

# CLS Newsletter

Issued by the College Libraries Section of the Association of College and Research Libraries,  
A Division of the American Library Association

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## From the Section Chair

The late Bill Moffett's comparison of ACRL with an ant hill frequently comes to mind as I reflect on all the activities of the College Libraries Section. The CLS is also like an ant hill--an ant hill that Bill stirred up ten years ago. He called together in Chicago a group of college librarians from across the country and then unceremoniously put a foot right in the middle of what had become a lethargic ant hill. Bill challenged us with the question, "Should the College Libraries Section be abolished?" This act stimulated a flurry of activities among the section that remains unabated a decade later. Thanks Bill. We needed you and we miss you.

Bill, not to worry about a diminishing of the activities you initiated. Almost daily I receive urgent emails, frantic phone calls, and even a leisurely letter or two, which I seem to enjoy most--must be the Luddite in me--about the section's activities.

Unseen to many rank-and-file members, committee members are busily working away like...well, like ants. Despite the appearance of a chaotic expenditure of time and energy, many exciting things recently have come to the surface of our ant hill: a new set of Standards for College Libraries, several new *CLIP Notes*, the videotaping of the section's annual program, a research agenda for college librarians, the College Library Director Mentor Program, efforts to address the needs of librarians at medium-sized academic libraries, the availability of the *CLS*

*Newsletter* electronically, and, COLLIB-L. No doubt there are others I have missed mentioning here.

By my count, the College Libraries Section has at least ten committees and two discussion groups-and more may be formed this year. Already work has started on examining the basis of the newly published Standards for College Libraries. Our Continuing Education Committee has taken the initiative, (first among the ACRL Sections) to videotape the section's annual program and to make the tape available to members. The Research Committee is actively promoting a presence by college librarians at the next national ACRL conference. New *CLIP Notes* are well on their way (I just completed two surveys in the past couple of weeks). At the date of this writing, thirteen first-year college library directors have been matched with experienced college library directors through the College Library Director Mentor Program.

If you want to participate in the many opportunities the College Libraries Section offers its members or have ideas for further activities, please let me know. The CLS Executive Committee is continuing to explore possibilities of additional ways to serve the members of CLS. We welcome your involvement.

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## **Newsletter Focuses on Organizations of Interest to College Librarians**

The *CLS Newsletter* Committee suggested that an issue of the newsletter might be devoted to various lesser-known library and non-library organizations about which college librarians may be interested. As a result several librarians have agreed to contribute short descriptions of such groups for this issue. Although some of these groups have closed membership, we felt that enough librarians were curious about them to warrant a description. Other organizations welcome new members and attenders at their meetings. Wherever that is the case, information is included to help you take the next step if you so desire. We asked each of the authors to give basic factual information about their organizations and to explain why, in their opinion, a college librarian might be interested in the group. If there are other organizations whose profiles you would like to see in future issues, please let me know.

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## APHA Promotes Study of Print History, Arts, Skills

The American Printing History Association was founded in 1974 to encourage the study of printing history and its related arts and skills, including calligraphy, typefounding, papermaking, bookbinding, illustration, and publishing. All interested persons and/or institutions may become members and receive a newsletter and the refereed journal, "Printing History."

The organization sponsors an annual conference, usually in October, and an annual business meeting during "Bib Week" in New York in January. For more information, write: APHA, P.O. Box 4922, Grand Central Station, New York, NY 10163.

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## CAUSE Explores Information Technologies

CAUSE, the association for managing and using information resources in higher education, sponsors an annual national conference which is of increasing value for college librarians. In 1995 there are several regional conferences (co-sponsored with the Coalition for Networked Information) which bring the opportunities for interaction among information managers closer to home (for example, the Midwest Regional Conference in August explored the theme, "survival in the networked world").

Clearly, CAUSE focuses its primary attention on information technologies. Its annual conferences, however, also emphasize services related to the applications of technology-making each conference a significant forum for the interaction of academicians, administrators, librarians and others who use and manage information resources in higher education. The 1995 conference in New Orleans offers a particularly relevant theme, "Realizing the Potential of Information Resources: Information, Technology, & Services," November 28 - December 1. It is perhaps the attendance of an annually increasing number of information managers from a variety of computing, library, and academic sectors in colleges and universities that makes the CAUSE conference so valuable. For more information about CAUSE and its conferences, call 303 939 0315 or send email to <conf@cause.colorado.edu>.

