they were average and one requested improvement.

All respondents indicated the total set of presentations well covered the topic designated for this particular program.

The respondents rated this program from excellent to above average in comparison with other continuing education programs they had attended in the past five years.

Concerning the program as a whole, 57% said it was one of the most rewarding experiences they had ever had; four said it was exactly what they wanted; 71% said it provided the kind of experience they could apply to their own situation; 71% reported it helped them personally; 50% said it solved some problems for them; four said they thought the program served its purpose; three said it was fair and had some merits; one said it was neither very good nor very poor.
All of the respondents said they would be interested in attending another program of this kind in the future.

The numerical results of the questionnaire are compiled and appear as Appendix A.
SUMMARY OF WRITTEN COMMENTS

Some of the questions requested the respondents to write additional comments. All written comments are found in Appendix B, where the entire and complete replies are presented. Pertinent comments are excerpted here to highlight and emphasize respondent replies.

Question 2 was concerned with how the program contributed to each participant professionally, and part "e" asked the respondent to name ways in which they had benefited from the course other than those listed. Some quotes:

- It also has been a training for team-work among my own colleagues.
- Professionally, I feel more confidence in my work.
- The course has introduced me to the new horizon of information: the future, the prospects, the challenges, the trends.
- In teaching method by using slides and pre-arranged mimeographed course scheme.

Those who checked part "f" of Question 2, indicating that they had been unable to make any use of the material presented in the course, were asked to explain why. Some comments:

- Did not have any opportunity this far.
- Some of the abstracts and indexes are not available in Indonesia.
- We don't have computer yet.

Question 4 asked the respondents to indicate the major objectives they hoped to attain through attending the program. Some of the answers directly reflected the three major objectives of the program. Others wrote of their desire to attain audiovisual skills, to update themselves in knowledge and skills of information management, to complete projects related to their own libraries, to acquire insight in the organization and administration of those potential services and of cooperation among libraries, to achieve instructional leadership, and to establish a mutual understanding and cooperation in information management.

The respondents were asked in Question 5 to comment on the specific aspects of the program experience that contributed to their achieving one or more of their personal objectives. Some of the more pertinent observations were as follows:
Activities in the Georgia Tech library and field visits.
- Own reading/research projects in Georgia Tech library and field visits.
- Comparative study through visits to various information centers.
- Intensive personal contact among information specialists.
- Excellent consultants.
- Well-experienced instructors.
- Well-organized program.
- Well-organized curriculum.
- Effective personal communication throughout the course.

Question 6 sought frank comments from the participants concerning the specific aspects of the program experience that detracted from their achieving one or more of their objectives for attending the program. Nine of the 14 either left this item blank or wrote in "None." Others were more frank, and some of their comments, when applied, should strengthen future programs. Some comments:

- Too tight a schedule.
- Shortage of time in comparison with the program schedule.
- ... more time for personal visits/interviews/research according to individual interests and objectives.
- Participants are not homogeneous in working experience and knowledge.
- There are no strict rules and regulations given by the instructor as far as assignments (practices) are concerned. Individual guidance is necessary, but evaluation is also important.

In Question 13, the participants recommended topics for future programs. Some asked for more training in management, administration, staffing, and organizing of libraries. Other topics stressed were automation, data processing, and modern library mechanization. Curriculum designing and technical know-how in conducting training courses were requested. Some asked for more on-the-job practical training, workshops, and more exercises/practice in different libraries. There were also requests for emphasis on subject specialities such as textiles, social sciences, and human settlements.

Twelve of the 14 respondents made further comments on the program when invited to do so under Question 14. The comments ranged from a detailed listing of topics to short one-sentence requests. A summary of some comments is as follows:
- The objectives of the program were too much for the short program.
- Too great a diversification of participant background, training, education and experience.
- Want more stress in social sciences.
- More how-to-do-training in such topics as SDI, abstracting, manuals, and in special library training.
- Need assistance in acquiring further degrees, M.A. and Ph.D. in USA schools.
- Need to always have two persons in an apartment versus only one.
- Need for instructors to know more about Indonesia.
- Need to investigate possibility of conducting a similar program in Indonesia with the teaching staff from Georgia Tech.

