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 information 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 NCES: 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

Lisa Howorth
Reference-Bibliographer
University of Mississippi

Donald Kenney
Head, General Reference
Virginia Polytechnic Institute
and State University

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

analysis of courses in which BI is a component. The committee is currently updating and verifying information in preparation for writing this analytical overview based on the results of the study.

In collecting these syllabi, the committee discerned that there is a great deal of interest in library school education for BI. These syllabi represent a growing support, not only among practicing librarians, but also among library educators of the importance of bibliographic instruction.

Copies of the syllabi are available at the LOEX Clearinghouse, Eastern Michigan University, Ypsilanti, MI 48197. Additional information about this project may be requested from Betsy Baker, Committee Chair, Northwestern University Library, Evanston, Illinois 60201. ■■

BI Liaison Update

Carolyn Kirkendall
Project LOEX

There is good news to report! The ACRL Bibliographic Instruction Liaison Project has been extended another year, as initial designated funding for the Project has not yet completely expired. Efforts that the Project will continue to emphasize will include expanding the exhibit opportunities for our ACRL BI Liaison display, "Integrating Libraries into Higher Education," at the conventions of other groups, and the continuing publication of our press kits. The ongoing effort to publish articles on the instructional role of the library in higher education journals and to schedule presentations by librarians at other organizations' conventions remains our Project's top priority.

Several opportunities exist for interested librarians to attend forthcoming meetings of other associations. ACRL members who plan to attend any of the following should contact me: the National Adult Education Conference in Philadelphia and the 73d Annual Convention of the National Council of Teachers of English in Denver, both in November; the March 1984 meeting of AAHE; the February session in Boulder of the Fifth International Conference on Contemporary Issues in Academic and Research Libraries; a seminar on Improving University Teaching next July; the January National Institute on the Teaching of Psychology to Undergraduates; the Improving College Teaching workshops sponsored by Kansas State University; or the University of Delaware's seminar in November on Developing Skills in Working with International Students.

All these topics have implications for academic library involvement, and first-hand information on the formats and content of these programs would be valuable for the BI Liaison Project to collect.

Sessions relating to the library conventions of other associations this past year have included Tom Patterson of the University of Maine Library, who spoke on library use of Canadian studies bibliography at the Conference of the Association for Canadian Studies in the United States; presentations on library instruction by librarians from the Universities of Toledo and Cincinnati at the Ohio Academy of Science; and programs at the meetings of the Colorado Commission on Higher Education, and the South Central Regional Group of the Medical Library Association in Dallas.

The College Board has mounted a grassroots project, the "Educational Equality Project," focusing on the need to re-define the overall learnings expected of high school students, especially those going on to college. At the ALA/LIRT program in Los Angeles last June, Katherine Jordan, head of library instructional services at Northern Virginia Community College's Alexandria Campus, deplored the fact that no professional library organization has been involved in the development of these College Board competencies. Library skills are not included as a separate category among the basics.

Forthcoming library-related programs at the meetings of other organizations include a panel on "The Impact of Online Databases on Teaching Political Science," by Mary Reichel of Georgia State University and others, at the March 1984 meeting of the International Studies Association; two special sessions at December's New York meeting of the Modern Language Association—"Today's Academic Libraries and University Presses: Their Role in Modern Language Studies," with Danielle Mihram of New York University, and "Literature Collections in Academic Libraries: A Crisis Situation," with William Miller of Michigan State University, William Wortman of Miami University, and Connie Thorson and Jeanne Sohn of the University of New Mexico.

A proposal for the March 1984 meeting of the American Association for the Advancement of Science has been submitted: "Course-Related Library and Library Use Instruction in Undergraduate Science Education." The American Sociological Association has formed a new interest group named the Sociologists Interested in Library User Skills that hopes to work with this Project to sponsor workshops.

Many good articles about the role of the academic library and implications for instruction have been published recently in professional higher education journals. Pertinent articles include: