

Initiative to help formulate state plan

Librarians gather to address special needs of youths

by Frances de Usabel
Special Services Consultant

As the key event of the Division for Libraries and Community Learning's Special Needs Youth Initiative, 65 librarians and community agency staff from throughout Wisconsin gathered in Madison March 17 for the Special Needs Youth Conference. The Conference will result in the creation of a statewide plan to improve library services to children and teenagers with special needs. For the initiative, special needs youth are defined as those who are poor and/or who have disabilities.

The day began with a welcome from

Carolyn Winters Folke, Assistant State Superintendent for the Division, and the introduction of the Special Needs Youth Task Force members. (A complete list of the Task Force members appears on page 4.) A panel of four speakers addressed the demographics and life situations of Wisconsin youth with special needs, and gave their thoughts about how public libraries could reach out to them.

Nan Brien, the associate director of the Wisconsin Council on Children and Families, set the stage by addressing the demographics of child poverty in Wisconsin, using figures primarily from the 1990 Census. Although the overall state

population grew at less than half the national rate between 1980 and 1990, Wisconsin's growth rate among all races except whites exceeded the national rate. This trend is expected to continue into the next decade, with the number of children of color in Wisconsin increasing.

The ethnic group registering the largest increase in Wisconsin during the 1980s was Southeast Asians. In 1990, Southeast Asians experienced the highest total poverty rate and the second highest child poverty rate of the major ethnic groups in Wisconsin. Only California has a larger number of Southeast Asian immigrants. Even more startling are the statistics indicating that Southeast Asian children living in Wisconsin had the highest poverty rate among these children in any state, while the poverty rate for African American children in Wisconsin is second only to Louisiana's. Under the provisions of W-2, many Southeast Asian refugee families are at risk because their refugee status precludes their receiving food stamps.

According to 1990 Census figures, while 9.8 percent of Wisconsin's Caucasian children live in poverty, 54.1 percent of African American youth, 48.1 percent of Asian children, 44.6 percent of American Indian, and 32.6 of Hispanic youth are in poverty. (The 1990 Census defines poverty as a family of four with two minor children and 1989 income below \$12,575.)

Among the most vulnerable populations in Wisconsin are single mothers and their children. According to 1990 Census figures, 43.3 percent live below the poverty level, compared with 5 per-

Please see Special Needs—page 3

Sesquicentennial is ideal time to compile library history

by Larry Nix, Leader
Public Library Development Team

The State's Sesquicentennial provides a good opportunity to think about the heritage of your library and how you might share that heritage with others. Every library should have a written history. It helps bind the people who are working today to provide library services to a community or organization to all those who did similar work in the past. It demonstrates that the library has been an integral part of the greater community for an extended period of time.

A library history doesn't need to be an elaborate, lengthy publication. It might simply be a brochure or a multi-page handout. If the library has an Internet web page, the library's history might also be placed there.

A written history can be a major part of the celebration of special occasions

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Youths with Disabilities: A Parent's Perspective

Editor's Note: *The following are excerpts of a presentation given by Amy Whitehead at the DLCL Special Needs Youth Conference. In prefacing her remarks, Whitehead said she speaks from two perspectives—her son, Charlie, has a physical disability, and she works in the field of developmental disabilities at the Waisman Center at the University of Wisconsin-Madison, training preprofessional students to work with families that have young children with special needs. The resources mentioned in the speech are more fully described in the article at the bottom of the page.*

Access

"We have been so fortunate to have full access to the libraries in Madison. The library has automatic doors, wide aisles, wheelchair accessible terminals and ramps," Whitehead said. "The checkout counter at our library has a cut out area so individuals using wheelchairs can be at an appropriate height when checking out a book. We have never had

a problem with physical access."

In contrast, she said one parent in a rural community told her that the library in that city does not meet the Americans with Disabilities Act requirements. There is one step up to the building and then another flight of stairs inside. When the parent requested access, she was told that there wasn't enough money to make the library accessible, but that the staff would bring a card catalogue to her son as he waits in front of the building.