- Personal comments from respondents:

  However, I think the opportunity to have been abroad and operate in a totally different environment was most rewarding and liberating.

  It was the most pleasant event I have ever had up to now.

  Such programs are very much needed to upgrade Indonesian librarians.
Appendix A

NUMERICAL SUMMARY OF RESPONDENT REPLIES
NUMERICAL SUMMARY OF RESPONDENT REPLIES

**Question 1.** We would like your retrospective view of how well the Program fulfilled these various objectives. Circle a number on each scale to indicate your assessment of the degree to which the course satisfied each of the three objectives (the higher numbers indicate greater satisfaction).

<table>
<thead>
<tr>
<th>Objective I</th>
<th>7</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective II</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>4</td>
<td>7</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>%</td>
<td>29</td>
<td>50</td>
<td>14</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Objective III</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>%</td>
<td>23</td>
<td>23</td>
<td>31</td>
<td>15</td>
<td>8</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Question 2.** We would now like you to consider in what ways this particular program has contributed to you professionally. Please indicate in what way, if any, you have been able to make use of the learning acquired during this course. Please check all appropriate boxes.

<table>
<thead>
<tr>
<th></th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Have drawn upon the course in the planning of educational programs in my own country</td>
<td>6</td>
<td>43</td>
</tr>
<tr>
<td>b. Have drawn upon the course in the development of a curriculum in the information sciences area</td>
<td>4</td>
<td>29</td>
</tr>
<tr>
<td>c. Have used material gained from the course in my own teaching</td>
<td>6</td>
<td>43</td>
</tr>
</tbody>
</table>
Question 2 (Continued)

  d. Was able to draw upon information gained from the course in the development of information services 9 64
  e. Have benefited from the course in other ways
  Please explain: (See written comments, Appendix B.) 8 57
  f. Have been unable to make any use of the material presented in this course 5 36
  Please explain why: (See written comments, Appendix B.)

Question 3. Please indicate on the scale below how valuable you feel this course has been to you professionally:

<table>
<thead>
<tr>
<th>Of great value</th>
<th>Of little value</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

  No.  43  29  14  7  7  0  0
  %    64  39  20  10  10  0  0

Question 7. Would you give us your opinions in the following areas? (Check one in each area.)

  No.  %

  a. Content of presentations
    Excellent 8 57
    Satisfactory 6 43
    Unsatisfactory 0 0

  b. Number of presentations
    More needed 0 0
    About right 13 93
    Less needed 1 7

  c. Discussion and question period
    More time needed 8 57
    About right 6 43
    Less time needed 0 0
Question 7 (Continued)

<table>
<thead>
<tr>
<th>d. Size of group at this Program</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Too many participants</td>
<td>4</td>
<td>29</td>
</tr>
<tr>
<td>Size about right</td>
<td>10</td>
<td>71</td>
</tr>
<tr>
<td>Too few participants</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>e. Quality of presentations</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>8</td>
<td>57</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>6</td>
<td>43</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>f. Level of treatment</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Above my head</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>About right</td>
<td>12</td>
<td>86</td>
</tr>
<tr>
<td>Too simple</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>g. Content of field trips</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>10</td>
<td>71</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>4</td>
<td>29</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>h. Number of field trips</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Not enough</td>
<td>4</td>
<td>29</td>
</tr>
<tr>
<td>About the right amount</td>
<td>10</td>
<td>71</td>
</tr>
<tr>
<td>Too many</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>i. Sequence of lectures</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>In good order</td>
<td>10</td>
<td>71</td>
</tr>
<tr>
<td>In proper order</td>
<td>4</td>
<td>29</td>
</tr>
<tr>
<td>In poor order</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>j. Subject coverage</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive coverage</td>
<td>6</td>
<td>43</td>
</tr>
<tr>
<td>Satisfactory coverage</td>
<td>7</td>
<td>50</td>
</tr>
<tr>
<td>Inadequate coverage</td>
<td>1</td>
<td>7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>k. Novelty of material</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Most of the material was new to me</td>
<td>4</td>
<td>29</td>
</tr>
<tr>
<td>About half was new to me</td>
<td>6</td>
<td>42</td>
</tr>
</tbody>
</table>
Question 7 (Continued)

<table>
<thead>
<tr>
<th>Less than half was new to me</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>None of the material was new to me</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

1. Student projects
   - More time needed: 13 (93)
   - Sufficient time allotted: 1 (7)
   - Less time needed: 0 (0)

Question 8. There are many parts of a Program experience that can either contribute to your satisfaction or detract from it. For each of the following, would you let us know how satisfied you have been.

