

Guidelines for media resources in academic libraries: A draft

Prepared by the ACRL Media Resources Committee

These guidelines were prepared by members of the Media Resources Committee (formerly the Audiovisual Committee) of the ACRL. They have been extensively revised and will supersede the guidelines developed and published by the Audiovisual Committee in 1987.

Foreword

Technology used in teaching, learning, and research has created new challenges and opportunities for managers of college and university library media resource collections and services. Faculty and students need traditional media formats—audiocassettes, audio compact discs, videocassettes, laserdiscs, and so on—but librarians must also consider computer technology and emerging digital formats.

Within the library, the boundary between media collections and services and computer software collections and services has blurred. Academic librarians are also working closely with other agencies on campus to support faculty and student information needs. In some institutions, librarians have become true partners in the delivery of instruction, working with faculty, technologists, and instructional developers to create “new learning communities.”

The Audio-Visual Committee of ACRL published the first *Guidelines for Audio-Visual Services in Academic Libraries* in 1968 (reprinted in 1969). A 24-page monograph, the purpose of the guidelines was “to sup-

ply basic assistance to those academic libraries that will assume all or a major portion of an audiovisual program” (p. iv). Since few academic libraries had audiovisual collections at that time, the authors emphasized the demonstrated effectiveness of using audiovisual materials in instruction and provided practical suggestions for developing and maintaining these collections in academic libraries. Early audiovisual collections in academic libraries typically included 16mm films, slides, reel-to-reel audio recordings, and phonograph records.

Twenty years later, the authors of the 1987 *Guidelines for Audiovisual Services in Academic Libraries* noted the extraordinary technological changes that had occurred since the adoption of the 1968 guidelines. By 1987 it was no longer necessary to convince librarians of the value of audiovisual materials in instruction. The foreword to these guidelines noted the potential of audiovisual materials to support research, as well. The authors of this revision saw the advent of new formats such as VHS videocassettes, audiocassettes, laserdiscs, and audio compact discs.

The emerging issues were related to adopting new formats and providing equipment and technical support for these formats. Although CD-ROMs were becoming popular in academic libraries, they were text-only at this point and not a concern to audiovisual librarians; multimedia CD-ROMs made their debut around 1990.

About the authors

The ACRL Media Resources Committee developed these guidelines with the leadership of Kristine Brancolini (chair 1997–99), head of Media and Reserve Services, Indiana University Libraries, e-mail: brancoli@indiana.edu and Rick Provine (chair 1995–97), director for Media and Electronic Center Services, University of Virginia, e-mail: provine@virginia.edu. Members of the committee are listed in the sidebar on page 358.

From audiovisual to media resources

In 1994, the ACRL Audiovisual Committee became the ACRL Media Resources Committee. The name change reflects a change in philosophy about media and its role in higher education. Academic libraries no longer simply store and circulate audiovisual materials; they offer dynamic media resources for instruction and research. This change is also reflected in the "Guidelines for Media Resources in Academic Libraries."

The task of revising the 1987 "Guidelines for Audiovisual Services in Academic Libraries" has been an arduous one. A great deal has changed.

Media service operations and collections have seen new analog formats, digital formats, and an evolution from "media" to "multimedia." The increased use of technology in the classroom has put increased demands on our collections as content for multimedia production. The proliferation of computers in media operations (and libraries in general) has moved many of us into the "production" business, however unintentionally.

The production business

Production isn't necessarily new to media operations. Indeed, many libraries and media centers offer production services. This document does not attempt to deal with all of the many services that may be found in some library and non-library media centers (e.g., photographic reproduction and instructional development). However, the "digital convergence" of media facilitated by affordable, desktop computing has forced us to consider our collections and ser-

vices in new ways. And as always, the more traditional formats and services are still with us.

The 1998 "Guidelines for Media Resources in Academic Libraries" deals with the scope of academic library-based media collections and services as they exist today. It is doubtful that we can wait another 11 years for the next revision! The swift pace of technological change dictates that we work diligently to maintain high standards of service, regardless of the format or the environment.

Developing the guidelines

The 1998 *Guidelines for Media Resources in Academic Libraries* were developed by the 1995–1997 ACRL Media Resources Committee, with input from a variety of media and library professionals. A Web-based version was mounted and the URL was distributed to several listservs and to related ACRL committees. The 1997–1998 Media Resources Committee revised and refined the document based on the resulting comments.

Participating members include Luella E. Allen, University of Delaware; Phillip Arndt, South Arkansas Community College; Doris Bowers, Community College of Allegheny County; Kristine R. Brancolini, Indiana University (Chair, 1997–99); Foster Flint, Mississippi Gulf Coast Community College; Carleton Jackson, University of Maryland; Gary A. Lare, University of Cincinnati; Paula Murphy, Dominican University; Mary Konkel, University of Akron; Jill Ortner, State University of New York; Francis C. Poole, University of Delaware and Rick E. Provine, University of Virginia (Chair, 1995–97). —Rick E. Provine

The 1998 guidelines spring from a very different information environment. Media resource collections to support instruction and research need no justification. Studies show that most academic libraries collect media materials, primarily audio and video formats. Indeed, media collections are as diverse and vital as any print collection in an academic library.

An academic library media operation may encompass a variety of activities, such as scheduling and managing the delivery of audiovisual equipment to classrooms, operating distance education television studios, offering instructional development and the

production of audiovisual materials, and supporting multimedia production. However, this document will address only the core issues related to collecting and maintaining media resources and their attendant services.

The 11 years between the 1987 and 1998 guidelines marked a revolution in media resource collections and services. During this time media librarians grappled with a major technological development—the introduction of multimedia CD-ROMs. Until this time media resource collections, both analog (phonograph records and magnetic tape) and digital (optical discs), were played back

on a single-use machine. Multimedia CD-ROMs introduced interactive media to the mix. They integrate audio, video, text, photographs, and graphics, stored digitally on an optical disc. Users require an expensive computer, equipped with a CD-ROM drive, a sound card, and a video card to play back most software.

Where do these resources fit into the library's collection? Are they media resources or computer software? Which department or departments in the library should purchase them, house them, provide equipment, and provide technical support for their use? What do these changes in access equipment mean for users? Regardless of the answers to these questions, the media librarian should assume a leadership role in planning and decision-making. These new media require collaborative relationships throughout the library and throughout the academic institution.

Earlier versions of the guidelines could not have anticipated the rapid growth and the prevalence of digital media today. Digital media include digital formats, such as audio compact disc and digital versatile disc (DVD) and interactive multimedia, such as CD-ROM and DVD-ROM. Media resources can now be delivered via the Web, digital satellite systems, and a host of rapidly developing technologies. In the past, media librarians were able to focus on a narrow array of formats. Today, we must widen the scope of our collection development activities, considering digital formats and multimedia with traditional formats.

In general media collections, in contrast to music collections, analog formats continue to dominate. Nothing has replaced analog media (films, videorecordings, and laserdiscs) for the playback of full motion. They remain the foundation of academic media collections. However, few institutions are actively collecting films and many media librarians expect DVD-video rapidly to replace laserdiscs as the format of choice for feature films.

While supporting traditional formats, media librarians must assess rapidly evolving new formats and be ready to adopt them when they stabilize and when it has been determined that they meet content and programmatic needs within the institution. We must move more quickly than in the past to

incorporate them into our collections. Libraries must plan for format adoption.

Media librarians should be advocates for viable new media technologies, and we must expand our knowledge base to include digital delivery systems. Networked information is the future, and many new digital library initiatives are offering media resources. At the same time, we must be sensitive to the needs of our users and to the pace of institutional change. This can only be done within a context of collaborative relationship involving media librarians, library administrators, computing service personnel, and the users of our media resource collections.

The goal of the 1998 "Guidelines for Media Resources in Academic Libraries" is to assist librarians and library administrators who are developing media collections and services. Although the guidelines are not a practitioner's manual, we hope that they will be helpful to librarians at all levels of the organization who want to improve media resource collections and services.

Assumptions

For the first time, we prefaced the guidelines with a set of assumptions. The authors of the 1967 guidelines wrote, "The philosophy of library services that has evolved through the years can readily be applied to audio-visual materials. The librarian's ability to select, organize, and service materials applies to all types of learning resources" (p. iv). We agree with these statements. Rather than dwelling on the similarities between print and media collections, we covered those points in the assumptions. In the guidelines themselves, we focused on the differences.

Furthermore, research and experience over the past 30 years have taught us that some practices are more effective than others in building useful collections and meeting our users' needs for media-related services. The guidelines reflect this knowledge. The recommended guidelines represent best practices for an academic library media program. Collectively they describe a model media resources program. In this document, "media resources program" refers to all aspects of media resource collections and services in the library.

Assumption 1: All academic libraries will collect media resources. Some academic libraries exclude some or all media formats from their collections. However, ACRL standards for academic libraries specify that the library shall select and acquire materials in all formats. If only one media collection exists on a college or university campus, that collection and its attendant services should be part of the library. The library staff is uniquely qualified to provide the best access to that collection, both physical and bibliographic. The library is also the most qualified to build planned collections responsive to both immediate and anticipated programmatic needs. If another administrative unit on campus also collects media, it is assumed that the library will coordinate its efforts with that unit.

Assumption 2: All media resources will be cataloged in accordance with current national standards and practices, including full subject access and classification. Some academic libraries exclude media resources from the online catalog or provide only minimal-level cataloging. Many academic libraries do not classify media resources. These practices result in inadequate access to media collections. Some media materials require

more timely cataloging and, thus, should be eligible for rush cataloging and processing.

