An analysis of selected periodical literature on instruction in the use of academic libraries, 1967-1976

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AN ANALYSIS OF SELECTED PERIODICAL LITERATURE ON INSTRUCTION IN
THE USE OF ACADEMIC LIBRARIES, 1967 -
1976

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CHAPTER I

INTRODUCTION

Introduction to library use is one of the major areas of concern of academic librarianship and much of the literature in the library world indicates its importance. Practically every library, from the most understaffed to the most affluent, offers the user some kind of instruction; oftentimes it is in the form of a library handbook or some other type of printed bibliographic aid. In some academic libraries a formal credit-bearing course in bibliographic instruction is offered and many multimedia programs for instruction in library use now exist.

A growing interest in instruction in the use of academic libraries is in evidence in the Association of College and Research Libraries, and the association has had an Instruction in the Use of Libraries Committee since 1967. At the 1971 American Library Conference the Association of College and Research Libraries Committee on Bibliographic Instruction was formed for the following purposes:
...to consider the possibility of establishing a clearinghouse for information on instructional programs currently in operation; to explore methods of evaluating existing programs and materials; and to investigate the need for research into problems connected with instruction programs.¹

This committee has been collecting information on library instruction and is currently developing a statement of instructional objectives that library or bibliography instruction programs should be striving to achieve.² The 1972 program meeting, a "Show and Tell" clinic, demonstrating audiovisual materials for library instruction, was attended by over 2,000 academic librarians.

Conferences are also a measure of librarians' interest in the matter. In May, 1971, the first conference on "Library Orientation for academic Librarians" was held at Eastern Michigan University. In 1970 the fourth triennial meeting of the International Association of Technological University Libraries, at Loughborough, England, was devoted to "Educating the Library User,"³ and in the same year the


New York Library Association sponsored a conference on "Use, Mis-Use and Non-Use of Academic Libraries." In 1972 the exhibition sponsored in Chicago by the American Library Association Committee on Instruction in the Use of Libraries program displayed much of the best work done in educating the library user in all types of libraries by using graphics and other media, such as tape/slide presentations, filmstrips, videotapes, and computer-based instruction. At the end of 1973 the University of Denver hosted a conference on Evaluation of Library Instruction.

Other indicators of interest in bibliographic instruction are the projects funded by the Council on Library Resources and the National Endowment for the Humanities which have funded a number of experiments meant to make libraries central to colleges and universities. Results are already evident and an important realization is becoming prevalent on campus libraries, it is that unless teachers emphasize the library, librarians alone will not be able to change significantly the situation of poor library use on the part of students.

These activities are evidence of the increasing interest and activity in developing library instruction.
programs and associated instructional materials. As a result, one of the major problems academic librarians face is staying abreast of new developments. It was the awareness of such a problem that created some of the impetus for the formation of the committee of the Association of College and Research Libraries. Since the formation of this Committee an organization has developed that can serve the vital clearinghouse function that is needed to keep the profession alert to new developments. Project LOEX (Library Orientation Exchange, launched in 1972 is located at Eastern Michigan University) was established to facilitate communication among libraries interested in developing such programs, and to aid librarians in their research endeavors. To become a member, a librarian completes a brief questionnaire and sends it to the Library Orientation Exchange Director. As a member, one may write or telephone requests for information and materials. Project LOEX publishes an occasional newsletter, LOEX News.\(^5\)

Do users think they need instruction in library use? In a February, 1971, study students were asked: "Should the University of Colorado offer instruction in the use of the libraries and their resources?" Eighty-seven percent of the sample of 600 library users said "yes."\(^6\)


At the University of California, Berkeley, enrollments for a course in bibliography often exceed the class size limit. Many students appear to feel a personal need to know more about libraries and they seek instruction. Yet the problem in misuse and nonuse of libraries still exists. A 1969 study estimated the nonuser population on campuses at 30 to 40 percent of the total enrollment in any one semester.7

It is believed that significant solutions to problems of library use can occur by working through and with teachers and students. Although librarians can and do affect a student's knowledge of library use with their innovative programs, it is the teaching practices at most levels that directly affect the student's use or nonuse of the library. In order to make a more effective use of the learning resources at any library level, closer working relationships must be developed between librarians and teaching faculty. A strong liaison between librarians and teachers can result in some changes in current teaching methodologies that should increase and improve the students' use and understanding of libraries.

Purpose and Scope

The purpose of this research is to analyze the contents of articles written on instruction in library use, which

were indexed in *Library Literature* between 1967 and 1976. The literature was analyzed to determine what the major emphases have been in regard to instruction in library use.

A study of this kind is significant in that it will give librarians a chance to compare their programs with those of other libraries, and will enable them to acquire new ideas for their programs. It will also emphasize the need for providing quality programs on instruction in library use, and indicate some of the problems that exist and provide some solutions.

This study deals with the following subject areas related to instruction in library use: Personnel, which will include librarian's responsibilities; librarian's cooperation; librarian's attitude and faculty status. The section of Faculty will include responsibility, cooperation, attitude and faculty status. The section on Instruction will include the following areas: individual instruction, group instruction, and computerized instruction. The section on Methods will include the following areas: lectures, tours, and audio-visual aids. The section on Evaluation will include the following areas: questionnaires, tests and interviews.

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Library Literature 1967-1976, was checked under the subject heading Library Orientation to determine whether or not articles were available on the subject. References were made also to Instruction in Library Use. From these topics 50 articles were selected which deal with the four subject areas and their subdivisions relating to instruction in library use. Each article included in the research was read and the ideas were recorded on 5"x8" cards. These cards also carried complete bibliographic data. Each card was given a number and the appearance of similar ideas in other articles were noted by this number. Three tables were constructed, analyzed and interpreted according to the following headings. The first table entitled, "Date of Publication," includes the year the articles were published and the number of articles published in each year. The second table entitled, "Periodicals Containing Articles," includes the names of the periodicals and the number of articles in each periodical. The last table entitled, "Topics of Subjects Treated," includes a listing of ideas and their frequencies.

In this study the numbers of the articles instead of footnotes are used to provide the references, which are arranged in chronological order at the end of the study. When direct quotes are made, however, footnotes are given for these.
CHAPTER II

ANALYSIS OF SELECTED PERIODICAL LITERATURE ON INSTRUCTION IN THE USE OF ACADEMIC LIBRARIES, 1967-1976

Date of Publication

During the ten-year period from 1967 through 1976 there were 50 articles published in library periodicals on instruction in the use of academic libraries. Twenty-two or 44 per cent of these articles were published before 1972, and 12 or 24 per cent were published since 1972. It would appear from this analysis that the peak of interest in teaching library use was reached during 1971 and 1972 and that before and after this period there was a moderate amount of interest in the subject (see Table 1).

TABLE 1

DATE OF PUBLICATION

<table>
<thead>
<tr>
<th>Years</th>
<th>Number of Articles</th>
</tr>
</thead>
<tbody>
<tr>
<td>1967</td>
<td>5</td>
</tr>
<tr>
<td>1968</td>
<td>3</td>
</tr>
<tr>
<td>1969</td>
<td>2</td>
</tr>
<tr>
<td>1970</td>
<td>6</td>
</tr>
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<td>1971</td>
<td>12</td>
</tr>
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<td>1972</td>
<td>10</td>
</tr>
<tr>
<td>1973</td>
<td>3</td>
</tr>
<tr>
<td>1974</td>
<td>3</td>
</tr>
<tr>
<td>1975</td>
<td>4</td>
</tr>
<tr>
<td>1976</td>
<td>2</td>
</tr>
</tbody>
</table>
Periodicals Containing Articles

Table 2 shows the distribution of articles by library periodicals which published them. The largest number were published in three periodicals, the Drexel Library Quarterly, College and Research Libraries, and the Library Journal. These three publications contain 36 or 72 per cent of the articles.

