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ADMINISTERING COURSE-RELATED LIBRARY
INSTRUCTION PROGRAMS IN SELECTED ACADEMIC
LIBRARIES.

THE UNIVERSITY OF OKLAHOMA, PH.D., 1979

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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

ADMINISTERING COURSE-RELATED LIBRARY INSTRUCTION

PROGRAMS IN SELECTED ACADEMIC LIBRARIES

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

DOCTOR OF PHILOSOPHY

BY

STANLEY HUGH BENSON

Norman, Oklahoma

1979

ADMINISTERING COURSE-RELATED LIBRARY INSTRUCTION
PROGRAMS IN SELECTED ACADEMIC LIBRARIES

APPROVED BY

Herbert M. Thengst
Lyng Embury Young
John E. Pulliam
Harry Clark

DISSERTATION COMMITTEE

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ADMINISTERING COURSE-RELATED LIBRARY INSTRUCTION
PROGRAMS IN SELECTED ACADEMIC LIBRARIES

CHAPTER I

INTRODUCTION

A common assumption in American higher education is that the library is the heart of the academic enterprise. However, a number of studies published over the past forty years have demonstrated that the library's role in higher education, at least on the undergraduate level, has not been as crucial as educators often have assumed it to be.¹ These studies indicated that undergraduate students, generally speaking, have not made very extensive use of library resources in their academic work for the following reasons: (1) students lack the knowledge necessary to make effective use of library resources, and (2) libraries frequently are not closely integrated with curricula and instructional programs.

The academic library profession has begun to give attention to this situation in recent years. Various committees, task forces, and round tables concerned with library utilization and library use instruction have been organized in the American Library Association (ALA) and the Association of College and Research Libraries (ACRL). The 1975 ACRL "Standards for College Libraries" included statements on the need for

¹See "Review of Related Literature" in Chapter II.

ongoing instruction in the effective exploitation of academic libraries. The Council on Library Resources, in conjunction with the National Endowment for the Humanities, has made financial grants to a number of colleges and universities for the specific purpose of developing programs designed to give the library a broader role in undergraduate instruction. Moreover, many academic libraries have added the position of librarian in charge of instructional services to their staffs.

Problem of the Study

The Carnegie Commission on Higher Education, in its 1972 report entitled Reform on Campus, focused on the problem of this investigation. After pointing out that the academic library is usually a rather passive center on campus, it recommended that "the library should become a more active participant in the instructional process."¹ Today, a number of academic libraries are attempting to solve this problem--that is, to become more actively involved in instruction--through the establishment of formal, course-related library instruction programs. Thus, the problem addressed in this study, from the standpoint of the academic library administrator, is: How have successful course-related library instruction programs functioned in terms of selected administrative and organizational factors? Or, do successful course-related library instruction programs show common administrative and organizational characteristics?

Procedure and Limitations of the Study

Answers to the above questions were sought by means of personal visits to several academic libraries which have established successful,

¹The Carnegie Commission on Higher Education, Reform on Campus; Changing Students, Changing Academic Programs (New York: McGraw-Hill Book Co., 1972), p. 50.

formal, course-related library instruction programs. By definition, a "formal" program is one which has been organized as a distinct, ongoing program of the library. Although the program usually is administered as part of the library's reference or public services, its instructional services go beyond those which normally have been provided by the typical reference department. "Course-related" library instruction is that which is carried out in conjunction with subject content courses in the regular curriculum.¹ A "successful" program is interpreted in this study as one which has been successful from the standpoint of reaching a large portion of the undergraduate student body with course-related library instruction.² As indicated above, a number of academic libraries across the United States have established such programs in recent years. While a few of these were the direct result of grants provided by the Council on Library Resources and the National Endowment for the Humanities, others have been, and are being, developed independent of outside financial support.

The purpose of visiting these libraries was to observe and analyze how their library instruction programs were organized and administered. Thus, the study is concerned mainly with an analysis of selected administrative and organizational factors of each program. While such analysis is, by nature, descriptive research, it should be pointed out that the purpose of this study is not a general description of the program. In fact, some of the programs already have been described in considerable

¹There are, of course, other types of library instruction, such as "point-of-use" instruction for specific library resources, printed bibliographic guides and handbooks, media-assisted library presentations, and separate library-use courses.

²The criteria used in identifying and selecting such programs are listed in Chapter III, page 36, and in Appendix A.

detail in other writings. Nor is it the purpose of this study to examine these programs from the standpoint of their educational effectiveness, although there is a definite need for research which seeks to measure the effects of library instruction on academic or educational achievement.

Probably the chief limitation of this study is derived from the fact that the program analyses essentially are descriptive, based on information obtained during brief visits to the libraries involved. Since there are not as yet any standards against which to measure "successful" library instruction programs, the accuracy of the analyses is dependent on the degree to which the author and the methodology of the study were able to attain objectivity and lack of bias in collecting and analyzing the data. Moreover, it was intended that a major thrust of the study be an investigation of administrative problems which have resulted from the implementation of library instruction programs. However, efforts to collect data in support of such an investigation were not productive.¹ Finally, while some of the programs visited included graduate as well as undergraduate levels of instruction, the focus of this study is on the undergraduate level.

The text of the report of this study is organized as follows: Chapter II is a review of related literature; Chapter III outlines the methodology used in the study; while Chapters IV through VI present the analyses or case studies of the eight library instruction programs visited. Chapter VII, the final chapter, gives a summary of the findings, followed by implications and suggestions for further research.

Definition of Terms

The following terms are used frequently in library literature

¹This point is discussed in more detail in the final chapter.

to describe various types of library instruction. They are defined here according to the way they are used throughout this report.

Library orientation. The most common means for introducing students to the use of the library is "library orientation." This typically occurs during the early part of the students' freshman year and often during a freshman orientation week. The usual procedure is for a librarian to meet students in small groups for a one-hour tour, or a combined lecture-tour, of the library. The main purposes of library orientation are to introduce students to the library's major facilities and services and to encourage them to feel free in seeking assistance from the library staff whenever help is needed in locating materials. Several variations of the orientation tour have been employed in recent years, including self-guided tours utilizing either printed directives or audio commentary by means of portable tape players. Most academic librarians today feel that library orientation is, at best, only a beginning step in library instruction, and that more in-depth instruction is essential whenever students actually come to the point of needing to use the library.

Library instruction and bibliographic instruction. "Library instruction" is a comprehensive term encompassing all aspects of instructing students in the use of the library. It may include everything from orientation to advanced instruction for upper-class and graduate students in relation to their major subject fields. The term "bibliographic instruction" generally is defined in the literature¹ as instruction in the effective use of the bibliographic apparatus and structure which are

¹American Library Association, Association of College and Research Libraries, Bibliographic Instruction Task Force, "Toward Guidelines for Bibliographic Instruction in Academic Libraries," College and Research Libraries News 36 (May 1975): 171 (note).

to be found in the library. These include bibliographies, indexes and abstracts, reference books, and other tools necessary for full utilization of the literature and other educational materials of any subject field. In this report the terms "library instruction" and "bibliographic instruction" are used interchangeably, since teaching the bibliographic apparatus is understood as an essential element of library instruction. However, "library instruction" is used in most instances throughout this report.

Course-related and course-integrated library instruction. Many practitioners of library instruction believe that such instruction must be tied to the regular curriculum and instructional program if it is to be effective in reaching the majority of students.¹ The term "course-related" generally is used to refer to any type of library instruction which is carried out in conjunction with regular subject content courses, and it is so used in this report. Another term which sometimes is found in the literature in this regard is "course-integrated" instruction. While some practitioners do not distinguish between these two terms, others see a clear distinction. For them, "course-related" instruction is that which focuses on the particular skills and tools necessary to complete the library and/or research assignments of a specific course. Thus, library instruction is a means to an end--that is, the successful completion of library-related assignments. "Course-integrated" instruction is incorporated into the course as an end in itself. That is, the course has both library and subject matter objectives. Thus, one of the objectives of the course is to increase the students' level of library

¹E.g., Patricia B. Knapp, The Monteith College Library Experiment (New York: Scarecrow Press, Inc., 1966), p. 39; Thomas G. Kirk, "Problems in Library Instruction in Four-Year Colleges," in Educating the Library User, ed. John Lubans, Jr. (New York: R. R. Bowker Co., 1974), pp. 83-84.

competency in that course's particular subject area.¹ In addition, "course-integrated" instruction frequently is interwoven throughout the course, whereas "course-related" instruction may be presented in one or two class sessions somewhat as an adjunct to the course.

Importance of the Study

With the current emphasis on individual learning and learning as a lifelong process, teachers as well as librarians should be concerned with the degree to which undergraduate students are able to make use of the library--one of the basic resources of learning. This study, therefore, should help in interpreting the educational role of the academic library in the latter part of the twentieth century. College and university administrators, who are aware of the tremendous financial expenditures involved in maintaining and improving library services, should welcome any investigation which proposes to examine how the library might be used more effectively in the educational program. The study should be of greatest importance to academic library administrators who either are in the midst of developing course-related library instruction programs or are considering the initiation of such programs in their libraries.

¹For an example of this view, see The University of Texas at Austin, The General Libraries, A Comprehensive Program of User Education for the General Libraries (Austin, Texas, 1977), p. 35.

CHAPTER II

REVIEW OF RELATED LITERATURE

The academic library profession has been concerned with the subjects of library utilization and library instruction for a long time. In fact, library literature has included references to these topics for at least one hundred years. However, since the decade of the 1930s the number of publications on these topics has increased rapidly, and the past ten years have witnessed an avalanche of such publications. For example, the Library Literature index for the years 1967-1977 contains 310 citations under the "college and university students" subdivision of the heading "instruction in library use."

This review of literature is concerned with publications in three areas related to the subject of this study. First, library use studies or surveys are reviewed--in particular, studies which have served to point out that academic libraries are often not closely related to the instructional programs of their institutions. Next, literature which highlights the development of course-related library instruction is reviewed. Here, emphasis is upon those concepts, movements, and programs which are concerned not merely with teaching library skills, but, more importantly, with the goal of integrating the library more closely with the curriculum and instructional program of the institution. Finally,

references in the literature to the administration of library instruction programs, the area most directly related to this study, are explored.

Library Use Studies

The first significant studies on academic library usage appeared during the 1930s.¹ These studies--of which the investigations of Eurich, McDiarmid, Waples, Smith, and White are good examples²--were devoted in large part to surveying library book circulation statistics. While certain of these studies showed that college and university libraries were experiencing some increase in usage, others demonstrated through more exacting analysis that the actual use of academic libraries was not proportionately on the rise and that the library typically was not closely related to undergraduate instruction.

The cornerstone study in this series was made by Harvie Branscomb, Director of Libraries at Duke University, during the year 1937-38. It was sponsored by the Association of American Colleges and funded by a grant from the Carnegie Corporation. The results were published in 1940.³ In

¹For a thorough bibliography of library use studies to 1964 (438 entries) see Richard A. Davis and Catherine A. Bailey, Bibliography of Use Studies, Drexel Library School Series no. 18 (Philadelphia: Drexel Institute of Technology, Graduate School of Library Science, 1964).

²Alvin C. Eurich, "Student Use of the Library," Library Quarterly 3 (January 1933): 87-94; E. W. McDiarmid, Jr., "Conditions Affecting Use of the College Library," Library Quarterly 5 (January 1935): 59-77; Douglas Waples et al., Evaluation of Higher Institutions, no. 4: The Library (Chicago: University of Chicago Press, 1936); Leland R. Smith, "Trends in the Use of College Libraries as Indicated by Circulation Statistics," in College and University Library Service, ed. A. F. Kuhlman (Chicago: American Library Association, 1938), pp. 40-48; Carl M. White, "Trends in the Use of University Libraries," in College and University Library Service, ed. A. F. Kuhlman (Chicago: American Library Association, 1938), pp. 15-39.

³Bennett Harvie Branscomb, Teaching with Books (Chicago: Association of American Colleges, American Library Association, 1940).

this investigation, Branscomb surveyed seven studies involving fifty-one institutions in various parts of the United States and more than 20,000 students. The general agreement among these studies was striking. They revealed first of all that the undergraduate student withdrew, on the average, about twelve books per year from the general collection of his or her college or university library. Further examination showed, however, that a minority of students accounted for the bulk of the book circulation, while the majority made, at best, only negligible use of library resources. For example, one study indicated that less than half of the student body (46.2 percent) accounted for 95 percent of the books withdrawn. The majority of the students (53.8 percent), who withdrew only 5 percent of the books, was distributed throughout all four undergraduate years, with over half of both juniors and seniors in this category. Thus, the average number of books withdrawn per student would have been much lower than twelve per year were it not for a minority of students who charged out a great many books. In addition, Branscomb's investigation revealed that there was practically no relationship between the students' academic achievement and the amount of usage they made of library books. In one study, it was discovered that there were approximately as many high grades among the non-library users as among the users. Branscomb concluded that "undergraduates do not make very much use of the college or university book collection, not nearly so much as is ordinarily assumed,"¹ and that, generally speaking, "the library is a stage removed from the vital center of the work of teaching."²

Since the 1930s, additional investigations have supported the

¹Ibid., p. 37.

²Ibid., p. 52.

findings of Branscomb. In more recent years, studies by Knapp, Weatherford, Lane, Ritter, and Trueswell revealed that approximately one-third of all students accounted for 80 to 90 percent of the libraries' book circulation, while two-thirds of the students made very little use of library resources.¹ Lane, for example, surveyed a large sample of students at a state university and discovered that a majority of the male students had not withdrawn a single book from the library during a period of two academic years. In addition, he noted that less than 30 percent of all students in five different schools in that university were active or regular users of the library. Some of these studies again showed little relationship between the number of books used by the students and grades received. In line with this were Weatherford's twin conclusions that (1) the amount of reading done by students depends on how much reading is required to satisfy the instructor and (2) independent reading beyond the assignment is not rewarded by better grades.

In 1970 Davis reviewed selected research studies published from the 1930s through the 1960s on the relationship between academic library use and scholastic achievement, scholastic aptitude, and academic class level.² Although the research indicated a general increase in library

¹Patricia B. Knapp, College Teaching and the College Library, ACRL Monograph no. 23 (Chicago: American Library Association, 1959); John Weatherford, "Student Library Habits," College and Research Libraries 22 (September 1961): 369-71; Gorham Lane, "Assessing the Undergraduates' Use of the University Library," College and Research Libraries 27 (July 1966): 277-82; R. Vernon Ritter, "An Investigation of Classroom-Library Relationships on a College Campus as Seen in Recorded Circulation and G.P.A.'s," College and Research Libraries 29 (January 1968): 30-40; Richard W. Trueswell, "Some Circulation Data from a Research Library," College and Research Libraries 29 (November 1968): 493-95.

²Elmyra Davis, "The Unchanging Profile--A Review of Literature," Library-College Journal 3 (Fall 1970): 11-19.

usage from the freshman through the senior levels, and a small but inconclusive positive correlation between library usage and scholastic aptitude, there was very little correlation between library use and grade-point averages achieved by the students. Davis concluded that the evidence indicates that "the role now being played by the academic library is one that stands in serious need of change."¹

Other investigations of relatively recent years have revealed that per capita circulation of library books by undergraduate students has not increased significantly as compared to the figures reported by Branscomb in the 1930s, in spite of the fact that library collections have grown manyfold since that time. For example, in a 1965 study of a particular college, Clayton discovered that the average number of book loans per student for the year was approximately 15, as compared to an average of 12 reported by Branscomb.² In a 1974 survey of recorded circulation statistics for 241 liberal arts college libraries, Benson found that the average number of books charged per student for the academic year from the libraries' general book collections was 16.7.³

Some of the above investigators concluded that the amount of library usage is directly related to course requirements. Waples, in the 1930s, found that about nine-tenths of the reading done by students in library materials was collateral to their courses.⁴ In a 1959 study,

¹Ibid., p. 19.

²Howard Clayton, "An Investigation of Various Social and Economic Factors Influencing Student Use of One College Library" (Ph.D. dissertation, University of Oklahoma, 1965), p. 56.

³Stanley H. Benson, Recorded Library Use Statistics for Four-Year Liberal Arts Institutions, ERIC Document 119-658 (U.S. Educational Resources Information Center, 1976).

⁴Waples, p. 55.

Knapp discovered at Knox College that 94 percent of the library's book circulation was to satisfy class assignments, while at the same time less than one-third of the courses accounted for about 90 percent of the borrowing.¹ Lieberman, writing in the 1960 edition of the Encyclopedia of Educational Research, summarized the situation as follows:

For the past thirty years numerous studies have been made of the reading done by college students. Despite the fact that they have been conducted at different times, in different kinds of schools, and at different academic levels, the result of the studies is always the same, namely, little noncourse reading is done.²

John Lubans concluded in a 1970 investigation that general usage of the academic library "is strictly course-related."³ Therefore, it would appear that the chief factor necessary for increased library usage is for library materials to be integrated into the curriculum and teaching methodology on a wider scale than has usually been the case.

Development of Course-Related Library Instruction

Some reviewers of the literature on academic library instruction point to a statement by President Frederick Barnard of Columbia University in 1883 as perhaps the first acknowledgement from a major academic personality of the need for instruction in the use of libraries. He said:

The average college student . . . is ignorant of the greater part of the bibliographical apparatus which the skilled librarian has in hourly use, to enable him to answer the thousand queries of the public. A little systematic instruction would so start our students in the right methods, that for the rest of their lives all their work

¹Knapp, College Teaching, pp. 16, 39.

²Irving Lieberman, "Libraries and Museums," Encyclopedia of Educational Research, 3rd ed., ed. Chester W. Harris (New York: Macmillan Co., 1960), p. 772.

³John Lubans, Jr., "Nonuse of an Academic Library," College and Research Libraries 32 (September 1971): 363.

in libraries would be more expeditiously accomplished.¹

At the turn of the century another university president, W. R. Harper of the University of Chicago, made reference to the instructional function of the library in the following, rather idealistic statement:

The equipment of the library will not be finished until it shall have upon its staff men and women whose entire work shall be, not the care of books, not the cataloguing of books, but the giving of instruction concerning their use.²

In the more than seventy-five years since these statements were made, hundreds of articles have been published on the subject of library instruction, thus indicating that librarians have developed considerable interest in this facet of their profession. Several analyses and surveys of this literature have been conducted, with the most comprehensive being George S. Bonn's "Training Laymen in the Use of the Library."³ This work cites and comments on more than three hundred articles, monographs, and theses relating to library instruction in all types of libraries from 1876 to 1958. A bibliography of articles on academic library instruction from 1960 to 1970 was compiled by Allen Mirwis.⁴ Penland's theoretical study of library use instruction in the Encyclopedia of Library and Information Science reviews a bibliography of over one hundred items.⁵ Not

¹Columbia University, Annual Report of the President (New York, 1883), p. 46.

²W. R. Harper, "The Trend of University and College Education in the United States," North American Review 174 (1902): 458.

³George S. Bonn, "Training Laymen in the Use of the Library," in The State of the Library Art, vol. 2, pt. 1, ed. Ralph Shaw (New Brunswick, N. J.: Rutgers University, Graduate School of Library Service, 1960).

⁴Allen Mirwis, "Academic Library Instruction--A Bibliography, 1960-1970," Drexel Library Quarterly 7 (July and October 1971): 327-35.

⁵Patrick R. Penland, "Library Use, Instruction in," in Encyclopedia of Library and Information Science, vol. 16 (New York: Marcel Dekker, Inc., 1975), pp. 113-147.

many of these publications, however, are concerned directly with the concept of integrating library instruction with the curriculum.

A different approach to the subject was taken by Johnnie Givens in her excellent analytical review of literature entitled "The Use of Resources in the Learning Experience."¹ In the introduction, she correctly pointed out that "learning to use the resources of a library effectively in the learning/teaching experience is somewhat different from learning to master library skills," and that "skillful use of library tools alone will not insure resources being made a part of the learning experience."² The purpose of her review, then, was to explore the development of the concept of library instruction as an integral part of the curriculum and instructional process.

This concept had received attention as early as the 1870s by Justin Winsor, librarian at Harvard College. In 1878 he reported that "a great library should be a workshop as well as a repository. It should teach the methods of thorough research, and cultivate in readers the habit of seeking the original sources of learning."³ A year later he elaborated on this concept as follows:

The library will become the important factor in our higher education that it should be. Laboratory work will not be confined to the natural sciences; workshops will not belong solely to the technological schools. The library will become, not only the storehouse of the humanities, but the arena of all intellectual exercise.⁴

¹Johnnie Givens, "The Use of Resources in the Learning Experience," in Advances in Librarianship, vol. 4, ed. Melvin J. Voigt (New York: Academic Press, 1974), pp. 149-174.

²Ibid., p. 151.

³Harvard University, The Annual Report of the President (Cambridge, Mass., 1877-78), p. 105.

⁴Justin Winsor, "College and the Other Higher Libraries," Library Journal 4 (November 1879): 402.

However, there was not any great rush among academic libraries toward the implementation of this concept, and it was again the decade of the 1930s that produced the first significant literature in this area. Beginning in 1933, B. Lamar Johnson wrote and spoke widely about a new library program at Stephens College with the objectives of (1) making the library the center of the instructional program, (2) guiding and encouraging students in recreational reading, and (3) teaching students how to use books effectively.¹ In a landmark address first delivered in 1934 at the Chicago Century of Progress Exposition, Louis Shores proposed the "Library Arts College," in which the barriers between the library and the classroom are eliminated and the positions of librarian and professor are merged. In this address, he mentioned several innovations which already were making intensive use of library resources, such as honors reading at Swarthmore College and autonomous courses at Antioch.² In 1935 Aldrich spoke of "honors courses, tutorial systems, preceptorial schemes, and many other new plans" which require a knowledge of how to use the library, and she looked forward to a time when teachers are "library-trained" and "students are taught only the use of the library" so that they might pursue their education independently.³ In 1938 Hare proposed a situation in which professional librarians who also have training in various related

¹B. Lamar Johnson, "Stephens College Library Experiment," ALA Bulletin 27 (1933): 202-211; B. Lamar Johnson, "Guiding Principles Underlying the Stephens College Library Program," in Library Trends, ed. L. R. Wilson (Chicago: University of Chicago Press, 1937), pp. 186-199.

²Louis Shores, "The Library Arts College, A Possibility in 1954?" School and Society 41 (26 January 1935): 110-114.

³Ella V. Aldrich, "The Library's Function in Teaching the Use of the Library to Beginning Students," Library Journal 60 (15 February 1935): 146-47.

subject fields would teach courses in the methods and materials of advanced study--courses which would be required of all students as soon as they decide on their major fields of study.¹

An excellent rationale for the concept of integrating the library more closely with the curriculum and teaching methodology was presented by Branscomb in the aforementioned publication Teaching with Books. He raised two basic questions. The first was philosophical: "Should students use the library to an appreciably greater extent than at present?" The second was practical: "Can students be induced to do much more reading than at present?"² In answering the first question, he pointed out that the usual methods of instruction in American colleges, in which the emphasis is placed on work in the classroom and on the use of one or more textbooks, are defective for several reasons. (1) Instruction by means of lectures and textbooks read by the entire class provides a uniform fare for students who vary widely in backgrounds and interests. (2) A method which rests essentially on a textbook to be discussed in class fails to introduce the students to the great literature of the subject. (3) The textbook and lecture system usually gives the students a one-sided view of the subject. (4) Such instruction tends to compartmentalize knowledge, whereas the students need to learn to integrate and relate knowledge. He theorized that if instruction were to be built upon the resources of the library, these defects could be corrected.³ In answering the second question, Branscomb identified and investigated several institutions whose library use statistics were significantly higher than the average.

¹Joe Hare, "How to Dispose of Obsolete Professors," School and Society 48 (16 July 1938): 83-85.

²Branscomb, p. 54.

³Ibid., pp. 58-61.

He found that these institutions achieved a higher degree of library usage by modifying in some manner traditional methods of teaching to more library-centered methods. Although he made no claim that the students in these schools necessarily were receiving higher quality education as a result, he demonstrated that students do use more library materials when the library is closely related to the instructional program.¹

As the decade of the 1930s drew to a close, it appeared that the goal of uniting the academic library with the instructional program was within reach. Nearly all of the elements which today are considered essential for integrated library instruction had already been proposed, and it only remained for such instruction to be implemented on a wide scale in the coming years. This was not the case, however, as the 1940s witnessed little progress in the development and implementation of such instruction. Most library instruction activities of that decade were directed toward library orientation and the elementary skills necessary for using the basic indexes and reference books. Typically, such instruction was provided for freshmen, often through English composition classes, and there was little follow-up instruction at advanced levels. In one of the few exceptions to this pattern, Johnson in 1948 again described the library-instructional program at Stephens College in which librarians were involved in teaching activities throughout the curriculum.² Givens speculated on reasons for the lack of progress during this period as follows:

Project after project, experience following experience, gave little indication of being developed on the cumulative knowledge and evalua-

¹Ibid., pp. 65-80.

²B. L. Johnson and Eloise Lindstrom, eds., The Librarian and the Teacher in General Education (Chicago: American Library Association, 1948).

tion of earlier presentations. Perhaps the interruptions in society as a whole caused by a global war, the limitations of holdings in collections that had not recovered from the depression of the thirties, and the pressures placed on the academic world in its lack of preparedness for the great numbers of veterans returning to it, encouraged an effect of isolation that was neither philosophical nor intentional.¹

Library instruction in the 1950s, for the most part, continued to emphasize orientation and basic skills. However, the ideas which came out of the thirties did not die, and an occasional article came along to bring new life to them. Gwynn offered one such article in 1954 in which he argued that library knowledge is as basic as knowledge in the liberal arts. He wrote:

The skill required to use a library--that enables the student to select, from that portion of society's memory which is represented by his college or university collection, those materials pertinent to his problems--seems to be one of the skills which the college exists to provide. Indeed, I will boldly assert that in these times and in our present state of learning, with the records of knowledge multiplying at an almost uncontrollable rate (bibliographically speaking), the knowledge and skills we have been talking about actually constitute one of the liberal arts.²

In addition, Knapp's previously mentioned research at Knox College in the late 1950s served to remind educators again of the fact that the library was not being used to its fullest potential in undergraduate education.³

For whatever the reason, it was not until the decade of the 1960s that library literature once again reflected the concern for integrated library instruction that had been evident in the 1930s. The landmark study of the sixties was that which was conducted by Patricia Knapp in the Monteith College Library Project at Wayne State University during the

¹Givens, p. 157.

²Stanley E. Gwynn, "The Liberal Arts Function of the University Library," Library Quarterly 24 (October 1954): 316.

³Knapp, College Teaching.

years 1960-62.¹ The main assumption of the Project was that students attain library competency "only when they actually use the library and only when their use of it is significantly related to what they consider the real business of college, that is, to substantive content courses."² Therefore, the stated objective of the Project was "to stimulate and guide students in developing sophisticated understanding of the library and increasing competence in its use." To achieve this end, it proposed "to provide students with experiences which are functionally related to their course work."³ Since such relationships can be accomplished only by working through and with the faculty, the Project undertook to set up "a social structure in which librarians could work with teaching faculty in developing a curriculum in which student use of the library was an integral part."⁴ The positive results of the Project were realized in the development of a workable model program of ten library exercises or assignments characterized by several distinctive features.⁵ (1) The exercises were related to and coordinated with basic subject content courses of the Monteith curriculum. (2) They extended through all four undergraduate years and formed a sequence in which the students were led from simple library experiences to a more complex understanding of the library as a system of interconnected "ways" or paths to information. (4) They were designed to enable students to learn how to develop "search strategies" in utilizing the various paths to information. The Monteith Project not

¹Patricia B. Knapp, The Monteith College Library Experiment (New York: The Scarecrow Press, Inc., 1966); also Patricia B. Knapp, "The Methodology and Results of the Monteith Pilot Project," Library Trends 13 (July 1964): 84-102.

²Knapp, Monteith, p. 39.

³Ibid., p. 11.

⁴Knapp, "Methodology," p. 84.

⁵Knapp, Monteith, pp. 80-113.

only brought vitality to the concept of library usage integrated with the curriculum and teaching methodology, but it has given direction to and served as a theoretical basis for the development of a number of library instruction programs since that time.

In the mid-1960s a group of innovative librarians and other educators, who felt that traditional librarianship was moving too slowly in integrating the library with the classroom, held a series of meetings to explore a concept which came to be known as the "library-college." The concept was based on the ideas expressed by Louis Shores in 1934 in his address on the "Library Arts College."¹ It was defined in more detail by Shores, Robert Jordan, and others in a collection of papers published in 1966.² A rather unstructured organization composed of librarians, teachers, and administrators who supported the concept, at least in some of its aspects, was developed, and the movement has been continued to the present time chiefly by means of its two major publications, the Omnibus, a news-magazine, and the journal Learning Today.³ The "library-college" concept emphasizes the needs of the individual learner and insists that those needs can best be met by means of personal interaction with the library and other sources of information. Taken to its ultimate goal, the "library-college" would completely merge classroom and library, teachers and librarians, in a way that would revolutionize the teaching/learning process. Jordan described the ultimate "library-college" as follows:

¹Shores, "Library Arts College."

²Louis Shores, Robert Jordan, and John Harvey, eds., The Library-College (Philadelphia: Drexel Press, 1966).

³Both edited by Howard Clayton and published in Norman, Oklahoma.

As teaching and learning become individualized, as the learning process becomes student and resource centered rather than faculty-classroom centered, as faculty are inevitably drawn into closer physical association with the broad range of learning resources, the faculty will become associated in an integral way with the library. We might say that the library will expand to include the entire campus; the library staff will expand to include the faculty; the position of head librarian will expand to include that of academic dean. The administrator in charge of the academic program will also be in charge of instructional resources.¹

While the "library-college" movement, or more correctly, educational philosophy, attracted a number of followers in its early years, it soon became apparent that the vast majority of librarians would have little to do with it. For example, in a 1971 survey of reference librarians in academic libraries in the state of New York, Josey found that 64.3 percent rejected the "library-college" as being impractical, about 25 percent accepted some aspects of the philosophy, while the remainder ignored the question. One respondent commented on the "library-college" as "an idealized concept which will certainly not take place in my lifetime, if ever."² Even so, some of the ideas espoused by advocates of the "library-college" are similar to concepts proposed by Patricia Knapp at Monteith College, and it is likely that the movement has had some influence on the subsequent development of library instruction programs.

The literature of the 1970s has brought forth evidence of the growing interest in library instruction on several fronts. First, the literature abounds with references to the many library instruction programs which have been developed in recent years. In 1971 Melum conducted a survey of library orientation and instruction programs at eighty-one

¹Robert T. Jordan, "Libraries of the Future for the Liberal Arts College," Library Journal 92 (1 February 1967): 539.

²E. J. Josey, "Full Faculty Status This Century," Library Journal 97 (15 March 1972): 988-89.

colleges and universities.¹ More important for the present study are the descriptions of course-related or integrated library instruction. The chief example is the program at Earlham College, which has been recorded in the literature several times.² Other examples were reported in 1971 by Henning and Stillman.³ The well-reported experiment at Wabash College, while not strictly course-related library instruction, was at any rate an attempt to link the library more closely to the instructional program of the college.⁴ In recent years, several course-related library instruction programs have been described in United States Educational Resources Information Center (ERIC) documents.⁵

Second, conferences on library or bibliographic instruction have produced a number of publications. Chief among these is the series of conferences on library orientation and instruction for academic libraries

¹V. V. Melum, "1971 Survey of Library Orientation and Instruction Programs," Drexel Library Quarterly 7 (July and October 1971): 225-53.

²James R. Kennedy, "Integrated Library Instruction," Library Journal 95 (15 April 1970): 1450-53; James R. Kennedy, Thomas G. Kirk, and Gwendolyn Weaver, "Course-Related Library Instruction: A Case Study of the English and Biology Departments at Earlham College," Drexel Library Quarterly 7 (July-October 1971): 277-97; Evan Ira Farber, "Library Instruction Throughout the Curriculum: Earlham College Program," in Educating the Library User, ed. John Lubans, Jr. (New York: R. R. Bowker Co., 1974), pp. 145-62.

³P. A. Henning and M. E. Stillman, eds., "Integrating Library Instruction in the College Curriculum," Drexel Library Quarterly 7 (July and October 1971): 171-378.

⁴Charlotte Millis, "Developing Awareness: A Behavioral Approach," in Educating the Library User, ed. John Lubans, Jr., (New York: R. R. Bowker Co., 1974), pp. 350-63.

⁵E.g., Hannelore B. Rader, Five-Year Library Outreach Orientation Program: Final Report, ERIC Document 115-625 (U.S. Educational Resources Information Center, 1976); Peter P. Olevnik, A Media-Assisted Library Instruction-Oriented Program. Report, ERIC Document 134-138 (U.S. Educational Resources Information Center, 1977).

held annually since 1971 at Eastern Michigan University. Most of the papers read at these conferences, which have covered virtually all aspects of library instruction, have been published.¹ In the third place, professional organizations concerned with academic library instruction have begun to produce a body of literature. As a prime example, the Association of College and Research Libraries (ACRL) Committee on Bibliographic Instruction was responsible for formulating and publishing a set of guidelines and objectives for bibliographic instruction programs.² Project LOEX (Library Orientation-Instruction Exchange), a national clearinghouse for academic library instruction programs organized in 1972 and located at Eastern Michigan University, publishes LOEX NEWS, which keeps subscribers informed of the latest library instruction activities.³

Finally, in the area of general publications, John Lubans published in 1974 the most comprehensive collection of writings on library instruction to date.⁴ The volume includes essays, research reports, and case studies on library instruction activities in academic as well as public and school libraries. There are several excellent articles which deal with integrated library instruction in academic libraries and the subject of faculty involvement in library-use instruction.

¹Included in the "Library Orientation Series," edited by Sul. H. Lee and published by Pierian Press, Ann Arbor, Michigan.

