

The History of Bibliographic Instruction: Changing Trends from Books to the Electronic World

Mary F. Salony

SUMMARY. Bibliographic instruction in academic libraries can be traced back to the pre-Civil War era in the United States. Since that time, changes in bibliographic instruction and its perception to librarians, administrators, and faculty have occurred due to emerging technology and new teaching ideas. In the past hundred years, several librarians have promoted bibliographic instruction in a variety of formats and styles. The literature in library science illustrates similarities and differences in concerns and issues of bibliographic instruction throughout its history. The writings show how far bibliographic instruction has progressed. What began as an activity in scattered libraries has become an accepted (and expected) library service with its own theory and literature.

Bibliographic instruction (BI), user education, library instruction, orientation, and information literacy are all terms that we hear when reading or discussing instruction of library users. Bibliographic instruction occurs in various forms such as formal class settings, small group sessions, one-on-one encounters, written guides and brochures, audiovisual presentations, and computer-assisted instruction (CAI). Several different definitions exist for bibliographic instruction. For the purpose of this paper, the following definition is adopted:

Mary F. Salony is Staff Librarian at West Virginia Northern Community College, Learning Resource Center, College Square, Wheeling, WV 26003.

[Haworth co-indexing entry note]: "The History of Bibliographic Instruction: Changing Trends from Books to the Electronic World." Salony, Mary F. Co-published simultaneously in *The Reference Librarian* (The Haworth Press, Inc.) No. 51/52, 1995, pp. 31-51; and: *Library Instruction Revisited: Bibliographic Instruction Comes of Age* (ed: Lynne M. Martin) The Haworth Press, Inc., 1995, pp. 31-51. Multiple copies of this article/chapter may be purchased from The Haworth Document Delivery Center [1-800-3-HAWORTH; 9:00 a.m. - 5:00 p.m. (EST)].

It is the systematic nature of the effort to teach something—a set of principles or search strategies relating to the library, its collections or services—using predetermined methods in order to accomplish a pre-defined set of objectives.¹

While bibliographic instruction appears in all types of libraries (academic, special, public, and school), this paper will concentrate on its history in academic libraries in the United States. Great strides have been made in bibliographic instruction since its beginning. Despite its development and acceptance in the academic setting, many of the concerns and issues of bibliographic instruction are the same today as they were at the beginning of its history.

PREVIOUS RESEARCH

Literature on bibliographic instruction has steadily grown since the 19th century. Several bibliographies on library instruction have been written for various time periods. One such bibliography is "Articles on Library Instruction in Colleges and Universities, 1876-1932" by John Mark Tucker. Entries are arranged by year and they have informative annotations. Other bibliographies about library instruction have been done by Maureen Krier, Deborah L. Lockwood, and Allen Mirivio. Also, since 1974, Hannelore Rader has written an annual bibliography in *Reference Services Review*.²

The history of library instruction is not a new subject in the literature. Some excellent material has been written, but the emphasis has been primarily on early instruction. One very helpful source is *User Education in Academic Libraries: A Century of Selected Readings* compiled by Larry L. Hardesty, John P. Schmitt, and John Mark Tucker. This book gathers readings from various decades and gives an analysis of each time period.³ Gail Glynn, Peter Hemon, Frances L. Hopkins, Anne F. Roberts, and John Mark Tucker have also written about library instruction history.⁴

LIBRARIES AND THE STATE OF HIGHER EDUCATION

Bibliographic instruction dates back to the 1800s in the United States. Higher education and libraries were going through many changes that would precipitate a need for library instruction. The United States was not unique or first in providing library instruction. For example, there is evi-

dence that library instruction was given at German universities in the 17th century in the form of lectures about reference books, study techniques, and how to use the library.⁵

In the United States, libraries prior to 1876 usually had small collections centered on theology, the classics, philosophy and history. Harvard's library, the oldest and largest, had less than 13,000 volumes before 1800. Since collections were generally small, there was no need for separate buildings. The library was in part of a building, or books were distributed among professors according to discipline. Libraries grew as book production increased. In the period of 1639 to 1800, only 39,000 titles were published. From 1820 to 1852, 24,000 titles, including reprints and original works, were published. Later on in the 18th century, book production increased from around 2000 in 1880 to approximately 5400 in 1895. Thus collections began to grow. By 1876, Harvard had 227,650 titles.⁶

College curriculum centered around the liberal arts and the classical approach of teaching grammar, rhetoric, logic, geometry, arithmetic, music, astronomy, and classic languages prior to 1850. Before the Civil War, colleges were adding classes in mathematics, science, and modern language. After the Civil War, higher education was changed significantly with the establishment of Land Grant Universities. There was a growth in the number of vocational and technical colleges, professional schools, women's colleges, and normal schools. College enrollment doubled by the end of the 19th century and graduates wanted practical training instead of the classical curriculum. By 1876, methods of instruction were changing to include reading courses, independent study, and research instead of lecture and textbook only.⁷ With the establishment of the American Library Association (ALA) in 1876, librarianship became a profession. In the next decades, libraries grew in size, scope, and service.⁸ Within this era, bibliographic instruction would be established.

1800-1900: IN THE BEGINNING

As early as the 1820s, evidence of instruction was found at Harvard College. Occasionally, a librarian there lectured undergraduates on rare books found in the library.⁹ In 1858, Ralph Waldo Emerson indicated a need for a "professor of books" to help people access the books sitting on shelves.¹⁰ It was not until after the Civil War that bibliographic instruction began to take root.

Toward the end of the 19th century, libraries often offered a credit course in bibliography. The course consisted of a section on books and printing and a section on how to use the library. Librarians also gave

lectures, tours, and book talks. Instruction varied from college to college but a "dialogue" was started about "the nature and purposes of user instruction."¹¹ During this time, librarians developed programs of instruction and expressed many concerns and opinions about instruction.