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## CNI Promotes High-Performance Networks

The Coalition for Networked Information (CNI) was formed in March 1990 by ARL, CAUSE, and Educom with the mission to help realize the promise of high performance networks and computers for the advancement of scholarship and the enrichment of intellectual productivity. Today there are over 200 institutional members of CNI including many leading universities, colleges, publishers, and computer vendors. Generally each institution of higher learning is encouraged to send the library director, director of computing, or chief information officer.

There are two meetings of the Coalition Task Force (representatives of institutions) each year with the spring meeting being held in Washington DC in conjunction the Educom's Net'9-, and the fall meeting at a member institution in conjunction with the Educom Annual meeting. Each Coalition Task Force meeting in composed of two or more plenary session per day plus a number of simultaneous project briefings and synergy sessions.

CNI supports a number of initiatives involving groups of members working in specific areas such as economic studies and models, navigation and interoperability, transformation of research and education, and public policy and agencies. The Coalition maintains a home page at <http://www.cni.org>.

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## CASE Provides Forum for Fundraisers

The Council for the Advancement and Support of Education (popularly known as CASE) was created in 1977 with a merger of the American College Public Relations Association and the American Alumni Council. It is the primary professional organization for university advancement professionals. In addition to its annual national assembly, each major geographical region of the country has a regional organization, each of which also has an annual meeting. The primary purpose of the organization is to keep advancement professionals, particularly fundraisers, abreast of the latest developments and trends in fundraising. In order to fulfill this purpose, CASE sponsors numerous workshops each year focused on specific aspects of institutional advancement. Their workshops are the best I have ever attended in any professional association, including ALA. They also publish an excellent monthly magazine that is very practically focused, *Case Currents*. Any librarian who has a particular interest in or responsibility for fundraising would find membership in CASE to be of significant value, both for the timely and practical articles in *Currents* as well as for the numerous workshops designed to hone fundraising skills.

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## Educom Promotes Computing, Communication in Higher Ed

Educom is a non-profit consortium of 600 colleges and universities concerned with computing and communications issues in higher education. Since its founding in 1964 the organization has provided support and services to member institutions through three decades of remarkable developments in academic computing and information technology.

Educom is a sponsor of several important national programs. Its National Learning Infrastructure Initiative (NLII) is designed to assist higher education's use of the NII to improve quality of instruction, contain costs, and increase access to resources that effectively support teaching. Educom, CAUSE, and the Association of Research Libraries are the three joint sponsors of the Coalition for Networked Information (CNI).

Educom is also an active distributor of information. *Educom Review*, a bimonthly magazine; *Edupage*, an electronic news wire; and *Educom Update*, a semi-monthly electronic information service, provide timely information about computing and information technology, networking, library automation, new technology, and other issues related to research and scholarship.

The annual Educom conference has attracted increasing interest from college librarians, as our planning and decision-making inevitably involve technology issues. This year's conference in Portland, Oregon, is the first to be hosted by a liberal arts institution-Reed College. Program tracks for the 1995 conference include Technological Innovation, Leadership in the Information Age, the Changing Face of Scholarship, Learner Centered Education, Promoting Partnerships, the Global Community, and Redefining Rights and Responsibilities. The exhibits at Educom conferences are a feast of educational technology, with participation by many vendors not seen at ALA.

Regular ALA attenders might experience sticker shock at the cost of Educom conference registration. (\$395 for members who register early). Yet participation by librarians has been on the rise. The location of conferences changes annually and should eventually offer a geographically-advantageous opportunity for most college librarians. (Portland in 1995, Philadelphia in '96, Minneapolis in '97, Orlando in '98, Long Beach in '99, Pittsburgh in 2000).

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## Educom's NLII Helps Institutions Collaborate

Gettysburg College's Division of Information Resources, which includes the library, belongs to Educom's new National Learning Infrastructure Initiative. NLII might be thought of as a broker

that helps interested educational institutions find partners for co-development of materials and services to support instruction.

