

culture. These were fully matriculated students of the invisible university!

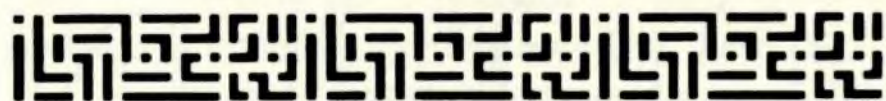
They were also given a pre-test to determine their prior knowledge of library resources. The test included a matching section on information and library resources, a true/false section on libraries and lifelong learning, and short answer sections on the card catalog and the *Reader's Guide*. The highest score on the pre-test was eighty-three percent; the lowest, sixty-five.

Session II covered the "lingo" of libraries, including history and types, major schemes of organization, and types and characteristics of reference materials. The next three sessions were subject oriented, covering financial information sources (Making Sense of \$\$\$ and \$\$\$), legal and medical information (Helping your Helpers), and employment and recreation (At Work and At Play). In the final session, "Wrap It Up and Take It Home," students were presented tips on planning, organizing, and documenting a learning project and on creating a home reference library. On that last night they also took a post-test, each student revealing improvement of four to fifteen percentage points.

There were many reasons for planning and executing "Your Other Education: Library Lessons for Lifelong Learning." A potential student (who *did* take the course) suggested that library utilization might make a good topic for a continuing education course. The librarian, to whom that suggestion was made, had had sufficient experience with "fifty-minute stands" that she wanted and needed the experience of teaching library skills to a group that met over a period of time. But it was during her background research into lifelong learning that the true rationale for such a course became apparent. The editors of *Serving Lifelong Learners*, number twenty nine in the Jossey-Bass New Directions for Community Colleges series, say, "Most learning is simply not under our (the community colleges') auspices," and that the institutions "need to be less preoccupied with control and much more concerned with supporting and guiding students in learning pursuits."⁴ On that assumption, teaching library and bibliographic skills to non-affiliated learners is an appropriate component of an academic library's instruction program and the campus' continuing education unit may be the most effective channel for implementation.—*Virginia Ellis Palmer*.

⁴Heerman, Enders, and Wine, *Serving Lifelong Learners*, p. viii.

Editor's Note: Virginia Palmer is head regional campus librarian at Miami University-Middletown, Ohio. ■■



Fallacies of Librarianship

A British librarian of many talents and much experience has devised the following list of erroneous but commonly-held beliefs maintained by some library professionals. The list has recently been published by *New Library World*, a London publication.

1. Users can find their own way around a library.
2. Users are completely helpless at all stages of library use.
3. Gift books are free.
4. Cooperation between libraries, of whatever kind, saves money.
5. Holdings are more important than service.
6. The case for well-funded libraries is self-apparent.
7. A library that receives no complaints is a good library.
8. Library education is a useful preparation for library practice.
9. A research library should give the unknown needs of the future priority over the known needs of the present.
10. The catalog is the key to the library.
11. Interlibrary borrowing is expensive.
12. Interlibrary borrowing is a cheap substitute for acquisition.
13. Interlibrary borrowing is no substitute for acquisition.
14. The distance between a lending and a borrowing library affects the speed of supply.
15. It is possible to devise a classification scheme that organizes knowledge in a coherent, useful, and intelligible way that is and will remain acceptable.
16. Existing classification schemes can be improved by local modifications.
17. No system devised for one library can be adopted by any other library.
18. A love of books is a useful prerequisite for a librarian.
19. All that is needed to improve a library service is more money and more staff.
20. A library building that wins a prize for architecture is functional.

If *C&RL News* readers wish to add further fallacies to the list, or if something has been included which perhaps should not have been, write George M. Eberhart, ACRL/ALA, 50 E. Huron Street, Chicago, IL 60611.