Otis Hall Robinson, a librarian at the University of Rochester, gave lectures to freshmen and sophomores about how to use the library and its importance in supplementing their classes with information from the library. Robinson felt that new fields of study and the growth of information was too fast to teach students everything. It was important to show students "the where and how of acquisition" of information.¹² Robinson wanted librarians to offer "systematic instruction" of libraries because many institutions did not have set programs of instruction.¹³

Raymond C. Davis, the librarian at the University of Michigan, began giving lectures on how to use the library in 1879 when he noted that students' knowledge of libraries was limited. His lectures centered on how to use the card catalog and reference materials. Also, Davis did a lecture on why we should read. In addition, Davis supported the movement of establishing a bibliography course which included a history of books and printing, a discussion of the classification of literature and the contents of books, how to use the library, and how to care for books.¹⁴

Another well-known proponent of library instruction was Justin Winsor, the first president of ALA. Winsor supported the belief that a librarian is an educator and is needed to bring the library and its uses to the students. Winsor emphasized the importance of cooperation with faculty members by adapting to their individual needs and tastes and by offering assistance when needed. Winsor felt the librarian should be a research counselor to students.¹⁵ To Winsor, library instruction helped "expand the intellectual value of the college library, bringing it more fully into the teaching learning process."¹⁶

Many librarians joined Winsor in his ideas about library instruction. It was believed that user education was a key element in library services and in making the library an important part of the academic environment.¹⁷ Melvil Dewey stressed the importance of the library being a central part of the institution by encouraging people to read and by showing them how to get the most out of a book.¹⁸ Edward G. Holley in a study about libraries in 1876 stated that the importance of libraries and instruction reached as far west as Iowa State University. Amos N. Currier, a librarian at Iowa State University, said that a professor of books was "as essential to a college as a professor of history or geology."¹⁹

1901-1920: A STRUGGLE FOR ACCEPTANCE

The beginning of the century brought stabilization to higher education as the new ideas about technical training and research became more accepted. Libraries became more of a bureaucracy and reference service became an integrated part of the library structure. While library instruction was as visible as reference services, unfortunately it did not become widely accepted in the college curriculum or in the structure of libraries.²⁰ For example, in a study by Peter Hernon, six of the 17 institutions that he examined no longer gave library instruction by 1900. Instruction programs at two other schools were discontinued by 1903.²¹

Attempts were made to determine to what extent libraries were providing bibliographic instruction. In 1903, a committee appointed by the college and Reference Section of ALA found that only 11 colleges in the United States provided library instruction. ALA did another survey in 1912 and found that out of the 149 responses, 57 percent of the institutions offered some degree of instruction to students.²² In 1913, the Bureau of Education surveyed colleges and universities. Out of 446 responses, seven required credit bibliography courses for graduation and nineteen colleges offered elective classes.²³

Despite the drop in the number of institutions that were offering bibliographic instruction, there were still those that encouraged its development. Joseph Schneider, Library Director at Catholic University of America at this time, wrote an argument for intellectual bibliography to be included in the curriculum. He defined intellectual bibliography as that which pertains to books and their contents and their connection to the literary point of view. Schneider felt that library instruction would help a student to do original research with ease and to become a scholar. Schneider believed faculty already supported this because often they included such information in their classes.²⁴

William Warner Bishop, a librarian at Princeton University and the University of Michigan, recommended that students should be trained in using the library due to the large amount of material now available. Because of the increased demand for the most current material in a specific subject field and in reference, Bishop felt it crucial that students can find their way through the wealth of information. Bishop thought instruction should begin in elementary and high schools and continue in college.²⁵

A somewhat different view of library instruction was given by Lucy M. Salmon, a history instructor at Vassar College. Salmon felt library instruction should be given in connection with individual classes instead of in a separate class. She also felt that it was unreasonable to expect students to

come to college with a lot of library knowledge because previous assignments would not require in-depth knowledge, and secondary schools did not have large libraries. Instruction should be planned and systematic. Because library instruction is linked with specific course work, Salmon preferred library instruction to be done by instructors instead of by librarians. While Salmon held this belief, she did think faculty and librarians should work together. In a systematic approach, the librarian could do the more general instruction and foster a good attitude of books among students.²⁶

THE 1920s: THE ESTABLISHMENT OF NEED

The years after World War I brought an uneasiness to higher education. Funds could not always be counted on. Previous experiments in educational innovations had not met expectations. Yet by the 1930s, innovations in the curriculum were widespread. Libraries became more central to the college in large part due to the beginning of the grants given by the Carnegie Corporation in 1929.²⁷ The College and University Round Table of ALA reported that an estimated 80% of students did not receive library instruction in high school. An outline of instruction to be given at the college level was given by James A. McMillen with a proponent about improving the reading habits of students by purchasing books not directly associated with the curriculum.²⁸

Writings of the period discussed both the best way and the need to do instruction. In 1924, Raymond Walkley wrote about the experience of the University of Maine with library instruction. Their library created a program of instruction for freshman during orientation week. The program consisted of three parts: a lecture, a tour of the library, and a hands-on session where the students applied what they had learned to answer questions. It was felt that instruction was necessary because only 29% had any previous library instruction. Library instruction during freshman week provided students with more time in the library than if it had been done in freshman English, and it did not depend on faculty attitude. In addition, it took less staff and student time than if done during the semester, and demonstrations did not disturb people who were studying in the library.²⁹

Elbridge Colby supported the idea that there should be separate courses for instruction and outlined the contents of three courses to be taken early in the college career. The courses consisted of knowledge about how to prepare a bibliography, about publishing and distribution, and about how a book is made. Colby wanted librarians to be instructors for part of their work time although administration did not acknowledge this function.³⁰