NLII uses Requests for Partners (RFPs) as the tool for getting interested parties together. One institution seeking a collaborator for a specific idea posts an RFP within NLII and then networks with other members to see if there are potential partnerships. This networking, and the twice annual meetings, can be valuable for faculty and information personnel who collaboratively support courses.

In many cases faculty, librarians, media professionals, and computing specialists may not have sufficient time or expertise to identify and access the extensive existing electronic sources nor to embark upon local development of materials. It also takes time and various skill sets to integrate the materials into courses collaboratively after the materials are located or developed.

Partnering with another institution may provide the division of labor and leveraging of talents that are the key to successful course support. Many small colleges do not have the diversity of expertise that is found in universities. Also, costs for course support often do not scale as well at smaller institutions where classes are small and few courses have multiple sections.

On the other hand, universities and other NLII members may be attracted to partnerships with liberal arts colleges that emphasize teaching and learning. Small colleges may provide excellent collaboration points for universities in the development of smaller scale project initiatives. For example, many liberal arts colleges might feel they could add value to a university's foreign language instruction through cooperative efforts. We also know that many liberal arts colleges have significant specialized library collections.

A hypothetical RFP might be illustrative:

A liberal arts college which is developing an East Asian studies program wishes to partner with colleges, universities, corporations, foundations, publishers, and other NLII members in the co-development of multi-media materials, including Web pages, to supplement that college's own holdings of printed materials, art objects, and artifacts on East Asian cultures. The purpose is to encourage conversion of more materials into digital format, organize them, and provide ready access to such materials by the cooperating members.

All of our colleges are trying to find ways to broaden the curriculum and to add depth to existing courses and programs. NLII might be the tool that would assist many of us despite our fiscal constraints. Few of us can afford to continue re-inventing the wheel for course support.

If you want to see more about NLII, you can access a good deal of information on the EDUCOM WWW server (<http://www.educom.edu>). You can also e-mail to [NLII@educom.edu](mailto:NLII@educom.edu).

Note: Gettysburg College's Information Resources Division is a team-based merger comprising library, computing, media, and telecommunications.

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## **IFLA Promotes International Librarianship**

Do you have library interests that reach beyond geographical boundaries and could benefit from conversations and contacts with colleagues in an international environment? Do you appreciate opportunities to learn about other cultures and countries? If the answer to the above questions is "yes" you may want to know more about the International Federation of Library Associations and Institutions (IFLA).

IFLA was founded September 30, 1927, in Edinburgh, Scotland, and its headquarters are now in The Hague, The Netherlands. As stated in Article 2 of the IFLA Statutes, as adopted August 1976, the Federation is an independent, international, non-governmental association, without profit motive, whose purposes shall be to promote international understanding, cooperation, discussion, research and development in all fields of library activity. Universality, comprehensiveness, and representative status help define IFLA's structure and programs.

IFLA has two kinds of working units-professional groups and core programs. Professional groups are divided into eight divisions covering general research libraries, special libraries, libraries serving the general public, bibliographic control, collections and services, management and technology, education and research, and regional activities. These divisions are further divided into 32 sections and 14 roundtables focusing on types of libraries and library activities. The work of each section and roundtable is supported by a committee; it is at the committee level that members have the biggest input into the work of IFLA.

Core programs have been established in areas of Preservation and Conservation, Universal Availability of Publications, Universal Bibliographic Control and International MARC, Universal Dataflow and Telecommunications, and Advancement of Librarianship in the Third World. International initiatives through these programs allow librarians to come together around common concerns and interests, explore options, and establish guidelines for the international community.

IFLA conferences are held annually with average attendance at about 2000 delegates from all over the world. Venues for meetings in the near future include Beijing (1996), Copenhagen (1997), Amsterdam (1998), and Bangkok (1999). Recent meetings have been in Moscow (1991), New Delhi (1992), Barcelona (1993), Havana (1994), and Istanbul (1995).

Perhaps IFLA's greatest benefit is the ever-present opportunity to meet librarians from around the world to discuss and exchange ideas. Often when governments are not talking to one another, librarians are.