Assumption 3: All academic libraries will provide adequate funding for media services and collections; "adequate funding" is determined by the library's goals and objectives for media services and collections. ACRL standards provide evaluative measure for the adequacy of the budget. These measures should be applied to funding for media collections and services.

Assumption 4: The principles of collection management that apply to print and other library collections also apply to media resources. Media collections require policies and procedures for purchase, leasing, renting, deselection, resource sharing, and licensing.

Assumption 5: The principles of collection preservation that apply to print and other library collections also apply to media resources. The library program for conservation and preservation should encompass the archival and access media collections.

Assumption 6: The principles of library service that apply to other library services also apply to media services. Reference and instruction programs should include locating and using appropriate media resources for instruction and research.

Guidelines

Given the stated assumptions, the specific guidelines for media resource collections and services will assist academic libraries in strengthening their media resources programs. The *ACRL Guide to Policies and Procedures* states:

"Guidelines consist of procedures that will prove useful in meeting the standards. In order for a document to be classified as a guideline, it must:

1. Be specific to programs, service, or staffing.
2. Identify a framework for developing services policies and procedures."

Objectives

1.0 We strongly recommend that librarians develop a mission statement for the media resources program based upon the mission statement of the library.

COMMENTARY: A clear, unambiguous statement of the role of the media resources pro-

gram is essential for planning and evaluation regardless of the organizational structure of the library. Whether or not there is a separate media department within the library, a mission statement is essential to an effective media program.

Organization/Administration

2.0 We strongly recommend that the responsibilities and functions of the media resources program within the organizational structure of the library be clearly defined. We strongly recommend that the administration of the library assign responsibility for the media resources program to a librarian.

COMMENTARY: In order to develop an effective media resources program, a librarian must be responsible for planning collections and services. Depending upon the organizational structure of the library, this librarian may manage a separate media resources unit or department, may work within

another library unit or coordinate the activities of librarians (for example, subject specialists) and other staff from several units.

2.1 We recommend that the librarian responsible for the media resources program take a proactive role within the institution, beyond the library, working cooperatively and collaboratively with personnel in other media-related units on campus.

COMMENTARY: Most colleges and universities have more than one unit delivering media services. The media resources librarian should actively promote the library's collections and services among these personnel and plan cooperative ventures with them as appropriate. These relationships might also include computing center personnel, particularly those involved with multimedia.

Staff

3.0 We strongly recommend that the librarian responsible for the media resources program have a graduate degree from an ALA-accredited program in library or information science.

COMMENTARY: While we recognize that library staff with other media-related degrees may bring expertise to a library's media resources program, the program will be strengthened if managed by a qualified librarian. This librarian should have coursework and/or experience in working with academic library media resources. This coursework may include film studies, mass communications or related fields, depending upon the scope of the librarian's responsibilities.

3.1 We recommend that the librarian responsible for the media resources program be encouraged to belong to and participate in media-related professional associations and other professional development activities.

COMMENTARY: It is likely that the media librarian will be the only professional within the library working predominantly with media resources. Because of the issues inherent to collecting and delivering media resources, other media librarians are often the only source of professional support and specialized information.

3.2 We recommend that libraries fund continuing education opportunities and

conference attendance for the librarian responsible for the media program.

COMMENTARY: The changing nature of media resources programs and ongoing changes in technology mandate participation in continuing education that may exceed the expectations for all library staff. Most academic libraries have only one media librarian; thus, conferences afford important opportunities to share ideas with other media librarians and attend relevant meetings.

3.3 We recommend that support staff for the media resources program have specialized media training and technical expertise.

COMMENTARY: The media librarian cannot provide all of the necessary support an effective media resources program. The specific support staff needed and their expertise will vary according to the program at each library. However, the skills and responsibilities of the staff should be defined clearly and be updated regularly.

Budget

4.0 We strongly recommend that the media resources mission statement form the basis for the program budget and be part of the library planning process.

COMMENTARY: The media resources mission statement and annual objectives form the basis for the program budget. Stable and consistent funding for acquisitions based on an approved collection development policy is necessary for effective service.

4.1 We strongly recommend that an ample and stable budget for the acquisition of media resources be based either on a percentage of the total library acquisitions budget or based on a formula related to collection use as measured by circulation statistics.

Your comments wanted

After reviewing these draft guidelines, please send your comments to Kristine Brancolini (brancoli@indiana.edu) or share them at the hearings, which will be held at the ALA Annual Conference in Washington, D.C., on Sunday, June 28, from 4:00–5:00 p.m.

COMMENTARY: Basing the media resources materials budget on a percentage of the acquisitions budget assures that large academic libraries allocate a reasonable amount of funding to building media resources collections. Using circulation statistics to determine funding levels for the purchase of media resources assures that a high-use collection will be able to meet the demand for new titles, additional copies of popular titles, and replacement of worn materials. Materials budgets should also be large and flexible enough to support the exploration of new media formats along with traditional formats.

4.2 Media equipment is essential to providing access to media resources. We strongly recommend the establishment of an ample and stable budget for the maintenance and purchase of media equipment. The addition and replacement of equipment should be based upon a written plan.

COMMENTARY: Libraries cannot provide access to media resources without sufficient and well-maintained equipment. The level of funding should be based upon the life expectancy for equipment and in-house use of the collection. A budget plan for media equipment should include the repair and replacement of worn equipment, the need to provide upgrades to existing equipment, and the purchase of additional equipment as user demand increases. The plan should also anticipate the adoption of new technologies and the need to expand support for new kinds of equipment. Equipment maintenance and replacement have a major impact on the longevity of collections.

User services

5.0 We recommend that the media resources program provide a variety of services that support and expand the media resources collection.

COMMENTARY: It is expected that libraries will provide circulation and other typical collections services for media collections. However, media resources require services particular to media collections, such as a centralized distribution systems, group viewing facilities, media booking, off-satellite videotaping, teleconference downlinking, and so on.

5.1 We strongly recommend that media resources be accessible through re-

source sharing in accordance with the *ALA Video Round Table Guidelines for the Interlibrary Loan of Audiovisual Formats*.

COMMENTARY: Many libraries treat media collections as special collections and prohibit their interlibrary loan. However, library users benefit when media collections are included in resource sharing programs. No library can meet all of its users' needs for media resources, but libraries are reluctant to lend to our users if we do not lend to their users. The guidelines recognize that some materials may be excluded, but in general, there is no reason to exclude entire formats from interlibrary lending.

5.2 We strongly recommend that specialized media-related reference services, supported by appropriate print and electronic reference sources, be available to assist the students, faculty, and staff in meeting their instructional, informational, and research needs.

COMMENTARY: Users may need assistance in identifying relevant media resources to use in instruction and research. Instructors may need assistance in developing instruction using media resources. General reference librarians often do not have the necessary training to provide these information services.

5.3 We strongly recommend that the necessary equipment to access media resources be available and maintained to provide ready access to collections.

COMMENTARY: Media collections cannot be used without the necessary playback equipment. While some media collections circulate outside the library, many do not or portions of the collection do not. Some users do not own or have other access to playback equipment. It must be available in the library.

5.4 We recommend that bibliographic instruction programs incorporate the use of media resources as information sources for instruction and research.

COMMENTARY: Just as instruction programs have now incorporated information available on the Web, locating and using media resources should also be a part of library instruction. Library courses and instruction in information literacy should include visual literacy and media literacy.

5.5 We strongly recommend that the media resources librarian offer assistance to faculty who want to integrate the use of media resources into their courses, either as a part of classroom instruction or as supplemental study in the library.

COMMENTARY: The media resources librarian should actively promote use of the collection in teaching by offering services to faculty in locating local media resources for a new or revised course, suggesting ways in which these materials might be used, locating resources available at other libraries or for purchase, and generally assisting in the use of these materials. Media librarians should be included on collaborative teams developing new courses, as many faculty are unfamiliar with the tools needed to locate and evaluate media resources.

Collections

6.0 We strongly recommend that the media resources program make available an organized collection of materials and information in diverse formats.

6.1 We strongly recommend that a separate, written collection development policy statement serve as the basis for selection and acquisition of media resources.

COMMENTARY: The library's overall collection development policy will include media resources, but a separate policy is needed to establish priorities and guide selections. Selection decisions are different from format to format. These differences must be described in the collection development and selection policies.

6.2 We strongly recommend that the selection of media resources materials be the shared responsibility of librarians specifically charged with building the media resources collection and the subject selectors.

COMMENTARY: The selection of media resources is different from the selection of print materials. Media selection requires the use of specialized review sources and may include a preview of materials under consideration or purchasing on approval. Media selectors need special training and skills. However, subject selectors provide necessary content expertise when considering more specialized media resources.

6.3 We recommend that obsolete, worn out materials be systematically removed from the collection and replaced if necessary.

COMMENTARY: Worn materials represent a hazard to equipment. Most academic libraries, including research libraries, do not maintain archival media collections on site due to the need to maintain outdated equipment. These materials are usually housed in separate archival collections. See 7.5 below for amplification. Access collections require a vigorous program of weeding and replacement.

6.4 We recommend that the media resources reference collection include a wide selection of standard works and specialized reference tools in all formats.

COMMENTARY: In addition to publications designed specifically to aid in the use of media resources, bibliographic utilities provide information available in no other source. Bibliographic utilities should be readily available to both the media librarian and library users as important sources of information about media materials. Library Web sites should include links to the vast array of online resources available to librarians for collection building and reference. Most media reference work focuses on finding appropriate media resources on a specific topic and determining their availability. Print tools are inadequate to satisfy many of these queries.

Facilities

7.0 We strongly recommend that the media resources program provide adequate space for housing collections and for use of the materials. Any renovation of media space must consider the rapidly evolving world of digital media and the attendant networking requirements. Magnetic materials and optical storage media require specialized storage for conservation and preservation. Archival collections should receive special treatment and handling.

