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Selected Readings on Bibliographic Instruction, 1980-1992

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Those of us who have come to know the joys of enumerative bibliography have come also to know its perils. To judge on behalf of our readers what ought to be included, and what might under the best of circumstances be reasonably omitted, is an obligation that weighs heavily. Yet, we would not pass up the opportunity to join others in recognizing formally what Evan Ira Farber has contributed to the academic library community, to generations of practicing librarians, to undergraduate students at Earlham College, and, indeed, to higher education in America. In so doing, we have become associated with one of the premier conference series in our profession.

The literature devoted to library use instruction continues to grow. Like most library-related literature, it has matured substantially in the past three decades. Librarian awareness of the higher educational environment, sensitivity to increasingly diverse clienteles, adaptability in the face of technological change, and sophistication in the research methods and techniques that produce valid results are trends that seem to be at an all-time high. That interest in user instruction continues inexorably is indicated by the fact that Hannelore Rader's latest bibliography on the topic was the seventeenth in an annual series. Over the past ten years, she has identified an average of 111 books and articles per year that relate to library use instruction in

academic libraries or that include academic libraries in a general discussion of libraries of all types.[1]

To gauge more comprehensively the volume of professional expression about library instruction, one should supplement Rader's lists with the following bibliographies and bibliographical essays:

> Bonn, George S. *Training Laymen in Use of the Library*. New Brunswick, NJ: Rutgers University, Graduate School of Library Service, 1960.
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> Ford, James E., Sharla Rees, and David L. Ward. "Research Paper Instruction: Comprehensive Bibliography of Periodical Sources, 1923-1980." *Bulletin of Bibliography 39* (June 1982): 84-98.
>
> Givens, Johnnie. "The Use of Resources in the Learning Experience." In *Advances in Librarianship*, vol. 4, ed. by Melvin J. Voigt, 149-74. New York: Academic Press, 1974.
>
> Krier, Maureen. "Bibliographic Instruction: A Checklist of the Literature, 1931-1975." *Reference Services Review 4* (January-March 1976): 7-31.
>
> Lockwood, Deborah L., comp. *Library Instruction: A Bibliography*. Westport, CT: Greenwood Press, 1979.
>
> Millis, Charlotte. "Toward a Philosophy of Academic Librarianship: A Library-College Bibliography." *Library-College Journal 3* (Summer 1970): 49-56; 4 (Winter 1971): 56-68 and (Summer 1971): 48-56.
>
> Shih, Tian-Chu. *Library Instruction: A Bibliography, 1975 through 1985*. Jefferson, NC: McFarland, 1986.
>
> Tucker, John Mark. *Articles on Library Instruction in Colleges and Universities, 1876-1932*. University of Illinois, Occasional Papers, no. 143. Urbana, IL: Graduate School of Library Science, 1980.
>
> Young, Arthur P. "And Gladly Teach: Bibliographic Instruction and the Library." In *Advances in Librarianship*, vol. 10, ed. by Michael H. Harris, 63-88. New York: Academic Press, 1980.

If the accumulated volume of writing about user instruction is an accurate indicator, professional interest remains remarkably high. While the growth rate of the literature has reached a plateau, it clearly

has not declined, but rather has matured to become an important component of the professional literature. The tendency of library professionals to denounce the quality of our scholarly and professional communication, and even occasionally to complain about its inexorable growth, does not dilute the importance of user instruction. It has become integral to academic librarianship, and practitioners and researchers alike are best served by a commitment to enhance the communications devoted to analyzing and describing this essential activity.

The idea for the present bibliography grew out of our discussions with Larry Hardesty about the need to identify some of the most useful literature from the past twelve years. Bonn, Givens, Lockwood, and others had identified hundreds and even thousands of sources from the period before 1980; collectively these authors provide a measure of bibliographical control. Essays by Givens and Young take the bibliographies to a new level, that of critical evaluation of the instruction literature. Hardesty, Schmitt, and Tucker also evaluated the literature in their anthology, User Instruction in Academic Libraries.[2] The latter collection, resulting from a survey of the instruction literature of the previous one hundred years, attempted to present the most enduring, provocative, or representative pieces. While of necessity omitting many important articles, the anthology serves as a gateway into the scholarship of the earlier period and, therefore, as a foundation for the present list. We hope that library researchers and practitioners will use our compilation for the most recent literature and then turn to Hardesty, Schmitt, and Tucker for examples of older materials.

After compiling this list, we thought we should sound a note of caution. We are concerned that, for the best in our professional literature, the library community relies too heavily on the insights of a few. Our instruction literature could not have matured without the pioneers of previous generations including Harvie Branscomb, B. Lamar Johnson, and Louis Shores and, later, Miriam Dudley, Evan Farber, and Patricia Knapp. The library profession has followed their work by developing a new generation of authors including Elizabeth Frick, Bonnie Gratch, Larry Hardesty, Thomas Kirk, Cerise Oberman, Brian Nielsen, Charles Patterson, Hannelore Rader, Carla Stoffle, Virginia Tiefel, and others. Researchers and practitioners alike

have come to regard these individuals as constant sources of effective scholarly communication, solid research, and practical wisdom. Our bibliography, for example, includes six authors who are listed at least twice: Larry Hardesty, David F. Kohl, Constance Mellon, Brian Nielsen, Carla Stoffle, and Virginia Tiefel. Despite our confidence in such authorities, a highly selected list such as ours-representing less than forty entries published in the past twelve years-should reflect a greater diversity of authors, ideas, writing styles, and research methods than it has. Admittedly, these are our choices alone and, while we grant that we probably have omitted someone's favorite, we made every effort to adhere to a high standard.

We also voice our concerns about who will follow the current generation on which we have come to rely so heavily. Will the schools of library and information science (which continue to decline in number and which produce about half as many graduates as in the mid-1970s) raise up new generations of instruction librarians to implement programs, conduct research, and further develop the literature? We acknowledge the progress the schools have made in accommodating, to some extent, user instruction into graduate-level curricula. We note with delight that doctoral students have come increasingly to research bibliographic instruction and related issues, but we fear that few masters students take the thesis option at all, much less consider user instruction as a topic of thesis research. The professional associations, notably the Association of College and Research Libraries, have advanced significantly in stimulating bibliographic instruction research and in supporting and promoting continuing education opportunities. Yet, some of the most important developments in academic bibliographic instruction continue to occur outside professional associations-for example, conferences sponsored by LOEX at Eastern Michigan University; conferences in the late 1970s at the College of Charleston, in the 1970s and 1980s at Earlham College, and in the 1980s and 1990s at Eckerd College; and the establishment in 1983 of Research Strategies, a journal of "library concepts and instruction."