In 1926, Mary E. Downey of Dennison University compiled the results of a survey about college library administration. It was agreed that library instruction, as a separate course in the curriculum, best prepared students to do research and to deal with their information needs in the future. In addition, a separate course "adds dignity to the library and to the library as a profession."³¹

Charles B. Shaw, Librarian at Swarthmore College, wrote that "haphazard, unscientific teaching as librarians now undertake must be scrapped."³² Shaw wanted a separate department of bibliography which offered classes in bibliography. Also, he believed a new group of "bibliographical instructors" were needed with a librarian's knowledge of books and a teacher's ability to instruct.³³ Frances L. Hopkins stated that Shaw promoted bibliographical instruction at an intellectual level which was important in trying to promote instruction to be accepted in higher education.³⁴

1930-WORLD WAR II: INNOVATIONS

The 1930s, like the 1920s, was a time where efforts were made to establish instruction programs.³⁵ Only a small part of the population attended college. Concerns often centered on the economic problems of the time. By the end of the 1930s, the curriculum of many institutions was being questioned and changed.³⁶ Again the need for instruction was emphasized in the literature. A study to determine the extent that students use the information on the catalog card in 1931 showed that students do not know how to use the card catalog and other bibliographic aids.³⁷

Peyton Hurt wrote about the changes needed in the educational system to promote student initiative in using the library. Hurt's study of 354 graduate students at the University of California and at Stanford University found that 62% of them had never received any library instruction at the undergraduate or graduate level. Sixty-eight percent of the students felt that they needed instruction in using the library. Hurt indicated there was a need to coordinate library use and instruction with various subjects and describe a course which was offered at the University of California to upper division and graduate students in all fields.³⁸

Hurt also wrote of the need of cooperation between instructors and librarians in order to improve the relationship of the library to the curriculum. Hurt described different types of instruction including the orientation tour, library handbooks, and separate courses of library instruction. An experiment was done where a librarian would lecture to a class with an emphasis on how to do the assignment assigned for that class. This was viewed as a problem because often the class would not have basic library

knowledge. The librarians would then have to do basic instruction in addition to specialized instruction in the same amount of time.³⁹

Harvie Branscomb, Library Director at Duke University, also believed cooperation between faculty and librarians was crucial in order to focus on a common purpose of educating students. Branscomb proposed that the reference librarian should go outside the library to build communication with faculty. They should become an assistant to the instructor by providing needed library-related services. The role of librarians was not only to do instruction but to promote it to faculty. Together the instructor and librarian would then develop a plan.⁴⁰

B. Lamar Johnson promoted an experiment at Stephens College in which the aims were to do library instruction effectively, to encourage recreational reading to students, and to make the library the center of the college. Emphasis throughout the program was placed on teacher-librarian cooperation. The program promoted library instruction to be an integral part of regular class work. Instruction was integrated with classes.⁴¹ In 1939, Johnson published a book about making the college library contribute as much as possible to the curriculum. Johnson wanted a position that was a librarian and a dean of instruction. By understanding teaching and librarianship, the library's contribution to learning would be greater. Therefore, librarians were always teachers when they were in the classroom teaching library skills. Johnson also described a library handbook written in the form of a letter from an aunt to her niece who was beginning college. He also mentioned treasure hunts of facts in reference books for student assignments. Johnson's book illustrates some of the innovation that was being added to library instruction.⁴²

Other librarians were using new approaches in bibliographic instruction. Margaret Barkley of State Teachers College, Towson, Maryland believed all freshmen needed library instruction. She felt orientation week was a good time for an introduction to the library. Barkley also felt it was practical to break large groups into small groups for more effectiveness.⁴³ Lulu Ruth Reed, a librarian in North Dakota, believed a library class was necessary in state teacher colleges. She also believed the library should be used as a laboratory under supervision.⁴⁴ Evelyn Steel Little, Assistant Professor at Emory University, supported the idea of an instructional department of bibliography which would deal with any aspect of books from teaching library instruction to providing cultural interest. This would make the library an important part of higher education and not the "role of passive custodian."⁴⁵ Louis Shores of the George Peabody College of Teachers supported a library-college where the curriculum contained a carefully planned reading program which discussed man's accomplish-

ments of the past and the problems of the world today. Every faculty member would be library trained and every librarian would be a teacher.⁴⁶

THE 1950s: A TIME OF PROBLEMS

After World War II, enrollment in colleges and universities rose largely due to veterans entering college on the GI Bill. Another push for higher education came in the late 1950s after the Soviet Union launched Sputnik. Higher education was important in the future of the United States. In addition, a movement of egalitarian ideals supported the idea of college is for everyone. Funding increased as enrollments increased. Bibliographic instruction had a lot of activity but did not progress. Many colleges had instruction programs but increasingly larger classes became overwhelming for librarians. Programs struggled due to the lack of a conceptual framework, and some librarians simply did not support library instruction as an important function of the library.⁴⁷

In a study of library instruction, Thomas Kirk determined four weaknesses to explain the decline in library instruction. First, librarians did not distinguish between orientation and instruction and usually provided orientations only. Second, instruction was not given in a context of what the students needed to know about the library. Third, instruction was often given from the content of reference training of librarians. Finally, librarians were not sensitive to the changes occurring in higher education.⁴⁸

Evidence of the use of audiovisual aids in library instruction began to surface in the 1950s. One article described the use of closed circuit television in Pennsylvania State University's orientation program. The TV program included introductory information and was followed by small group tours of the library. Approximately 2800 participated in the orientation. Sixty percent of the men and 54% of the women felt the program was helpful.⁴⁹

