

International Students in Academic Libraries: A User Survey

Mary Beth Allen

A study was undertaken to identify characteristics of the international student population and determine these students' patterns of library use. Analyses were carried out to measure a number of relationships concerning the students' prior use of microcomputers, both in libraries and otherwise, and their current perceived difficulties using libraries. Findings suggest that not all international students arrive in the United States with appropriate information retrieval skills to take advantage of automated bibliographic access systems. Libraries may need to make special efforts to extend instructional services to these students.



cultural diversity on college campuses has increased in recent years. One segment of the multicultural environment of universities is international students. In academic year 1989/1990, there were more than 386,000 international students enrolled in colleges and universities in the United States, up 5.6% from the previous year. This was the largest increase in seven years.¹ Those who work in higher education share an agreement to embrace both cultural diversity and unity, and to actively remove barriers to communication and learning.

To ease the transition of international students from their indigenous culture to American culture, most universities operate an office of international student affairs which performs the basic welcoming and orientation function for students newly arrived from other countries. Many academic departments also do their share to make new students feel com-

fortable and, whether intentionally or not, may serve as a smaller community through which new persons can learn about academic life in the United States and gain a sense of what is expected of them as they make progress toward completing a degree. As a crucial component of serious scholarship at any level, the library is also responsible, not only for making its collections and services available to the scholarly community and the public but also for teaching newcomers the strategies and processes by which they can independently maneuver through the increasingly complex variety of bibliographic access systems.

BACKGROUND AND LITERATURE REVIEW

Currently, there is a strong interest in higher education (and among public service librarians) in investigating the need for programs and services targeted at special populations, such as international

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students. The literature of librarianship contains important contributions that aid our understanding of the difficulties international students face as they begin to use academic libraries in the United States. Excellent overviews of the major writings on the role of bibliographic instruction and other library services for international students have been reported in Ormondroyd and Jacobson.^{2,3} In addition, an examination of the library's role in the pluralistic campus, including appropriate administrative initiatives, can be found in Trujillo and Weber as well as in Welch and Lam.^{4,5}

The literature of librarianship contains important contributions that aid our understanding of the difficulties that international students face as they begin to use academic libraries in the United States.

However, thorough data analysis or "experimental and case studies of the students' problems are almost nonexistent."⁶ Recent research projects conducted by Dania Bilal, Kwasi Sarkodie-Mensah, Ting Ming Lai, and others are examples of thorough data analysis that have reversed this trend and made a significant contribution to the body of literature on international students' use of United States academic libraries.⁷ Still, most of these studies were completed before the use of microcomputers (such as for OPACs) became such an integral part of the basic library research process. To new international students on our campuses, the presence of microcomputers in the library and the necessity of their use to access vast stores of information might constitute one of the major differences between libraries in their home countries and those in the United States.

In research involving international students who were in the United States seeking a degree in library and information science, Silas Marques de Oliveira compared the strengths of program areas in American library and information science departments with program

areas that students entering United States educational institutions considered important or desirable. One of Oliveira's findings was that the library and information science program areas that students considered to be most needed in their home countries were all technological in nature (automation, information services, information transfer, and networking).⁸ The obvious implication is that these international students perceived the technological advances of American libraries to be of interest, and further that such technology was perhaps unavailable to them at home. Oliveira concludes that "the technological areas . . . are not only the areas in which most of the [United States] schools consider themselves as having very strong programs, but are also the areas most mentioned as being greatly needed in most of the [foreign] countries represented in this study."⁹ A further implication is that use of computers in libraries is not prevalent outside the United States.

PROBLEM STATEMENT

The present study responds to the need for research aimed at determining what place the library holds in the education process of the diverse population of students on our campuses, which includes international students. It responds to the growing need among academic institutions to assess what perceptions international students have of research libraries, how they use libraries during their academic tenure, and what difficulties they encounter in their efforts to utilize the libraries' services and collections. More specifically, the study examines international students' use of microcomputers for bibliographic access in libraries, and their use of computers for other purposes (word processing, database management, spreadsheets, etc.) outside libraries. The method chosen for the study, which will be described in more detail in a subsequent section, will consist of a survey of the user population and their use of the library. The information obtained will be useful in planning and implementing library services for

international students, and perhaps for the larger user community.