²American Library Association, Association of College and Research Libraries, Bibliographic Instruction Task Force, "Toward Guidelines for Bibliographic Instruction in Academic Libraries," College and Research Libraries News 36 (May 1975): 137-39, 169-71.

³Published by Project LOEX, Center of Educational Resources, Eastern Michigan University, Ypsilanti, Michigan.

⁴John Lubans, Jr., ed., Educating the Library User (New York: R. R. Bowker Co., 1974).

Administration of Library Instruction Programs

Library literature up to the present time has included very few direct citations to the administrative concerns involved in developing and implementing academic library instruction programs. Most of what has been written on the subject has been included in the more general studies of library instruction. Undoubtedly, this lack of specific attention to administrative issues is due to the fact that only recently has instruction become a matter of concern for library administrators.

Prior to the twentieth century the major concern of academic library administration was the acquisition and preservation of materials. During the present century, in addition to acquiring and preserving materials, there has been a trend toward making materials more useful, and finally toward instructing patrons in the proper use of materials. In 1960 Lieberman commented on this trend as follows:

The educational function of the libraries of institutions of higher learning is a concept of the twentieth century. At first, acquisition, storage, and protection of materials were much more significant than proper utilization. Then the curriculum and research needs of the students and faculty were all-consuming. Today the teaching function of the academic library is still in its infancy.¹

During the twentieth century developments both in facilities and in organization of library staffs anticipated a greater utilization of materials in academic libraries. Changes in building design and arrangement included the opening of the stacks to allow students free access to books, the merging of study areas and stack areas, and the creation of pleasant surroundings for the bringing together of learners and learning materials of all types. Staff organization has placed increasing emphasis

¹Lieberman, p. 772.

on improved public services--in particular, the provision of well-trained reference or readers' services librarians to assist users in their time of need. Guy R. Lyle, an authority on academic library administration, has listed the following tasks of the reference department in working with students: (1) to provide answers in response to specific informational questions on all subjects, (2) to give personal guidance in the use of the card catalog and other indexes, (3) to consult with students about term paper research and preparation, (4) to instruct students in the use of the library, and (5) to supplement individual and class instruction by the preparation and publication of bibliographies and guides to the use of materials.¹

Thus, instruction in the use of the library is considered one of the basic functions of the reference department in academic libraries. As Lyle has suggested, such instruction typically takes three forms: (1) orientation of new students to the library's facilities and services; (2) instruction in the utilization of basic library tools, such as the card catalog, indexes, and reference books, generally provided in connection with a subject course, and (3) bibliographic instruction of upper-classmen and graduate students in relation to their major subject fields, usually given on demand at the request of individual instructors.²

Although instruction has been regarded as a basic function of reference service for some time, proponents of formal library instruction programs generally feel that traditional reference service does not go far enough in meeting the students' needs of learning how to use libraries

¹Guy R. Lyle, The Administration of the College Library, 4th ed. (New York: The H. W. Wilson Co., 1974), p. 97.

²Ibid., pp. 112-14.

and/or information sources. Furthermore, there is evidence to indicate that some of the traditional means library administrators have used in dealing with problems of academic library usage are ineffective. For example, in 1962 Maurice Line carried out a survey at the Southampton University Library in England which showed little use of the book collection. As a result, Line tried to correct the situation by instituting use seminars, conducting tours of the building, distributing printed guides to patrons, and adding a readers' services librarian to the staff. Three years later he repeated the survey but found few changes either in student attitudes toward or in use of the library.¹

B. Lamar Johnson was perhaps the first librarian to insist that a different administration and staff organizational pattern was needed in order for the library to fulfill its educational or teaching role adequately. As indicated above, he wrote and spoke widely about a program established at Stephens College in the 1930s which was designed to make the library the center of the instructional process. Key organizational changes of the program were (1) the combining of the positions of head librarian and dean of instruction into one position, and (2) the merging of librarians and teachers into one unified instructional staff.² In 1936 Johnson reported:

More and more we are finding that our librarians are becoming teachers and our teachers are becoming librarians. This pleases us very much, for we are convinced that the traditional barriers which so often separate teachers and librarians from each other must be broken down.³

¹Maurice B. Line, "Student Attitudes to the University Library; A Second Survey at Southampton University," Journal of Documentation 22 (June 1966): 123-35.

²Johnson, "Guiding Principles," pp. 187-93.

³Ibid., p. 193.

Patricia Knapp was another librarian who wrote extensively about the need for a different staff organizational pattern than the pattern traditionally followed in academic libraries. She pointed out that in the traditional academic setting, the library staff is organized to a large extent after the model of a bureaucracy, whereas the faculty follows more of a collegial model. Furthermore, in the typical college or university the library is subservient to the faculty and instructional program. She compared this situation to that of a hospital, in which the nursing, pathology, and pharmacy departments exist as distinct entities which are ancillary to the main business of the parent institution. She commented that "such enterprises are essential to the achievement of the purpose of the parent institution, but they are subordinate." She continued that "as in the hospital the key relationship is that between doctor and patient, the key relationship in the college is between teacher and student."¹ Thus, while the work of the librarian supports the instructional program, the librarian's position is usually viewed as subordinate to that of the classroom teacher. As indicated earlier, at Monteith College Knapp attempted to set up an organizational structure in which librarians could work closely with the faculty in developing a library-centered curriculum. This part of the Monteith Project was not entirely successful, as it was found that the librarians were never fully accepted as members of the faculty planning groups.²

The best present-day example of a nontraditional library staff

¹Patricia Knapp, "The College Librarian: Sociology of a Profession," in The Status of American College and University Librarians, ed. Robert B. Downs, ACRL Monograph no. 22 (Chicago: American Library Association, 1958), p. 57.

²Knapp, Monteith, pp. 132-36.

organization in which librarians are truly viewed as teachers is that which has been developed at Sangamon State University and described in the literature by Dillon and Spencer.¹ The Sangamon organization probably comes closer to emulating the staff structure envisioned by B. Lamar Johnson and Patricia Knapp than any other today.

One of the few studies dealing directly with the administrative organization of academic library instruction programs was reported by Dyson in 1975.² In a survey of library instruction programs for undergraduates in relatively large institutions in the United States and Great Britain, Dyson discovered four patterns of organization. In pattern A, which he termed the "underground" pattern, there was little support for instruction from the library administration, but one or more public service librarians planned and carried out instructional activities on their own initiative. In pattern B, there was a designated library instruction librarian on the staff who did most of the work, with little involvement of other staff members. In pattern C, there was broad staff involvement in instruction, but no designated library instruction librarian. In libraries of this pattern, responsibility for administering or coordinating instructional activities usually rested with a departmental head, such as the head of reference or the head of public services. Pattern D included broad staff involvement with one or more designated library

¹Howard W. Dillon, "Organizing the Academic Library for Instruction," The Journal of Academic Librarianship 1 (September 1975): 4-7; Robert C. Spencer, "The Teaching Library," Library Journal 103 (15 May 1978): 1021-24. The Sangamon State University library instruction program is analyzed in Chapter V of this dissertation.

²Allan J. Dyson, "Organizing Undergraduate Library Instruction: The English and American Experience," The Journal of Academic Librarianship 1 (March 1975): 9-13.

instruction librarians as coordinators of the program. This pattern was characteristic of some of the more extensive programs in large libraries.

A brief summary of administrative issues involved with library instruction programs in academic and research libraries was published in 1977 by the Office of University Library Management Studies of the Association of Research Libraries.¹ The major issues listed were as follows: (1) the formal assigning of responsibility to the library staff for instruction; (2) the library director's role in initiating and supporting the instructional program; and (3) the economics of library instruction--in particular, whether the instructional program will be absorbed by the regular library staff and budget, or if additional staff and funding will be needed. The survey of libraries on which this summary was based revealed more examples of instruction programs in college and undergraduate libraries than in research libraries. Apparently, this is due to the fact that librarians in research libraries traditionally spend more time in collection development than in the instructional enterprise. Also, it is often assumed that users of research libraries are more sophisticated in library knowledge and therefore have less need for instruction.

Some of the general articles on academic library instruction have included references to administrative issues and problems. Kirk, in his excellent discussion of integrated library instruction in four-year colleges, suggested that the two major administrative problems to be solved are "(1) a reordering of priorities within the library and (2) a change in faculty attitudes toward the role of the library in liberal arts

¹Association of Research Libraries, Office of University Library Management Studies, Library Use Instruction in Academic and Research Libraries, ARL Management Supplement, vol. 5, no. 1 (Washington, 1977).

education"¹ In reordering priorities, he suggested as a guiding principle that the library's technical services, including original cataloging, should be streamlined and reduced to a minimum, in order that more attention and resources might be devoted to the improvement of public services. In particular, the reference staff should be upgraded with professionals who not only respect books and education, but also enjoy working with and helping people. With regard to the changing of faculty attitudes toward the library's role in education, he proposed the following low-keyed approach:

Library instruction can be eased into the curriculum through gentle, but persistent pressure. The faculty who are already the most library conscious can be approached first, and as the program develops they will be the best salespeople for library instruction.²

Kirk, out of his extensive experience in library instruction, offered several additional suggestions. For example, he believes that librarians should not get involved in the technical aspects of producing instructional materials, for "unless the college has media production specialists, a librarian's time would be better spent in personal reference service and live library instruction."³ Also, he put to rest any notion that a library instruction program would tend to reduce the need for reference staff and thus reduce costs. Over a period of time library instruction will get more students involved in using the library and this, in turn, will generate more reference questions. He concluded that "no library administrator should promote library instruction solely on the basis of economy, because in the long run it will be more expensive."⁴

¹Thomas G. Kirk, "Problems in Library Instruction in Four-Year Colleges," in Educating the Library User, ed. John Lubans, Jr. (New York: R. R. Bowker Co., 1974), p. 87.

²Ibid., pp. 87-88.

³Ibid., p. 96.

⁴Ibid., p. 97.

In an article dealing with library instruction in undergraduate libraries on large campuses, Passarelli and Abell listed several problems which, apparently, would apply to most large institutions.¹ With regard to the first one mentioned, size of the student body, the authors made reference to the obvious fact that it is more difficult to reach the student body with course-related library instruction in an institution of 35,000 students than in a liberal arts college of 1,000 students. However, inasmuch as a number of large institutions are attempting to provide such instruction, they suggested that student population is not the "decisive factor in determining whether the library will enter into such activity." Of course, size of student population "may require new approaches" to library instruction. Other problems mentioned included the nature of the undergraduate curriculum and whether there is a concern for improving the quality of undergraduate instruction; the degree of support from the library and institutional administration; the attitude, commitment, and resourcefulness of the library staff regarding instruction; gaining faculty response to the program; and adequate funding.

A major concern in the administration of library instruction programs is how to evaluate the effectiveness of such instruction. Probably the best publication to date on this topic is a collection of papers which were presented at the University of Denver Conference on the Evaluation of Library Instruction in December 1973.² The methods and techniques of

¹Anne B. Passarelli and Millicent D. Abell, "Programs of Undergraduate Libraries and Problems in Educating Library Users," in Educating the Library User, ed. John Lubans, Jr. (New York: R. R. Bowker Co., 1974), pp. 124-27.

²Richard J. Beeler, ed., Evaluating Library Use Instruction (Ann Arbor, Michigan: Pierian Press, 1975).

evaluation used by most programs are quite elementary, and there is an obvious need for research in this area.

Finally, of interest to the administrator of library instruction programs are studies which have attempted to discover the most effective instructional strategies and techniques. Such studies have explored the use of television,¹ programmed instruction,² a variety of multimedia instructional techniques,³ and computer-assisted instruction (CAI).⁴ Some studies have tried to compare the more traditional lecture-demonstration form of presentation with multimedia or programmed approaches.⁵ Results of such studies have not indicated conclusive evidence for any one technique over another. Some techniques which utilize machinery, such as television and computer-assisted instruction, appear to be suitable for introducing large numbers of students to basic library knowledge and

¹Robert R. Hertel et al., "TV Library Instruction," Library Journal 86 (1 January 1961): 42-46; Edward G. Holley and Robert W. Oram, "University Library Orientation by Television," College and Research Libraries 23 (November 1962): 485-91.

²Paul R. Wendt et al., A Study to Determine the Extent to Which Instruction to University Freshmen in the Use of the University Library Can Be Turned Over to Teaching Machines (Carbondale: Southern Illinois University, 1963), pp. 1-14.

³Earl E. Wassom, "A Study of the Effects of Multimedia Instructional Techniques on a College Freshman Library Orientation Program" (Ed.D. dissertation, Oklahoma State University, 1967).

⁴Patricia B. Culkin, "Computer-Assisted Instruction in Library Use," Drexel Library Quarterly 8 (July 1972): 301-311.

⁵Thomas Kirk, "A Comparison of Two Methods of Library Instruction for Students in Introductory Biology," College and Research Libraries 32 (November 1971): 465-74; Frank F. Kuo, "A Comparison of Six Versions of Science Library Instruction," College and Research Libraries 34 (July 1973): 287-90; Marina E. Exeen, "Teaching the Use of the Library to Undergraduates: An Experimental Comparison of Computer-Based Instruction and the Conventional Lecture Method" (Ph.D. dissertation, University of Illinois, 1967).

skills. Apparently, what is more important than the instructional techniques used is the ability to relate library instruction to substantive content courses and to confront the students with such instruction at their points of need.

CHAPTER III

METHODOLOGY

The methodology used in this study was composed of the following steps or stages: (1) identifying, by means of a questionnaire, libraries with strong programs in course-related library instruction, (2) visiting the libraries for the purpose of observing and collecting data on how the instruction programs were organized and administered, and (3) analyzing the programs.

Identifying the Libraries

The first stage of this study was concerned with identifying academic libraries with strong, formal programs in course-related library instruction at the undergraduate level. From a variety of sources,¹ a list was compiled of fifty-seven college and university libraries which were reported to have formal instruction programs. A brief questionnaire was prepared and mailed to the director of each of these libraries asking for pertinent information regarding the organization and administration of the instruction program, and fifty completed returns were received for a usable return rate of 87.7 percent.² The information provided by these

¹See Appendix A for these sources.

²Fifty-two replies were actually received; however, two returns were not completed since the programs were no longer in existence. The questionnaire was mailed in December 1976, and returns were received through February 1977.

returns is summarized in Appendix A, along with an alphabetical listing of the responding libraries and a copy of the questionnaire.

The chief purpose of this questionnaire, however, was to identify several successful library instruction programs for visitation and further study. The intent was to select libraries in which library instruction had become not only a major function of the library but also an integral part of the total instructional program of the institution. Thus, in addition to seeking programs of course-related instruction, the selection criteria sought programs which (1) were attempting to reach a substantial portion of the undergraduate student body and (2) were designed to serve upper-level undergraduate students in their major fields as well as first-year students. As indicated in Appendix A, the questionnaire identified nineteen programs in which library instruction either was required of the students or was estimated to reach more than 50 percent of the student body.¹ These nineteen were tentatively selected. In time, nine of these were eliminated for the following reasons: (1) three programs focused on freshman-level instruction; (2) in four libraries there was doubt as to whether library instruction constituted a formal, organized program or was merely an extension of reference service; and (3) two libraries failed to respond to inquiries regarding the possibility of visitation. The remaining ten libraries were selected for visitation. After the visits, two additional libraries were eliminated, as it was found that their programs were not as fully developed as those of the other eight.

Thus, eight library instruction programs constituted the basis of this study. They represented a variety of institutions, as follows:

¹This does not imply that more than 50 percent of the students are reached each year; rather, that many are reached before graduation.

Large universities (over 10,000 undergraduate students): Eastern Michigan University, University of Kentucky, The University of Texas at Austin.

Small and medium-size public universities: Sangamon State University, State University of New York College at Brockport, University of Wisconsin--Parkside.

Private liberal arts institutions: Earlham College, University of Richmond.

Visiting the Libraries

The second stage of this study was to visit each library selected to observe and collect information on the library instruction program from the standpoint of how it was administered. During each visit, key members of the library staff and library administration were interviewed, with particular attention given to those librarians who were involved in the instruction program. At most institutions, selected faculty members who cooperated with the program also were interviewed. In the smaller institutions, the attempt was made to obtain input from one or more members of the institutional administration. In addition, instructional materials created and/or used by the program--such as workbooks, syllabi, printed bibliographic guides, audio-visual materials, and evaluation instruments--were perused. At several libraries, it was possible to observe various aspects of the program in operation, such as bibliographic lectures in specific classes, media presentations, and the work of reference librarians dealing with individual students as a follow-up to class sessions. Finally, any available records, reports, and articles--both published and unpublished--dealing with each program were examined.

Seven of the eight visits were made during the spring and fall of 1977, while one was made in 1978. In the majority of cases, two days were required to complete the visit.

Analyzing the Programs

Systems models are useful in analyzing how libraries are organized and administered. The "system" idea denotes interdependency of components or parts, and an identifiable wholeness or gestalt. Active systems, such as library organizations, may be viewed as a linkage of input flows (resources, personnel, etc.), a transforming mechanism (human-technical organization), and flows of outputs (services) provided to the users of the system. The flow or cycle of the system is completed as provisions are included for feedback from the users as well as from those who work within the organization. Figure 1 represents a basic systems model which might be used for analyzing a library as a service organization.

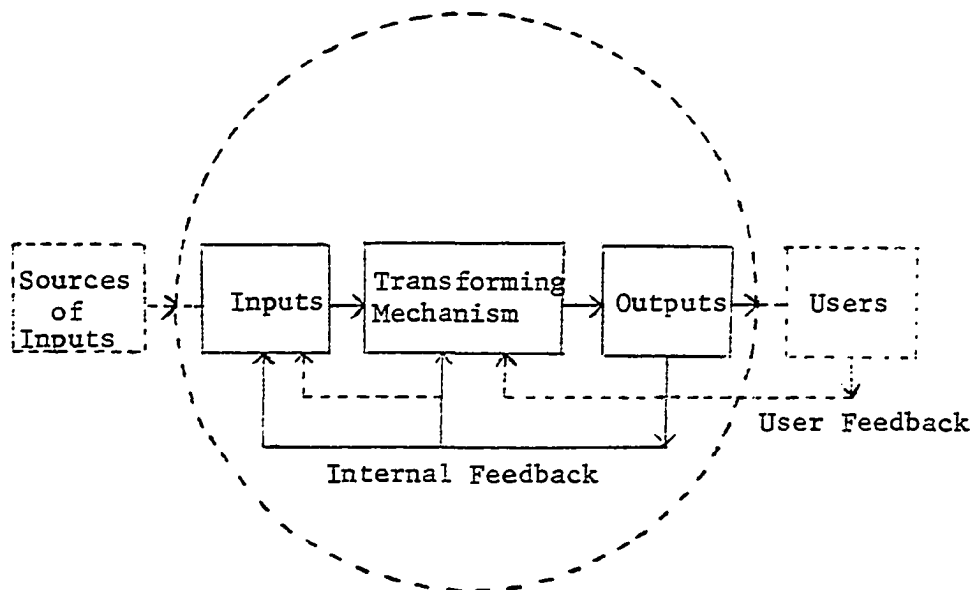


Figure 1. Basic Systems Model

A somewhat more elaborate systems model, which seems appropriate for library organizations, was suggested by French and Bell in 1973.¹

¹Wendell L. French and Cecil H. Bell, Jr., Organizational Development (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1973), pp. 76-79.

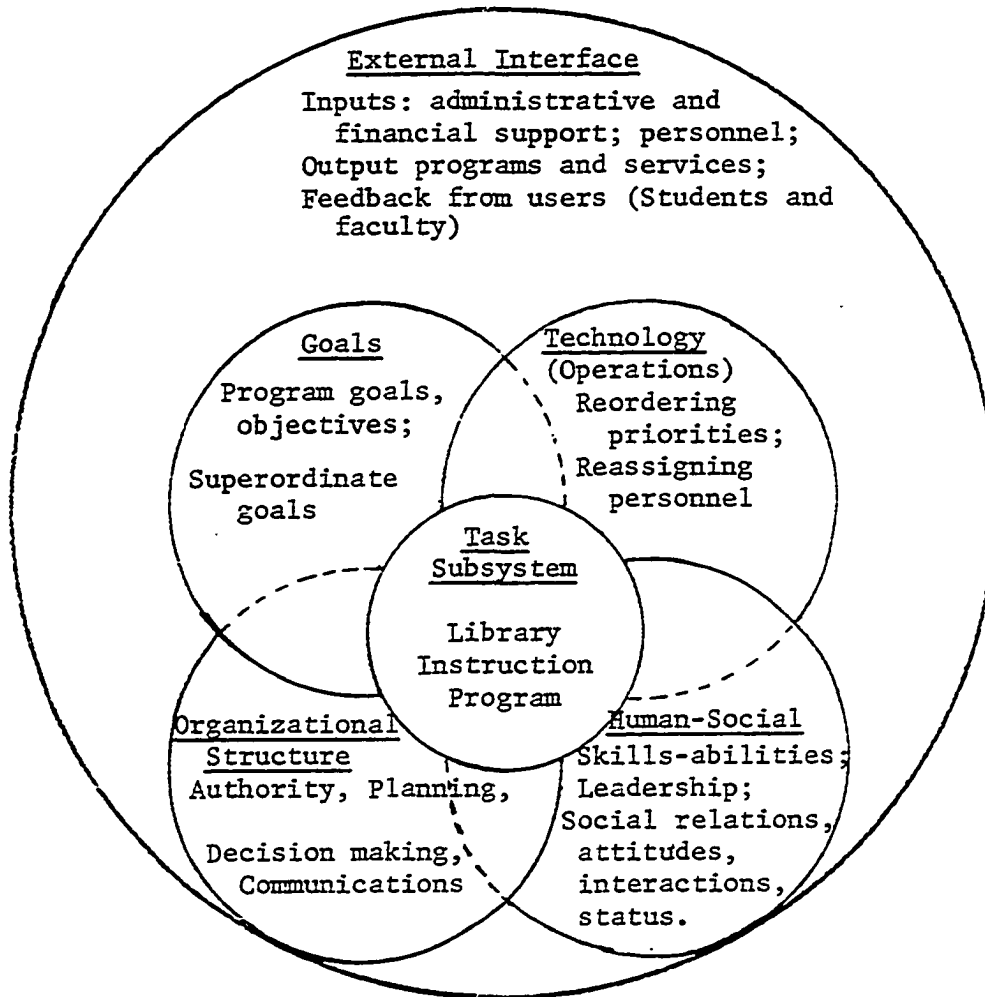


Figure 2. Program (Task Subsystem) Organization

They pointed out that it is useful to think of organizations as consisting of several significant interacting variables which are common to all subunits or components of the organization. These have to do with goals, tasks, structure, human-social organization, technology, and external interface relationships. Since these six variables are interdependent, a change in any one usually results in changes in the others.

Figure 2 is a representation of French and Bell's model adapted to accommodate the present study, in which the formal library instruction

program was viewed as a task subsystem of the total library system. In every case, the program in reality was not a separate organization or department of the library, but rather was one of the major tasks of the library's public services.

These two models were helpful in suggesting the variables to be considered in analyzing each library instruction program. Thus, each program analysis includes a description of inputs or resources, program organization or transforming mechanism, outputs or services, as well as evaluation or feedback. However, the second section of each analysis, program organization, was based on a description of the variables of Figure 2. Here, the attempt was made to see if and how each variable affected the development of the library instruction program. Originally, it was hoped that the models might serve as a tool for identifying major administrative problems confronted by the programs. This did not prove to be the case;¹ thus, the models were used mainly for focusing attention on the administrative and organizational characteristics of the programs. In other words, their primary use was suggestive, not systemic.

The program analyses are presented in Chapters IV through VI. Each analysis is introduced by a description of the institutional setting and a brief history of how the program developed. The first part of the analysis is concerned with program inputs or resources, including administrative support, financial support, personnel (primarily professional librarians involved in the program), and any other resources (such as the availability of classroom space or media production facilities).

In the second part, program organization, the variables of Figure 2 are applied. First, the goals and objectives of the program are consid-

¹This point is discussed in more detail in the final chapter.

ered, with special attention to their specificity and whether or not they are stated in behavioral or measurable terms. The organizational structure is then described, with reference to such topics as how the program fits into the total library organization, who is in charge of the program, procedures for program planning and decision-making, and how the program and its services are communicated to the academic community. With regard to library technology (which is defined in this study as library operations), reference is made to any changes in operations which may have been required by the introduction and development of the program. In the area of human-social aspects, consideration is given to such topics as the abilities and commitment of organization members, leadership, and social relationships among the various personnel who participate in, and are affected by, the program. The above topics are typical, but not all of them are applicable in every program analysis.

Part three of each analysis describes the instructional outputs or services of the program, while the final part examines the matter of program evaluation and feedback.

As suggested in the introduction, perhaps the chief limitation of this study is that the program analyses in essence are descriptive, based on information obtained during brief visits to the libraries involved. Since there are not as yet standards against which to measure "successful" library instruction programs, the accuracy of the analyses is dependent on the degree to which the author and the methodology of the study were able to attain objectivity in collecting and analyzing the data. Furthermore, the possibility of bias is increased by the lack of means to control the "halo" or "Hawthorne" effect--that is, the tendency of persons being studied to generalize successes and to minimize problems or failures.

CHAPTER IV

LIBRARY INSTRUCTION PROGRAMS IN
LARGE UNIVERSITY LIBRARIES

There are reasons to believe that the need for library instruction is greater in large university libraries than in the libraries of smaller institutions. The problems which undergraduate students normally face in learning to use library resources are compounded in large university libraries by (1) the sheer size of the collections, which many beginning students find incomprehensible; (2) the inclusion in the collections of a wide range of research-oriented information formats, such as microforms, government documents, report literature, and complex indexes and data bases; and (3) the tendency on many large campuses to disperse library resources among a number of departmental libraries.

At the same time, the complexity of the university library's clientele probably makes library instruction more difficult in the large university than in smaller academic settings. Margaret Goggin has described this complexity as follows:

Not only does the large number of students make individual assistance difficult, but also the varied preparation and library experience represented by the student body make group instruction difficult. Students enter the university not only in the freshman year, but in increasing numbers transfer from the community college into the junior year. An orientation program tied to a freshman English class no longer can be expected to fill the needs of all new students. Graduate students at the masters, doctoral, and

postdoctoral levels, faculty and research staff present to the library a diverseness of education and experience and exhibit varying levels of sophistication of need.¹

Yet, as Passarelli and Abell have pointed out, a number of large university libraries are developing course-related library instruction programs in spite of the difficulty.² The programs analyzed in this chapter were in various stages of development at this time of this study. The Eastern Michigan University program had been in existence since 1970 and had received considerable national attention. The program at the University of Kentucky began in 1974 and was operating under a special grant received by the library. The University of Texas at Austin had a strong program in operation in its Undergraduate Library, while at the same time the General Libraries of the University was planning a comprehensive program of library education for the entire university community.

Eastern Michigan University

Eastern Michigan University in Ypsilanti, Michigan was organized in 1849 as Michigan State Normal College. By acts of the Michigan State Legislature its name was changed in 1956 to Eastern Michigan College and in 1959 to its present name. The university experienced rapid growth during the 1960s and early 1970s, as student enrollment exceeded 20,000. The present enrollment is around 18,000, with some 14,000 undergraduate students. Graduate students are mainly at the master's degree level.

The university library is housed in the Center of Educational Resources, which was opened in 1967 and designed to include media as well

¹Margaret Knox Goggin, "Instruction in the Use of the University Library," in Educating the Library User, ed. John Lubans, Jr. (New York: R. R. Bowker Co., 1974), p. 105.

²Passarelli and Abell, p. 124.

as library services. While there are no separate departmental libraries on campus, the central library is organized into four subject divisions: Education and Psychology, Humanities, Science and Technology, and Social Sciences. Each division contains books, periodicals, microforms, pamphlets, and various special materials, and each has its own staff of reference or public service librarians. The book collection contains over 400,000 bound volumes. The total library staff numbers in excess of 90, of which approximately 36 are professional librarians.

Library instruction activities actually began in the 1960s, as divisional public service librarians gave bibliographic lectures to upper-division classes on demand. In 1970 Eastern Michigan University became one of the first institutions in the nation to receive a grant under the College Library Program, sponsored by the Council on Library Resources and the National Endowment for the Humanities,¹ for the purpose of helping the library become more actively involved in the educational program. As a result of this \$50,000 matching grant, a five-year "Library Outreach Orientation Program" was initiated for orienting and instructing undergraduate students in the use of the library. By September 1970 personnel were appointed to direct the program. Preparations for planning and implementing the program included on-site visits to two institutions already involved in library instruction and reviewing all existing literature on the subject.²

The program which resulted was successful. When the initial

¹Hereafter referred to as CLR-NEH.

²Hannelore B. Rader, Five-Year Library Outreach Orientation Program: Final Report, ERIC Document 115-265 (U.S. Educational Resources Information Center, 1975), p. 4.

five-year period was concluded and grant funds were expended, the library and university administrations were so convinced of the benefits of the program that it was continued with university funds.¹ The program led to the establishment of an Annual Conference on Library Orientation for Academic Libraries, held each spring on the campus of Eastern Michigan University, and Project LOEX (Library Orientation-Instruction Exchange), a national clearinghouse on library instruction activities housed in the Center of Educational Resources.²

Program Inputs (Resources)

Administrative support. Administrative support for this program of library orientation and instruction has been evident from the beginning to the present time. The Director of the Library prepared the grant proposal which was submitted to the Council on Library Resources in June of 1970 requesting funds for support of the program,³ and the university administration provided the matching funds necessary to receive the grant. Later, the Director of the Library was appointed the Dean of Academic Services of the University, and he carried his support for library instruction into this important office. The present Director of the Library (now called Director of the Center of Educational Resources) came to Eastern Michigan University with little knowledge of library instruction. However, he became convinced of its importance and is supportive of the program. Evidence of his support was provided by his agreement to continue the program at the expense of the regular budget of the Center of Educational Resources following the expiration of the CLR-NEH grant.

¹Ibid., p. 12.

²Ibid., pp. 12-13.

³Ibid., pp. 15-23.

Furthermore, the position of Orientation Librarian has been continued during the past three years in the face of budgetary constraints which have necessitated a reduction in the size of the library staff.¹ _____

Financial support. The program was originally financed by a CLR-NEH grant of \$50,000 which was matched by the University. These funds were expended over a five-year period ending in 1975 and were used mainly for personnel expenses involved in staffing the new position of Orientation Librarian. These expenses are now assumed entirely by the Center of Educational Resources. It should also be pointed out that the total instruction program involves other expenses over and above those required for the position of Orientation Librarian. These include the costs of preparing numerous bibliographic guides and other instructional helps, as well as a portion of the salaries of the divisional librarians who participate in library instruction as part of their regular duties.

Personnel. Approximately seventeen librarians participate in various aspects of the instruction program. This number includes the Orientation Librarian, who works full-time in instruction and is in charge of the freshman level of the program, and fifteen divisional librarians, who conduct library instruction sessions mainly for upper-level students as part of their duties. The Associate Director for Public Services of the Center of Educational Resources coordinates the program. Other personnel related to the program include the director of Project Loex, faculty members whose classes utilize library instruction,

¹Interview with Dr. Fred Blum, Director of the Center of Educational Resources, Eastern Michigan University, 12 May 1977; letter from Pamela Reeves, Associate Director for Public Services, Center of Educational Resources, Eastern Michigan University to the author, 5 May 1978.

and support staff.¹

Other resources. The Center of Educational Resources serves well as a facility for library instruction. It is equipped with ample instructional accommodations such as classrooms, seminar rooms, and facilities for media production and utilization. Most library instruction sessions are held in the Center, although a few are conducted in regular classrooms.²

Program Organization

Goals and objectives. The original objectives of the program, as stated in the CLR-NEH grant proposal, were as follows:

1. To assure every student at Eastern Michigan University the opportunity to understand basic library resources and their uses in the facilitation of his learning.
2. To explore methods for achieving the greatest understanding of basic library resources.
3. To identify for the teaching faculty the contributions librarians are prepared to make to the students' learning, and to encourage their working together to achieve this goal.
4. To demonstrate the role librarians can play in the motivation of students.³

It seems clear from these objectives that the overall purpose of the program is concerned with more than the mere impartation of skills which students need in order to complete their courses. Rather, it is concerned with the role of library resources in the learning process and the cooperative efforts of teachers and librarians in the facilitation of students' learning. However, the objectives were stated in general

¹Ibid.; interview with Hannelore Rader Delgado, Coordinator of the Education and Psychology Division, former Orientation Librarian, Center of Educational Resources, Eastern Michigan University, 13 May 1977.

²Rader, Five-Year Program, p. 6.

³Ibid., p. 19.

rather than specific or measurable terms.

During the final year of the five-year grant program, a new set of bibliographic instruction objectives for all undergraduate students was formulated. Three levels of instruction were included, and under each level the instructional objectives were stated in quite specific--although not measurable--terms. The three levels were (1) orientation to the facilities and services of the Center of Educational Resources, (2) instruction in the use of basic search tools, and (3) instruction in how to plan and implement an efficient search strategy using resources appropriate to the discipline involved.¹

Organizational structure. During the first three years of the program's existence there was a great deal of experimentation with organizational patterns and personnel. At the beginning, the Director of the Library was designated Program Director, while the Associate Director for Public Services was Program Coordinator. Two "Orientation Librarians" were appointed under these administrators to carry out the work of the program, with the assistance of a half-time secretary. In the second year, it was felt that one Orientation Librarian, along with the assistance of a full-time secretary and student help, was more efficient. Beginning with the fourth year, the one Orientation Librarian was also designated the Program Director.² Thus, the organizational structure was simplified as the program developed.

After the expiration of the five-year grant period, an organizational pattern was assumed which has become fairly typical of library instruction programs. That is, the program came under the control of

¹Ibid., pp. 161-63.

²Ibid., pp. 13, 24.