Instruction advocates must continue to press the associations to assume what library schools, because of diminishing numbers, may become less able to accomplish. The current generation of scholar-practitioners must provide the leadership, the mentoring opportunities, and the professional guidance necessary to ensure a corps of capable

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instruction librarians and researchers who will produce the literature needed for the future. Without these developments, academic librarians, confronting rapid technological change and diminishing financial resources, may not have the scholarly literature or professional expertise at those key moments when so many problems seem to converge.

In examining the literature from the past twelve years, we concluded that it is characterized by two significant and, seemingly, much different ideals. One stresses the need to establish philosophical and pedagogical foundations on which to implement programs. The other stresses the need to make the most effective use of technological developments in an environment emphasizing accessibility and document delivery. One trend impels toward philosophical constructs, the other toward technical expertise and a knowledge of specialized vocabularies. We hope that readers will not regard the two ideals as mutually exclusive but rather as inherently necessary partners in progress.

Somewhere between these poles, with their differing demands on insight and experience, lie most of the other issues that have attracted instruction authors since 1980. These include: evaluation-necessary to monitor the strengths and weaknesses of a program; characteristics of users-represented by changing student populations especially in the categories of age and ethnic origin; bibliographic instruction as a discipline-including the sociological and intellectual components of a discipline and consideration of the formal education needed by instruction librarians; and learning theories- around which library instruction is most effectively developed.

Finally, and perhaps most significantly, the literature reflects a growing level of sophistication in social science research. What has increasingly come to characterize the literature are research designs commonly employed in the field of education and its subfields and, to a lesser extent, in psychology (and even in the humanities with their literary-critical and historical methods). To identify a short list of key books and articles that acknowledges all of these trends has proven challenging and fruitful for the compilers. If the library community can use this list as a starting point into the recent literature, our efforts will have been rewarded.

NOTES

1. See Hannelore Rader, -Library Orientation and Instruction-1990, - *Reference Services Review 19:4* (Winter 1991): 71-84 and previous annual bibliographies. The average of III is an underestimate since Rader restricts her list to English-language publications and since she generally has not included masters theses and doctoral dissertations.

2. Larry L. Hardesty, lohn P. Schmitt, and John Mark Tucker, comps. *User Instruction in Academic Libraries: A Century of Selected Readings*. Metuchen, Nl: Scarecrow Press, 1986.

BIBLIOGRAPHY

Beaubien, Anne K., Sharon A. Hogan, and Mary W. George. *Learning the Library: Concepts and Methods for Effective Bibliographic Instruction*. New York: R.R. Bowker, 1982.

This classic on library instruction, for use in conjunction with Oberman and Strauch's, Theories of Bibliographic Education: Designs for Teaching, serves as a practical guide to developing a bibliographic instruction program. The authors present methodological and administrative considerations for program development within the context of the theoretical perspectives of bibliographic instruction. Taking the conceptual framework models a step further, this text develops complex problem-solving strategies and suggests methods and techniques for applying the frameworks in the instruction program, specifically focusing on one-hour lectures and full courses.

In "Understanding the Research Process," the authors analyze the information-seeking process and clarify the conceptual frameworks for library research in representative fields. They offer an eight-step "question analysis" scheme that reduces complex research questions into simpler components. They describe a basic research strategy, relating it to the growth of a discipline and its corresponding literature. They conclude with chapters outlining characteristics and model research strategies for the humanities, history, and the social sciences.

Benson, Stanley H. "The Library's Status in Undergraduate Instruction: 'Far from the Heart of Things.'" In *Academic Libraries: Myths and Realities: Proceedings of the Third National Conference of the Association of College and Research Libraries*, ed. by Suzanne C. Dodson and Gary L. Menges, pp. 215-21. Chicago: ACRL, 1984.

Benson examines the history of libraries in American higher education and concludes that, despite rhetoric to the contrary, the library has, at best, served ancillary purposes. He cites Patricia Knapp's sociological study of colleges in which she compares them to hospitals. The library becomes rather like the departments of nursing and pharmacy in a hospital-a necessary entity but not part of the main business of the parent institution. As the doctor-patient relationship is the key relationship in a hospital, the professor-student relationship is the key relationship in academe. Benson shares Robert Spencer's concern that libraries could become minority institutions especially in universities where scholarly, literature-based disciplines are minority activities. The influence of data access through remote terminals could hasten the library's decline.

In response, Benson proposes closer librarian identification with teaching faculty through similar academic qualifications and formal responsibilities including research, teaching, and service in learned societies. He also suggests improved connections with university administrators, citing Clark Kerr to the effect that most significant curricular changes and academic reforms generally stem from administrative rather than professorial leadership.

Bibliographic Instruction Section, Association of College and Research Libraries. *Evaluating Bibliographic Instruction: A Handbook*. Chicago: American Library Association, 1983.

This handbook provides a general introduction to the evaluation of bibliographic instruction programs and serves as a point of departure for further inquiry into this often neglected area of program development. The chapters closely parallel a logical sequence in the evaluation process including: a discussion on the uses of evaluation; an overview of behavioral goals and objectives, useful in describing a current program and in determining evaluation criteria; an introduction to evaluation procedures and experimental designs; descriptions of various data-gathering instruments; and a discussion of the essential concepts and procedures of statistical analysis.

The handbook concludes with an annotated bibliography of suggested readings, a list of significant works leading the reader to additional examples of evaluations, and a glossary of terms used in educational research and evaluation.

Blake, Virgil L.P., and Renee Tjoumas, eds. *Information Literacies for the Twenty-First Century*. Boston: G.K. Hall, 1990.

Blake and Tjoumas assembled these essays to stimulate a dialogue of ideas and innovations in response to the declining literacy rate in the United States. With literacy, defined in the broadest sense and serving as the critical agent of sustained economic and intellectual development, scholars from such diverse disciplines as communication, computer science, economics, education, and library and information science address the impact of future communication and computer technology on the "American information environment, culture, and society." (p. 5)

Earl C. Joseph, noted futurist, outlines his views on the future role of libraries, especially as they are influenced by new technology. He concludes, "There is only one answer for a brighter tomorrow: greater access to the societal information base and education for application." (p. 16) This sentiment echoes throughout the volume in discussions on public policy issues, the integration of numerous media formats and emerging technologies as components of literacy programs, and the roles that libraries might play.

Discussions of the library's role range from changing collection development principles to database integrity and preservation of new media formats, from networking school library media centers to a more "instructional" approach by public libraries. Though none of the essays directly considers the role of instruction in academic libraries, the broader issues calling for libraries to clarify the increasing complexities of information access have implications for instruction programs in any context.

Bodi, Sonia. "Teaching Effectiveness and Bibliographic Instruction: The Relevance of Learning Styles." *College &: Research Libraries 51* (March 1990): 113-119.