TABLE 2

PERIODICALS CONTAINING ARTICLES

<table>
<thead>
<tr>
<th>Periodicals</th>
<th>Number of Articles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drexel Library Quarterly</td>
<td>15</td>
</tr>
<tr>
<td>College and Research Libraries</td>
<td>13</td>
</tr>
<tr>
<td>Library Journal</td>
<td>8</td>
</tr>
<tr>
<td>American Libraries</td>
<td>3</td>
</tr>
<tr>
<td>Audiovisual Instruction</td>
<td>2</td>
</tr>
<tr>
<td>RQ</td>
<td>2</td>
</tr>
<tr>
<td>Wilson Library Bulletin</td>
<td>2</td>
</tr>
<tr>
<td>Academic and Research Libraries</td>
<td>1</td>
</tr>
<tr>
<td>Library-College Journal</td>
<td>1</td>
</tr>
<tr>
<td>Library Trends</td>
<td>1</td>
</tr>
<tr>
<td>Research in Librarianship</td>
<td>1</td>
</tr>
<tr>
<td>Today's Education</td>
<td>1</td>
</tr>
</tbody>
</table>

Topics of Subject Treated

The contents of the 50 articles analyzed focus attention to 19 specific topics that can be grouped into four categories. First are topics related to academic librarians, their responsibilities for instruction in library use, their cooperation with faculty, their attitudes about library instruction, and the problem of faculty
techniques, and the use of questionnaires (see Table 3).

Visual aids, lectures, tours, interviews, evaluation times. These references referred to tests, use of audio-instruction, and to computerized instruction. Methods of instruction included references to individual and group actual instructional programs were mentioned a total.

Instruction, and the trend in faculty status for instruction. Their opinions about instruction. The trend for teaching use, their cooperation in such instruction analyzed to academic faculty including their responsibilities. Fifteen references were made in the body of literature to these four topics occurred in the literature 33 times.

For librarians, reference to librarians in relation...
### TABLE 3

**THE FREQUENCY DISTRIBUTION OF TOPICS TREATED**

<table>
<thead>
<tr>
<th>Ideas</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Librarian's responsibility</td>
<td>14</td>
</tr>
<tr>
<td>Instruction</td>
<td>12</td>
</tr>
<tr>
<td>Librarian's cooperation</td>
<td>9</td>
</tr>
<tr>
<td>Faculty responsibility</td>
<td>7</td>
</tr>
<tr>
<td>Individual instruction</td>
<td>7</td>
</tr>
<tr>
<td>Librarian's attitude</td>
<td>6</td>
</tr>
<tr>
<td>Tests</td>
<td>6</td>
</tr>
<tr>
<td>Audiovisual aids</td>
<td>5</td>
</tr>
<tr>
<td>Group instruction</td>
<td>5</td>
</tr>
<tr>
<td>Faculty status for librarians</td>
<td>4</td>
</tr>
<tr>
<td>Lectures</td>
<td>4</td>
</tr>
<tr>
<td>Tours</td>
<td>4</td>
</tr>
<tr>
<td>Computerized instruction</td>
<td>3</td>
</tr>
<tr>
<td>Interviews</td>
<td>3</td>
</tr>
<tr>
<td>Evaluation</td>
<td>2</td>
</tr>
<tr>
<td>Faculty attitudes</td>
<td>2</td>
</tr>
<tr>
<td>Faculty opinion of faculty status for librarians</td>
<td>2</td>
</tr>
<tr>
<td>Questionnaires</td>
<td>2</td>
</tr>
</tbody>
</table>

**Librarians**

A total of 16 articles were analyzed on librarians. Seven of these articles are on the librarian's responsibility for instruction in the use of academic libraries.

Librarians' responsibilities.— The librarians' responsibilities are referred to 14 times in seven articles. The major ideas relative to this responsibility are as follows:
1. Establishing a predisposition to learn
2. Clarifying the task and defining the problem
3. Providing a model, a demonstration, verbal guidance and cues
4. Allowing adequate time and distribute practice
5. Breaking complex tasks into natural components
6. Insuring accurate or correct initial responses
7. Encouraging meaningful associations
8. Providing for recall and recitation
9. Providing immediate knowledge of results
10. Overlearning once mastery is attained
11. Rewarding liberally and early
12. Applying the skill or learning
13. Helping the student to analyze his performance
14. Understanding the varying needs among students

Establishing a predisposition to learn. If the student sees purpose in what he is learning and has some knowledge of what is being taught and pays attention to the literature, then he learns more. The librarian is the motivational force that personalizes the services of the library and helps the student not only to see purpose in what he is doing but also to know how to proceed with the learning task at hand (2) (7).

Clarifying the task and defining the problem.-- The learning situation should be such that unnecessary errors are avoided. Errors which contribute to knowledge of results may help, but those which result from confusion only produce more confusion. The librarian, realizing that assignments are frequently not understood at all, can minimize student frustration and waste of time and energy by helping the student to clarify the assignment, to analyze the problem, and to select the most promising method of solving the problem (10) (16).
Providing a model, a demonstration, verbal guidance and cues.-- A demonstration of skills provides a model to be simulated, verbal guidance and cues help the student direct his efforts by informing him of what is to be done and how it is done. The librarian, when planning with the faculty, can suggest and/or help design learning guides and other evaluation and summary forms, and can provide verbal guidance and cues which will facilitate students' progress (3) (20).

Allowing adequate time and distribute practice.-- Practice should be spaced with rest periods to facilitate learning. Short initial periods which are generally lengthened as skill developments are desirable. The early phases of practice periods are more effective inasmuch as efficiency decreases as fatigue and boredom increase. The librarian as he introduces or reinforces study skills, should guard against the tendency to teach too much, too fast (6) (24).

Breaking complex tasks into natural components.-- Some students tend to learn better by the part method; others by the whole method if they have some experience with it. In the whole method progress is not readily apparent, a factor which can be discouraging to some students. Complete mastery of each part is not always needed before introducing the sequential part. The librarian, as he guides the student in his search for understanding, can help him to identify the components
of his problem and then encourage him to anticipate the logical course to follow in solving his problem (2) (24).

**Insuring accurate or correct initial responses.**-- The librarian should avoid errors as far as possible and check them on their first appearance; not to do so inhibits the motivation or effort of the student. In orienting the student to a knowledge building activity the librarian can caution him to avoid certain pitfalls and to check back when unsure of procedures (6) (34).

**Encouraging meaningful associations.**-- Associations within the material encourage the development of an internal organization. Learning is facilitated by a contextual organization. The transfer of training from previous experiences is desirable. The librarian can facilitate student perception and awareness by encouraging the student to associate and relate new understanding with appropriate past learning experiences and then to synthesize both the past and present learning into a coherent pattern of interrelatedness (10).

**Providing for recall and recitation.**-- Meaningful recall in any degree is conducive to favorable attitudes, contributes to meaningful learning, and allows for more effective distribution of practice. Too early recall, however, leads to guessing and retards learning. The librarian can facilitate learning by encouraging and prompting student recall of previously...
used tools, skills, and methods and procedures of learning (7) (26).