Public Services, with the Associate Director for Public Services serving as coordinator of all library instruction activities. These include the work of the Orientation Librarian at the freshman-sophomore level, and that of the divisional librarians, who are responsible for instruction at the junior-senior and graduate levels.¹ As mentioned above, the public service or reference librarians are organized into four subject divisions: Education and Psychology, Humanities, Science and Technology, and Social Sciences. All four are housed in the Center of Educational Resources, which facilitates the coordination of their instructional activities. This distinctive divisional structure was described by the former Director of the Library as the "soundest basis of support" for the instruction program.² Figure 3 is an organization chart of the Center of Educational Resources, showing the Orientation Librarian and the divisional librarians under the supervision of the Associate Director for Public Services. An Instruction and Services Committee within the Center also helps in coordinating and communicating the program's activities.

In line with the program's original concept as an outreach service, librarians have taken the initiative in contacting the faculty and communicating the program's objectives. In the beginning, the Orientation Librarians made personal visits to all academic department heads and to most deans and associate deans to publicize the program. Next, they identified all instructors who were teaching courses that might lend themselves to library instruction and arranged personal visits with each of them. During the first year 171 such visits were made. Most

¹Letter from Pamela Reeves to the author, 5 May 1978.

²Letter from A. P. Marshall, Professor of Library Service, former Director of the Library, Eastern Michigan University, to the author, 11 May 1978.

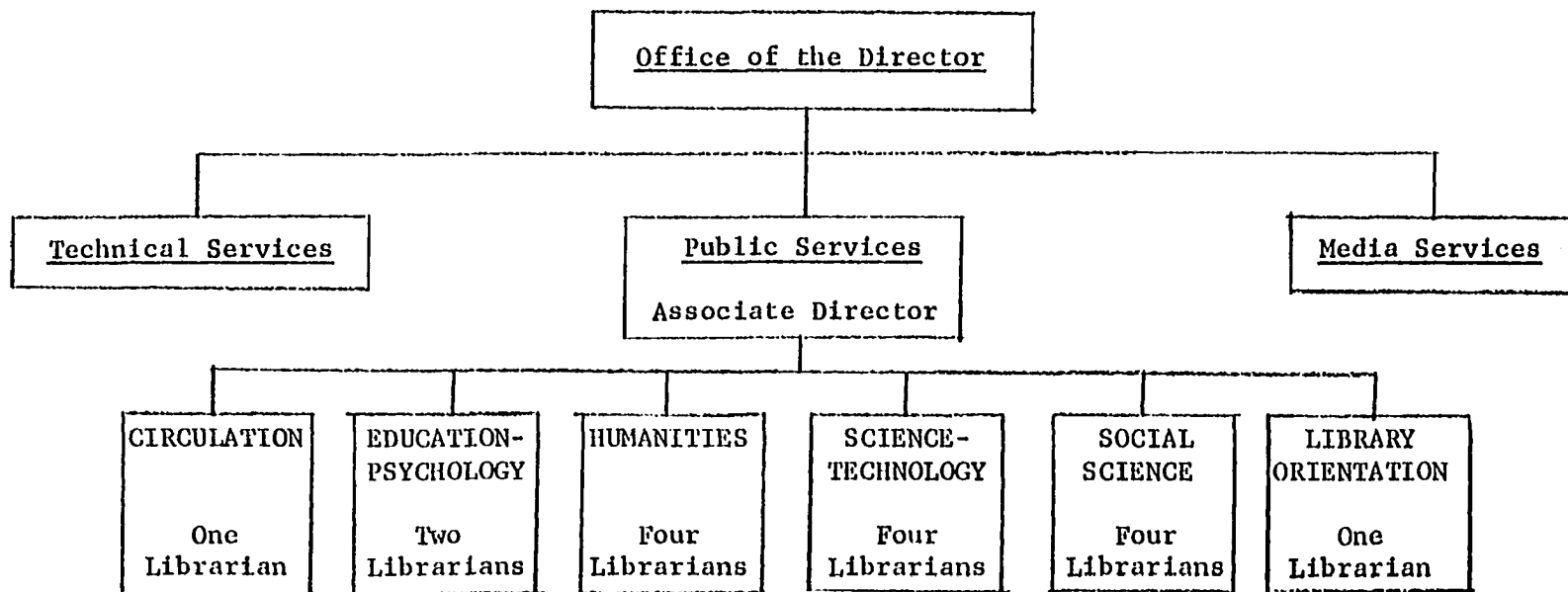


Figure 3. Organization chart, Center of Educational Resources, Eastern Michigan University. Information for this chart provided by Pamela Reeves, Associate Director for Public Services.

instructors were receptive to the program and, as a result, library instruction sessions were conducted for 148 classes involving 2,569 students the first year.¹ While the program has been publicized through student organizations and other agencies on campus, librarian contacts with the faculty continue to be the chief means of communicating the program and its services.²

Library technology (operations). As long as the Orientation Librarians were employed with grant funds, the program did not adversely affect other library operations. In recent years, however, in order to retain the Orientation Librarian on the staff in a period of budgetary constraints, it was necessary to transfer a librarian from the Education and Psychology division to the Orientation position, thus reducing the size of the staff in that particular division.³

Human-social aspects. Although the program has been successful as a whole, there have been a number of problems in the human-social aspects of the organization. One of the chief problems has been a lack of consistent leadership throughout most of the program's existence. Mention has already been made of the experimentation with organizational patterns and personnel during the early years of the program. At first, the Director of the Library served as Program Director; then, the Orientation Librarian assumed this role. Finally, the program came under the supervision of the Associate Director for Public Services. This situation was complicated by the change in the directorship of the Center

¹Rader, Five-Year Program, p. 5.

²Letter from Pamela Reeves to the author, 5 May 1978.

³Ibid.; interview with Hannelore Rader Delgado, 13 May 1977.

of Educational Resources in the midst of the program. Furthermore, due to the budgetary and fiscal problems of the past few years, the program probably has not received as much attention from the Center's top administrative officers as it normally would have. The former Director of the Library commented on the need for consistent leadership as follows:

Any new program of this sort requires continuous administrative guidance. New staff come and go, and those who were luke warm about it have waning interest. Staff interests need continuous reinforcement.¹

A second problem area has to do with relationships among members of the professional library staff. In the early years, there was a problem of coordinating the work of the Orientation Librarians with the instructional activities of the divisional librarians. Some librarians refused to support the program,² and "it took two years, improved communication between librarians and administration, and patience to overcome such problems."³ There is also some evidence that labor problems among the staff in recent years, related to such matters as staff unionization and fiscal constraints, may have contributed to a climate which was not conducive to maximum effectiveness in a new program.⁴ Of course, problems of staff relationships are often indicative of the problem mentioned in the above paragraph--a lack of consistent, strong leadership.

In spite of these problems, the program has been successful. It is evident that the librarians who have worked in instruction have had both the ability and the commitment necessary to make the program succeed.

¹Letter from A. P. Marshall to the author, 11 May 1978.

²Letter from Hannelore Rader Delgado to the author, 9 December 1976.

³Rader, Five-Year Program, p. 13.

⁴Interview with Dr. Fred Blum, 12 May 1977.

Relationships of the librarians with the faculty have generally been excellent with regard to the program. Efforts of the librarians to convince the faculty of the importance of library instruction have been successful. While some faculty members refuse to have anything to do with the program, the majority have been cooperative. For example, in the winter term of 1975, 92 percent of the freshman English faculty cooperated with the program.¹ The librarians hold faculty status with rank.

Program Outputs (Services)

Shortly after the program was initiated, the Orientation Librarians decided to concentrate their efforts on course-related and assignment-related instruction. The chief method of instruction developed was called the "library session." In addition, a large number of instructional materials were created to supplement the library sessions.

Library sessions. In order to demonstrate that a new approach to library instruction was being attempted, it was decided to restructure the old "library tour" or "library lecture" into what was called a "library session." The intent was to combine library orientation with instruction in the use of basic information sources, such as the card catalog, the periodical indexes, and major reference books. Each session was planned with the help of the class instructor, so that it might be in keeping with course objectives. The use of a "search strategy" technique in doing library research was emphasized, and students were given printed examples of search strategies on various topics. The sessions utilized a variety of instructional methods, including the lecture, discussion, team teaching, and question-answer.² All sessions were held

¹Rader, Five-Year Program, p. 13.

²Ibid., p. 6.

during actual class time and, usually, at the point in the course when the students were ready to begin their library work.

The Orientation Librarians normally have conducted library sessions in connection with freshman English classes and other lower division courses. The subject-division librarians normally have conducted sessions with upper division courses and, in some cases, graduate level courses. Table 1 indicates the growth in the number of library sessions given from 1969-70, the year before the formal program began, through the year 1976-77.

TABLE 1
TOTAL LIBRARY SESSIONS, 1969-1977

Academic Year	Sessions by Orientation Librarians	Sessions by Division Librarians	Total Sessions
1969-70*		141	141
1970-71*	148	170	318
1971-72*	124	164	288
1972-73*	101	159	260
1973-74*	142	174	316
1974-75*	139	162	301
1975-76**	158	179	337
1976-77**	178	182	360

*Rader, Five-Year Program, p. 27.

**Figures provided by Pamela Reeves, Associate Director for Public Services, Center of Educational Resources, Eastern Michigan University.

As indicative of the number of students reached by these sessions, during the year 1976-77 the 178 sessions presented by the Orientation

Librarian were attended by 3,511 freshman and sophomore students. The 182 sessions given by the divisional librarians were attended by 2,243 students at the junior-senior level and 2,107 at the graduate level. Thus, a total of 7,861 students was reached in 1976-77.¹

Instructional materials. The program has created a series of successful bibliographic "study guides" to various subjects which are in demand as research topics. Their purpose is to guide the student to the most helpful indexes and tools for information on the particular topic. At the close of the five-year grant period, sixty-eight such guides had been developed on subjects from Advertising and Aging to Witchcraft and Women. A large number of other general orientation aids, transparencies, tests, and worksheets have also been developed.

In addition, a twenty minute automated slide-tape introduction to the Center of Educational Resources was prepared by the Library Orientation Office in cooperation with Media Services and the Speech Department. It is available in the lobby of the Center for the use of students as well as visitors.²

Program Evaluation and Feedback

Attempts to achieve some kind of formal evaluation and feedback have been a part of this library instruction program from its beginning. During each year of the five-year grant period, student reactions to the library sessions were solicited to determine if the sessions were accomplishing their purpose and to obtain feedback for improving them. The responses indicated that 74 percent of the students liked the way

¹Letter from Pamela Reeves to the author, 5 May 1978.

²Rader, Five-Year Program, pp. 6-7.

the sessions were presented, while another 21 percent were somewhat satisfied with them. A large majority of the students (85 percent) felt more confident in using the library after the sessions. Furthermore, students were asked if the library sessions helped them with their assignments, and 88 percent responded in the affirmative. Students also were given opportunity to indicate which information sources or areas of the library they felt needed further clarification, and to make any other suggestions to improve instruction.¹

The participating faculty likewise have been asked to evaluate the program each year. At the close of the five-year grant period, a questionnaire was directed to ninety-nine faculty members who had been involved in the program, forty-eight of whom responded with the following results: 92 percent felt that their students were more confident in using the library after a library session; 73 percent felt that their students produced papers with better documentation after library instruction; 92 percent had become more aware of and more familiar with library resources because of the program; and 98 percent favored the continuation of the program.²

As another means of evaluation, public service librarians kept a record of the number and types of reference questions asked by students during the first five years of the program. They noted that students increasingly asked questions of more substance during this period. While the total number of reference questions increased from 81,085 in 1969-70 to 99,080 in 1974-75, questions involving a search of literature for information increased during the same period from 3,418 to 12,598.³

¹Ibid., pp. 5-6.

²Ibid., p. 7.

³Ibid., p. 11.

Such evaluative methods are beneficial in determining attitudes toward the program. Student responses and suggestions from the faculty have been helpful in deciding what elements to include in the instructional library sessions. They do not, however, measure what the students have learned or what they are able to do as a result of this instruction. Until the program objectives are stated in measurable terms, it will be difficult to evaluate accurately the degree to which the objectives are being reached.

University of Kentucky

The University of Kentucky in Lexington serves a student body which numbers approximately 22,000 annually, of which some 17,000 are undergraduate students and 4,000 are freshmen. The University Libraries consist of the main library and fourteen branch libraries. The total collections contain over 1,500,000 volumes, along with extensive micro-text holdings. The Margaret I. King Library, the main library, was constructed in 1963 with an addition completed in 1974. It houses more than 1,200,000 volumes and serves undergraduate as well as graduate students. Graduate students are at both the master's and doctor's degree levels.

A library instruction program was begun in the fall of 1974 as the result of a grant received from the Council on Library Resources and the National Endowment for the Humanities (CLR-NEH). A librarian was employed and appointed Head of Instructional Services with responsibility for developing the program. During the first year, 1974-75, plans were laid for a "total instructional program" for the entire student body, and the first or freshman level of that program was implemented. Early

in the fall semester, several planning sessions were held with the Director and other representatives of the Freshman Composition Office. An "Ad Hoc Committee on Bibliographic Instruction to Freshman English Students" was formed to provide input from the library staff. After a set of objectives was developed, the Head of Instructional Services, with the help of four graduate assistants, spent two and one-half months preparing instructional units to meet the objectives. These units were approved by the Freshman Composition Office and offered as a pilot program to thirteen freshman composition classes during the last week in February and first week in March, 1975. The pilot was successful, and it was decided to include these units of library instruction in the course syllabus for future English composition classes.¹ This level of the program was fully implemented in the fall semester, 1975, as plans for the second and third levels of library instruction were being developed.

Program Inputs (Resources)

Administrative support. Administrative support for this program of library instruction has been indicated in several ways. The grant proposal which was submitted to the Council on Library Resources in 1974 stated that "the University of Kentucky Libraries administration is committed to an on-going program of library instruction and simultaneous programs are being developed to complement this proposal."² The University

¹University of Kentucky Libraries, "First Annual Progress Report to the Council on Library Resources and the National Endowment for the Humanities for the Year August 1, 1974 - June 30, 1975," Lexington, Kentucky. (Mimeographed.)

²University of Kentucky Libraries, "College Library Program - Second Draft" (proposal submitted to the Council on Library Resources), Lexington, Kentucky, 12 March 1974. (Mimeographed.)

administration indicated its support by providing the matching funds necessary to receive the CLR-NEH grant. The person who was appointed the program's first director pointed out that "the library administration here was firmly committed to the idea of incorporating the library more fully into the university's instructional process even if we had not received the grant funding."¹ The fact was substantiated in that the first director actually was employed and added to the staff in the summer of 1974, a couple of months before the grant was approved.² The library administration considers library instruction a permanent part of the library's public services, although it has not been determined how the program will be funded and structured after the expiration of the CLR-NEH grant in 1979. The Associate Director of Libraries stated that she believes library instruction will grow in importance at the University of Kentucky and that such instruction will rely more on multi-media methods in the future.³

Financial support. The library instruction program has been supported by a five-year, CLR-NEH grant of \$50,000, which was matched by an equal amount from the University. Most of these funds have been used for the salaries of the additional personnel who have been employed to work in instruction. However, this funding does not cover all activities of the instructional program. Several of the reference librarians prepare bibliographic guides and lectures for courses in a variety of subject

¹Letter from Larry Greenwood, Head of Instructional Services, University of Kentucky Libraries, to the author, 10 December 1976.

²Interview with Larry Greenwood, 10 October 1977.

³Interview with Ruth Brown, Associate Director of Libraries, University of Kentucky, 11 October 1977.

fields as part of their normal responsibilities, supported through the regular library budget. In addition, printing costs for bibliographic guides and workbooks are usually absorbed by the regular budget--or, as is the case with the freshman English level of the program, paid for by the students who use them.¹ Thus, the total cost of the program is difficult to determine, since much of the instruction is integral to the work of the Reference Department.

Personnel. At the present time, the library instruction program is the responsibility of the Reference Department of the M. I. King Library, the main university library, and six of the seven professional librarians in the department participate in its activities. The Head of Reference supervises and coordinates the entire program. One librarian works full-time in instruction and is in charge of the freshman English level of the program. The other four members prepare bibliographic research guides and present course-related bibliographic seminars and lectures in a variety of subject fields, in addition to their regular reference work.² Other personnel related to the program include the freshman English faculty, who have given advice regarding the preparation of the library units, graduate teaching assistants in classes of freshman composition and business English, professors in advanced courses which use bibliographic instruction, student library assistants, and support staff. In the early years of the program, as the library instruction component of freshman English was being developed, the full-time instruction

¹Letter from Charles R. Timberlake, Reference Librarian, University of Kentucky Libraries, to the author, 17 March 1978.

²Interview with Patricia Renfroe, Head of Reference, University of Kentucky Libraries, 10 October 1977; letter from Charles R. Timberlake to the author, 17 March 1978.

librarian was aided by additional professional and student assistants.

Facilities. The M. I. King Library, which was opened in 1963, is typical of many large, research-oriented university libraries, in that undergraduate students need instruction just to be able to find their way through the building and its collections. The M. I. King Library North building was added in 1974 and connected to the original building by an enclosed passageway. The new addition includes office space for instructional services and an area where classes may be brought for instruction.

Program Organization

Goals and objectives. In the grant proposal submitted by the University of Kentucky Libraries to the Council on Library Resources, it was stated that the purpose of the request for funds was to employ a librarian, designated the "Library Services Coordinator," who would head an "Instructional Services Department." It was further stated that the overall objective of this department was

to plan, design, develop, and coordinate programs and activities to apply the library resources of the University to the information needs of the academic community in the social sciences and humanities, with emphasis on undergraduate needs.¹

This general objective was accompanied by a set of specific objectives and functions of the department. The grant proposal also stated that during the first year of the program, the academic areas of history, philosophy, classics, and literature would be given top priority by the new instructional services librarian (or Library Services Coordinator).²

However, when the instructional services librarian was employed

¹University of Kentucky Libraries, "College Library Program - Second Draft," Appendix A.

²Ibid., p. 1.

and had an opportunity to assess the needs of the student body for library instruction, he developed a somewhat different type of program than that which was originally envisioned.¹ This was termed a "total instruction program" and was characterized by:

integration of library instruction into the existing academic curriculum;

individualizing the instruction as much as possible by producing self-guided instructional packages;

graduating the instruction so that the lower-level students will receive enough instruction to meet their needs and receive more in-depth library instruction as they progress through their academic careers;

providing more instruction than a one-shot tour of the facilities;

very close cooperation with the teaching faculty who might be interested in working with us;

a methodology that will enable us to reach out to large numbers of students.²

Based upon these principles, four levels of need were identified with the intention that instructional programs appropriate to each level would be designed. The first level was that of the freshman students in second semester English composition classes--the point at which students first need to use library resources for a required term paper. The second level identified was the point at which students begin working in their major subject areas. The third level was that of upper-level students in advanced courses who need in-depth instruction for research purposes.³ The fourth level was the information needs of graduate students in thesis

¹Interview with Larry Greenwood, 10 October 1977.

²University of Kentucky Libraries, "First Annual Progress Report," p. 4.

³Ibid, pp. 5-6.

or dissertation research.¹ Although these levels of need were not stated as measurable objectives, they do represent a plan for progressive or sequential library instruction throughout the students' college years.

Organizational structure. In accordance with the objectives outlined in the CLR-NEH grant proposal, a librarian was employed in August 1974 and appointed head of a new "Instructional Services Department." While his work was closely related to that of the Reference Department, he was the head of a separate department and reported directly to the Associate Director of Libraries. This structure remained in effect for three years.²

At the beginning of the year 1977-78, instructional services ceased to exist as a separate department and was assigned to the Reference Department. At the same time, the librarian who had served as Head of Instructional Services was transferred to another department of the University Libraries. After three years, the library administration felt that instructional services had been firmly established and would henceforth operate effectively as part of the Reference Department. Also, by this time the Reference Department had new administrative leadership and was ready to accept instructional services under its supervision. The transfer of the Head of Instructional Services into another department apparently was unrelated to this change in organizational structure.³

¹University of Kentucky Libraries, "Second Annual Progress Report to the Council on Library Resources and the National Endowment for the Humanities for the Year July 1, 1975 - June 30, 1976," Lexington, Kentucky. (Mimeographed.)

²A rare example of library instruction as a separate department.

³Interview with Larry Greenwood, 10 October 1977; interview with Ruth Brown, 11 October 1977.

Under the present structure, the Head of Reference serves as the coordinator of all library instruction activities. As indicated above, one librarian in the department works full-time in instructional services as director of the freshman English level of the program, while four others spend a part of their time presenting bibliographic lectures and seminars for courses in a variety of subject fields. Figure 4 is an organization chart for the University of Kentucky Libraries, showing the relationship of instructional services to the Reference Department.

Library technology (operations). One of the main reasons for the establishment of a separate Instructional Services Department at the beginning of the program was that the Reference Department at that time did not want to accept responsibility for library instruction. After three years, a change in the administrative leadership of the Reference Department made it possible to assign instructional services to that department.¹ There have been very few other changes to date in library operations as a result of the program, since the additional personnel required have been employed from CLR-NEH grant funds.

Human-social aspects. The people who have worked in the program since it was organized in 1974 apparently have been capable and dedicated, since various parts of the program have been successful in reaching large numbers of students. There has been, however, a problem of maintaining consistent leadership. It has already been mentioned that supervision of the program was transferred to the Head of Reference at the beginning of the 1977-78 year. Furthermore, a new head of the Reference Department was appointed for 1978-79, and there also was to be a new

¹Ibid.

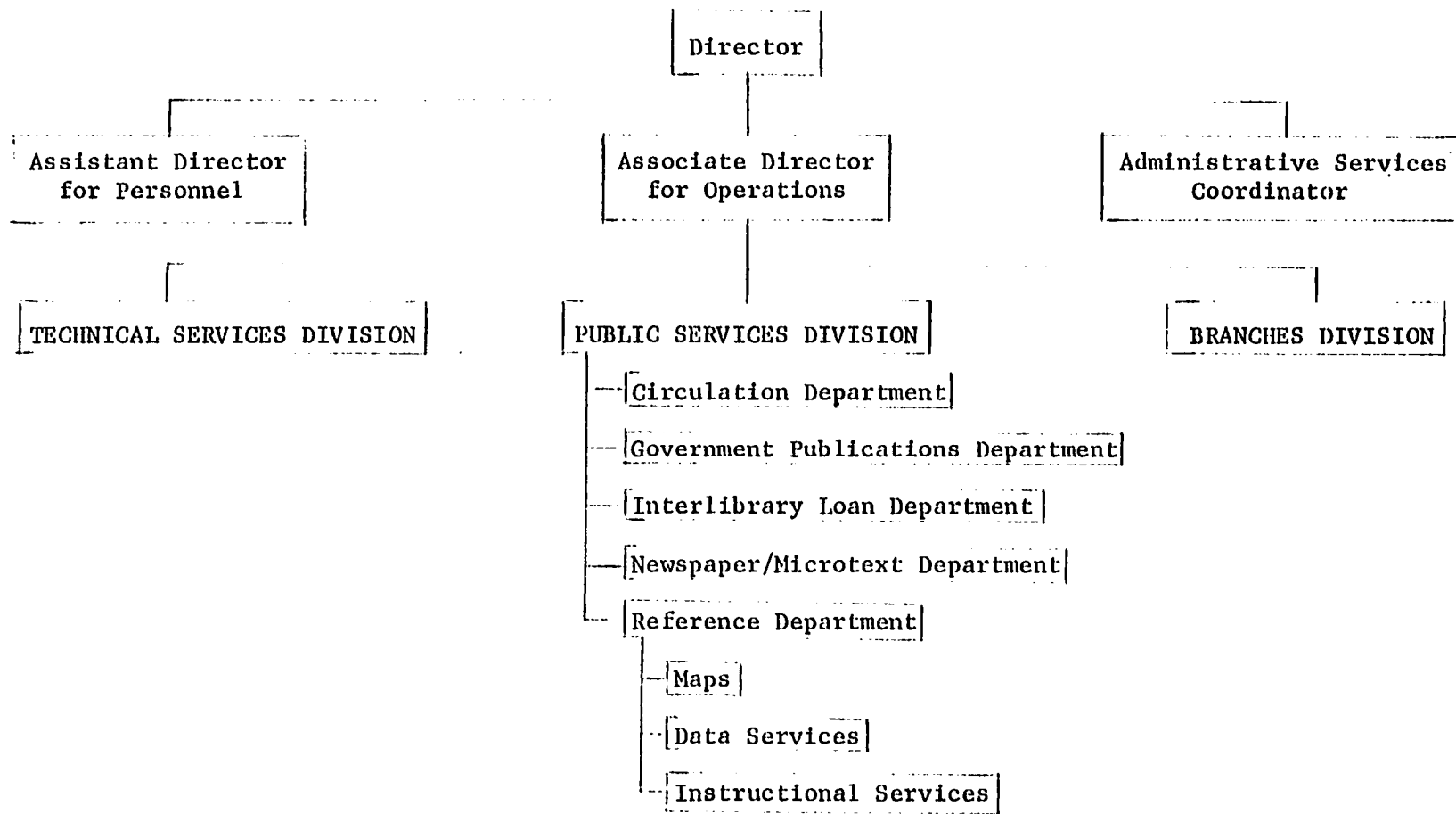


Figure 4. Organization chart, University of Kentucky Libraries. Information for this chart provided by Ruth Brown, Associate Director of Libraries.

instructional services librarian for the freshman level of the program.¹

Relationships among the professional staff members of the University Libraries regarding the instruction program generally have been good. During the first couple of years following the establishment of the Instructional Services Department, there were some in-house jealousies resulting from the putting of new funds into a new department when other departments felt they could be more adequately supported, but these conflicts were minimal.²

Relationships of the instructional librarians with the faculty have also been good. There have been some minor logistical problems in scheduling library instruction sessions for more than eighty English 102 classes each year. Furthermore, the instructors of these classes, most of whom are graduate teaching assistants, represent a wide range of abilities and backgrounds, and, as a result, some instructors place more emphasis on the library units than others. A problem with some teaching assistants has been "instilling in them a sense of trust toward those of us in the library with whom they must work."³ Nevertheless, the freshman level of the program has been successful and continues to make progress.

Program Outputs (Services)

First level. The first level of the program was developed to meet the need of freshman students to use library resources for a required term paper in the second semester English composition course (English 102).

¹Letter from Ruth Brown to the author, 6 June 1978.

²Interview with Larry Greenwood, 10 October 1977.

³University of Kentucky Libraries, "Second Annual Report," p. 10.

As originally developed, this level of the program included an orientation tour of the main library in English 101, followed by the library instruction units in English 102. The full program in English 102 was implemented by a pretest, three instructional units, and two post-tests. The instructional units covered the use of basic reference books, the card catalog, periodical and newspaper indexes, and the utilization of "search strategy" techniques. A manual or workbook entitled The Taming of the Dinausaur was created to accompany the units. The English instructors administered the pretest, instructional units, and post-tests during several regular class periods. Then, each class was brought to the library for an instructional work session conducted either by librarians or trained graduate assistants (often graduate library science students). The work sessions were conducted immediately after the students had selected their term paper topics.¹

This program was somewhat modified for the 1977-78 year. First, the orientation tour in English 101 was discarded. Then, in response to suggestions from the English instructors for a more simplified version of the library skills manual, The Taming of the Dinausaur, a new manual entitled The Library Research Survival Manual was developed, and all freshman English students were required to purchase a copy.² In order to gain better coordination of efforts from the instructors (teaching assistants), a new handbook entitled Teaching Undergraduate Library Research at the University of Kentucky was prepared and given to all English 102 instructors. It explains the library instruction program for freshmen

¹Ibid, pp. 4-6.

²Interview with Patricia Renfroe, 10 October 1977.

and contains all materials related to it. In addition, three instructional videotapes on the use of periodicals and periodical indexes were prepared and made available for classroom showing.¹

The first level of the program reached 3,452 students in 1975-76 and 4,534 students in 1976-77. This increase was due to an expansion of first level instruction to include introductory Business English classes.²

Second level. The second level of need was defined as that time when students are beginning their major work in a subject field and need to use the basic library resources in that field. The first effort at this level was the cooperative work of a history professor and the Head of Instructional Services in writing an instructional unit entitled "How Do You Spell Bismarck?" The unit instructed two hundred students in an introductory history of Europe class in the use of nine basic library tools which are necessary for getting into the literature of that field.³

Third level. The third level of the program is concerned with advanced or upper-level students who need in-depth library instruction for research purposes. This level is covered by the reference librarians by means of bibliographic lectures and seminars in various subject fields. Subject areas and courses covered are determined either by the expertise and interest of individual reference librarians in certain subjects or in response to requests from professors. Areas with substantial coverage include anthropology, classics, history, journalism, political science,

¹Letter from Charles R. Timberlake to the author, 17 March 1978.

²University of Kentucky Libraries, "Third Annual Progress Report to the Council on Library Resources and the National Endowment for the Humanities for the Year July 1, 1976 - June 30, 1977," Lexington, Kentucky, pp. 2, 17. (Mimeographed.)

³University of Kentucky Libraries, "Second Annual Report," pp. 13-14.

psychology, social work, and statistical methods.¹ A Library Seminar Series, composed mainly of annotated bibliographies to be used as guides to research in various subjects, is being developed to accompany this advanced level of course-related instruction.

Fourth level. This level of instruction is concerned with the library needs of graduate students in thesis or dissertation research. The formal program has made no concerted effort as yet at this level of instruction. However, reference librarians in both the main and branch libraries frequently provide such instruction on request.

Program Evaluation and Feedback

The first level of the program has been formally evaluated each year. The main purpose of this evaluation has been to determine attitudes and feelings of the students and their instructors toward library instruction. That is, do they feel this instruction has been effective in preparing the students for library research? The evaluation also has served to point out the kinds of library materials which present the greatest difficulty for the students, thus suggesting areas of instruction where more attention is needed.

After the first full year of the program, all English 102 classes and their instructors were given opportunity to complete the evaluation forms. In later years, the forms were administered to a sample of English 102 and Business English 203 classes.² The responses received from both students and instructors have been very positive regarding the

¹Interview with Patricia Renfroe, 10 October 1977.

²University of Kentucky Libraries, "Second Annual Report," pp. 6-12; "Third Annual Report," pp. 6-15.

effectiveness of the program. For example, in one year 94 percent of the students and 88 percent of the instructors thought that the whole library instruction sequence should be continued as part of freshman English.¹ The usefulness of this evaluation as feedback for changing or improving the program was realized in the modifications, mentioned above, which were made at the beginning of the 1977-78 year.

There has been no formal evaluation of the upper levels of the program, except where individual classes may have included library instruction as part of the total course evaluation. However, there are indications that the upper levels have not developed as rapidly as expected. In the program's third annual progress report, it was pointed out that levels two and three showed a decrease in the number of students reached in 1976-77 over the previous year. The report stated that "getting the library involved in providing instruction to upper level classes has been a slow process."² The reference librarians who are responsible for upper-level instruction suggested that they were meeting just about as many classes as possible, and they did not believe the program could be increased significantly without additional reference librarians.³

A comparison of the number of students reached by the various levels is revealing. In 1976-77 the first level of instruction involved 4,534 students, while levels two and three involved 157 and 322 students respectively.⁴ In conclusion, while the plan for four progressive levels

¹University of Kentucky Libraries, "Second Annual Report," pp. 8, 12.

²University of Kentucky Libraries, "Third Annual Report," pp. 2-4.

³Interviews with Molly Sandock and Alexander Gilchrist, Reference Librarians, University of Kentucky Libraries, 10 October 1977.

⁴University of Kentucky Libraries, "Third Annual Report," p. 17.

of library instruction is well-conceived, up to the present time only the first level has succeeded in reaching very many students.

The University of Texas at Austin

Undergraduate Library

The separately housed undergraduate library on the large university campus is a post-World War II development in academic librarianship. It grew out of the belief that large university libraries of the mid-twentieth century increasingly were emphasizing research and graduate education at the expense of undergraduate instruction. Irene Braden, in her 1965 study of the first six undergraduate libraries, identified several specific services of this type of library, one of which was the instruction of undergraduate students in the use of the library. She commented on this service as follows:

The undergraduate library was to serve as an instructional tool. It was envisaged as a workshop in which the undergraduate could learn on a relatively small scale those library skills which could later be applied to larger and more complex collections. The staff was seen as having a teaching function as one of its most important tasks.¹

Yet, Passarelli and Abell discovered in 1974 that very few undergraduate libraries were actually conducting active library instruction programs.²

The Undergraduate Library of The University of Texas at Austin was opened in the fall of 1963 in a new building designed to meet the needs of undergraduate students. It is a unit of the General Libraries of the University, which include the Perry-Castañeda Library (the main library), the Undergraduate Library, fifteen branch libraries, and four

¹Irene A. Braden, The Undergraduate Library (Chicago: American Library Association, 1970), p. 3.

²Passarelli and Abell, pp. 117-18. (Full reference given above on page 32.)

special collections. The total book holdings of the General Libraries number in excess of 3,000,000 volumes, while the Undergraduate Library holds approximately 140,000 volumes. The university enrolls more than 40,000 students each year, of which about 33,000 are undergraduates and 8,000 are freshmen. With the completion of a new main library building in 1977, the Undergraduate Library was designated to serve primarily lower division undergraduate students, while the main and branch libraries will serve primarily upper division undergraduate and graduate students.

A successful library instruction program was begun in the Undergraduate Library in the fall of 1975. Prior to that time library use instruction was not actively promoted by the library, even though this is generally accepted as a primary function of an undergraduate library. Following the arrival of a new Head Librarian in the Undergraduate Library in July 1974, the development and implementation of an instruction program was made one of the library's chief goals.¹ Shortly thereafter, the General Libraries administration appointed a User Education Committee and charged it with the task of formulating a comprehensive program of user education for the entire General Libraries.