"Is it one of those big wooden card catalogs? Is it a computerized terminal? How do they bring it out to him? This is a very difficult image to conjure up—at once sad and ridiculous. This is a child with spina bifida who cannot access his public library."

Whitehead stressed that physical access to buildings and terminals is a necessity and required by the Americans with Disabilities Act. But there is another aspect of accessibility that is not required by a set of regulations, yet is just as important. "The attitudinal acces-

sibility of a library is what determines whether or not youth with special needs use the library on a regular basis," Whitehead said.

Whitehead said there was a situation in which her 14-year-old was suddenly overcome with a physical pain and there was a loud, disturbing screech that echoed throughout the library. But the reaction of the staff was to act like this was normal and didn't seem to bother anyone. "There seems to be a recognition that this noise is a part of my son's disability and it is accepted, as he is,"

Please see Whitehead—page 4

Resources identified at Special Needs Conference

In Amy Whitehead's presentation, she mentioned "Family Village," a global community on the Internet for families of persons who have disabilities. Its address is <http://www.familyvillage.wisc.edu/>. Libraries will be particularly interested in the "village library" website, which includes electronic resources and the addresses of disabilities organizations, and "the accessibility mall," which has information about purchasing and evaluating assistive technology equipment. There are other village sites that will be helpful for the parents and caregivers of persons with disabilities. For more information about the "Family Village" and brochures for public distribution, contact Linda Rowley, Project Coordinator, 549 Waisman Center, 1500 Waisman Center, 1500 Highland Center, Madison WI 53705-2280; 608/263-5973 (e-mail: rowley@waisman.wisc.edu).

Whitehead also mentioned that Woodbine House publishes up-to-date positive books regarding disabilities that are excellent resources for families. Contact Woodbine House, 6510 Bells Mills Rd., Bethesda, MD 20817; (800) 843-7323.

The Wisconsin Council on Children and Families (WCCF) publishes an annual publication, *WisKids Count Data Book*, which tracks the status of children by providing a county-by-county picture of the condition of children in Wisconsin. The publication focuses on a different topic each year, and for 1998 the focus is on child welfare, giving baseline data on indicators of child welfare and services. The publication is available through interlibrary loan or from WCCF at 16 N. Carroll St., Suite #420, Madison, WI 53703; (608) 284-0580 (e-mail: www.wccf.org). The price is \$15 for nonmembers and \$10 for members. ■■



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Unsolicited articles are not accepted. Press releases of state and national library/media/educational organizations are printed when space allows and if they are considered to be of statewide interest.

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Send comments about bylined articles to the authors. Direct other content inquiries to editor Mark E. Ibach at the division address, at (608) 266-3374, or at ibachme@mail.state.wi.us. Mailing list changes and requests for subscriptions or extra copies should be submitted to Karen Nowakowski at the division address, (608) 267-9219, or nowakkj@mail.state.wi.us.

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Reaching Out

Special Needs (cont.)

cent of married couples with children and 15 percent for single fathers with children. In 1994, 21 percent of births in Wisconsin were to teen mothers. In Milwaukee, 93 percent of teen mothers were not married; in Madison, the percentage is 85 percent.

Brien said the research shows that poverty is the single greatest predictor of a child's IQ at age 5—more important than maternal education or ethnicity. Clearly, Wisconsin's public libraries have a clear mandate to design services that reach nonwhite children and those living with single mothers as soon after birth as possible.

The three speakers following Brien provided ideas about improving library services to the special needs youth. As the parent of a child with disabilities, Amy Whitehead's presentation (see article on page 2) focused on three issues: physical and attitudinal access, materials, and library-community partnerships.

The theme running throughout Whitehead's remarks was the importance of the library staff's attitude. She spoke enthusiastically about her family's experience at the Sequoia Branch of the Madison Public Library, where her son is treated with respect—as a person first and someone with a disability second—and where he feels accepted and welcome.

