

Retro theme used for UC Berkeley instruction program

The Teaching Library at the University of California (UC) Berkeley launched its fall 2000 instructional activities by publicizing its drop-in classes with a retro theme. The posters were a joint venture among instruction, special collections, and library graphics units of the library. Posters using 50s-vintage photographs from the *San Francisco-Call Bulletin* newspaper photographic archive of the Bancroft Library were designed by the library's graphic designer, Mary Scott. Bancroft Pictorial Curator Jack von Euw assisted with the selection of the photographs, and the ad campaign was the brainchild of Teaching Library Program Coordinator, Margaret Phillips.

This joint venture informs students about the richness of UC Berkeley's collections, and enables staff to use archival collections to promote the library's electronic resources. An exhibit in Moffitt Undergraduate Library features the posters, along with 50s-era football programs, magazines, card catalog drawers, and a telephone and Cal megaphone, also from the Bancroft. Pdf versions of the posters not pictured here can be found at: <http://www.lib.berkeley.edu/Instruction/intro.pdf>; and <http://www.lib.berkeley.edu/Instruction/advanced.pdf>.

Lead a discussion at ACRL Denver conference

December 1 is the deadline for submitting a topic for discussion at a roundtable session at ACRL's 10th National Conference, March 15-18, 2001, in Denver. These informal, small group discussions give attendees the opportunity to network, share information, and solve common problems.

Submit your topic and a brief description of topics to be covered and their importance to academic libraries to: Rhoda Channing, Z. Smith Reynolds Library, Wake Forest University, P.O. Box

7777, Winston-Salem, NC 27109-7777; e-mail: channing@wfu.edu.

Give or get research assistance

Need help forming a hypothesis, developing surveys, or using statistical methods? ACRL's Research Mentoring Program can help you with various aspects of the research process. Applicants to the program are paired with a mentor experienced in publications/presentations. ACRL mentors volunteer their time to work with both novice researchers or experienced researchers unfamiliar with specific parts of the research process.

Research mentors and protégés establish the parameters and duration of their relationship. The protégé's research project remains his or her primary responsibility and intellectual property.

An application form for protégés and volunteer mentors is available on the Web at <http://www.lib.lsu.edu/acrl/index.html>. For further information about becoming either a protégé or a mentor, contact Patrick Ragains,





Participants in ACRL's Institute for Information Literacy Immersion 2000 engaged in one of the many sessions held at the University of Washington. One participant characterized the program this way: "The immersion process is great for embracing and internalizing new ways of thinking." Another said, "The best injection of thoughtfulness, energy, and enthusiasm I've had in years." Check out the Web site at <http://www.ala.org/acrl/nili/initiatives.html> for information about applying for the 2001 Immersion program.

chair, ACRL Research Committee, at ragains@unr.edu or the ACRL Office at: (800) 545-2433 ext. 2510; e-mail: acrl@ala.org.

ACRL Information Literacy Immersion program seeks applicants

The ACRL Institute for Information Literacy Immersion Program seeks applicants for its 2001 summer program. The program's two tracks offer librarians a chance to enhance

their own teaching skills or to develop an information library program for their institution. Four highly successful programs have already been held. Typical comments from participants include: "This is the best learning experience I have ever had. Every librarian should attend."

Application information for the 2001 program is on the Web site at <http://www.ala.org/acrl/nili/initiatives.html>.

December 1 effective practices deadline

Does your library have a best practice to share with the academic li-

brary community? Submit a proposal to the ACRL Effective Practices Web site. The purpose of this site is to create a list of effective practices in academic librarianship so that they are easily accessible to both academic librarians and the entire higher education community.

Proposal forms are located on the Web at www.ala.org/acrl/epform.html. Submissions are accepted quarterly. The next deadline is December 1.

Questions? Contact ACRL Program Officer Margot Sutton at msutton@ala.org.

UCLA Senior Fellows seeks applicants

The UCLA Senior Fellows Program is seeking applications and nominations for its July 16–August 3, 2001, program. The program, which will be held on the UCLA campus, is designed for leaders in academic and research libraries. Of the 144 individuals who have participated in the program since it originated in 1982, 83 are now



Efficient, effective, and equitable e-minutes

More and more people are avoiding eye contact when volunteers are sought to take minutes at staff or departmental meetings, and who can blame them? Recording and disseminating the enormous amount of information that should be shared regularly among library staff members has become a Herculean task.

The task becomes more critical every day, where the quality of internal communication has a tremendous effect on the quality of service. Breaking the task into small, manageable pieces ensures the consistent, regular exchange of information among library staff members which, in turn, results in the best possible service to patrons.

While, according to *Robert's Rules of Order*, the responsibility for taking minutes at formal meetings must be taken by the secretary or recording secretary, responsibility for recording minutes of informal meetings can be shared by the entire group. All participants arrive at the meeting with information to share, ques-

tions to ask, or problems to discuss. (These items can be typed and saved in an e-mail message to be added to or edited later.) Each member of the group assumes responsibility for recording discussions and decisions related to items that he or she introduces during the meeting.

After the meeting, the participant records only the portions of the meeting he or she initiated and e-mails them to a designated individual who simply cuts and pastes all input and sends one final document to the entire group.

This simple process encourages active involvement; assures that issues important to each individual are addressed, documented, and acted upon; allows all participants (both full- and part-time and those who are unable to attend all or part of a meeting) to stay well-informed; and provides easy-to-access records that can be saved electronically and referenced when needed.—*Patricia Weaver, Saint Joseph's University, Philadelphia: e-mail: pweaver@sju.edu*

or have been directors of academic libraries. Details and an application form are on the Web at <http://is.gseis.ucla.edu/seniorfellows/>. Send nominations and applications to Beverly P. Lynch, director, Senior

Fellows Program, Graduate School of Education & Information Studies, UCLA, 3045 Moore Hall, Mailbox 95121, Los Angeles, CA 90095-1521; phone: (310) 206-4294; fax: (310) 206-6293; e-mail: bplynch@ucla.edu. ■



A representation of the new Information Technology Center at Linn State Technical College, located in rural central Missouri. The building will include a 12,000 square foot new library. The library plans to move into the new facility (which was designed by Pellham-Phillips-Hageman) in March 2001.

RECENT PROGRESS IN HORMONE RESEARCH

CONFERENCE PROCEEDINGS VOLUME 55



(Formerly The Laurentian Hormone Conference)

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