COMMENTARY: Recommended storage and handling practices vary by type of material and by intended use. Access collections should be treated differently from archival collections. Libraries should have policies for all variables in their particular collection.

7.1 We recommend that media resources be available in a variety of playback situations, including a mixture of individual, small group, and large group viewing facilities.

COMMENTARY: While most other information sources are designed to be used by individual users, many media resources are designed to be used in groups. Others are designed to be used by individuals. Libraries must accommodate all types of users in a variety of settings and/or make them available to users who want to take them into other buildings.

7.2 Archival media resources collections require specialized storage and handling. We recommend that the institution establish a program for archiving media resources, even if housed in a separate special collection.

COMMENTARY: While most media resources collections are access collections, some may require more long-term environmental considerations.

Bibliographic access and cataloging

8.0 We strongly recommend that bibliographic and holdings information about media resources be made accessible through the same retrieval mechanisms available for other library materials.

COMMENTARY: Library catalogs should represent the complete holdings of the library, regardless of format. Media resources may be unique information sources—oral/visual histories, classroom observations, simulations, clinical diagnostic techniques. These materials could be overlooked without proper bibliographic access in library catalogs.

8.1 We strongly recommend that media resources be cataloged in accordance with current national standards and practices, including full subject access, description, system requirements, and classification to provide maximum information to the user of the library catalog.

COMMENTARY: Following national standards for cataloging media resources will uphold the quality of our library catalogs, enhance bibliographic retrieval and provide necessary information to users about subject content and equipment requirements. Bibliographic access points should incorporate

subjects, alternate titles, subtitles, translations of titles, series, and persons or bodies responsible for the performance or the primary content of the media resource. Full cataloging provides the user with optimal retrieval opportunities.

8.2 We strongly recommend that media resources be cataloged in a timely fashion, with a sufficient level of support for catalogers, equipment, and training to ensure that the materials will not be backlogged.

COMMENTARY: Media resources generally require more complex cataloging routines and lengthier bibliographic descriptions. They also have physical characteristics that require unique processing. Therefore, media resources take more time to catalog and process than most print resources. Trained professional catalogers with media expertise require access to appropriate cataloging and indexing tools, playback equipment in all formats represented in the collection, and the World Wide Web.

8.3 We recommend that summary statements in bibliographic records supply users with important information about the content and purpose of media resources and not simply repeat publicity statements found on packaging.

COMMENTARY: Summary statements should provide the user with descriptive information about the content of media resources and their intended use, if available. This assists the user in determining whether the resource is likely to meet their needs. When the content requires subject expertise, the summary should be written with the assistance of appropriate subject specialists.

References

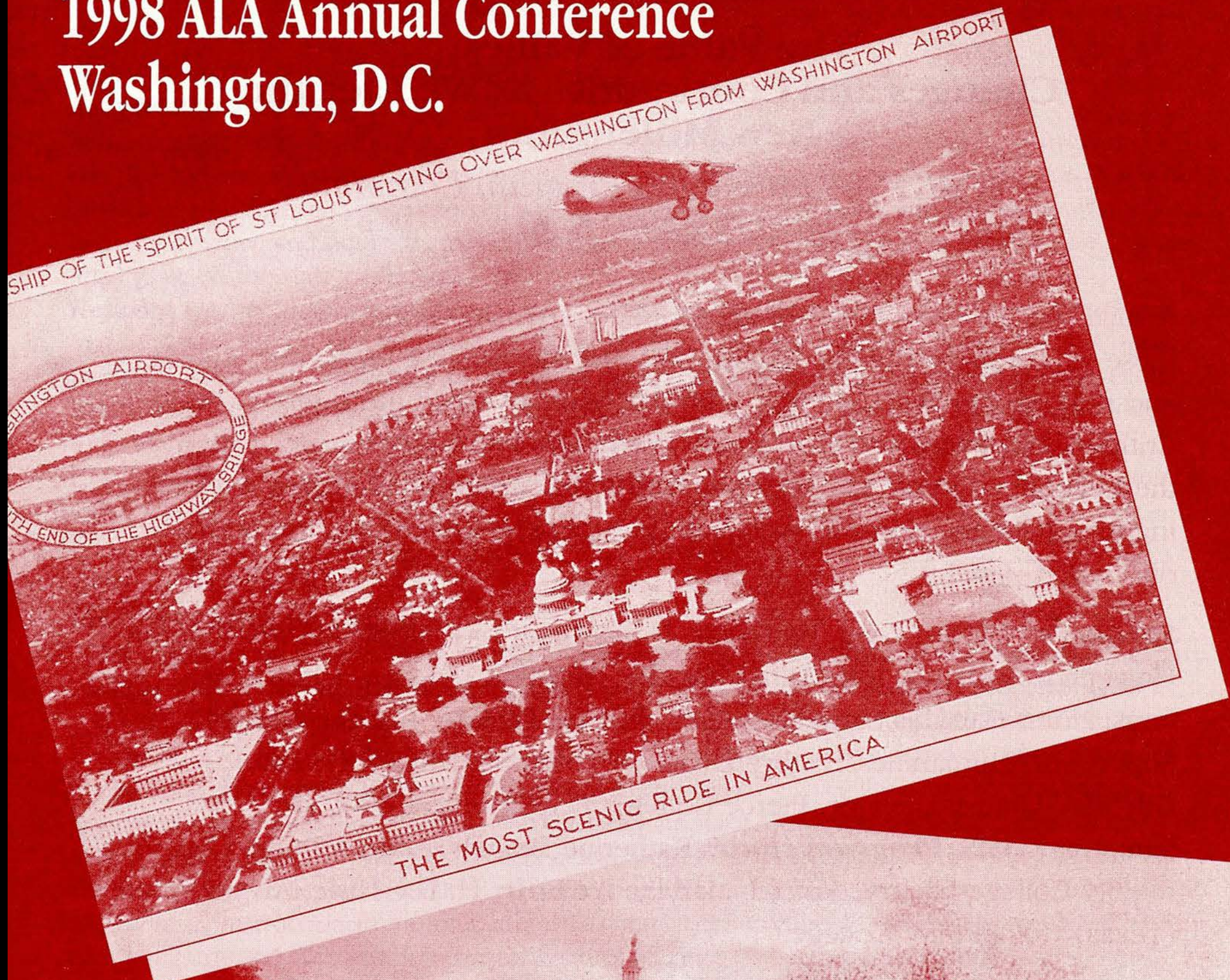
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Guidelines for Audio-Visual Services in Academic Libraries. Prepared by the Audio-visual Committee of the Association of College and Research Libraries. Chicago: Association of College and Research Libraries, American Library Association, 1968.

"Guidelines for Audiovisual Services in Academic Libraries." Prepared by the ACRL Audiovisual Committee, Margaret Ann Johnson, Chair. *C&RL News* (October 1987) 48(9):533-536.

ACRL Programs and Meetings

1998 ALA Annual Conference
Washington, D.C.



Association of College & Research Libraries

ACRL at the 1998 ALA Annual Conference

President's Program

The Value of Values: Changes and Continuities as We Face the New Millennium

ACRL 1998 President's Program Committee
2:00–4:00 p.m.

A focus on the core values of academic librarianship and the continuity of these values given the challenges posed by electronic information. Author and philosopher William Gass, who has been awarded the National Book Critics Circle award and the Lannan Lifetime Achievement Award, will give the keynote address. Also includes a video of academic librarians responding to values questions, as well as a question and answer session with a discussion panel.

Speakers: William Gass, Professor, Department of Philosophy, Washington University, St. Louis; John Ulmschneider, Assistant Director, Library Systems, North Carolina State University; Ree De Donato, College Library Supervisor, Humanities/History Division, Columbia University; Deb Gilchrist, Library Director, Pierce College; Peter Herson, Professor, Simmons GSLIS. **Program chair:** Katherine Branch, Anne Arundel Community College Library, Arnold, Maryland. **Chair:** H. Lee Hisle, Austin (Texas) Community College.

Address the ACRL Board

Share your concerns directly with ACRL's Board of Directors. The first 21 minutes of the Saturday, June 27, 1998, 2:00 p.m. meeting in Washington, D.C., will be given to an open-mike period. ACRL members may, on a first-come, first-served basis, address the Board (with a limit of three minutes per speaker) on any topic. The Board hopes this communication method will facilitate hearing the concerns and interests of ACRL members.

Cover: Vintage postcards courtesy of Special Collections Gelman Library, The George Washington University.

ACRL at the 1998 ALA Annual Conference

Preconferences

Wednesday, June 24–Thursday, June 25

Advocacy training

Advocacy is one of the most powerful skills that academic librarians can learn to prepare for the political and economic environments of the 21st century. “Advocacy Training for Academic Librarians: From Ivory Towers to Halls of Power” will acquaint academic librarians with federal legislative issues and equip them with skills to advocate for their libraries, whether on campus, locally, or on the state or federal level.

Keynote speaker: Robert Oakley, Director, Georgetown University Law Library. **Speakers:** Margo Crist, Director of Libraries, University of Massachusetts; Anne Beaubien, Head, Cooperative Access Services, University of Michigan Library; Laila Van Eyck, Assistant Director, Federal Relations-Higher Education, National Association of State Universities and Land Grant Colleges; Rick Weingarten, Senior Policy Fellow, ALA Washington Office; Lynne Bradley, Deputy Executive Director, ALA Washington Office; Adam Eisgrau, Legislative Consul, ALA Washington Office.