A survey published in 1958 stated that 20 out of 24 libraries did not take formal responsibility for providing instruction to graduate students. Many of the libraries cited lack of staff time, scheduling complexity, and diversity of subject matter as problems in offering instruction. Some libraries offered general seminars about the library which the graduate students were often encouraged to attend by instructors. The survey showed that even closer cooperation with faculty was necessary.⁵⁰

Patricia Knapp outlined a program of library instruction and urged change in instruction. Despite the existence of library instruction for several decades, planned instruction often consisted of one or two orientation lectures and a research paper in Freshman English. Knapp felt competence

in library use consisted of knowledge, skills, and attitude and could not be accomplished on a one time basis. Instead, competence needs developed over a period of time. Knapp also felt the use of books should be encouraged by the faculty. Students can see the importance of the library if faculty give them assignments and readings that utilize the library.⁵¹

Knapp knew developing integrated instruction was difficult. The librarian must cooperate with faculty and gain faculty's commitment to instruction. The librarian needed to accept the responsibility of beginning an instruction program. In addition, Knapp believed that competence in library use needed to be accepted as a liberal art.⁵² With these ideas, library instruction would gain a new strength in the next decade.

THE 1960s: REVIVAL

The 1960s began what is known as the grass roots movement. Librarians at numerous colleges and universities across the country planned library instruction programs with whatever materials they had at hand.⁵³ Although bibliographic instruction was not new, librarians felt that instruction before the 1960s was routine or remedial, if it even was offered to students at all. The literature in the field shows an increase in the discussion of bibliographic instruction. This increase has continued. For example, the 1955-57 volume of *Library Literature* had 95 entries under the subject heading "Instruction in Library Use." In the 1967-69 volume, 147 entries were listed under the heading and the 1984-85 volume listed 262 entries.⁵⁴

The grass roots movement was influenced by the changes in higher education. The college population continued to expand and the academic backgrounds of students varied. Audiovisual aids and technology helped to deal with the larger classes. There was also a movement to liberate students from textbooks and assigned paper topics. This made the library instruction more important in order to give students the skills needed for effective use of the library. Library collections increased as the information explosion happened which meant that a general introduction to the library could not cover all the resources needed by the students.⁵⁵ Librarians were now better trained and had a higher status so they were ready for the challenge of instruction. Problems still existed with general access skills being taught along with how to use the technical bibliographic tools instead of a problem solving research approach. These problems persisted through the 1970s, but by the 1980s concept-orientation instruction was developed.⁵⁶ Bibliographic instruction was becoming more accepted in the library profession. In 1967, ALA formed the Committee on Instruction in Library Use.⁵⁷

Technology and audiovisual materials helped librarians. In the 1960s, there was growing experimentation in using overhead transparencies, tape recordings, slides, and films.⁵⁸ Closed-circuit television continued to be utilized. One study at Illinois State University at Normal found that there was no appreciable difference between instruction by TV or by traditional methods.⁵⁹ Computer-assisted instruction (CAI) in library use was being used in 40 universities by the end of 1967.⁶⁰ The teaching machine, a question and answer device, was used for instruction. Slides flashed pictures on a screen in front of individual students, and then they were asked questions on content. All of these technological and audiovisual materials enabled librarians to reach more students and to better illustrate aspects of their lecture.⁶¹

The library literature of the 1960s was concerned with change. Librarians wanted to try to do library instruction in new ways. For example, one suggestion was to distribute a handbook to freshmen before they arrived at college so they were prepared to use the college library.⁶² Other materials of the time indicated the desire of librarians to change library instruction and make it better. One idea was to make a planned program so that students would receive instruction in each year of college. In this way, freshmen are not expected to learn everything in an hour.⁶³ Many librarians favored a bibliographic curriculum because it would allow students to have better research skills. Also, the more advanced students could then learn about the types of resources that they might need that would not have been included in a general orientation.⁶⁴

Louis Shores and his library-college idea of the 1930s gained support in the 1960s, but the movement did not survive. In an article, Shores describes all aspects of his library college. Shores felt this would be the best way to train future students. Primarily students learn by reading and the library becomes the college. Because of a trend of independent study in higher education, Shores' ideas fit well with the time.⁶⁵

Teacher-librarians were also promoted in the 1960s. The idea was that formal instruction was important for library skills and librarians needed to take the time to teach a semester-long library class. By teaching, librarians would be able to freely participate in the academic affairs of the institution.⁶⁶

Patricia Knapp's experiment at Montieth College did not survive, although it remains a source of inspiration to many bibliographic instruction programs. Knapp's program consisted of a plan to work with faculty to create class assignments that would involve extensive use of the library. Knapp wanted library instruction to be totally integrated into the curriculum. Knapp discovered that faculty do not have a "systematic

LIBRARY INSTRUCTION REVISITED

view of the library" so the librarian needs to do more to initiate the need for library skills. Knapp decided librarians needed to be active in teaching library skills and promoting its importance instead of leaving it to faculty.⁶⁷

Questions on the importance of instruction rose in the 1960s. Anita Schiller, a librarian at the University of California, felt that librarians should not push the idea of instruction for self-improvement of library skills. She believed that providing accurate information with efficient retrieval information was the goal of the reference service.⁶⁸

THE 1970s: EXPANSION

Library instruction gained momentum in the 1970s and became an important part of academic librarianship. This happened at a time when higher education was going through a period of unsteadiness in finance and enrollment.⁶⁹ The continued growth of the grass roots movement in instruction can be contributed to several factors. First, changes in higher education and larger library collections emphasized a book-centered educational philosophy. Second, more computer applications were developed which affected libraries. Third, more books and articles were written about instruction. Fourth, government agencies and foundations gave grants to support library programs. Finally, support for instruction came from professional library organizations in the form of standards, conferences, workshops, and publications.⁷⁰

