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# Never On A Sunday: The Sabbath And The Christian Academic Library - Part 1

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# NEVER ON A SUNDAY:
## THE SABBATH AND THE CHRISTIAN ACADEMIC LIBRARY - PART 1

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*The article will appear in two parts. Part One examines the biblical basis for the positions taken and makes a general application. Part Two, in the next issue, will look at the application of Scripture to the world of Christian higher education and its libraries.*

It has been a long journey—from the big sky country of the Canadian prairies to the foreboding darkness of cloudy days in the Pacific Northwest. But this is not a story about geography; it is about the subject of time, the time that the timeless God gives us in the thing we call life.

Growing up in Canada when I did, Sunday blue laws were a part of the fabric of life. There were so many things I could not do on Sunday. The entire world seemed closed. Even major sporting events happened on Saturday. There was little to do after church. I did not know why Sundays were so dull; I only resented it.

My family never had a lot of money. We traveled little, but I became aware of a different country not far to the south. During infrequent trips to the United States, I thought I perceived something better. Americans could do something on Sunday besides go to church. Stores were open, although the marketplace was not as busy as it is now. There were sports on Sunday. It was my first inkling of how much fun Americans were having. They could do many of the same things on Sunday that they did other days of the week. What freedom!

Now, let us move the scene down the halls of time—to today. Sunday has become a day much like every other day, except there seem to be more important sporting events than on other days. Most stores are open; people must work.

Even those who use part of Sunday for church attendance are enticed into this maelstrom. Churches hold early services so that parishioners can make it to the football game on time. We appreciate the trend toward fewer services on Sunday at our churches. We need time to get ready for what faces us at work on Monday. There is so little time and so much to do. Maybe you recognize some of these feelings and thoughts as you read. I know they are true because I see them in others, but even more, I know they are true because I have seen them in myself.

Recently, this picture was invaded by a concept that is new to me—Sabbath culture. I tried to find out what "Sabbath culture" meant. Most of the responses seemed to say: "We are working too hard; we need a lighter load." Did this have anything to do with the Sunday blue laws of my youth? I knew that the Sabbath was a biblical concept, but had it not gone the way of other Old Testament realities such as the sacrificial system? Jesus brought an end to the sacrificial system. Did He not do the same for the Sabbath?

I set my course to study the concept in the Bible. If God expects something from the human race in relation to the Sabbath, surely the Scriptures should speak clearly on the subject. What follows is a description of where I am on my journey of understanding.

### THE BIBLICAL BASIS OF THE SABBATH (OLD TESTAMENT)

God introduces the Sabbath early in history; in fact, immediately after He created the human race. In the second chapter of the book of origins, Genesis, we read:

By the seventh day God had finished

the work he had been doing; so on the seventh day he rested from all his work. And God blessed the seventh day and made it holy, because on it he rested from all the work of creating that he had done (Gen. 2:2).

Now, I must admit that one of the first images that this passage elicits in my mind is one of incongruity. God is tired, or exhausted, and needs to sit down and rest. This image, however, does not harmonize with the concept of God gleaned from the rest of Scripture. The answer comes much later when Jesus explains: "The Sabbath was made for man..." (Mark 2:27). God did not rest because He was tired. Rather, He was setting a pattern for the human race, a weekly rhythm of time wherein six days were devoted to work and the seventh was made holy (set apart) for rest. As we shall see later there is more to the Sabbath than weekly rest from labor, but it is clear from the beginning that rest is a gift of God to his creation.

The next reference to the Sabbath occurs in Exodus 16 in connection with God's provision of manna for the children of Israel during their wilderness wanderings. Israel was instructed to gather manna for six days; on the sixth day, enough for two days should be gathered, for the seventh day was to be a day of rest. Some disobeyed and sought to gather manna on the Sabbath, and God reprimanded them. In God's eyes, Israel failed its test of faith in the wilderness (see Hebrews 3-4), and the lack of proper recognition of the Sabbath was one reason for that failure.

In Exodus 20, we come to the first stating of the Law, or the Ten Commandments. In it, Israel is told to "Remember the Sabbath day by keeping it holy." Why? God harks back to his act of creation and the pattern He set at the beginning. It is interesting to note that everyone was to cease work—the family, the servants, outsiders (aliens), and even the animals. The Sabbath was a community, or social, event—not just for the elite, or for those who were able, or chose, to observe it. Because it was a community event, Leviticus 23:3 speaks of the Sabbath as "a day of sacred assembly." In addition, the Sabbath was a democratic event; it brought rest to both the powerful and the powerless (servants and aliens). The Sabbath was God's gift to all his people.

The Sabbath concept is expanded in Exodus 23 and Leviticus 25 to include rest for the land as well as the people every seventh year. Israel was an agricultural community. God assured them that even while they rested on the seventh year, his provision would continue for everyone. His message was: the people need rest (Exodus 23 specifically emphasizes the physical benefits of Sabbath), and the land needs rest. In God's eyes, according to Leviticus 25, the Sabbath-year regulations and year of Jubilee were also a time to exercise social justice and repair human relationships. In both passages, there is an appeal to the creation mandate of the Sabbath day.

This brings us to the second statement of the Law in Deuteronomy 5. The commandment is the same as in Exodus 20, but one very important variation exists—the reason given for observing the Sabbath. In Deuteronomy it is not God's rest after creation that justifies keeping the Sabbath; it is his act of saving Israel from slavery in Egypt. The motif for the Sabbath is redemption rather than physical rest. Why the change? God is now teaching Israel about a covenantal relationship that He has established. In response to God's provision of grace and freedom (in bringing Israel out of Egypt), God expects faith and obedience from his people. One sign of this covenantal relationship for Israel was Sabbath-keeping.

In sum, in the Old Testament, we see God instructing all humanity—but especially Israel—about the importance and significance of time in the life of the true believer. He used two major vehicles as his object lessons.

1. He set the pattern for physical rest by instituting the Sabbath as a day for ceasing work for the entire community—humans, animals, and land. This gift of rest not only relieved toil and provided a day for sacred assembly; it also gave occasion to exercise faith in God's provision of time for all life.

2. He promised a future rest (ostensibly in Canaan) and instituted the Sabbath as a covenantal sign between Himself and his people, using redemption from slavery in Egypt as a stimulus to eliciting faith and obedience as a condition of reaching that rest.

God intended to demonstrate to the world how well his people prospered when they followed his instructions and through the obedience of faith "rested" in God's provision. The sad end of the story for Israel—because of disobedience—is described for us in the rest of the Old Testament.

## THE BIBLICAL BASIS OF THE SABBATH (NEW TESTAMENT)

Given the failure of Israel, does the New Testament bring an end to the Sabbath experiment? Jesus seems—as the Pharisees are quick to point out—to consistently violate the Sabbath. A careful examination of the evidence, however, teaches that Jesus never attacked the two key Old Testament meanings of the Sabbath: 1) the Sabbath as a day of rest from work, and 2) the Sabbath as a sign of the redemptive covenant between God and his people. In other words, Jesus did not repeal the Sabbath. Instead, He attacked the barnacles of misperception that had attached themselves to a good concept. Jesus taught that the Sabbath was not a day for enslaving people to humanly devised rules; it was a day for doing good. The Sabbath was made for man, and was not meant to be a burdensome master. Jesus did not proscribe Sabbath observance; He tried to clarify and purify it.

The Sabbath, however, definitely assumes a different stature in the church of the New Testament than it had in Israel. For one thing, the New Testament does not repeat the commandment about Sabbath observance. There is very little discussion of the topic at all. Only two major passages address the issue of the Sabbath directly—Colossians 2:16-17 and Hebrews 3-4. What is the message?