In May 1975, members of the Undergraduate Library professional staff met with the university's Freshman English Policy Committee to suggest integrating library instruction into the required freshman English courses. As the result of this and subsequent meetings, a program was implemented in the fall semester of 1975. It was designed to cover the entire year of required freshman English, with the first semester devoted

¹Letter from Jay Martin Poole, Head Librarian, Undergraduate Library, The University of Texas at Austin, to the author, 3 September 1977.

to library orientation and the second to instruction. The instruction portion was planned to span the entire semester and was closely integrated with the contents of the course. The program was immediately successful, as it enabled the Undergraduate Library staff to reach approximately 8,000 freshmen with course-related library instruction.¹

Program Inputs (Resources)

Administrative support. The program of library instruction is strongly supported by the Head Librarian of the Undergraduate Library. When he was appointed to this position in 1974, it was understood that one of his major responsibilities would be the development of instruction services.² Since he had previous experience in library instruction, he was eager to institute such a program.

Support from the General Libraries administration was implied by the appointment of a User Education Committee, mentioned above, which was charged in 1975 with formulating a comprehensive user education program for the entire General Libraries and the resulting document, published in 1977, which outlines the program in considerable detail and suggests a timetable for its implementation.³ However, actual support for the specific program which was developed in the Undergraduate Library has been more tacit than expressed, more passive than active. For example, the General Libraries administration has not seen fit to commit additional

¹The University of Texas at Austin, Undergraduate Library, "Status Report on Bibliographic Instruction Activities in the Undergraduate Library," Austin, Texas, June 1976. (Mimeographed.)

²Letter from Jay Martin Poble to the author, 3 September 1977.

³The University of Texas at Austin, The General Libraries, A Comprehensive Program of User Education for the General Libraries, The University of Texas at Austin (Austin, Texas, 1977).

personnel or funds in support of the program. On the other hand, the professional staff of the Undergraduate Library has been allowed freedom to develop the program with little or no interference from the General Libraries administration.¹ The Assistant Director for Public Services of the General Libraries voiced his approval of the program and stated that the General Libraries administration is committed to library use instruction for the entire academic community. However, he emphasized that this is only one of the many functions of an academic library and that he probably would not place as much emphasis on it as does the staff of the Undergraduate Library.²

Financial support. It has already been stated that no additional financial support has been granted the Undergraduate Library for the library instruction program.³ The program has been financed through the careful management of regularly budgeted funds and by a realignment of funds and personnel to reflect the new commitment to instruction.⁴

Personnel. There are six professional librarians on the staff of the Undergraduate Library. Since the arrival of the present Head Librarian in 1974, the opportunity to replace three departing librarians with librarians committed to, or supportive of, library instruction has been very beneficial to the development of the program. Three of the six

¹Interview with the professional staff of the Undergraduate Library, The University of Texas at Austin, 21 March 1977.

²Interview with Gary L. Menges, Assistant Director for Public Services of the General Libraries, The University of Texas at Austin, 22 March 1977.

³In effect, financial support for the Undergraduate Library decreased during the first two years of the program, since funding for student library assistants remained constant while wages increased.

⁴Interview with Jay Martin Poole.

librarians spend at least half of their time in instruction-related activities. Furthermore, all six serve at the reference desk and all participate in regular staff meetings at which the instruction program is continuously discussed and planned.¹

Other persons who participate in the program include the Freshman English faculty, graduate teaching assistants who serve as instructors for most Freshman English classes (of which there are approximately 150 each semester), and seven part-time library assistants who help in staffing the reference desk and in giving individual assistance to students. Most library assistants are students in the university's Graduate School of Library Science.²

Facilities. The Undergraduate Library occupies more than 120,000 square feet on four floors, with seating spaces for 2,000 students and shelf capacity of 175,000 volumes. It was functionally designed to enhance public services, with efficient floor arrangements and service patterns. With the beginning of the instruction program, the public services aspect was improved further by the use of attractive graphics for directions and locations, by installing reference telephones on the second and third floors so librarians can spend more time at the reference desk on the main floor, and by making basic reference books (dictionaries and encyclopedias) readily available on all floors. The reference-information area is easily identified and is staffed by professional librarians and/or trained library assistants during all hours the library is open (more than one hundred hours per week).

¹Interview with the professional staff of the Undergraduate Library.

²Letter from Jay Martin Poole to the author, 3 September 1977.

Program Organization

Goals and objectives. The goals and objectives of the library instruction program were developed in their entirety by the professional staff of the Undergraduate Library.¹ They were based on the philosophy that an academic library, in addition to making materials available, must assume an active teaching role. The general goal of the program is "to teach lower division students the basic library skills they need to make effective use of library resources throughout their undergraduate careers." This goal rests on the assumption that it is the responsibility of other units of the General Libraries to supplement this basic level of instruction with advanced instruction during the students' upper division years. The guiding principles for developing the program were (1) that library instruction is more effective if related to class assignments and (2) that formal instruction should be reinforced and supplemented in the library at the point of need.²

The specific objectives of the program were divided into "library orientation objectives" and "library skills objectives."³ The first of these is concerned with the students' knowledge of the physical location of facilities and materials within the Undergraduate Library, the procedures for using materials, and an awareness of the many other collections and libraries available on the campus. The "library skills objectives" are listed in the Freshman English Syllabus as follows:

¹Ibid.

²The University of Texas at Austin, Undergraduate Library, "Status Report."

³The University of Texas at Austin, Undergraduate Library, "Library Component, Freshman English Syllabus," Austin, Texas, Fall 1976. (Mimeographed.)

1. Students can plan and implement a "search strategy" that will lead them efficiently to the information they need in a logical progression from background to recent developments.
2. Students can find background information on a given topic in appropriate general and specialized encyclopedias or news digests. When using encyclopedias, they use the index to locate all references to a topic.
3. Students can make effective use of the card catalog.
4. Students can locate articles on a given subject using appropriate general and specialized periodical indexes.
5. Students consult librarians and instructors for assistance and suggestions whenever necessary.

These goals and objectives are substantially in accord with the comprehensive goals and objectives developed by the User Education Committee for all levels of the academic community as follows: lower division undergraduates, upper division undergraduates, graduate students, and faculty and professional staff. The comprehensive goals and objectives were published in 1977, along with a projected timetable for their implementation.¹ However, it should be pointed out that the Undergraduate Library instruction objectives were being implemented nearly two years earlier. Furthermore, at the time this program was analyzed in 1977, the Undergraduate Library was the only unit of the General Libraries which actually had developed a program of instruction. It will be interesting to see the kinds of programs which are implemented in the other units, if and when such implementation occurs.

Organizational structure. The professional staff of the Undergraduate Library is composed of the head librarian, four reference librarians (one of whom serves as assistant head librarian), and one librarian in collection development. The staff is basically devoted to public services, since all technical processes related to the ordering

¹The University of Texas at Austin, The General Libraries, A Comprehensive Program, pp. 25-41.

and cataloging of materials are handled by the technical services departments of the General Libraries. Furthermore, within the Undergraduate Library, circulation, reserve books, and the audio library are staffed by non-professional library assistants and clerks, thereby allowing the professional librarians to spend the majority of their time in reference or library instruction activities. Library assistants, most of whom are graduate students in library science, also help staff the reference desk.

In establishing the library instruction program, a few changes in the organizational structure of the Undergraduate Library were required. First, one reference librarian was named Instructional Program Librarian and allowed to spend about three-fourths of her time in instruction-related activities. Then, two additional librarians were directed to give one-half of their time to instruction. The accompanying organization chart shows the relationship of the reference librarians to the instruction program (Figure 5). All six librarians meet daily for discussion and planning, and all participate in the decision-making process.¹

Continuous communication between the librarians and the Freshman English Program is maintained chiefly by means of a subcommittee of that program composed of four English faculty members and the three librarians who work directly with the program. In addition, at the beginning of each semester the librarians meet with the instructors or teaching assistants of freshman English classes, and during the semester they meet at various times with sections of English 398T, a training course for new teaching assistants.²

¹Interview with the professional staff of the Undergraduate Library.

²Interview with Susan Burton, Instructional Program Librarian, Undergraduate Library, The University of Texas at Austin, 21 March 1977.

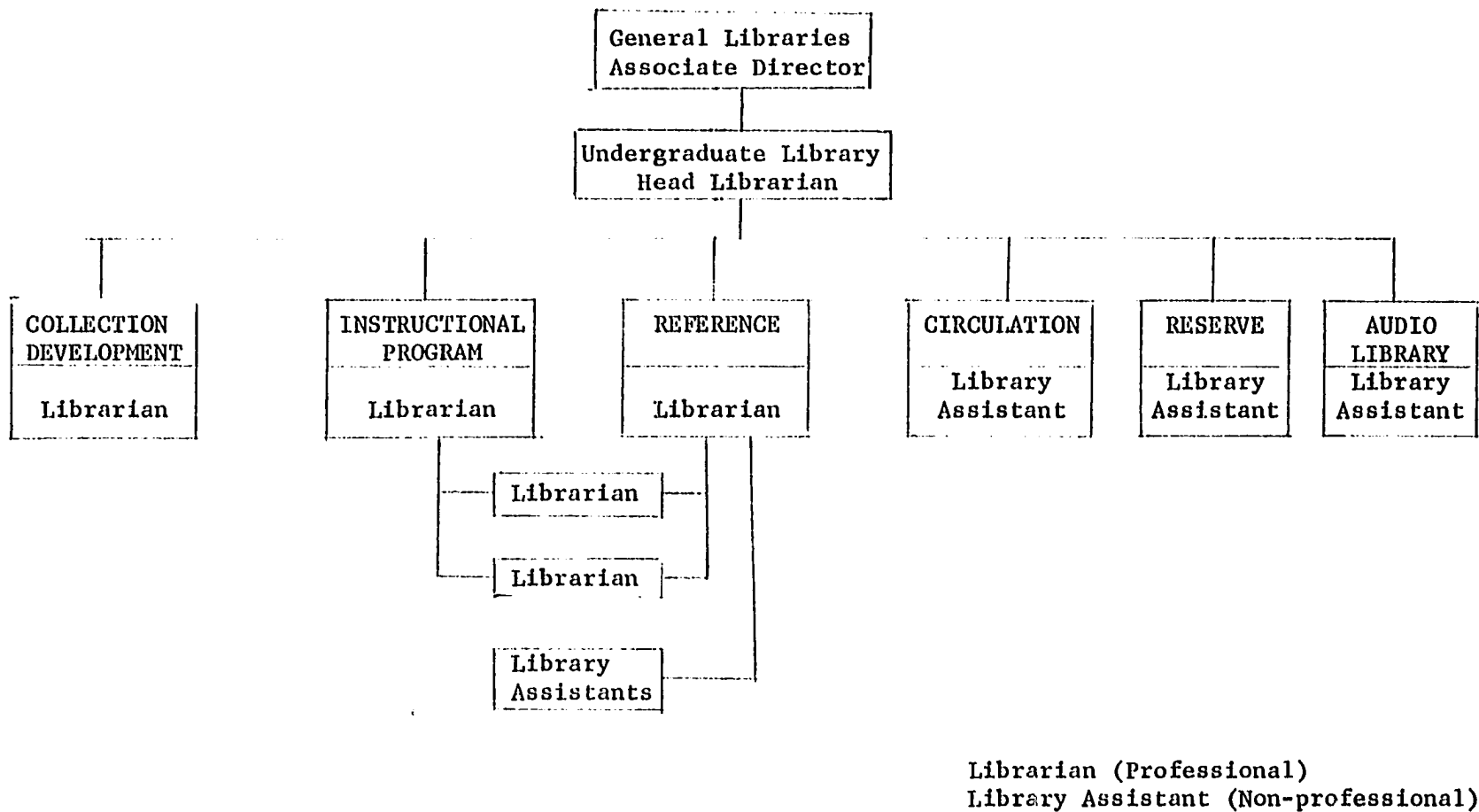


Figure 5. Organization chart, Undergraduate Library, The University of Texas at Austin. Information for this chart provided by Jay Martin Poole, Head Librarian, Undergraduate Library.

Library technology (operations). Since no additional personnel were provided for the library instruction program, there has been a considerable reordering of priorities, accompanied by a realigning of responsibilities, among the Undergraduate librarians to allow time for instructional activities. For example, various clerical tasks formerly performed by the librarians, such as filing catalog cards, were assigned to library assistants and clerks. In addition, reference duty on the second and third floors of the library was eliminated, so all librarians could serve at the main area. In exchange, telephones were placed in strategic places on these floors, thus allowing students with questions to call the main reference desk on the first floor. Finally, as the program developed, the librarians found that they were spending less time in leading tours and lecturing to groups and more time in providing reference service and instructing individual students. Reference service has increased greatly as a result of the program. There are times during the busy portions of each semester, when research papers and other library assignments are being completed, that three staff members are assigned to the reference desk at the same time. In fact, the volume became so great the chairs were removed from the desk and staff members remain on their feet in serving the students.¹

Human-social aspects. The human-social aspects of the instruction program have contributed to the program's success. All six professional librarians enthusiastically support the program and participate in the planning sessions. They see library instruction as a highly important function of an academic library--equally as important as developing the

¹Interview with Jay Martin Poole.

collections. They are a capable and dedicated group, willing to work hard in behalf of library instruction. In fact, the head librarian pointed out that on many occasions they have worked overtime, especially during the early stages of the program. The strong leadership role of the head librarian has been evident throughout the program's development. He exercised the authority necessary to get the program established even without tangible support from the General Libraries administration.¹

As stated above, all six librarians participate in daily planning and discussion sessions, and all participate in the decision-making process within the Undergraduate Library. They operate with the collegiality of a small faculty group (even though they do not hold faculty status).² The relationship between the librarians and the faculty and teaching assistants in the Freshman English Program has been excellent. The Director of the Freshman English Program indicated that he and his faculty have the highest regard for the librarians as professionals who are providing valuable educational service.³

It should be pointed out, however, that the enthusiasm among the Undergraduate librarians for the instruction program has not always been shared by librarians in other units of the General Libraries. Some have seemed to resent the attention and acclaim the program has brought to the Undergraduate Library staff, while others who work in the technical services departments have complained at times about the extra work required

¹Interview with the professional staff of the Undergraduate Library.

²Interviews with Jay Martin Poole and Susan Burton.

³Interview with Dr. James L. Kinneavy, Director of the Freshman English Program, The University of Texas at Austin, 21 March 1977.

to process additional materials needed in support of the program.¹

Program Outputs (Services)

The challenge which the Undergraduate Library faced in attempting to reach 8,000 freshman students with meaningful library instruction was a formidable one. Since one of the guiding principles was that library instruction should be related to class assignments, it was determined that the logical place for such instruction was the two-semester course in freshman English required of most first-year students. The task of designing a program was complicated by the fact that there are about 150 sections of freshman English each semester. Even with three of the six librarians devoting at least half of their time to instruction, there was not sufficient time to meet with and lecture to each of these classes. Therefore, the program which was designed is primarily print-based and self-paced. The main features of the program are described briefly in the following paragraphs.²

Course-integrated instruction in freshman English classes. The General Libraries' User Education Committee, in drawing up plans for a comprehensive user education program, defined two types of library instruction. "Course-related instruction" was defined as instruction in the skills and tools needed for a particular class assignment. Instruction is therefore "a means to an end: the successful completion of a library related assignment." "Course-integrated instruction" is that which is incorporated into the course as an end in itself. Thus, one of the goals

¹Interview with Susan Burton.

²Most of this description is derived from The University of Texas at Austin, Undergraduate Library, "Status Report."

of the course is "to raise the level of students' library competency."¹ The program of library instruction which was designed for the freshman English classes is "course-integrated instruction."

The original plan called for library orientation during the first semester of freshman English and library instruction during the second semester. Orientation is accomplished by requiring students to take a printed, self-guided tour of the Undergraduate Library to introduce them to essential areas and services. A short in-class quiz administered by the course instructors was developed to evaluate and reinforce the tour.

Instruction in basic library skills and search strategy is coordinated with a term paper assignment. After the students have chosen their research topics, a series of prepared study guides and worksheets are assigned in search strategy order at intervals throughout the semester. The purpose of the study guides is to introduce students to the use of encyclopedias for background information on their topics, to a variety of periodical indexes, and to the proper techniques in using the card catalog. Worksheets are used by the students with each study guide for adding items to their working bibliographies. Additional study guides for more specialized library sources are available whenever needed for particular topics.

In order to assure that students have a successful research experience, they are provided with a list of suggested term paper topics for which sufficient library materials are available. The list of topics was developed by the librarians and approved by the Freshman English Policy Committee, and the Undergraduate collection is being developed in

¹The University of Texas at Austin, Undergraduate Library, A Comprehensive Program, p. 35.

relation to these topics. This is one of the most distinctive features of the program.

Since the librarians do not actually meet the classes, they spend their time working with individual students in the reference area, preparing the study guides and other materials for distribution in class, revising the list of suggested research topics and selecting materials for the collection in support of these topics, meeting with the freshman English instructors and teaching assistants, and evaluating the program.

During the second year of the program, the library instruction component was shifted to the first semester of freshman English following library orientation, since it was determined that students need this instruction earlier in the year. As a result, in the second semester students can move on to more specialized library resources.

Library instruction in other lower division courses. The Undergraduate Library traditionally has responded to faculty requests for library orientation and instruction on demand. In the past, such requests were met with time-consuming guided tours and class lectures. Since the advent of the formal instruction program, the policy has been to negotiate each faculty request in order to determine if some method other than the tour or lecture is appropriate. Alternatives include the self-guided tour, specially prepared bibliographies or exercises, combinations of study guides, and media presentations.

Individual reference encounters. Reference statistics indicate that the program has generated a large increase in the number of reference contacts. At times during the first year of the program there were more than one hundred reference questions per hour, and during the busiest

hours as many as three staff members were required at the reference desk at the same time. Also, the use of reference and reserve materials was so great at times that the librarians had to assist in reshelving books and periodicals so they would be available for other students.

In addition to the above program components, the librarians have prepared and displayed in prominent places a large number of printed study guides to many kinds of materials. Up to the time of this study, the program had made very limited usage of media-assisted instruction.

Program Evaluation and Feedback

The Undergraduate librarians are aware of the need for continuing evaluation of the library instruction program, and they have given considerable attention to this task. Methods of formal evaluation utilized include questionnaires completed by both students and instructors at the end of each semester, pre- and post-tests of student library skills, and evaluation of bibliographies on the students' term papers. There are many opportunities for informal evaluation through contacts with students at the reference desk and by means of the meetings the librarians have with the freshman English instructors each semester.¹

The methods of evaluation used thus far have brought generally positive results. The term paper bibliography evaluations have revealed that the students who make extensive use of the printed study guides receive better grades. The pre- and post-test scores have indicated a need for reinforcement of the basic principles of library usage. It is hoped that this need might be met in the future through media-assisted and computer-assisted instruction, as well as through instructors and

¹Interview with Susan Burton.

teaching assistants who themselves are better trained in library skills. Informal contacts have indicated that the program, on the whole, has been well received by both students and instructors.¹

The Undergraduate librarians are open to negative feedback and are willing to make necessary adjustments in the program. For example, there has been considerable demand for modification in the number and type of suggested research topics, and the librarians have worked continuously on this aspect of the program. Some graduate teaching assistants, while approving of library instruction for freshmen, have expressed the feeling that the freshman English classes are expected to carry too much of the load. Others have suggested that the library units take too much of the semester's time.² There is some evidence of insufficient communication of the program to the student body. At least part of this is due to the fact that some teaching assistants neglect to give adequate information about the program to their students. Thus, there seems to be a need for more communication with the teaching assistants.³ Finally, both the Undergraduate librarians and the General Libraries administration recognize the need for better communication between these two groups concerning the library instruction program and its needs. However, the general feeling on the part of both groups is that the program is viable and will remain so in the foreseeable future.⁴

¹Ibid.

²These feelings were expressed by several teaching assistants during the author's visit to a section of English 398T, a class in supervised teaching for graduate students in English, The University of Texas at Austin, 21 March 1977.

³Interview with Susan Burton.

⁴Ibid.; interview with Gary L. Menges.

Summary

A general pattern of library instruction activities seems to prevail in the three programs examined in this chapter. First, the basic level of instruction is a rather intensive, structured program designed to reach all, or most, freshman students and conducted by librarians set apart for this work and designated as instructional services librarians. Second, the basic level is supplemented in upper-level courses by bibliographic lectures or sessions conducted by reference or public services librarians in various classes on demand. Whereas the basic level has been quite successful at all three institutions--especially at the Universities of Kentucky and Texas at Austin, where library instruction is an integral part of the required freshman English course--upper-level instruction has met with varied success. In fact, only at Eastern Michigan University has upper-level instruction succeeded thus far in reaching a relatively large number of classes and students.

Administrative and financial support for these programs, while adequate, are not as strong as they might be. The Eastern Michigan University program was formerly the recipient of a CLR-NEH grant but has been funded through the regular library budget since 1975. During the past two years it has been a struggle for the library administration to keep the program going, due to university-wide financial constraints. At The University of Texas at Austin, the General Libraries administration has given tacit approval to the instruction program in the Undergraduate Library but has not provided any additional funding or personnel for its operation. At the University of Kentucky, the program currently is funded by a CLR-NEH matching grant, and it is not known what kind of support the

program will receive after the grant expires in 1979.

In the stating of goals and objectives, all three programs have recognized the need for going beyond the basic level of instruction with progressive or sequential levels. However, the goals and objectives are presented in general, rather than specific or measurable, terms.

With regard to organization, the programs are identified with public service or reference librarians. The most effective organizational structure seems to be at Eastern Michigan University, where the program is a part of the Public Services Division of the Center of Educational Resources. Here, the Associate Director for Public Services coordinates all library instruction activities, including those of the orientation/instruction librarian at the freshman-sophomore level and fourteen subject division librarians in upper-level courses. This well-organized and rather large public services staff, all housed within a centralized library facility, probably accounts for the fact that the Eastern Michigan program has had relatively good success with upper-level instruction.

In all three libraries, the implementation of library instruction has required some reordering of priorities and/or realigning of staff responsibilities. While the library staffs generally have been supportive of library instruction, there has been some opposition to the programs--which might be expected with large library staffs. In two of the programs there has been the problem of a lack of consistent leadership throughout the programs' existence.

While all three libraries have strong freshman level programs, the approaches to such instruction are different. At Eastern Michigan, emphasis is on the librarians actually meeting the classes for library

sessions, while at Texas at Austin instruction is print-based and self-paced, and the only student contact with librarians is at the reference desk. The Kentucky program combines in-class use of printed workbooks with instructional sessions in the library conducted by librarians or trained library assistants. None of the programs makes extensive use of media-assisted instructional methods.

Finally, all three programs have been concerned with obtaining formal evaluation and feedback on a regular basis. This evaluation has been aimed primarily at the basic or freshman level instruction, and the methods used have concentrated on eliciting student and faculty attitudes toward library instruction along with suggestions for improving the programs. At Eastern Michigan and Texas at Austin, the volume and type of reference questions asked by students have been used as indicators of the programs' success in reaching the students. However, little effort has been made at evaluating or measuring the educational effectiveness of the programs--that is, what library instruction is accomplishing for the students in their educational pursuits. Until program objectives are stated as measurable objectives, it will be difficult to evaluate the degree to which the objectives are being reached.

CHAPTER V

LIBRARY INSTRUCTION PROGRAMS IN SMALL AND MEDIUM-SIZE PUBLIC UNIVERSITIES

The questionnaire survey which was conducted in the first stage of this study and reported in Chapter III revealed several differences between small and large institutions in the administration of their library instruction programs. For example, at thirteen of twenty-two small institutions--institutions with less than 5,000 students enrolled--library instruction was either required of the students or reached over 50 percent of the student body, while this situation was true at only eight of twenty-nine larger institutions. Furthermore, the size of the student population was indicated as a problem at only two of the small institutions, while twenty-one of the larger institutions saw this as a problem.

Therefore, it seemed appropriate that the library instruction programs of the smaller colleges and universities be treated separately from those of the large universities. Five such programs were selected for visitation and analysis according to the criteria for selection set forth in the methodology of the study. This chapter will analyze programs in three small and medium-size public universities, while Chapter VI will report on programs in two private liberal arts institutions.

Sangamon State University

Sangamon State University in Springfield, Illinois was established by the Illinois General Assembly in 1969 as a senior or upper-division institution of higher education. The university opened in the fall semester of 1970 and graduated its first class in December 1971. The student body, which numbers approximately 4,000, includes transfer students from community colleges as well as employed adults seeking to upgrade their professional skills or to prepare for second careers. All students commute to the campus.

The academic program of Sangamon State University offers courses at the upper-division baccalaureate and master's degree levels. Degree programs range from traditional disciplines of the humanities, sciences, and social sciences to more career-oriented concentrations such as business administration and nursing. In addition, Sangamon State has been designated the state's public affairs university, with the responsibility of training persons for public service. In its educational philosophy, the university has "a commitment to the individual student, with teaching as the first priority and research and publication serving as support for teaching rather than the opposite."¹

The Sangamon State University Library has been a central part of the academic program since the beginning of the university. The first university president was familiar with the work and writings of Patricia Knapp regarding the role of the academic library,² and he gave his support to the first university librarian in the effort to establish the library

¹Sangamon State University Catalog, 6 (March 1976): 11.

²Knapp's writings referred to in Chapter II of this study.

as a "teaching library" and an integral component of the total instructional program.¹ Institutional commitment to the centrality of the library was further demonstrated in the fact that the first permanent building on the university's main campus was the Norris L Brookens Library, completed in 1975. The multi-media collections in this modern facility contain over 200,000 bound volumes, nearly 60,000 government documents, and a variety of audio-visual and microform materials.

Program Inputs (Resources)

Administrative support. Undoubtedly the main resource of the library's instructional program has been the strong support received from the institutional administration. The President of Sangamon State University recently made reference to this support in the following manner:

If our concern is to restore teaching to its proper domain at the undergraduate and graduate levels, and to place the library at the center of the academic community, several things are necessary--the first of which is that librarians must be given unprecedented support and influence within the university.²

Furthermore, he pointed out results which can be expected if the library is not strongly supported as an instrument of the instructional process:

If, for example, the teaching style of an institution is primarily textbook-oriented rather than source- and literature-oriented, the library will find little use. . . . Moreover, if faculty themselves are unaware of or unused to designing classes and learning experiences around library resources, their students will respond in kind. Finally, if librarians are not considered to be peers in the teaching and learning mission of the university, few students or faculty will take the library seriously.³

¹Howard W. Dillon, "Organizing the Academic Library for Instruction," The Journal of Academic Librarianship, 1 (September 1975): 4.

²Robert C. Spencer, "The Teaching Library," Library Journal, 103 (15 May 1978): 1023.

³*Ibid.*, p. 1022.

As indicated above, the library instruction program originally was established as the result of the combined efforts of the university president and the first university librarian. The present Dean of Library Services is equally supportive of the concept of the "teaching library" and, in fact, was selected and appointed to her position largely because of her commitment to this type of academic library service.¹

Financial support. The Sangamon State University Library has received excellent financial support since the beginning of the university. Each year from 10 to 11 percent of the educational and general budget of the university has been allocated to library services--which is nearly twice the amount traditionally recommended by various academic library standards. While it is not unusual for the library of a new institution to receive above-average financial support in the early years in order to develop the basic collections as quickly as possible, at Sangamon State University there seems to be a commitment on the part of the administration to continue this level of support into the foreseeable future.² As long as this remains the case, a successful program of library instruction should be assured.

Personnel. Nine professional librarians are involved directly in library instruction activities. They are designated Instructional Services Librarians inasmuch as most of their time is devoted to instruction-related activities. In addition, the teaching faculty is related to the library instruction program in the following ways. First, a number of the faculty serve as members of the Library Program Committee, the group

¹Interview with Dr. Patricia S. Breivik, Dean of Library Services, Sangamon State University, 28 March 1977.

²Ibid.

which is directly responsible for planning the overall instructional program of the library. Second, each Instructional Services Librarian is a member of various academic program committees where there is opportunity for working with the faculty in behalf of library instruction activities in relation to particular disciplines.¹

Facilities. The Norris L Brookens Library provides the setting for excellent instructional services. However, the large size of the building and its complex arrangement on four levels tend to confuse the users, and user orientation is necessary. The Reference ("Get Help Here") Desk is easily identified and is staffed by an Instructional Services Librarian during all hours the library is open. An audiovisual auditorium and classrooms are available in the building for instructional purposes.

Program Organization

Goals and objectives. The concept of the "teaching library" at Sangamon State University is consistent with the university's commitment to "teaching as the first priority." The basic premises upon which this concept was developed were stated as follows:

1. That library resources are a vital component in the educational process and, as such, adequate collections are necessary as curricular programs are initiated;
2. That library resources should reflect a multi-media approach to learning and, therefore, include both print and non-print materials; and,
3. That library competence is a valid objective of liberal education and, as such, the library has a responsibility to teach this competence.²

As a result of the third premise, the library established as a primary goal "the commitment to teach library literacy and the independent use of

¹Interview with Thomas H. Patterson, Assistant Professor of Library Instructional Services, Sangamon State University, 28 March 1977.

²Dillon, p. 4.

the library." Objectives of the teaching program which resulted were concerned with the following competencies:

1. Knowledge of the basic kinds of print and non-print materials available and how they are arranged;
2. Knowledge of basic bibliographic tools and how to use them;
3. Knowledge of specific bibliographic tools in a particular area of interest and how to use them;
4. Knowledge of other subject areas related to the primary area of interest and how to find reference to them; and,
5. Ability to define a problem or an aspect of a problem within a particular area of interest and to limit and select materials most relevant to it.¹

However, specific and/or measurable objectives of the program of library instruction--that is, precisely what the program is expected to accomplish for the students at their various academic levels--had not been developed at the time of this study. As a result, each Instructional Services Librarian to a large degree was free to interpret basic goals as he or she saw fit. The present Dean of Library Services, who came to Sangamon State at the beginning of academic year 1976-77, has recognized the need for more structure in the program as well as for more clearly defined goals and specific objectives based on these goals.²

Organizational structure. It is at the point of organizational structure that the program of library instruction at Sangamon State University is truly distinctive. This distinctiveness is demonstrated in two ways. First, by placing all internal library operations--including acquisitions, cataloging, circulation, media, and archives--under the supervision of non-librarian professional administrators, the librarians have been freed to spend most of their time in instruction-related activities. As a result, the librarians are considered bona-fide members

¹Ibid.

²Interview with Dr. Patricia S. Breivik.

of the faculty. They not only have full faculty status with rank, but are accepted as colleagues by the vast majority of the regular faculty.¹ All Instructional Services Librarians serve on various academic program committees--which take the place of traditional academic departments at Sangamon State--and they are frequently appointed to other committees of the faculty.

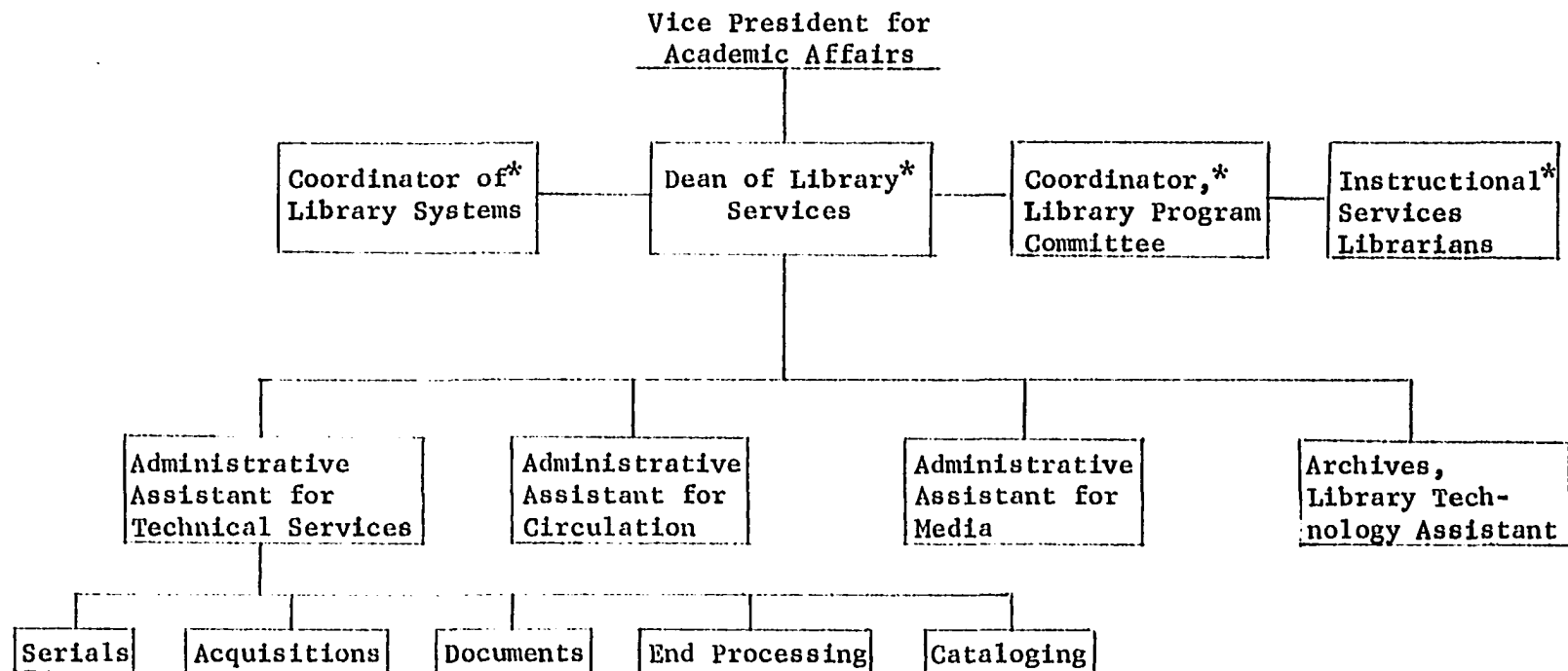
Second, the entire library is operated through a form of participatory management in which the Dean of Library Services, the professional administrators, the librarians, and elected representatives of civil service and student employees share in the decision-making process. This management style makes for a relatively open and collegial atmosphere. As a result, the Instructional Services Librarians operate much like other faculty members, with authority vested in professional knowledge and decisions arrived at independently or through consensus. The Dean of Library Services indicated that this feature has been a key element in the success of the instructional program.²

Figure 6 is a chart of the administrative organization of the library, which shows the non-librarian professional administrators under the Dean of Library Services and the librarians on a level with the Dean.