<table>
<thead>
<tr>
<th>No.</th>
<th>%</th>
</tr>
</thead>
</table>

a. Arrangements for coffee breaks
   - Really outstanding: 2 (14)
   - Very satisfactory: 12 (87)
   - Average: 0 (0)
   - Just acceptable: 0 (0)
   - Need improvement: 0 (0)

b. Hotel rooms
   - Really outstanding: 0 (0)
   - Very satisfactory: 5 (33)
   - Average: 8 (53)
   - Just acceptable: 1 (7)
   - Need improvement: 1 (7)

c. Apartments
   - Really outstanding: 2 (13)
   - Very satisfactory: 10 (67)
   - Average: 1 (7)
   - Just acceptable: 1 (7)
   - Need improvement: 1 (7)

d. Organized social events (i.e., opening dinner and social hour)
   - Really outstanding: 6 (40)
Question 8 (Continued)

<table>
<thead>
<tr>
<th></th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfactory</td>
<td>7</td>
<td>47</td>
</tr>
<tr>
<td>Average</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Just acceptable</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Need improvement</td>
<td>1</td>
<td>7</td>
</tr>
</tbody>
</table>

Question 9. In your opinion, how well did the total set of presentations cover the topic designated for this particular Program? (Check one)

<table>
<thead>
<tr>
<th></th>
<th>Comprehensive Coverage</th>
<th>Inadequate Coverage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>54</td>
</tr>
</tbody>
</table>

Question 10. In comparison with other continuing education activities which you have attended during the past few years, how would you rate this Program?

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Very Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>

Question 11. Please read all of the following statements. Then, check any of those that state how you feel about the Program as a whole.

<table>
<thead>
<tr>
<th>Statement</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>It was one of the most rewarding experiences I have ever had</td>
<td>8</td>
<td>57</td>
</tr>
<tr>
<td>Exactly what I wanted</td>
<td>4</td>
<td>29</td>
</tr>
<tr>
<td>It provided the kind of experience I can apply to my own situation</td>
<td>10</td>
<td>71</td>
</tr>
<tr>
<td>It helped me personally</td>
<td>10</td>
<td>71</td>
</tr>
<tr>
<td>It solved some problems for me</td>
<td>7</td>
<td>50</td>
</tr>
<tr>
<td>I think it served its purpose</td>
<td>4</td>
<td>29</td>
</tr>
<tr>
<td>It has some merits</td>
<td>3</td>
<td>21</td>
</tr>
</tbody>
</table>
**Question 11 (Continued)**

<table>
<thead>
<tr>
<th>Statement</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>It was fair</td>
<td>3</td>
<td>21</td>
</tr>
<tr>
<td>It was neither very good nor very poor</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>I was mildly disappointed</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>It was not exactly what I needed</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>It was too general</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I am not taking any new ideas away</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>It didn't hold my interest</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>It was too superficial</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>It was very poorly planned</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I didn't learn a thing</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>It was a complete waste of time</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Question 12.** Would you be interested in attending another Program of this kind in the future?

<table>
<thead>
<tr>
<th></th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>14</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

-15-
Appendix B

WRITTEN COMMENTS
**WRITTEN COMMENTS**

**Question 2.** We would now like you to consider in what ways this particular program has contributed to you professionally. Please indicate in what way, if any, you have been able to make use of the learning acquired during this course. Please check all appropriate boxes.