James Moeser, the administrator of the Dane County Juvenile Court, said while teens in the juvenile justice system may have a background of substance abuse, risky sexual behavior, truancy and other academic problems, they are not that different from other teens. Poverty narrows their opportunities for success and their access to good role models, and they have limited faith in themselves. He advocates focusing on what makes kids "go right." Moeser suggested that libraries create opportunities for teens to learn



Facilitators at the Special Needs Youth Conference receive their instructions from Carol Swanson, head facilitator. Pictured clockwise from back are: Marcia Sarnowski, Winding Rivers Library System; Linda Olson, Youth Services Coordinator, Madison Public Library; Larry Nix, DPI; Swanson, Jane Roeber, DPI; Rose Mary Leaver, Library Services Coordinator, Arrowhead Library System; and Sandra Lockett, Assistant City Librarian, Milwaukee Public Library.

by doing, by involving them in planning programs and volunteer activities with younger children. He said that librarians should be confident in their ability to make a positive difference, and that the library's role with at-risk teens is to help them develop a belief in themselves by giving them a chance to be proactive and helpful to others.

A major purpose of the Atwood Community Center in Madison is to provide preschool through middle school programming for low income families. Becky Steinhoff, director, said that W-2 has had a significant impact on these families, with hunger and transportation as the biggest issues confronting them. In discussing how the library can serve the families with whom she works, Steinhoff concurred with the other speakers in emphasizing the pivotal importance of a friendly and welcoming attitude. Because of the transportation problem, she suggested having a bookmobile in low income neighborhoods. Steinhoff stressed the importance of after-school reading clubs and evening

programming for families, and of the library cooperating with schools and community agencies to create educational and cultural opportunities for at-risk children.

In the afternoon, the audience broke into six small groups. With task force members serving as facilitators, the groups addressed the questions: what are the needs of special needs youth?; what barriers exist to library use by special needs youth?; and how can public libraries best address these needs and overcome barriers? The results of this needs assessment will appear in the next issue of *Channel*.

Information about the Special Needs Youth Initiative, including the text of Amy Whitehead's presentation and updates on the meetings of the Task Force, can be found on the Division's home page: <http://www/dpi.state.wi.us/dlcl/pld/specndyo.html>. For more information about the Special Needs Youth Initiative, contact Frances de Usabel at (608) 266-0419 (e-mail: deusafe@mail.state.wi.us). ■■

Whitehead (cont.)

Whitehead said. "When we later go to check out books, the librarian is friendly to Charlie and gives him messages of respect. She addresses Charlie directly—which says, I am assuming that you hear me, see me, comprehend me, and that you are a person first and have a disability second. These messages of respect are critical."

Materials

Whitehead's second focus was on library materials, and she talked about the importance of interlibrary loan.

"One parent told me that her library, in a rural Wisconsin community, has few books on disability-related topics," Whitehead said, "but because of the interlibrary loan system she is able to

choose from a much larger selection of material. Homebound delivery service and access to interlibrary loan have been invaluable to families with children who are severely and chronically ill."

In addition, Whitehead said the increasing availability of Internet at libraries is especially beneficial to parents of youth with disabilities. A resource she suggested was The Family Village (<http://www.familyvillage.wisc.edu/>). "I would recommend that all libraries make this website information known."

Because materials in the disability area become outdated quickly, Whitehead said libraries must employ a review process to examine each item against certain criteria—does the language in the book portray youth with disabilities and their families in a positive way? Is the literature judgmental, inaccurate or per-

petuating stereotypes?

Whitehead also said that if libraries offer books that depict people with a variety of disabilities as "regular" people, that will send a strong message of inclusion to all readers. "I recommend books that have characters who happen to have disabilities—not that the disability is the main focus of the book, but that there is diversity in characters," Whitehead said. She added that new book displays have helped some parents choose appropriate books for their youth. Books about growing up with special needs, books on sexuality, homosexuality, HIV/AIDS, are all indicators, she said, that topics once reserved for families and closets are now openly displayed at libraries. "The message is so strong and powerful: this is the stuff of life, we're all living it and it is okay to talk about it."