A wonderful side benefit of an IFLA conference is the evening receptions and cultural events arranged by the host country. Recent meetings have had receptions in the new addition of the Louvre (1989), a Swedish folk village (1990), the Palace of Congresses in the Kremlin after the attempted coup (1991), and the Ciragan Palace on the Bosphorus (1995). Entertainment has been by the country's leading dance troupes, instrumental ensembles, and choral groups.

The current president of IFLA is Robert Wedgeworth, University Librarian, University of Illinois, Urbana-Champaign. At IFLA Istanbul (1995) he was re-elected to a second term of office.

The 1994 IFLA directory states that the total membership on January 1994 was 1265 in several membership categories: international associations, associations, institutions, and individual. Further information may be received by contacting IFLA Headquarters, P.O.B. 95312, 2509 CH The Hague, The Netherlands, FAX +31-70-3834827, email: IFLA.HQ@ifla.nl. IFLANET is available on the World Wide Web at: <http://www.nlc-bnc.ca/ifla>.

## Oberlin Group Was Moffett Brainchild

So what is the Oberlin Group, anyway?

1. sub-section of the ACRL Western European Specialists section, composed of librarians interested in the cultural life of the German capital city in the 1920s? (Their original name, later shortened, was the Oh Berlin! Group.)
2. ensemble of a cappella singers that performs at library conferences; all its members are librarians who graduated from an Ohio music school?
3. motley group of college library directors that first met at Oberlin College about a decade ago?
4. Other?

If you guessed "C," you're at least close. But the real answer is "D. Other." That's because the Oberlin Group is hard to capture in a sentence. It takes some explaining.

The idea for the group grew out of conferences of the presidents of 50 liberal arts colleges who were invited to Oberlin in 1984 and 1985 to discuss the role of private colleges in educating the nation's scientists. The colleges represented at the conferences had been exceptionally productive in producing alumni who later earned Ph.D.s in scientific fields. One of the purposes of these conferences was to draw national attention to the importance of liberal arts colleges for scientific education and, in so doing, to garner more foundation and government support.

Drawing on the model of the science conference, the late Bill Moffett, who was then the director of libraries at Oberlin, invited a group of 60 liberal arts college library directors to Oberlin in November 1986 to discuss issues of common concern, including the need for more funding at national levels. Invitees to the meeting included the 50 institutions represented at the science conferences as well as a number of other selective liberal arts colleges that Bill and others who helped plan the meeting thought should be invited.

The conference produced an exceptionally fruitful exchange of ideas and it was considered such a success that the directors decided to meet every year at the campus of a member institution. From the beginning the group has functioned very informally and with minimal structure. Its main purpose has been to share information among the directors in a collegial way and to establish an atmosphere of mutual encouragement and support.

In the years since the first conference, the Oberlin Group has evolved well beyond the annual directors meeting. An email listserv was established to discuss matters of common concern, and information has been shared routinely through surveys and an annual statistical compilation. In the 1990s the group also began to initiate cooperative projects and activities that are more characteristic of a consortium. These have included interlibrary loan agreements,



such as reciprocal FAX and Ariel delivery of documents. Most recently a substantial number of the members have joined an arrangement with Johns Hopkins University Press to subscribe to electronic journals that are available through Project Muse.

The group has had considerable discussion of structure and membership issues. A membership committee, created in 1989, was charged with establishing criteria for membership and deciding on new members of the group within an overall cap of 74 institutions. Since the primary purpose of the group remains informal discussion of common concerns, the directors feel it is important to keep the group relatively small. At the group's most recent meeting at Trinity University in San Antonio, Texas, the directors considered the extent to which they wish to formalize the structure of the group in order to establish more effective decision-making and to engage in more cooperative projects and activities. This may be a direction that the Oberlin Group will follow, but it is likely that will be done only if the group can also find a way to maintain its collegial, informal atmosphere which, in the view of virtually all members, is the hallmark of the group.

So, going back to my multiple-choice question, the Oberlin Group is best understood not only as a group of library directors that meets to share common concerns, but also as a developing consortium in the process of defining itself in response to the very dynamic environment faced by liberal arts college libraries.