**e. Have benefited from the course in other ways. Please explain:**

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>Was able to improve the effectiveness and efficiency in accomplishing the duties relating to providing information services.</td>
</tr>
<tr>
<td>#8</td>
<td>It has also been a training for team-work among my own colleagues. It was good to get acquainted with American campus life.</td>
</tr>
<tr>
<td>#9</td>
<td>The course has introduced me to the new horizon of information: the future, the prospects, the challenges, the trends. I have been totally influenced (inspired) to dig more about technical information management as well as processing. Professionally, I feel more confidence in my work. This is an area of specialization that needs more attention given by the professional people.</td>
</tr>
<tr>
<td>#11</td>
<td>Wish more on-the-job training.</td>
</tr>
<tr>
<td>#12</td>
<td>Have used material gained from the course for the development of information services for the Library and Documentation Section of the Directorate of Building Research.</td>
</tr>
</tbody>
</table>
In teaching method, by using slides and pre-arranged mimeographed course scheme.

I will be able to make a good picture relating the program.

I become interested in knowing more knowledge on photography.

The knowledge about "how to make a good slide presentation" and "how to make a good picture" is very useful.

f. Have been unable to make any use of the material presented in this course. Please explain why:

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>#10</td>
<td>Some of the abstracts and indexes are not available in Indonesia, so it is hard to teach the students without showing the real materials.</td>
</tr>
<tr>
<td>#14</td>
<td>No, I don't this because we don't have such materials in this country.</td>
</tr>
<tr>
<td>#3</td>
<td>Did not have any opportunity thus far.</td>
</tr>
<tr>
<td>#5</td>
<td>For example: we didn't have computer yet, but we hope in the near future we could have too.</td>
</tr>
<tr>
<td>#6</td>
<td>Some of the materials are not available in my country, because the price is too expensive according to the budget.</td>
</tr>
</tbody>
</table>
**Question 4.** Please indicate the major objective(s) which you hoped to attain through attending this program.

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Comment</th>
</tr>
</thead>
</table>
| #1         | a. Skills in technical information management.  
b. Audiovisual skills.  
c. Industrial information. |
| #2         | a. Update myself in knowledge & skills of information management.  
b. Complete personal projects related to my own library program. |
| #3         | a. More skill and knowledge in information management and services. |
| #4         | a. Get more skills in technical information management and services.  
b. Improve the effectiveness in providing information services. |
| #5         | a. We hoped we could have the information network like in U.S.A.  
b. We hoped we could have the computerized library too. |
| #6         | a. To spread my knowledge about Information and Library Science. |
| #7         | a. the awareness of the potential kinds of services that can be made available;  
b. insight in the organization and administration of those potential services and of co-operation among libraries;  
c. basic knowledge of automation applied to libraries. |
<table>
<thead>
<tr>
<th>Respondent</th>
<th>Comment</th>
</tr>
</thead>
</table>
| #8         | a. To achieve instructional leadership.  
b. To study information management. |
| #9         | a. To acquire specific skills in technical information management;  
b. To acquire specific knowledge in instructional leadership;  
c. To acquire specific knowledge in methods of information processing (not satisfactory). |
| #10        | a. Refreshing course in the field of A&I.  
b. Teaching method in A&I. |
| #11        | a. The importance of the operation in the library.  
b. How to find and disseminate the information. |
| #12        | a. To acquire specific skills in technical information. |
| #13        | a. To improve skill, knowledge and experience in modern information management.  
b. To learn an advanced information system for further application.  
c. To establish a mutual understanding and cooperation in information management. |
| #14        | a. To improve my knowledge in library.  
b. To have skill in using all materials regarding library. |
**Question 5.** What specific aspects of the program experience contributed to your achieving one or more of the above personal objectives?