Library-Community Partnerships

Whitehead stressed that access to a library is not just access to the materials. It is access to an important, life-enriching experience.

"My son Charlie has not been able to participate in most ordinary, age-appropriate activities such as athletics," Whitehead said. "The library has been so wonderful for him because his experience there is equal to any other person's. He can choose books, access the card catalog, people watch, move about in space, and attend cultural activities."

Sign interpreters and physical space for wheelchairs at library programs for the community are other ways to make these events available to persons with disabilities. Including youth with disabilities and their families in the planning of some of these programs would help to continuously identify needs.

"As the parent of a child with a disability, I commend the efforts in place to tie the library into the community," Whitehead said. "Our family, and Charlie in particular, can go the library and afterward stop in at the bakery or the corner grocery store—and this community based experience is what makes up his knowledge of neighborhood, belonging, and routine." ■■

Special Needs Youth Task Force

Facilitator

Carol Swanson, Janesville, Former Director, Arrowhead Library System

Task Force Members

Sonja Ackerman, Marathon County Public Library, Wausau

Claudia Backus, Waukesha County Library System

Nan Brien, Wisconsin Council on Children and Families, Madison

Sharon Charles, Southwest Wisconsin Library System, Fennimore

Jill Haglund, Early Childhood Consultant, DPI

Peter Hamon, South Central Library System, Madison

Clare Kindt, Brown County Library, Green Bay

Rose Mary Leaver, Arrowhead Library System, Janesville

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Marge Loch-Wouters, Elisha D. Smith Public Library, Menasha

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Barbara Manthei, Governor's Office on Literacy and Lifelong Learning

Connie Meyer, Dwight Foster Public Library, Fort Atkinson

Linda Olson, Madison Public Library
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Marcia Sarnowski, Winding Rivers Library System, La Crosse

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Superintendent Benson approves 1999 LSTA grants

State Superintendent John T. Benson has approved the LSTA grant program for 1999. The program, including the grant categories, funds budgeted, and timetable for 1999 projects, was developed with the assistance of the LSTA Advisory Committee, which met in Madison March 3-4, 1998.

Committee members considered preliminary proposals suggested by Division for Libraries and Community Learning (DLCL) staff (and published in the March 1998 issue of Channel), testimony and letters from the public hearing held in conjunction with the meeting, and the input of committee members when developing its recommendations. A number of modifications were made to the preliminary proposals.

LSTA grants will facilitate experimentation, demonstration, and enhanced services at the local, system and state levels in 1999. In the area of technology, the LSTA funds will be used for a statewide demonstration project that will link automation systems and will continue to provide all types of libraries with access to full-text databases through a statewide contract(s) beginning in 1998.

A new approach will be taken with regard to LSTA funds for technology at the local and system level in 1999. LSTA funds will be awarded to public library systems on a noncompetitive formula basis. The funds can be used for shared system development, to link automation systems, and/or to provide or improve public library access to the Internet. Public library systems, in conjunction with their member libraries, will determine the areas of greatest need within their territories and use the LSTA funds to help meet those needs.

Two of the LSTA grant categories for 1999 will enable public libraries, public library systems, and state institution libraries to provide adult literacy pro-

grams, job information programs, and library services for youth with special needs. The grant funds will be awarded on a competitive basis, but for the first time a weighting factor for the poverty level of the population in the institution, community, county, or system served by the applicant will be included. Thirty-three percent of the LSTA funds awarded in these categories will go to applicants in school districts with free- and reduced-price school lunch eligibility above the statewide average of 26.40 percent.

Brief descriptions of selected LSTA grant categories for 1999 follow.

Selected Grant Categories for 1999

Full-Text Databases (approximately \$300,000)—Funds will enable DLCL to continue to coordinate and administer a demonstration project providing all types of libraries in Wisconsin with access to full-text database services through a statewide contract. It is anticipated that a comprehensive statewide contract with a vendor or vendors will enable Wisconsin libraries to realize cost savings not possible on an individual library basis or at a library system level. The databases are expected to be available from late spring or early summer of 1998 until December 1999. The division expects to spend a total of approximately \$2.1 million on the project in 1998 and 1999.