This organizational structure is assisted by three formal groups which meet regularly to study and set library policies. The Administrative Council, composed of the Dean of Library Services, the professional administrators, and the administrative assistants, is concerned with the procedures and routines of internal library operations. The Library

¹Based on opinions gathered from interviews with various faculty members and librarians, Sangamon State University, 28-29 March 1977.

²Interview with Dr. Patricia S. Breivik.



*Professional Librarians

Figure 6. Organization chart, Sangamon State University Library. Information for this chart provided by Dr. Patricia S. Breivik, Dean of Library Services.

Cabinet, composed of the members of the Administrative Council plus the Instructional Services Librarians and representatives of civil service and student employees, sets goals and objectives and determines operational policies for the library. The Library Program Committee, composed of the Dean, the Instructional Services Librarians, and a flexible number of faculty members and students from the campus-at-large, is responsible for setting goals, objectives, and policies for the educational functions of the library, including collection development, reference service, and library instruction. A fourth group, the Faculty Senate Library Committee, serves as liaison between the library and the academic community.¹

Library technology (operations). As indicated above, all internal library operations--including acquisitions, cataloging, circulation, and media--have been placed under the supervision of non-librarian administrators, thereby releasing the librarians for reference service and other instruction-related activities. This arrangement has brought forth a few concerns and criticisms.² For example, some persons have questioned the quality of services performed by the non-librarian administrators and technicians in the various library departments. However, the answer given by all concerned at Sangamon State University, librarians as well as non-librarians, is that the system works. One reason for this is the ongoing liaison maintained between the Instructional Services Librarians and the library departments. In other words, the librarians serve as advisors to

¹Sangamon State University Library, "Seventh Annual Report of the Sangamon State University Library, July 1, 1976 - June 30, 1977," Springfield, Illinois, 31 August 1977, pp. 62-64. (Mimeographed.)

²E.g., "Editorial: On Sangamon State University," The Journal of Academic Librarianship, 1 (September 1975): 3; David Kaser, "The Library at Sangamon State University" (report of a consultant who was employed to examine the library), 2 April 1975.

the particular departments in which they have expertise. Furthermore, in order to handle any problems which may arise in the future in technical services, a new position for a library systems specialist was created in 1977. The person in this position will serve as advisor and consultant to the professional administrators in the technical departments and will keep abreast of latest developments in library technology on state and national levels.¹

It should be pointed out that the departmental administrators, while not librarians, are professional administrators who command professional level salaries. Therefore, this staffing arrangement was made for educational rather than economic reasons.

Human-social aspects. All Instructional Services Librarians are committed to the "teaching library" concept. They were characterized by the Dean of Library Services as the most enthusiastic and hard-working group of librarians with whom she had ever been associated.² Although no particular librarian has been designated in charge of the instructional program, one of the librarians is chairperson of the Library Program Committee and, as such, acts as coordinator of instructional activities. However, as mentioned earlier, each librarian to a great extent is free to interpret and implement the teaching program as he or she sees fit. While strong leadership is exercised by the Dean of Library Services, most policy decisions regarding instructional activities are arrived at through consensus in the Library Program Committee.³

Relationships among the librarians and between the librarians and

¹Interview with Dr. Patricia S. Breivik.

²Ibid.

³Interview with Thomas H. Patterson.

the general faculty are excellent. However, there have been some minor conflicts between the librarians and non-librarian staff members. A lack of understanding of the role of the Instructional Services Librarians has led to resentment on the part of several non-librarians, who have seemed to feel that "they do the work while the librarians receive the glory."¹

Program Outputs (Services)

The major activities of the Instructional Services Librarians can be organized into the categories of reference service, library liaison with the faculty, collection development, and advisory service to the technical department in the indexing and organizing of the collections.² The first two of these categories are directly related to instruction.

Each librarian spends up to one-third of his or her time at the main reference ("Get Help Here") desk. Services offered through this desk include assistance and instruction of individual students, orientation tours, tutorials for small groups of students desiring in-depth library instruction in specific subject areas, and bibliographic workshops for entire classes. Bibliographic workshops have become a major instructional device, as indicated by the fact that during the 1976-77 academic year ninety-one such workshops were given involving 1,478 students.³ In these workshops, the classes normally come to the library for instruction in the resources necessary for completing the library assignments of the course.

¹Based on opinions gathered from interviews with various library staff members, Sangamon State University, 28-29 March 1977.

²Interview with Joyce Bennett, Assistant Professor of Library Instructional Services, Sangamon State University, 29 March 1977.

³Sangamon State University Library, "Seventh Annual Report," p. 42.

At Sangamon State University "academic programs" take the place of the traditional academic departments. There are more than twenty-five such programs, and each is supervised by an interdisciplinary faculty program committee. Each Instructional Services Librarian serves in the capacity of library liaison on several academic program committees, as determined by the subject area expertise and/or interests of the various librarians. In this capacity, the librarians frequently have the opportunity of working with faculty members in planning course-related library instruction activities. The results of this planning have included such activities as library-use lectures in all subject areas, course-integrated library components in various core courses (particularly in the areas of biology, communications, community arts, history, and management), team teaching by librarians and faculty members, and separate bibliographic courses in specific materials, such as government documents. However, the number and type of such activities vary widely from program to program as well as from librarian to librarian.¹ Thus, while there has been a great deal of course-related library instruction, there has not been as much truly course-integrated instruction as might be expected under the opportunities afforded by the library liaison arrangement.

Other activities of the librarians which are directly related to instruction include the production of bibliographic guides on various subject areas, the preparation and administration of a library skills test, and participation in various conferences and workshops on library instruction.

¹Interviews with Thomas H. Patterson, ~~Harold Kipp~~, Marcia Dworak, John Tongate, and Joyce Bennett, Instructional Services Librarians, Sangamon State University, 28-29 March 1977.

Program Evaluation and Feedback

The chief means which have been used in evaluating the program of library instruction at Sangamon State University are as follows: (1) a library skills pre-test and post-test, used by several of the librarians in various courses and available in a computer-assisted instruction (CAI) format; (2) student evaluation forms on librarians who have worked in classes; (3) students' classwork in library components in various core courses, which is graded by the librarians; (4) faculty evaluation of librarians relative to promotion and tenure; (5) informal, personal contacts with students; and (6) informal faculty comments on the program.¹ Although there seems to be a need for the development of more reliable tools of evaluation, the methods used thus far have brought forth very positive feelings regarding the program's effectiveness, and there has been little negative feedback from either students or faculty.

State University of New York

College at Brockport

The State University of New York College at Brockport is one of fourteen institutions of arts and sciences operated by the State University of New York system. The college was established in 1836 as a church-related (Baptist) institution. In 1866 control was transferred to the state and the school was chartered as Brockport State Normal School. Its name was changed in 1942 to State Teachers College at Brockport. It was made a part of the state university system in 1948, and its present name was adopted in 1961. Today, the academic program places strong emphasis on the liberal arts along with professional programs in education, nursing,

¹Interview with Joyce Bennett.

and other areas. Although master's degree programs are offered in most departments, undergraduate education is predominant.

The College at Brockport experienced rapid growth during the 1960s and early 1970s, as the student enrollment increased from less than 3,000 in 1961 to more than 11,000 in 1975. Enrollment has leveled off in recent years and currently stands at a total of about 10,000, with approximately 8,600 full-time-equivalent students. Over 50 percent of the students reside on campus or in adjacent off-campus housing. The Drake Memorial Library, completed in 1974, contains space for 500,000 volumes and 2,000 users. It presently houses approximately 330,000 bound volumes, with a microtext collection equally as large.

Interest in library instruction can be traced to the years 1965-1968 when Howard Clayton, a leader in the Library-College movement and editor of the journal Learning Today, served as Librarian at Brockport. He worked with a number of individual faculty members in combining classroom teaching with library resources and skills. The Associate Librarian for Public Services and Reference became a disciple of many of Clayton's ideas, and when he left Brockport, she carried on activities he had initiated. As a result, course-related library instruction sessions were developed in a wide range of subjects and at all class levels.¹ The current program of library instruction was formalized in 1973 as the result of the organization of a separate Reference Department, which was assigned responsibility for all instructional programs, and the appointment of a

¹Interview with Dr. George W. Cornell, Director of Library Services, State University of New York College at Brockport, 20 June 1978; interview with Mrs. Marion Wells, former Associate Librarian for Public Services and Reference, State University of New York College at Brockport, 20 June 1978.

new Head of Reference, who led in the development of a wide range of instructional services.¹

Program Inputs (Resources)

Administrative support. Library instruction activities have received strong support from the library administration since the years when Howard Clayton served as College Librarian. The present Director of Libraries is largely responsible for making library instruction a primary, ongoing function of the Reference Department. He stated that he supports library instruction not only because of what it does for the students in their academic pursuits, but also because it benefits the librarians as they seek to fulfill their professional roles. That is, the opportunity to teach and/or to work closely with the regular faculty in instruction gives the librarians a feeling of significance in the total academic program. Thus, they become active participants in the program rather than passive supporters of it. He would support the establishment of formal instruction programs in most academic libraries, with the possible exception of small institutions where there is already a close working relationship between the librarians and the faculty.²

Financial support. One of the general guidelines of the library instruction program is that "neither supplemental funding nor additional library staff" is to be provided for the program.³ In other words, since

¹Interview with Peter P. Olevnik, Head of Reference, Drake Memorial Library, State University of New York College at Brockport, 20 June 1978.

²Interview with Dr. George W. Cornell.

³Peter P. Olevnik, A Media-Assisted Library Instruction-Oriented Program. Report, ERIC Document 134-138 (U.S. Educational Resources Information Center, 1976), p. 5.

instruction is considered a regular function of the library, it should be supported through the regular library budget. It has not been determined what portion of the budget actually goes into library instruction activities.

Personnel. The Reference Department, which is responsible for the instruction program, is composed at the present time of six professional librarians, two of whom are part-time employees. All six share in the various instructional activities. The Head of Reference serves as coordinator of the program and spends a good part of his time in instruction. In addition to the librarians, technical assistance has been provided by the staff of the college's Educational Communications Center, and many faculty members, including the director of the freshman English program, have cooperated in planning and implementing the program.¹

Other resources. The college's Educational Communications Center has been an invaluable resource not only in the production of audio-visual instructional materials, but also in offering assistance in program planning as well as in program evaluation design and analysis.² The Drake Memorial Library building, opened in 1974, is a functional, well-arranged facility, readily adaptable to library instruction purposes. The Special Materials Center on the ground floor of the library is useful for administering the media-assisted aspects of the program.

Program Organization

Goals and objectives. The library instruction program at State University of New York College at Brockport reflects the following general

¹Interview with Peter P. Olevnik.

²Olevnik, A Media-Assisted Program, p. 14.

or philosophic goal:

Given that research competence is acknowledged as a valid objective of liberal education, there is a substantial commitment to making the effective use of library resources an integral part of the educational process.¹

In support of this goal, librarians at Brockport for several years have assumed the responsibility of organizing library instruction activities to supplement classroom instruction.

In developing a new media-assisted library instruction program for freshman English classes, which was offered for the first time in 1975, the following general guidelines were established:

1. Because of the large number of students participating, plus the desire for maintaining scheduling flexibility, the use of audio-visual hardware/software should be emphasized.
2. Although media-assisted and self guided, the program should include student-librarian contact.
3. Neither supplemental funding nor additional library staff would be provided for the development and subsequent implementation of the library program.²

In addition to these guidelines, the general goals of the program were listed as:

1. To acquaint students with the various library service units.
2. To describe the particular roles of the units.
3. To provide the student with an awareness of the library's resources as well as instruction in their location and use.
4. To help the student establish a sense of confidence with regard to his or her use of the library.
5. To acquaint students with individual librarians in order that they might feel more at ease in seeking help with their library needs.
6. To introduce students to a search strategy.³

However, specific and/or measurable goals and objectives for the entire program of library instruction have not been established.

¹From an address delivered by Elizabeth Gillmeister, Reference Librarian, State University of New York College at Brockport, at the 1977 Conference of the State University of New York Library Association. Information provided by Peter P. Olevnik.

²Olevnik, A Media-Assisted Program, p. 5.

³Ibid.

Organizational structure. As indicated above, the reference librarians were organized as a separate department in 1973 and given the responsibility of developing and implementing the library instruction program. Thus, the organizational structure of the program is synonymous with that of the Reference Department (Figure 7). The Department at the present time is composed of the Head of Reference plus three full-time and two part-time librarians. Since instruction is considered an integral part of the Department's work, all six reference librarians participate in instructional activities under the direction and coordination of the Head of Reference.

Each reference librarian is assigned to various academic subject areas in which he or she is responsible for (1) participation in collection development and (2) serving as liaison with the faculty regarding library resources and services. In the role of liaison, the librarians inform the faculty of the instructional services the library is prepared to offer and solicit their cooperation and support. In addition, the Head of Reference communicates directly with the freshman English faculty regarding the freshman level media-assisted program.¹

Under this structure, library instruction is not assigned to any particular librarian but is the responsibility of the entire Reference Department. Therefore, although a change or a reduction in the reference staff might alter the amount or the variety of instructional activities offered, it would not eliminate the program. Furthermore, under this structure, library instruction has caused very few, if any, changes in library operations or technology outside the Reference Department.

¹Interview with Peter P. Olevnik.

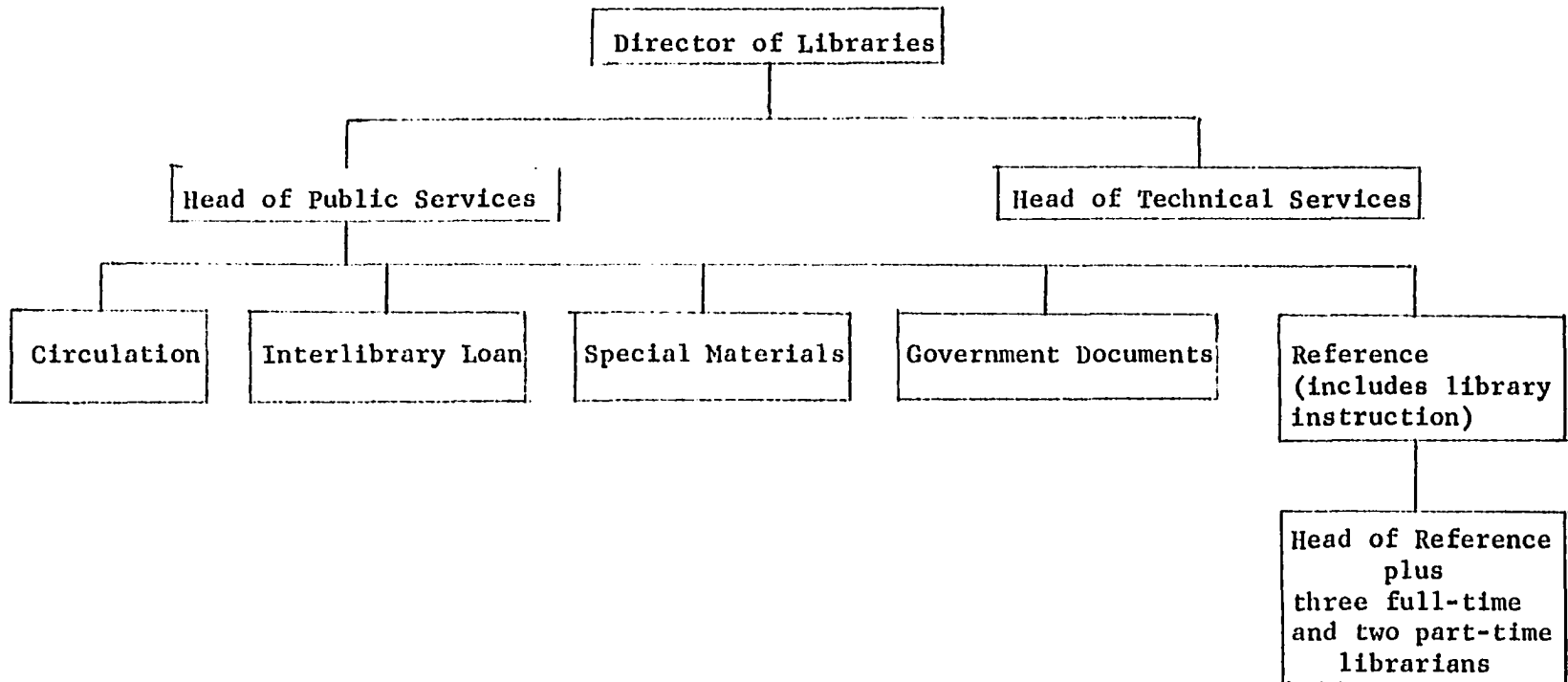


Figure 7. Organization Chart, Drake Memorial Library, State University of New York College at Brockport. Information for this chart provided by Peter P. Olevnik, Head of Reference.

Human-social aspects. The Head of Reference was appointed in 1973 with the understanding that one of his major responsibilities would be the development of library instruction programs. Several reference librarians have been employed since that time, and one of the criteria for their selection and appointment has been a demonstrated ability and interest in teaching. A recent announcement for the position of reference librarian listed the following as one of the responsibilities of the position: "participates in library instruction/orientation programs: teaches classes, tutors on an individual basis, contributes to development and maintenance of special instructional programs and projects."¹ Thus, the librarians are not only committed to but qualified for library instruction. In addition, the Head of Reference is an enthusiastic and well-respected leader of the program.²

The reference librarians have excellent relationships with other librarians on the staff as well as with the faculty. All librarians at Brockport hold "academic status," which is roughly equivalent to faculty status. They serve on all important faculty committees. Over the past decade the faculty has accepted the librarians as colleagues and has come to expect library instructional services from them. The social climate is ideal for the carrying on of library instruction programs.³

Program Outputs (Services)

There are several different levels or types of library instruction

¹Information provided by Peter P. Olevnik.

²Opinion based on author's observations as well as interviews with various librarians, 20 June 1978.

³Interviews with Peter P. Olevnik and Dr. George W. Cornell.

offered at Brockport. The basic level is a three-phase, media-assisted program designed to provide library instruction "not as an adjunct to but rather as an integral part of" the freshman English composition course.¹ The first phase of this program is a self-guided, taped tour of the library. Through the use of portable tape players and head-sets, students listen to recorded commentary as they walk along a prearranged route. The tape players and audio cassette tapes are available at the library's Special Materials Center, and students may arrange to take this tour at a time of their own convenience. The second phase consists of a slide-sound presentation which covers the use of the card catalog and various other indexes. Again, audio-visual equipment for this phase is available in the Special Materials Center, and students complete this phase either individually or in small groups. In the third phase, the students are required to complete a workbook which is designed (1) to introduce them to a basic search strategy, and (2) to provide a guide to source materials which will be used in the preparation of a research paper. The workbook consists of six exercises on the following tools: biographical dictionaries, encyclopedias, the card catalog, periodical indexes and abstracts, bibliographies, and microforms. When completed, the students return the workbooks to a reference librarian for review. Thus, each student is provided with the opportunity to meet and discuss with a librarian any problems encountered in the assignment.²

Another introductory level of library instruction was designed for the Learning Skills Center on the campus. It consists of a lecture session, a self-guided taped library tour, and a workbook exercise.

¹Olevnik, A Media-Assisted Program, p. 4.

²Ibid., pp. 6-8.

On a higher level, a separate, one credit, team taught course is offered to students as an intermediate step between freshman instruction and a graduate level bibliography course. The objective of this elective course is to provide upper-level students some degree of familiarity with the methodology and tools of library research.

Students are also invited to make appointments with a reference librarian for individual instruction sessions. These are geared to the student's library skills and information needs. They are usually arranged informally at the reference desk, although teachers may refer students to the library for this purpose.

A fifth type of library instruction is print- and media-assisted "point-of-use" instruction for complex tools such as Chemical Abstracts, Biological Abstracts, Index Medicus, and the ERIC (U.S. Educational Resources Information Center) Documents.

Finally, course-related instruction sessions are offered. These cover a wide range of subjects and all levels of students. The emphasis is on teaching search strategies for finding appropriate materials in specific subject disciplines or areas. These are usually conducted by a reference librarian either in the classroom or in the library. Library assignments frequently follow the instruction sessions. A large number of printed bibliographic guides and other materials have been prepared for these sessions and are kept on file in the Reference Office.¹

As an indication of the comprehensiveness of the total library instruction program, during the 1977-78 academic year the librarians gave instruction to 2,965 students in 205 class sessions representing twenty-

¹Program information provided by Peter P. Olevnik.

seven different academic departments. Sixty-two of these sessions were at the freshman level, twenty-two were at the graduate level, with the remainder (121) at the junior-senior level. Thus, in a single year the program reached 30 percent of the student body at all academic levels.¹

Program Evaluation and Feedback

The media-assisted program in conjunction with the freshman English composition course has been evaluated regularly since its inception in the spring of 1975. Tests and questionnaires were administered to all students in the beginning but currently are given on a random basis. A pre-test designed to determine the students' level of library knowledge and skills is administered before the students enter the program, and a similar post-test is given several weeks after the program's conclusion to evaluate the students' progress or lack of it. Questionnaires relating to the three phases of the program are used to gain student feedback concerning the program's perceived effectiveness.²

Both types of evaluation have produced positive results. Pre- and post-test scores have shown that most students make considerable progress in basic library knowledge as a result of the program. The questionnaires have indicated that the program is well received by the students. The vast majority of students not only see the program as helpful in their own work, but they would recommend it to others. Student responses to open-ended questions have provided useful information for program revision. For example, a unit on microforms was included in phase two in response to student demand.³

¹Ibid.

²Olevnik, A Media-Assisted Program, p. 8.

³Ibid., pp. 9-12.

There are other indicators of the program's success. It has won acceptance by members of the teaching faculty, many of whom have requested and used portions of the program in their courses. In fact, the number of faculty requesting instructional sessions became so great during a recent semester that the Reference Department was unable to fulfill all of them.¹ Furthermore, a large increase in the number of students seeking reference assistance in recent years may be indicative of the program's influence on student attitudes toward library usage. Total questions asked of reference and public service librarians increased from 22,751 in 1973-74 to 44,978 in 1976-77.²

The extensive use of media-assisted instruction in the freshman level of the program has enabled the library "to provide systematic instruction and orientation to much larger numbers of students than has been possible in the past." Furthermore, with a staff of six reference librarians, the Reference Department was able to assume the "additional work of developing the program at the same time providing all the other departmental services."³

University of Wisconsin--Parkside

The University of Wisconsin--Parkside is one of thirteen degree-granting institutions in the University of Wisconsin system. It was founded in 1965 and began offering instruction in 1968. Its new campus on the outskirts of Kenosha, Wisconsin was opened in the fall of 1969. It is a four-year institution offering baccalaureate degrees through the College of Science and Society and the School of Modern Industry. In

¹Information provided by Peter P. Olevnik.

²Ibid.

²Olevnik, A Media-Assisted Program, p. 13.

addition to providing programs in arts and sciences and teacher education, the university "emphasizes programs which relate directly to the highly urbanized and industrial character of the region it serves."¹

While the total student body numbers approximately 5,000, the full-time-equivalent enrollment is considerably less than that figure. All students commute to classes, although a number of them live in private housing adjacent to the campus. Many students work at regular jobs in addition to attending classes. The curriculum and calendar are designed to enable students to take advantage of "self-pacing" programs, whereby they may move as quickly or as slowly as necessary toward the completion of their degrees. The educational philosophy of the school places emphasis on the individual student and welcomes innovation and flexibility in the development of the academic program.²

The Irvin G. Wyllie Library/Learning Center was opened in the fall of 1972. It is an attractive and functional facility, centrally located with respect to other academic buildings on the campus. The library portion houses more than 250,000 bound volumes, over 2,500 periodical subscriptions, as well as government documents and microform collections. Volumes are presently being added at a rate of 12,000 per year to an eventual capacity of 500,000. The learning center houses growing collections of records, audio and video tapes, films, filmstrips, slides, and multi-media kits.

Such a setting has proved to be conducive to the development of a strong program of library instruction. The program began in 1972 when

¹University of Wisconsin--Parkside Catalog 5 (Fall 1975): 3.

²Ibid., pp. 3-7.

a newly employed reference librarian, who personally was interested in library instruction, asked and was granted permission to spend up to one-half of her time in this area. Rather than setting up a separate library skills course, she approached a few faculty members with the idea of attaching bibliographic instruction to courses which were already established.¹ The program began to grow as additional faculty members expressed the desire to participate. Then, in 1973, a new Director of the Library/Learning Center was appointed. Although he had no previous experience in library instruction, he quickly became convinced of its importance and decided it should become a function of high priority.²

In 1975 the faculty in the English discipline voted to make the library's basic skills workbook a required text in the freshman English program. During the 1975-76 year, a special committee on institutional planning recommended the establishment of a Basic Skills Program beginning in the fall of 1977. The administration approved this recommendation, and, as a result, all students are now required to reach a certain level of proficiency by the end of their third semester in several areas, including basic library skills. By these actions, the library has been given the obligation of instructing all students in library usage.³

Program Inputs (Resources)

Administrative support. The Director of the Library/Learning Center, since coming to Parkside, has been a staunch supporter of library

¹Interview with Carla J. Stoffle, Assistant Director of the Library/Learning Center, University of Wisconsin--Parkside, 9 May 1977.

²Interview with Joseph A. Boissé, Director of the Library/Learning Center, University of Wisconsin--Parkside, 9 May 1977.

³Letter from Joseph A. Boissé to the author, 10 January 1977.

instruction. He understands this aspect of library service as being as important to an academic library as collection development. Whenever faced with budget restrictions of any type, he has publicly made it clear that the instruction program would not be sacrificed.¹ His recognition as a leader in the field was indicated by the fact that he was the keynote speaker at the "Seventh Annual Conference on Library Orientation for Academic Libraries," held at Eastern Michigan University in May 1977.

The support of the institutional administration for the library instruction program has remained strong to the present time.² The fact that the administration approved the inclusion of library skills in the Basic Skills Program required of all students is evidence of the importance attached to library instruction. The Assistant Chancellor for Educational Services of the University of Wisconsin--Parkside demonstrated his personal interest in library instruction by accompanying the Director of the Library/Learning Center to the above-mentioned "Seventh Annual Conference on Library Orientation for Academic Libraries."

Financial support. Ever since the opening of the University of Wisconsin--Parkside, the Library/Learning Center has received adequate financial support. During the first few years approximately 11 percent of the institution's educational and general budget was allocated to library/learning center purposes. At the present time the allocation runs about 7.5 to 8 percent.³ Until 1977 the entire instruction program was funded through the regular library budget. In recent months the Director of the Library/Learning Center has sought and obtained additional

¹Letter from Joseph A. Boissé to the author, 26 May 1978.

²Ibid.

³Ibid.

financial assistance from the university, as follows: (1) a special Teaching Improvement Grant from the central administration for the production of advanced library skills workbooks, and (2) a one-half time professional position funded through the institution's instructional budget.¹

Personnel. The library instruction program utilizes to varying degrees all professional librarians in the Public Services Division of the Library/Learning Center. At the present time there are six and one-half professional positions in Public Services, and it is estimated that the equivalent time of two full-time positions is devoted to the program. One librarian has been designated instruction librarian and spends most of her time in instruction-related activities. Cooperating with the program are the technical services librarians, who contribute an average of sixteen hours per week to public services, as well as faculty members in various departments who utilize the program.²

Facilities. The Irvin G. Wyllie Library/Learning Center is a functional facility, readily adaptable to the needs of library instruction. The main reference desk is conveniently located near the entrance of the building, and reference librarians are on duty during most hours the library is open. The building includes an area where classes may be brought for instruction. The learning center section of the building includes media-assisted instructional facilities and provides media production services.

¹Ibid. Up to the time this program was visited in May 1977, all financial support for the program had been provided by the institution. Since that time, a grant has been received from the Council on Library Resources and the National Endowment for the Humanities.

²Ibid.

Program Organization

Goals and objectives. The high priority given to library instruction by the library staff at the University of Wisconsin--Parkside is indicated by the following statement:

The staff of the U.W.-Parkside Library/Learning Center recognizes that it is a responsibility of an academic library not only to support the teaching function of the university, but also to actively participate in that function. A basic responsibility of the Library/Learning Center is to instruct the community in the effective identification and use of information resources relevant to its needs and interests. Therefore, . . . the Library/Learning Center provides a program of bibliographic instruction to its community (students, faculty, staff, and residents of the state of Wisconsin) as one of its major public services.¹

Based on this strong commitment to bibliographic instruction, the library staff developed a comprehensive set of instructional objectives for each of the user groups mentioned above. These objectives are divided into levels of instruction, based upon user sophistication, are are progressive in nature.² The terminology of the objectives was borrowed from that used by the Association of College and Research Libraries (ACRL) Bibliographic Instruction Task Force in its "Guidelines for Bibliographic Instruction in Academic Libraries."³ That is, under each level of instruction there are both "terminal objectives" and "enabling objectives." The latter are, in effect, behavioral objectives which are capable of being measured.

The ultimate goal of the program, as applied to student users, is the same as that of the ACRL Bibliographic Instruction Task Force:

¹University of Wisconsin--Parkside, Library/Learning Center, Bibliographic Instruction Program, ERIC Document 126-937 (U. S. Educational Resources Information Center, 1976), p. 4.

²Ibid., pp. 5-21.

³American Library Association, ACRL Bibliographic Instruction Task Force, "Toward Guidelines for Bibliographic Instruction in Academic Libraries," College and Research Libraries News 36 (May 1975): 137-39.

A student, by the time he or she completes a program of undergraduate studies, should be able to make efficient and effective use of the available library resources and personnel in the identification and procurement of materials to meet an information need.¹

Three progressive levels of instruction have been devised for reaching this goal. In level one, the objectives are concerned with orienting students to library/learning center facilities, services, and staff.

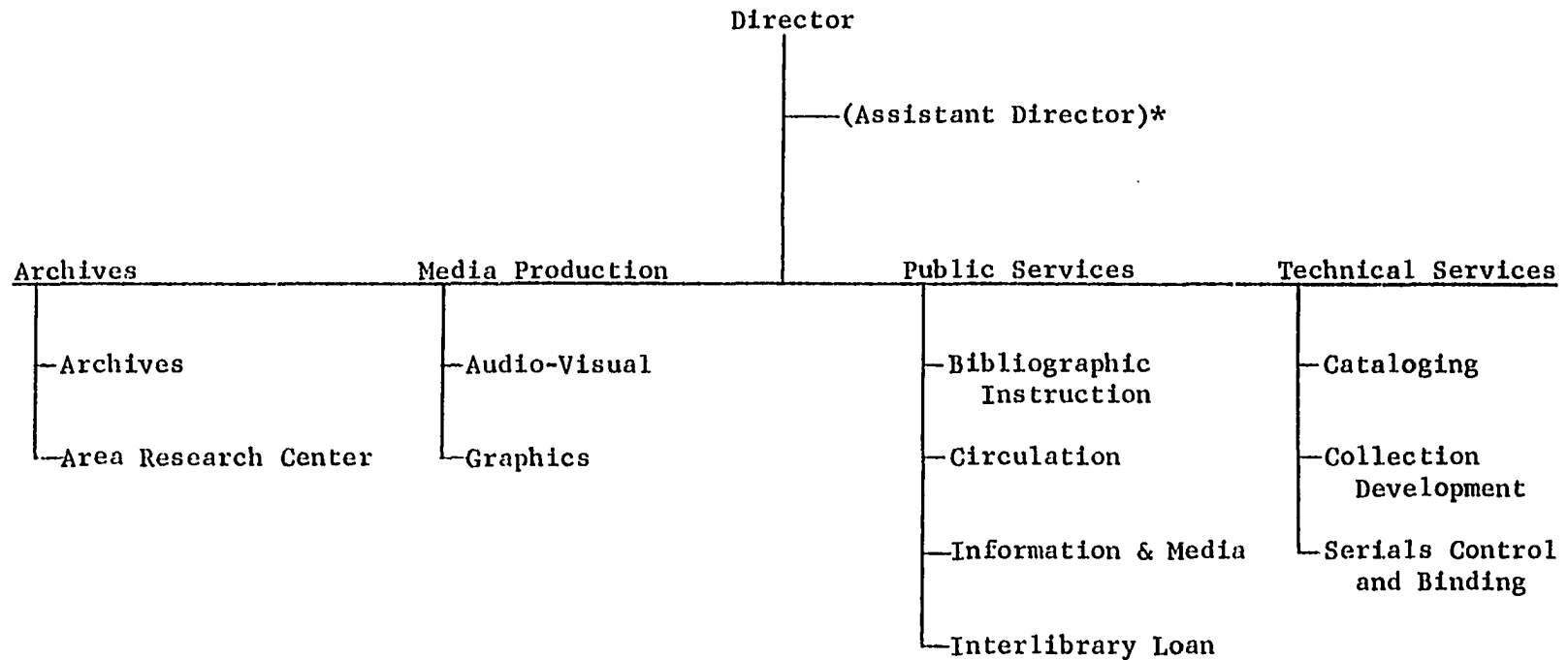
Level two involves basic knowledge which the students must acquire by the end of the third semester in order to reach the required level of proficiency in library skills. This includes the knowledge of how to make effective use of the card catalog, periodical indexes, basic reference books, and microforms, as well as how to plan and implement a search strategy. The objectives of level three are concerned with the organization of information in the students' major academic disciplines, types of reference tools available in each discipline, and the knowledge of how to judge the quality and usefulness of various information sources.²

Similar levels of instruction are provided in the objectives for faculty, staff, and community residents.