In Colossians, the Sabbath is listed as one thing that is "a shadow of the things that were to come; the reality, however, is found in Christ." What Paul is saying in this passage is that the cultic practices of the Old Testament (such as Sabbath rituals) are no longer the way to approach God. A similar message is given in the book of Hebrews about the sacrificial system. What is being

emphasized is a change in covenant. In the redemption history of God's people, we no longer look back to being rescued from slavery in Egypt. With the death and resurrection of Christ—and the institution of the new covenant—we now look back to our redemption from slavery to sin. The message of Colossians is: for the church, Christ, not Sabbath observance or the Law, is the way to approach God.

In Hebrews 3-4, the concept of Sabbath rest spans the ages. Finally, God's intention from the beginning is made clear. There is an eternal Sabbath rest available to all. The Sabbath as a day of rest instituted during Creation Week is a pointer to God's ultimate rest. The Sabbath as a sign of the covenant between God and Israel that promised an inheritance of rest (the land of Canaan) is replaced by a new covenant that promises an eternal inheritance of rest. Joshua could not deliver the first rest (see Hebrews 4:8), but Jesus can, and will deliver the ultimate rest. By the way, it is interesting to note that the Greek word translated "Joshua" in this verse is the same one usually translated "Jesus" in the New Testament. Jesus is a new, and better, Joshua to take us to the Promised Land. The final rest, according to the author of Hebrews, is where we join God in the rest He first began at the dawn of creation.

In sum, the New Testament recognizes a future Sabbath rest based on a new covenant between God and his people. The creation Sabbath and the promise of Canaan are precursors of the eternal rest that God now offers through Christ. In effect, Jesus fulfilled what the Old Testament Sabbath symbolized theologically, but He did not obliterate the need for physical rest for the human race. I suggest that since the Sabbath as a day of physical rest antedates the giving of the Law, that its observance is still a wise thing for people to do. That is, the New Testament does not invalidate God's mandate in Genesis for a rhythm of rest for his creation.

## SABBATH IMPLICATIONS FOR THE CHURCH

What is the proper response to the Bible's teaching on the Sabbath? I am assuming, for purposes of this discussion,

that Sunday is our Sabbath, although I realize that not all Christians agree. I also believe that for our culture, all 24 hours of Sunday should be considered Sabbath. There are those who believe that after sundown, it's time to go back to work—especially if there is a class on Monday morning to get ready for! Although the Genesis account of creation week suggests that a day is composed of an "evening and a morning," it must also be remembered that for much of history most work was dependent upon natural light. The work-week normally started the morning after the Sabbath, not the previous evening. I admit, however, that this is not an argument from Scripture.

In essence, my position is that Sunday should be observed in the modern church for the same two reasons as those touching the Sabbath in the Old Testament. That is, the Sabbath should be observed as a day of physical rest, and the Sabbath should be observed by the community as a sign of the covenant between God and his people. In this section, I want to focus on observing the Sabbath as individuals. I will deal with the corporate aspects of Sabbath keeping in the next section.

During my lifetime, as I observed at the beginning of this paper, I have seen a stark change in our society's attitude toward time. Life used to be much more leisurely; today it is hectic. We have lost the ability to rest. Every day is a day to be productive. To some extent, this disease afflicts Americans more than others, but this is the culture we must live in. It is apparent that American Christians have adapted to their culture; they are as busy as anyone. I do not believe that this is what God had in mind when he offered a rhythm of rest on the first Sabbath. God knew what He was creating, and I believe He knew what would happen if humans toiled every day of their lives. In our society we call it "burnout." It seems to afflict more and more people. Could it be that we are only hurting ourselves by observing a seven-day week? Could it be that God has a better answer? If we observe Sunday as a day of rest from our normal toil, devoting, as a conscious act, the whole day (one-seventh of our time) to rest, we then honor the God who gave us

the time by using it in ways He recommends. Also, by observing the Sabbath, we are demonstrating that God can supply our needs in six days of labor.

I believe that there is spiritual value—in addition to physical value—in observing Sunday as a day of rest. The most obvious benefit is that it allows Christians to meet together, because we have a common day when we do not work; this is similar to the day of assembly found in the Old Testament. I also believe that it is instructive to look at the Sabbath in terms beyond the dedication of time to go to church. What seems to often happen under the "church attendance" model of the Sabbath is that when church services are over, the rest of the day is "ours," to do with as we like—even if it means working at our normal labor. Is this truncated version of rest what God had in mind when He gave us the Sabbath? I don't believe so. We should consider observance of the Sabbath as a sign of the covenant that God has established with us.

For purposes of clarifying what I mean when I say that Sabbath observance can be a covenantal sign, I want to introduce an analogy. I think there is an interesting parallel between Sabbath-keeping and tithing. Both are acts of worship that are emphasized in the Old Testament more than the New, but they both introduce principles that are applicable to our lives today—the giving of time and of money as acts of worship. Both Sabbath-keeping and tithing:

·Existed prior to the giving of the Old Testament law.
·Are contained in the Old Testament law.
·Are not commanded specifically in the New Testament.
·Are God's ideas.
·Demonstrate that we are only stewards in relation to time and money; God owns it all.
·Are acts of faith.

When we give a monetary tithe to the Lord, we are demonstrating our faith that God will enable us to live on the 90 percent that remains. We are still stewards of all we possess, but the tithe represents a symbolic act that declares our faith in God. In the

same way, observing the Sabbath represents a symbolic act whereby we state that we can do the work that God gives us in six days. If we believe we cannot get our work done in six days, then it is probably not God for whom we are working.

Demonstrate our thankfulness for, and contentment with, God's gifts. If we believe that God has not given us enough money, we are tempted to withhold our gift back to Him. If we believe that we cannot get our work done in six days, we keep the seventh day for ourselves. Tithing and Sabbath observance demonstrate our content-ment with God.

Are applied in the church as principles of proper devotion to God—not as laws to be obeyed, or else. One-tenth of our income is a guideline for our giving, not a hard and fast rule for the amount we must give. One-seventh of our time is a gift that we accept from God and use appropriately. In both cases, the condition of the heart is more important than the conditions placed on the observance.

Since most Christians accept the principle of giving (if not tithing) as a valid part of Christian living for today, I believe the parallels described above justify practicing Sabbath observance as a valuable and valid concept similar to that of giving money. Thus, apart from the physical and emotional rest that we all need, I believe that there is spiritual significance to ceasing from our work on Sunday.

At this point it is necessary, I believe, to deal with some objections to Sabbath observance today. The most common charge against Sabbath observance is that it leads into legalism. This is not an unwarranted fear. As human beings, we like to earn the acceptance of God (which is why salvation by grace can be a difficult message to communicate). This tendency may lead us in the direction of trying to use the Sabbath as a means of earning favor with God. As explained above, the New Testament teaches that redemption does not depend upon what we do, or don't do, on Sunday (or any other day). Keeping the Sabbath, whatever that may mean to each of us, is clearly not a means of attaining eternal life according to biblical teaching. Rather, the Sabbath is a gift from God to us; resting on the Sabbath is primarily not something we do for God, but something we do for ourselves as a response of faith to God's provision of the time we enjoy.

Another danger is that the symbolic observance of the Sabbath may become just a meaningless ritual. This is a danger, I agree, but it is one that plagues all religions; Christianity—because of human nature—is not an exception. We do not discard the symbolism of baptism because some (many?) fail to live the resurrected life in subsequent years. We do not jettison giving because some tithe only out of the sense of duty. It is true that the only actions that God sees as "good" are those that reflect truth and proper motives, but we cannot force motives as easily as actions; even God does not do that. Sabbaths may be ignored; they may be misused. Such potential misuse is, however, not a sufficient argument, in my opinion, against observing the Sabbath.