Providing immediate knowledge of results.-- Accurate information as to progress is as valuable as rewards in promoting learning. Delayed knowledge of results is not as helpful. The librarian can encourage the student to evaluate the adequacy of his work by measuring it against appropriate criteria as soon as possible (34).

Overlearning once mastery is attained.-- Retention is increased, positive transfer of tracing promoted and interference with other learning reduced by any degree of overlearning. Drill should be meaningful, it should be similar to the situation in which the skill is to be used, and should command the attention of the student. The librarian can facilitate the mastery of skills by providing for skill integration with the ongoing teaching and learning program and by providing for skill reinforcement and practice in meaningful context (3) (20).

Rewarding liberally and early.-- Rewards reinforce behavior when they are an intrinsic part of the activity. Artificial incentives are useful in maintaining effort until some sense of achievement and mastery evolves. The librarian can reward the student by following through after the student has completed his work in the
library to discover how well a report, a debate, or a
demonstration has gone; and, by commending the student
for a job well done (16).

Applying the skill or learning.-- Librarians
should have students make use of what they learn in
order to foster retention and produce transfer of train-
ing. The librarians' planning with faculty members can
design learning activities to reinforce and extend pre-
vious learning, thereby demonstrating the utility and
continuity of knowledge (2) (24).

Understanding the varying needs among students.--
An operating philosophy for many students is getting
their degrees and getting out of school. Librarians
who recognize this attitude can do much to aid students
and perhaps even help them develop some library skills.
The important part of this is to understand the varying
levels of need among students for library use. These
needs should dictate the amount and level of library in-
struction the students receive.9

Cooperation.-- The librarian's cooperation with
faculty was referred to nine times. The major ideas rela-
tive to these references are as follows:

1. Cooperation is essential for effective library
   instruction
2. Sharing in educational goals and objectives

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9J. E. Scrivener, "Instruction in Library Use: The
Persisting Problem," Academic and Research Libraries
3(June 1972), pp. 87-119.
3. Collaboration between librarian and faculty will vary from discipline to discipline as well as from individual to individual.
4. Cooperation in making changes in teaching methodology to emphasize library information use.
5. Keeping the faculty informed about library activities.
6. Promoting independent study.
7. Aiding the teaching and learning program.
8. Seeking assistance from faculty.
9. Informing the faculty on availability of library instruction.

Cooperation is essential for effective library instruction.-- Cooperation between librarian and faculty is essential for effective library instruction because the librarian should share with the faculty the responsibility for designing, structuring and implementing an instructional program for the most efficient and effective teaching of library instruction. To function competently, the librarian and faculty must be thoroughly conversant with the basics of the library: philosophy, goals, aims, guiding principles and trends (44) (49).

Sharing in educational goals and objectives.-- The librarian should share with fellow faculty members the responsibility for translating goals and objectives into supportive teaching and learning experiences. The librarian involved in the instructional process will be expected to design teaching-learning strategies to implement educational objectives (42) (46).

Collaboration between librarian and faculty will vary from discipline to discipline as well as from individual to individual.-- The potential for active collaboration between the librarian and the faculty varies...
from discipline as well as from individual to individual. Millicent Palmer makes the pertinent observation that the "knowledge required to achieve a degree of competency is different in every subject area." Librarians must, therefore, be alert to the possibilities at both levels, deliberately promising and at the same time making the best contact with any library minded faculty member. Library instruction designed to encourage inquiry and discovery requires the planned availability of appropriate teaching and learning resources and informed guidance in the techniques and procedures to be used in searching for understanding. Library instruction should be designed to meet individual student learning needs and must have the direct cooperation of the librarian and faculty.

Cooperation in making changes in teaching methodology to emphasize library information use.-- Librarians need to work with the faculty to make changes in teaching methodology and to emphasize information use. Patricia Knapp paraphrases some guidelines. She suggested the following: Librarians will need to demonstrate how poorly students use the library to faculty who may respond constructively; persuade these instructors to involve the library in problem-solving assignments given to students; make library resources generally available through promotion to students and faculty; stress the overall value

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of library competence; with the help of the departmental faculty; draw up proposed solutions to the problem of library misuse and nonuse; and work through the curriculum committees for changes in teaching methods and objectives. 11

Keeping the faculty informed about library activities. -- The librarian should inform the faculty about activities of the library for the year and what the students will be coming to the library to find. This will help the faculty to organize the required material in the most useful fashion and to be aware of the students' needs and what is on hand to satisfy them. This may create in the faculty an interest in and a knowledge of the library's collection and let the faculty know that the librarian would like to work with them as partners in the students' education. The faculty may consider library use skills as important as the other thought-process abilities that the students demonstrate in completing assigned course work (39) (40).

Promoting independent study. -- The librarian should work with individual faculty members to promote independent library use and try to create a library atmosphere conducive to individual instruction. The library should make a spot test of library use and make known to the faculty how the typical student presently meets the faculty member's requirements and expectations (49) (40).

Aiding the teaching and learning program.-- The librarian should help the faculty with the teaching and learning program. The more closely the library is integrated into teaching arrangements, the more effective is the role of the library. A wider use of libraries by students in their learning programs depends upon the teaching needs. Therefore, if the library in a college is to play its full part in the teaching program, cooperation between librarian and the faculty is very important (45) (39).

Seeking assistance from faculty.-- Librarians have much to learn from faculty, because teachers think of concepts, content and methods of inquiry rather than of subject headings, facts and indexes. Consultation with faculty helps librarians to look beyond the details of bibliographic search to the intellectual content and the ultimate goals of a course, thus making their contributions worthy of greater intellectual respect. 12

Informing the faculty on the availability of library instruction.-- Many librarians are concerned with the desirability of working with the faculty but the faculty need to be aware of the service available. At the University of Baltimore the librarian when to the Business Department to tell the faculty that the librarians would like to come to their classes to talk about library resources. The responses were gratifying. Lectures by

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Librarians became an established part of the program. Here is a great need for more communication between librarians and faculty. Teachers do not usually ask for library instruction, but when informed that it is available, are often glad to take advantage of the opportunity and express appreciation for the service. A librarian's diplomacy is challenged to the utmost when he or she learns that teachers are giving incomplete information about library tools or is overlooking vital sources. When encouraged to accept help from librarians, faculty members usually are grateful for the introduction to sources new to them (39) (46).

**Attitudes.** The librarian's attitude was referred to six times. The major ideas relative to these references are as follows:

1. Librarians feel that they are psychologically and physically isolated
2. Librarians feel like they are discriminated against
3. Librarians feel that the library is being used for other functions
4. Librarians are concerned about the lack of orientation for graduate students
5. Librarians feel they should increase enthusiastic interest in library orientation
6. Librarians feel that they do not always have time to reach all the students

**Librarians feel that they are psychologically and physically isolated.** There was a time in the history of scholarship when librarians were treated with the highest respect, they were considered the custodians of learning. Today, however, many librarians say that they are psychologically and physically isolated. Librarians feel if
they were given the opportunity to explain themselves, administrators and professors would understand them and applaud their contributions to the intellectual life of the college (16) (28).