Organizational structure. The library instruction program is organized as part of the Public Services Division of the Library/Learning Center (Figure 8). The Coordinator of this Division, who also serves as Assistant Director of the Library/Learning Center, was responsible for directing all library instruction activities for several years. (She is also the person who began the program of instruction in 1972.) Then, one of the public services librarians was designated instruction librarian and placed in charge of planning and coordinating the work. The Director

¹Ibid., p. 139.

²University of Wisconsin--Parkside, Library/Learning Center, Bibliographic Instruction, pp. 5-21.



*The Assistant Director functions full-time as Coordinator of the Public Services Division.

Figure 8. Organization chart, Irvin G. Wyllie Library/Learning Center, University of Wisconsin--Parkside. Information for this chart provided by Joseph A. Boissé, Director.

of the Library/Learning Center pointed out that at Parkside it was determined that it was better to place one person in charge of the program as his or her major responsibility than to assign it to the Coordinator of Public Services as one of many responsibilities.¹

Formal communication with the teaching faculty regarding library instruction services is accomplished by means of "faculty profile" interviews, which the public services librarians attempt to conduct with all faculty members. The twofold purpose of these interviews is to help the librarians become acquainted with the faculty and to introduce the faculty to the facilities, services, and staff of the Library/Learning Center. Library instruction services are included in this introduction, and an attempt is made to discover the courses in which such instruction might be appropriate. These formal contacts with the faculty frequently serve as the basis for many informal contacts to follow.²

Library technology (operations). By increasing the size of the public services professional staff in recent years, it has been possible to give more time and personnel to library instruction. This was accomplished, in part, by shifting personnel from technical services to public services. It was possible to do this because the Library/Learning Center no longer acquires and catalogs as many books per year as it did during its first few years when it was necessary to build the collection as rapidly as possible. At the present time there are six and one-half professional librarians in public services and the equivalent of two and

¹Interview with Joseph A. Boissé.

²Interview with Joseph A. Boissé, Director, Carla J. Stoffle, Assistant Director, and Judith Hamilton, Instruction Librarian, Library/Learning Center, University of Wisconsin--Parkside, 9 May 1977.

eight-tenths in technical services. In addition, the technical services librarians contribute about sixteen hours per week to public services in helping to staff the reference desk.¹

Human-social aspects. Much of the success of the library instruction program can be attributed to a well-qualified and committed staff of public service librarians and the capable leadership of the Director of the Library/Learning Center and the Assistant Director, who, as pointed out above, originated the program and serves as Coordinator of Public Services. Furthermore, the library staff as a whole has become very supportive of the program. During the first few years some librarians were uninterested in library instruction, and a few expressed resentment over the attention being given this aspect of public services at the expense of other functions of the library--particularly technical services. In the process of having all librarians, including those from technical services, spend time at the reference desk where they have opportunity to learn about student needs, most of the initial opposition to the program has disappeared.²

The librarians have excellent relationships with the faculty. Since the Library/Learning Center, in the organizational scheme of the university, comes under Educational Services rather than the academic program, librarians do not hold faculty status. However, they generally are accepted by the faculty as colleagues and serve on many important faculty committees.³

Program Outputs (Services)

The library instruction program at Parkside is built around a

¹Ibid.

²Ibid.

³Ibid.

series of bibliographic workbooks which are used in conjunction with various courses to instruct student in the use of library materials. The total program, comprised of six parts, is briefly described below.¹

Orientation slide-tape program. This is a ten-minute program designed to introduce new students, as well as residents from the surrounding community, to some of the basic facilities and services of the Library/Learning Center. It also is concerned with creating positive attitudes toward the Library/Learning Center and its staff.

Guides. These are printed materials, two to four pages in length, which provide point-of-use instruction and assist the individual patron in meeting a particular information need. They are helpful especially when no reference librarians are immediately available for assistance. They cover such topics as "How to Find Book Reviews," "How to Find Information in the Sciences," "How to Find Periodicals," "How to Use the Card Catalog," "Microforms," and "U.S. Government Publications."

Basic Library Skills workbook. This is a self-paced workbook which has been adopted as a required component of the freshman English course at Parkside. It is concerned with level one (orientation) and level two (basic library skills) of the instruction program for students. Each of the twelve chapters introduces the student to important library tools and includes an assignment sheet which must be completed by the student. Members of the library staff introduce the workbook to the freshman English classes and grade the assignments. The workbook covers the materials which must be mastered by the students in order to reach

¹University of Wisconsin--Parkside, Library/Learning Center, Bibliographic Instruction, pp. 22-43. The six parts of the program, along with their objectives, are described in detail in this document.

the required level of proficiency in library skills by the end of their third semester at Parkside.

Advanced bibliographic instruction workbooks. These are self-paced workbooks designed to build upon the skills taught in the Basic Library Skills workbook. They are concerned with level three of the program--advanced skills related to the students' needs in their major disciplines. Each workbook introduces the students to the organizational structure of the literature and the major types of reference materials available in the particular discipline involved. Usually, the workbook is integrated into a research methods course, and one-fourth to one-third of the class time is given to the library staff to discuss the materials. Advanced workbooks have been developed to date in business, geography, history, political science, and sociology. Others are being planned for advanced English composition, economics, musicology, philosophy, and psychology.¹

Course-integrated instruction. In certain upper level courses, students need to become familiar with specialized library tools not covered in the basic or advanced workbooks. Printed bibliographies and/or transparencies are prepared for these courses, and librarians are available to instruct the courses in the use of these materials.

Academic skills/general library instruction slide-tape. This program was developed as a part of the general academic skills program for students identified as having a need for special assistance in such areas as reading, writing, comprehension, and study habits. The program concentrates on orientation, basic skills, and library attitudes.

¹Letter from Joseph A. Boissé to the author, 26 May 1978.

Program Evaluation and Feedback

Formal evaluation of the library instruction program has concentrated mainly on the basic skills level in conjunction with the freshman English course. Three methods have been used. First, each student, at the end of the semester, is asked to complete a questionnaire evaluation aimed at determining feelings and attitudes toward the program. Second, a skills test is used to determine knowledge of library skills gained by the students. Most freshman English classes give this test following the completion of the Basic Library Skills workbook, and it is sometimes used as both a pre-test and a post-test. During the fall semester of 1975 results showed that the average post-test score was 40.39 out of a possible 50 compared to 33.04 for the pre-test, thus indicating an increase of about 22.3 percent. Third, in some classes, bibliographies of the required term papers have been examined to see how the students used the sources introduced in the basic skills workbook.

At the advanced level of instruction, some classes have required students to keep a record or diary of their research activities. These records were then examined by a librarian and used to help evaluate the bibliographies prepared by the students for their research assignments.

Informal evaluation, particularly of in-class instruction, is derived from discussion with faculty members and students. This type of feedback has been useful because of the excellent relationships between the librarians and the faculty at Parkside.¹

As an indication of the quantitative success of the program, during academic year 1975-76 library instruction was provided to 1,909

¹University of Wisconsin--Parkside, Library/Learning Center, Bibliographic Instruction, p. 44.

students and library users out of a total student population of 5,500. Thirty-two out of thirty-nine freshman English classes participated in the basic skills workbook program, while seventy-two classes in other disciplines received some form of library instruction.¹

Summary

The three library instruction programs analyzed in this chapter have more similarities than differences in the way they are organized and administered. First, all three have benefitted from excellent administrative and financial support. At two of the institutions, Sangamon State University and the University of Wisconsin--Parkside, the strong financial support can be attributed in part to the above-average general support the libraries have received ever since the institutions opened within the past decade. Only one of the libraries (Wisconsin--Parkside) has seen fit to reach outside the regular library budget for additional funding for instruction. On the other hand, the State University of New York (SUNY) College at Brockport has determined that instruction is a regular function of the library and, therefore, should be supported wholly through the regular budget.

Second, in all three libraries the instruction program is organized as an integral part of public services. At SUNY Brockport, the program's organizational structure is synonymous with that of the Reference Department. At Sangamon State and Wisconsin--Parkside, all public services librarians participate in instruction. In only one of the programs (Wisconsin--Parkside) has a particular librarian been designated instruction librarian in charge of the program. The most distinctive

¹Ibid., p. 45.

organizational structure is found at Sangamon State, where the library's technical services are conducted by non-librarian administrators and technicians, thus freeing the professional librarians for reference and other instruction-related activities.

In addition, all three programs are enhanced by good relationships between the librarians and the faculty. At Sangamon State, the librarians not only have faculty status with rank but are fully accepted as bona-fide members of the faculty. They are organized and carry on their work much like a faculty, with authority vested in professional knowledge and decisions arrived at either independently or through consensus. The president of Sangamon State believes that it is essential for librarians to be considered peers in the teaching-learning enterprise if the library is to have an effective role in that enterprise. At SUNY Brockport, where librarians have "academic status," and Wisconsin--Parkside, where they do not hold any official academic or faculty status, librarians are generally viewed as colleagues by the faculty, and they serve on important faculty committees. In all three institutions, there is general faculty acceptance of and cooperation with the library instruction programs. In each case, the value of library instruction has been demonstrated to the faculty by capable, committed librarians and the consistent leadership of those in charge of the program.

The goals and objectives of the library instruction program are stated in general terms at Sangamon State University and SUNY Brockport. However, at Wisconsin--Parkside they are stated quite specifically, with both terminal and enabling (behavioral) objectives.

In program outputs or services, there are significant differences.

At Sangamon State there is the least amount of structure in the program, as librarians are pretty much free to implement instruction as they see fit, either as part of their reference duties or in connection with their role as library liaison with the faculty. The most structure is found at Wisconsin--Parkside, where the program is built around the use of specific bibliographic and library skills workbooks. In between is SUNY Brockport, with the freshman level of the program structured around the use of media and workbooks, but with more flexibility in the advanced levels. SUNY Brockport is the only program in this group to make extensive use of media-assisted instruction.

Finally, with regard to program evaluation and feedback, there is room for improvement at all three institutions. All depend to a considerable extent on informal contacts with students and faculty members and on questionnaires or surveys designed to elicit attitudes and feelings toward the program. There have been few attempts at evaluating the educational effectiveness of the programs, with the exception of the use of pre- and post-tests to measure gains in basic library knowledge and skills. At Sangamon State, with its collegial atmosphere and lack of specific program goals and objectives, specific evaluation of the educational effectiveness of the program might be difficult to achieve. On the other hand, at Wisconsin--Parkside, where objectives are stated in specific and behavioral terms, the program has more structure, and all students are required to reach a certain level of proficiency in library knowledge and skills, it should be possible to achieve more effective and meaningful evaluation.

CHAPTER VI

LIBRARY INSTRUCTION PROGRAMS IN PRIVATE

LIBERAL ARTS INSTITUTIONS

It is commonly assumed that private liberal arts institutions, considered as a whole, are able to deal with the learning needs of individual undergraduate students more effectively than large universities. The catalogues of these institutions typically emphasize such assets as concern for individual student needs, friendly academic communities, low student-faculty ratios, creative and innovative curricula, provisions for independent study and honors courses, and programs to equip students for lifelong learning. Pattillo and Mackenzie, in their study of church-sponsored liberal arts colleges and universities for the Danforth Foundation, found that many such institutions do indeed possess the following characteristics:

Freedom to experiment and to serve special purposes; responsiveness to able leadership, when provided; close student-faculty relationships; a good record (in some colleges) of preparation for graduate and professional study; concern for the progress of individual students; and espousal of humane values.¹

If this assumption is true to any extent, the liberal arts institution would seem to be an ideal place for the use of library-centered

¹Manning M. Pattillo, Jr. and Donald M. Mackenzie, Church-Sponsored Higher Education in the United States (Washington: American Council on Education, 1966), p. 198.

teaching methods or the development of library instruction programs. Such teaching methods generally are innovative and can be creative. The knowledge of how to use library resources is vital for independent study as well as for lifelong learning. The collegial atmosphere or community of the liberal arts college should enhance the ability of librarians to relate to and work with faculty members in planning and implementing library instruction.

Therefore, it was surprising to find, in the process of selecting libraries to be visited for this study, that few liberal arts institutions had library instruction programs which met the criteria for selection set forth in Chapter III. However, the two which were selected, Earlham College and the University of Richmond, proved to have excellent programs.

Earlham College

Earlham College, located in Richmond, Indiana, is a private liberal arts institution affiliated with the Society of Friends (Quakers). It is basically a four-year undergraduate college, with the only exception being a master's degree program in religion. It is primarily a residential college, and its 1,200 students and 150 faculty and staff members form a rather intimate learning community. Library facilities consist of Lilly Library, the main library which was opened in 1963, and the Ernest A. Wildman Science Library, which was completed as part of a new science complex in 1973. The combined holdings of these two libraries include approximately 240,000 volumes and 1,500 periodical subscriptions.

Library instruction has been an integral part of library services at Earlham College for about fifteen years. Earlham's formal program of library instruction, which is generally recognized as an outstanding

program, has been described in the literature many times.¹ Therefore, the purpose in this study is not another description, per se, but rather an analysis of how the program is administered.

The beginnings of the program can be traced to the year 1962, when the present head librarian began his work at Earlham. Although he had no prior experience in library instruction, he was committed to improving the library's services to its primary patrons--the students.² While working at the reference desk, he began to realize that many students did not know how to use the library intelligently. Furthermore, he found that the reference librarian's routine experience of having to answer the same questions repeatedly for students in a particular class was an inefficient use of professional time. With these observations in mind, he approached a faculty member from the English department and asked permission to lecture to one of his classes on matters relating to library research. That experience encouraged him to approach other faculty members, and thus library use instruction was born. Some factors which aided the development of a library instruction program over the years included a new library building, completed in 1963, which "rapidly became a center for many students and faculty," and opportunities for employing new staff

¹Evan Ira Farber, "Library Instruction Throughout the Curriculum: Earlham College Program," in Educating the Library User, ed. John Lubans, Jr. (New York: R. R. Bowker Co., 1974), pp. 145-62; James R. Kennedy, "Integrated Library Instruction," Library Journal 95 (15 April 1970): 1450-53; James R. Kennedy, Thomas G. Kirk, and Gwendolyn Weaver, "Course-Related Library Instruction: A Case Study of the English and Biology Departments at Earlham College," Drexel Library Quarterly 7 (July and October 1971): 277-97; and Billy R. Wilkinson, Reference Services for Undergraduate Students: Four Case Studies (Metuchen, N. J.: Scarecrow Press, 1972).

²Interview with Evan Ira Farber, Head Librarian, Earlham College, 4 April 1977.

members who shared the head librarian's ideas concerning the role and practice of library instruction.¹

Program Inputs (Resources)

Administrative support. The head librarian at Earlham College has actively supported library instruction activities for about fifteen years. He believes that a college library's first priority is to serve the educational and learning needs of the students, and that this involves instructing them in the proper use of the library as a major source of information. However, the library's ability to serve in this manner depends to a large extent on its having an adequate collection of materials. In fact, he believes that a library which takes instruction seriously must have a strong collection not only of books and journals, but also of bibliographies and indexes.²

The library instruction program also enjoys the endorsement and support of the college's academic administration. However, even here the head librarian is given much of the credit for gaining this support. The Provost of the college pointed out that the librarian "taught the administration and faculty what a library can and should be." He gave to the college "a new vision in which the library is integrated into the educational program." The Provost further stated that this approach to library service costs more money than traditional library service, but it is "well worth the additional cost."³

¹Farber, "Library Instruction Program," pp. 148-49.

²Interview with Evan Ira Farber.

³Interview with Dr. Joe E. Elmore, Provost and Dean of Academic Affairs, Earlham College, 4 April 1977.

Financial support. Although the instruction program has always been funded through the regular budget of the library, it is impossible to calculate its actual cost. This is due not only to the fact that the program developed gradually over a fifteen-year period, but also because instruction has become an integral part of the library's total services. Undoubtedly, the library spends more money on materials--particularly on journals, bibliographies, and indexes--than it would if it did not engage in instruction. The current materials budget of around \$100,000 per year is above-average for a college the size of Earlham, and one-third of this amount goes into periodicals and indexes.¹ In addition, the number of professional librarians on the staff is greater now than when the program was getting started. Furthermore, there are costs involved in the preparation and printing of numerous bibliographic guides and other instructional helps. The Provost stated that the college consciously provides greater financial support for the library because of the instruction program. As an indicator of this fact, he pointed out that Earlham spends more per student on its library programs than does any other college in the Great Lakes Colleges Association, of which Earlham is a member.²

Personnel. There are six professional librarians at Earlham College: the head librarian, an associate librarian for technical services, a circulation librarian, a science librarian, and two reference librarians (one of whom works two-thirds time during the regular academic year). The head librarian, the science librarian, and the reference

¹Interview with Evan Ira Farber; also, Pyke Johnson, Jr., "A Day with a College Librarian; Quaker School Library Takes an Activist Role," Publishers Weekly 213 (9 January 1978): 44.

²Interview with Dr. Joe E. Elmore.

librarians are directly involved in library instruction activities. In addition, all six librarians take turns at the reference desk, where they encounter questions generated by the instruction program.¹

Furthermore, the program would not be possible without the cooperation and participation of the faculty. Faculty members from the English and Biology Departments are heavily involved in the implementation of library instruction at the freshman level. At the upper levels, most departments include bibliographic instruction at one or more points in the curriculum. While some departments and teachers are more involved than others--and some teachers have not participated at all--a majority of the faculty have participated in the program.²

Facilities. The Lilly Library, which is the main library, is well-suited for library instruction. It includes a classroom-auditorium with a seating capacity of fifty, which originally was planned for audio-visual presentations but is ideal for classes in library instruction. The reference desk is centrally located and readily accessible, which enhances the librarians' opportunities to work directly with students--a most important feature of this program.

Program Organization

Goals and objectives. Inasmuch as Earlham College's library instruction program apparently has been very successful, it was surprising to learn that there is no formal statement of goals and objectives for the program. There are, obviously, implicit goals and objectives derived from the consensus of those who have worked continuously in the program. Since the program has evolved over a number of years, the objectives have

¹Interview with Evan Ira Farber.

²Ibid.

developed gradually as well. According to the head librarian, one of the primary objectives is "to change student attitudes toward the library and librarians and the role which they can play in the education process."¹ It is safe to say that the program aims at providing students with knowledge and skills which they can use not only in their college work, but also in lifelong learning.

In an article describing the program, the head librarian listed the following objectives regarding the information Earlham librarians would like to convey to the students:

At first, we want students to be struck by the difference between a high school library and a college library. . . .

Leading directly from this, we want them to realize that there are relevant reference sources for almost any topic. . . .

A third point is that certain principles comprise a search strategy that can be applied to almost any library research topic. . . .

And fourth, students should realize that no student, no matter how well trained, can be aware of all the useful reference sources. Students should work with a reference librarian when exploring new territory.

Finally, because the information one wants may appear in so many places, and because our library is necessarily limited in its resources, the library should be used for doing the bibliographic searching, but one should be prepared to go outside it, either by borrowing materials or using other libraries.²

The head librarian has pointed out that it is extremely difficult to reach the ultimate goal advocated by Patricia Knapp in the Monteith College experiment--that is, a complete integration of library materials with the curriculum, whereby students begin to understand how knowledge is organized and are able to do critical bibliographic thinking based on

¹Ibid.

²Farber, "Library Instruction Program," p. 158.

concepts and processes. A discipline-oriented curriculum simply will not permit total integration except in rare instances, such as in specially designed interdisciplinary courses. He concluded that, at the present time, library instruction objectives can be achieved only by working through regular, established courses and individual faculty members who are willing to cooperate with such instruction.¹

The goals and objectives of the library instruction program, however they may be stated, are in complete agreement with the overall goals of the library. Earlham librarians believe that the primary goal of a college library is to support the educational and instructional programs of the college. The head librarian has stated that the difference between a university library and an undergraduate college library is that "the university library is research-centered, whereas the college library is user-centered."²

Organizational structure. Since library instruction is interwoven in all that the library does, the structure of the program is synonymous with that of the professional library staff. The organization places the emphasis on public rather than technical services. The circulation librarian and the reference librarians are almost totally involved in public services. The head librarian and the science librarian spend a good part of their time in public services through instruction activities and service at the reference desk. Even the one professional librarian for technical services takes his turn at the reference desk.

The head librarian, chief reference librarian, and the science librarian are responsible for most library instruction activities. While

¹Ibid., pp. 159-60.

²Pyke Johnson, Jr., p. 41.

the head librarian coordinates the program, all three work independently in certain areas. For example, the science librarian has developed course-integrated instruction in biology and psychology, the reference librarian has prepared library components for courses in education and religion, while the head librarian has worked with various courses in the humanities and social sciences.¹ Five of the six librarians have lectured to classes and, as mentioned above, all six serve regularly at the Lilly Library reference desk.

Communication with the faculty regarding library instruction services is initiated by the library. At the beginning of each term the library staff contacts each faculty member who is teaching a course in which the use of bibliographical sources seems likely. If library instruction is appropriate and the faculty member is agreeable, instruction is scheduled at the time and place in the course when the students are ready to begin their library work.² Throughout the term, channels of communication between the library and the faculty are kept open. For example, the head librarian's office door is always open to faculty members, who frequently come in to request assistance in bibliographic instruction.

Library technology (operations). The fact that the professional library staff is oriented toward public rather than technical services is one of the keys to the success of the instruction program. In the mid-1960s the professional staff consisted of five librarians, two of whom worked in cataloging and technical services. At the present time, only

¹Interview with Thomas G. Kirk, Science Librarian, Earlham College, 4 April 1977.

²Farber, "Library Instruction Program, p. 154.

one of six librarians is assigned to technical services. This means that a good part of the work in the technical areas is handled by clerical assistants and machine technology. The associate librarian for technical services pointed out that, while there are times when technical services could use more help, "we feel it more important to have the extra hours in reference than in making sure every jot and tittle is taken care of in the back office."¹ He also indicated that, although he does not participate directly in library instruction, he is in full accord with the objectives of the program and agrees with the concept of putting most of the professional staff in public services.²

Human-social aspects. Additional keys to the success of this program may be found in the human-social aspects of the program organization. In the first place, the program is carried out by capable librarians who not only are committed to library instruction, but also have been working together at this task for many years. The head librarian pointed out that since the mid-1960s, the three librarians mainly involved in the program "have talked more about the theory and practice of library instruction than any other subject, and the present program has been shaped largely by these discussions."³ At certain times during each term the work load in instruction becomes very heavy, and these librarians willingly put in extra hours of work as a result.

In the second place, the leadership style of the head librarian is a positive factor in the program's success. His ability to articulate

¹Letter from Philip D. Shore, Associate Librarian, Earlham College, to the author, 19 September 1977.

²Interview with Philip D. Shore, 5 April 1977.

³Farber, "Library Instruction Program," p. 149.

clearly the purposes of an undergraduate college library, coupled with his genuine concern for serving the library's clientele, cause him to be highly respected by the students and faculty as well as by the library staff. Thus, he has combined task awareness and people awareness in a manner favorable to the carrying out of all the library's programs.¹

Finally, the Quaker influence which permeates the campus has brought about a level of collegiality at Earlham not generally realized even on most small campuses. Community, consensus, and participation characterize the way most affairs of the college are managed. As a result, relationships between librarians and the teaching faculty are excellent. Although the librarians do not have formal faculty status (they are listed with the administrative staff in the college catalog), they are accepted as colleagues by the faculty and serve on all important faculty committees. This relationship has now reached the stage where faculty members often seek out librarians for assistance in teaching the bibliographic sections of their courses, whereas in the early stages of the program the librarians invariably took the initiative.² Wilkinson commented on this relationship in a 1972 study as follows:

Earlham librarians have, to an extraordinary degree, become part of the whole college. This uncommon rapport with faculty has made possible the development of a highly successful library instruction program which in turn has greatly influenced the reference service for students.³

¹Based on opinions gathered from interviews with Dr. Joe E. Elmore and various faculty members and librarians, Earlham College, 4-5 April 1977.

²This fact was evident during the author's visit to Earlham College; while he was conducting interviews in the head librarian's office, two faculty members from different disciplines came in to request bibliographic instruction for their courses.

³Wilkinson, p. 304.

Program Outputs (Services)

Library instruction at Earlham College begins each year with a brief library test given to entering freshmen to identify those students who have such deficient knowledge of library usage that they need special attention. Beyond this exercise, instruction for all students can be categorized, generally speaking, into three levels or stages.¹

Freshman level. Basic library instruction is provided in relation to a research paper assignment in the second term of a two-term humanities course, which is offered by the English Department and is required of all first-year students. The instruction begins with a lecture, given by one of the librarians, which describes reference sources and indexes basic to the use of a college library but little known to high school students. While it includes information on how to use the card catalog, it points out the enormous amount of material available which is not even listed in the card catalog, such as book reviews, government documents, the New York Times, and periodical articles. It emphasizes the fact that in a college library the usual problem is not one of insufficient information, but rather the critical selection of the best or most useful information.

After this introductory lecture, the students make individual appointments with the librarians at the reference desk to discuss the use of the library in relation to their particular research topics. Although this is a time-consuming task, the librarians consider this step a very important part of the program. During these conferences, librarians help

¹The description of the instruction program which follows is a summary of information gathered from the following sources: interviews with Earlham College librarians; the author's attendance at a library instruction session conducted by the head librarian for a humanities class on the afternoon of 4 April 1977; and articles by Farber and Kennedy (cited in footnote number 1 on page 131).

individual students learn how to develop search strategies for finding appropriate information. By putting these conferences on the same level as any other course assignment, students who might be reluctant to ask for assistance are provided with the proper setting for receiving help. From this point on, throughout their college years, students know where to go for assistance, and they learn to recognize the librarians as partners with the faculty in the teaching-learning process.

In addition, about one-third of the first-year students take a course in general biology. This course contains a library component which teaches students how to get into primary source materials in the sciences--especially articles in scientific journals--through the use of various bibliographic tools. Thus, by the time the students complete their first year, they have received instruction in the use of basic sources and have become acquainted with the librarians.

Instruction related to the students' major work. The next level of instruction concentrates on the knowledge of library sources which are important for particular disciplines. Such instruction is usually given in foundation courses for students beginning their major work. The methods of instruction vary, depending on the needs of the particular course. Frequently, instruction is composed of a general lecture on the structure of the literature of the discipline and the "search strategy" needed to cope with that literature. Search strategies are often illustrated by means of "flow charts," in which the steps to take in a search, their proper sequence, and options in case particular steps do not yield results, are described. (Figure 9 is an example of a simplified search strategy used by Earlham College librarians.) The class lectures are

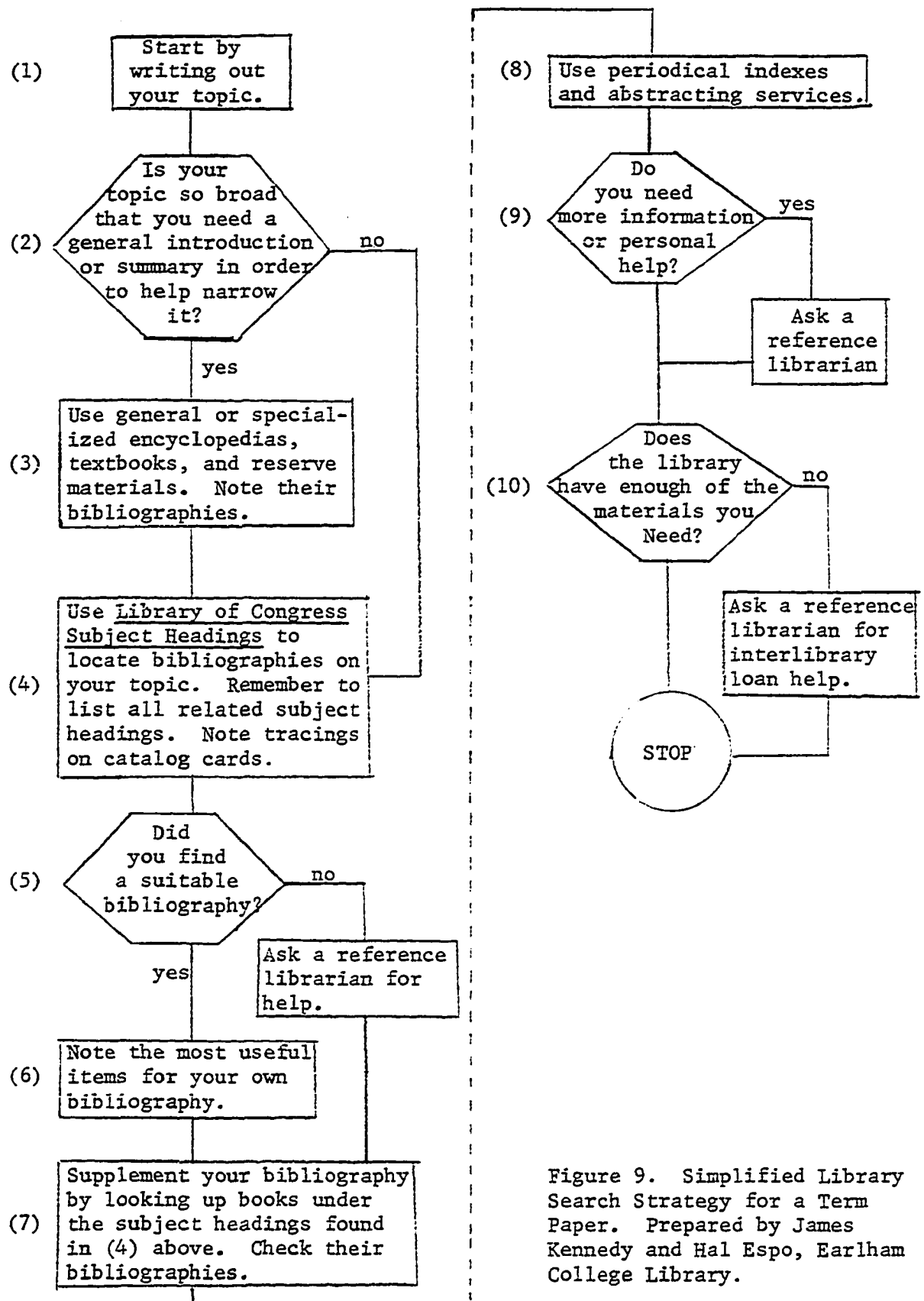


Figure 9. Simplified Library Search Strategy for a Term Paper. Prepared by James Kennedy and Hal Espo, Earlham College Library.

usually accompanied by the use of printed, annotated bibliographies.

Course-integrated instruction. A third level of library instruction is that which is planned as an integral part of a particular course. Such instruction helps the student to relate course content with information sources in a logical order. There are usually several examples of such instruction each year. One example was provided in the fall of 1976 by the course Introduction to American Politics. In this course, which was conducted by a professor with the assistance of a librarian, each student was required to select a public law and write a legislative and judicial history of that law from its inception to its final adjudication. The resulting term paper, or report, emphasized the legislative process rather than the law itself. The course required extensive knowledge of government documents and other tools dealing with Congressional action and the courts. The librarian involved presented three lectures to the class on the use of the Congressional Quarterly Almanac, the Monthly Catalog of United States Government Publications, Congressional Information Service (CIS) indexes, and other similar tools. He then scheduled workshop sessions in the library to assist the students in their work. Throughout the course, the students maintained a worksheet on which they recorded how and where they found the information needed to complete the work. In evaluating the course, the students' basic response was positive. Although some complained that the work load was too heavy for a single course, several indicated that they had learned a great deal about the legislative process and the way government officials operate by using the primary sources.¹

¹Interview with Robert M. Johnstone, Jr., Assistant Professor of Political Science, Earlham College, 4 April 1977.

There are several other aspects of this library instruction program. First, the program has had considerable impact on the volume and type of reference service provided by the library. Earlham's science librarian has commented on this fact by pointing out that library instruction not only generates more reference questions, but "usually these questions are of a more sophisticated nature, which results in the need for additional staff time in reference."¹

Another aspect of the program is the variety of workshops which the Earlham College Library has held on library instruction. These have been conducted for Earlham's own faculty as well as for librarians and educators from other institutions. Finally, the program has produced many printed bibliographies on a variety of subjects. A number of these have been made available for purchase by libraries throughout the nation.

Program Evaluation and Feedback

Very little effort has been made toward formal evaluation of the library instruction program. However, informal evaluation has been abundant and positive, as summarized by the head librarian:

We do know that students who have gone on to graduate school have come back and told us how much they benefitted from the program; we have had students transfer to Earlham who contrasted what they were now learning about the library with their previous lack of exposure. We can tell something from faculty response and the repeated requests for instruction. We can compare the sources students use now with those they used several years ago, attested to by the sharp increase in the use of interlibrary loans as well as by looking at the bibliographies submitted with papers.²

Furthermore, the head librarian is convinced that "almost no student

¹Thomas G. Kirk, "Problems in Library Instruction in Four-Year Colleges," in Educating the Library User, ed. John Lubans, Jr. (New York: R. R. Bowker Co., 1974), p. 96.

²Farber, "Library Instruction Program," p. 159.

finishes at Earlham without truly knowing how to use the library."¹ Yet, he underscored the obvious need for some kind of formal evaluation when he admitted that "we don't know how effective the program is; perhaps this sort of quantitative evaluation can never be obtained."² While it is true that library instruction, like any kind of instruction, is difficult to evaluate quantitatively, it does seem that some method of formal evaluation should be devised, as a means of obtaining feedback which can be useful in setting future goals and objectives of the program.

University of Richmond

Undergraduate liberal arts education has been the chief feature of the academic program of the University of Richmond since its founding as a Baptist institution in Virginia in 1830. For three quarters of a century the school was known as Richmond College, a liberal arts college for men. Its counterpart for women, Westhampton College, was established in 1914. The school was chartered under its present name in 1920, and the University now includes an undergraduate school of business administration, a school of law, a small graduate college, and the University College for continuing education and evening programs. However, Richmond College and Westhampton College continue as the two major divisions of this private university, which is described in the university bulletin as "primarily a teaching institution in the liberal arts tradition."³

Although the University of Richmond maintains a relationship to the Baptist General Association of Virginia, in recent years it has

¹Pyke Johnson, Jr., p. 41.