*(To be continued in the next issue.)* ✷

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*CPI-E ON EVERY DESKTOP!* (continued from page 45).

doctrinal positions within evangelical Christianity.

The CPI editorial team has purposed to provide indexing to the evangelical literature that would be appropriate and helpful for the research needs of under-graduate students. Although there is overlap with some of the other religion databases available on the market, CPI has tried to include some of the journals that are considered primary to other disciplines besides religion but written from a Christian perspective. For example, it includes several science, psychology, sociology, medical and family living titles. This allows the student to obtain research information on topics from a Christian perspective. The student may find information they need in Expanded Academic from Gale Group on abortion for a speech on that topic. However, to balance the information, including a Christian perspective, the student can also search CPI and find a wealth of information.

Electronic indexing for CPI began in 1982. It took until 1999 to finally provide an electronic access to the indexing. Through the years titles have been added to the index to make it a fuller and richer research source. The policy has been to start the indexing for any new title in the current year of its approval. However, many of these titles had previous volume years that are not included in the index. For several years we have had a Retrospective Editor. His responsibility is to attempt to maintain a list of titles that are incomplete in their indexing, e.g. perhaps a year was missed with no indexing or one issue was not indexed and additionally to take titles back farther than when we originally started their indexing. In 2000 we began indexing Modern Reformation. The initial indexing began with 2000, however, already the title has been indexed back to volume one of this title. However, because those years have already been printed in the paper format, the retrospective indexing will only be available in the electronic versions. Another area where the electronic product will be a richer one than its predecessor in paper is that another focus of our retrospective indexing is to convert those volume years that were never done in an electronic format to electronic data and include them in the electronic product. The first of these, 1979-1981, volume 6, will be added to the electronic index in early 2002. Our intent is to include all volumes of the paper index.

So, as you renew your subscription to CPI-E or perhaps subscribe for the first time, you can be assured that new titles are added each year and that retrospective indexing is also added to make the index a richer, fuller index. If you are interested in subscription information and coverage included in the index, please go to the ACL website at: http://www.acl.org/cpi.htm. ✷

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approaches to specific segments and thus reach a greater audience. One result of the study was the designing of a series of "how-to" library information sheets and a knowledge quiz sheet on different topics, including the correct use of indexes and compilation of bibliographies.

It may be concluded from results that segmented grouping for customer education sessions would need to vary in accordance with the library skills being taught. A session, for example, involving specific periodical resources of the collection might be directed towards the relevant course subject area. The skills of manual searching may be more appropriately addressed per year-level segment. Search strategies could be established for various subject related areas. This becomes most important with the common subjects found in first or fourth year.

The preference demonstrated for course segmentation indicates that information literacy skills should be integrated into classes. Students should be required to use the library during all courses and experiences should be planned to assist learners in gaining library skills. Library skills should be integrated and include activities involving general library respondent processes and bibliographic instruction.

Even the best planned and organized customer education programme may not transform every participant into a dedicated library respondent and this would not be the goal. The library must discover what the needs of respondents are, how best to categorize these needs, how to aid in the life-long learning of respondents. Fostering a positive perception of the value of lifelong learning library skills, through implicit customer education, can increase understanding of library services and facilities and reduce apprehension about visiting the library. It could encourage higher levels of utilization. This should lead to greater acceptance of formal customer education activities and higher library skill implementation levels.

Integration of information skills into the existing education programme becomes one of the best strategies for library customer education. Integration, through a problem-

assist learners in realizing their solving approach, enhances the lifelong learning skills of cognitive learning and information skill development. It accommodates the basic tenets of skills instruction by authorising systematic and sequential development of information skills, and through skill reinforcement. Skills, as required, are presented as thinking processes within broad individual parameters. This facilitates easy review and reinforcement of newly refined skills. It increases acceptance and internalization of the need for library skill proficiency. Library respondents researching information on a particular concept are actively learning and developing an appreciation of the complexity of the discipline. Other lifelong learning skills developed include critical and analytical thinking, problem solving strategies, and communication skills unique to each particular discipline.

This study agrees with results from the Candy, Crebert and O'Leary (1994:103-104) study which indicated that positive results could be achieved if academic personnel linked research methods to information literacy and included an assessable component of library research in assignments. Library customer education could then be offered to coincide with assignments. The Queensland University of Technology thought that information literacy was fundamental to the design and delivery of every course.

The value of information skills should be more clearly reflected in the curriculum with course aims and objectives specifying information skills. Teaching methodologies will need to incorporate information skill building strategies, reading lists becomes minimal and alternative sources encouraged, library reserve collections becomes of reduced importance but library usage becomes of primary importance. Assessment would encompass information skills.

Library customer education must be directly related to the needs, interests, and problems of respondents. Library customer education is not an end in itself, but a vehicle for increased efficient and affective library use. It should facilitate the development of high level communication and information skills in an environment where

opportunities are created to assist learners realize their full potential. Individuality should be recognized and encouraged, and innate curiosity fostered and channelled to include a broad area of general and specific knowledge, skills, and attitudes required in a well-rounded individual. Library respondent educators must be facilitators and mentors of positive attitudes to all aspects of communication, life, and learning.

Programmes must develop with year-level, but be course specific. A library education programme should help respondents develop individual search strategies. These programmes must commence with general library orientation skills and progressively build into more sophisticated information retrieval skills. Customer education should eventually lead to a sophisticated knowledge of sources. This should be rephrased in library objectives to read a 'sophisticated level of skills in the utilization of a variety of resources'.

The fundamental objective of education services in libraries is to improve the information seeking behaviour of respondents. Positive information handling behaviour changes should make each learner more independent and more efficient in their information work. This would facilitate a more efficient, more sophisticated respondent service. Education should allow respondents to make more relevant and valuable demands upon library services. Customer education should go beyond the teaching of particular utilization skills to facilitate the development of problem solving abilities. An education activity should transcend training and achieve skill proficiency. (Zachert 1990:5; King 1987:89-90)

Librarians considering implementing education programs must commence with an examination of earlier library experiences of respondents. Many respondents experienced some library education during their formal education. Library education must build to link theory with practice and be integrated into training (Wakeman 1990:37). A respondent oriented approach to customer education would dictate a focus relative to the context of individual needs, and respondents constructing needs out of personally important situations.

Adults construct personal world views through the perceptions each have made regarding the world. They then behave in accordance with this perception. The identifiable determinants of these perceptions include personal beliefs, values, needs, attitudes, and self-experience. The adult's perception of each of these determinants is truth to the individual. Adults treat such determinants as true, because personal perceptions of each creates personal truth. This study has supported Patterson (1993:128) in that it has indicated that to the individual, perception may equal truth in the eyes of the beholder.

Lifelong learning is characterized by a flexibility of time, place, content, and technique. It requires a self-directed mixture of learning styles and strategies. The goal of lifelong learning is the fulfilment of the adaptive and creative functions of individuals leading to the continuous improvement of the quality of life. Learning opportunity, motivation, and educability are three essential prerequisites for the realization of this goal.

If a programme is not compulsory, and even if it is, attendance can not be guaranteed unless there is a perceived need by respondents. This study initiated the introduction of a Library Instruction Programme offered to all first year students at the college. The programme was not compulsory, and less than half of the students chose to participate. Respondents would like to use library resources more efficiently and experienced frustration at being unable to do so.

## INTRODUCTION TO THE PERCEPTUAL MODEL

Researchers of library skill development have used a variety of models of library customer education, most describing qualitative differences developing in areas of behaviour or personal rationales. In this present research a third type of model seems to fit the data more usefully. The model of a ladder, similar to Maslow's Hierarchy, which emphasises the reaching of one step before the next, describes the present data. This metaphor is important in representing the developmental process because it emphasises the concept that steps are realized in a sequential way.