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## Five Ohio Colleges Form Consortium, Get Grant

Five institutions-The College of Wooster, Denison University, Kenyon College, Oberlin College, and Ohio Wesleyan University-have formed a new consortium, the Five Colleges of Ohio, modeled loosely on the Five Colleges of Western Massachusetts consortium. The new consortium, which was formed following a year of study and planning funded by a grant from the Andrew W. Mellon Foundation, was undertaken at the initiative of Kenyon's former president, Philip Jordan.

Although the consortium is institutional, involving more than the libraries, the initial focus has been on library cooperation. Four of the five colleges will merge their online catalogs into a single system, to be located at Denison University. The combined library system will then become a member of OhioLINK, the statewide library network that links the catalogs of the state's university and community college libraries for interlibrary borrowing. (The fifth college, Oberlin, has joined OhioLINK independently.) All five institutions are also planning a joint file server for reference databases, to be located at Oberlin. Both the online catalog and the reference databases will be available over dedicated telecommunications lines connecting the five campuses.

To fund these efforts, the Five Colleges received a grant of \$840,000 from the Mellon Foundation. The foundation is interested in supporting cooperative efforts that will help

colleges and universities stretch their scarce dollars farther. The Five Colleges effort was funded because it was seen as a way of freeing up funds now spent on unnecessary duplication of library systems, databases, and book purchases. A single system will cost less to operate, and database subscriptions purchased consortially will benefit from economies of scale.

Cooperative development of monograph collections is seen as the next step.

The merged online system and OhioLINK membership will enable library users at any of the five campuses to request library materials from any of the other libraries in the system, directly from the catalog terminal without going through Interlibrary Loan. The orders are filled and shipped to the borrower's library via messenger service within 2 - 3 days.

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## Chicago Program Offered Insight into Technostress

Definitions of technostress and technoangst, visions of technocomfort, and suggestions for the technopresent highlighted "Run Ragged by Riches! Technology and Changing Communications for the Library," CLS's program on June 25 at the 1995 ALA Annual Conference.

Nina Davis-Millis, associate head of Information Services, Social Sciences and Humanities Libraries at M.I.T., said technostress occurs when librarians and computing specialists find themselves at cross purposes. She emphasized that both groups of professionals, not just librarians, experience technostress. Differences in the cultures of librarians and administrative and academic computing personnel contribute to the problem. Librarians, she said, share a tradition with common standards, philosophy, and procedures; a similar educational background; and a scholarly professional culture. Computing professionals, on the other hand, come to a young profession from a variety of backgrounds with no shared professional or academic preparation. Their high-tech professional culture values individual action and thought in a volatile entrepreneurial environment.

Davis-Millis echoed Peter Graham's call for a combination of the best characteristics from three cultures: the librarian's concern for users and product, academic computing's emphasis on speed in identifying problems and finding solutions, and administrative computing's focus on system integrity and reliability. She recommended cross-training and said that the time people take to talk to each other will always be time well spent. The cross-training should not only teach librarians more about the technical aspects of their electronic tools but should train computing people in the reference interview and people skills as well, helping them to understand when to teach and when to tell.

"Confronting the Other World" was Tom Owens' theme. Owens is head of the Library Systems Office at M.I.T. He said the mistake librarians make is to think there is something magical about computers. He offered a question librarians can ask when dealing with "techie mystique," "What the hell are you talking about?" Owens also advocated greater technical knowledge on the part of librarians, claiming that "wizards" are dangerous staff members if no one else understands what they do. Sustainability of services through personnel changes is essential and can be achieved only through shared knowledge.

Owens offered five rules for librarians when reporting problems to technical support people: 1. Don't panic. "The end of the world will not be preceded by downtime," he said. 2. Check the obvious. 3. Report with details. 4. You have a right to understand. Don't be put off by technobabble (excessive jargon) or cybercrud (condescending remarks such as, "You wouldn't understand"). 5. You have a right to service.

Connie Dowell, college librarian at Connecticut College, defined technoangst as "living in the shadow of the library of the future," and blamed it on the information explosion, librarians' professional education that emphasizes memorization and preservation of the past rather than creativity and innovation, media hype that raises the public's expectations, and the virtual work environment.