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>#2</td>
<td>for 1st: activities in G.T. Library and field visits. for 2nd: own reading/research project in GT Library &amp; field visits. NOTE: the A.V. program was a nice surprise!</td>
</tr>
<tr>
<td>#3</td>
<td>More aware and sure in evaluating problems.</td>
</tr>
<tr>
<td>#4</td>
<td>More understanding about the problems and more sure in solving them.</td>
</tr>
<tr>
<td>#5</td>
<td>The information network in U.S.A. is excellent. The library in U.S.A. is well developed.</td>
</tr>
<tr>
<td>#6</td>
<td>The lectures about reference, especially &quot;The Guides to Legal Periodicals&quot;; &quot;The International Legal Periodicals&quot; and &quot;Patent.&quot;</td>
</tr>
<tr>
<td>#7</td>
<td>From what I have seen, of all the services rendered, the generation of information by way of making a bibliography and a directory is the most immediately applicable technique that we have learned. We were exposed to the existence of some commercial indexing and abstracting services and also to the use of computer in cataloguing as well as in literature searching. (See further point 14.)</td>
</tr>
<tr>
<td>#8</td>
<td>a. Excellent management of the course. b. Able consultant and instructors.</td>
</tr>
<tr>
<td>#9</td>
<td>- excellent consultant: Mr. Marvin P. Harm; - well-experienced instructors (e.g. Miss Frances Kaiser, etc.);</td>
</tr>
<tr>
<td>Respondent</td>
<td>Comment</td>
</tr>
<tr>
<td>------------</td>
<td>---------</td>
</tr>
<tr>
<td></td>
<td>- well-organized program and its organizers and personnel;</td>
</tr>
<tr>
<td></td>
<td>- well-organized curriculum that serves the needs &amp; objectives;</td>
</tr>
<tr>
<td></td>
<td>- effective personal communication throughout the course.</td>
</tr>
<tr>
<td>#10</td>
<td>Introducing new materials in Social Sciences.</td>
</tr>
<tr>
<td>#11</td>
<td>To improve my knowledge about the work of the information specialist.</td>
</tr>
<tr>
<td>#12</td>
<td>(a) Selection/acquisition of materials; (b) User's Service; (c) Promotion of Information Services; (d) Specialized emphasis on basic literature of selected subject areas; (e) Audiovisual skills; (f) field trips.</td>
</tr>
<tr>
<td>#13</td>
<td>a. Application of modern techniques in audio-visual aids.</td>
</tr>
<tr>
<td></td>
<td>b. Comparative study through visits to various information centers.</td>
</tr>
<tr>
<td></td>
<td>c. Intensive personal contact among information specialists.</td>
</tr>
<tr>
<td>#14</td>
<td>I gained some knowledge on library and skill relating all library equipment.</td>
</tr>
</tbody>
</table>
Question 6. What specific aspects of the program experience detracted from your achieving one or more of your previously stated objectives for attending the program?

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>None</td>
</tr>
<tr>
<td>#2</td>
<td>None</td>
</tr>
</tbody>
</table>
| #3         | Too tight a schedule  
            Poor planning of fit between content and participants' actual working situation. |
| #4         | Shortage of time in comparison with the program schedule. |
| #5         | Library management and information network.  
            Automation of the library.  
            Staffing. |
| #6         | None    |
| #7         | It would be very helpful to give us more opportunity by providing more time for personal visits/interviews/research according to individual interest and objectives. |
| #9         | Participants are not homogeneous in working experience and knowledge.  
            There are no strict rules and regulations given by the instructors as far as assignments (practices) are concerned. Individual guidance is necessary, but evaluation is also important. |
| #10        | None    |
Question 6 (Continued)

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>#14</td>
<td>We don't have enough material to carry out what I have received, so that I not be able to implement all my knowledge and skill.</td>
</tr>
</tbody>
</table>

Question 13. What topics do you recommend for future programs?

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Comment</th>
</tr>
</thead>
</table>
| #1         | a. Management of special libraries. 
             b. For me: Job training in textile information centre (Charlottesville ?). |
| #2         | a. Designing curriculum/course for teaching Library Science to students, etc. (users' education), including preparation of printer materials and audiovisual aids and teaching methods. |
| #3         | a. Human relations and communication topics. |
| #4         | a. More library management and organization topics. |
| #5         | a. Staffing 
             b. Status of library staff 
             c. Information network in Indonesia 
             d. Automation |
| #6         | a. More topics about Social Sciences 
             b. More field trips 
             c. More exercises/practice in several libraries |
| #7         | a. Technique of making abstracts 
             b. Technique of setting up an SDI service |
<table>
<thead>
<tr>
<th>Respondent</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>#8</td>
<td>a. Management of special collections</td>
</tr>
<tr>
<td></td>
<td>b. Technical know-how in conducting training courses</td>
</tr>
<tr>
<td>#9</td>
<td>b. please, see No. 14 below.</td>
</tr>
<tr>
<td>#10</td>
<td>a. Introduction to data processing.</td>
</tr>
<tr>
<td></td>
<td>b. The possibilities of library automation with special reference to Indonesia.</td>
</tr>
<tr>
<td></td>
<td>c. More stress on information system in the social sciences.</td>
</tr>
<tr>
<td>#11</td>
<td>a. On-the-job training of the storage and retrieval of information.</td>
</tr>
<tr>
<td>#12</td>
<td>a. The same kind of program, stressing the field of Human Settlements.</td>
</tr>
<tr>
<td>#13</td>
<td>a. Practical training in the use of modern equipment such as computer, etc.</td>
</tr>
<tr>
<td></td>
<td>b. On-the-job training in an established information center to gain practical experience in information techniques.</td>
</tr>
<tr>
<td></td>
<td>c. Workshop on practical aspects of information management.</td>
</tr>
<tr>
<td>#14</td>
<td>We need comparison of the American system with other countries regarding library program.</td>
</tr>
</tbody>
</table>
Question 14. If you have any further comments to make on the program, please record them below.