The quantitative and qualitative data that were analyzed, interpreted and discussed in Chapter 6 were obtained through questionnaires completed by respondents who were at varying stages of their tertiary education. The analysis of these data produced a perception based model of lifelong learning and the library connection to become a focus for customer education. These represent the qualitatively different ways in which the respondents had experienced, perceived and understood the connection between lifelong learning and libraries in the context of their philosophy of life.

## RESPONDENT PERCEPTIONS

A behavioural model and a relational model of customer education both emphasise a leaving behind of one way of developing the library skills of lifelong learning, and changing to another, qualitatively different, way of library skill development. While it is useful to emphasise the qualitatively different aspects of the different positions and the changes over time, it is more in keeping with the present data to recognize the changes in students' development. This change can be seen as the interweaving of developing lifelong learning skills and philosophies while the respondents still utilize some of the skills they commenced college with. An example of this is the change of expected skill level at graduation between the time of commencement and graduating classes. Respondents seldom indicated that they did not wish their skill level to alter during their time at college. Rather this indicated the increased understanding of the value of lifelong learning skills and philosophies and reflected the gained confidence in their own personal objectives. Over time this became a qualitative change or development.

Another important outcome of perceiving respondent perceptions as interweaving themes, rather than stage-like changes, is the resultant similarity in the perception of different respondent segments. The present data paints a different picture. At any time in the research there were over a third of respondents able to be grouped together. The present educational emphasis on teaching for different learning styles has relevance in teaching library respondents in different segments.

One of the analyses that should be undertaken in a study of this kind is a comparison of the relationship between the information considered in the Literature Review, alternate models as included in Chapter Three and the proposed Perceptual Model of Chapter Seven. The following discussion examines both the similarities and the differences between the literature review and this study's outcomes.

The perceptions that have been identified in this study, provide a diverse yet, in some way, alternative view to that portrayed in the literature. However, there are some elements that are common to both the literature reviewed and this research study's outcome. These common elements relate to:

i) Groups of respondents with common characteristics sharing some common information needs (Breivik 1993, Bruce 1990;1991;1997, Wilson 1994a;1994b, Coombs & Houghton 1995, and Novak & Lidstone 1992).

ii) Failing to realize the opinions of respondents disregards the fact that particular groups or segments of people will accept only those modes of information transfer perceived as personally relevant or applicable (Kunz, Rittel & Schwuchow 1977:9).

iii) Analysis of respondent perceptions can lead to increased and more affective library use (Wells 1995:128).

iv) Needs analysis studies are able to produce orderings of respondent information source preferences (Gruppen 1990:168).

v) Customer education can be directed at specific respondent segments, respondent segments differed in their purpose for using the library but all groups within the one discipline shared procedural uses (Market 1989:133-38; Wilson 1994a).

vi) Adults have a desire to be independent and self-reliant learners (Knowles 1990:30,31; Wilson 1994a).

vii) Information literacy skill increases due to the influence of exposure to the tertiary environment which had a positive affect on the confidence levels of students

(Wilson 1994a).

viii) Customer education in the form of training makes a difference to the implementation of specific skills (Mueller & Foreman 1987; Coombs & Houghton 1995:260-262; Robertson 1989).

ix) Respondents recognize the role of librarians in teaching respondents to find their way around a growing mass of information (James & Galbraith 1985; Gruppen 1990).

x) The skills of information retrieval, developed through formal and informal customer education, generate more positive perceptions of information retrieval, and in turn, are predictive of higher skill implementation levels (Marshall 1989).

xi) Information use and respondents' needs are a sound and justifiable basis for training programmes (Harris 1979:12-15; Fjallbrant & Malley 1984, Lubans 1978, Bruce 1990, and Wilson 1994a).

xii) Information retrieval studies usually indicated the need for introduction (Bruce 1990:224-232; Welborn & Kuehn 1988:137-138), or modification to customer education programmes.

xiii) Information retrieval skills and respondent needs are a sound and justifiable basis for customer education programmes (Bruce 1990; Wilson 1994a).

xiv) The ultimate goal is to have students utilize library skills to learn throughout life (Collins 1989; King 1987).

xv) Respondents require a clear interest in, and a need to be met by, education before they participate (Welborn & Kuehn 1988).

xvi) Some forms of college assessment enforce the lifelong learning and library connection in the minds of students in accordance with the learning styles of respondents (Candy, Crebert & O'Leary 1994:150; Loper 1988; Rankin 1989:8,1992:36-43; Mueller & Foreman 1987; Robertson 1989; Marshall 1989).

xvii) Learning occurs in tertiary libraries (Candy, Crebert & O'Leary 1994:150,159) because lifelong learning extends beyond, as noted earlier, the formal curriculum into activities, practices, and services utilized during tertiary education years.

xviii) Demands of courses can influence the lifelong learning and library connection

because pro-library lecturers and their teaching methodology are reflected in student library use behaviour (Wells 1995:121,123).

These common elements of respondents' perceptions provide a basis for a consideration of the differences that exist in respondents' expressions of the qualitative differences in their experiences and understandings of lifelong learning. Differences are also evident in respondents' preferred approaches and tactics for information skill philosophies and practices.

No assumption is made in this current study that the outcomes of the study are necessarily representative of all the possible perceptions of the issues considered. However, given the diversity of respondents' lifelong learning philosophies, it may be that the Perceptual Model developed here is more generally applicable to the wider tertiary student community.

## THE PERCEPTUAL MODEL FOR TERTIARY LIBRARY CUSTOMER EDUCATION

The perceptual model is outlined as:

*Audience* - All internal tertiary students

*Premise* - Tertiary customer education theoretics and their components, specifically lifelong learning, including research developments through recorded history have focused on purely clinical or concrete physical and intellectual skills. Skills in both these genre, however, can not be adequately, or effectively, developed without an emotional desire to do so. This study examined the perceptions of students on a range of tertiary library related issues originating from gaps discovered during the literature review and also considered concrete issues or actual campus library use in light of lifelong learning policies and procedures.

*Segments* - Clear divisions appeared when each question was considered both demographically and geographically. This ease of segmentation, indicated by the clear divisions evident in data generated from each part of the questionnaire, is evident in the consideration of both physical information seeking (A,B1) and intellectual (B1,C1) issues and emotional or perceptual (B2,C2,D2) issues. A perceptual model

would approach tertiary students through the primary division of courses. The approaching of students through courses would mean presenting customer education through a discipline focus.

*Perceptual Model* - The areas of perception included in this investigation and recommended within this model are library use (B), library skills (C), and integration of the library within the campus (D). Tertiary customer education needs to be viewed from a more multidimensional perspective, integrating all the aspects (B,C,D) as discussed during each chapter of this thesis.

Perceptions are irrevocably linked to skills. This was evident in the data when questionnaire parts 1 (library and skill use issues) were compared with questionnaire parts 2 (rationale and perception issues), particularly considering questionnaire data consistency between responses in part (B2) where library use perceptional rationales were considered and (C2) where library skill perceptions were considered.
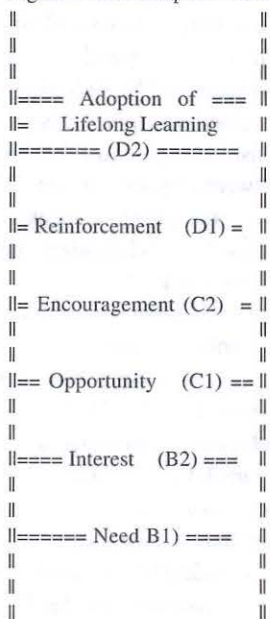
The perceptual model is founded on the valuing and recognizing of the force of respondent perceptions as considered in the questionnaire parts B2, C2 and D2, as highly as actual skills, as considered in questionnaire parts B1, C1 and D1. The aims and objectives of a campus can reflect greatly upon the ability of the library to openly engage in student lifelong learning skill development. Questionnaire Part D tested the foundation of this campus documentation by examining the actual experiences of students. Part D1 found that while students thought that library use was a necessary component of their assessment, it varied per course. This was supported by an analysis of the semester's Assessment Matrix which produced a list of the different assessment methodologies selected by faculty during one semester. Given an environment where lifelong learning is recognized, even at an elementary level, a model for library customer education can be proposed.