Bodi examines the research literature on effective teaching, linking it with learning styles as a means of providing more meaningful learning experiences. Citing numerous research reports on teaching

effectiveness and students' ratings of teachers, she identifies the commonly held elements of "good" teaching. She asserts that a successful learning experience results from the interaction of the teaching style of the instructor with the learning style of the student. Positive interaction can increase both the amount of learning and the level of satisfaction with the teaching.

Bodi examines David Kolb' s theory of experiential learning-"that ideas are not fixed but are formed and reformed through experience" (p. 115)-and applies it to library instruction. Kolb identified four kinds of activities as essential for effective learning: concrete experience, reflective observation, abstract conceptualization, and active experimentation. Students developing library use skills in all four areas increased significantly their learning effectiveness and responded more favorably to the instruction program than those without skills in each area.

Bodi concludes that adapting to the various learning styles of a diverse body of students may be the key to improving teaching effectiveness and learning outcomes. She mentions Kolb's theory as one of several that may be applied to library instruction.

Bourne, Donna E. "Computer-assisted Instruction, Learning Theory, and Hypermedia: An Associative Linkage." *Research Strategies 8* (Fall 1990): 160-171.

Computer-assisted instruction has been employed in library user education programs since the 1970s with varying levels of success and it continues to increase in popularity. Bourne asserts that such applications must be more firmly grounded in cognitive learning rather than behaviorist theories, as reflected in most earlier CAI programs. She proposes new computer applications, such as HyperCard©, as effective means of offering more challenging and varied learning experiences.

Citing the advantages and disadvantages of CAI in library instruction, the author describes the behaviorist approach, which breaks material into small measurable units, as useful for simple skill acquisition, but it is passive and it fails to incorporate new information into the student's existing cognitive framework. Bourne proposes a more proactive, holistic approach emphasizing critical or conceptual

thinking to teach broad library concepts and to promote better life-long learning.

She suggests hypermedia as integrating successfully such an approach into a CAI program. The author expands on the advantages of hypermedia as a multi-branched, individually guided system forcing users to make choices and to reason their way through an inquiry. One HyperCard application, Project Jefferson, developed at the University of Southern California, demonstrates the ability to link several systems or databases via one interface, within the context of teaching the research process. HyperCard's ability to incorporate media into the program is an added benefit worthy of further exploration and development.

Bracken, James K., and John Mark Tucker. "Characteristics of the Journal Literature of Bibliographic Instruction." *College &: Research Libraries 50* (November 1989): 665-673.

Bracken and Tucker approached the instruction literature as an example of scholarly communication. Like most citation researchers, they examined sources to identify those with the most utility, but that were not necessarily the most important. They sought to determine the extent to which librarian authors were reaching beyond their own subfield to make use of sources in traditional subject disciplines. They examined 2,882 citations to specific sources listed in 187 articles on bibliographic instruction published from 1980 to 1985. They found that 74.43 percent of the citations came from library science sources and that 25.57 percent came from other subjects combined including education, psychology, and English.

They also identified a core list of nine journals that published the most articles on bibliographic instruction: 1) *Research Strategies*, 2) *RQ*, 3) *College & Research Libraries*, 4) *Journal of Academic Librarianship*, 5) *Reference Librarian*, 6) *Library Trends*, 7) *Catholic Library World*, 8) *Reference Services Review*, and 9) *Libri*. The authors determined which journals tended to cite current periodical sources and which tended to cite older monographic sources. They concluded by identifying the most frequently cited authors: among the 51 most frequently cited, the top five were Thomas G. Kirk, John Lubans, Raymond G. McInnis, Patricia B. Knapp, and Pauline Wilson.

Breivik, Patricia Senn, and E. Gordon Gee. *Information Literacy: Revolution in the Library*. New York: American Council on Education: Macmillan, 1989.

Written for academic administrators, this work promotes the vision of an increased role for libraries in fulfilling campus priorities and in helping to reform instruction in higher education. Citing the infrequent references to libraries in recent reports on the status of education in the U.S., the authors offer numerous suggestions for increasing the participation of libraries in promoting information literacy and the development of self-directed, life-long learners.

Suggesting that the most effective way to address issues of educational reform, particularly in the information age, is through library-administration partnerships, Breivik and Gee offer ways administrative officers can promote an active role for the library. Not only through instructional reform, but also through research productivity, community service, and administrative support, libraries can become more fully integrated into the university. The authors provide background information on library operations to support effective planning by university administrators and to establish a realistic basis for determining the library's role in meeting institutional goals and objectives. Although written primarily for college and university administrators, this book should help librarians to establish mechanisms for expanding the library's role on campus.

Frick, Elizabeth. "Qualitative Evaluation of User Education Programs: The Best Choice?" *Research Strategies 8* (Winter 1990): 4-13.

Frick challenges the prevailing notion that quantitative research offers the most appropriate tools for evaluating bibliographic instruction. She observes that librarians have been "relatively slow to take advantage of (the) qualitative option" (p. 4) which employs techniques commonly used in ethnographic studies in anthropology. She identifies the key abilities required for such research: keen observation, objective description, and sensitive interviewing, as inductive, holistic, and naturalistic. Data resulting from such designs are characterized by careful descriptions of people, events, interactions, behaviors, and situations. Quantitative designs, on the other hand, produce numeric data that are systematic, succinct, and easily aggregated.

Frick concludes with a description of situations in which qualitative methods would be preferable to other options and by posing questions useful in determining appropriate evaluation methods. She notes that scholars of evaluation had made significant gains in recent years and argues that "it is no longer appropriate to stigmatize qualitative methods as 'subjective,' and thus unsound." (p. 11) She asserts, by implication, that the extent to which librarians have fixed on a particular type of evaluation methodology is the extent to which we may have denied ourselves more appropriate choices.

Garcha, Rajinder, and Jeffrey N. Gatten. "Preliminary Observations of Non-traditional University Students' Library Skills." *Library Review 39: 1* (1990): 13-20.

Garcha and Gatten compared the library skills and attitudes of traditional and non-traditional students. They defined "traditional" as students aged 17 to 22 and "non-traditional" as older. They obtained a sample of 201 students at Kent State University; 89.5 percent were traditional and 10.5 percent were non-traditional. Of the total, 84 percent were full-time; 16 percent were part-time. Seventy-one percent of the traditional and 48 percent of the non-traditional students had received some form of library instruction prior to college. Fifty-three percent of the traditional compared with 20 percent of the non-traditional students had been exposed to training in the use of an online catalog. Seventy-eight percent of the traditional compared with 48 percent of the non-traditional students had used library reference services. Despite these handicaps, the non-traditional students scored higher than traditional students at identifying five of nine elements in a catalog entry. Researchers concluded that library instruction designed for non-traditional students needs to account for an "individual's lack of academic routine, lack of a full-time commitment to academic objectives, and lack of experience of interacting with library staff and library research tools." (p. 20)

Gratch, Bonnie. "Toward a Methodology for Evaluating Research Paper Bibliographies." *Research Strategies 3* (Fall 1985): 170-177.