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Comment</th>
</tr>
</thead>
</table>
| #1         | 1. The participants came from many type of libraries. They were:  
            | 1. Teachers (of library)  
            | 2. Librarians (from University)  
            | 3. Librarians (from special library)  
            | It was much better if the group of participants came from one type of library only, so the discussion, solving the problem and the objectives of the program can be oriented.  
<pre><code>        | 2. The objectives of the program were too much for the short program. It was better if each participant had got practice in the field (as a technical information specialist in a &quot;special library&quot;) for about one month before starting the program. |
</code></pre>
<p>| #2         | Please find comments in individual reports submitted in Atlanta. |
| #3         | To take such a program within three months is in my opinion too short. Better planning would be to take into account the environmental background and the specific working conditions of the participants would be beneficial. However, I think the opportunity to have been abroad and operate in a totally different environment was most rewarding and liberating. |
| #4         | In my opinion the time given was too short for covering the whole program which was so tight. However, I am satisfied with this program. It was the most pleasant event I have ever had up to now. Hereby I would like to thank you very much for the opportunity given to me to attend this program. |</p>
<table>
<thead>
<tr>
<th>Respondent</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>#5</td>
<td>I hope for future programs the instructors know very much about Indonesia as the developing country, more or less reading about Indonesia before they give a lecture, because the situation in Indonesia must be very different with America.</td>
</tr>
</tbody>
</table>
| #6         | - What's the follow up of this program.  
- For the future program: I wish that the OIP-EES can arrange more Social Sciences topics besides the Technical Science topics and also arrange more exercises in several libraries and of course more field trips. |
| #7         | However, we did not learn the technique of making abstracts nor encountered how one organizes a manual as well as a mechanized SDI service (at least the basic principles).  
As being librarians in a developing country where no commercial abstracting and SDI services exist yet, we have to do these jobs by ourselves, especially with regard to Indonesian publications. For this purpose an insight in the organization and technique of these services will be valuable. 
The lecture on interlibrary loan is very helpful in making us aware of the requirements and tools needed in setting up a formal interlibrary loan. Also very useful is the lecture on marketing, how you sell your services and on the production of slides and cassettes. The field trips give us a view on the heterogeneous organizations and systems applied in the different libraries we visited and on the services they provide to their users. |
Question 14 (Continued)

Respondent	Comment

#8
Such programs are very much needed to upgrade Indonesian librarians. If funds are limited, similar programmes could be conducted in Indonesia with the teaching staff from Georgia Tech.

#9
As the follow-up of the course, I would suggest these following topics:


2. Organization of Information Processing with emphasis on:
   - Techniques of Information Labelling: bibliographic data, keywords, etc;
   - Techniques of Information Retrieval: thesaurus construction, indexing, uniterm index, term index, abstracting, etc.
   - Standardization in Information Processing;
   - On-line Retrieval Searches & Data Bases;
   - The Foundation of Information Science;
   - Science Writing & Science Editing.

3. Information Services for Research, Development and Industry:
   - Current Awareness Service;
   - Selective Dissemination of Information;
   - Literature Search;
   - Bibliographic & Abstracting Services;
   - Subject Analysis & Query Answers;
   - Standard Reference Sources.