In 1971, the Association of Colleges and Research Libraries (ACRL) established a Bibliographic Instruction Task Force which became the Bibliographic Instruction Section in 1977. In 1972, Project LOEX (Library Orientation and Instruction Exchange) was formed at the Center for Educational Resources at Eastern Michigan University in order to serve as a clearinghouse for collecting, organizing, and disseminating bibliographic instruction information. In 1977, ACRL published guidelines for instruction and ALA created the Library Instruction Round Table. These organizations provided a needed support network to bibliographic instruction.⁷¹

Many of the concerns and issues of the seventies were similar to past decades. Cooperation with faculty members and showing them the importance of instruction was treated as essential.⁷² Librarians were still in favor of integrated instruction in levels which build on previous instruction.⁷³ Ideas were still being sought for instruction with experiments in ideas such as writing pathfinders and preparing self-guided tours. Many times, librarians would draw from previous ideas in articles

and try to improve on them. For example, one librarian took an article on self-guided tours from the 1960s and created a self-guided tour for students in her library.⁷⁴

The quality of instruction was questioned, with librarians comparing various methods of instruction such as the lectures and programmed instruction.⁷⁵ Also, questions were raised about instruction making libraries too complex by implying librarians were the only ones who could interpret retrieval systems. It was feared that instruction contributed to the complexity instead of helping it.⁷⁶ Finally, more thought was given to librarians teaching concepts instead of how to do something specific. The concepts could be transferred from one research situation to the next.⁷⁷ It was felt that library instruction could best help the students by being able to link bibliographic skills to the library's role of gathering information. Students needed to be aware of the types of sources available instead of specific sources.⁷⁸

Evan Farber, a respected librarian for his efforts in bibliographic instruction and in academic librarianship, described a problem which he termed as the University-Library Syndrome. Farber felt administrators, faculty, and librarians often saw the library, its functions and its mission as the same as a research university instead of a college. Often it did not occur to faculty that learning how to use the library was part of the educational process because they were used to being a scholar-researcher at a university. Because colleges have been affected by the universities' emphasis on graduate students and research, Farber called for college librarians to recognize the difference in educational roles of college libraries. Therefore, a college librarian could work towards the goals of their libraries and provide library instruction to students. This was an important idea in developing programs in colleges in the 1970s.⁷⁹

THE 1980s AND THE 1990s: A HINT OF THE FUTURE

Although it is too soon to see the historical significance of these decades, it is likely that the decades will be marked by growth of instruction programs, by technological influences on instruction, and by the growth of topics covered in the literature. A 1987 survey of academic libraries found that 65% offer some form of library instruction requirement compared to 24% in 1979. Instruction was given in various forms such as lecture, videotape, computer-assisted instruction, point-of-use programs, term paper clinics, and individualized instruction. The survey also found that credit courses in library skills were in decline due to low enrollment and lack of professional staff.⁸⁰ Computer-assisted instruction

rose from two percent to 15% in 1987.⁸¹ Another survey published in 1989 polled research libraries and found instruction was strongly influenced by technology. In addition, bibliographic instruction has become a standard library service.⁸²

In 1981, a Think Tank on Bibliographic Instruction took place in association with the ACRL Conference. The Think Tank set recommendations for integration of bibliographic instruction into the library profession and higher education. Also, it stressed the importance of research and publication. In addition, integrating library skills, bibliographical concepts, and technology was a concern.⁸³ The 1980s have emerged as the second generation of bibliographic instruction. Previously, bibliographic instruction was unorganized but now it has "grown into a recognized area of public service in academic libraries, an area with its own literature, theory, content, and concerns."⁸⁴

Concerns about the conceptual and theoretical foundation of bibliographic instruction rose as applying learning theory concepts to instruction occurred.⁸⁵ A movement arose to teach problem solving techniques that can be used from one research project to another.⁸⁶ Librarians are also in the process of expanding library instruction to information literacy which will help people deal with information. An individual who is information literate would be able to recognize their information needs and to identify, locate, evaluate, and use information effectively.⁸⁷

Technology has had a powerful influence on library instruction during the 1980s and 1990s. The growth and popularity of online catalogs, online databases such as Dialog, EPIC, and BRS, CO-ROMs, and the Internet have changed what is taught in instruction sessions. Students need to know about searching strategies and database selection in addition to traditional topics. Concepts involving transferable skills and critical thinking are stressed.⁸⁸ In the midst of librarians trying to deal with the onslaught of information to teach, Michael Gorman called for a "BI-less" library. Gorman said that library systems need to be more user friendly so the library can be as easy as possible to use.⁸⁹ Therefore, emphasis on bibliographic instruction would be lessened.

Specific and new aspects of bibliographic instruction are discussed in the literature. Literature on the subject received a boost with the creation of *Research Strategies*, a journal devoted to the subject of bibliographic instruction, in 1983.⁹⁰ Emphasis was placed on the type of students that librarians were instructing. Articles were published on such topics as instruction in community colleges, instruction to minorities, learning theories in relation to students, and partnerships between high schools and academic libraries in instruction.⁹¹

CONCLUSION

As can be seen by the history of bibliographic instruction, similarities and differences exist in the concerns and issues of bibliographic instruction. Librarians have generally agreed about the definite need for instruction but throughout its history librarians have had to continually stress the fact to administrators and faculty members. Debate has also continued as to the most effective type of bibliographic instruction. Examples include large group lecture, computer-assisted instruction, a credit course, or small group seminars. Ways to improve instruction have been continually sought. Concerns about the need for faculty and staff cooperation in addition to the amount of staff time needed for instruction surface throughout the history of instruction. Finally, the literature from the 1800s to the present is full of examples of successful and unsuccessful library instruction programs.