Friday, June 26

IS: “Learning to Teach”

ACRL’s Instruction Section (IS) will offer “Learning to Teach: Workshops on Instruction,” at an ALA Conference facility. Based on the publication of the same name, the preconference is a collection of training modules covering instruction fundamentals to help librarians from a variety of environments improve their teaching. Attendees are encouraged to adapt the workshops and use them for training at their own institutions.

Speakers: “The One-Shot Lecture” (Esther Grassian, UCLA); “Selecting a Teaching Technique” (Trudi Jacobson, SUNY-Albany); “Presentation Skills and Classroom Management” (Mary Pagliero Popp, Indiana University); “Developing Effective Library Assignments” (Christina Woo, UC-Irvine); “Instruction in a Multicultural/Multiracial Environment” (Karen Downing, University of Michigan); and “Evaluation” (Lynn Westbrook, Texas Woman’s University).

Tuesday, June 23–Friday, June 26

RBMS: “Getting Ready for the 19th Century”

“Getting Ready for the Nineteenth Century: Strategies and Solutions for Rare Book and Special Collections Librarians” will explore strategies and solutions for the acquisition, preservation, and research use of published and unpublished materials from the nineteenth century. The program includes a diverse array of plenary addresses, seminar sessions, paper presentations, and workshops designed to foster the investigation of collection development, preservation, public service, technical service, and administrative issues central to the work of rare book and special-collection librarians and information professionals.

Speakers: John Cole, Center for the Book, Library of Congress; Nancy Gwinn, Smithsonian Institution Libraries; Alice Schreyer, University of Chicago; Paul Conway, Yale University Library; Sandria Freitag, American Historical Association.

ACRL at the 1998 ALA Annual Conference

Programs

Saturday

Saturday, June 27, 9:30–11:00 a.m.

Library Services to Distant Students: Values, Ethics and Cooperation

ACRL Extended Campus Library Services Section, Community and Junior College Libraries Section, ACRL Copyright Committee

Our professional values and ethics highlight the need to extend equal library services and access to resources for distant and local students within the constraints of the Federal Copyright law. A panel consisting of a library practitioner, an administrator and an attorney address the challenge of meeting these needs.

Speakers: Kimberly Kelley, Director, Library Services, University of Maryland, University College; Kenneth D. Salomon, Dow, Lohnes & Albertson, Washington, D.C.; Carol A. Turner, Director, Public Services, George A. Smathers Libraries, University of Florida.

Moderator: Mem Stahley, Associate University Librarian, University of Central Florida, Brevard Campus. **Program chairs:** Jack Fritts, SWITCH, Inc.; Wanda K. Johnston, Central Florida Community College, Ocala; Cary Sowell, Austin Community College, Northridge Campus; Susan Kroll, John A. Prior Health Sciences Librarian Chair: Mem Stahley, University of Central Florida, Brevard Campus.

Saturday, June 27, 9:30–11:00 a.m.

Enhancing Your Leadership Toolkit

ACRL Leadership Development Committee

This interactive workshop will offer participants the opportunity to analyze examples of successful leadership initiatives, identify strategic institutional opportunities, and take away practical tactics to apply to home situations. Short presentations of exemplary projects will precede small group analysis of relevant case studies.

Panel: Stephanie Bangert, Dean, Academic Resources, St. Mary's College of California; Bernard Fradkin, Dean, Learning Resources, College of DuPage; Barbara McAdam, Head, Information & Education Services, University of Michigan. **President:** Elaine Didier, Director, Academic Outreach, University of Michigan. **Program chair:** Kate Hickey, Elon College, North Carolina. **Chair:** Elaine Didier.

Saturday, June 27, 9:30–11:00 a.m.

The Power to Shape our Future: Advocacy and Leadership Skills for Academic Librarians

ACRL Professional Enhancement Committee

Librarians must be successful and articulate advocates for library services and values. This program will provide academic librarians with the tools necessary to convince policy makers and funders of the key role we play in the Information Age. It will include skills in effectively working with decision-makers and those who influence them. The program will be interactive and allow participants to share their experiences and expertise while learning new ideas and strategies.

Speaker: Sally G. Reed, Director, Kern Memorial Library, Norfolk, Virginia. **Program chair:** Anita Schuneman, Auraria Library, Denver. **Chair:** Sandra Pfahler, UW-Madison General Library System, Madison, Wisconsin.

ACRL at the 1998 ALA Annual Conference

Saturday

Saturday, June 27, 2:00–4:00 p.m.

Local Traditions in the Global Village: Are Regional Artistic and Cultural Traditions Threatened by the Development of a Global Information Network?

ACRL ARTS Section

As we approach the 21st century, the extending reach and developing sophistication of electronic communications are creating an interwoven, inexorably global information network. It is an attractive prospect to information professionals, offering as it does a revolutionary opportunity to extend access, service, and literacy to people throughout the world. Yet enthusiasm for this network may overlook its potential to be inherently subversive to distinctive local traditions and cultures, the protection of which has been another of the core values of our profession. Four experts on artistic and cultural traditions in different regions of the world will offer perspectives and invite discussion and comment.

Program chair: Stephen C. Bloom, University of Southern Maine Library

Saturday, June 27, 2:00–4:00 p.m.

Fair Use—A Value in the Digital Age?

ACRL Copyright Committee

How should fair use be applied to electronic information? What value judgments and other ethical issues must be considered? Are we in danger of losing our “fair use” exceptions to the Copyright Law? A prominent panel of experts will review the concept of fair use, providing timely information concerning legislation and the implications for librarians. Speakers from the legal profession, a major library consortium and the author of a book on copyright will contribute their viewpoint providing the audience with a stimulating discussion of this issue.

Moderator: Sara Cox, Librarian., Foreign, International & Comparative Law, School of Law, University of Connecticut. **Speakers:** Arlene Bielefield, Assistant Professor, Department of Library Science, Southern Connecticut State University; Adam Eisgrau, Legislative Counsel, Washington Office, ALA; Tom Sanville, Executive Director, OhioLINK. **Program chair:** Susan Kroll, Prior Health Sciences Library, Columbus, Ohio.

Saturday, June 27, 2:00–4:00 p.m.

Engineering the Future: A New Look at Organizational Thinking and Hyper-Learning

ACRL University Library Section, Science and Technology Section

For organizations to survive, they must adopt a new set of values—constant learning, self-organization, systems thinking and attraction to order—to allow workers to express their creativity and desire for quality and learning. The Center for the New Engineer at George Mason University puts these values into practice through an innovative science curriculum. Following an introduction on new organizational theories, the Center’s director will discuss its interdisciplinary nature and strategic vision. Two library leaders will react to this approach.

Speakers: Peter J. Denning, Director, The Center for the New Engineer, George Mason University; Paula Kaufman, Dean of Libraries., University of Tennessee; Kenneth Frazier, Director, University of Wisconsin Libraries **Program chairs:** Linda L. Phillips, John C. Hodges Library, University of Tennessee, Knoxville; Lois M. Pausch, Geology Librarian, University of Illinois, Champaign-Urbana; Lori Goetsch, University of Maryland, College Park. **Chairs:** Lois Pausch & Linda Phillips, co-chairs, ACRL-STG; Lori Goetsch, chair, ACRL-ULS.

ACRL at the 1998 ALA Annual Conference

Sunday

Sunday, June 28, 9:30 a.m.–12:30 p.m.

Research 2001: Learned Societies Facilitating Information Awareness and Dissemination in Sociology and Anthropology

ACRL Anthropology & Sociology Section

The ANSS 1987 program on "The Future of Social Science Research and Libraries: Toward the Year 2000" presented the views of scholars and librarians regarding future information production and needs in sociology and anthropology. For 1998, a panel of representatives from the several professional associations headquartered in Washington, D.C. addresses the roles of 'learned societies', as collective organizations of scholars, in meeting the information needs of researchers, teachers, practitioners, policy makers, journalists, and students.

Speakers: Bill Davis, Executive Director, American Anthropological Association; Felice Levine, Executive Officer, American Sociological Association, Tobi A. Brisek, CAE, Executive Director of the Society for American Archaeology. **Program chair:** Gregory A. Finnegan, Tozzer Library, Harvard University. **Chair:** Joyce L. Ogburn, University Library, Old Dominion University, Norfolk, Virginia.

Sunday, June 28, 9:30–11:00 a.m.

When Education Becomes a Business, What Happens to Traditional Library Values?

ACRL College Libraries Section

Education and librarianship, among other institutions in our society, are being described increasingly as "industries," governed by business concepts and categories. Library patrons become "customers" and librarians become "service providers," with information and/or education as the "product." What are the impacts of these change on college librarianship? Do they support or threaten the traditional professional values of the college librarian? A panel of four college librarians and a moderator will present different perspectives on these questions in a discussion format, after which the audience will be invited to join the discussion.

Speakers: R. Lee Haden, Reference Librarian, U.S. Geological Survey; Linda L. Scarth, Reference Librarian, Mount Mercy College; John M. Budd, Professor, School of Information Science, University of Missouri-Columbia; John McGinty, Library Director, Marist College. **Moderator:** Damon D. Hickey, Director of Libraries, College of Wooster (Ohio). **Program chair:** Damon Hickey; **Chair:** Larry R. Oberg, University Librarian, Willamette University.

Sunday, June 28, 9:30–11:00 a.m.

Internet Policy and Your Academic Library

ACRL Intellectual Freedom Committee

Professor Barbara Jones is currently authoring a book for ALA on intellectual freedom policy in publicly funded libraries, with an emphasis on academic settings. Since the U.S. Supreme Court's overturning of the Communications Decency Act, librarians are concerned that Internet use policies promote access and follow legal guidelines. Further, academic librarians often face campus computer center policies which may conflict with ALA views. The latest legal decisions and practical policy-writing guidance will be included.

