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Nominating Committee: Chair, C. Roger Davis, Bibliographer, Smith College Library, Northampton, MA 01063; James M. Campbell, 1626 Oxford Road, Charlottesville, VA 22903.

#### Editorial Boards

*Choice* Editor: Rebecca D. Dixon, *Choice*, 100 Riverview Center, Middletown, CT 06475.

*College & Research Libraries* Editor Designate: Charles Martell, Associate University Librarian for Public Services, California State University, Sacramento, 200 Jed Smith Avenue, Sacramento, CA 95819.

*College & Research Libraries News* Editor: George M. Eberhart, ACRL/ALA, 50 E. Huron Street, Chicago, IL 60611.

*ACRL Nonprint Media Publications* Editor: Jean W. Farrington, Assistant Head, Circulation, Van Pelt Library, University of Pennsylvania, Philadelphia, PA 19104.

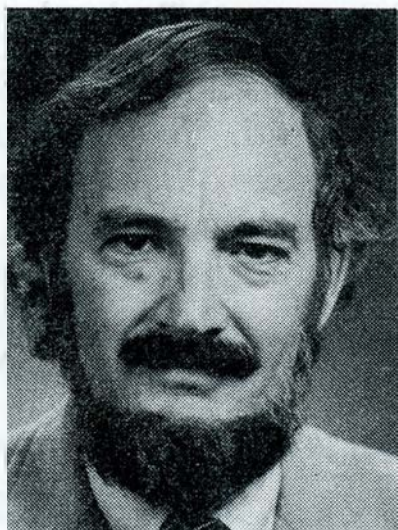
*ACRL Publications in Librarianship* Editor: Arthur P. Young, Dean of Libraries, University of Rhode Island, Kingston, RI 02881. ■■

## MARTELL TO BE C&RL EDITOR

Charles Martell Jr., associate university librarian for public services at California State University, Sacramento, has been selected as the next editor of *College & Research Libraries*. He will work with the retiring editor, C. James Schmidt, as editor designate for the next six months, then will assume full responsibility for the journal beginning with the July 1984 issue.

Martell, whose profile appeared in the September 1983 *C&RL News*, has an extensive publication record. He is author of *The Client-Centered Academic Library: An Organizational Model* (Greenwood Press, 1983) and many articles on library management, including: "QWL Strategies: Trust, Subtlety, & Intimacy," *Journal of Academic Librarianship*, May 1983; "Work Enrichment in Academic Libraries," *Journal of Academic Librarianship*, January 1983; and "Improving the Effectiveness of Libraries Through Improvements in the Quality of Working Life," *C&RL*, September 1981.

He is currently the series editor for a "Quality of Work Life" column that appears in the *Journal of Academic Librarianship*. ■■



Charles Martell, Jr.

## UPDATE ON STATISTICS SOURCES

Several people have written about the article on academic library statistics that appeared in *C&RL News*, July/August 1983, pp.221,224-25, and have recommended additional statistical sources.

E.J. Josey wrote from the New York State Library about a publication he edits with Alice L. Britenbaker, *A Directory of College and University Libraries in New York State*. Pages 127-220 are statistical tables covering 266 academic libraries. The most recent edition available is the 14th (1981) with statistical data for FY 1980. The 1982 edition is now at the printers and can be ordered from the New York State Library, Library Development, Albany, NY 12230. The ISSN is 0070-5276.

James O. Wallace wrote from the Texas Library Association that the Texas State Library has published *Texas Academic Library Statistics* since 1977. The current issue contains statistics for 1981-82 for 142 institutions, both public and private. The ISSN is 0276-458X.

Claude Bonnelly of the University of Laval wrote that the Library Subcommittee of the Conference of Rectors and Principals of Quebec Universities created in 1977 a Statistics Task Force of which he is currently president. The Task Force designed a questionnaire which was used by the 18 libraries for the first time in 1979-80. Since then the questionnaire has been distributed annually. Recently, Statistics Canada has agreed to cooperate in the compilation and publication of this data. A history of this project is given in a paper which Bonnelly presented at the 1982 IFLA meeting in Montreal entitled, "Standardization of Statistics: The Experience of the Quebec University Libraries." For more information, contact Claude Bonnelly, Assistant Chief Librarian, University of Laval, Quebec, Canada G1K 7P4.