²Farber, "Library Instruction Program," p. 159.

³University of Richmond Bulletin 78 (1 February 1976): 17.

received strong endowment support from private, non-church sources. Its total current enrollment is about 4,000, but the number of full-time students is approximately 2,800. Most full-time undergraduate students reside on the campus.

The library instruction program at the University of Richmond began in 1973 as the result of a grant received under the College Library Program of the Council on Library Resources and the National Endowment for the Humanities (CLR-NEH). The idea of applying for a grant to improve library-centered instruction was conceived by a professor of history, who was an ardent supporter and user of the university libraries. The grant proposal was prepared by this professor and the university librarian, and was submitted to the Council on Library Resources on 8 March 1973.¹ The proposal was accepted and the project became operative in the 1973-74 academic year.

The project was entitled the "Library-Faculty Partnership Project." Its purpose, according to the grant proposal, was "to enhance the library's role in the education of undergraduates and to improve the partnership between the faculty and library staff."² At the heart of the project was the plan to select three of four regular faculty members each year who would be released one-half time from their regular teaching duties, in order that they might spend that time in the library planning library-centered courses and assisting librarians in collection development and at the reference desk. The initial year, 1973-74, was used for project

¹University of Richmond, "Library-Faculty Partnership; a Proposal Submitted to Council on Library Resources under the Council on Library Resources - National Endowment for the Humanities College Library Program," Richmond, 8 March 1973. (Typewritten.)

²Ibid.

planning and for selecting the first faculty participants in the project for 1974-75.

Program Inputs (Resources)

Administrative support. When the present university librarian began his duties in July 1974, he was charged by the university administration with the task of moving the library "from its traditional, rather passive role into the forefront of the academic program."¹ He is strongly committed to making the library an integral part of the instructional program of the university. His personal interest in library instruction is indicated by the fact that he was a member of the Association of College and Research Libraries' Bibliographic Instruction Task Force, which prepared the 1975 "Guidelines for Bibliographic Instruction in Academic Libraries."² Through opportunities for expanding the library staff, and by replacing departing staff members, he was able to bring in professional librarians who share his commitment to library service which is closely related to the instructional program. Under his direction, the entire staff now sees library instruction as a major objective of the library.³ Although the Library-Faculty Partnership Project was already in operation when he became librarian, he fully promoted it and worked for its success.

The university administration supported library instruction in a tangible way by endorsing the CLR-NEH grant proposal and providing the

¹Interview with Dennis E. Robison, University Librarian, University of Richmond, 13 October 1977; also, included in an explanatory note attached to a questionnaire returned by Dennis E. Robison, January 1977.

²College and Research Libraries News 36 (May 1975): 137-39, 169-71.

³Letter from Dennis E. Robison to the author, 14 February 1978; also, included in an explanatory note attached to a questionnaire returned by Dennis E. Robison, January 1977.

matching funds required to receive the grant.

Financial support. The Library-Faculty Partnership Project was funded by a CLR-NEH grant of \$50,000, which was matched by an equal amount from the university. The total amount of \$100,000 was to be expended over a five-year period, beginning with academic year 1973-74 and continuing through 1977-78. The bulk of these funds were to be used for substitute teaching personnel to replace faculty participants released from regular teaching duties to work in the project, and other personnel as needed. In addition, the university administration provided the necessary support for enlarging the professional library staff by two positions, both of which were filled by persons sympathetic with the library's instructional programs.¹

Personnel. Seven professional librarians worked directly with the Library-Faculty Partnership Project. One of these was designated Project Librarian and shared her time between the project and collection development. The University Librarian served as director of the project. Five reference or public services librarians participated in the project in various ways. An eighth professional, the director of the learning resources center, helped with the preparation of audio-visual materials in support of library-centered instruction.²

Fifteen faculty members participated in the project through the 1977-78 academic year.³ In addition, the Freshman English faculties of Richmond and Westhampton Colleges are involved in a program of library

¹Ibid.

²Interview with Dennis E. Robison

³University of Richmond, Annual Reports of the Library-Faculty Partnership Project to the National Endowment for the Humanities and the Council on Library Resources, for the years 1973-74 through 1976-77. (Mimeographed.)

instruction for first-year students.

Facilities. The Frederick William Boatwright Memorial Library provides excellent facilities for library instruction activities. The present building, which combines a large addition to and renovation of the original library, was completed in 1976. It contains a shelf capacity of 500,000 volumes and study spaces for 1,000 students. It includes a learning resources center for the production and utilization of non-print media. The center also includes classrooms and seminar rooms, as well as enclosed faculty studies which may be used by faculty members in planning library-centered instruction.

Program Organization

Goals and objectives. The goals of the Library-Faculty Partnership Project, as stated in the original grant proposal, were "to enhance the library's role in the education of undergraduates" and "to improve the partnership between faculty and library staff." To achieve these broad goals, the following objectives were also proposed: (1) the development of library-centered teaching, (2) faculty assistance in reference services, (3) the development of a program of instruction in the use of the library, (4) the planning and inauguration of a ten-year collection development program, and (5) an investigation of other ways to enhance the library's role in undergraduate education.

The original plan was for faculty participants to work with the librarians toward the fulfillment of each of these objectives. However, as the project unfolded, some modification was necessary. For example, in objective number two the proposal suggested that the faculty participants be assigned specific hours to assist in the reference department.

This was found to be too restrictive and not productive. With regard to objective number four, the original intent was that each faculty participant would be teamed with a librarian familiar with the faculty member's discipline, and the two would work together in evaluating the collection in that particular area. This procedure was attempted in the fall of 1974 and found to be too time-consuming. Faculty members tended to spend a higher proportion of time on this objective at the expense of objective number one, "library-centered teaching."¹

Thus, in effect it was learned that certain library functions, such as reference service and collection development, are handled better by professional librarians who have special training for these tasks. However, with these two exceptions, the goals and objectives of the project related well to the overall objectives of the library and were met with considerable success.

The university librarian pointed out that his personal goal for the library is to reach the general objective of the "Guidelines for Bibliographic Instruction in Academic Libraries," as set forth in 1975 by the Association of College and Research Libraries:

A student, by the time he or she completes a program of undergraduate studies, should be able to make efficient and effective use of the available library resources and personnel in the identification and procurement of material to meet an information need.²

Furthermore, he suggested as the ultimate goal for consideration the inclusion of bibliographic instruction in every course in the curriculum.³

¹University of Richmond, Annual Reports of the Library-Faculty Partnership Project, for the years 1974-75 and 1975-76.

²College and Research Libraries News 36 (May 1975): 139.

³Interview with Dennis E. Robison.

Organizational structure. The organizational structure for carrying on the Library-Faculty Partnership Project was considerably different from that found in most other library instruction programs. This was due to the close working relationship between the faculty participants and the librarians required by the project. That relationship was realized even at the top of the organization, where the project director was the University Librarian, while the associate director was a faculty member. A major task of the associate director was to assist in the selection and recruiting of the faculty participants. Each faculty member thus selected worked half-time in the library for one year in planning library-centered courses and in fulfilling other objectives of the project. The intent was that the faculty member would work closely with a particular librarian who was knowledgeable of the literature of his or her subject field. The five librarians who served in this capacity were the reference librarians for the humanities (two), the social sciences, the sciences, and business.¹

A sixth librarian, designated the Project Librarian, coordinated the activities of the faculty participants and librarians. She also helped to plan and coordinate the library instruction program which is part of the freshman English courses. Finally, the director of the learning resources center frequently was involved in preparing audio-visual instructional materials. Figure 10 is an organization chart of the staff of the library which shows the relationship of the various librarians to the project.

Another important element in the organization of the project was the Library-Faculty Partnership team, which met regularly every two weeks

¹Interview with Dennis E. Robison.

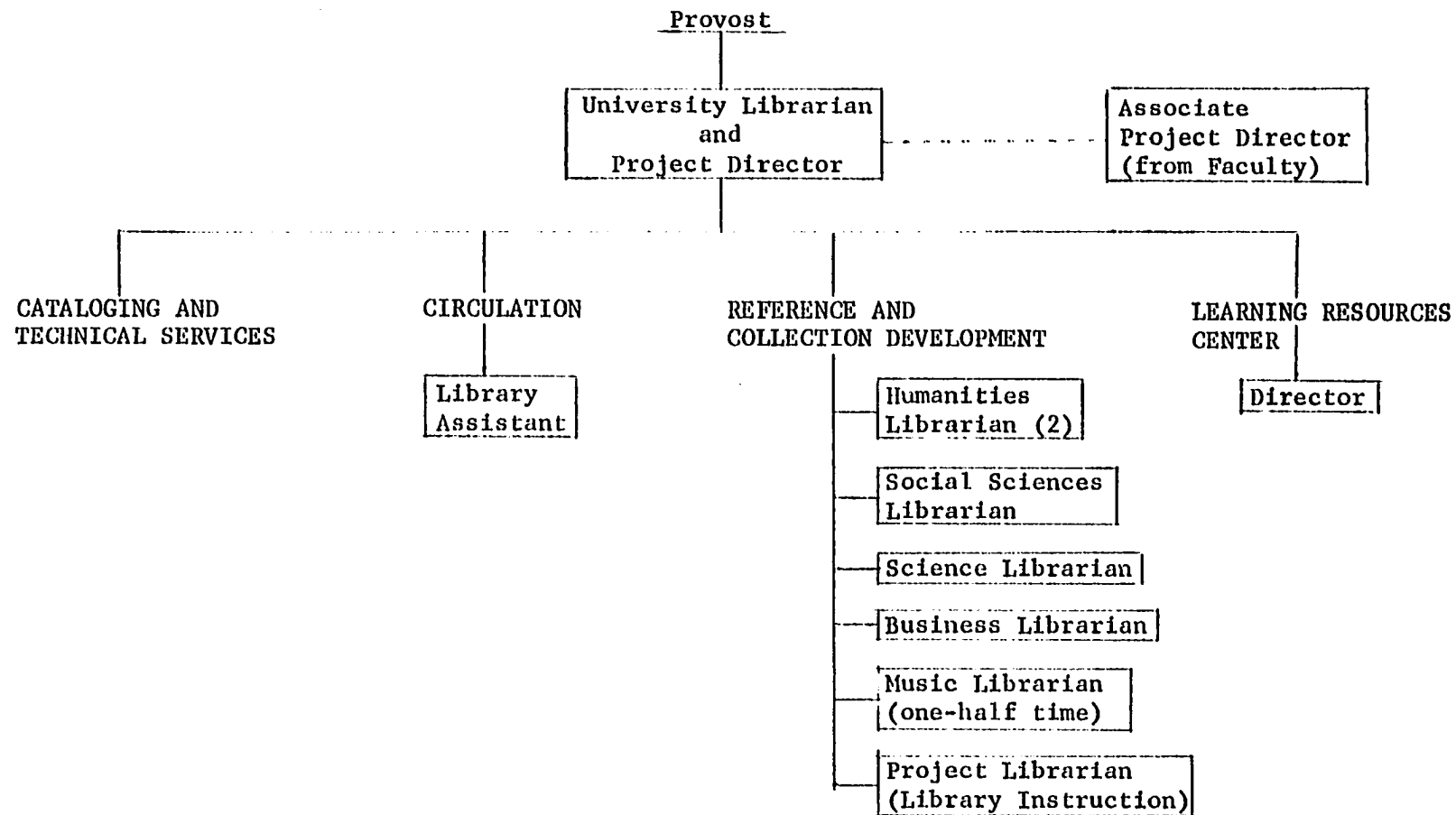


Figure 10. Organization chart, Frederick William Boatwright Memorial Library, University of Richmond, adapted to show the relationship of the staff (reference librarians in particular) to the Library-Faculty Partnership Project. Information for this chart provided by Dennis E. Robison, University Librarian.

during the school year to discuss issues and problems of the project. The meetings normally were attended by the project director and associate director, all librarians mentioned above, the director of the learning resources center, and the faculty participants for the particular year in session. In general, the format of the meetings gave time to the faculty participants to report on the progress of their individual projects. Most projects were courses which were being planned around the use of library materials.¹

Library technology (operations). In the process of implementing the Library-Faculty Partnership Project, several adjustments in staff assignments were made. First, the project proposal called for the creation of a new position of Collection Development Librarian, which later was designated Project Librarian. The librarian in charge of the circulation department was moved into this new position, and she, in turn, was replaced in the circulation department by a paraprofessional person. Second, the public services or reference librarians were aligned according to certain broad range disciplines--such as business, humanities, social sciences, and sciences--and given the responsibility of working with the teaching faculty of those disciplines in collection development and in library instruction activities. Finally, the staff was enlarged by two positions: one was a reference librarian for the social sciences and the other was the director of the learning resources center.²

Human-social aspects. One of the purposes of the Library-Faculty Partnership Project was to enhance the relationship of the library staff

¹Information obtained from the author's personal attendance at a Library-Faculty Partnership team meeting, 13 October 1977.

²Letter from Dennis E. Robison to the author, 14 February 1978.

with the teaching faculty. Following the conclusion of the fourth year of the project, the University Librarian reported that "the most immediate (and perhaps lasting) effect of the Project is the close relationship that has developed between the teaching and library faculty."¹

Relationships among the librarians are also good. This is due in large measure to the direction and leadership provided by the University Librarian. He not only is committed personally to making the library an integral part of the instructional program, but has developed a staff of librarians who share his commitment. This was accomplished by (1) an expansion of the staff which allowed him to bring in new people who were qualified for as well as committed to this type of library service, and (2) by realigning the public services librarians according to broad disciplines so that they might work more directly with the faculty in those disciplines. Thus, he set a definite course for the library and developed a staff of coworkers to help keep the library on course.²

Program Outputs (Services)

The Library-Faculty Partnership Project produced a number of library instruction activities. These include library-centered teaching, library instruction in the freshman English courses, an improved program of collection development, and workshops and other opportunities for exploring the concepts of bibliographic or library instruction.

Library-centered teaching. The first objective of the project was to develop library-centered teaching. The following guidelines for

¹Memorandum from Dennis E. Robison to the University of Richmond Board of Trustees, 26 September 1977. (Typewritten.)

²Letter from Dennis E. Robison to the author, 14 February 1978.

meeting this objective were suggested by the original grant proposal:

In the development of library-centered teaching, the faculty participants will seek to improve their effectiveness in teaching with books and a variety of learning resources and technology. Although applications would occur chiefly in introductory level courses, faculty members would be encouraged to consider other applications. Possibilities include team-teaching, utilizing reference librarians more in the classroom, and alternative teaching strategies such as audio-tutorial instruction, independent study and colloquia, interdisciplinary mini-courses, and programmed learning in general studies.¹

From 1974 through 1978 fifteen faculty members served as participants in the project, representing the academic departments of Classics, English, Fine Arts, History, Modern Languages, Political Science, Psychology, Religion, Sociology, and Speech and Theater Arts, as well as interdisciplinary studies. The library-centered teaching activities of this group of teachers resulted in the restructuring of introductory courses in English, history, political science, sociology, and speech. In addition, upper division courses in political science, psychology, and religion were redesigned. During the 1977-78 year, two interdisciplinary courses were designed utilizing the fields, respectively, of American literature and history, and psychology and literature.²

All the above courses were designed or restructured as library-centered courses--that is, they were planned around the utilization of a wide range of bibliographic sources rather than the usual textbooks. For example, during the 1977-78 year an associate professor of English developed an interdisciplinary course which explored the values held by a society in transition. The professor identified the decade of the 1890s

¹University of Richmond, "Library-Faculty Partnership."

²Memorandum from Dennis E. Robison to the University of Richmond Board of Trustees, 26 September 1977.

as years of historical and societal transition in American life, and the task of the class was to identify and utilize novels, essays, periodical literature, newspaper commentaries, church minutes, religious tracts, and other resources which articulated the values held in that period.¹

Library instruction in freshman English. Another outcome of the project was the development of a program of library instruction for freshman English students. The objective is to give all first-year students in Richmond and Westhampton Colleges a meaningful library experience during the first eight weeks of classes. There are three basic parts to the program. The first part is a slide-tape presentation which gives an audio-visual orientation to the physical layout of the library. This feature was produced by the learning resources center of the library. The second part is a self-guided tour of the library, of approximately forty-five minutes, which reinforces what the students experienced in the slide-tape presentation. Finally, there is a series of six exercises geared to teach the students how to use the following indexes or tools: the public card catalog, the Essay and General Literature Index, the Readers' Guide to Periodical Literature, the Humanities Index, the Oxford English Dictionary, and the New York Times on microfilm. The students are given a "Library Survival Kit" which contains the exercises they must complete. Then, they are asked to choose a topic, perform search strategies using basic bibliographic tools, and write a brief paper.²

Collection development. The original plan of teaming each faculty participant with a reference librarian for the purpose of evaluating the

¹Information obtained from a report by Associate Professor Lynn Dickerson at Library-Faculty Partnership team meeting, 13 October 1977.

²Interview with Kate DuVal, Project Librarian, University of Richmond, 13 October 1977.

book collection in the faculty member's discipline did not prove workable, as pointed out above. However, the library has received valuable assistance from the faculty participants in a general analysis of the collection. This has resulted in the establishment of guidelines for future acquisitions, of both print and non-print materials, from all departments involved. These guidelines will help provide the basis for planning the growth of the collections and the the request for funds over the next several years.¹

Workshops and consultants. From 28 February to 1 March 1977, as part of the dedication activities for the newly enlarged and renovated Boatwright Library, the Library-Faculty Partnership Project sponsored a workshop on bibliographic instruction. The workshop, which was planned around the theme of "Competence in the Use of the Library is One of the Liberal Arts," was attended by approximately ninety academic librarians from Virginia colleges and universities. Project funds were used to bring two authorities on bibliographic or library instruction to the campus as conference leaders--Thomas Kirk from Earlham College and Carla Stoffle from the University of Wisconsin--Parkside. The workshop addressed such matters as the Association of College and Research Libraries' "Guidelines for Bibliographic Instruction," examples of library instruction programs, and the evaluation of such programs. The workshop was over-subscribed and warmly received by the participants.²

Project funds have also been used to bring two consultants to the

¹Memorandum from Dennis E. Robison to the University of Richmond Board of Trustees, 26 September 1977.

²University of Richmond, Annual Report of the Library-Faculty Partnership Project, for the year 1976-77.

campus to discuss with the University of Richmond faculty various aspects of library instruction. The first was Dr. Samuel Postlethwait, Professor of Biology at Purdue University and designer of the Auto-Tutorial System of instruction, who visited the campus on 16 October 1974. The second was Dr. Howard Clayton, editor of the journal Learning Today and an authority on the Library-College concept of learning, who came on 14 April 1975.¹

Program Evaluation and Feedback

Formal evaluation of the Library-Faculty Partnership Project has consisted primarily of reports prepared by each of the faculty participants following his or her year of participation. These reports normally have included a description of the faculty member's activities while serving on the project along with a personal evaluation of how effective or beneficial these activities were in the faculty member's own teaching experience.²

In the freshman English library instruction program, a pre-test and a post-test were devised and administered for the first time during the 1977-78 academic year. Furthermore, a number of students have been selected for follow-up evaluation one, two, and three years after their freshman experience.³

Informal evaluation of the project's activities generally has been positive. An indicator of the project's success was the fact that for the final year of the project there were more applications from

¹University of Richmond, Annual Report of the Library-Faculty Partnership Project, for the year 1974-75.

²Reports of the faculty participants were included in or attached to the Annual Reports of the Library-Faculty Partnership Project.

³Interview with Kate DuVal.

faculty members wishing to participate than could be used, whereas in the early years of the project faculty participants had to be recruited in order to have a sufficient number. Furthermore, there have been a number of requests from faculty members wanting to know if the project might be continued by the university after the expiration of the CLR-NEH grant period.¹ With regard to the freshman level program, informal sessions have been held with the Freshman English faculty to obtain their feedback, and, in general, they have expressed satisfaction with the program.² Finally, representatives of the National Endowment for the Humanities who visited the campus to observe the project were highly complimentary of the program.³

Summary

In the opening paragraphs of this chapter, it was pointed out that one of the characteristics of many private liberal arts institutions is the "freedom to experiment" with innovative and creative instructional programs. The library instruction programs at Earlham College and the University of Richmond seem to fit this characteristic.

At Earlham College, library instruction is as much a part of the library operations as is collection development and book circulation. It is so completely accepted by the faculty, students, and administration that it would be difficult to eliminate it from the library even if there were a major change in the library's professional staff. Although it

¹Interview with Dennis E. Robison.

²Interview with Kate DuVal.

³Letter from Floy A. Brown, Program Officer, College Library Program, National Endowment for the Humanities, to Dennis E. Robison, 17 August 1977.

began with the ideas of one librarian, it is now an integral part of the total academic program at Earlham. The library instruction program was developed over a fifteen-year period with the support of regular library resources and staff, and it is therefore a very stable program.

A major administrative problem of the program at Earlham is that the work load for the librarians is not only heavy, but is spread irregularly throughout the academic year. Most bibliographic lectures fall during a three- or four-week period near the middle of each term, and there is a great deal of work required in preparing the transparencies and printed bibliographies used in support of the lectures. Another busy time is when first-year humanities students are scheduling personal interviews with the librarians. During such times, the librarians must spend many more hours on the job than normally would be expected. The program would be easier to administer if the work load were more evenly distributed.¹

The Earlham program depends heavily on the use of lectures, supplemented by transparencies and printed bibliographies, and personal reference interviews. There is very little use of audio-visual materials or technology as aids to instruction. While Earlham librarians are not opposed to the use of such materials or technology, they place a higher priority on their ability to go into the classroom as members of the instructional team, where they can establish rapport with the students and personally become involved in their learning needs.²

At the University of Richmond, the most distinctive feature of the Library-Faculty Partnership Project is the fact that faculty members actually have become involved in creating or restructuring courses around

¹Interview with Evan Ira Farber.

²Ibid.

the use of library resources. In this process they learn to depend on the librarians for assistance. However, the impetus to develop library-centered teaching is with the faculty members rather than the librarians, as is the case in many, if not most, bibliographic instruction programs.

Another feature of the Richmond program is the "multiplier effect" which the project created. This works in two ways. First, as faculty participants have returned to their departments and spread the word about their experiences on the project, other faculty members have become interested in library-centered teaching. Second, the faculty participants, conceivably, will continue to develop and use library-centered instruction in the years following their actual participation on the project. The results achieved through this feature were reported as follows:

When the Project was designed, it was hoped that there would be a multiplier effect throughout the academic departments which would increase the awareness and use of the library by the colleagues of those participating in the Project. This has happened. The library faculty have been heavily involved in sharing teaching responsibilities with a number of classroom faculty who have "heard" of their services through the Project.¹

Whereas the Earlham College program is well-established, the University of Richmond program was developed in a relatively short period of time with the support of special funding, and, as a result, the future status of the program is uncertain. Since the 1977-78 academic year was the final year for the Library-Faculty Partnership Project as funded by the CLR-NEH grant, the University Librarian has sought the support of the university administration for continuing the Partnership into the future. The problem is the need for funding to permit additional faculty members to be released part-time from their normal duties to work on the develop-

¹Memorandum from Dennis E. Robison to the University of Richmond Board of Trustees, 26 September 1977.

ment of library-centered courses. Direct funding for this purpose is not apt to be forthcoming, since the University President has expressed his feeling that the Partnership was too expensive for the number of courses and faculty reached. However, he expects a "continuation and furtherance of such partnership as a normal execution of the academic enterprise."¹ The University Librarian has proposed that the Partnership be continued as (1) an option for faculty sabbaticals, and (2) a part of the university's faculty development program.² The Partnership possibly will be continued, at least to some degree, by means of the "multiplier effect" mentioned above. There is no doubt that the program would be more effective in the future if the released-time aspect could be retained. The freshman level of the program will be continued unabated.

While both library instruction programs examined in this chapter are innovative and creative, it would be virtually impossible to duplicate either of them in another library. The Earlham College program was shaped largely by a combination of factors not likely to be found elsewhere--a library staff dedicated to instruction, consistent leadership by the head librarian over a long period of time, and a collegial atmosphere which makes it easy for librarians and faculty members to work together. In the University of Richmond program, the released-time for faculty participants aspect requires additional funding which few institutions would be able, or willing, to provide. Nevertheless, both programs have features worthy of consideration by libraries interested in library instruction.

¹Letter from Dr. E. Bruce Heilman, President, University of Richmond, to the author, 25 April 1978.

²Memorandum from Dennis E. Robison to Gresham Riley, Dean of Arts and Sciences, University of Richmond, 7 October 1977.

With regard to program evaluation and feedback, however, both programs seem to have been negligent. Both have relied heavily on informal means of evaluation. While the Earlham program has made no use of formal evaluation at all, at the University of Richmond formal evaluation has consisted primarily of written reports from the faculty participants commenting on the effects of the program on their own teaching experiences. Perhaps the major problem in these cases, as in others examined, is that formal library instruction is of such recent vintage that effective tools or methods of evaluation have not yet been devised. Furthermore, as pointed out in previous chapters, until the goals and objectives of library instruction programs are stated in specific and measurable terms, effective, formal evaluation will be difficult to achieve. Yet, it would seem that these two programs, which are creative in other ways, should be able to devise more effective means of evaluation.

CHAPTER VII

SUMMARY, IMPLICATIONS, AND SUGGESTIONS

FOR FURTHER RESEARCH

The purpose of this study was to examine the administrative and organizational characteristics of course-related library instruction programs in academic libraries. The study was carried out by means of personal visits to several libraries which have established formal, course-related library instruction programs. In selecting libraries to be visited, the intent was to identify those in which library instruction had become a significant and an integral part of the total instructional program of the institution. In addition to selecting programs of course-related instruction, the selection criteria identified programs (1) which were attempting to reach a large portion of the undergraduate student body and (2) which included instruction for upper-level students in their major fields as well as beginning students. Thus, the eight programs selected were among the strongest library instruction programs in the nation.

As an outcome of the visits, each program was analyzed using a systems model (represented by Figures 1 and 2 in Chapter III) which was designed to draw attention to common administrative and organizational concerns. In addition, at the outset it was intended that this model be useful in identifying and analyzing major administrative problems confronted by the programs. Specifically, it was hoped that the model

might help identify conflicting issues which likely would arise as a result of the interacting variables brought about by the introduction of a new task--library instruction--into an ongoing library organization. Thus, it was expected that the study would give attention to such problems as conflicting budget priorities, conflicts over library staff time allocated to the new task of instruction, conflicting goals and objectives, and an assessment of the relative importance of these and other possible issues. However, as the visits were made, it became apparent that the kind of detailed and documented information necessary for studying such problems was not readily available. For example, none of the libraries visited was able to report with any degree of precision the total costs of the library instruction program, nor to what degree the introduction of the program affected other budget priorities.¹ Likewise, not one was able to state exactly how much of the participating librarians' time was required by the program.² The libraries apparently have not kept detailed records on these matters. Furthermore, as pointed out elsewhere, goals and objectives were usually stated in very general terms. Thus, the study was limited mainly to a description of administrative and organizational characteristics rather than an investigation of administrative problems.

Summary

A summary of the major findings of the program analyses will now be presented, following the general outline used in each analysis.

¹Programs which had received CLR-NEH grants reported annually how those funds were spent, but total costs involved more than those amounts. Other programs presented estimates of total costs.

²The head librarian at Earlham College stated that he is unable to report exactly how much staff time is required, because the work load varies greatly from week to week and month to month. Interview with Evan Ira Farber.

Program Inputs (Resources)

Administrative support. Administrative support for the eight library instruction programs analyzed in this study obviously has been adequate, inasmuch as the programs have been successful in reaching large numbers of students. Yet, such support has been much stronger in some programs than in others. On the one hand are Sangamon State University, where the University President supports librarians as peers of the faculty in the teaching-learning mission, and Earlham College, where the chief academic administrator stands firmly behind the library's instructional services, even though these services have increased the ongoing expenses of the library. On the other hand, at the University of Richmond, the future of the program is in doubt since the institutional administration is not convinced that the program has been worth the cost, while at The University of Texas at Austin, the staff of the Undergraduate Library would like to receive some tangible expression of support from the General Libraries administration for its library instruction program. One conclusion is evident: if the program is able to gain the support of the institutional administration as well as the library administration, it is more apt to become a stable and successful program.

Financial support. There also is considerable variation in the amount and type of financial support which has been received by the programs. At the time of this study, two of the programs were operating under special grants received from the Council on Library Resources and the National Endowment for the Humanities (CLR-NEH). Two additional programs were in libraries which normally have received above-average financial support. The other four were carrying on library instruction

activities through the regular library budget with mixed results. The Earlham College program has always operated through the regular library budget and staff, and it is one of the most stable and successful programs in the nation. At State University of New York (SUNY) College at Brockport, the feeling was that instruction is a normal, ongoing function of the library and, as such, should not require special funding. On the other hand, at Eastern Michigan University, where the program previously was supported by a CLR-NEH grant but has been funded through the regular library budget since 1975, it has been difficult to keep the program going due to university-wide financial constraints. Furthermore, it was doubtful that the University of Richmond program could be continued, at least in its complete form, following the expiration of its CLR-NEH grant. All of this leads to the following two conclusions. (1) It is possible to establish successful library instruction programs without special financial assistance, as a number of libraries have demonstrated. (2) While special funding may be helpful in getting programs established, it may be difficult to keep them operating after the special funding expires.

Personnel. It is apparent that the number of professional personnel available for library instruction has had a direct bearing on the success of the programs. For example, at Eastern Michigan University, with approximately 18,000 students, sixteen public services librarians were involved in library instruction, while at the University of Kentucky, with more than 22,000 students, only six librarians were thus involved. Perhaps this is why the Eastern Michigan program has had relatively good success with upper-division instruction. Furthermore, the six librarians

at Earlham College, with a total student population of a little more than 1,000, should be more successful in reaching the student body with meaningful library instruction than the six librarians in the Undergraduate Library of The University of Texas at Austin, where the freshman class alone numbers 8,000. At Texas, however, the task of reaching a very large student body with a relatively small staff of professional librarians was accomodated by (1) designing a program which is primarily print-based and self-paced, with student-librarian contacts at the reference desk, and (2) using graduate students in library science to help staff the reference desk. Thus, the Texas experience has demonstrated that a successful program of library instruction is feasible even in an extremely large university with a relatively small library staff, if appropriate accomodations are made in the program design.

Program Organization

Goals and objectives. In stating the goals and objectives of library instruction, most programs have recognized a need for several levels or stages of instruction, beginning with library orientation and basic skills for first-year students and continuing with instruction in the literature and bibliographic tools of particular disciplines for more advanced students. In a few of the programs, the ultimate goal was concerned with more than the students' college work; rather, it viewed library instruction in terms of equipping students for lifelong learning. Frequently, teaching students how to develop and use search strategies was listed as an objective. However, in most cases program goals and objectives were stated in rather general terms. In the one exception (University of Wisconsin--Parkside), behavioral or "enabling" objectives

were used, following the example provided by the 1975 "Guidelines for Bibliographic Instruction in Academic Libraries" of the Association of College and Research Libraries (ACRL).¹ This would seem to be a step in the right direction. As the ACRL Bibliographic Instruction Task Force has pointed out, program objectives should be "specific and measurable,"² articulating not only what is to be achieved and by what means, but also a time schedule for achieving the objectives. Until objectives are written in this manner, it will be difficult to state precisely what is to be accomplished through library instruction, and even more difficult to evaluate the extent to which the objectives are being met.

Organizational structure. With regard to organizational structure, all eight programs were identified with the public services or reference staffs of their respective libraries. Typically, the head of public services or the head of reference served as coordinator of the program. In five of the programs, a particular librarian was designated instructional services librarian and directed to spend the bulk of his or her time in library instruction. In three of these cases, this person was in charge of the freshman level of instruction only, while in the other two he or she served as coordinator of the entire program. However, at Earlham College, Sangamon State University, and SUNY College at Brockport, the feeling was that all reference/public services librarians should have a part in instructional services, and that no particular librarian should be set aside for this purpose. In several programs, the librarians regularly participated in the planning and decision-making aspects of the

¹College and Research Libraries News 36 (May 1975): 137-39.

²Ibid., p. 138.

program as well as in its implementation. Probably the most distinctive organizational structure was found at Sangamon State, where the library's technical services were conducted by non-librarians, thus permitting the professional librarians to spend all their time in reference and other instruction-related activities. The librarians at Sangamon State as well as at Earlham College carried on their work much like the regular faculty, with authority vested in professional knowledge and decisions made independently or through consensus, and they participated in most faculty activities. Library staffs which function in this manner seem to have an advantage when working with the faculty in course-related library instruction.

Library technology (operations). In a majority of the libraries visited, the development of the library instruction program required certain changes in library technology or operations. In most cases, the major change involved assigning a larger proportion of the professional staff to public services, including reference and instruction-related services. In some cases, this change was accomplished by an enlargement of the staff. In others, it involved transferring librarians from technical, and sometimes clerical, responsibilities into public services. In the Undergraduate Library at The University of Texas at Austin, the change was accomplished quickly through a reassigning of staff responsibilities. At Earlham College, it took place gradually over a number of years. The most dramatic example was found at Sangamon State University, where all professional librarians were assigned to public services, while technical services were handled by non-librarian administrators and technicians. As a general conclusion, one of the keys to a successful

library instruction program is having a sufficient number of professional librarians in public services. In some libraries, this can be accomplished only at the expense of technical services. Some librarians believe that further development of library automation and machine technology will permit a larger percentage of academic librarians to work in public services in years to come.¹

Human-social aspects. The human-social aspects have had a direct bearing on the success of the various programs. In the first place, the librarians involved in all eight programs, for the most part, are not only committed to library instruction but are qualified for the task. Most programs also have benefitted from strong leadership, but even in the one or two cases in which the leadership has been inconsistent, the programs have been successful--which is a testimony to the commitment and capability of the librarians involved. In a few libraries, there have been some in-house conflicts and jealousies as a result of attention and support given to the newly developed library instruction program, but these have not been serious. In the second place, all programs have been enhanced by good relationships between the librarians and faculty members involved, and in some cases these relationships have been excellent. Although librarians hold full faculty status in only two of the eight institutions, in most cases they have been accepted by the faculty either as colleagues or as professionals who provide valuable educational service. Thus, while apparently it is advantageous for the librarians to function much like the faculty--as was evidenced especially at Earlham College and

¹This feeling was expressed to the author during an interview with Hugh Atkinson, University Librarian, University of Illinois at Urbana-Champaign, 30 March 1977.