4. Points 1, 2 and 3 must be accompanied with practices and individual assignments (e.g. using keyboard and terminal, besides library practices).

5. Information Tools & Mechanism.

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Comment</th>
</tr>
</thead>
</table>
| #10        | - It is wiser to place 2 persons in one apartment than one person one apartment.  
- More time needed for student project, especially in making a.v. aids.  
- Please consider the possibilities for some of us to continue our education in the field of information science to get a master's degree or higher.  
- More stress on the field of social sciences, as some of the participants belong to social sciences libraries and/or documentation centres.  
- The problem concerning book acquisition for us. Is it possible to buy through the EBS/IPO and send it to Indonesia by airmail? We'll pay all the expenses through bank draft (FNCH). |
| #12        | Comments on Part 1, Objective III  
Have not yet been able to fulfill this objective as the opportunity has not arisen yet (e.g., in courses lectures, etc.).  
Comments on Part 3  
Have not yet come to the level/opportunity where the learning acquired can be used 100 percent. This takes time. Personally, the course is of great value to me. |

-29-
Program Questionnaire
Office of International Programs
Engineering Experiment Station
Georgia Institute of Technology
Atlanta, Georgia, USA

It has been several months since the Associate Residency Training Program for Technical Information Specialists ended. We are interested in what aspects of the program have proven valuable to you and what aspects might have proven inadequate. Your reactions will help us increase the effectiveness of future programs. Thank you for taking time to complete this questionnaire. Your response will be held in confidence.

The program you attended in Atlanta, Georgia, USA, had three objectives:

I. Participants will acquire specific skills in technical information management.

II. Participants will improve their effectiveness and efficiency in accomplishing their duties relating to providing information services in Indonesia.

III. Participants will acquire knowledge preparing them to provide instructional leadership to future Indonesian information managers.

1. We would like your retrospective view of how well the program fulfilled these various objectives. Circle a number on each scale to indicate your assessment of the degree to which the course satisfied each of the three objectives (the higher numbers indicate greater satisfaction).

<table>
<thead>
<tr>
<th>Course completely satisfied this objective</th>
<th>Course contributed nothing to this objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective I. 7 6 5 4 3 2 1</td>
<td>Objective II. 7 6 5 4 3 2 1</td>
</tr>
<tr>
<td>Objective III. 7 6 5 4 3 2 1</td>
<td></td>
</tr>
</tbody>
</table>
2. We would now like you to consider in what ways this particular program has contributed to you professionally. Please indicate in what way, if any, you have been able to make use of the learning acquired during this course. Please check all appropriate boxes.

a. Have drawn upon the course in the planning of educational programs in my own country 1 ( )
b. Have drawn upon the course in the development of a curriculum in the information sciences area 2 ( )
c. Have used material gained from the course in my own teaching 3 ( )
d. Was able to draw upon information gained from the course in the development of information services in my own country 4 ( )
e. Have benefited from the course in other ways Please explain: 5 ( )
f. Have been unable to make any use of the material presented in this course 6 ( ) Please explain why:

3. Please indicate on the scale below how valuable you feel this course has been to you professionally:

<table>
<thead>
<tr>
<th>Of great value</th>
<th>Of little value</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 6 5</td>
<td>4 3 2 1</td>
</tr>
</tbody>
</table>
4. Please indicate the major objective(s) which you hoped to attain through attending this program.
   a. 
   b. 
   c. 

5. What specific aspects of the program experience contributed to your achieving one or more of the above personal objectives?

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

6. What specific aspects of the program experience detracted from your achieving one or more of your previously stated objectives for attending the program?