The American Association of Law Libraries has for many years published statistics on law school libraries in their *Law Library Journal*. The most recent data published was for 1979-80 in volume 74, number 2 (Spring 1981). Since then there has been discussion of publishing the data somewhere else, though it would appear that the most recent decision is to continue to publish it in the *Law Library Journal*. Data for 1981-82 has been submitted to the *Journal* but it is not known when or if it will be published. For further information, contact the National Statistics Coordinator of the AALL, David Thomas, Law Library, Brigham Young University, Provo, UT 84602.

Pat Bush, management librarian at the Northwestern University Library, mentioned that the College and University Business Librarians Round Table of the Special Libraries Association publishes statistics on academic business libraries. The most recent edition of *College and University Business Library Statistics* is the fourth and covers

1977-78 and 1978-79. Requests for copies should be made to the editor, Judith Truelson, in the Business Library at the University of Southern California. A new edition to cover 1979-80 and 1980-81 is in the works and should be published by the end of the year. Requests for information about the 5th edition should go to the editors, Tracey Miller and Karen Sternheim, of the Graduate School of Management Library at UCLA.

A phone call to Richard Beazley of the National Center for Education Statistics elicited the infor-

mation that the computer tapes for the 1981-82 survey of college and university libraries should be available shortly, while the printed version (*Library Statistics of Colleges and Universities*) should be out before the beginning of 1984. Please note the new address for NCE: Brown Building, 400 Maryland Avenue, S.W., Washington, DC 20202. Richard Beazley can be reached at (202) 254-7351.—*Sandy Whiteley, ACRL Program Officer, 50 E. Huron St., Chicago, IL 60611.* ■■

## Bibliographic Instruction

# Education for Bibliographic Instruction: A Syllabi Project

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The primary goal of the Education for Bibliographic Instruction Committee is to promote the teaching of bibliographic instruction in the library schools throughout the country. Many library schools have recognized the value of teaching bibliographic instruction and therefore have incorporated, either through a separate course or integrated into other library science courses, the teaching of bibliographic instruction. The Committee embarked on a project to identify those library schools that did incorporate the teaching of bibliographic instruction in the library education curriculum.

A subcommittee was charged to: "gather syllabi, course outlines, etc., from instructors teaching BI in library schools, whether as separate courses or incorporated in other courses." Syllabi were solicited nationwide and forty-one library schools responded to the inquiry. Thirty-three schools sent syllabi or information about courses.

In order to share ideas gathered from these syllabi, another subcommittee reviewed and attempted to interpret the elements incorporated in the various courses. A number of elements common to most of the syllabi were apparent, and several library schools included impressive and innovative elements.

Most of the syllabi included teaching the importance of curriculum design. For instance, writing objectives, preparing workbooks, and mastery of

audio-visual teaching methods were some of the common components included in the syllabi. Attention was given to the various types of instruction (integrated, course related, "one-hour stand," self-paced, computer assisted, credit course, point-of-use) in nearly all the syllabi and most incorporated outside readings, class projects, and examinations of different types of existing BI programs.

The innovative or unique elements of the syllabi ranged from the philosophical or theoretical aspects of BI to the technological considerations that are a result of library automation. Needs assessment methods and evaluation techniques for BI programs were outstanding features of some syllabi. Other curricula required students to design a public relations campaign for a BI program, to design tests for specialized user groups, and to create informational graphics and signage systems. At least one library school syllabus indicated that students were given a historical background of BI in the U.S., while another incorporated a class panel presentation by BI librarians in four distinct types of libraries. A few included the importance of teaching techniques and the organization of the teaching faculty of staff. Management and administration of programs were notable elements of some curricula, including the politics involved in introducing, maintaining, promoting, and budgeting a BI program. One curriculum exposed library school students to the impact that advanced technology will have on BI and the theoretical implications for the future, while others incorporated media techniques in their courses.

While the syllabi gathered had many common elements, at the same time there were many varied components. A subcommittee is now at work on a two-part analytical study of the syllabi collection: one will be an analysis of curricula representing separate library school courses in BI, and a second