Librarians feel like they are discriminated against.-- Librarians feel that they are discriminated against because they are not allotted the free time enjoyed by the teaching staff. A professor who is expected to do research often teaches nine hours a week, at the most 12. However, in schools where research is not required for survival, the number of hours is rarely set beyond 16. Such a schedule gives the professor plenty of time to drink coffee with his colleagues. But the librarian has no such light schedule. The work week for the librarian is often 39 hours without a break. His or her work is different from that of the faculty; it is steady, routine in character, but always demanding. The faculty, after the intense concentration of 50 minutes, is given a break; however, regulations do not permit the librarian such extended leisure. For this reason the librarian may be on the fringe of campus socializing (24) (28).

Librarians feel that the library is being used for other functions.-- Sometimes librarians justifiably complain that certain areas of the library are taken over for functions that should be carried on elsewhere. The library is often used for registration and if a student's first introduction to the library approaches bedlam, it will be difficult to convince him or her that the ideal
on the following day is silence or at least a subdued voice. Some libraries are often used for meetings with local organizations. College officials sometimes permit these groups to take over in an area normally intended for quiet scholarly use. The librarian is not in a position to object too strenuously to administrators in these matters, but he or she knows that definite harm is done to the proper atmosphere that should prevail in the library.  

Librarians are concerned about the lack of orientation for graduate students. -- The Association of College and Research Libraries printed from a survey made by large university libraries that most librarians in research libraries were genuinely concerned about the lack of orientation for entering graduate students; however, a clear majority of the respondents disclaimed formal responsibility for instruction of students at this level. They preferred to rely on occasional lectures, guided tours and personal appointments with subject specialists to provide the level of bibliographic instruction needed for graduate study. The best hope for orientation and instruction of

graduate students by the library staff, they reported, seemed to be in closer cooperation with the teaching faculty (7) (28).

Librarians feel they should increase enthusiastic interest in library orientation. Librarians in many institutions, small and large, are carrying on library orientation and are looking for new methods and media to meet the demands of the times. Many librarians feel that they should be doing more than they are to increase enthusiastic interest in bibliographic instruction (7) (16).

Librarians feel that they do not always have time to reach all the students. Most librarians give lectures to classes upon request of the faculty. The reference departments usually manage to keep up with the requests, but most librarians in large institutions feel they do not have time to provide this service to reach large segments of the student body. Sometimes the requests for library instruction are for several hours of instruction. Thus instruction usually includes both general orientation to the library facilities and specific instruction in the resources pertinent to the subject field. Some librarians feel they do not always have time to reach all students (16) (24).

Faculty status. Faculty status for librarians was referred to four times. The major ideas relative to these references are as follows:
1. Librarians are gaining recognition
2. Librarians are making known the importance of their jobs
3. The teaching function is claimed to be important in determining the status of librarians
4. The line between librarians and faculty members should be invisible.

Librarians are gaining recognition.-- Librarians are raising their voices in academic circles and are fast gaining recognition. Their publications are numerous and they have taken a liberal and often unpopular stand in the eyes of many citizens on the controversial issues of segregation, censorship of books, and the teacher's oath. In doing this they have lined up with leading agencies of scholarship and culture (7) (14).

Librarians are making known the importance of their jobs.-- Only faculty members who are unacquainted with librarians' training and services will think of refusing them the rights and privileges of faculty members. Because the librarian's work serves every department in a college, they are the least expendable of all (14) (15).

The teaching function is claimed to be important in determining the status of librarians.-- It is a curious paradox that instruction in library use, which so many librarians regard as one of the highest forms of library service, remains so ill-defined and poorly organized. The teaching functions are claimed to be important in determining the status of librarians. Librarians appear to take their responsibility lightly or even neglect it. A good share of the blame must
rest with those faculty members who regard anything above
a minimal level of library service as "spoonfeeding their
students" (7) (15).

The line between librarians and faculty members
should be invisible.-- The lines between librarians and
faculty are to be invisible so that they become equal
partners in the teaching enterprise. The faculty will be
bibliographic experts as well as experts in their subject
fields. The librarians will be expected to be subject
trained as well as experts in library instruction (14).

Faculty

Responsibility.-- Faculty responsibility was referred
to seven times. The major ideas relative to this topic
are as follows:

1. Responsible for structuring independent study
2. Responsible for consulting librarians about giving instructions
3. Responsible for educational enterprise
4. Librarians encourage faculty to be responsible for teaching library use to graduate students
5. Responsible for giving informal instruction to freshmen students
6. Responsible for tailoring their syllabi for library use
7. Responsible for attempting to achieve a balance between teaching and research

Responsible for structuring independent study.--
The faculty has the primary responsibility for structuring
the academic courses for independent study in the library.
The faculty should present teaching practices that would
provide some incentive for students to use the library
(3) (26).
Responsible for consulting librarians about giving instruction.-- Faculty members are often discouraged from giving library instruction, and even from preparing explanatory material for assignments that entail bibliographic tools without consulting with librarians, because it takes someone who knows how students use and misuse library sources in order to guide them in using reference and other library materials (28) (39).

Responsible for educational enterprise.-- The faculty has the central responsibility in the educational enterprise, librarians can help them carry out that responsibility much more effectively and at the same time enhance it. While the two groups - faculty and librarians can and should work together, neither one can do the others' job effectively (24) (44).

Librarians encourage faculty to be responsible for teaching library use to graduate students.-- From a survey printed in College and Research Libraries, four librarians replied flatly that they accepted no formal responsibility for teaching library use to graduate students, because this was handled adequately by the teaching faculty. The librarians encourage individual faculty people to take care of this within the context of their own seminars or courses (20) (42).

Responsible for giving formal library instruction to freshmen students.-- At Morgan State College in
Baltimore an interesting orientation program was conducted. The freshmen were brought in two weeks early for two hours a day for a five-day period with time allotted for library instruction. The freshmen were divided into small groups. They received a library workbook with assigned problems. One teacher was assigned to each group and gave informal instruction as he worked with the students. The faculty had previously received an inservice training period and did an excellent job of instruction. As a result, the teachers were more familiar with the library themselves, and the freshmen who entered for the school year were well oriented to the library (14) (39).

Responsible for tailoring their syllabi for library use.-- In the library-college, faculty members decided what they consider significant, then they would tailor their syllabi according to the particular interest indicated by each student in order to use the library (3) (20).

Responsible for attempting to achieve a balance between teaching and research.-- The University of California faculty members are sincerely concerned about their teaching effectiveness and at the moment they are feeling guilty because they are under attack for alleged neglect of their teaching duties. Librarians should do their best to capitalize on this situation by making it known in an aggressive but diplomatic way, that the library and its staff have both the willingness and the capacity to help.
Librarians should also support the efforts of those faculty members who attempt to achieve a balance between teaching and research on the campus (10) (46).

Cooperation.-- Faculty cooperation with librarians was referred to four times. The major ideas relative to cooperation are as follows:

1. Cooperation with classroom assignments
2. Faculty should give librarians complete files of class outlines
3. Faculty should cooperate with librarians when teaching groups of students
4. Strong faculty support is needed for a successful library program

Cooperation with classroom assignments.-- Classroom assignments provide an ideal opportunity for library - faculty cooperation in teaching the use of the library. The classroom work, with its emphasis upon themes, shows the student his need for the instruction in the use of the library, and provides the student with the opportunity to put into practice what he learns. The instructor in a course usually plans to bring his class to the library for an hour or two of instruction during regular class periods. This gives the instructor a chance to share in the discussion with the librarian, and in the formal instruction period to help answer students' questions. Some instructors may give follow-up problems which help fix in the students' minds the important points covered by the library lecture (39) (44).