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

7. Would you give us your opinions in the following areas? (Check one in each area)

   a. Content of presentations
      Excellent ........................................ 1 ( )
      Satisfactory................................. 2 ( )
      Unsatisfactory.............................. 3 ( )

   b. Number of presentations
      More needed.............................. 1 ( )
      About right............................. 2 ( )
      Less needed............................. 3 ( )
c. Discussion and question period
   More time needed........................ 1 (  )
   About right................................ 2 (  )
   Less time needed.......................... 3 (  )

d. Size of group at this program
   Too many participants...................... 1 (  )
   Size about right........................... 2 (  )
   Too few participants...................... 3 (  )

e. Quality of presentations
   Excellent.................................... 1 (  )
   Satisfactory................................. 2 (  )
   Unsatisfactory.............................. 3 (  )

f. Level of treatment
   Above my head................................ 1 (  )
   About right.................................. 2 (  )
   Too simple.................................. 3 (  )

g. Content of field trips
   Excellent.................................... 1 (  )
   Satisfactory................................. 2 (  )
   Unsatisfactory.............................. 3 (  )

h. Number of field trips
   Not enough................................... 1 (  )
   About the right amount.................... 2 (  )
   Too many.................................... 3 (  )

i. Sequence of lectures
   In good order................................ 1 (  )
   In poor order................................. 2 (  )

j. Subject coverage
   Comprehensive coverage..................... 1 (  )
   Satisfactory coverage...................... 2 (  )
   Inadequate coverage......................... 3 (  )
k. Novelty of material
   Most of the material was new to me........ 1 ( )
   About half was new to me.................. 2 ( )
   Less than half was new to me............. 3 ( )
   None of the material was new to me....... 4 ( )

l. Student projects
   More time needed............................ 1 ( )
   Sufficient time allotted.................... 2 ( )
   Less time needed............................ 3 ( )

8. There are many parts of a program experience that can either contribute to your satisfaction or detract from it. For each of the following, would you let us know how satisfied you have been.

   a. Arrangements for coffee breaks
      Really outstanding.......................... 1 ( )
      Very satisfactory........................... 2 ( )
      Average....................................... 3 ( )
      Just acceptable............................ 4 ( )
      Need improvement............................ 5 ( )

   b. Hotel Rooms
      Really outstanding.......................... 1 ( )
      Very satisfactory........................... 2 ( )
      Average....................................... 3 ( )
      Just acceptable............................ 4 ( )
      Need improvement............................ 5 ( )

   c. Apartments
      Really outstanding.......................... 1 ( )
      Very satisfactory........................... 2 ( )
      Average....................................... 3 ( )
      Just acceptable............................ 4 ( )
      Need improvement............................ 5 ( )
d. Organized social events (i.e., welcoming reception, graduation, etc.)
   Really outstanding................................ 1 ( )
   Very satisfactory................................. 2 ( )
   Average............................................ 3 ( )
   Just acceptable.................................... 4 ( )
   Need improvement.................................. 5 ( )

9. In your opinion, how well did the total set of presentations cover the topic designated for this particular program? (Check one)

<table>
<thead>
<tr>
<th>Comprehensive Coverage</th>
<th>Inadequate Coverage</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 6 5 4 3 2 1</td>
<td></td>
</tr>
</tbody>
</table>

10. In comparison with other continuing education activities which you have attended during the past few years, how would you rate this program?

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Very Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 6 5 4 3 2 1</td>
<td></td>
</tr>
</tbody>
</table>

11. Please read all of the following statements. Then, check any of those that state how you feel about the program as a whole.

   It was one of the most rewarding experiences I have ever had............................... 1 ( )
   Exactly what I wanted................................. 2 ( )
   It provided the kind of experience I can apply to my own situations.......................... 3 ( )
   It helped me personally................................ 4 ( )
   It solved some problems for me....................... 5 ( )
   I think it served its purpose........................ 6 ( )
   It has some merits.................................... 7 ( )
   It was fair........................................... 8 ( )
   It was neither very good nor very poor............ 9 ( )
   It was mildly disappointing........................... 10 ( )
   It was not exactly what I needed.................... 11 ( )
   It was too general.................................... 12 ( )
   I did not take any new ideas away................... 13 ( )
   It didn't hold my interest............................ 14 ( )
   It was too superficial................................. 15 ( )
   It was very poorly planned............................ 16 ( )
   I didn't learn a thing................................ 17 ( )
   It was a complete waste of time..................... 18 ( )
12. Would you be interested in attending another program of this kind in the future?
   _____ Yes
   _____ No

13. What topics do you recommend for future programs?
   a. __________________________________________
   b. __________________________________________
   c. __________________________________________
   d. __________________________________________

14. If you have any further comments to make on the program, please record them below.