METHODOLOGY

The present study was carried out in response to the doctoral research of Kwasi Sarkodie-Mensah. The questionnaire used in the current project closely resembles that of Sarkodie-Mensah, which was completed at two New Orleans, Louisiana, academic libraries; however, neither of those two libraries employed an online catalog at the time, so there is significant interest in complementing the previous work with data gathered at a library like that of the University of Illinois, where utilizing the library's collections (and resources within the state) is synonymous with independently utilizing a variety of computerized information sources. Workstations throughout the main library and in a variety of departmental library locations across campus provide access to an online catalog with library holdings and circulation information not only for the Urbana campus but also for over forty other cooperating university, college, public, and other libraries within the state of Illinois. In addition, many of the workstations provide access to local reference files and locally mounted databases. Other workstations only provide access to databases on CD-ROM. The purpose of conducting this user survey was to test statistically the relationship between the difficulty that international students might experience using the University of Illinois library and the degree of their familiarity with computers. The study examines two areas: (1) online catalogs used in libraries, and (2) other uses of microcomputers outside libraries. The international students were asked:

- if the online catalog was new to them
- if online catalog workshops were new
- whether they found the online catalog difficult to use
- if they had used computers in a library before coming to the University of Illinois
- whether they had previously used computers for other purposes, such as word processing, programming, etc.

A questionnaire was developed to assess not only computer use but also other primary library use patterns and utilization of collections, services, and facilities by international students. Basic demographic data were also collected. The questionnaire was based in content on the survey instrument used in Sarkodie-Mensah's research, although many questions were modified and additional questions, for example, those related to computer use, were included.¹⁰ The survey instrument contained thirty-three questions, many of which required or allowed for multiple responses.¹¹ The six-page questionnaire was initially intended to be as comprehensive as possible concerning the students' library-use patterns. Therefore, the resulting data set is quite large and covers a wide range of crucial library use issues. For practical purposes, the present report will focus specifically on questions aimed at international students' use of computers.

RESEARCH DESIGN

The university's Office of Administrative Information Systems and Services and Office of International Student Affairs assisted in drawing the random sample population by providing access to university directory information for the 3,401 international students who were on the mailing list of the Office of International Student Affairs. During the fall semester of 1988, the survey was mailed to a random sample of 750 international students on the Urbana campus. A total of 395 (52.7%) surveys were returned. A double-coding procedure was undertaken, with the first coding done by the Library Research Center staff, and the second one done by the author for the purpose of gaining familiarity with the data. Survey data were tabulated and analyzed using SPSS/PC+.

The Office of Admissions and Records reports that international students account for only 1% of the 26,000 undergraduate students on the Urbana campus, but they constitute 25% of the 9,000 graduate students, so the expectation was that the survey population

would be primarily graduate students. In response to the question "What degree are you working on?" some 59.0% of the population reported that they were working toward Ph.D.'s and 29.5 indicated that they were pursuing master's degrees, while only 8.4% were undergraduates. Thus the data gathered in this survey most closely represent patterns of graduate students' library use rather than those of the total international student population.

FINDINGS

Table 1 shows the frequency distribution of users by field of study or major. On the questionnaire, the students were asked their major or area of concentration. Since the variety of responses was so great, the data were collapsed into eight broad categories representing the gamut of majors. The largest number of students, 25.3%, indicated Engineering was their major. Next highest were Agriculture and Biological Science, with 18.3% of the population. A close third was Commerce and Business Administration, with 16.4%. Social Sciences represented 13.6% of the population, while Physical Sciences, Education, and Arts and Humanities each represented 10.4% or less of the group.

Country of origin is reported in table 2. Again, the data were collapsed because of the wide variety of responses. Seven broad geographic regions represent the collapsed responses. Asia was by far the region with the largest number of respondents, with 54.6% of the distribution. Europe and Oceania each represented 10.7% of the population, while South America represented 8.2%, the Middle East 6.8%, North America 5.2%, and Africa 3.8%.

Concerning the gender question, 31.8% of the students responding were female, while 68.2% were male. Another demographic factor examined was the total number of years the international students had already spent in the United States. Some 48.0% of the students who responded to the survey reported one to three years (table 3); 24.7% reported less than one year, while 21.9% said four to

TABLE 1
FIELD OF STUDY
OF RESPONDENTS

Field of Study	Frequency	Valid %
Commerce and Business	63	16.4
Engineering	97	25.3
Agriculture and Biology	70	18.3
Social Sciences	52	13.6
Education	35	9.1
Physical Sciences	41	10.7
Arts and Humanities	24	6.3
Non-degree	1	.3

TABLE 2
GEOGRAPHIC DISTRIBUTION

Geographic Area	Frequency	Valid %
Asia	200	54.6
Africa	14	3.8
Europe	39	10.7
Middle East	25	6.8
North America	19	5.2
South America	30	8.2
Oceania	39	10.7

six years. Only 5.4% of the respondents had been in the U.S. six years or longer. Later, this variable will be examined further to determine if students who have been in the United States for several years experience less difficulty using the online catalog than those who have recently arrived.