Statewide Linked Systems (approximately \$150,000)—Funds will enable DLCL to plan and carry out the initial stages of a statewide demonstration project that will link automation systems. Two or three local or shared library systems will be linked. In addition, the following electronic resources will be considered for inclusion in the initial project: WISCAT, full-text databases, and state government databases. Funds would pay for meetings of a committee

to plan and oversee development of an RFP and for funding the initial year of the project. DLCL staff also would oversee the projects funded under the Library System Technology Projects category and, when technically possible, plan for future incorporation of these projects into the statewide project.

Library System Technology Projects (approximately \$425,300)—Funds will be used to assist public library systems in developing shared automated systems, adding libraries to existing shared systems, linking automated systems and/or obtaining system or member library Internet access. Funds will be distributed to library systems using a formula with a base allocation of \$2,500 per system and the remaining funds allocated on the basis of system area (33.3 percent) and system population (66.7 percent).

Adult Literacy/Job Information (approximately \$300,000)—Funds will assist public libraries, public library systems, and state institution libraries in planning and implementing programs that will serve educationally and socioeconomically disadvantaged adults through adult literacy programs, job information programs, or other programs that promote the acquisition of life management skills. Providing electronic access to job information and collaborating with one-stop job centers are encouraged in this category.

Special Needs—Youth (approximately \$300,000)—Funds will assist public libraries, public library systems, and state institution libraries in planning and implementing programs that will serve socioeconomically disadvantaged youth (birth–17) and youth with disabilities. Disadvantaged youth or youth with disabilities must be the primary, but not necessarily exclusive, target of the

Please see LSTA Grants—page 6

LSTA Grants (cont.)

projects.

Detailed descriptions of the grant categories available for funding are on the DLCL website at: <http://www.dpi.state.wi.us/dpi/dlcl/pld/guide99.html>

Preliminary LSTA Budget 1999

LSTA grant funds budgeted for 1999 are at right. The LSTA Advisory Committee and the state superintendent will revise these amounts based on the total dollars available, including carry over, applications submitted, and other factors before final awards are made.

Cross is new DPI library consultant

Michael Cross joined the Public Library Development Team on April 27 as the new Public Library Administration and Funding Consultant. Mike replaces Donald Lamb who retired in September 1997.



Michael Cross

Mike brings a wealth of experience to his new assignment. Prior to joining the Public Library Development Team, he was director of the Arrowhead Library System in Janesville for three and a half years. Before that he served in a variety of capacities at the Northern Waters Library System in Ashland, including over four years as director.

Mike holds a B.A. in Economics and Political Science and a Master's degree in Library and Information Science from the University of Wisconsin-Madison. He has been active in the Wisconsin Library Association and served as Chair of the Wisconsin Association of Public Librarians. He has participated in a number of state level study efforts including service on the Inform Wisconsin legislative planning committee. ■■

Grant Categories	Funds Budgeted
A. Technology	
Statewide Projects	\$329,200
WISCAT	\$525,000
Full-Text Databases	\$300,000
Statewide Linked Systems	\$150,000
Library System Technology Projects	\$425,300
Subtotal	\$1,729,500
B. Resource Sharing	
Statewide	\$135,500
Delivery Services	\$55,000
Subtotal	\$190,500
C. Targeted Services	
Statewide	\$148,200
State Institution	\$35,000
Special Needs Youth Initiative	\$25,000
Adult Literacy/Job Information	\$300,000
Special Needs Youth	\$300,000
Subtotal	\$808,200
D. LSTA Administration	
LSTA Administration	\$96,800
Total	\$2,825,000

Schedule for 1999 Grants

- Aug. 3, 1998—Adult Literacy/Job Information and Special Needs Youth applications due
- Sept. 1, 1998—Library System Technology Projects applications due
- Aug.-Sept., 1998—Application reviewer training and evaluation
- Mid-Nov.—LSTA Advisory Committee meeting to consider applications
- Mid-Nov.—Grant award announcements
- Jan. 1, 1999—Projects begin
- Dec. 31, 1999—Projects end ■■

Polk County Library Director sought

Director - Polk County Library Federation, Balsam Lake, WI. Located in beautiful northwest Wisconsin serving a county of 37,000 with a budget of \$145,000. Director plans, directs and coordinates library services to 10 independent member libraries and a books-by-mail program to rural public. Administers annual budget, coordinates public and government relations, develops collection, supervises small staff.

