

In this issue, Donald Frank, Sarah Beasley, and Susan Kroll take up the ACRL presidential theme of learning communities (page 1008), defined in terms of integration with the curriculum and interaction among students. The examples they provide are particularly valuable in illustrating effectiveness and benefits for students. Library participation in learning communities is critical.

Imaginative ways to achieve integration with teaching programs in a variety of disciplines are described by Katherine Furlong and Janelle Wertzberger (page 1004). Another sort of integration in pursuit of academic goals is discussed in Robert Renaud's account of the merging of libraries and computing centers (page 987). The desirability of collaboration is not in question, but how best to achieve it certainly is.

Information literacy must be part of the learning community, as has been recognized by ACRL in adopting the "Information Literacy Competency Standards for Higher Education"

in January 2001. Gabriela Sonntag reports on a survey conducted in May 2001, which documented the nature, extent, and success of information literacy programs at 664 institutions (page 996). Compare the situation in your institution with the findings.

We revisit online resources for U.S. history in Paul Frisch's article (page 991), especially useful since the last such survey in *C&RL News* was in 1996, when the resources were mostly gopher sites.

The library presents itself through its publications, print and online, ephemeral and of permanent value. Hope Barton and Michael Levine-Clark describe the University of Iowa's program to rationalize its publication program without stifling creativity (page 982). Like the other articles, it is a source of ideas that may well bear fruit in our own libraries' efforts to become a vital part of a learning community.

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