One of the first questions the students were asked in the survey was "How often do you use the library?" In response to this question, 57.4% of the students said they used the library less than once a day, but at least once a week. Some 24.3% responded that they used the library at least once a day; 15% reported their use at less than once a month but at least once a semester, and 3.4% reported less than once a semester. The data indicate that the majority of international students surveyed con-

TABLE 3
NUMBER OF YEARS SPENT
IN U. S.

No. of Years	Frequency	Valid %
Less than 1 year	97	24.7
1-3 years	188	48.0
4-6 years	86	21.9
6 years or more	21	5.4

sider that the library occupies an important part of the educational environment. To gain an understanding of the students' general comfort level with libraries upon arrival in the United States, they were surveyed to see how prepared they were to use American college and university libraries. In response to the question, "How prepared were you to use American college and university libraries?" 49.9% of the international students said they were somewhat prepared, 28.0% felt very prepared, and 22.1% said they were not at all prepared. The data indicate that over two-thirds of those surveyed might benefit from at least some instruction or orientation to prepare them for using the library.

The data gathered in this survey most closely represent patterns of graduate students' library use rather than those of the total international student population.

One of the major purposes of the survey was to identify what aspects of library use were new to international students, or what features were different from libraries in their home countries. Table 4 shows the frequency distribution for a number of typical library services or characteristics. For this question on the survey, students could choose as many responses as applied, so that the percentages in table 4 represent the percentage of the total sample that responded to each part of the question. Computer database literature searching was chosen most frequently, with 61.2% of the students reporting that this aspect of library use was

new to them. Some 59.6% said interlibrary loan ("requesting materials not in the library here from another library") was a new service, and 50.5% said the online catalog was new to them. These three most frequently chosen services all involve use of computers. Online catalog workshops and term paper research counseling also were considered to be relatively new, with 40.1% of the population responding to each service. The open-stacks characteristic of American libraries has often been reported in the literature as a new concept for foreign students; however, the data here indicate that only 12.0% of the students surveyed were unfamiliar with finding materials themselves in the open stacks. Thirty-one percent reported that large library collections were new to them, while 28.9% said microfiche and microfilm were new. Classroom instruction in the library was new to 28.1%, and self-service copy machines were new to 21.6%. Later in the analysis, the newness of the online catalog, unfamiliar to approximately half of the international students surveyed, will be compared with other variables.

To identify library orientation and instruction services the students might

TABLE 4
ASPECTS OF LIBRARIES WHICH
WERE NEW TO STUDENTS

New Aspect	Frequency	Valid %
Interlibrary loan	229	59.6
Self-service copy machines	83	21.6
Microfiche, microfilm	111	28.9
Online catalog	194	50.5
Online catalog workshops	154	40.1
Computer database lit. search	235	61.2
Open stacks	46	12.0
Large library collections	119	31.0
Classroom instruction in the library	108	28.1
Term paper research counseling	154	40.1

TABLE 5
SERVICES STUDENTS HAD TAKEN
ADVANTAGE OF

Orientation/ Instruction Service	Frequency	Valid %
Audiocassette self-guided tour	13	3.4
Tour guided by library personnel	150	38.7
Presentation by library personnel	76	19.6
Research skills instruction in library	34	8.8
Research methods course	50	12.9
Term paper research counseling	35	9.0
None of the above	173	44.6
Other	14	3.6

have used, they were given a list of services and asked, "Which of the following have you had since you came to this university?" Their responses are summarized in table 5. As in the previous case, the students could choose as many as applied, so the percentages represent the total percentage who responded affirmatively. The category receiving the highest frequency was "none of the above," perhaps an indication that the students were not aware of the services, especially those which are part of the course-integrated instruction program targeted primarily at undergraduates. Some 38.7% of those surveyed had taken advantage of a tour of the library guided by library personnel; this service is typically offered at the beginning of the fall semester, before the first day of classes. It is an hour-long tour of the physical facilities and provides more information than instruction. Nineteen point six percent responded that they had attended a presentation on the library conducted by library personnel, and 12.9% had taken a course in research methods that included instruction in using library resources (but not necessarily conducted by library personnel). Fewer than 10% of the survey population had taken advan-

tage of services such as term paper research counseling/consultation, research skills instruction sessions in the library, and an audiocassette self-guided tour of the library. These findings indicate that a large proportion of the international student population does not participate in instructional activities commonly offered in academic libraries, yet a sizable number does attend orientation activities offered at the beginning of the term.

