Introduction

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Bibliographic instruction (BI) in Indiana is certainly not a recent phenomenon—it has existed in one form or another in all types of Indiana libraries for years. However, 1988 represents somewhat of a pivotal year for the concept in that it appears BI is on the verge of getting organized beyond the local level. This organization is evident in the recent emergence of an Indiana Library Association group with a focus on BI, and in the publication of this special issue of *Indiana Libraries*. This issue consists of nine articles written by Indiana librarians actively involved in instruction. Viewponts, ideas, and program descriptions for Indiana public, academic, and school libraries are all shared here.

In the first article, Jill Gremmels discusses the concept of "information management education" (IME) as a more meaningful label for what has traditionally been called "bibliographic instruction" (BI). Elements of the ideal program are identified and discussed, in addition to several predictable problems likely to hamper the development of such a comprehensive program. While at first glance IME appears as an unachievable ideal, Jill feels it is still worth pursuing in the best interest of librarians and students.

Patrick Max, former BI librarian at the University of Notre Dame, offers experience-based advice to public services librarians, and BI librarians specifically, on how to cope with the problems inherent to the implementation of an automated system. Anyone who has ever become frustrated with the limitations of a given system versus patrons' needs will appreciate Pat's thoughts on the subject.

Freda Kegley and Julie Bobay, school and academic librarians respectively, offer their perspectives on librarian/teacher partnerships—a natural alliance not always easy to establish and maintain. Freda, representing the secondary school librarian perspective, asserts a proactive stance on the part of school librarians and suggests several practical tips on fostering teacher/librarian partnerships in the secondary school. From the academic library viewpoint, Julie underscores the importance of using sound marketing principles (such as audience analysis) in BI program development. She goes on to illustrate the payoffs of faculty/librarian cooperation in a large university community by describing IU-B's Freshman English Composition program.

While much has been written about course-integrated library instruction at Earlham College, Marsha Miller brings us up-to-date with what is currently going on at Earlham and with Evan Farber. Presented in interview format, Marsha's article is the result of a day-long visit to Earlham College's Lilly Lbrary last spring, during which she was able to talk informally with Farber and members of his staff about their nationally recognized program.

Mary Stanley of IUPUI shares her approach to preparing for a classroom library instruction session. After briefly describing the library program at IUPUI, Mary touches on how she handles scheduling, the faculty interview, selecting strategies and materials for the session, and actually conducting the session. This article will be of practical interest and helpful to beginning BI librarians, as well as those of us who like to know "how we're doing it" in relation to our colleagues.

Dana Smith presents a detailed description of Purdue's undergraduate library research skills instruction program, from program rationale and objectives to program evaluation and future plans. To give an indication of how well-received this program has been, Dana and two of his colleagues, Judith Pask and Donna Wheeler, were awarded the 1987 "Helping Students Learn Award" from the Purdue Alumni Foundation for development of the program. The award was established by the Purdue Class of 1922 to "improve the education experience of students by stimulating teachers to create innovative approaches to the process of helping students learn, and to recognize those who develop significant advances in education."

From the public library sector Matt Hannigan presents an amusing, yet informative, narrative on how Indianapolis-Marion County Public Library provides instructional support for their automated system. Public librarians who already have automated systems or are anticipating their arrival, and even those with traditional access, will pick up some good information from Matt about library instruction for public library patrons.

Elizabeth Hatton Zuelke, a graduate student at Indiana University, outlines the instructional role of the school library media specialist and summarizes one method for bibliographic instruction in the public schools. The reader may want to examine the new national guidelines for school library media programs, *Information Power*, jointly published in 1988 by the American Library Association and the Association for Educational Communications Technology in order to gain more details concerning the role of the school librarian as curriculum designer.

The final article, by Indiana University's Emily Okada and Mary Popp, tells of the earlier-mentioned organization of a state BI Discussion Group within the Indiana Library Association. Such a forum has long been needed in the state. We all owe a tremendous professional thanks to these two individuals who have worked so hard to "get us organized." Their article should provide you with all the information necessary to make your decision to join the group an easy one.

While this special issue of INDIANA LIBRARIES seemed to be a long time in coming, I hope those involved in its production share my feeling that the effort was worthwhile. My sincerest personal and professional thanks to my colleagues, the writers, who contributed their time, expertise and patience to the issue. And to Daniel Callison, a special thanks for provid-

ing me with my first true editing opportunity.

Let's all get involved and stay involved! Here's to a steady continuation of BI publishing, presentation, and discussion among Indiana's bibliographic instruction librarians. Here's to the future of BI in Indiana.

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