Faculty should give librarians complete files of class outlines.-- The librarian should maintain as a
matter of routine a complete file of class outlines, reading lists and assignment sheets. Because the teaching of students in class groups involves preliminary discussion with the instructor regarding materials to be covered and regarding individual projects of the students in the class. It is essential that the librarian not only understand the plan of the course, but be kept informed of assignments involving special use of library materials (14) (39).

Faculty should cooperate with librarians when teaching groups of students.-- In order to give group instruction and make it meaningful to students, the librarian and faculty must work closely together. Much of the effectiveness of group instruction is lost if the faculty member fails to follow-up with more detailed instruction or application in the classroom because group instruction makes it difficult to repeat material (14) (44).

Strong faculty support is needed for a successful library program.-- If the library program is to be successful it must have strong faculty support, and this should be won through a sound program which commands respect. It is preferable to deal through individual faculty members and selected courses rather than to try to present a large-scale plan at the department level. For instruction in library use to be successful, it must be considered necessary by the faculty. Although many faculty members at first did not consider it so, the
experience of both James Kennedy and Patricia Knapp was that some faculty members can be convinced through informal contacts with the library staff, actually seeing a program work and by improvement in the quality of students' work (20) (39).

**Attitude.**-- Faculty attitude was referred to two times. The major ideas relative to faculty attitude are as follows:

1. Faculty members are hesitant about accepting librarians as teaching partners
2. Faculty attitudes change when they receive good service from librarians

Faculty members are hesitant about accepting librarians as teaching partners.-- Faculty attitudes are cited as a major problem in developing instructional programs at a number of institutions. The librarians who were trying to initiate course-related instruction recognize that faculty are often hesitant about accepting a librarian as a teaching partner. Knapp feels that the librarian's initiative and diplomacy offer the best potential for effecting attitude changes among the faculty.


Faculty attitudes change when they receive good service from librarians.-- Most faculty members appreciate notification of new materials and of changes and developments in the library, and they are impressed with good service for their own study and research. Repeated suggestions and encouragement may be necessary in order to change the attitudes of some faculty members and win them to the library (28).

Faculty status.-- Faculty status for librarians was referred to six times. The major ideas relative to this topic are as follows:

1. Librarians should be judged by faculty standards
2. Librarians need adequate academic training
3. Library instruction used to enhance librarian's image
4. The attack of the library college idea on faculty status
5. Proposals for faculty status for librarians
6. Scholarly collaboration of equals

Librarians should be judged by faculty standards.-- The college librarian cannot hope for faculty standing and faculty privileges until he is willing to be judged by faculty standards. The librarians should make sure they deserve faculty rank according to the standards of the faculties themselves before they insist upon it too strongly (46) (49).

Librarians need adequate academic training.-- If the librarian is to take his place on the faculty, and to be accorded the rank which the importance of his post would indicate, something more than purely professional
training is necessary. But more importantly, if he is to fulfill his place on the faculty he will need to be more than a technician. He needs adequate training, should be able to serve the purpose of a college better than a man with a maximum of technical training who is deficient in scholarship (28) (36).

Library instruction used to enhance librarian's image.-- Too often library instruction has served as a sort of procrustean devise for fitting students into a rigid system designed without consideration for their needs. The motives behind many such programs have had more to do with publicity, economy, or enhancing the librarian's image as a member of the teaching faculty than with the education of students. By and large, library instruction has been impersonal, mechanical and above all dull.

The attack of the library college idea on faculty status.-- At Swarthmore College the final group of proposals comprised those things which were intended to enhance the status of the library staff in a manner befitting their new responsibilities. Mainly involved were improved benefits, the right of the senior staff member to attend faculty meetings, and the inclusion of the librarian in the key faculty committees. The faculty assented willingly enough to these proposals. In doing so, however, it was by no means expressing a conviction that it considered the functions of the library staff equal in
importance to its own. When it came to a question of which committees the librarian was on, the lay of the land emerged clearly enough. One proposal was that the librarian be an ex officio member of the curriculum committee. This proposal elicited one philosopher's opinion that he could see no reason why the librarian had any better right to be included on the committee than department chairmen, whom it was not proposed to include (28) (46).

Proposals for faculty status for librarians.-- The library college idea has been attacked by those who believed that librarians are not and should not be teachers. John M. Christ, writing in the Library-College Journal, maintains that the library-college idea requires extensive theoretical reformations and that librarians are not equipped to engage in analytical and abstract thinking. Mr. Christ's hypothesis is unproven and, on the face of it, sounds untenable. Analytical thought is a human enterprise and not the monopoly of any category of human beings. Even if librarians, because of the nature of their present role in the academic community, have not produced much theoretical analysis it cannot be assumed that they are incapable of the process. Mr. Christ in the same article, however, and Kenneth Kister at the recent LACUNY Institute at Queens College both

maintain that the role of the library and the librarian in the academic institution is an ancillary, not a central one. The librarian, they claim deals with procedural and not with substantive matters. It is not easy to gainsay the differentiation. Certainly, that is what the academic librarian has been doing. Whether librarians should continue to do so is still an open question. Perhaps a few pilot experiments might be in order to test the willingness, the ability and the desirability of librarians in a teaching role (36) (49).

Scholarly collaboration of equals.-- If faculty members sometimes hold librarians in less regard than is justified, it is because much of what librarians do looks like just the sort of inconsequential work that no one with brains would want to do. For this reason, even genuine scholarly qualifications, such as a second master's degree does not always carry the weight in faculty circles which librarians sometimes assume. With the exception of senior staff members, librarians who are accepted to faculty circles as equals are accepted because of personal or scholarly attainments and despite their vocation. The author submits that this situation is not likely to change until librarians equip themselves with the tools to assist faculty and students actively in the work of scholarship. When librarians can provide the range of bibliographic services alluded to above, they will be visibly and obviously indispensible. Faculty
and librarians will engage in a scholarly collaboration of equals, each with sharply defined responsibilities, and status problems will take care of themselves (28) (36).

Instruction

There is a total of 28 articles used in this section on Instruction. Fourteen of these articles are on instruction in the library.

Instruction.-- Instruction in the use of the library was referred to 12 times. The major ideas relative to these references are as follows:

1. Instruction at the University of Kentucky
2. Wisconsin Association of Academic Librarians' Workshop
3. Instruction at Borgen Community College
4. Instruction at Colorado State University
5. Project LOEX
6. Instruction at Monteith College
7. Instruction at Stephens College
8. Instruction at Azusa Pacific College
9. Instruction at Azusa Pacific College
10. Instruction at Brigham Young University
11. Instruction at the University of New Hampshire
12. Difficulties in giving instruction to students

Instruction at the University of Kentucky.— Instruction at the University of Kentucky includes general guides and instructional materials such as: "An Introduction to Learning Resources and Services Prepared for the Orientation of New Students;" "A General Guide to the University's Libraries;" "Guidelines for Orientation Tours;" "A Three-Unit Key to Library Resources, with the Suggestions and Pre- and Post Tests" (50).
Wisconsin Association of Academic Librarians' Workshop.-- The Wisconsin Association of Academic Librarians' Workshop produced an inventory of library orientation and instruction methods. It covers program development; orientation methods; instruction methods such as classes, point-of-use methods, handbooks and guides; and programmed or computer assisted instruction, and evaluation (5).