TABLE 2

SELECTED CHARACTERISTICS OF THE LIBRARY INSTRUCTION PROGRAMS

Program	Year Program Began	Special* Financial Support	Number Librarians Involved	Designated Instruction Librarian	Formal Faculty Status
Eastern Michigan	1970	No	16	Yes	Yes
Kentucky	1974	Yes	6	Yes	No
Texas at Austin	1975	No	6	Yes	No
Sangamon State	1970	No	9	No	Yes
SUNY Brockport	1973	No	6	No	No
Wisconsin-Parkside	1972	Yes	6	Yes	No
Earlham	1962**	No	6	No	No
Richmond	1973	Yes	8	Yes	No

*Special funding for the program above the regular library budget.

**Interest in library instruction began in 1962.

Sangamon State University--formal faculty status has no direct bearing on the librarians' ability to work with the faculty in course-related library instruction. In fact, in one of the two examples just mentioned (Sangamon State) the librarians hold formal faculty status, while in the other they do not. Typically, communication with the faculty regarding instructional services provided by the library has been initiated by the librarians. In most cases, faculty members have responded favorably, and those who have used these services generally have been satisfied with the results. The key to success apparently is the librarians' ability to deliver effective instructional services after gaining the cooperation of the faculty.

Program Outputs (Services)

A general pattern of library instruction services was found in seven of the eight programs examined in this study. The basic level of instruction was an intensive program designed to reach all, or most, first-year students and usually offered in conjunction with the freshman English courses. This was supplemented by instruction in higher level courses, typically by means of bibliographic lectures in various subjects on demand, and occasionally through course-integrated instruction. (The exception to this pattern was Sangamon State University, an upper-level institution.) While the programs invariably have been successful in reaching students at the basic or freshman level,¹ higher level instruction has met with varied success, with the smaller institutions holding an advantage over the larger ones. Although the goals of some programs speak of equipping students for lifelong learning, the major thrust of the programs has been on providing library skills needed for college work.

Within this general pattern of library instruction a variety of instructional methods has been used. The greatest amount of program structure was found at Wisconsin--Parkside, where the program was built around the use of bibliographic and library skills workbooks, at both freshman and higher levels. At SUNY College at Brockport, and at the Universities of Kentucky, Richmond, and Texas at Austin, the freshman level was structured around printed bibliographic guides or workbooks and/or media presentations, while the advanced level was more flexible. Earlham College and Eastern Michigan University used primarily the

¹It was by means of the freshman level of the program that most libraries studied were able to reach a majority of the undergraduate student body with library instruction.

bibliographic lecture or session, supported by the use of printed bibliographies and followed by individual contacts at the reference desk. The least amount of structure was at Sangamon State University, where the librarians generally were free to implement library instruction as they deemed best. The University of Richmond program was very creative from the standpoint of involving faculty members directly in library instruction. While printed bibliographies, guides, and workbooks were used extensively in most programs, the only programs to make much use of media-assisted instruction were those at Richmond and SUNY Brockport. Without question, the librarians in most programs felt that library instruction is more effective through personal contacts with classes and individual students than through media-assisted or computer-assisted instruction.

Program Evaluation and Feedback

With regard to program evaluation and feedback, there is room for improvement in all programs. All have depended to a considerable extent on informal contacts with students and faculty members. While most programs also have been concerned with formal evaluation, such evaluation has been aimed primarily at the basic or freshman level of instruction, and the methods used have concentrated on eliciting student and faculty attitudes toward library instruction and, in some cases, on suggestions for improving the programs. Although in most cases evaluation has produced very positive results, the programs have been open to negative feedback and have been willing to respond with adjustments. However, there have been few attempts at evaluating the educational effectiveness of the programs, with the exception of some usage of pre- and post-tests to measure gains in basic library skills. As pointed out previously in this

study, until library instruction objectives are written as specific and measurable objectives--that is, until they describe more precisely what students are expected to accomplish, educationally, as a result of this instruction--effective formal evaluation will be difficult to achieve.

Implications

Feasibility of Course-Related Library Instruction Programs

In the introductory chapter the problem of this study was stated from the standpoint of the academic library administrator who wants to know the administrative and organizational concerns of the library which becomes actively involved in instruction. Thus, the ultimate question is: What are the implications of this study for library administrators who are considering establishing library instruction programs similar to the programs examined in this study? In other words, is it feasible to implement such programs in typical academic library settings?

In answering this question, several facts must be kept in mind. For one thing, this study was concerned with course-related library instruction--that is, instruction which is carried out in conjunction with subject content courses in the regular curriculum. There are, of course, other types of library instruction which do not involve the regular curriculum and faculty and, therefore, would likely be easier to implement. In addition, the eight programs analyzed met the criteria of (1) reaching a significant portion of the undergraduate student body and (2) providing instruction for upper-level courses as a follow-up to freshman level instruction. Not more than sixteen such programs were identified by this study. While there may well be others which this

study failed to detect, the point is that the number of such programs is small.¹ Although library instruction activities in academic libraries have been on the increase in recent years, the implication seems to be that not many libraries are developing instructional programs with the depth and extensiveness of the programs analyzed herein. The trend may be toward less extensive programs as a normal part of reference services.

Furthermore, several of the programs examined in this study were developed with the help of special financial support and/or other advantages. Two of them were funded by CLR-NEH matching grants. Others benefitted from special conditions not apt to be duplicated elsewhere. For example, few libraries in the country could expect the degree of support from the institutional administration which has been experienced at Sangamon State University, where an unusually large percentage of the institution's educational and general expenditures has regularly been budgeted for the library, and where librarians truly have been treated as peers of the faculty. Or, few could expect the institutional administration to approve a library skills proficiency requirement for all students, as has been the case at the University of Wisconsin--Parkside. Again, the success of the Earlham College program was due to a combination of factors unique to Earlham. Probably this is why the Earlham program, which has been in existence a relatively long period of time and is one of the most publicized programs in the nation, has not been duplicated in

¹The criterion largely responsible for the small number of programs identified by this study was that of reaching a majority of the undergraduate student body with library instruction. As indicated in Appendix A, only nineteen of the fifty libraries which responded to the original questionnaire survey were able to make the claim either of requiring library instruction of the students or of reaching more than 50 percent of the student body with such instruction.

other liberal arts institutions. In fact, the head librarian at Earlham has declared that the program there "is not an exportable package."¹

The question of the feasibility of establishing a course-related library instruction program seems to resolve around the extent to which the program is to be developed. Apparently, the place to begin is at the basic or freshman level, usually in conjunction with a freshman English composition course. This level of instruction not only was successful in all programs visited (except Sangamon State University, an upper-level institution), but in most cases had been developed in a short period of time and with the regular library staff. Instruction in upper-level courses is another matter, as the degree of success at this level varied from program to program. Generally speaking, success in higher level instruction requires a longer period of time for development, the opportunity for experimentation and innovation, a relatively large staff of reference or public services librarians available for such instruction, and a receptive and cooperative faculty. The type of library instruction most difficult to achieve is course-integrated--that is, instruction which truly is integrated with the contents of the course and not merely an adjunct to it. Such instruction must be tailor-made to particular courses, and each faculty member involved has to be treated individually. This requires a great deal of time and work on the part of the librarian as well as the faculty member. Examples of course-integrated instruction in upper-level courses were found at several of the smaller institutions, including Earlham, Richmond, Sangamon State, and Wisconsin--Parkside. However, the one program which employed course-integrated instruction to

¹Farber, "Library Instruction Program," p. 145.

a considerable extent was at Earlham College, and that program has been fifteen years in the making.

After examining the Earlham College experience, one might well conclude that it requires many years of hard work to establish an extensive course-related library instruction program. Such a conclusion would be valid for any program which reaches a majority of the courses in the curriculum and involves the utilization of course-integrated instruction. On the other hand, several excellent programs analyzed in this study were developed within a relatively short period of time after decisions had been made to establish them. For example, programs designed to reach large numbers of students with basic library instruction were planned and implemented in a period of one or two years, and with good results, at the Universities of Kentucky, Texas at Austin, and Wisconsin--Parkside. The implication seems to be that basic course-related library instruction can be implemented both quickly and effectively, whereas higher level and course-integrated instruction requires much more time and effort.

Another aspect of the question of the feasibility of establishing library instruction programs is whether or not any one type of library is better able to develop such programs than other types. As indicated above, the libraries of both large and small institutions seemed to be successful with basic or freshman level instruction. With regard to higher levels of instruction, and especially course-integrated instruction, the libraries of the smaller institutions seemed to have an advantage. However, in this study there did not seem to be any significant difference between private liberal arts institutions and small public universities, as the programs in both types of institutions appeared to

be creative and innovative.

Another implication seems to be that, whenever possible, library instruction programs should be established and developed through the regular library budget and staff, apart from any outside assistance. It was apparent from this study that the more stable programs were developed in this manner. Obviously, this may be impossible in libraries with inadequate budgets and staffs; in such cases, formal instruction programs may not be feasible. However, the fact is that two programs in this study which depended on outside funding during the developmental years had serious problems with ongoing support after the special funding expired, and one of the two faced the danger of being discontinued.

There was no clear consensus from this study regarding the need for or desirability of a particular instructional services librarian, who is placed in charge of all or part of the program and devotes the bulk of his or her time to instruction. The implication from the programs in the smaller institutions seems to be that one is not needed, since all reference or public services librarians share the responsibilities of library instruction. (However, at one smaller institution, the program originally was operated without a designated instruction librarian, but later it was deemed desirable to have one.) All three programs in the larger institutions included in this study had such a librarian, and in each case he or she was in charge of the basic or freshman level of the program.

Goals and Objectives of Library Instruction

An examination of the goals and objectives of the eight library instruction programs analyzed in this study seems to imply that there is

still no general understanding of exactly what library instruction is expected to accomplish for the students. There is, of course, general agreement that such instruction is necessary if students are to make effective and efficient use of library resources in their college studies. All programs seem to agree that this instruction, while closely related to reference service, must go beyond the kinds of instructional services which traditionally have been provided by the typical reference department. In addition, most programs have agreed that basic library orientation and instruction need to be supplemented by more advanced instruction related to the students' major disciplines. A few of the programs have experimented with course-integrated instruction, but this type of instruction has not been widely used to date. While in some cases the goals speak of equipping students for lifelong learning, or library competence as a valid objective of liberal education, the major emphasis in most programs is on teaching the library skills which the students will need during their college years.

In only one case was an attempt made to write program objectives as behavioral objectives. In the remainder of cases, goals and objectives were written in general terms (with one exception, where there was no written statement of objectives). This lack of specific and measurable goals and objectives is serious, when consideration is given to the fact that these eight library instruction programs are among the strongest such programs in the nation--programs which often are looked to as examples by other libraries interested in implementing library instruction. In addition, three of the members of the ACRL Bibliographic Instruction Task Force, which developed the 1975 "Guidelines for Bibliographic

Instruction in Academic Libraries" and recommended that objectives should be "specific and measurable," were representatives of programs examined in this study.¹ Therefore, if several of the strongest programs of library instruction and three of the personal leaders in the field have not as yet been able to write specific and measurable objectives, the implication seems to be that the state of the art of library instruction has not yet reached the point where there is general agreement or clear understanding regarding goals and purposes. The above-mentioned "Guidelines for Bibliographic Instruction in Academic Libraries" was a major attempt by the academic library profession to address this problem.

Suggestions for Further Research

The findings and implications of this study suggest several areas for further research. In the first place, the immediately preceding discussion on the lack of consensus or general understanding regarding goals and objectives clearly suggests the need for longitudinal (long-term) research to demonstrate conclusively the effects of library instruction on academic achievement and/or the entire education process. While many librarians at the present time are convinced that library instruction is both valuable and necessary, to this date there has been very little research into the effects of such instruction on the students' academic or educational achievement, which means that the value of such instruction largely has been assumed by its practitioners. Although library instruction has had its advocates for forty years or more, there still is a lack of hard data to demonstrate its value for education. Perhaps this is the reason such instruction has had a difficult time attaining

¹College and Research Libraries News 36 (May 1975): 137-38.

wide acceptance over the years. Thus, this kind of research is needed not only to help clarify and define the goals and objectives of library instruction, but also to convince faculty members and administrators of its importance.

In a similar vein, research is needed to address some of the common questions and assumptions regarding the nature and purpose of library instruction. For example, some practitioners believe that the skills of finding and using information resources are just as basic as the skills of reading and writing, and, therefore, library instruction should be required of all undergraduate students. Others, however, feel that such instruction should be reserved for those students and courses which make extensive use of bibliographic resources. Apparently, the latter view prevails since, as indicated previously, a minority of the libraries originally surveyed for this study were reaching as much as 50 percent of the student body with library instruction. While the eight programs analyzed in this study were reaching a significant portion of the undergraduate students, it was obvious that the major emphasis of these programs was on equipping students with library skills which are useful and/or necessary in the successful completion of their college courses--rather than on the more idealistic goal of equipping students for liberal education or lifelong learning. Again, the literature on library instruction abounds with the assumption that course-integrated instruction is more effective than other types. Patricia Knapp and her followers strongly believed this to be the case. Yet, this point has never been proved by any systematic research, and, as this study has indicated, very few programs are utilizing course-integrated instruction to any extent.

Furthermore, until and unless specific and measurable program goals and objectives are written, effective evaluation of the programs will be difficult to achieve. The literature on library instruction has called attention to the need for research in the development of more effective means of evaluation. In a volume of papers on the subject of evaluation, Marvin Wiggins correctly pointed out:

Our first step in the development of our instructional programs was the formulation of behavioral objectives which describe the kind of behavior a student is expected to perform as a result of receiving the instruction. Without such objectives, it would be difficult to determine what to measure in the evaluation.¹

The point to be made here is that research in the area of library instruction evaluation, while necessary, cannot be divorced from research in the goals, purposes, and objectives of such instruction.

Finally, the findings of this study suggest the need for further investigation of administrative problems involved in establishing and operating course-related library instruction programs. Library administrators contemplating the implementation of such programs undoubtedly would be concerned about such matters as the amount of professional and non-professional staff time required by the program as well as financial costs involved. They would like to know how other libraries have dealt with the potential problems of conflicting budget priorities and conflicts over staff time which are apt to arise as the result of the introduction of a new instructional program. As indicated in the opening paragraphs of this chapter, at the outset of this study it was intended that such problems be investigated, but it was found that detailed and documented

¹Marvin E. Wiggins, "Evaluation in the Instructional Psychology Model," in Evaluating Library Use Instruction, ed. Richard J. Beeler (Ann Arbor, Michigan: Pierian Press, 1975), p. 90.

records necessary to support an investigation of this type were not readily available from the libraries visited.

Perhaps what is needed is a longitudinal investigation of one or more of these programs for the expressed purpose of gathering data on administrative problems and how they are confronted over a period of time, with a view toward assessing the relative importance or seriousness of such problems in the implementation of library instruction. An ongoing investigation of a few programs lasting a year or so would be more apt to yield this kind of data than the survey or case study approach used in the present study. On the other hand, perhaps a better way to learn about administrative problems in library instruction would be to investigate programs which either have failed or have not been as successful as the programs examined in this study.

Library instruction in academic libraries has been growing in recent years in spite of the fact that there is a scarcity of hard evidence to demonstrate its value. Further research in the areas mentioned above would help to define and clarify the proper role of such instruction in the academic setting.

Afterword

In the introduction to this study, reference was made to a 1972 recommendation of the Carnegie Commission on Higher Education that the academic library "should become a more active participant in the instructional process." The literature review chapter focused attention on the fact that this recommendation has been made repeatedly over the past forty years by numerous students of the academic library scene, such as Harvie Branscomb, B. Lamar Johnson, Patricia Knapp, and proponents of the Library-College concept.

In the eight library instruction programs analyzed in this study, there was no doubt that the Carnegie Commission's recommendation was being realized--that is, that the libraries were indeed becoming active in the instructional process. However, except for a few instances of course-integrated instruction, there was little evidence that the institutions involved were actually "teaching with books" in the manner envisioned by Branscomb, nor that the libraries truly were being integrated with the instructional programs of their institutions, as proposed by Knapp and followers of the Library-College concept. Rather, the emphasis of these programs was primarily on instructing the students in how to make more effective and efficient usage of the library in relation to their college work.¹ In this respect, the programs were very successful.

¹There is reason to believe that library instruction will continue in this direction in the future. A leading university librarian expressed to the author the opinion that library instruction would grow in importance, not because of an educational philosophy which attempts to integrate libraries with instruction, but simply because the growing complexity of academic libraries, along with their increasing uses of computerized data bases and other sophisticated tools, make it absolutely necessary that patrons be instructed in the basic skills of library utilization. Interview with Hugh Atkinson, 30 March 1977.

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APPENDIX A

QUESTIONNAIRE SURVEY

As indicated in Chapter III, the first stage of this study was concerned with identifying academic libraries with strong, formal programs in course-related library instruction at the undergraduate level. From a variety of sources--including Project LOEX (Library Orientation-Instruction Exchange), a national clearinghouse for library instruction activities located at Eastern Michigan University, and correspondence with librarians who have done research in this area--a list was compiled of fifty-seven college and university libraries which were reported to have formal instruction programs. A questionnaire was then prepared and mailed to the director of each of these libraries asking for pertinent information regarding the organization and administration of the instruction program. Fifty completed returns were received for a usable return rate of 87.7 percent. (Actually, fifty-two replies were received, but two returns were not completed since the programs were no longer in existence.) The questionnaire was mailed in the month of December 1976, and returns were received through February 1977.

On the following pages, a summary of the information obtained from the questionnaire survey is presented, followed by an alphabetical listing of the responding libraries and a copy of the questionnaire itself.

Summary of Data Obtained from Questionnaire

The completed questionnaire returns supplied a considerable amount of information pertinent to this study. The first set of questions was designed to provide some of the organizational details of each of the responding library instruction programs. Thus, it was revealed that twenty of the fifty programs had been in existence less than five years, while twenty others had existed from five to ten years. The vast majority (thirty-nine) of the programs were organized functionally within the reference or public services divisions of the libraries. In nineteen of the libraries fewer than five librarians each were involved in library instruction, while in twenty others from five to ten librarians were so involved. Eight libraries utilized over ten librarians each, and two involved more than twenty librarians. In thirty-seven of the libraries a particular librarian was in charge of the library instruction program, while such was not the case in the other thirteen libraries. Seventeen programs had received financial support from grants or other special funding, while thirty-three others were carried on through the regular library budget without additional assistance.

The completed returns indicated a wide range in the proportion of the undergraduate student body reached by the various programs. Participation in library instruction was required of the students in thirteen of the libraries, while in six others the program was estimated to reach more than 50 percent of the students. At the other extreme, in fourteen of the libraries the program reached 25 percent or less of the student body, with six of these stating that not more than 10 percent was reached. Forty-eight of the programs offered course-related instruction, with thirty-eight of these providing such instruction in upper-level as well

TABLE 3

PROPORTION OF STUDENT BODY REACHED BY THE VARIOUS
LIBRARY INSTRUCTION PROGRAMS

Proportion of Student Body Reached	Number of Programs
Required of the students	13
More than 75 percent	1
51-75 percent	5
26-50 percent	7
11-25 percent	8
0-10 percent	6
Question not answered	10

as in freshman or lower-level courses--and, in some cases, at the graduate level. Only sixteen programs offered separate courses in library instruction--that is, instruction not tied to regular subject content courses. The form or method of instruction listed most often was that of the class lecture. Other methods listed included the use of printed bibliographic guides or pathfinders, library tours (often self-guided), media presentations of various types, and point-of-use instruction.

In the majority of cases, the primary stimulus or impetus for establishing a library instruction program came from the professional library staff (thirty-one) or library administration (five). The impetus came from a combination of library staff and faculty in six of the cases, and from library staff, faculty, and students in four others. Thus, the professional library staff was the predominant force in calling attention to the need for library instruction. Once the need was recognized, the

faculty and institutional administration frequently participated with the librarians in the decisions which led to the program.

The final set of questions dealt with problems encountered in administering the programs. These problems, along with the number of libraries affected by them, are listed in Table 4. The problem marked most often (on twenty-six returns) was that of gaining faculty acceptance and utilization of the program. An additional question asked whether or not faculty status for librarians would help in solving this problem. The majority (twenty-seven) responded negatively, while thirteen responded positively and ten were uncertain.

TABLE 4

SELECTED PROBLEMS IN ADMINISTERING LIBRARY INSTRUCTION PROGRAMS

Nature of the Problem	Number of Programs Affected	
	Yes	No
Lack of support from library administration	7	43
Library staff attitudes toward the program	10	40
Lack of sufficient librarians with desire and aptitude for working in instruction	11	39
Lack of adequate financial support	13	37
Lack of program communication and coordination	17	33
Size of student population	22	28
Gaining faculty acceptance and utilization of the program	26	24

Responding Libraries (Listed Alphabetically)

Completed questionnaire returns were received from the libraries of the following colleges and universities:

Arizona State University
 Brown University
 California State University--Los Angeles
 California State University--Northridge
 Carthage College
 Dartmouth College
 David Lipscomb College
 Davidson College
 Dillard University
 Earlham College*
 East Texas State University
 Eastern Michigan University*
 Hampden-Sydney College
 Hampshire College
 Jackson State University
 Kearney State College
 Manhattanville College
 Miles College
 Muhlenberg College
 North Carolina Central University
 Occidental College
 Oral Roberts University
 San Jose State University
 Sangamon State University*
 Stanford University
 State University of New York College at Brockport*
 State University of New York College at Potsdam
 Swarthmore College
 University of California, Berkeley (Undergraduate Library)
 University of California, Los Angeles (College Library)
 University of Colorado at Boulder
 University of Delaware
 University of Illinois at Urbana-Champaign (Undergraduate Library)*
 University of Kentucky*
 University of Michigan (Undergraduate Library)
 University of Missouri--St. Louis
 University of New Hampshire
 University of New Mexico Main Campus
 University of North Carolina at Chapel Hill (Undergraduate Library)*
 University of Richmond*
 University of South Florida
 University of Tennessee, Knoxville (Undergraduate Library)
 University of Texas at Austin (Undergraduate Library)*
 University of Utah
 University of Wisconsin--Parkside*
 Virginia Commonwealth University
 Wabash College
 Washington and Lee University
 Western Michigan University
 Wright State University Main Campus

*Libraries visited in the course of this study.

The QuestionnaireGeneral description of the library instruction program

1. Name of institution _____
2. a. Is there a formal library instruction program in the library?
(That is, a program for teaching patrons how to use library resources.) (Yes ____; No ____)
- b. Is it a separate department or division of the library?
(Yes ____; No ____)
- c. If no, how does it fit into the library organization? _____
- d. How long has this program been in existence? _____
3. a. How many librarians are involved directly in library instruction activities? On full-time basis ____; Part-time basis ____
- b. Is one librarian in charge of the program? (Yes ____; No ____)
- c. If yes, how much of this person's time is devoted to the program?
Full-time ____; Half-time ____; Under half-time ____
4. a. Was this program funded by a special grant? (Yes ____; No ____)
- b. If yes, was it a Council on Library Resources-National Endowment for the Humanities grant? ____; Other? _____
- c. If no, how is the program funded? _____
5. a. Is participation in library instruction required of undergraduate students? (Yes ____; No ____)
- b. If no, approximately what percentage of the students participates? _____
- c. At what class levels is library instruction given? _____
- d. What are the major forms or methods of library instruction used (e.g., class lectures, media presentations, pathfinders, point-of-use instruction, self-guided programs, tours, etc.)? _____
6. a. Is course-related library instruction provided? (Yes ____; No ____)
- b. If yes, please list academic subject areas in which instruction is given (e.g., English, history) and at what class levels): _____
- c. Do librarians and classroom instructors work together in the planning and carrying out of such instruction? (Yes ____; No ____)
- d. Please indicate the form(s) this instruction takes (e.g., class lectures, informal group instruction, term paper clinics, etc.): _____
7. a. Are there separate courses in library use taught by librarians? (Yes ____; No ____) If yes, approximately what percentage of the student body enrolls in these courses? _____
- b. Do these courses offer academic credit? (Yes ____; No ____)

Administrative decisions in establishing the program

1. a. Who participated in the decisions which resulted in a library instruction program? Library administration ____; Institutional administration ____; Professional library staff ____; Faculty ____
 b. Which of these groups was ultimately responsible for the decision? _____
2. From what source(s) did the stimulus or impetus for a library instruction program come? Library staff ____; Faculty ____; Students ____; Institution's academic administration ____; Other _____
3. Once the decision to establish a program was made, was it necessary for the library administration to secure the approval of: Institutional administration? ____; Faculty or faculty group? _____

Problems in administering the library instruction program

1. Has there been and major opposition to the library instruction program, either in its initiation (Yes ____; No ____) or in its continuation (Yes ____; No ____)? If yes, from what source?
2. Has the institutional administration supported (financially and otherwise) the library's efforts in developing an instructional program? (Yes ____; No ____)
3. Does the size of the student population present problems for the administration of the program at your institution? (Yes ____; No ____)
4. Problems within the library organization.
 - a. Has there been any lack of support for the program on the part of the library administration? (Yes ____; No ____)
 - b. How would you characterize the general attitude of the professional staff toward the program? Positive ____; Negative ____; Passive ____
 Have there been problems in developing the program as a result of staff attitudes? (Yes ____; No ____)
 - c. Has there been a problem in finding sufficient librarians who have both the desire and the aptitude for working in instruction? (Yes ____; No ____) If yes, how is this problem being solved?
 By employing new staff members who have such aptitudes _____
 By training older staff members _____
 - d. Has lack of financial support been a major problem? (Yes ____; No ____)
 - e. Have problems been caused by a lack of coordination and communication among the library administration, staff, and the program itself? (Yes ____; No ____)
5. Problems in achieving faculty response and cooperation.
 - a. How important is faculty response and cooperation to the success of your program? Indispensable ____; Important ____; Not very important ____

- b. Is there a problem in gaining faculty acceptance of the program?
(Yes ____; No ____)
If yes, in your opinion what is the cause of this problem?
____ Faculty attitudes toward the library; i.e., a failure to understand and appreciate the library's potential role in instruction.
____ The library's failure to demonstrate clearly what it can and should do in fulfilling this role.
What can be done to solve this problem?
____ Librarian initiative and diplomacy with individual faculty members.
____ Organized efforts through academic departments.
____ Other (please explain)
- c. Is it more difficult to gain faculty acceptance for course-related library instruction than for other types? (Yes ____; No ____)
- d. Would faculty status for librarians help solve these problems?
(Yes ____; No ____)
6. Which of the above two sets of problems is the more significant in your institution? That is, is the larger problem that of organizing the library for an effective instructional program or that of getting the faculty to accept and use the program?
7. Please list any specific problems which you have confronted in the administration of your program.

APPENDIX B

GENERAL INTERVIEW SCHEDULE

As stated in Chapter III, the second stage of this study was to visit each of the selected libraries for the purpose of observing and collecting data on how each library instruction program was organized and administered. During these visits, the chief method of collecting data was the personal interview. Key members of the library administration and library staff were interviewed in all cases. At most institutions, selected faculty members who cooperated with the library instruction program were also interviewed. The following interview schedule was used as a general outline or guide to keep the interviews on course and to assure that the same kinds of data were collected from each library.

Background and development of the library instruction program.

1. Was there a definite time when some person or group decided to have a library instruction program, or did the program gradually develop over the years as an outgrowth of reference services?
2. What circumstance or set of circumstances provided the impetus for the development of a formal, organized program?
3. Who participated in the decisions regarding the development of the program? Was the program library-initiated?

Program inputs (resources)

- A. Administrative support. Is there adequate administrative support for this program? Are there any administrative constraints?

1. On the part of the library administration?
 2. On the part of the institutional administration?
- B. Financial support.
1. What financial support is required for the program and from what sources does it come?
 2. Is financial support adequate, and, if so, what is the expectation that it will remain adequate in the future?
 3. Are there any financial constraints on the program?
- C. Personnel utilized by the program.
1. Librarians.
 - a. Who and how many? Part-time or full-time?
 - b. Were additional librarians recruited for the task of instruction, or were sufficient persons with the desire and aptitude for teaching already available?
 2. Cooperating faculty.
 - a. Regular faculty, in what academic areas and at what levels?
 - b. Graduate teaching assistants?
 3. Other personnel?
- D. Other resources.
1. Are there any special features of the library building which facilitate the instruction program?
 2. What services are available which the program might utilize, such as media-production services, computer-assisted instruction?

Program organization

- A. Goals and objectives.
1. To what extent is the library committed to the goal of providing service to undergraduate students in the form of library instruction over and above traditional reference service? That is, is library instruction central in the library's overall goals and objectives?
 2. What are the ultimate goals of the instruction program (one or more of the following)?
 - a. The teaching of library skills which every undergraduate student needs to complete his or her course work successfully.
 - b. A knowledge of the library resources which undergird the student's major subject area.
 - c. Equipping the student with knowledge and skills necessary for lifelong learning.
 - d. Library expertise an "an attribute of a liberally educated person."

- e. Fulfilling the objectives of bibliographic instruction as developed by the Bibliographic Instruction Task Force of the Association of College and Research Libraries.
 - f. Helping the library to become an integral part of the instructional program of the institution.
 - g. A complete integration of the library's resources and services with the curriculum and instructional program.
3. What are the specific objectives of the program? Are they stated as behavioral or measurable objectives?
 4. Who developed the goals and objectives? Librarians? Library administration? Librarians and faculty? Academic administration?
- B. Organizational structure.
1. How is the program organized and how does it relate to the total library organizational structure?
 - a. A separate department and staff?
 - b. A function of the Reference or Public Services department?
 - c. Other?
 2. Is an organization chart available which shows the position of the instruction program in the total library organization?
 3. Is a particular librarian responsible for supervising the program? If so, how much of his or her time is devoted to the program?
 4. Do library instruction librarians continue to perform other library tasks? That is, do they have dual-role or multi-role responsibilities?
 5. Have the goals and objectives of the instruction program been communicated sufficiently to the entire library staff? To the faculty and students? What are the main channels of this communication?
 6. Are there problems of coordination between the services of the instruction program and other library services?
 7. How extensive is the planning for library instruction, and to what extent do the librarians participate in the planning and the decision-making process regarding library instruction? Do librarians and faculty members work together in such planning? Is planning continuous?
- C. Library technology (operations)
1. What importance is given to library instruction vis-a-vis other major functions or activities of the library?
 2. If instruction is given great importance, how does this affect traditional library operations or services, such as reference and other public services?

3. To what extent can librarians be relieved of their traditional roles in order to participate in instruction? (That is, if the staff is limited in numbers, or if no additional staff members have been recruited for library instruction, how can librarians be released from their regular tasks for this purpose?)
 4. How does the instruction program affect technical services?
 - a. Has there been any shifting of professional librarians from technical services to public services (including instruction), with a greater reliance on paraprofessionals or technicians in the technical areas?
 - b. To what extent has modern library technology and automation made it possible to transfer more librarians into public services?
- D. Human-social aspects.
1. Are library instruction librarians committed, enthusiastic, and resourceful with respect to the instruction program?
 2. Should the entire library staff be concerned with instruction as one of the important objectives of library service (even though not all staff members participate in instruction)? Have any problems been caused by staff attitudes toward and lack of support for the instruction program?
 3. Are faculty attitudes toward the library, librarians, or library instruction a problem in developing course-related instruction?
 4. What are the chief channels of communication with the faculty? Are they effective?
 5. In seeking faculty cooperation, what is the best approach? For example, is it better to begin with a few faculty members who are known to be interested in library instruction, and hope the program will grow from there?
 6. Patricia Knapp made much of the fact that librarians traditionally operate in a bureaucratic mold, whereas faculty members follow more the collegial model. She suggested that this difference can serve as a constraint on close faculty-librarian relations. How would you classify your library staff's mode of operation?
 - a. Classic bureaucratic style, with the staff performing traditional roles and with little participation in the decision-making process?
 - b. More the collegial style, with librarians seen as educators rather than technicians, decision-making by consensus of the staff?
 - c. A mix of the above?
 7. Would faculty status for librarians help improve relationships?
 8. Have there been any tensions or conflicts among librarians or between librarians and faculty members as a result of the program?

Program outputs (services)

1. What are the major forms and methods of library instruction used?
2. Is course-related library instruction a central part of the program, and if so, in what subject areas and at what levels?
3. What percentage of the student body participates in library instruction?
4. Is there provision for a sequence of levels or stages of library instruction to build upon basic or freshman-level instruction?
5. Does the program include any true examples of course-integrated instruction (that is, where library instruction is truly integrated with the contents of the course and not merely attached to it)?

Program evaluation and feedback

1. What provisions are made for feedback from the primary users of the program (students and faculty) as well as from those who work with the program (librarians and faculty)?
2. What means or instruments of evaluation are used?
3. Do students and faculty indicate that they are benefitting from the program?
4. Have there been any attempts at a formal evaluation of the educational effectiveness of the program (that is, what the program actually accomplishes for the students in their college work)?
5. Have the objectives of the program been written in such a manner that the program can be measured or evaluated?
6. What negative feedback has been received and how has it affected the program?
7. Is the program flexible so that it can adjust readily to any negative feedback or suggestions for improvement?
8. What evidence is there that the program has been communicated sufficiently to the entire academic community?