Gratch reviews the criteria that various researchers have employed to evaluate the bibliographies used in research papers. She notes that the criteria include statements about the appropriateness and quantity of sources cited and that they analyze the bibliography as a component of the paper. She adds, however, that bibliographies

alone do not tell librarians/instructors if information has been used appropriately. Evaluators will assess bibliographies incompletely if they do not consider how the sources have been "integrated into the text." (p. 172) She also cautions that, while lack of information will limit the quality of a paper, one cannot assume necessarily that an abundance of information will enhance the quality of a paper. "The process of writing a research paper is too complicated for us to assume that search strategy instruction is the primary factor contributing to an improvement in the quality of a final product." (p. 174)

Gratch concludes with proposals for strengthening the evaluation of research paper bibliographies by 1) sampling a population that has had little previous library instruction, 2) constructing precise and quantifiable hypotheses that, when tested, will measure only the library instruction, and 3) establishing criteria that examine the integration of sources into the paper.

Hardesty, Larry. *Faculty and the Library: The UndergraduateExperience.* Norwood, NJ: Ablex, 1991.

Hardesty's analysis of user instruction, in its understanding of the librarian-professor relationship, echoes earlier standards by Harvie Branscomb, *Teaching with Books* (1940), and Patricia B. Knapp, *The Monteith College library Experiment* (1966). Hardesty revised his doctoral dissertation (Indiana U Diversity, 1982) and included, as separate chapters, revised versions of three previously published essays. Yet, the author has produced much more than a patchwork quilt of older pieces. He has brought a wide range of issues into a discussion of the library and its purposes: materials selection and use, faculty cultures and library attitude characteristics, the role of university administrators in stimulating curricular and other academic reforms, and the role of librarians in cultivating faculty support for library initiatives.

He produced, tested, and evaluated a set of scales to measure faculty attitudes toward the library as an educational tool. He pinpointed faculty culture (Le., graduate training and library use, departmental work environments, research interests and demands, and institutional characteristics) as the source of library attitudes and, therefore, the disposition-or the lack of it-toward the library's educational potential. He has combined skillful social science research with a nuanced understanding of undergraduate education to produce

the most thoughtful and most comprehensive analysis of the topic since Knapp's study of Monteith College.

Hardesty, Larry, Nicholas P. Lovrich, Jr., and James Mannon. "Library-Use Instruction: Assessment of the Long-Term Effects." *College &: Research Libraries 43* (January 1982): 38-46.

The authors, agreeing with Richard Werking that in the evaluation of library use instruction "the significance of such short-term gains is not likely to be great" (p. 38), conducted a follow-up study to measure the long-term effectiveness of a library instruction program at DePauw University. In a 1977 study, library skills of instructed freshmen and noninstructed seniors were compared to determine the short-term effectiveness of library use instruction. The authors used a panel study approach, evaluating the skill levels of the 1977 freshmen three years later, as seniors. They tested the following hypotheses: 1) whether or not the instruction raised the overall level of library use skills, 2) whether or not higher levels of individual skills were associated with higher degrees of exposure to library instruction, and 3) whether factors other than library instruction were better predictors of the acquisition of such skills.

Results indicated that the library use skill levels of the 1980 seniors improved over those of the 1977 seniors, most notably among students majoring in the humanities and social sciences. The number of courses that included a library instruction component had a significantly positive impact on the skill levels obtained among the 1980 seniors, whereas academic achievement, as measured by verbal SAT scores and GPAs, had a minimal effect on library skill possession. The study provides strong evidence in support of "the contention that library-use information has firm value and lasting effects." (p. 44)

Hopkins, Frances L. "User Instruction in the College Library: Origins, Prospects, and a Practical Program." *In College Librarianship*, ed. by William Miller and D. Stephen Rockwood, 173-204. Metuchen, NJ: Scarecrow Press, 1981.

In one of the few collected works devoted exclusively to college (as distinguished from university) libraries, Hopkins offers a succinct overview of user instruction. She traces its origins to personalized reference assistance as it had been defined by Samuel Swett Green in the 1870s through the service/instructional philosophies delineated by James I. Wyer, Patricia Knapp, and Anita Schiller.

Hopkins challenges instruction critics in four areas: that 1) library instruction lacks serious content, 2) it detracts from the quality of reference service, 3) it is a ploy for faculty status for librarians, and 4) as a primary professional task, it is not compatible with the essential nature of librarianship. She accuses Bill Katz of failing to understand that "fully integrated instruction" cannot emerge "at an advanced stage unless a massive injection of funds is made to support concentrated planning." (p. 183)

To points two, three, and four she replies that user instruction is not meant to make users independent. It is meant, rather, to increase the number of serious reference questions resulting from student awareness of resource possibilities and librarian expertise. To her, instruction librarians require not only formal political recognition but also "informal social acceptance" (p. 184) and their status in relationship to teaching faculty is neither dependent on nor motivated by their role as teachers. Her response to critic Pauline Wilson is to provide reference services she describes as compatible with Jesse Shera's view of librarianship as social epistemology-the study of recorded knowledge, how it is produced, communicated, and used. She concludes by describing the elements of a comprehensive, well-planned program.

Huston, Mary M., ed. "Toward Information Literacy-Innovative Perspectives for the 1990s." *Library Trends 39* (Winter 1991).

Contributors to "Toward Information Literacy" attempt to define information literacy and to place it in the context of academic research. Huston writes that the information literate "must be able to recognize when information is needed and have the ability to effectively locate, evaluate, and employ the needed information." (p. 187) She joins Stephen Stoan in complaining that librarians have tended to regard the concepts of research and of knowledge of how to use the library as interchangeable concepts. Using these terms erroneously has resulted in the creation of bibliographic instruction programs on reductionist assumptions.

Huston applauds her contributors for their understanding of research as a "dynamic interconnected process of information retrieval and knowledge generation." (p. 188) Raymond McInnis and Dal Symes construct a theory for bibliographic instruction that incorporates ideas from reading and writing as well as research. Patrick Wilson proposes

advanced bibliographic instruction that incorporates the structures of bodies of literature and encourages independent evaluation of both a "body of literature and of claims to cognitive authority." (p. 259) Patrick Andrew Hall discusses the role of affectivity in user instruction for multicultural populations and Michael Gorman argues that libraries and library systems should be so easy to use that instruction for users would become obsolete. This collection invites comparison with that of A.P. Marshall's edition of *Library Trends* eleven years earlier.