Instruction at Borgen Community College.-- In order to access the competence of library users and instruction at Borgen Community College, a survey of the student body was conducted which revealed that more than half of the students used the library resource center and that approximately 64 percent of the students had been exposed to a library orientation program in their English classes. Despite this finding, librarians continued to observe that students were deficient in research skills. It was recommended that an innovative course in library orientation and research skills be developed and experimentally administered (48).

Instruction at Colorado State University.-- In October 1971, AIMLO (Auto-Instructional Media for Library Orientation) was initiated at Colorado State University Libraries. AIMLO is an innovative approach to undergraduate library instruction, providing on demand point-of-use programs about three basic library tools: periodical indexes, the card catalog, and U. S. government documents. Section one of the class was encouraged to use
AIMLO for library orientation, section two was given printed guides, and section three received no library instruction (46).

**Project LOEX.**-- Project LOEX (Library Orientation Exchange) is a cooperative effort, designed to exchange ideas and information relating to orientation and instruction in academic libraries, located at Eastern Michigan University (39).

**Instruction at the State University of New York at Buffalo.**-- To create a comprehensive program of library orientation and instruction for the libraries, the State University of New York at Buffalo, a committee was appointed to survey several unit libraries as well as the academic units (104) on the campus. Their objective was to determine what, if any, library orientation and instruction programs were in effect (43).

**Instruction at Monteith College.**-- Monteith College promotes student skills by library research assignments integrated with interdisciplinary general education course (39).

**Instruction at Stephens College.**-- Stephens College has four instructional sessions to provide orientation to the library, understanding of library organization, familiarity with reference materials and competence in the use of indexes (42).
Instruction at Azusa Pacific College.-- At Azusa Pacific College, their initial experiment has been so successful that the program will be required of all incoming students. Each student will be required to take the particular bibliographic instruction program developed for the area of his major field when he begins his junior year in college. The object of this experiment was to assist the student in his understanding of an appreciation for tools at his disposal in the college library (42).

Instruction at Brigham Young University.-- Brigham Young University Library was dissatisfied with the usual approaches to the library instruction. Therefore, the library decided to call on the expertise within its own university community in formulating several effectively designed instructional packages which could be statistically validated. A modified programmed instructional approach was adopted, and terminal objectives would be taught. Instruction was placed on tapes which were accompanied by a workbook. The student could ask for all six tapes, thus permitting the student to take instruction in more than one sitting. The final step in the instructional development was to validate the program so that there would be assurance that the instruction was effective in teaching the intended information. Students were offered the incentive of extra credit for participating in the experiment (3).
Instruction at the University of New Hampshire.-- In addition to providing some library instruction before the students come to college, the University of New Hampshire system has other advantages: it integrates library instruction into the curriculum so that learning about the library becomes part of college training and it enables each student to assume an active role and to learn by doing (3).

Difficulties in giving instruction to students.-- There are two inherent difficulties in giving library instruction to students; one is that the subject is not itself fascinating, and the ability to use the library is a tool which is appreciated only when the need for it has been felt. The second difficulty lies in the widely varying library backgrounds found among new college students. For these two reasons, no instruction can be so successful as the individual guidance given at the reference desk to the student who comes voluntarily seeking help (3) (42).

Individual instruction.-- Individual instruction was referred to seven times. The advantages were referred to five times and the disadvantages were referred to two times. The major ideas relative to individual instruction are as follows:

Advantages:
1. Instruction is given when the student needs it most
2. No time is wasted on instruction that will never be used
3. It allows the librarian to repeat instructions
4. Instruction can be more concentrated
5. Individual instruction allows the student to proceed at his own pace

Disadvantages:
1. Difficult to cover or reach all students
2. All students may be ready to work on their projects at the same time

Advantages.-- Instruction is given when the student needs it most.-- One of the advantages of individual instruction is the use of the library is that it is given the student when he needs it most. The student who must compile a bibliography comes to the librarian for help and receives the instruction which will aid him most. This kind of learning is thoroughly motivated and will usually be remembered for a long time (28) (41).

No time is wasted on instruction that will never be used.-- When a large group of students is taught how to use the library the problem always arises on how much these students should be taught. The needs of all students are not the same and this multiplicity of needs cannot be solved by group instruction. With individual instruction the librarian does not waste time giving instructions which will never be used, and the librarian does not have to teach too little to some students and too much to others. Each student receives only the instruction which he needs at the time (21) (28).

Individual instruction allows the librarian to repeat instructions.-- With individual instruction the
librarian can repeat instructions for some students without boring the whole group and without taking the time of other students who have already learned the lesson (47).

**Individual instruction allows the student to proceed at his own pace.**—Another important advantage of individual instruction is that it allows students to proceed at their own pace, so the faster student is not held back by slow students or learners (41) (47).

**Instruction can be more concentrated.**—In some cases individual instruction is apt to be more thorough than group instruction. The instructions given can be made more concentrated and more information can be imparted in less time (28) (41).

**Disadvantages. Difficult to cover or reach all students.**—Individual instruction makes it very difficult to help all students, and some students will not receive instruction unless they ask for it or unless some kind of a program is established to see that they receive it (21) (47).

**All the students may be ready to work on their projects at the same time.**—Another disadvantage is that all the students will be ready at the same time to begin work on a project. Or the same articles may be required in a class to carry out the assignment, and there may not be enough copies of the articles for all the students to read (21) (47).
Group instruction.-- Group instruction was referred to five times. The major ideas relative to these references are as follows:

1. Academic courses
2. Orientation programs
3. Need for instruction
4. A follow-up application required
5. Reaches more students rapidly

Academic courses.-- Group instruction of new students may be given in one of several ways: In connection with an academic course as part of an orientation program or course, or as a separately scheduled library project. Instruction in connection with an academic course is normally a scheduled course found in the college catalog (18) (41).

Orientation programs.-- The orientation program courses are given as formal credit courses to students in the use of the library, the courses continuing in most cases throughout one semester or term. In the past these courses have usually consisted of lectures covering the use of library tools, beginning with the general group and then continuing through the major subject bibliography for which they have no immediate need, and in the use of which they will have no early practice (21) (33).

Need for instruction.-- Most group instruction is not related to a project so the students do not feel they need this instruction so they will not try to remember it. But if a project is given in connection with library
instruction then the student will understand why they have to have library instruction and the instruction will be remembered much longer (17) (50).

A follow-up application required.-- For group instruction to be effective, it must be followed up by application in the classroom. If it is not followed up by application it simply becomes instruction in a vacuum, because the librarian who gives the instruction cannot see that it is applied correctly. The librarian has very little opportunity to judge the effectiveness of instructions on how to use the library or how instruction can be improved.

Reaches more students rapidly.-- Group instruction can be given much more rapidly and to many more students, than individual instruction. The librarian can insure that every student will have had at least some instruction in the use of the library, and in a large school it is probably the only method by which the librarian can reach all students (43) (47).

Computerized instruction.-- Computerized instruction was referred to three times. The major ideas relative to these references are as follows:

1. Teaching machine instruction
2. The use of computers in the library
3. Axeen's study

Teaching machine instruction.-- The growth of computer-assisted instruction as a development of teaching-machine instruction came about as computer use became
economically feasible. Time sharing systems are necessary, and hardware, especially terminals had to be reliable enough for student use before computer-assisted instruction could be widely used. One of the problems in using computer-assisted instruction in the college and university setting has been the necessity to base the program on sound educational theory. Computerized instruction is proving to be quite popular with students as a fun thing to do (3) (9).