The promotion and extension of a need recognized by students to develop a lifelong learning skill, or ability is the first run or the foundation of the perceptual theory. Shaped as a ladder, therefore, interest in meeting the need becomes the next rung or step along

the way. Once interest in lifelong learning is kindled, promoted, or extended through a perceived need or desire, opportunity to develop the required skills or abilities is then required. Support in the way of encouragement is then required to progress further, then reinforcement to cement the developing or refining lifelong learning skills or knowledge. If achieved success-fully this model suggests the result will be the adoption of the lifelong learning skill or ability utilized to meet the initial need. The Perceptual Model can be seen in

```
Figure 1 The Perceptual Model
 ||                          ||
 ||                          ||
 ||                          ||
 ||==== Adoption of === ||
 ||=   Lifelong Learning   ||
 ||======= (D2) =======  ||
 ||                          ||
 ||                          ||
 ||= Reinforcement  (D1) =  ||
 ||                          ||
 ||                          ||
 ||= Encouragement (C2)  = ||
 ||                          ||
 ||                          ||
 ||== Opportunity   (C1) == ||
 ||                          ||
 ||                          ||
 ||==== Interest   (B2) === ||
 ||                          ||
 ||                          ||
 ||====== Need B1) ==== ||
 ||                          ||
 ||                          ||
 ||                          ||
```

In the Perceptual Model, positive perceptions are the foundation of each level, or rung on the ladder. Without positive perceptions the desire to develop along each stage is not engaged. Librarians must recognize these levels and be the facilitator or motivator creating a positive environ-ment so that positive lifelong learning experiences are created.

Customer education is the librarian's tool box with the wide variety of implicit and explicit methodologies appropriate for different individuals or student segments. The ease or success with which the librarian can lead students up this ladder is a variable in the students ultimately being able to use libraries and information literacy to be lifelong learners and the higher level goal of the adoption of a personal lifelong learning

philosophy and the ability to be self-sufficient throughout the climb up the ladder using libraries and libraries as resources.

The Perceptual Model approaches students on the basis of groups possessing similarities (A). The model considers issues related to the use of libraries (B), then the lifelong learning skills associated with library use (C), and finally the integration of library use into life (D).

## DEMOGRAPHIC(FOCUS A)

*Section A*. Demographic (Focus A) discovered the most logical division of respondents to facilitate a lifelong learning library education approach and the identifiable similarities in key areas of respondents' backgrounds. It determined that backgrounds were similar when considered per course segments with all five statements being more diverse when considered per Course. These statements provided information which facilitated the grouping of respondents into demographic segments. It demonstrated that the students in different courses are united by similarity in areas of background that may imply that some variables of background may lead to common choices of subjects.

It was discovered that students shared common library use background or experiential characteristics. This common ground facilitated them being grouped together. The next three focus areas of the study, each divided into two parts, provided data which, when analyzed, lead to a sequential set of six lifelong learning tiers. These six tiers lead from the personal identification of a learning need through to the adoption of a personal lifelong learning philosophy.

## LIBRARY (FOCUS B)

The second set of statements, B. Library (Focus B) examined the personal methodologies implemented by students when using libraries and information resources and whether these indicated any characteristics of a lifelong learning philosophy. Librarians considering the implementation of education programmes must commence with an examination of the earlier library experi-ences of respondents. This part of the

survey examined respondent's Library Use (B1) and identified that through asking respondents to identify their own library use patterns and habits they actually identify their perceived library use skill needs. The first question in this section, B1.1, examined length of time respondents had spent away from libraries.

Each statement in B1 of the survey reflected a lack of satisfaction from information searching and a distinct preference for the simplest and quickest information path. It signified, however, that the College library was meeting information needs, but this may also indicate that the College library was the easiest information avenue. Issues of need, therefore, became the base level of the Perceptual Model's ladder leading to adoption of a lifelong learning philosophy.

Going into this survey it was assumed that respondents had preconceived notions about the relation of the library to their future learning needs. The survey revealed that respondents had connected use of the library with continued learning (B2) by inquiring about anticipated frequency of library use after graduation. It becomes expected that through involvement in tertiary education, development of lifelong learning skills would lead to increased self-directed library use. This part of the study revealed the expectations of students and identified that personally perceived interest in continued library use to facilitate personal learning was the next thing required in order to become lifelong learners.

Information sought indicated a negative attitude to the lifelong learning skills of enjoyment of searching for information with no clear pattern developing over year-levels through to Postgraduates that indicated a growing interest the use of a library for the locating of personal information. This indicated a growth of lifelong learning philosophical development throughout time at college.

Enjoyment and satisfaction leading to an interest in performing information seeking tasks are an indication of informa-tion seeking maturity and independence. Respondents thought that information seeking and analysis were enjoyable exercises, so interest was evident at some

level. The respondents also confirmed that personal satisfaction was an important motivating force in their information seeking behaviour with a positive response.

Broad motivations for use of the library along with library use plans indicate clear lifelong learning philosophies. The slight increasing choice of the library as a venue for finding information of personal interest throughout students' course duration also reflects developing lifelong learning philosophies.

The library service is an attempt by the College to provide students with access to information resources to meet needs. Customer education is necessary to increase interest in more affective use of library resources and facilities. Students have, historically, been dependent on the librarian for both retrieval and supply of needed materials and had no opportunities to explore topics for themselves. In the main, this is still true for some students. It is still a matter of debate whether students are aware of the role information seeking skills play in their development as adult independent learners, or whether they are aware of the library services offered to them. Perceptions of future library use demonstrated that the importance of libraries is realized more as years at tertiary study proceed. This being an excellent sign of the development of lifelong learning philosophies. The need for information is generated by exposure to tertiary studies and libraries.

Learning in a library may take place in the structured setting of a formal education centre, in various information situations, or within instantaneous processes. Different learning opportunities can develop interest in library skills and techniques including optimum selection of resources and procedures.

## SKILLS ASSESSMENT (FOCUS C)

*Part C*. Skills Assessment (Focus C) examined Skills Assessment and Library Use (C1) and determined that respondents present similar responses when self-assessing their information skills and their library use and considered that this indicated opportunity for expanding lifelong learning abilities. People become ready to learn when they experience a need to learn a

particular thing. It is learned in order to cope more satisfyingly with real-life tasks or problems. This awareness demonstrates opportunity for learners to see customer education as a process of developing increased competence. For an adult to benefit from a learning experience it must present the opportunity to build upon past experiences. It is essential that the learning experience be problem or task-oriented, becoming increasingly self-directed.

Adults have a definite desire to be independent and self reliant. Knowles (1990:30-31) observed that literature emphasised that adult independent learners enjoyed the cognitive processes of locating, evaluating and analysing information sources. Enjoyment and satisfaction found from seeking information are, according to Knowles (1990:30), an indication of maturity and independence in information seeking. This enjoyment and satisfaction present encouragement to improve lifelong learning skills. The Wilson (1994a) study also found that students enjoyed searching and analysing information and that personal satisfaction was an important motivating force in personal information seeking behaviour.