One of the major purposes of the survey was to identify what aspects of library use were new to international students, or what features were different from libraries in their home countries.

To focus on the students' perception of the online catalog, they were asked, "Is the online catalog difficult for you to use?" To summarize the frequency distribution of their responses, 12.9% said "yes," 54.4% said "no," 28.8% said "sometimes," and 4.0% answered by writing their own response. The data indicate that most of the sample population say they did not have difficulty using the online catalog.

Additional frequency counts indicate that a large majority of the respondents had used computers before, but not for bibliographic access in libraries. Table 6 shows that when asked if they had used computers in a library before coming to the University of Illinois, 69.6% had not and 30.4% had. When asked if they had used computers for other purposes, such

TABLE 6
PREVIOUS USE OF COMPUTERS

Purpose	Frequency	Valid %
In a library		
Yes	119	30.4
No	273	69.6
For other purposes		
Yes	333	84.9
No	59	15.1

TABLE 7
PREVIOUS USE OF LIBRARY COMPUTERS,
BY DIFFICULTY USING ONLINE CATALOG

Previous Use of Library Computers	Difficulty Using Online Catalog					
	Yes		No		Sometimes	
	No.	%	No.	%	No.	%
Yes	20	17.7	51	45.1	42	37.2
No	29	11.6	154	61.6	67	26.8

Chi - square = 8.6; $df = 2$; $p < .05$; Cramer's $V = .154$.

TABLE 8
PREVIOUS USE OF OTHER COMPUTERS,
BY DIFFICULTY USING ONLINE CATALOG

Previous Use of Other Computers	Difficulty Using Online Catalog					
	Yes		No		Sometimes	
	No.	%	No.	%	No.	%
Yes	34	11.0	183	59.4	91	29.5
No	15	27.3	22	40.0	18	32.7

Chi - square = 12.4; $df = 2$; $p < .01$; Cramer's $V = .184$.

as word processing, database management, programming, etc., 84.9% had done so and only 15.1% had not.

The hypothesis of interest is that international students with prior experience using computers in libraries might not have experienced difficulty using the online catalog at the University of Illinois. The null hypothesis being tested is that prior experience using computers makes little difference with regard to difficulty the students experience using the online catalog. For the procedure of hypothesis testing, the null hypothesis can be rejected if the observed significance level (probability) is less than 0.05. A cross-tabulation was performed to determine the relationship between the respondents' difficulty using the online catalog and their prior use of computers in libraries. Based on the frequency distributions, it was expected that students who had prior experience using any kind of computers in libraries would find the online catalog less difficult to use, perhaps because of familiarity with the concept of bibliographic access or with typical searching patterns. Table 7 shows that this was primarily the case. Of those students who had previously used computers in libraries, only 17.7% said the online catalog was difficult, while 45.1%

said it was not difficult to use. Some 37.2% reported that it was sometimes difficult to use. Because the probability is small (0.013), the null hypothesis can be rejected; the low probability indicates that it is quite unlikely that the two variables are independent in the population. To test the strength of the association, a Cramer's V was conducted; in this statistical test, a value of zero corresponds to no association and a value of one to perfect association. For table 7, the value of Cramer's V is 0.154, indicating a fairly low measure of association. In the analysis represented by table 7, and in all further tables that represent cross-tabulations of the "difficulty using the online catalog" variable, the "other" response was recorded as missing because it was chosen by less than 5% of the respondents (fewer than 19 people). Next, a cross-tabulation was performed to determine the relationship between the respondents' difficulty using the online catalog and their prior use of computers for other purposes. Table 8 summarizes this relationship. Of the students who had previously used computers for purposes other than library information retrieval, only 11.0% said the online catalog was difficult, while 59.4% said it was not difficult to use. Conversely, of

TABLE 9
PRIOR USE OF LIBRARY COMPUTERS,
BY PREPAREDNESS TO USE UNITED STATES LIBRARIES

Prior Use of Library Computers	Preparedness to Use United States Libraries					
	Very Prepared		Somewhat		Not at All	
	No.	%	No.	%	No.	%
Yes	46	41.8	49	25.3	22	25.6
No	64	58.2	145	74.7	64	74.4

Chi - square = 10.2; $df = 2$; $p < .01$; Cramer's $V = .161$.