The use of computers in the library.-- Computers are good for students who are learning how to use the library for a particular purpose such as gathering materials for a report or research paper. The possibilities of a computer-assisted instruction would allow the librarian more time to assist other students with less routine problems (2) (31).

Axeen's study.-- Pioneer work in using computer-assisted instruction for library instruction was done by Axeen as part of the requirements for her doctorate in library science at the University of Illinois at Urbana. Axeen took the material comprising her regular lecture course, Introduction to Library Use, and rewrote it into 14 units of instruction, each requiring

two hours of terminal use. Its format included presentation of information on a screen followed by a dialogue to insure transfer of these concepts to the student. Extensive branching was provided to offer practice and help sequences as needed. The course was offered to one section, while another section took the same course using the conventional lecture method. Axeen's conclusions indicated no statistical difference in the amount of learning on the part of students, a result that conformed to the results in most programmed instruction experiments (1) (33) (41).

Methods of Instruction

There is a total of 23 articles used in this section on Methods. Ten of these articles are on Audiovisual Aids.

Audiovisual aids.-- Audiovisual aids was referred to five times. The major ideas relative to these references are as follows:

1. Increasing use of audiovisual aids
2. Audiovisual aids as a supplement
3. Sharing audiovisual presentations by librarians
4. Some advantages of using slide/tape presentations
5. Advantages and disadvantages of filmstrips

Increasing use of audiovisual aids.-- The increasing use of audiovisual aids has been a feature of university education in recent years, prompted partly by a search for improvement in teaching methods and partly as a desire, at least on the part of some academic staff, for a move toward
learning rather than teaching, thus freeing student
contact hours for discussion and seminar work (5) (28).

Audiovisual aids as a supplement.-- In an attempt
to introduce growing numbers of new students to the lib-
rary, films, television videotapes and tape/slide pre-
sentations have been prepared by many university libraries
to replace or supplement the guided tours that have
become increasingly difficult with large groups. These
presentations are individually prepared by each library
and can be used only in that library (1) (9).

Sharing audiovisual presentations by libraries.--
During 1970 various groups of librarians discussed the
possibility of producing audiovisual aids that could be
used to educate any library user in any library. It was
proposed that such aids would include guides to the litera-
ture of particular subjects; guides to abstracts, reports
and other types of literature; and guides to the technique
of using certain major reference works. Initially it was
agreed to concentrate on one type of production only,
namely the tape/slide presentation, defined as a set of
projected still photographs linked by a tape commentary.

Some advantages of using slide/tape presentations.--
Some advantages of using slide/tape presentations are:
the cost in production and equipment is relatively low
compared with film or videotape. Secondly, the pre-
sentation is easy to update by replacing one or two
slides or recording part of the commentary; whereas an
out-of-date film often has to be completely remade. Thirdly, the equipment is easy to operate and robust in terms of normal handling, making it possible for a student to use the equipment with minimal guidance (5) (35).

Advantages and disadvantages of filmstrips.-- Some advantages and disadvantages of filmstrips are: First, the order of the item is fixed in a filmstrip, but it is not when using slides. Secondly, filmstrips are less expensive than slides. Thirdly, there is no loss from breakage; and fourthly, filmstrips are much harder to make, whereas some slides can be prepared by young children (1) (31).

Lectures.-- Lecture was referred to four times. The major ideas relative to these references are as follows:

1. The lecture method is the most common method of instruction
2. The majority of libraries rely on the lecture method
3. Economical value of the lecture method
4. Outreach program in major fields

The lecture method is the most common method of instruction.-- Next to the orientation tour, the single lecture to a class on resources in a subject field is the most common method of instruction on university campuses. While in past years the first-year students were the main target for this information, in more recent years librarians have learned that in most universities these students may not recognize their need for this
knowledge and may successfully complete required courses without much use of the library beyond the reserve book room. It is at the time that students begin their major fields of study that the need to know how to access that literature appears relevant. Thus librarians, while continuing to provide basic lectures to first-year English classes when requested, offer their services to faculty in the form of lectures on search techniques and resources in particular subject areas. The Melum survey indicates that almost every university surveyed uses this mode of instruction, and while Blakely found that "no department reported that it was overburdened by such faculty requests" for class lectures annual reports from university librarians record a growing number of class lectures provided by the reference staff over the past five years (19) (20).

The majority of libraries rely on the lecture method. The available evidence would suggest that the majority of libraries still place heavy reliance on the lecture as a means of communicating information to their students. There are solid, practical reasons for this extensive use of the lecture as a teaching method. The most selling factor is that the lecture provides the


most economical way of relaying facts to a large number of people (7) (10).

The economical value of the lecture method.-- The lecture method has a valuable part to play in teaching. It can be used as a means of introducing the student to a subject, it can provide the necessary structure upon which the student can build through further study. The lecture method occupies a central role in teaching which could not be replaced by discussion. It also provides authoritative support for the view that the lecture is an economical method of transmitting information (5) (20).

The outreach program in major fields.-- The lecture method can do much to provide thought and discussion. It can do much to originate thought among students. A program of lectures to classes in the students' major fields of study demands an aggressive outreach program on the part of the reference staff and a continuing plan for working with faculty. The lectures should provide the information most needed by the students for their class assignments, and should reach the largest number of majors in the specific field (7) (32).

Tours.-- Tours were referred to four times. The major ideas relative to these references are as follows:

1. Mary Marquis' findings on tours
2. Barbara Phipps' findings on tours
3. The value of tours
4. The objective of the tour
Mary Marquis' findings on tours. Over 20 years ago when Mary Case Marquis studied user education she learned that tours were one of the three methods of library instruction prevalent at that time, the other two were: a series of lectures and a separate course with or without credit. Since Marquis' study, several other surveyors have reported similar findings. But most of them and many others who have written about various aspects of user education in specific libraries, also report that tours are unsatisfactory and use such words as "deadly" or "ghastly" or "herded" or "amorphous mass" to describe them (21) (22) (27).

Barbara Phipps' findings on tours.-- In reporting the results of her 1965 study of 200 colleges, Barbara Phipps made the following observations concerning tours: The respondents to the questionnaire rated the library tour the least effective method of instruction if used alone. Eighty-nine of the librarians (56.7 percent), however, still use the library tour. Chief objection to the tour seems to be that it usually comes before the student has need to use the library, and in the midst of


much other orientation, rendering the student glassy-eyed and saturated with information and admonitions. Later in the article she comments: while the tour has generally been rated ineffective as an instructional device in teaching the use of the card catalog, reference books, periodical indexes, and the like, it has been fairly effective in familiarizing students with locations of departments and services.

**The value of tours.**-- Frequently there are negative comments about tours and it seems to underlie the negative attitudes often expressed toward them, a notion that a tour ought to do more than familiarize the library user with locations of things in the library building. Too often, librarians have acted as if users could learn all about a library in a brief tour and, therefore, have tried to cram into users' heads all kinds of information about using the card catalog, the periodical indexes, the reference collection while they are on a walk through the building. Very little of this is comprehended or remembered, and so librarians become discouraged about the value of tours (25) (27).

**The objective of tours.**-- The tour is simply a means of introducing students to a complex physical structure with a collection of materials organized for their use and a staff ready and willing to offer many services. The tour can also be assessed realistically

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23 Phipps, op. cit., p. 413.