Dowell sees "technocomfort" in the future, however. She believes that librarians will survive, but as part of a changed profession that will be more valued than ever. Expectations and salaries will both be higher. She expects libraries and computer centers to merge and library schools to revamp and merge with computer science departments as the value of the M.L.S. and the role of professionals changes. Teaching, technical management, and public relations skills will become increasingly important, but there will also be greater recognition that content is more important than technology. Libraries will continue to be important spaces, but the book will be viewed as just another format of information.

Reactor Michael Kathman, library director at St. John's University, summed up the presentations by citing three important issues: 1. Being sensitive to cultural differences and the value librarians add. 2. Making sure new partnerships work well. (Kathman believes that the decision to merge libraries and computing centers will and should be institution-specific, but since the trend toward cooperation cannot be stopped, the relationship should be managed well.) 3. Maintaining a sense of humor.

The program was videotaped, and the tape is available (see following article).

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## CLS Program Video Available

The College Libraries Section is making available on ILL the videotape of the summer program in Chicago, "Run Ragged by Riches! Technology and Changing Communications for the Library" (see preceding article). Because not everyone can go to the ALA Annual Conference (or if they go, there are many programs competing for attention), this video is an excellent way to provide programming/continuing education on the local level. Reviews of the program have been overwhelmingly positive. The video is 106 minutes long and could be scheduled in segments or at one time for a large audience. It is available on ILL from Bucknell University (PBU): OCLC #32821395. Expect a wait.

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## **ALA Fights for Library Support in Congress**

This report will likely be a dated one, depending on the outcome of final legislative action in the few remaining days of the congressional calendar. House and Senate committees were scrambling to meet an October 1 deadline for at least 13 annual appropriations bills. The legislation reflects the significant shifts in public policy following the November congressional elections. Of concern among these was Senate bill, S. 856, which reauthorizes the National Endowment for the Arts and the National Endowment for the Humanities. A September 12 rally on Capitol Hill, sponsored by Americans United to Save the Arts and Humanities, advocated votes for the Senate version of H.R. 1977 (appropriating approximately \$110 million for NEH and including no phase-out language).

The ALA Washington Office urged librarians to thank members of the Senate Appropriation Committee for their support of libraries, encouraging them to support the Library Services and Construction Act appropriations at levels proposed in H.R. 2127.

The House passed a bill on August 4, sponsored by Representatives Ernest Istook (R-OK), David McIntosh (R-IN), and Robert Ehrlich (R-MD), that would substantially constrain the ability of nonprofit organizations to continue public advocacy. The "Istook amendment" is seen as a threat to First Amendment rights of those who participate in public discourse. If passed, it could directly limit the ability of and circumstances in which library advocates express their views on public policy issues.

Other pending Senate and House bills would abolish the Department of Commerce, including provisions affecting the future of the National Technical Information Service. ALA recommended that NTIS continue to operate as a self-supporting, not-for-profit public-sector organization with continued congressional oversight.

Finally, the Federal Communications Commission solicited (through October 16) public comments concerning the quality of children's TV programming in what may be a last chance for a show of public concern for improvements.

Monday, May 6, 1996, will be the celebration of the ALA Washington Office's 50th anniversary.

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## **Tentative Schedule of CLS Meetings at Midwinter**

***Friday, January 19, 1996***

2:00 - 4:00 p.m.	Standards Committee
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*Saturday, January 20, 1996*

9:00 - 11:00 a.m.	CLIP Notes Committee
9:30 a.m. - 12:30 p.m.	CLS Executive Committee
2:00 - 4:00 p.m.	Continuing Education Committee
	Medium-sized Academic Libraries Committee
	CLS Newsletter Committee

*Sunday, January 21, 1996*

9:30 a.m. - 12:30 p.m.	Research for College Librarianship Committee
2:00 - 4:00 p.m.	College Library Directors Discussion Group

*Monday, January 22, 1996*

8:00 - 9:00 a.m.	Leadership Committee
9:30 - 11:00 a.m.	Standards Committee
	College Libraries Discussion Forum Discussion Group
2:00 - 4:00 p.m.	Medium-sized Academic Libraries Discussion Group

*Tuesday, January 23, 1996*

9:30 a.m. - 12:30 p.m.	CLS Executive Committee
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The final schedule with room locations will be published on the COLLIB-L listserv and in the meeting program.

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