

ACRL gives a positive report on its 2000–2001 year in this issue (page 1093). The statistics reveal evidence of expansion on many fronts: a 4.5% increase in membership; growth in almost all sections; an increase in corporate sponsorships; and a National Conference that broke all previous attendance records by almost 300. The report also recalls new projects initiated, standards revised, and the inauguration of Webcasts, the streaming video of selected presentations from ACRL's Tenth National Conference.

Among the successful ACRL programs mentioned is the ACRL/ Harvard University Leadership Institute. The reasons for its success are demonstrated in the enthusiastic account by Linda Marie Golian and Rebecca Donlan (page 1069). If the idea of learning from leaders in both business and academic organizations appeals to you, read their report for an excellent idea of what to expect from the Institute, and, particularly valuable, how to prepare for future participation.

Innovation in approaches to library instruction is continually being sought. Priscilla Atkins recommends immersion in the classroom experience as very effective in serving students of the arts (page 1086). Her detailed exposition of how she achieved this should stimulate imitators in similar library situations.

Peter Watson-Boone's description of how to enhance a specialized collection, satisfy the requirements of a donor, and enlarge students' experience of the culture of another country (page 1090) provides insight into yet another aspect of an academic library.

For a unique approach to building bridges between the library and the University's faculty, see the article by Lisa German and Karen Schmidt (page 1066). Faculty members' choice of books to be plated in honor of their tenure or promotion was not only welcome to the honorees, but of wider interest to the academic community.—*Maureen Gleason, acting editor, mgleason@ala.org*

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