Many of the differences in issues have had to do with new developments in bibliographic instruction. For example, audiovisual aids and their different uses were not discussed until the 1950s and 1960s. The use of technology and computers created new issues in teaching. Discussion on semester long courses of library skills have declined. Movements in teaching transferrable concepts and information literacy have generated a wealth of literature. The acceptance of bibliographic instruction as a library service has allowed more focus on a conceptual and theoretical foundation on instruction. The differences and similarities in bibliographic instruction concerns illustrates the progress of library instruction in the last 200 years.

Bibliographic instruction has had a long history in the United States. It has evolved from an activity at scattered libraries to an accepted library service. At many times throughout its history, trends in higher education effected bibliographic instruction. Librarians now develop instruction programs, evaluate the programs, and improve them. In addition, librarians developed a theoretical framework and have applied learning theories to instruction. Although no one can predict future history, it is a good assumption that technology will continue to affect bibliographic instruction.

As developments, such as the increase of usage of the Internet occur, emphasis will continue to be on information literacy type concepts. Librarians will continue to work on increased faculty acceptance of bibliographic instruction as they try to get more faculty involved with library instruction for their classes. Cooperation with the faculty will be as important as ever. Bibliographic instruction has made great strides since 1800 and will continue to progress as we approach the new century.

NOTES

1. Sheila S. Intner, "The Public and Bibliographic Instruction: Missed Opportunities in Creating a Positive Information Environment," *The Reference Librarian*, No.-31 (1991): 17.
2. John Mark Tucker, "Articles on Library Instruction in Colleges and Universities, 1876-1932," *Occasional Papers*, No. 143 (February 1980); Maureen Krier, "Bibliographic Instruction: A Checklist of the Literature, 1931-1975," *Reference Services* 4 (January-March 1976): 7-31; Deborah Lockwood, *Library Instruction: A Bibliography* (Westport: Greenwood Press, 1979); Allen Mirivio, "Academic Library Instruction, 1960-1970," *Drexel Library Quarterly* 7 (July-October 1971): 327-35; Hannelore B. Rader, "Library Orientation and Instruction," *Reference Services Review* (1974-Present).
3. Larry L. Hardesty, John P. Schmitt, John Mark Tucker, comps., *User Education in Academic Libraries: A Century of Selected Readings* (Metuchen, NJ: Scarecrow Press, 1986).
4. Gail Glynn, "The Evolution of Bibliographic Instruction in College Libraries," *Indiana Libraries* 10, No. 2 (1991): 61-78; Peter Hernon, "Instruction in the Use of Academic Libraries: A Preliminary Study of the Early Years as Based on Selective Extant Materials," *Journal of Library History* 17 (Winter 1982): 16-38; Frances L. Hopkins, "A Century of Bibliographic Instruction: The Historical Claim to Professional and Academic Legitimacy," *College & Research Libraries* 43 (May 1982): 192-8; Frances L. Hopkins, "User Instruction in the College Library: Origins, Prospects, and a Practical Program," in *College Librarianship*, eds. William Miller and D. Stephen Rockwood (Metuchen, NJ: Scarecrow, 1981); 173-204; Anne F. Roberts, *Library Instruction for Librarians* (Littleton, CO: Libraries Unlimited, 1982); John Mark Tucker, "User Education in Academic Libraries: A Century in Retrospect," *Library Trends* 29 (Summer 1980): 9-27.
5. Gisela Ewert, "The Beginnings of Instruction in Library Use: Selected German Examples from the 17th to 19th Centuries," *Research Strategies* 4 (Fall 1986): 177-84.
6. Eugene R. Hanson, "College Libraries: the Colonial Period to the Twentieth Century," in *Advances in Library Administration and Organization*, v.8, eds. Gerard B. McCabe and Bernard Kreissman (Greenwich, CT: JAZ Press, 1989): 176-184; Plummer Alston Jones, Jr., "The History and Development of Libraries in American Higher Education," *College & Research Libraries News* 7 (July 1989): 562-63.
7. Hanson, "College Libraries," 174-76.
8. Jones, "The History and Development of Libraries," 562.
9. Hernon, "Instruction in the Use," 18.
10. Ralph Waldo Emerson, "Books," *The Atlantic Monthly* 1 (1858): 344.
11. Hardesty, *User Education in Academic Libraries*, 3-4.
12. Otis Hall Robinson, "College Libraries as Aids to Instruction: Rochester University Library-Administration and Use," in *User Education in Academic Libraries*, 17-34. First published in *Circulars of Information of the Bureau of*

Education No. 1-1880 (Washington, D.C.: Government Printing Office, 1880): 15-27.

13. Fritz Veit, "Library Service to College Students," *Library Trends* 25 (July 1976): 371.

14. R.C. Davis, "Teaching Bibliography in Colleges," *Library Journal* 11 (September 1886): 289-293.

15. Justin Winsor, "College Libraries as Aids to Instruction: The College Library," in *User Education in Academic Libraries*, 5-16. First published in *Circulars of Information of the Bureau of Education* No. 1-1880 (Washington, D.C.: Government Printing Office, 1880): 7-14.

16. Larry L. Hardesty and John Mark Tucker, "An Uncertain Crusade: The History of Library Use Instruction in a Changing Educational Environment," in *Academic Librarianship Past, Present, and Future: A Festschrift in Honor of David Kaser*, edited by John Richardson, Jr. and Jinnie Y. Davis (Englewood, CO: Libraries Unlimited, 1989): 99.

17. *Ibid.*, 99-100.

18. Melvil Dewey, "The Relation of the Colleges to the Modern Library Movement," in *User Education in Academic Libraries*, 46-54. First published in *Proceedings of the Second Annual Convention of the College Association of the Middle States and Maryland* (Philadelphia: Globe Printing, 1891): 78-83.

19. Edward G. Holley, "Academic Libraries in 1876," *College & Research Libraries* 37 (January 1976): 36.

20. Hardesty, *User Education in Academic Libraries*, 57.

21. Hernon, "Instruction in the Use of Academic Libraries," 25.

22. *Ibid.*, 26.