Speaker: Barbara Jones, Head, Rare Books and Special Collections Librarian, University of Illinois, Urbana-Champaign. **Program chair:** Susana Hinojosa, Doe Library, University of California-Berkeley.

ACRL at the 1998 ALA Annual Conference

Sunday

Sunday, June 28, 9:30–11:30 a.m.

Bridging an Understanding: The U.S. & the Middle East

ACRL Law & Political Science Section

How certain educational institutions, cultural institutions, and information agencies create understanding between the nations and peoples of the Middle East and the United States.

Speakers: Paul Yachnes, Librarian, Middle East Institute; Christopher Datta, USIA Country Officer, Israel, Jordan, Lebanon, Syria, the West Bank, and Gaza; Dan Siskin, Middle East Research and Information Project. **Chair:** Stephen J. Stillwell, Jr., University of North Texas, Denton.

Sunday, June 28, 2:00–4:00 p.m.

Re-Imag(in)ing the Text: The Literary Text in the Electronic Age

ACRL English and American Literature Section, Rare Books and Manuscripts Section, Electronic Text Centers Discussion Group

The values governing our policies and practice as librarians working with general and special collections are grounded in commonly-held notions about the transmission of text. For each shift in the primary mode of reproducing text—from manuscript to machine-printed book, and now to electronic text, we must make corresponding adjustments in principle and practice. What effect will evolving textual and bibliographical theory have on the traditional roles of collecting, cataloging, and preservation? Can we still use the traditional categories and conceptions of text? This program will focus on both editorial theory and library practice to define certain concepts and define fundamental issues for the evolving standards that must be developed in the near future.

Speakers: Jerome McGann, University of Virginia; John Price-Wilkins, University of Michigan; Marianne Gaunt, Rutgers University **Program chair:** Betty H. Day, McKeldin Library, University of Maryland, College Park.

Sunday, June 28, 2:00–5:00 p.m.

Research with a Small r: Approaches for the Instruction Practitioner

ACRL Instruction Section

True or False? Research is a long, grueling process that has little relevance for you as a librarian. Join a group of practitioner researchers who have proven that the answer to this question is a resounding “false”! Providing a fresh look at what constitutes research, this program will focus on real-life scenarios faced by instruction librarians. Do you face an instructional situation where you need evidence to support a decision, prioritize your planning, or identify a solution to a problem? If so this program is for you. Come and discover how to frame a manageable and worthwhile question for action research. Gain from other librarians who will share advice based on their personal experiences. Learn methods for practical and timely inquiry to support your instructional services.

Keynote speaker: Diane Nahl, Assistant Professor, SLIS, University of Hawaii. **Panel:** Trudi E. Jacobson, Coordinator, User Education Programs, State University of New York, Albany; Rachael Naismith, Senior Reference Librarian, Springfield College; Gail M. Staines, Coordinator, Library Instruction, Niagara County Community College. **Moderator:** Barbara MacAdam, Head, Education/Information Services, University of Michigan. **Program chair:** Marilee Birchfield, Thomas Cooper Library, University of South Carolina, Columbia; **Chair:** Randy Burke Hensley, Hamilton Library, University of Hawaii at Manoa, Honolulu.

ACRL at the 1998 ALA Annual Conference

Sunday

Sunday, June 28, 2:00–4:00 p.m.

The Future of Area Studies Librarianship

ACRL Slavic and East European Section

While the globalization of library collections is currently a hot topic among librarians, area studies collections in academic and research libraries have effectively internationalized collections for a long time. We will examine issues and challenges facing international area studies collections and librarians in academic and research libraries. Speakers will discuss the role that area collections and area studies librarians play in fulfilling the global mission of academic and research libraries.

Speakers: James G. Neal, Director, Johns Hopkins University Library; Maria Carlson, Director, University of Kansas Center for Russian and East European Studies; Deborah Jakubs, Head, International/Area Studies, Perkins Library, Duke University. **Program chair:** Bradley Schaffner, Watson Library, University of Kansas, Lawrence.

Sunday, June 28, 2:00–4:00 p.m.

Performing Arts Across the County: The Digital Stage

ACRL Technology and the Arts Subcommittee; LITA Arts Committee

Monday

Monday, June 29, 9:30 a.m.–12 noon

Diversity and Demographics: Are We Ready for the 21st Century?

ACRL Racial & Ethnic Diversity Committee

Three perspectives will be addressed: 1. the demographics of the workforce, including the demographics of academic librarianship; 2. demographics of library and information science programs and the implications for library education; 3. demographic trends in higher education with implications and strategies for library services in the 21st century.

Panel: Sallie Ellison, Director, Purdy Kresge Libraries, Wayne State University; Kathleen McCook, Director, SLIS, University of South Florida; Stanley Wilder, Assistant, Dean, Administration/Technical Services, Louisiana State University. **Program chair:** Mae N. Schreiber, Bierce Library, University of Akron, Ohio. **Chair:** Clarence Toomer, University of North Carolina, Pembroke.

Monday, June 29, 9:30–11:30 a.m.

Digitizing a Continent: National-Level Planning for Western European Libraries

ACRL Western European Specialists Section, Arts Section

An examination of the social, economic, and educational implications of information digitization in Europe. The speakers will discuss digitization planning in France and Germany, as well as a current academic implementation (University of Amsterdam). The respondent will give a U.S. perspective. The question at the heart of the program: What are the varying means by which librarians and information planners can enhance the democratic potential of the new information technologies?

Speakers: Kurt De Belder, Senior Project Manager, Electronic Services, University of Amsterdam Library; Jack Kessler, Editor, FYI France; Elmar Mittler, Director, Library of the State of Lower Saxony and Göttingen University; Deanna B. Marcum, President, Council on Library & Information Resources. **Chair:** Heleni Pedersoli, Bibliographer, Foreign Languages and Literature, University of Maryland. **Program chair:** Stephen Lehmann, Humanities Bibliographer, University of Pennsylvania.

ACRL at the 1998 ALA Annual Conference

Monday

Monday, June 29, 9:30 a.m.–noon

A World in Motion: Refugees and Resources

ACRL Asian, African & Middle Eastern Section, Women's Studies Section, International Relations Committee

The global refugee crisis poses specific challenges to the values of librarianship within the areas of intellectual freedom, diversity of opinion, freedom of information access and promotion as a basis for democratic institutions. Three perspectives and information needs are explored: data needed by organizations sending volunteers into refugee assistance settings, the viewpoint of refugees themselves who face resettlement and adjustment to a totally new society, and collection development challenges for libraries of all types.

Speakers: Charles Dambach, CEO, National Peace Corps Association; Diane Quick, Women's Commission for Refugee Women and Children; Carolyn Brown, Library of Congress.

Monday, June 29, 10:00 a.m.–noon

Equity in Education in the Electronic Age

ACRL Education and Behavioral Sciences Section; ALA Committee on Legislation, Task Force on America Reads; U.S. Department of Education; National Library of Education

The program will reflect librarians' professional commitment to the basic value of freedom of information access. Our invited speakers will comment on issues related to equitable access for all. Children's access to technology and their development of the necessary reading and critical thinking skills to appropriately use that technology will be addressed. The speakers will challenge librarians to take an active leadership role in shaping educational policy that ensures that each individual has the opportunity and the skills to access information in the electronic era.

Speakers: Naomi Karp, Director, National Institute on Early Childhood Development and Education; Carol Rasco, Director, America Reads Challenge, Senior Advisor to Secretary of Education; Carll Smith, Director, ERIC Clearinghouse on Reading, English and Communication. **Program chair:** Dorothy M. Persson, Psychology Librarian, University of Iowa, Iowa City. **Chair:** Nancy J. Becker, Division of Library & Information Science, St. John's University, Jamaica, New York.

ACRL at the 1998 ALA Annual Conference

Meetings

Ed. note: This list was current as C&RL News went to press. Be sure to check the program book for the final schedule and location of meetings.

ACRL Board of Directors

Board Update: Friday, June 26, 9:00–11:00 a.m.
First meeting: Saturday, June 27, 2:00–4:00 p.m.
Second meeting: Tuesday, June 30, 1:00–4:30 p.m.

ACRL General

ACRL Awards Reception: Monday, June 29, 5:00–6:30 p.m.
Activity Sections Council: Friday, June 26, 4:30–5:30 p.m.
Chapters Council: Sunday, June 28, 8:00–11:00 a.m.
Leadership Council: Friday, June 26, 3:00–4:30 p.m.
Membership Meeting/Awards Ceremony: Monday, June 29, 1:30–2:00 p.m.
New Leaders Orientation: Friday, June 26, 1:00–2:30 p.m.
New Member Luncheon: Monday, June 29, 11:30 a.m.–12:00 p.m.
President's Program: Monday, June 29, 2:00–4:00 p.m. Topic: "The Value of Values: Changes and Continuities as We Face the New Millennium"

ACRL Divisional Committees

Academic Librarians Status: Sunday, June 28, 8:30–11:00 a.m.
Academic Libraries Trend: Friday, June 26, 4:30–6:00 p.m.; Sunday, June 28, 2:00–4:00 p.m.
ACRL/AAHE Higher Education Issues Forum: Thursday, June 25, 10:30 a.m.–3:30 p.m.
Budget and Finance: Saturday, June 27, 8:30 a.m.–12:30 p.m.; Monday, June 29, 8:30 a.m.–12:00 p.m.
Conference Program Planning–New Orleans, 1999: Saturday, June 27, 8:00–9:30 a.m.
Conference Program Planning–Chicago, 2000: Sunday, June 28, 4:30–5:30 p.m.
Constitution and Bylaws: Saturday, June 27, 11:30 a.m.–12:30 p.m.; Monday, June 29, 11:00 a.m.–12:00 p.m.