Position requires ALA/MLA, minimum five years progressively responsible public library experience including the following areas: administration, finance, library automation, reference, instructional support and grant writing. Strong leadership skills and experience working with local government required. Salary \$30,000 - \$40,000. Excellent benefits.

Polk County application must be completed and returned to Polk County Personnel Office, 100 Polk County Plaza, Suite 170, Balsam Lake, Wisconsin 54810; (715) 485-9270 no later than 4:30 p.m. on May 15. ■■

DLCL to document library building records

The Department of Public Instruction has been awarded a Historic Preservation Fund grant-in-aid from the State Historical Society for a thematic survey of historic public library buildings across Wisconsin.

The purpose of the survey is to document and record buildings in the state that were designed and built for use as a public library prior to 1950. Some of

these buildings survive today without modification. Others have been expanded and remodeled. Still others have been turned over to a new use. The survey will identify these buildings and document their current condition.

In this sesquicentennial year, these older library buildings are important because they represent the state's heritage in public education and library service.

They also serve as models that demonstrate how public library service patterns have changed and evolved over time. In some cases, these older buildings also can demonstrate how a library can serve the needs of today's patrons out of yesterday's building.

The Division for Libraries and Community Learning (DLCL) will administer the grant for the department. Anders Dahlgren, consultant for Public Library Construction and Planning, will serve as the project coordinator. Working in cooperation with the State Historical Society, DLCL will hire a historic preservation consultant to complete the survey field work. According to the project timetable, the consultant will be hired during May and field work will be conducted during the summer and early fall.

Through the field work, the project hopes to examine each eligible building first hand. Current conditions and uses will be noted, and any threats to the building's historic character will be identified. A collection of photographs will be taken to document these buildings. This data will be developed into a database that will be used to celebrate Wisconsin libraries and as a resource for libraries that are working with older buildings.

The survey will be completed by late spring or early summer, 1999. Shortly afterward, reports of the survey findings will appear in articles and in web postings.

Meanwhile, DLCL staff has begun to develop a listing of libraries to examine. Using the 1987 and 1994 library facility surveys attached to the public library annual report form, complemented by information found in books by Bobinski and Jones on Carnegie library buildings, an initial listing of roughly 100 eligible buildings has been formed. That list fol-

Please see Building records—page 8

History (cont.)

for the library such as important anniversaries of the library's founding. Libraries in Wisconsin that published library histories to help celebrate their centennials include, among others: Oshkosh Public Library, Waukesha Public Library, Mead Public Library in Sheboygan, McMillan Public Library in Wisconsin Rapids, Madison Public Library, and Racine Public Library. The Appleton Public Library, as part of its centennial, placed a history of its library on its Internet site, located at <http://www.apl.org/pages/centennial/libhist.html>.

Many other Wisconsin libraries have library histories in various formats. Both Marshfield Public Library and Shiocton Public Library had their histories incorporated into local community histories. Some libraries also have been the beneficiaries of extensive newspaper articles featuring the library's history.

An important consideration is who can or should write the history. Some choices might be an existing library staff member, a retired library staff member, a member of the library board, someone in the community with a special interest in local history, or someone in the library's friends group. Funding for a library history, if needed, might come from the library's friends group or gifts to the library.

If now is not a good time to begin a history of your library, at least start planning for an eventual history. Be sure that primary source material such as board minutes are adequately preserved.

The Division for Libraries and Community Learning has historical files for many public libraries in Wisconsin. These files vary greatly in completeness, but we would be happy to share the information contained in these files with any library contemplating a library history.