Kirk, Thomas G., ed. Increasing the Teaching Role of Academic Libraries. *New Directions for Teaching and Learning, no 18*. San Francisco: Jossey-Bass, 1984.

By editing these essays for one of the nation's leading publishers of professional higher educational materials, Kirk has sought to attract an audience beyond the library community. He intends to reach faculty and administrators with a strong case for the library's potential as a teaching instrument and, thus, to strengthen the professor-librarian partnership essential to course-related library use instruction. He describes this collection as a "sourcebook" (p. 96) and concludes it with a rationale for incorporating bibliographic instruction into the liberal arts curriculum. He writes that an important purpose of a liberal education is to inculcate in students the qualities and abilities of rational thought, a process dependent on posing questions, gathering and analyzing information, and then answering the questions. While the skills can be developed without library resources, only those students who have learned how to access information can enjoy this particular learning experience in fullest measure.

Memorable contributions include a survey of the teaching library in the higher educational environment by Carla J. Stoffle, Alan E. Guskin, and Joseph A. Boisse; a study of the concepts of bibliographic instruction as they developed historically by John Mark Tucker; the use of research strategies in user instruction by Cerise Oberman; and practical alternatives for professors who prefer not to use term papers by Evan I. Farber.

Kohl, David F. *Reference Services and Library Instruction: A Handbook for Library Management*. Santa Barbara, CA: ABC-Clio, 1985.

This is the third volume in Kohl's series of six that distills the results of quantitative research as originally published between 1960 and 1983 in thirty-four key journals. The book includes an introduction, a list of journals surveyed, summaries of the research findings arranged by subject, a bibliography of articles examined for all six volumes, and an author index to the bibliography. Research summaries are arranged under two hundred subject terms in the reference section (pp. 1-226) and twenty-five terms in the library instruction section (pp. 229-257).

Under each subject with its chronological arrangement, readers can trace the methodological maturity of a topic of inquiry. They also can see the emergence of or decline of particular subjects over time. The favorable reception given the entire series bodes well for this source as an initial tool for those who manage and implement public services including user instruction.

Kohl, David F., and Lizabeth A. Wilson. "Effectiveness of Course-integrated Bibliographic Instruction in Improving Coursework." *RQ 26* (Winter 1986):206-211.

The authors report on a study conducted to determine whether or not the intellectual content of an instruction session results in more sophisticated research by the students. Examining the bibliographies from research papers written by undergraduate students, the study corroborates the value of the shift from tool-based library instruction to the use of more cognitive research strategies.

Kohl and Wilson evaluated each bibliography on three criteria: the appropriateness of the type of source to the topic; proper use of contemporary or retrospective sources; and the quality of the source for the selected topic. The authors found that cognitive instruction resulted in significantly higher quality bibliographies, based on the ratings of course instructors and librarians. No statistically significant relationships existed, however, between the rating of the bibliography and the grade earned for the paper.

Researchers concluded that bibliographic instruction is most effective when it focuses on the students' research questions and on

the structure and organization of the information needed. The authors also suggested further research to validate their findings.

Kuhlthau, Carol Collier. "Developing a Model of the Library Search Process: Cognitive and Affective Aspects." *RQ 28* (Winter 1988): 232-242.

By analyzing the search processes of twenty-six college-bound high school students, this exploratory study developed a grounded theory for a model of the library research process. Kuhlthau gathered information about the students' thoughts, actions, and feelings as they conducted research for term papers in advanced English courses. In addition to observation, the author used interviews, journals, search logs, time lines, and flowcharts to provide a "multilayered" description of the students' search process.

Previous research has indicated that information-seeking behavior progresses through several stages. With Nicholas J. Belkin's identification of an "anomalous state of knowledge," Robert S. Taylor's levels of information need, and George A. Kelly's phases of construction as background, the author describes the intellectual and emotional phases that secondary school students experience throughout the research process. Analysis of the data suggested the existence of a six-stage process: task initiation, topic selection, prefocus exploration, focus formulation, information collection, and search closure. The stages are further developed through brief descriptions of the tasks, along with the associated thoughts, feelings, actions, strategies, and moods at each stage.

The implications of such a model of information-seeking behavior may be applied to information mediation and the design of information-retrieval systems as well as library user education. Kuhlthau concludes by calling for further research into the cognitive and affective aspects of the information search process.

Kumar, Girja, and Grishan Kumar. *Philosophy of User Education*. New Delhi: Vikas Publishing House, 1983.

The authors have presented a view of user education from a broad, international perspective and they call for a grand conceptual framework for user education embracing a holistic or systems view. They trace user education programs from models used in various

countries and attempt to enunciate a framework for a general theory or philosophy of user education.

In their review of user education in the United States, they cite heavily from Louis Shores, Patricia Knapp, and Thomas Kirk. They assert that Knapp's Monteith College experience represents the ideal combination of theory and practice in user education, a combination largely lost in American programs which they describe as strong on technique and designed primarily for undergraduates. The British model, they contend, is more conceptual and is primarily planned for post-graduate and research students. Programs in less developed countries are less institutionalized, tend to emanate from centralized bodies, and emphasize applications to social and technological development for scientists, engineers, and policymakers.

The authors' review of the general teaching function in libraries describes the range of teaching methods employed. Historical influences; the role of teaching in the profession; learning theories; available technologies; social, cultural, and economic differences; along with a better understanding of the information needs of users, all contribute to the development of a philosophy of user education.

Mandernack, Scott B. "An Assessment of Education and Training Needs for Bibliographic Instruction Librarians." *Journal of Education for library and Information Science 30* (Winter 1990): 193-205.

Advocating a stronger and more comprehensive library instruction component in the library and information science curriculum, Mandernack reports on a study conducted to assess the educational background and characteristics of instruction librarians in Wisconsin. He determined education and training needs relevant to library instruction for both experienced and beginning instruction librarians. The results indicate insufficient preparation among practicing librarians regardless of when they received their library degrees. In response, he proposed a sequence of seminars that may serve as a model program for meeting these educational needs.

To those who resist adding library instruction courses to library and information science curricula, the author presents evidence of an increasing role of user education and instruction activities in public service positions. Respondents indicated that 62 percent of librarians are involved in some aspects of instruction. Of these, only 14 percent

gained knowledge of learning theory, teaching methodologies, or instructional development in library school, and more than half felt ill-prepared to undertake initial instruction responsibilities. Mandernack has documented a perceived need for and interest in a more satisfactory means of preparing librarians to teach library use.

Marshall, A.P., ed. "Current Library Use Instruction." *Library Trends 29* (Summer 1980).

This collection of essays presents a broad survey of the field of library instruction just as it was emerging from a period of intense inquiry, driven primarily by the changing demographics of student populations in the 1960s and 1970s. Marshall's "state of the art" collection serves to generate further thought among instruction librarians, but also to alert others "who must consider the future of education in our time" (p. 8) to the relevance and importance of library user education.