23. Veit, "Library Service to College Students," 371.

24. Joseph Schneider, "A College Course in Bibliography," in *User Education in Academic Libraries*, 61-68. First published in *Catholic Educational Review* 3 (March 1912): 215-22.

25. William Warner Bishop, "User Instruction in Academic Libraries," in *User Instruction in Academic Libraries*, 69-85. First published in *Sewanee Review* 20 (July 1912): 265-81.

26. Lucy M. Salmon, "Instruction in the Use of a' College Library," in *User Instruction in Academic Libraries*, 86-101. First published in *ALA Bulletin* 7 (July 1913): 301-09.

27. Hardesty, *User Education in Academic Libraries*, 105.

28. James A. McMillen, "College and University Round Table," *Library Journal* 50 (November 15, 1925): 951.

29. Raymond Walkley, "Library Instruction for College Freshmen," *Library Journal* 49 (September 15, 1924): 775-77.

30. Elbridge Colby, "The Teaching Librarian," *Library Journal* 49 (September 15, 1924): 753-71.

31. Mary E. Downey and Annette P. Ward, "The College Library Survey," *Library Journal* 51 (February 1, 1926): 131-32.

32. Charles B. Shaw, "Bibliographical Instruction for Students," *Library Journal* 53 (April 1, 1928): 301.
33. *Ibid.*, 300-01.
34. Hopkins, "A Century of Bibliographic Instruction," 192-94.
35. Roberts, *Library Instruction for Librarians*, 17.
36. Hardesty, *User Education in Academic Libraries*, 105, 147.
37. Susan Grey Akers, "To What Extent Do the Students of the Liberal-Arts Colleges Use the Bibliographic Items Given on the Catalogue Card," *Library Quarterly* 1 (1931): 394-95, 407.
38. Peyton Hurt, "The Need of College and University Instruction in the Use of the Library," *Library Quarterly* 4 (1934): 436, 439-40, 443.
39. Peyton Hurt, *The University Library and Undergraduate Instruction: An Analysis of Their Relationship* (Berkeley: University of California Press, 1936), 22-23, 42.
40. Harvie Branscomb, *Teaching with Books: A Study of College Libraries* (1940; reprint, Hamden, CT: Shoe String Press, c1974), 196-209.
41. B. Lamar Johnson, "Stephens College Library Experiment," in *User Education in Academic Libraries*. First published in *ALA Bulletin* 27 (May 1933): 205-211.
42. B. Lamar Johnson, *Vitalising the College Library* (Chicago: American Library Association, 1939), 8, 36-44, 52-53.
43. Margaret Barkley, "Arrows for Freshmen," *Library Journal* 64 (May 15, 1939): 402-04.
44. Lulu Ruth Reed, "Teaching the Use of the Library," *Library Journal* 57 (September 1, 1932): 706-07.
45. Evelyn Steele Little, *Instruction in the Use of Books and Libraries in Colleges and Libraries* (Chicago: American Library Association, 1938), 38-39.
46. Louis Shores, "The Library Arts College, A Possibility in 1954?," in *User Education in Academic Libraries*, 121-29. First published in *School and Society* 41 (January 26, 1935): 110-14.
47. Hardesty, *User Education in Academic Libraries*, 147-49.
48. Thomas Kirk, "Past, Present, and Future of Library Instruction," *Southeastern Librarian* 27 (Spring 1977): 16-17.
49. Ralph W. McComb, "Closed Circuit Television in a Library Orientation Program," *College & Research Libraries* 19 (September 1958): 387.
50. Lloyd W. Griffin and Jack A. Clarke, "Orientation and Instruction of the Graduate Student by University Libraries: A Survey," *College & Research Libraries* 19 (November 1958): 451-54.
51. Patricia B. Knapp, "A Suggestion Program of College Instruction in the Use of the Library," *Library Quarterly* 26 (July 1956): 224.
52. *Ibid.*, 226-31.
53. John Mark Tucker, "User Education in Academic Libraries: A Century in Retrospect," *Library Trends* 29 (Summer 1980): 21.
54. Donald J. Kenney, "Assessing Library Instruction: Where It Has Been and Where Is It Taking Us?," *Catholic Library World* 59 (July-August 1987): 39-40.