24 Ibid., p. 414.
as a valuable part of the user-education program (4) (12).

There is a total of 12 articles used in this section on Evaluation. Two of these articles are on evaluation.

**Evaluation.**-- Evaluation was referred to two times. The major ideas relative to these references are as follows:

1. Evaluative measures
2. Students' evaluation of the course or session

**Evaluative measure.**-- Whether or not the course is given for credit, the students should be evaluated and course planning should include the evaluative measures to be used. For example, students should be required to prepare some type of bibliography at the end of the course. They should be evaluated according to the varieties of items included and they should be required to hand in with the bibliography a paper describing how it was compiled, noting their search strategy; or, students could be evaluated by worksheets or tests that gauge their knowledge of the library (24) (27).

**Students' evaluation of the course or session.**-- Most librarians teaching a course in bibliography are concerned about how the students value the course or session. Many academic institutions have a mechanism for student evaluations of all courses taught, which could be used. But many librarians may want more indepth evaluation of the course, particularly when it is new and
changes must be instituted. Librarians may ask for additional student feedback in order to get the students' reactions to the course, some examples would be: was the course useful? which changes would they suggest? would they recommend it to other students?, etc. (11) (26).

Tests.-- Tests were referred to six times. The major ideas relative to this topic are as follows:

1. Purpose of giving tests
2. Objectivity of tests
3. Reliability of tests
4. Validity of tests
5. Group tests
6. Individual tests

Purpose of giving tests.-- The purpose for giving tests is to diagnose students' library skills and to indicate the gap, if any, in their learning of these skills. Tests may serve to dramatize for the students their need for library use instruction, and to evaluate instruction taught to the student or the information the student has learned from other sources (23) (24).

Objectivity of tests.-- Tests should provide results that are unbiased by the personal opinions or prejudices of the librarian who gives the tests and grades the tests. Tests should encourage the student to learn as much as possible (11) (34).

Reliability of tests.-- A good test must be reliable and the scores it yield must be consistent. One way of determining the reliability of a test is to compare the same student's score on all the odd-numbered items with
his scores on all the even-numbered items; these scores should be similar. Another way is for the librarian to give the same test twice to the student, some time apart and compare the scores, the scores should be similar (27) (34).

**Validity of tests.**-- The most important requirement for a test is that it be valid, it must measure what it is intended to measure. The items in the test must bear a meaningful relationship to the characteristics being measured. Another way is to observe the behavior of the students who have taken the test and determine whether or not they really know the library and the library tools as well as their test scores predicted (33) (34).

**Group tests.**-- The group test is given by the librarian to many students at one time; it typically takes the form of printed questions, which are answered by making notations (27) (34).

**Individual tests.**-- The individual test is given by the librarian to one student at a time. In this case the test items can call for a verbal answer or for the student to perform some kind of task (33).

**Interviews.**-- Interviews were referred to three times. The major ideas relative to interviews are as follows:

1. Purpose of the interview
2. Time limit of an interview
3. Some rules of interviewing
Purpose of the interview.-- First, the librarian should provide the student full opportunity to express his point of view. Secondly, the librarian should avoid a set pattern of information getting that might be structured by a form. The pattern of questioning should vary from individual to individual. Thirdly, care should be taken to avoid using interviews as an inquisition or as a method of satisfying the curiosity of the librarian (6) (27).

Time limit of an interview.-- A definite time limit of an hour, a half-hour, or even 15 minutes; depending upon the time available; is suggested as being helpful for the conduct of the interview. Such considerations by the librarian provide the student with a feeling of being a part of an activity that has a definite time-and-place setting (11) (24).

Some rules of interviewing.-- First, understand the concern, need, or situation of the student. Secondly, avoid the stumbling blocks of direct questioning. Never ask questions which can be answered yes or no. Thirdly, recognize the sensitivity of the student (6) (24).

Questionnaires.-- Questionnaires were referred to twice. The major ideas relative to the use of questionnaires are as follows:

1. Advantage of questionnaires
2. Usefulness of questionnaires
Advantage of questionnaires.-- Questionnaires are a convenient way to gather opinions and information and probably will allow the respondents the greatest freedom in their responses, particularly if the responses are anonymous (16).

Usefulness of the questionnaire.-- The questionnaire is especially useful in gathering information quickly from a large number of students. A questionnaire is a set of written questions that can be answered easily, usually by putting a checkmark in the appropriate place. In order to obtain accurate results, a questionnaire must be carefully worded. Questionnaires do not always reveal the complete truth, but if the librarian carefully plans and executes them, they can be extremely useful (8) (16).
CHAPTER III

Summary

This study was made to determine what is being done in the areas of instruction in library use and to analyze the contents of the articles. An effort was made to investigate such subject areas as: (1) Personnel; (2) Instruction; (3) Methods; and (4) Evaluation.

Table 1 revealed the number of articles published by year, Table 2 indicated the number of articles found in the periodicals, and Table 3 showed the frequencies of the subjects treated.

In the section under Personnel, 16 articles were studied, stressing the librarian's responsibility, cooperation, and attitudes; faculty status for librarians. The librarian's responsibility was referred to 14 times; the librarian's cooperation with faculty was referred to nine times; the librarian's attitudes were referred to six times; faculty status of the librarian was referred to four times; faculty responsibility for library instruction was referred to seven times; faculty attitudes about instruction in library use was referred to two times; and faculty status for librarians from the viewpoint of the faculty was referred to two times.
In the section on Instruction 28 articles were analyzed stressing individual instruction, group instruction and computerized instruction. Instruction was referred to 12 times, individual instruction was referred to seven times, group instruction was referred to five times and computerized instruction was referred to three times.

In the section on Methods, 23 articles were analyzed, stressing audio-visual aids, lecture and tours. Audiovisual aids were referred to five times, lectures were referred to four times, and tours were referred to four times.

In the section on Evaluation 12 articles were studied, stressing tests, interviews, and questionnaires. Tests were referred to six times. Interviews were referred to three times and questionnaires were included twice.

The most effective programs are found to be those developed by faculty and librarians working together, for this approach relates the ability to use librarians with the academic program. Instruction must be a joint concern, with the classroom teacher providing the needed motivation and standards for quality sources, and the library faculty providing, by any possible means, a knowledge of the best ways to find the correct sources. Cooperation between teachers and librarians is essential to effective library instruction, no matter what its plan and form. Faculty status for librarians will provide the framework for successful liaison communication. Only with the cooperation of the faculty can librarians be assured of meeting student needs. Service to the faculty
is essential in order that they may serve the students. Library instruction programs are student centered, but the faculty is the greatest motivating force.

Orientation and instruction of first-year students in the use of basic reference tools is sometimes combined as a part of first-year freshmen English courses, with faculty administering the program entirely, or with faculty and librarian sharing the teaching, or with librarians assuming the responsibility for library use instruction. While some libraries are abandoning their programs, other institutions are initiating new programs, while still others are pleased with successful cooperative experiences.

Next to the orientation tour, the single lecture to a class on resources in a subject field is the most common method of instruction on university campuses. The best instruction is given to individuals when each recognizes his or her need, and instruction should be left until it can be correlated with course work. Method alone cannot determine teaching effectiveness.

Librarians cannot hope to reach every student, but they are trying to find ways to provide higher quality assistance to the students who will benefit the most from library instruction, and are trying to stimulate intellectual curiosity. Each library must find methods most feasible within its own limitations.
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