This collection provides insight into historical development, administrative and pedagogical issues, teaching methods and techniques, and evaluation. John Mark Tucker's review of the historical underpinnings of library instruction provides the foundation for the collection as he establishes a "historical consciousness." Carla Stoffle and Judith Pryor discuss competency-based education outlining this approach and its application to library instruction. Sharon Rogers argues eloquently for teaching processes rather than sources in her discussion of research strategies for undergraduate students. Beverly Lynch and Karen Siebert present the issue of librarians' involvement in the general educational process, recognizing that librarians still are not fully integrated into the decision-making processes in most higher education institutions and that much of what has been accomplished in library user education has been through informal arrangements. Richard Hume Werking completes the volume, reviewing the literature of evaluation and urging more thorough evaluation of instruction programs. For comparison, see the 1991 issue of *Library Trends* edited by Mary M. Huston.

McDonald, David, and Susan Searing. "Bibliographic Instruction and the Development of Online Catalogs." *College & Research libraries 44* (January 1983): 5-11.

Enhancing Charles Cutter's definition of the objectives of a library catalog - to enable a person to find a book, given the author, title, or subject, and to identify the library holdings - the authors add the objective that patrons should be able to use the online catalog without assistance. To best accomplish these objectives, McDonald and Searing propose a collaborative approach to online catalog development that incorporates staff from cataloging, reference, collection development, and bibliographic instruction. Since instruction librarians have the skills, knowledge, and experience needed for teaching and designing instructional aids, incorporating their expertise in online catalog development is imperative. Help screens, error messages, and online tutorials are some features of an OPAC that benefit greatly from instruction librarians.

The authors also discuss "offline instruction, "recommending a multi-faceted approach, combining such methods as classroom instruction, workbooks, or written documentation with online tutorials and other built-in features of the online catalog.

Mellon, Constance. "Library Anxiety: A Grounded Theory and Its Development." *College & Research libraries 47* (March 1986): 160-165.

In this study of students' feelings and perceptions about library research in an academic setting, Mellon develops a theory of library anxiety wherein students, "when confronted with the need to gather information in the library for their first research paper ... become so anxious that they are unable to approach the problem logically or effectively." (p. 163)

By analyzing the personal research journals of students in beginning composition courses, the author found that 75 to 85 percent of the students described their initial response to the library in terms of fear or   anxiety. Using this data, Mellon designed instruction sessions to provide greater interaction with a librarian, while retaining emphasis on search strategy and tool use. Her techniques may provide a new standard for measuring the effectiveness of an instruction program and for alleviating library anxiety.

The results of the study are considered important in documenting students' attitudes, thereby legitimizing our commonsense knowledge of their needs, and for providing new directions for research.

Mellon, Constance A., ed. *Bibliographic Instruction:The Second Generation*. Littleton, CO: Libraries Unlimited, 1987.

Based upon the recommendations of the 1981 Bibliographic Instruction Think Tank, which considered the future of bibliographic instruction in academic libraries, Mellon has compiled a collection of essays addressing theoretical and philosophical issues surrounding bibliographic instruction. Reflecting the evolution of the discipline from a "topic of interest" to an "area of study," the volume begins with an overview of the original Think Tank's deliberations and the resulting areas of concern: integration of instruction into the library profession, integration into higher education, integration of concepts and technology, development of relationships with schools of library science, and recognition of the importance of research and of publication.

In "Establishing an Identity," which forms the major body of the work, contributors concentrate on organizational and curricular placement of bibliographic instruction, the impacts of technology, understanding users, the education of instruction librarians, and increasing specialization in user instruction. Together these discussions summarize the general characteristics of library instruction and present fundamental issues that must be explored as it continues to mature.

In "Reflections on the Future," Donald J. Kenney considers important questions, raised by new technologies and the increasing costs of traditional library services, that demand the education of users as "the only practical approach to public service in an academic library." (p. 197) He emphasizes the need for library instruction to extend beyond simple retrieval and interpretation to include the broader complexities of information management.

Mensching, Teresa B., ed. *Reaching and Teaching Diverse Library User Groups*. Ann Arbor, MI: Pieri an Press, 1989.

The nineteenth volume in the Library Orientation Series, this collection consists of papers presented at the Sixteenth National LOEX Library Instruction Conference held at Bowling Green State University in 1988 concerning the needs of increasingly diverse user populations in academic libraries. Instruction programs must adapt to the numerous needs of myriad user groups in an environment of rapid demographic change. The papers provide a starting point for how to best serve the needs of a diverse clientele.

Ellen Broidy, in her keynote address, warns of the dangers of relying too heavily on technology in bibliographic instruction, of viewing library user groups as monolithic, and of defining our roles as educators too narrowly. She advocates greater attention to understanding the students we serve and to making serious attempts to modify instruction programs to more closely fit multicultural backgrounds and characteristics. Additional papers address issues of library instruction for specific populations in the academic library, followed by brief abstracts of round table discussions and poster sessions. Sample materials that have been used in many of the programs are included. A collection of bibliographies on bibliographic instruction for specific user populations-returning adult students, dormitory students, gifted and honors students, graduate students, high school students, international students, off-campus students, remedial or educationally disadvantaged students, physically disabled users, remote users, student employees, and support staff-completes the volume.

Nielsen, Brian. "Teacher or Intermediary: Alternative Professional Models in the Information Age." *College & Research Libraries 43* (May 1982): 183-191.

Nielsen seeks to encourage a dialogue about the values implicit in professional decisions about technological advances. He identifies reference librarianship, plus several other specialties, through the "core professional tasks shared by a large numbers of a particular occupation's membership which confer each profession its social status." He describes the professional-client relationship as resonating with the doctor-patient relationship; the user contact in reference work

becomes the "public face" of the occupation, the "core task" which in the public mind provides a ready identification of the profession.

The author examines reference work as a "core professional task," using the sociological theories of Rue Bucher and Anselm Strauss. He then discusses the value choices implicit in the "information versus instruction" debate to clarify the implications of online searching for proponents of both sides - the librarian as teacher and the librarian as intermediary.

Nielsen urges the construction of a new model for reference work, one that unites rather than divides instruction advocates and detractors. He proposes that librarians consider "radically humanistic" movements that "show a healthy skepticism toward technological fixes, though they are not anti-technology." (p. 189) The value principle that underlies the new model should be one that emphasizes the sharing of information, one that calls on experts "to rethink their relationships to nonexperts." (p. 189)

Nielsen, Brian, and Betsy Baker. "Educating the Online Catalog User: A Model Evaluation Study." *Library Trends 35* (Spring 1987): 571-585.