Writers in the field of adult education maintain that adults have a need to be self-directing and that adult independent learners are motivated to seek information by internal factors; that is, they have a desire to discover further information on a topic in which they are interested and this desire is sufficient to encourage action. This is important because a lack of confidence or negative perceptions amongst students may act as barriers to affective information seeking behaviour.

## COURSE INTEGRATION (FOCUS D)

Lifelong learning extends beyond the formal curriculum into activities, practices, and services utilized during tertiary education years (Loper 1988). Section D1 related to integration of tertiary life, specifically college, curricula, lifelong learning and libraries and found that reinforcement through integration helps cement a lifelong learning philosophy.

There is much that can be done by universities to develop lifelong learning

skills and philosophies in students. This is an important stage of learning life because while for some people lifelong learning skills and philosophies are developed during compulsory schooling, for others it is not. Tertiary education can be one of the last formal chances to instil the skills, philosophies and characteristics of lifelong learners in adults. Survey results in D1 indicated that the connection between resources and curricula become stronger in the mind of students with more exposure to tertiary study. The reinforcement of this connection further cements the development of a personal lifelong learning philosophy.

Library customer education is considerably more affective when it is presented with physical practice of information retrieval skills and accompanied by actual use of the library. This and the analysis of data in D2 supports the education methodology of concrete learning experiences.

A positive personal perception of the role of the library in learning which can be developed through positive perceptions of the worth of customer education by students is important if customer education is to be adopted.

## DISCUSSION OF THE PERCEPTUAL MODEL

Education has often restricted learning to childhood and placed a pre-eminence on the formal years of schooling (Cropley & Dave 1978:7-9). In this view of education, the excessive emphasis formal education placed on knowledge and facts dissociated education and life. These pedagogical models emphasising content and an authoritarian approach to education did not prove successful in the development of lifelong learning skills. Pedagogical models of education tended to restrict independence, self-reliance and ownership of the learning episode from the learner and generally typify a spoon-feeding approach where control for learning is in the hands of the educator. In an effort to develop a model of lifelong learning, educational theorists investigated different ways of approaching the learning processes.

Current lifelong learning theories have been behaviourist and relational. They have emphasised learning goal identification, the

development of independence and the importance of the learning process through reflection and integration. (Mullins 1993:44;Bruce 1997)

Respondents' personal perceptions of their lifelong learning skill needs are able to mirror their personal reality. This means, put simply, that by determining at what strength respondents feel their information needs and skills are in certain areas, strategies may be planned that lead to more affective customer education. By analyzing, at a sample tertiary campus, the personal perceptions of students related to the connections between lifelong learning and the tertiary library, as compiled from the literature review, it may be determined what areas of customer education might develop the lifelong learning skills and knowledge of respondents. A model is needed that facilitates examination of issues through the perspective of respondents and places learning at the heart of library services. This study proposed a model to determine whether the perceptions of personal lifelong learning skills and attitudes can be developed in respondents through library customer education at a tertiary campus.

Knowles (1990:30) quoted Lindeman, who in 1926, as a pioneer of adult learning theory, stated that adult education was a process through which learners became aware of "significant experience". Recognition of significance of experience leads to evaluation. Meanings accompany experience when the learner knows what is happening and what importance the event includes for them personally. A positive perception of the need for lifelong learning skills will lead to a desire and perceived need for their development. The library is well placed, and a popular choice of students, for participation in their lifelong learning skill development.

Researchers have attempted to identify, describe, explain and predict the factors, processes and outcomes that are associated with learning. Some have given attention to behavioural aspects, others have focused on cognitive or meta-cognitive issues. The basic assumption of this thesis is that the library, as a social system, can be conceptualized as a system of learning resources. Generating from this conceptualization,

libraries may be perceived to deliver implicit and explicit educational services. This supported the institutional form for education, defined by Knowles (1990:171-72) as the Lifelong Learning Resource System or Learning Community. The Knowles model was based upon eight assumptions and a spiralling series of seven elements. It was skill and performance based and provided a practical, physical basis for the development of a more library customer education inclusive model based on uniting the self-perceived needs of students, the proposed perceptual model.

Highly and sequentially developed skills, however, will not automatically lead to increased library use or an adopting of lifelong learning skills and philosophy (Fjallbrandt & Malley 1984:24, Wilson 1994a). A positive perception of the library and lifelong learning may be used to support skill development and encourage the development of lifelong learning skills and philosophy. Knapp introduced the use of conceptual frameworks in library science and Tuckett and Stoffle (1984) analyzed their use in conjunction with problem-solving teaching and learning styles. The perceptual model proposed in this thesis focuses on the respondent and their perceptions rather than the reference tool or the bibliographic skill. It supports recommendations that librarians adopt an individualized educational facilitator problem-solving approach to customer education. (Sheridan 1986:163; Oberman 1983:22)

Account must be taken of the interactions between learning, specifically lifelong learning, and perception. While there are some common attributes to these, learning has always been considered as the superordinate concept, while perception as the subordinate one. It had been suggested that if both cognition and perception are given too high a place in learning priorities, learning associated with ethics, values, attitudes, sensitivities and emotions (the affective domain), the psychomotor domain, the experiential, the procedural and the personal may not be as holistic as they should be. This thesis recommends that perceptions on the value of each of these must be a balanced integration of the

cognitive process and product and that a perceptional model of lifelong learning may help focus and unite these. This is achieved by recognizing that as the library/librarian is the bridge leading people to information so positive perceptions of lifelong learning is the foundation. This perception may be viewed as a carrot drawing people to the bridge. These are different for each course indicating the need for a different approach per segment.

## ROLE OF THE LIBRARIAN

i) Librarians need to develop a better understanding of the lifelong learning habits and needs of respondents (Nicholson 1994:17; Wright 1994:14; Gruppen 1990:165; Keane 1990:116-126).

ii) An understanding of the relationship among library respondent perceptions, practices, and personal philosophies aids planning of library customer education to best meet respondent needs (Nicholson 1994:17; Wright 1994:14; Gruppen 1990:165; Keane 1990:116-126).

## BENEFITS FOR RESPONDENTS THAT SUPPORT EXISTING LITERATURE

i) To develop appropriate lifelong learning skills, information skill components need to be included in all course units. Support has been derived from this study for Candy, Crebert and O'Leary (1994:119,148-149), Owen (1992:75), and Bruce (1997:9) that through incremental course structures (D1,D2), students gradually gain in independence and become independent, self-directed learners.

ii) Demands upon students increase their responsibility for learning as course structures become more complex. Library customer education must link into this need (B1), increasing respondent awareness in order to be engaged (Nicholson 1994:17; Wright 1994:14; Gruppen 1990:165; Keane 1990:116-126).