Copyright Committee: Program: Saturday, June 27, 2:00–4:00 p.m. Topic: "Fair Use: A Value in the Digital Age?;" Sunday, June 28, 8:30 a.m.–12:30 p.m.
Council of Liaisons: Sunday, June 28, 10:00 a.m.–12:00 p.m.
Government Relations: Monday, June 29, 9:30 a.m.–12:30 p.m.
Guidelines for Media Resources in Academic Libraries Hearing: Sunday, June 28, 4:00–5:00 p.m.
Intellectual Freedom: Program: Sunday, June 28, 9:30–11:00 a.m. Topic: "Internet Policy and Your Academic Library;" Monday, June 29, 9:30–11:00 a.m.
International Relations: Sunday, June 28, 7:30–9:00 a.m.; Monday, June 29, 11:00 a.m.–12:00 p.m. Tour/Visits to International Affairs Libraries every hour, Monday, June 29, 1:00–5:00 p.m.
Leadership Development: Program: Saturday, June 27, 9:30–11:00 a.m. Topic: "Enhancing Your Leadership Toolkit;" Saturday, June 27, 8:30–9:30 a.m.; Monday, June 29, 9:30 a.m.–12:00 p.m.
Leadership Council: Friday, June 26, 3:00–4:30 p.m.
Libraries Issues Forum: Tuesday, June 30, 9:30–11:00 a.m.
Media Resources: Sunday, June 28, 9:30–11:00 a.m.; Hearing: Sunday, June 28, 4:00–5:00 p.m.
Membership: Sunday, June 28, 2:00–4:00 p.m.;
Membership Meeting & Awards: Monday, June 29, 1:30–2:00 p.m.
National Conference Executive Committee and Subcommittees, Detroit: Monday, June 29, 8:00 a.m.–12:00 p.m.
National Information Literacy Institute (NILI) Saturday, June 27, 9:30 a.m.–12:30 p.m.; Monday, June 29, 7:00 p.m.–10:00 p.m.; Update: Monday, June 29, 9:30–11:00 a.m.
Nominations: Sunday, June 28, 2:00–4:00 p.m.
President's Program Planning–Washington D.C., 1998: Friday, June 26, 4:30–5:30 p.m.; Monday, June 29, 1:00–2:00 p.m.
President's Program Planning–Chicago, 2000:

ACRL at the 1998 ALA Annual Conference

Saturday, June 27, 11:30 a.m.–12:30 p.m.
President's Program Committee–New Orleans, 1999: Saturday, June 27, 11:00 a.m.–12:30 p.m.
Professional Development: Saturday, June 27, 9:30–11:30 a.m.
Professional Enhancement: Program: Saturday, June 27, 9:30–11:00 a.m. Topic: "The Power to Shape Our Future: Advocacy and Leadership Skills for Academic Librarians;" Monday, June 29, 9:30–11:00 a.m.
Publications: Saturday, June 27, 8:00–11:00 a.m.; Monday, June 29, 8:00 a.m.–12:00 p.m.
Racial and Ethnic Diversity: Saturday, June 27, 9:30–11:30 a.m.; Program: Monday, June 29, 9:30 a.m.–12:00 p.m. Topic: "Diversity and Demographics: Are We Ready for the 21st Century?"; Coalition: Saturday, June 27, 2:00–4:00 p.m.
Research: Saturday, June 27, 9:30–11:00 a.m.; Sunday, June 28, 9:30 a.m.–11:00 a.m.
Standards and Accreditation: Sunday, June 28, 2:00–5:30 p.m.
Statistics: Saturday, June 27, 2:00–4:00 p.m.
Taskforce on Academic Library Outcomes Assessment: Saturday, June 27, 11:30 a.m.–12:30 p.m.; Monday, June 29, 9:30–11:00 a.m.

ACRL Chapters Council

Sunday, June 28, 8:00–11:00 a.m.

ACRL Editorial Boards

Choice: Sunday, June 28, 8:30–11:00 a.m.
Choice: Online Beta Test Group: Saturday, June 27, 7:00–8:30 a.m.
College & Research Libraries: Saturday, June 27, 4:30–5:30 p.m.
College & Research Libraries News: Sunday, June 28, 9:30 a.m.–12:30 p.m.
New Publications Advisory Board: Sunday, June 28, 11:30 a.m.–12:30 p.m.
Publications in Librarianship: Saturday, June 27, 2:00–4:00 p.m.
Rare Books & Manuscripts Librarianship: Saturday, June 27, 9:30–11:00 a.m.

ACRL Sections

Activity Sections Council: Friday, June 26, 4:30–5:30 p.m.

Afro-American Studies Librarians Section

Executive: Saturday, June 27, 9:30–11:30 a.m.
Standing Committees: Saturday, June 27, 8:00–9:00 a.m.
Membership: Saturday, June 27, 2:00–4:00 p.m.

Asian, African, and Middle Eastern Section

Program: Monday, June 29, 9:30 a.m.–12:30 p.m. Topic: "A World in Motion: Refugees and Resources"

Anthropology and Sociology Section

Program: Sunday, June 28, 9:30 a.m.–12:30 p.m. Topic: "Research 2001: Learned Societies Facilitating Information Awareness and Dissemination in Sociology and Anthropology"
Executive: Saturday, June 27, 9:30–11:00 a.m.; Monday, June 29, 9:30 a.m.–12:30 p.m.
Anthropology Librarians Discussion Group: Monday, June 29, 5:00–6:00 p.m.
Bibliography: Saturday, June 27, 2:00–4:00 p.m.; Monday, June 29, 8:30–11:00 a.m.
Conference Program Planning–Washington, D.C., 1998: Sunday, June 28, 8:00–9:00 a.m.
Conference Program Planning–New Orleans, 1999: Saturday, June 27, 8:00–9:00 a.m.
Liaison: Saturday, June 27, 8:00–9:00 a.m.
Publications: Sunday, June 28, 2:00–4:00 p.m.
Review and Planning: Sunday, June 28, 4:30–5:30 p.m.
Sociology Librarians Discussion Group: Saturday, June 27, 11:30 a.m.–12:30 p.m.

Arts Section

Program: Saturday, June 27, 2:00–4:00 p.m.
Topic: "Local Arts Traditions in the Global Village"
All Committees: Saturday, June 27, 9:30 a.m.–12:30 p.m.
Dance Librarians Discussion Group: Sunday, June 28, 2:00–4:00 p.m.
Film and Broadcast Video Discussion Group: Sunday, June 28, 2:00–4:00 p.m.
General Membership: Sunday, June 28, 9:30 a.m.–12:30 p.m.
Technology in the Arts: Sunday, June 28, 2:00–5:30 p.m. Topic: "The MESL Experience"

ACRL at the 1998 ALA Annual Conference

Community and Junior College Libraries Section

Program: Saturday, June 27, 9:30–11:00 a.m.

Topic: "Library Services to Distant Students: Values, Ethical Considerations, and Cooperation"

Study Tour to Anne Arundel Community College: Monday, June 29, 8:00 a.m.–12:30 p.m. Advance reservations required. See page AC-16

Executive: Sunday, June 28, 11:30 a.m.–12:30 p.m.; Tuesday, June 30, 8:30–11:00 a.m.

All Committees (Bibliographic Instruction, Library/Media Technician Training, Library Resources Review, Membership/Communication, Planning and Procedures, Research and Publications, Services to Special Needs Students, Technology): Sunday, June 28, 9:30–11:00 a.m.

Awards: Sunday, June 28, 11:30 a.m.–12:30 p.m. (closed)

CJCLS/NCLR Joint Discussion Group: Sunday, June 28, 2:00–4:00 p.m.

Conference Program Planning–New Orleans, 1999: Saturday, June 27, 11:30 a.m.–12:30 p.m.

Membership: Saturday, June 27, 8:00–9:00 a.m.

Nominating: Sunday, June 28, 11:30 a.m.–12:30 p.m. (closed)

College Libraries Section

Program: Sunday, June 28, 9:30–11:00 a.m.

Topic: "When Education Becomes a Business, What Happens To Traditional Library Values?"

Executive: Saturday, June 27, 9:30–11:00 a.m.; Tuesday, June 30, 9:30 a.m.–12:30 p.m.

CLIP Notes: Saturday, June 27, 8:00–9:00 a.m.

College Libraries Discussion Group: Sunday, June 28, 11:30 a.m.–12:30 p.m.

College Library Directors Discussion Group: Sunday, June 28, 2:00–4:00 p.m.

College Libraries Leadership: Monday, June 29, 9:30–11:00 a.m.

College Libraries Leadership Discussion Group: Sunday, June 28, 2:00–4:00 p.m.

Communications: Saturday, June 27, 2:00–4:00 p.m.

Conference Program Planning–New Orleans, 1999: Monday, June 29, 8:30–11:00 a.m.

Conference Program Planning–Washington, D.C., 1998: Saturday, June 27, 11:30 a.m.–12:30 p.m.

Continuing Education: Monday, June 29, 8:30–11:00 a.m.

Medium-Sized Academic Libraries: Monday, June 29, 9:30–11:00 a.m.

Research for College Librarianship: Saturday, June 27, 2:00–4:00 p.m.

Standards: Saturday, June 27, 2:00–4:00 p.m.; Monday, June 29, 9:30–11:00 a.m.

Education and Behavioral Sciences Section

Program: Monday, June 29, 10:00 a.m.–12:00 p.m. Topic: "Equity in Education in the Electronic Age"

Executive: Friday, June 26, 8:00–10:00 p.m.