TABLE 10
PRIOR USE OF OTHER COMPUTERS,
BY PREPAREDNESS TO USE UNITED STATES LIBRARIES

Prior Use of Other Computers	Preparedness to Use United States Libraries					
	Very Prepared		Somewhat		Not at All	
	No.	%	No.	%	No.	%
Yes	103	93.6	158	81.4	70	81.4
No	7	6.4	36	18.6	16	18.6

Chi - square = 9.16; $df = 2$; $p = .01$; Cramer's $V = .153$.

those students who did not have previous experience with computers for other purposes, a larger percentage (27.3%) had difficulty with the online catalog, but a smaller percentage (40.0%) did not have difficulty. Based on a chi-square analysis, a statistically significant relationship ($p = 0.002$) between reported difficulty using the online catalog and previous experience with computers for other purposes exists, but the value of Cramer's V is 0.185, indicating that the strength of association is fairly low.

An analysis of the relationship between prior use of computers in libraries and the degree to which students are prepared to use American libraries is reported in table 9. Of students who felt very prepared to use American college and university libraries, 41.8% had used computers in libraries previously but 58.2% had not. Of students who felt somewhat prepared, only 25.3% had used computers in libraries, while 74.7% of this group had not used computers in the library setting. And of those not at all prepared, again, 25.6% had used computers in libraries previously, while 74.4% had not. The chi-square computa-

tion for this relationship is statistically significant, with $p = 0.006$, so it can be said that having used computers in libraries before and feeling prepared to use American libraries are not independent. However, the Cramer's V value is 0.162, indicating that the strength of association is low. Table 10 summarizes the similar, yet much more pronounced, relationship between prior use of computers for other purposes and students preparation to use American libraries. Of those students who were very prepared, 93.6% had used computers before for other purposes. Of those who were somewhat prepared, 81.4% had used computers for other purposes, but of those not at all prepared, 81.4% had also used computers before for other purposes. There does appear to be a statistically significant (with $p = 0.010$) association between international students' prior use of computers for other purposes and their feeling prepared to use American libraries. However, the strength of association is low, at 0.153, and because 85.9% of those surveyed had used computers for other purposes, the results may be misleading.

TABLE 11
NEWNESS OF ONLINE CATALOG,
BY PREPAREDNESS TO USE UNITED STATES LIBRARIES

Newness of Online Catalog	Preparedness to Use United States Libraries					
	Very Prepared		Somewhat		Not at all	
	No.	%	No.	%	No.	%
Yes	66	34.6	81	42.4	44	23.0
No	42	21.6	111	57.2	41	21.1

Chi - square = 10.1; $df = 2$; $p < .01$; Cramer's $V = .162$

TABLE 12
NEWNESS OF ONLINE CATALOG, BY DIFFICULTY USING ONLINE CATALOG

Newness of Online Catalog	Difficulty Using Online Catalog					
	Yes		No		Sometimes	
	No.	%	No.	%	No.	%
Yes	23	12.7	96	53.0	62	34.3
No	26	14.2	110	60.1	47	25.7

Chi - square = 3.18; $df = 2$; $p > .05$; Cramer's $V = .093$

In analyzing the relationship between the newness of the online catalog to users and their preparation for American libraries, table 11 shows that of those who reported that the online catalog was new to them, 57.2% felt only somewhat prepared to use American libraries, while 21.6% felt very prepared and 21.1% felt not at all prepared. The chi-square test revealed this association to be statistically significant, with a probability of 0.006. Using the Cramer's V test, the strength of association is low at 0.162. Table 12 summarizes the cross-tabulation of responses to the questions dealing with newness of the online catalog to users and their difficulty with it. As stated earlier, because of small cell size, it was necessary to record the "other" response to the "difficulty" variable as missing for this analysis. Based on a chi-square analysis, the relationship represented in table 12 is not statistically significant since the probability is 0.203 (testing at 0.05). The strength of association is very low, with the Cramer's V test yielding a value of 0.093. The results indicate that of persons who said the online catalog was not new to them, only 12.7% had difficulty using it, 34.3%

sometimes had difficulty, and 53.0% did not have difficulty. Likewise, for those who said the online catalog was new, the percentages for difficulty of use were similar; the figures show that nearly the same number of persons reported yes as reported no to the newness question.