## UNDERSTOOD BELIEFS OF THE PERCEPTUAL MODEL

i) The personal perceptions of respondents can mirror personal reality (Wells 1995:128; Groen 1989:76).

ii) People are more inclined to partici-

pate in skill and knowledge building activities if they believe they will be beneficial (Wells 1995:128; Groen 1989:76).

iii) Analysis of respondent perceptions can lead to increased and more affective library use (Wells 1995:128; Groen 1989:76).

iv) Recognizing the self-perceived needs of respondents and identifying and catering for preferred library use and lifelong learning styles facilitates the creation of appropriate customer education programmes.

v) Library respondents' perceptions of their needs historically differs from librarians' perception of respondent needs. Librarians need to develop a better understanding of their market in order to meet self-recognized respondent needs.

vi) An understanding, by librarians, of the lifelong learning and customer education self-perceived needs of respondents would lead to increased knowledge of customer education needs in a given environment.

vii) An efficient and affective means of planning customer education services can be developed from a thorough understanding of the lifelong learning skills required by respondents.

viii) Lifelong learning's information literacy, the ability of individuals to recognize when information is required and then to locate, use and evaluate information for a given need, is fundamental to the decision-making skills of all students, particularly upon graduation because for some, graduation indicates the end of formal education opportunities to develop these skills. (Breivik 1986:723; ALA 1989:2; American Library Association Presidential Committee on Information Literacy Report 1989; Jessup 1993:124-125).

ix) The subsequent quality of their personal and professional lives after graduation, including their ability to comprehend, analyze and propose solutions to problems can depend on the quality of lifelong learning skills. (Breivik 1986:723; ALA 1989:2; American Library Association Presidential Committee on Information Literacy Report 1989;

Jessup 1993:124-125).

x) Lifelong learning is characterised by an integrated set of skills and knowledge that promote participation in continued learning; developed through acquisition of positive attitudes toward continued learning; and usually driven by immediate, personal need. (Breivik 1986:723; ALA 1989:2; American Library Association Presidential Committee on Information Literacy Report 1989; Jessup 1993:124-125).

xi) There is a need for co-operation between librarians and teachers to develop appropriate teaching strategies for lifelong learning (Rader 1990:18-20).

xii) Lifelong learning is connected to individual development including any activity that provides the opportunity to aid discovery and develop inner growth, creativity, and renewal throughout the entire lifespan. In the simplest definition, lifelong learning has been described as a mode of behaviour, intrinsic, demand-oriented and heavily dependent on learner motivation and ability to continue learning. (Cropley 1980:7-8).

xiii) Succinctly stated, lifelong learning may be conceptualized as a continuous learning and adaptation process throughout life, very broad and comprehensive and including all learning; formal, nonformal and informal; across the lifespan (Candy, Crebert & O'Leary 1994:xi; Candy & Crebert 1991:4).

## RECOMMENDATIONS

There are several areas where research is needed as a result of the completion of this study. New research endeavours should critique, validate and extend the strength of this study's results. This may be achieved through the adoption of the following recommendations for continuing investigation.

The research approach used in this study has enabled insights to be gained into a range of qualitatively different ways in which the participants understand, interpret and perceive lifelong learning and libraries. The study has sought to explore a range of implications about lifelong learning and the library connection to determine the respondents' needs and desires related to library customer education. There is a

continuing need for research to corroborate and extend the outcomes of this current study.

Results of this study have implications at two primary levels: first, library services; and secondly, further research.

## RECOMMENDATIONS FOR LIBRARY SERVICE

Some areas for implementation in library service include:

i) Following the case-study, using market segmentation and consumer analysis principles, market position may be used as a policy-making step. It would allow for the prioritizing of identified segments in terms of the library's customer education goals. Market positioning is the determination of the library's education role.

ii) King (1984:77-80) recognized the diverse information requirements of respondents and endeavoured to offer programmes that reflected the broad range of information interests. Segments, it would seem, although grouped in a way to best fit together for the majority of education programmes, must be flexible enough to be dissected for different customer education topics.

iii) The study recommended that foundation courses in higher education include subjects on learning how to learn at university level, information literacy, communication and computer skills along with interdisciplinary subjects. The transferable skills of lifelong learning should be the foundation of any undergraduate degree (Candy, Crebert & O'Leary 1994:65,118).

iv) The positive relationships developed between the librarian and student respondents outgrew the research value of the case-study. The continued regular promotion of library services and facilities would maintain and continue to develop this new awareness.

v) The popularity of personal collections demonstrated in the case-study would strongly support an initiative of promoting services and facilities to build on what students already have outside the library.

vi) Customer education in tertiary libraries has generally been seen as either a one-off programme, often self-paced

booklet format supported by topic or skill specific directed sessions, these being add-on or a component of a general orientation programme. Usually, these programme are not assessed, and if they are, the assessment is not recorded. Improving the student perceived relevance of customer education is vital, particularly if programmes require voluntary investment of time on the part of students.

vii) Increased problem-based learning courses requiring students to develop information retrieval skills early in the course would lead librarians into a recognized education role. Librarians thought that it was important to collaborate with course co-ordinators in the design of resource packages appropriate for the needs of students. This would involve the removal of prepared reading lists that were traditionally handed to the students at the beginning of each semester. Reading lists generally restricted reading and research has shown that often, students made little or no use of these lists. Students should be encouraged, within course requirements, to create personal reading lists, drawing on all the databases and indexes and using evaluative measures in the list's compilation. This would necessitate academic staff viewing their role as facilitators and enhancing collaboration between themselves and librarians in the design and delivery of programmes.

viii) Librarians must work closely with academic personnel to facilitate positive attitudinal changes (Crocker 1985:15). Only a few university libraries in Australia, however, involve librarians in course planning and in the design of resource-based learning courses (Candy, Crebert & O'Leary 1994:103,182; Harrison & Owen 1992:56). Once universities recognize that the facilitation of lifelong learning is a central purpose the subsequent perspective of all activities will support services that operate to fulfil this mission. Librarians need to have a clear educational rationale, a purpose clearly aligned with student learning outcomes.

ix) The library's most 'generalizing' function is education under which all other functions of the library are contained. There is a strong case to be made for a change in focus towards customer education as the major role of the library service for tertiary institutions practising quality teaching and learning as part of their aim. The development of this role for all libraries is becoming increasingly urgent. The library must be an education centre where communications and information are means to an educational end not the actual purpose (Christ 1972:75-80). A change in focus is required by librarians to a broader education focus.

x) The integration of library skills into the tertiary education programme is a concept which focuses primarily on the nature of the learner and the many processes involved in the development of thinking and learning skills. Integration promotes increased understanding because it is hypothesised that people do not think in terms of different subjects or fields of understanding but reflect a more holistic view of the world. Integration is compatible with the ways in which people learn and develop. A study by Mueller and Foreman (1987) on methodological and scheduling aspects of library customer education concluded that integration was preferred by respondents. Integrating library customer education into college life, educating respondents on the spot and becoming involved in lectures where skill building relevance may be more clearly perceived by students is recommended.

## RECOMMENDATIONS FOR FURTHER RESEARCH

i) Segmentation on competency base, by education and information literacy skill background, for customer education becomes an area for further investigation

ii) Many students, for example, preferred journals as a source of information but many still preferred books. It becomes an informative follow-up to consider the age and education background of respondents in relation to their preference for information format

iii) There are many variables that may affect the student acquisition of lifelong learning skills. Practical and conceptual responses within the survey revealed a consistent increase. The influence of exposure to the tertiary environment has a positive affect on the confidence levels of students. Research is required to show if these positive perceptions diminish during the years following graduation.

iv) An area of interest for further study on site becomes to re-distribute the survey twelve months after implementation of a series of high-exposure promotional and marketing activities, including customer education concepts recommended and preferred by respondents in the survey.

v) Library instruction, in most tertiary settings, has been an add-on to a course, and as a result has had little bearing on the recorded results received by students. Information literacy would require students to use a variety of information resources as part of their regular assignments. Students are thus taught that being able to locate, evaluate, and affectively use information is critical to learning (Breivik 1992:6; Oberman 1991:200). This study found that students believe librarians have a definite role to play in the development of lifelong learning skills, but research is needed into levels of faculty and administrative support for this involvement.