Nielsen and Baker report on a research project designed to determine if online catalogs require instruction in their use and, if so, how that instruction is best presented. The view of systems developers, that such catalogs are self-explanatory (and, therefore, user friendly) is not a view held universally. With support from the Council on Library Resources, Nielsen and Baker collaborated with public service librarians at Northwestern University, the University of Wisconsin-Madison, and Washington University in St. Louis to 1) develop instructional objectives, 2) implement a program based on those objectives, 3) evaluate the program with various methods including transaction log data, and 4) assess the viability of transaction log data as a tool for evaluating user instruction.

Researchers found that instruction improved user performance and that they were able to further refine specific competencies that lead to better performance; they also confirmed the viability of transaction log data. They concluded that detail based on local idiosyncrasies often adds incidental information unlikely to be remembered and likely to undermine confidence that an underlying "logic to the system can be mastered." (p. 583) They conclude that,

given the next phase of online development-the addition of multiple commercial databases within the online catalog interface-librarians must abandon conceptualizations about online catalog instruction that have their basis in traditional notions of catalog teaching.

Oberman, Cerise, and Katina Strauch, eds. *Theories of Bibliographic Education:Designs for Teaching*. New York: R.R. Bowker, 1982.

Oberman and Strauch have gathered a broad range of essays presenting approaches to library user education from a variety of theoretical bases. While offering examples of model programs to illustrate actual applications, they also delineate educational and cognitive theories that relate to bibliographic instruction and that form the foundation for a more conceptually-based approach to teaching research skills.

This collection represents the great diversity of thought in relating principles of education and psychology with information structure. Michael Keresztesi re-examines the basic concept of bibliography, a necessary activity since "an ordered image of the bibliographic universe is essential if instruction librarians are to make the internal world of scientific and scholarly disciplines intelligible to library users." (p. 7) Jon Lindgren follows with a discussion of evidence in research. Citing Patricia Knapp's observation that students "look for and expect to 'find the answer to the question' instead of evidence to be examined" (p. 28), he offers examples for teaching library resources as part of this process. Subsequent chapters include discussions of problem-solving as a function of intellectual development, the theoretical bases of workbooks , computer-assisted instruction, the use of guided design as a teaching model, and the influence of information structure on teaching research skills. Oberman and Strauch complement *Learning the Library: Concepts and Methods for Effective Bibliographic Instruction* by Beaubien, Hogan, and George, which is more concerned with the practical aspects of developing and designing a program.

Pastine, Maureen, and Bill Katz. eds. "Integrating Library User Skills into the General Education Curriculum." *The Reference Librarian 24* (1989).

As editor of *The Reference Librarian*, Bill Katz joined Maureen Pastine to co-edit this important collection. In what must have been a fascinating collaboration, the editors represent one of the nation's foremost practitioners and advocates of bibliographic instruction (Pastine) and, in various editions of *Introduction to Reference Work*, one of its foremost critics (Katz). It bears mention, however, that the introductory and concluding sections were signed only by Pastine.

She describes the volume as a source of thought-provoking issues and recent examples of bibliographic instruction as it has become integrated into general education curricula. She mentions, for instance, the "World Civilizations Course" at Washington State University discussed in articles by Paula Elliott and Alice M. Spitzer. Judy Reynolds provides an overview of the program at San Jose State University and Sarah Pederson, Sara Rideout, and Randy Hensley describe a recently-funded project on library instruction and critical thinking at Evergreen State College and the University of Washington.

Pastine and Katz have also brought together in this volume some of the more significant treatments of the applications of microcomputer technology to library use skills and, in particular, to end-user searching. Of special value are the contributions of Nancy Allen, Rao Aluri, Betsy Baker, and Judith M. Pask.

Patterson, Charles D., and Donna W. Howell. "Library User Education: Assessing the Attitudes of Those Who Teach." *RQ 29* (Summer 1990): 513-524.

Patterson and Howell report on a 1987 survey that describes the attitudes and academic background of instruction librarians. Results were based on 112 usable responses to a questionnaire mailed to 226 of the 3,000 members of the Bibliographic Instruction Section of the Association for College and Research Libraries. Researchers found that 45 percent of respondents had social science undergraduate backgrounds and 31 percent had humanities backgrounds; 48 percent held professorial rank and 35 percent held academic professional rank. Eighty-five percent represented four-year institutions and 15 percent represented two-year; 76 percent were in public institutions and 24 percent were in private. Forty-five percent revealed that, prior to

offering bibliographic instruction, they had no previous teaching experience. Forty-two percent regarded their educational methods as adequate; 33 percent believed their methods to be inadequate.

Important environmental factors include the perception that instruction librarians need more on-the-job time for preparation of materials and that this problem is more pressing than any other. Other concerns were that 27 percent of the respondents felt the need for more library administrative support for user instruction and 34 percent felt the need for more faculty support. Student apathy was considered the least satisfying feature of user instruction and the opportunity to help users become self-sufficient was the most satisfying. The researchers conclude with general suggestions about the improvement of user instruction and the avoidance of bum out for instruction librarians.

Reichel, Mary, and Mary Ann Ramey. *Conceptual Frameworks for Bibliographic Education: Theory into Practice*. Littleton, CO: Libraries Unlimited, 1987.

Drawn from the literature of librarianship, education, and psychology, and from the experience of the authors, Reichel and Ramey have developed a set of broad conceptual frameworks applicable to library instruction. The frameworks provide organizing principles for research processes in different disciplines, which may be used to organize the content of instructional sessions. They identify seven frameworks: 1) type of reference tool; 2) systematic literature searching; 3) form of publication; 4) primary and secondary sources; 5) publication sequence; 6) citation patterns; and 7) index structure.

One idea that conceptual frameworks may be applied to bibliographic instruction is based on Jerome S. Bruner's theory of instruction and David P. Ausubel's emphasis on meaningful learning. These insights into structure, sequence, and relevance to the learner form the foundation upon which these "advance organizers" are applied. Subsequent chapters apply the frameworks in general presentations to college freshmen, in in-depth instruction in various disciplines, and in the incorporation of technology and automated systems. Although each application presented serves as a model, alterations to the methodologies and/or the integration of more than one framework may be dictated by a particular circumstance. This important contribution to the literature advances the development of

conceptually-based library instruction, while simultaneously offering practical examples of how such instruction may be accomplished.

Stoan, Stephen K. "Research and Library Skills: An Analysis and Interpretation." *College & Research Libraries 45* (March 1984): 99-109.

Stoan casts both heat and light on the divergent viewpoints of faculty members and librarians toward the concepts of research and library use. He claims that, as seen by librarians, one's knowledge of how to use the library stems from a knowledge of access and synthetic tools in a range of disciplines. He describes instruction sessions as "minicourses in basic reference... with contrived assignments." (p. 99) He acknowledges librarian interest in search strategy instruction yet seems quaintly unaware of its potential for the renewal of undergraduate education. He also accuses librarians of failing to distinguish between primary and secondary literature and for unwisely interchanging the terms "library use" and "research."