Table 13 summarizes the relationship between international students' preparation for American libraries and their difficulty using the online catalog. Based on chi-square analysis, the observed significance level of 0.007 indicates that there is a statistically significant association between the students' preparation for American college and university libraries and the difficulty they experience using the online catalog. The Cramer's V test yielded a value of 0.139, which represents a low strength of association. Of those who said they did have difficulty using the catalog, only 18.4% felt very prepared to use United States academic libraries, while 51.0% were only somewhat prepared and 30.6% were not at all prepared. Of those who said they did not have difficulty with the online catalog, 34.8% felt very prepared, 49.5% felt somewhat prepared, but only 15.7% were not at all prepared. The rela-

TABLE 13
PREPAREDNESS TO USE UNITED STATES LIBRARIES,
BY DIFFICULTY USING ONLINE CATALOG

Preparedness to Use Online Catalog	Difficulty Using Online Catalog					
	Yes		No		Sometimes	
	No.	%	No.	%	No.	%
Very prepared	9	18.4	71	34.8	22	20.2
Somewhat prepared	25	51.0	101	49.5	58	53.2
Not at all prepared	15	30.6	32	15.7	29	26.6

Chi - square = 14.04; $df = 4$; $p < .01$; Cramer's $V = .139$

TABLE 14
NUMBER OF YEARS IN UNITED STATES
BY DIFFICULTY USING ONLINE CATALOG

Number of Years in United States	Difficulty Using Online Catalog					
	Yes		No		Sometimes	
	No.	%	No.	%	No.	%
Less than 1 year	19	22.1	33	38.4	34	39.5
1-3 years	23	13.1	106	60.6	46	26.3
4-6 years	6	7.5	53	66.3	21	26.3
6 years or more	0	0	13	65.0	7	35.0

Chi - square = 20.72; $df = 6$; $p < .01$; Cramer's $V = .169$

tionship between the number of years the international students had been in the United States and their difficulty using the online catalog is represented in table 14. Here, the hypothesis of interest is that international students who have been in the United States longer might not experience difficulty using the online catalog. The cross-tabulation shows that 38.4% of respondents who had spent less than one year in the United States did not have difficulty with the online catalog, while 22.1% did. However, of those who had spent one to three years in the United States, 60.6% did not experience difficulty and only 13.1% did. Further, of those who had already spent four to six years in the United States, 66.3% did not have difficulty and a very small percentage (7.5%) did. The null hypothesis can safely be rejected since the observed significance level is 0.002; yet the strength of the association is fairly low, with a Cramer's V value of 0.169.

IMPLICATIONS

It is important for any library to examine the characteristics of its user population and to develop and implement services appropriate to the users' needs. The analysis presented here describes certain characteristics of the international student population at a large university and illustrates a number of the group's use patterns within the context of a large, highly automated library system. The results of the study demonstrate that a basic, but crucial factor to be considered when planning for bibliographic instruction activities, is the status of international students. It is only natural to aim course-integrated library instruction programs at undergraduates; but libraries must be aware that there are other new students with special needs who may not be taking advantage of the most commonly offered services and instruction activities. If most of the international student population are graduate students,

with advanced knowledge of the literature in their fields, (yet perhaps unfamiliar with technological advances in bibliographic access and the services offered by large United States academic libraries), then a distinct avenue must be created to reach them. This must be distinct from the process aimed at undergraduates. At Illinois the Office of International Student Affairs is more

than happy to include the library on its agenda as a major component of the orientation for new international students on campus. A special opportunity such as this is an excellent way for librarians to present the library and themselves in a positive light, to provide an introduction to bibliographic access systems and basic services, and to extend an invitation for further instruction.¹²

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9. *Ibid.*, 99.
10. Sarkodie-Mensah, *Foreign Students and U. S. Academic Libraries*.
11. The author worked closely with the Graduate School of Library and Information Science's Library Research Center to design questions of consistent format for ease of completion by the survey participants and to ensure accurate coding of the data.
12. General library orientation for international students was first organized through the Undergraduate Library at UIUC in 1988. The service successfully continues in cooperation with the C. Walter & Gerda B. Mortenson Center for International Library Programs.

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