vi) Co-operative programmes, planning and teaching (CPPT) offers affective strategies for developing information literacy and critical thinking skills in the learner has not proved successful in tertiary institutions. Librarians have often experience logistical problems because of large and diverse student bodies. Many tertiary institutions have found that the educational role of the library is considered secondary to its custodial and service functions. This has meant that attempts to improve the quality and effectiveness of customer education programmes have been under-funded and understaffed. Research is needed into the affect of, and the ideal levels of funding and staffing to achieve quality library customer education leading to lifelong learning skill development.

vii) It should be possible to identify a time frame for teaching information skills across all disciplines. This study found that it is not ideal to attempt a generic information skills programme to meet the needs of each student year. The scatter of results indicates that the most successful lifelong learning programme may, in fact, not be tailored to disciplines, but to individual units

of study within disciplines. Few students were aware of the role information literacy skills played in their development as lifelong learners. The study found that the information needs and skills required by students differed markedly between courses and that it was not possible to identify a discrete set of skills or requirements that every student should acquire at a predetermined stages of their academic career. Research into the construction of a list of skills required or in need of development during different stages of undergraduate tertiary study requires development.

viii) Educational psychologists have established that the level of confidence adult learners have in their ability to perform certain tasks is an accurate reflection of their later performance at those tasks. The study investigated students levels of confidence in performing information seeking and critical thinking tasks prior to their enrolment at the college. In all cases confidence levels increased with years at college, graduates indicating greater levels of confidence. This suggests that exposure to the tertiary library environment is sufficient to increase information handling confidence levels. A study comparing other libraries respondents who have not been engaged in formal tertiary study becomes beneficial to the whole lifelong learning and library connection picture.

ix) Technology is making the physical location of resources less important than before and is placing the responsibility for locating and manipulating information sources firmly in the hands of the user. Study in the implications of technology in library customer education for lifelong learning skill development is recommended.

x) Recommendations from recent studies, particularly in Australia, concluded that the tertiary library should, philosophically, be the centre of the campus, integrated into every aspect of tertiary life. No models exist proposing how this should be done. This is an area requiring further investigation.

xi) Libraries must consider the maintenance and improvement of the quality of individual and collective life through personal, social, and professional growth through research on the impact of tertiary library experiences on learning outside of college.

## CONCLUSIONS

This study commenced with the hypothesis that the role of the tertiary library in the development of lifelong learning skills revolves around the creation of positive perceptions by respondents.

The results contribute to the understanding of the role of tertiary library customer education in lifelong learning through examining the area from a broader perspective than previous studies. While there are clear similarities with other researchers in the analysis of distinct issues such as library use or skills development, there are also important alternative findings, forming a new model, drawn from the perceptual focus of this study's approach. The influence of respondent perceptions as an all-encompassing variable is in stark contrast to other approaches which focused on variables related to faculty opinions or evaluated student skills or even library use statistics or library customer education evaluation forms as determinants of the value of tertiary library contribution to respondents' development of lifelong learning skills.

This study examined students' assessment and perceptions of their library use and personal abilities both current and prior to enrolment and identified differences between course and year-level segments. Considering students by course presents a pattern which suggested a more influential factor in the acquisition of information seeking skills than other variables considered. It also supported Wilson (1994a) by suggesting that the expertise and participation of the librarian was necessary if lifelong learning programmes were to succeed.

The basic assumption of this thesis was that the library can be conceptualized as a system of learning resources. From this conceptualization, libraries may be perceived to deliver both implicit and explicit educational services. Implicit library education were shown to generate from experiences that deliver positive, reinforcing experiences and from integration with college life including assessment. Explicit customer education, while acknowledged by students to be a role of the library and valuable and of interest and skill development as needed was perceived to be time consuming and not likely to be engaged by students. Students thought that many lifelong learning skills could be developed in conjunction with the library and that a choice of methodologies and flexible time and delivery modes presented more opportunity for engagement of skill building activities.

Market positioning was a tangible result of the study. It made it possible to select a combination of services to meet the needs identified by targeted student groups. A more thorough understanding of the respondent market was obtained through consumer analysis. Patterns within the analysis of how and why library respondents made particular resource decisions could be discerned through the case-study.

An educated person must know how to acquire and use information. Knowles (1990:30) suggests that adults have a strong desire to be independent and self-reliant, and that they dislike situations where they must rely on others for the things that they need. Customer education involves the imparting of information about library resources and services. It can develop a sound base for library use skills while reducing methodological frustration, and can, as this model suggests, lead sequentially to the adoption of a lifelong learning philosophy. Additionally, it encourages continued utilization of the library and its services and prepares the respondent for personal continuing education, freeing library staff from the more routine or basic reference queries.

To ensure lifelong learning customer education programmes are affective they need to meet the needs of each respondent group. Lifelong learning customer education should generate from an understanding of the library use and background of respondents, and current and aspired skill level perceptions of respondents. A library-based model provides an ideal framework for the sequential teaching of lifelong learning because it emphasises the development of skills rather than content. It stresses unity and continuity of personal development thus having the ability and student

support to lead to the formulation of curricula and instruments of education. The consideration of student perceptions facilitates the creation of positive, strong communication between the needs of life, cultural expression, general development and of the various situations for thought through which every individual endeavours to find fulfilment.

Current rapidly changing social and economic structures demand highly flexible individuals who are capable of adapting rapidly to change and who can continue to learn throughout their adult lives. Traditional pedagogical models, with their emphasis on content and their authoritarian approach to education, have not proved completely successful in developing the skills required by adults for the lifelong education process. The flexible, open pathways created by the concept of lifelong learning (Dave 1976:35) are founded on the assumption that education occurs via many paths. This has shown that the library can be a developmental ladder between or supporting the development of lifelong learning along the many pathways, as well as a pathway within its own right. Building upon the perceptions of respondents from the point of need, a knowledge of skill, ability, and expectation perceptions, as discovered through the questionnaire, can lead sequentially through to the adoption of a personal lifelong learning philosophy during the undergraduate tertiary years.

The research participants have been initiated into a process of thinking about lifelong learning through the activities of this research study. This process has raised their level of awareness and made them aware of the need for the development of a lifelong learning skills. However, it may seem both inappropriate and unproductive to cease work with these respondents. An ongoing process should be put in place to further the thinking on the theme of this study among the respondents.

This study's inductive and participatory design also requires that the outcomes be implement for respondents so that the personal developments that they have commenced in their thinking about lifelong learning and the library connection may be extended and enhanced. It is

proposed that this be undertaken as soon as possible after the completion of this study. This will be achieved through the revision and implementation of library customer education policies and procedures.

While this current study has attempted to take as many perceptual factors as possible into account during its design and implementation, there may be factors that may have inadvertently influenced the research processes. Some of these have had explicit impacts, while others may have demonstrated implicit affects on the study. For example, factors including the time of day of the data collection participation, the personal variables and environmental influences immediately prior to the data collection, and such, may have had significant or other influences on the processes and outcomes of the study. These type of factors are likely to be significant for this type of study because of the belief that qualitative data needs to be experienced and obtained at the site. While assumptions have been made about similar factors in this current study, the researcher was unable to, and did not intend to, control all the variables operating in the context of the study.

Respondents were believed to have had a range of life experiences that, together with their prior experiences, would assist them in addressing the research questions/foci. The analysis of their responses to, and interactions with, these research questions has enabled the researcher to formulate the key ideas, expressed in this study in the form of perceptions. These were developed from the data collected from respondents.

The perceptions expressed by students during a lengthy survey have been formulated into a theoretical model, called a Perceptual Model, which defines, discusses and maps the sequential relationships among the perceptions. The range of perceptions that have been developed within the context of the perceptual model, provides an understanding of respondents' philosophies. The processes for developing the model, as well as the model itself, have been tested for reliability using criteria and strategies that were outlined through the study. The outcomes of this study are

now accessible for further analysis and review, in both similar situations and with different perceptions.

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