He describes with considerable nuance the methods of information gathering used by accomplished humanities and social science researchers. He analyzes Maurice Line's five broad stages in the research process and Abraham Kaplan's analysis of logic-in-use, basing his discussion on the relationship of the researcher's intellectual evolution to his or her methods of research. He describes footnotes as "the traditional medium whereby scholars communicate with each other directly" (p. 103) and advances the idea that, by following footnote trails, scholars have come to use a "primary literature that indexes itself." (p. 103) Thus, the literature of access appears to the professorate as merely another layer of human activity through which essential literature must be filtered. Stoan concludes with suggestions about how to present bibliographic instruction sessions that build effectively on scholarly research practices.

Stoffie, Carla J. "A New Library for the New Undergraduate: A Mandate to Serve the Multicultural Campus." *Library Journal 115* (1 October 1990): 47-50.

Stoffie addresses the changing mission of the undergraduate library with its sweeping implications for library instruction. The author asserts that the undergraduate library, as the teaching library, is uniquely positioned to meet the needs of an increasingly pluralistic society. Undergraduate libraries have a history of commitment and

responsiveness to changing needs in undergraduate student populations, and may serve as models for the larger campus community in addressing such needs through instructional efforts, staffing, collections, and facilities.

Stoffie points out that by the year 2000, one-third of U.S. citizens will represent cultural and racial minorities and that, unless high minority attrition rates are reversed, the consequences for higher education and the nation will be severe. Undergraduate libraries potentially interact with every student and thus, given their strong service ethic, are strategically situated to take the lead in making higher education more successful for minorities. Specific activities for undergraduate libraries include: developing a diverse and culturally-sensitive staff from student workers to librarians; developing collections that represent a wide range of cultural and ethnic perspectives; providing easy access to resources both physical and intellectual; and teaching students how to evaluate information critically and to appreciate alternative views.

Tiefel, Virginia. "Evaluating a Library User Education Program: A Decade of Experience." *College & Research Libraries 50* (March 1989): 249-259.

Tiefel discusses evaluation of the freshman portion of library user education at Ohio State University. The program was developed in 1978 featuring an in-class library presentation by a librarian and a for-credit library assignment. It reached approximately 85,000 students in its first ten years of operation and was evaluated in reports published in *Journal of Academic Librarianship 7* (November 1981): 279-282 and *Journal of Academic Librarianship 7* (January 1982): 351-357.

Tiefel hypothesizes that instruction emphasizing a for-credit assignment offered by librarians can result in statistically significant improvement in library knowledge, library use skills, appreciation of libraries/librarians, and an understanding of the concept of search strategies.

Tiefel offers proof to support all hypotheses and reports several other findings as well. Among students who had already chosen majors, nursing students showed the greatest improvement (9.1 percent), followed by allied medicine (8.3 percent) and arts and

sciences (8.2 percent). Students in social work showed the smallest increase (6.2 percent), followed by business (6.4 percent) and developmental education (6.6 percent). One of the more significant results came from a content question, the result of which showed an increase of 22.4 percent for student knowledge of the *Library of Congress Subject Headings (LCSH)*. Still, students confused *LCSH* with the LC classification scheme and with LC as an institution.

The attitude portion of Tiefel's evaluation instruments surveyed student responses to 1) the library's telephone center, 2) OPAC, 3) search strategies presented, 4) OSU Libraries generally, and 5) librarians.

Tiefel, Virginia. "Libraries and Librarians as Depicted in Freshman English Textbooks." *College English 44* (September 1982): 494-505.

In one of the most provocative and insightful contributions to the literature of user instruction, Tiefel examined twenty-five freshman English textbooks published between 1952 and 1980 and critiqued their chapters devoted to libraries, library use, and librarians. She concludes that attitudes toward libraries have changed little since the early 1950s.

Most textbook authors speak with admiration about libraries but inconsistencies, omissions, and errors resulted in inappropriate emphases and little understanding of the librarian's potential as a bibliographic instructor. Librarians receive favorable, even glowing, descriptions, praise that is virtually meaningless since it so incompletely depicts the librarian's function. Authors stress the value of libraries-almost a reverence for them-yet insert the briefest chapters devoted to libraries and their use. Most of the textbook authors fail to distinguish between primary and secondary sources and only two mentioned the *Library of Congress Subject Headings* as useful for determining appropriate search terms in the catalog.

Tiefel concludes by urging 1) that the library section of English textbooks explain why library use skills are important to their present and future needs, 2) that the text be aimed at freshmen and reflect their real needs, and 3) that the search-strategy concept undergird the entire chapter.

Tuckett, Harold W., and Carla J. Stoffle. "Learning Theory and the Self-Reliant Library User." *RQ 24* (Fall 1984): 58-66.

Outlining the recent history of the development of bibliographic instruction, this article traces the major models applied since the 1960s. The authors explain pedagogical approaches that have evolved over time. They move from the reference tool approach, which explains the characteristics and use of specific reference sources, to conceptual frameworks, concerned with the structure of the literature around unifying themes or general principles, to cognitive learning theory, particularly focusing on learning cycles and guided design, which more thoroughly teaches problem-solving skills. Tuckett and Stoffle trace the evolution of library instruction toward the goal of developing self-reliant and independent learners able to function effectively and to grow intellectually outside the structure of formal education.

They describe a six-stage continuum of library-user abilities as a means of" defining" the self-reliant library user. They argue that only the theory-based approach to library instruction, which recognizes the importance of analytical reasoning abilities in the research process, addresses the full continuum. They focus more on users than on the library or resources, emphasizing interpersonal communication and an awareness of how and why people seek information.

U.S. Department of Education. *Alliance for Excellence: Librarians Respond to a Nation at Risk*. Washington, DC: GPO, 1984.

This report presents the library community's response to the challenges of education renewal, called for in *A Nation at Risk*, the 1983 report of the National Commission on Excellence in Education. It is a compilation based on a series of five seminars among public, school, and academic libraries, and schools of library and information science.

Though much of the report focuses on the role of the school library media center as the agent most readily able to support the recommendations set forth in *A Nation at Risk*, the authors also highlight academic libraries and their instructional potential as equally essential. Issues of concern to academic libraries include: increasing access to collections and resources by elementary and secondary school students; becoming more actively involved in literacy

programs; integrating library research skills and an awareness of the role of school library media centers into teacher education curricula; providing strong advisory services to lead students to advanced learning skills; and keeping abreast of changes in user information-seeking skills and behaviors. The report concludes by insisting that libraries become active partners with the home and the school to attain educational excellence throughout the nation.