55. Hopkins, "User Instruction in the College Library," 179.
56. Hopkins, "A Century of Bibliographic Instruction," 195-96.
57. Charles D. Patterson, "Library User Instruction in the Curriculum: Background and Status Update," *The Reference Librarian*, No. 30 (1990): 88.
58. Paul Wendt, "New Library Materials and Technology for Instruction and Research," *Library Trends* 16 (October 1967): 197.
59. Dorothy S. Fagerburg, "TV Library Instruction: The Teacher's Angle," *Library Journal* 86 (January 1, 1961): 44-45.
60. Wendt, "New Library Materials," 206.
61. Harriett Genung, "Can Machines Teach the Use of the Library?," *College & Research Libraries* 28 (January 1967): 25, 29-30; Ralph E. McCoy, "Automation in Freshman Library Instruction," *Wilson Library Bulletin* 36 (February 1962): 468-70.
62. Hugh Pritchard, "Pre-Arrival Library Instruction for College Students, a *College & Research Libraries* 26 (July 1965): 321.
63. Annie May Alston, "The Happy Medium in Library Instruction," *College & Research Libraries* 21 (November 1960): 469-70.
64. Frederic R. Hartz, "Freshman Library Orientation: A Re-Evaluation," *Improving College and University Teaching* 12 (Spring 1964): 78-79; David Kaser, "Famine in a Land of Plenty, a *Southeastern Librarian* 17 (Summer 1967): 79.
65. Louis Shores, "The College Becomes a Library," in *User Education in Academic Libraries*, 204-23. First published in *Drexel Library Quarterly* 4 (January 1968): 31-44.
66. Daniel Gore, "Anachronistic Wizard: The College Reference Librarian," *Library Journal* 89 (April 15, 1964): 1691-92.
67. Patricia B. Knapp, *The Montieth College Library* (New York: Scarecrow Press, 1966), 11-12, 106-07; Hopkins, "User Instruction in the College Library," 180-81.
68. Anita R. Schiller, "Reference Service: Instruction or Information," *Library Quarterly* 35 (January 1965): 52-60; Hopkins, "User Instruction in the College Library," 180-81.
69. Hardesty, *User Education in Academic Libraries*, 227-28.
70. Carla J. Stoffle and Cheryl A. Berner, "Bibliographic Instruction Think Tank I: Looking Back and the Challenge for Think Tank II," *Bibliographic Instruction: The Second Generation*, ed. Constance Mellon (Littleton, CO: Libraries Unlimited, 1987), 5-23.
71. Patterson, "Library User Instruction," 88-89; Roberts, *Library Instruction for Librarians*, 21-23.
72. Ravindra N. Sharma, "Bibliographic Instruction: Have We Succeeded?," *Library Scene* 7 (June 1978): 34.
73. James R. Kennedy, Jr., "Integrated Library instruction," in *User Education in Academic Libraries*, 231-242. First published in *Library Journal* 95 (April 15, 1970): 1450-53.

74. Charles H. Stevens, Marie P. Canfield, and Jeffrey J. Gardner, "Library Pathfinders: A New Possibility for Cooperative Reference Service," *College & Research Libraries* 34 (January 1973): 40; Mary Jo Lynch, "A New Approach to the Guided Tour," *RQ* 11 (Fall 1971): 46-48.

75. Thomas Kirk, "A Comparison of Two Methods of Library Instruction for Students in Introductory Biology," *College & Research Libraries* 32 (November 1971): 465-74.

76. Joseph Rosenblum, "Overdue. The Future of Reference Service: Death by Complexity?," *Wilson Library Bulletin* 52 (December 1977): 300-02.

77. Topsy N. Smalley, "Bibliographic Instruction in Academic Libraries: Questioning Some of the Assumptions," *Journal of Academic Librarianship* 3, no. 5 (1977): 280-83.

78. Elizabeth Frick, "Information Structure and Bibliographic Instruction," in *User Education in Academic Libraries*, 266-275. First published in *Journal of Academic Librarianship* 1 (September 1975): 12-14.

79. Evan Ira Farber, "College Librarians and the University-Library Syndrome," in *User Education in Academic Libraries*, 243-253. Reprinted from *The Academic Library: Essays in honor of Guy Lyle*, eds. Evan Ira Farber and Ruth Walling (Metuchen, NJ: Scarecrow Press, 1974), 12-23.

80. Teresa B. Mensching, "Trends in Bibliographic Instruction in the 1980s: A Comparison of Data from Two Surveys," *Research Strategies* 7 (Winter 1989): 4-10.

81. Ann Bevilacqua, "Computer-Assisted Bibliographic Instruction," in *Bibliographic Instruction in Practice: A Tribute to the Legacy of Evan Farber*, eds. Larry Hardesty, Jamie Hastreiter, and David Henderson (Ann Arbor, Pierian Press, 1993), 67-76.

82. Otis Chadley and Jacquelyn Gavryck, "Bibliographic Trends in Research Libraries," *Research Strategies* 7 (Summer 1989): 106, 112-13.

83. Stoffle, "Bibliographic Instruction Think Tank I," 5-6.

84. Constance A. Mellon, ed. *Bibliographic Instruction: The Second Generation* (Littleton, CO: Libraries Unlimited, 1987), 189.

85. Hannelore B. Rader, "Bibliographic Instruction: Is It a Discipline?," *Reference Services Review* 10 (Winter 1982): 75.

86. Mary M. Huston and Willie Parson, "A Model of Librarianship for Combining Learning and Teaching," *Research Strategies* 3 (Spring 1985): 79.

87. Hannelore B. Rader, "From Library Orientation to Information Literacy: 20 Years of Hard Work," in *What is Good Instruction Now? Library Instruction for the 90s*, ed. Linda Shirato (Ann Arbor: Pierian Press, 1993), 25-28.

88. Deanna Nipp, "Back to Basics: Integrating CD-ROM Instruction with Standard User Education," *Research Strategies* 9 (Winter 1991): 41-47; Caroline Blumenthal, Mary Jo Howard, and William R. Kingyon, "The Impact of CD-ROM Technology on a Bibliographic Instruction Program," *College & Research Libraries* 54 (January 1993): 11-16; Cerise Oberman, "Avoiding the Cereal Syndrome, or Critical Thinking in the Electronic Environment," *Library Trends* 39 (Winter 1991): 189-202.

89. Michael Gorman, "Send for a Child of Four! Or Creating the BI-Less Academic Library," *Library Trends* 39 (Winter 1991): 354-62.

90. *Research Strategies: The Journal of Library Concepts and Instruction* (Ann Arbor, MI: Mountainside Publishing, 1983-). Quarterly.

91. Ronald J. Homick, "Library Use Instruction in Community Colleges," *Catholic Library World* 55 (April 1984): 398-401; Patrick Andrew Hall, "The Role of Affectivity in Instructing People of Color," *Library Trends* 39 (Winter 1991): 316-26; Elizabeth J. McNeer, "Learning Theories and Library Instruction," *Journal of Academic Librarianship* 11:5 (1991): 294-97; Donald J. Kenney and Linda J. Wilson, "Developing a Partnership in Library Instruction," *College & Research Libraries News* 4 (May 1986): 321-22.