Ad Hoc Committee Test Collection Directory: Friday, June 26, 8:00–10:00 p.m.

All Committees: Saturday, June 27, 8:30 a.m.–12:30 p.m.

Advisory Council: Sunday, June 28, 8:30 a.m.–12:30 p.m.

English and American Literature Section

Program: Sunday, June 28, 2:00–4:00 p.m. Topic: "Re-Imag(in)ing the Text: The Literary Text in the Electronic Age"

Executive: Saturday, June 27, 4:30–5:30 p.m.

All Committees: Monday, June 29, 9:30–11:00 a.m.

Membership: Sunday, June 28, 9:30–11:00 a.m.

Extended Campus Library Services Section

Program: Saturday, June 27, 9:30–11:00 a.m. Topic: "Library Services to Distant Students: Values, Ethics, and Cooperation"

Executive: Saturday, June 27, 2:00–4:00 p.m.; Monday, June 29, 11:00 a.m.–12:00 p.m.

All Committees: Sunday, June 28, 8:30–11:00 a.m.

Discussion Group/General Membership: Monday, June 29, 8:30–11:00 a.m.

Instruction Section

Program: Sunday, June 28, 2:00–5:00 p.m. Topic: "Research With A Small R: Approaches for the Instruction Practitioner"

ACRL at the 1998 ALA Annual Conference

Preconference: Friday, June 26, 8:30 a.m.–5:00 p.m. Topic: “Learning to Teach: Workshops on Instruction”

Executive: Saturday, June 27, 8:00–9:00 a.m.; Tuesday, June 30, 8:30 a.m.–12:30 p.m.

Advisory Council: Saturday, June 27, 9:30–11:00 a.m.; Monday, June 29, 9:30–11:00 a.m.

Communication: Saturday, June 27, 2:00–4:00 p.m.

Conference Program Planning Committee: Saturday, June 27, 2:00–4:00 p.m.

Continuing Education: Saturday, June 27, 2:00–4:00 p.m.

Dinner: Friday, June 27, 6:00 p.m. (Advance registration required.)

Education for Library Instructors: Saturday, June 27, 2:00–4:00 p.m.

Emerging Technologies in Instruction: Saturday, June 27, 2:00–4:00 p.m.

Instruction for Diverse Populations Committee: Saturday, June 27, 2:00–4:00 p.m.

Leadership Orientation, 1998–99: Saturday, June 27, 11:30 a.m.–12:30 p.m.

Management of Instruction Services: Saturday, June 27, 2:00–4:00 p.m.

Model Statement of Objectives: Saturday, June 27, 2:00–4:00 p.m.

Multi-Committees: Saturday, June 27, 2:00–4:00 p.m.

Nominating 1999: Saturday, June 27, 2:00–4:00 p.m. (closed)

Skill Areas for Instruction Librarians Committee: Saturday, June 27, 2:00–4:00 p.m.

Teaching Methods: Saturday, June 27, 2:00–4:00 p.m.

Law and Political Sciences Section

Program: Sunday, June 28, 9:30–11:30 a.m. Topic: “Bridging an Understanding: The U.S. and the Middle East”

All Committees: Saturday, June 27, 2:00–5:30 p.m.

Marta Lange/CQ Award Committee: Sunday, June 28, 11:30 a.m.–12:30 p.m. (closed); Luncheon: Saturday, June 27, 12:30–2:00 p.m.

Nominating Committee: Sunday, June 28, 11:30 a.m.–12:30 p.m.

Rare Books and Manuscripts Section

Preconference: June 23–26, Topic: “Getting

Ready for the Nineteenth Century: Strategies and Solutions for Rare Books and Special Collections Librarians”

Program: Sunday, June 28, 2:00–4:00 p.m. Topic: “Re-Imag(in)ing the Text: The Literary Text in the Electronic Age”

Executive: Monday, June 29, 8:00 a.m.–12:30 p.m.

Bibliographic Standards: Saturday, June 27, 8:30 a.m.–12:30 p.m.; Sunday, June 28, 8:30–11:00 a.m.

Budget and Development: Saturday, June 27, 2:00–4:00 p.m.

Conference Development: Sunday, June 28, 8:30–11:00 a.m.

Conference Program Planning–New Orleans, 1999: Sunday, June 28, 11:30 a.m.–12:30 p.m.

Curators and Conservators Discussion Group: Sunday, June 28, 8:30–11:00 a.m.

Education and Professional Development: Saturday, June 27, 2:00–4:00 p.m.

Exhibition Catalogue Awards: Saturday, June 27, 8:30–11:00 a.m.

Guidelines for Borrowing Special Collections Materials for Exhibition (ad hoc): Saturday, June 27, 9:30–11:00 a.m.

Information Exchange/Business Meeting/Awards: Sunday, June 28, 4:00–5:30 p.m.

Manuscripts and Other Formats Discussion Group: Saturday, June 27, 2:00–4:00 p.m.

MARC for Special Collections Discussion Group: Sunday, June 28, 11:30 a.m.–12:30 p.m.

Membership: Saturday, June 27, 9:30–11:00 a.m.

Nominating: Saturday, June 27, 11:30 a.m.–12:30 p.m. (closed)

Outreach Initiatives (ad hoc): Saturday, June 27, 9:30–11:00 a.m.

Preconference Program Planning–New Orleans, 1999: Saturday, June 27, 8:30–11:00 a.m.

Preconference Program Planning–Chicago, 2000: Saturday, June 27, 11:30 a.m.–12:30 p.m.

Public Services Discussion Group: Sunday, June 28, 8:30–11:00 a.m.

Publications: Saturday, June 27, 2:00–4:00 p.m.

RBML Award: Saturday, June 27, 11:30 a.m.–12:30 p.m.

ACRL at the 1998 ALA Annual Conference

RBML Editorial Board: Saturday, June 27, 9:30–11:00 a.m.

Security: Saturday, June 27, 8:00–10:00 p.m.

Seminars: Saturday, June 27, 2:00–4:00 p.m.

Slavic and East European Section

Program: Sunday, June 28, 2:00–4:00 p.m.

Topic: "The Future of Area Studies Librarianship"

Executive: Monday, June 29, 9:30–11:00 a.m.

Automated Bibliographic Control: Sunday, June 28, 4:30–5:30 p.m.

Conference Program Planning—New Orleans, 1999: Sunday, June 28, 8:00–9:00 a.m.

Continuing Education: Sunday, June 28, 11:30 a.m.–12:30 p.m.

Membership: Sunday, June 28, 5:30–6:30 p.m.

Newsletter: Sunday, June 28, 9:30–11:00 a.m.

Nominating: Monday, June 29, 8:00–9:00 a.m. (closed)

Preservation: Saturday, June 27, 2:00–4:00 p.m.

Science and Technology Section

Program: Saturday, June 27, 2:00–4:00 p.m.

Topic: "Engineering the Future: A New Look at Organizational Thinking and Hyper-Learning"

College Science Librarians Discussion Group: Sunday, June 28, 11:30 a.m.–12:30 p.m.

Topic: "Tooling Down the Infobahn in a Late-Model, Slightly Used Science Library"

Comparison of Science and Technology Libraries: Saturday, June 27, 8:30 a.m.–12:30 p.m.

Conference Program Planning—Washington, D.C., 1998: Saturday, June 27, 8:30–11:00 a.m.

Conference Program Planning—New Orleans, 1999: Saturday, June 27, 9:30 a.m.–12:30 p.m.

Continuing Education: Saturday, June 27, 9:30 a.m.–12:30 p.m.

Council: Friday, June 26, 7:30–9:00 p.m.; Monday, June 29, 8:00–10:00 p.m.

Forum for Science and Technology Library Research: Sunday, June 28, 2:00–4:00 p.m.; Topics: "Stretching the Dollars for Library Materials in Science and Technology in Illinois," "An Investigation of the Efficacy of Intelligent Agents in Collection Development," and "The Work Demands

and Information Seeking Behavior of Ph.D. Physics Students: A Comparison Across Roles;" Wrap Up: Monday, June 29, 8:30–11:00 a.m. (closed)

General Discussion Group: Monday, June 29, 9:30–11:00 a.m. Topic: "Science Librarians Engineer their Futures: A Discussion from the Trenches"

Government Information: Sunday, June 28, 8:30–11:00 a.m.

Heads of Science and Technology Libraries Discussion Group: Sunday, June 28, 8:00–10:00 p.m.

Membership and Recruitment—New Member Orientation: Friday, June 26, 4:30–5:30 p.m.

Membership and Recruitment: Saturday, June 27, 11:30 a.m.–12:30 p.m.

Nominating: Sunday, June 28, 8:30–11:00 a.m. (closed)

Oberly Award: Saturday, June 27, 11:30 a.m.–12:30 p.m.

Organization and Planning: Monday, June 29, 8:30–11:00 a.m.

Publications: Saturday, June 27, 11:30 a.m.–12:30 p.m.

Publisher—Vendor Relations Discussion Group: Saturday, June 27, 9:30–11:00 a.m. Topic: "What Are Our Users Reading and How Will We Know? Statistics on Usage of Electronic Content"

Science and Technology Databases Discussion Group: Sunday, June 28, 9:30–11:00 a.m. Topic: "Unraveling the Government Science and Technology Databases"

Subject and Bibliographic Access: Monday, June 29, 8:30–11:00 a.m.

University Libraries Section

Program: Saturday, June 27, 2:00–4:00 p.m. Topic: "Engineering the Future: A New Look at Organizational Thinking and Hyper-Learning"

Executive: Saturday, June 27, 8:30–11:00 a.m.; Monday, June 29, 9:30–11:00 a.m.

Communications: Saturday, June 27, 11:30 a.m.–12:30 p.m.; Tuesday, June 30, 9:30–11:00 a.m.

Conference Program Planning—New Orleans, 1999: Monday, June 29, 8:00–9:00 a.m.; Tuesday, June 30, 8:00–9:00 a.m.

ACRL at the 1998 ALA Annual Conference

Current Topics Planning: Sunday, June 28, 11:30 a.m.–12:30 p.m.

Librarians in Higher Education Discussion Group: Sunday, June 28, 9:30–11:00 a.m.

Organization and Bylaws: Sunday, June 28, 9:30–11:00 a.m.

Policy and Planning: Sunday, June 28, 9:30 a.m.–12:30 p.m.

Public Service Directors of Large Research Libraries Discussion Group: Sunday, June 28, 2:00–4:00 p.m.

Western European Specialists Section

Program: Monday, June 29, 9:30–11:30 a.m.
Topic: “Digitizing A Continent: National-Level Planning for Western European Libraries”

Executive: Tuesday, June 30, 11:00 a.m.–12:30 p.m.

Classical, Medieval, and Renaissance Discussion Group: Saturday, June 27, 2:00–4:00 p.m.

College and Medium-Sized Libraries Discussion Group: Monday, June 29, 8:00–9:00 a.m.

Conference Program Planning—New Orleans, 1999: Saturday, June 27, 2:00–4:00 p.m.

Germanists Discussion Group: Sunday, June 28, 9:30–11:00 a.m.

Membership Ad-Hoc: Saturday, June 27, 4:00–5:00 p.m.

Membership Business: Monday, June 29, 11:30 a.m.–12:30 p.m.

Nominations: Saturday, June 27, 10:00–11:00 a.m.

Publications: Tuesday, June 30, 9:30–10:30 a.m.

Research and Planning: Sunday, June 28, 2:00–4:00 p.m.

Romance Languages Discussion Group: Sunday, June 28, 4:00–6:00 p.m.

Scandinavian Discussion Group: Sunday, June 28, 8:00–9:00 a.m.

Social Sciences Discussion Group: Saturday, June 27, 8:30–10:00 a.m.

Special Topics Discussion Group: Sunday, June 28, 11:00 a.m.–12:30 p.m.

Women's Studies Section

Executive: Sunday, June 28, 2:00–4:00 p.m.

All Committees: Sunday, June 28, 10:30 a.m.–12:30 p.m.

General Membership Meeting: Sunday, June 28, 4:30–5:30 p.m.

Introduction to Women's Groups in ALA: Saturday, June 27, 11:30 a.m.–12:30 p.m.

Discussion Groups

Ed. note: All section discussion groups are listed with their sections.

Alliances for New Directions in Teaching and Learning: Sunday, June 28, 8:00–9:00 a.m.; Monday, June 29, 8:00–9:00 a.m. Topic: Virtual Futures: “Librarians Respond to New Campus Teaching and Learning Initiatives”

Australian Studies: Sunday, June 28, 11:30 a.m.–12:30 p.m. Topic: “Library Relations Down Under”

Canadian Studies: Tour: Canadian Embassy, contact Margaret Brill (mbrill@duke.edu) before June 1 or Pamela Hays (phays@fas.harvard.edu) after June 1

Electronic Reserves: Sunday, June 28, 8:30–11:00 a.m.

Electronic Text Centers in Libraries: Saturday, June 27, 2:00–4:00 p.m.

Exhibits and Displays: Monday, June 29, 9:00–11:00 a.m. Joint meeting with Public Relations

and Fundraising and Development discussion group

Fee-based Information Service Centers in Academic Libraries (FISCAL): Saturday, June 27, 2:00–4:00 p.m.; Sunday, June 28, 9:30–11:00 a.m.

Fundraising and Development: Sunday, June 28, 9:30–11:00 a.m., Topic: “Fundraising with and for Exhibitions”

Heads of Public Services: Sunday, June 28, 4:30–5:30 p.m.

Home Economics/Human Ecology: Sunday, June 28, 11:30 a.m.–12:30 p.m.

Librarians of Library Science Collections: Saturday, June 27, 2:00–4:00 p.m. Topic: “Directory of Library and Information Science Collections”

MLA International Bibliography in Academic Libraries: Saturday, June 27, 9:30 a.m.–12:30 p.m. Topic: “The MLA Interna-

ACRL at the 1998 ALA Annual Conference

tional Bibliography and Its European Competitors”

Personnel Administrators and Staff Development Officers: Saturday, June 27, 9:30-11:00 a.m.; Sunday, June 28, 9:30-11:00 a.m.; Monday, June 29, 9:30-11:00 a.m.

Philosophy, Religion, and Theology: Sunday, June 28, 11:30 a.m.-12:30 p.m.

Popular Culture and Libraries: Sunday, June 28, 4:30-5:30 p.m.

Public Relations in Academic Libraries:

Sunday, June 28, 9:30-11:00 a.m. Topic: “Behind the Scenes of the Library of Congress Exhibits Programs,” Steering committee: Monday, June 29, 11:30 a.m.-12:00 p.m.

Undergraduate Librarians: Monday, June 29, 8:30-11:00 a.m. Topic: “Library Services to Undergraduates Librarians at Universities without Undergraduate Libraries”

Tours

Visits to International Affairs Libraries

ACRL International Relations Committee; ALA International Relations Committee

Libraries that collect materials in international affairs will host visitors. Conferees may pre-register to tour several libraries in Washington, D.C., that support research in international affairs. Tours will begin every hour and libraries are near one another so that several different libraries may be visited in the afternoon. Wear comfortable walking shoes.

Speakers: Margarita Studemeister, Director, Library, U.S. Institute of Peace; Allen Overland, Head Librarian, National Endowment for Democracy; Romila Sudhir, Librarian, International Foundation for Electoral Systems. **Registration:** In advance by June 12. **Write:** Kathleen Shanahan, American University Library, Washington, D.C. 20016-8046; Phone: 202-885-3850; E-mail: kshana@american.edu. **Program chair:** Kristin McDonough, Science, Industry, Business Library, New York Public Library.

ANSS Tour

ANSS will sponsor its customary tour of a local research library. This year, proximity to the Smithsonian means a rich array of resources await us. Dr. Margaret Dittmore, head of the John Wesley Powell Library at the Smithsonian Institution, will introduce us to her library, itself closed for construction during our visit. But we will be able to visit the National Anthropological Archives elsewhere in the building, as well as the under ground library of the National Museum of African Art and its associated Eliot Elisofon Photographic Archives. The tour will be on Tuesday morning, June 30, and will accommodate 50 people, in two groups of 25; reservations should be made by contacting Greg Finnegan at Tozzer Library, Harvard University, 21 Divinity Avenue, Cambridge, Massachusetts 02138-2089 or gregory_finnegan@harvard.edu, no later than June 1.

CJCLS Tour

The CJCLS Section will sponsor its study tour to Anne Arundel Community College on Monday, June 29, 1998. Buses will be leaving from the Convention Center. A box lunch will be provided. Advanced reservations are required. Contact Cynthia Steinhoff at 410-541-2482 or at 516 Stockbridge Court, Severna Park, Maryland 21146-1707.

Media bibliography

Audiovisual Policies in ARL Libraries. SPEC Kit 162, March 1990. Washington, D.C.: Office of Management Studies, Association of Research Libraries. Documents compiled and SPEC flyer by Kristine Brancolini.

Audiovisual Policies in College Libraries. CLIP Note #14. Compiled by Kristine Brancolini. Chicago: Association of College and Research Libraries, American Library Association, 1991.

Brancolini, Kristine and Provine, Rick E. *Video Collections and Multimedia in ARL Libraries: Changing Technologies*. OMS Occasional Paper #19. Washington, D.C.: Office of Management Services, Association of Research Libraries, April 1997.

Guidelines for Bibliographic Description of Interactive Multimedia. Interactive Multimedia Guidelines Review Task Force. Laurel Jizba, Chair. Chicago: American Library Association, 1994.

Intner, Sheila and Studwell, William E. *Subject Access to Films and Videos*. Lake Crystal, MN: Soldier Creek Press, 1992.

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Olson, Nancy B. *Cataloging of Audiovisual Materials*. Fourth edition, revised. Dekalb, IL: Media Marketing Group, 1997.

Van Bogart, John W. C. *Magnetic Tape Storage and Handling: A Guide for Libraries and*

Archives. Washington, D.C.: The Commission on Preservation and Access, 1995.

Video and Multimedia Collections in ARL Libraries. SPEC Kit 199, December 1993. Washington, D.C.: Office of Management Studies, Association of Research Libraries. Documents compiled and SPEC flyer by Kristine Brancolini and Rick E. Provine.

Video Collection Development in Multi-type Libraries: A Handbook, edited by Gary Handman, Westport, CT: Greenwood Press, 1994.

ACRL guidelines and standards consulted

"Guidelines for Extended Academic Library Services: A Draft," *C&RL News* (February 1997) 58(2):98-102.

"Guidelines for Instruction Programs in Academic Libraries," *C&RL News* (April 1997) 58(4):264-266.

"Guidelines for University Undergraduate Libraries," *C&RL News* (May 1997) 58(5):330-333+.

"Standards for College Libraries," *C&RL News* (April 1995) 56(4):245-257.

"Standards for Community, Junior, and Technical College Learning Resources Programs," *C&RL News* (October 1994) 55(9):572-585.

"Standards for Faculty Status for College and University Librarians," *C&RL News* (May 1992) 53(5):317-318. ■

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