On page nine is a list of guidelines for writing a local library history which was developed by the Local History Round Table of the American Library Association. These guidelines are a good starting point for planning a written library history. Thanks to Rose Mary Leaver of the Arrowhead Library System for bringing this document to our attention, and thanks to Louise Robbins, the current chair of the Local History Round Table for gaining permission for us to reprint it. ■



Building records (cont.)

lows, arranged alphabetically by community.

The list includes, to the best of our knowledge, existing buildings built at least 50 years ago that were designed for use as a library, regardless of whether they are in use as a library today. Other newer buildings, even those of great distinction, are not included on this list. Older buildings not designed for use as a library are not included, even though the building may be used as a library today. Older library buildings that have been razed are not included.

For the libraries on this list, the date of construction is noted.

If the date is uncertain, or if sources provide conflicting dates, the date is followed by a “?”. A column for “Notes” also is provided. “N” indicates that the building still stands but is no longer in use as a library. “C” indicates that the building was a Carnegie library.

Additions and corrections to this list are most welcome. Given the sources from which this list was compiled, there may be some older library buildings that are no longer in use as a library and were missed.

If your library was not included but should be, if you have a correction to the “not in use” status, or any other correction to this list, contact Anders Dahlgren, DLCL, at (608) 266-3874.

City	Date	Notes		
Antigo / Public Library	1905	NC	Jefferson / Public Library	1911? NC
Arcadia / Public Library	1906	C	Kaukauna / Public Library	1905 C
Ashland / Vaughn Public Library	1888		Kenosha / Public Library, Simmons Branch	1900
Augusta / Memorial Public Library	1889		Kenosha / Public Library, Uptown Branch	1925
Baraboo / Public Library	1903	C	Kenosha / Public Library, West Branch	1925
Barron / Public Library	1913	C	La Crosse / Public Library, North Branch	1942
Bayfield / Carnegie Public Library	1903	C	Ladysmith / City & County Library	1907 NC
Berlin / Public Library	1903	C	Lake Mills / L.D. Fargo Public Library	1902
Black River Falls / Public Library	1915	NC	Loyal / Public Library	1937
Bloomington / Public Library	1948		Madison / 6th Ward Branch	1901? NC
Boscobel / Public Library	1926		Marinette / Marinette County Consolidated Public Library	1902
Cable / Forest Lodge Library	1925		Markesan / Public Library	1930
Cambria / Jane Morgan Memorial Library	1943		Mazomanie / Free Library	1934
Clintonville / Public Library	1916	NC	Medford / Public Library	1916 C
Colfax / Public Library	1916		Merrill / T.B. Scott Free Library	1911 C
Columbus / Public Library	1912	C	Milwaukee / Public Library, Central	1898
Cornell / Public Library	1928		Milwaukee / Public Library, Llewellyn Branch	1914
Cuba City / Public Library	1926		Mineral Point / Public Library	1915
Cumberland / Public Library	1906	C	Monroe / Arabut Ludlow Memorial Library	1905
Darlington / Public Library	1905	C	Montfort / Public Library	1935
De Pere / Brown County Library, De Pere Branch	1938		Mosinee / Marathon County Public Library- Mosinee Branch	1898
Delavan / Aram Public Library	1908		Neenah / Public Library	1904 C
Durand / Free Library	1906	NC	Neillsville / Free Library	1914 C
Eau Claire / Public Library	1902?	NC	Nekoosa / Public Library	1938
Edgerton / Public Library	1906	C	New London / Public Library	1914 C
Elkhorn / Matheson Memorial Library	1931		Oakfield / Public Library	1912
Elroy / Public Library	1908	C	Oconto / Farnsworth Memorial Library	1903
Evansville / Eager Free Public Library	1908		Oconto Falls / Cook Memorial Library	1926
Fennimore / Dwight T. Parker Public Library	1923		Oshkosh / Public Library	1900
Fort Atkinson / Dwight Foster Public Library	1916		Osseo / Public Library	1938
Green Bay / Public Library	1901?		Palmyra / Powers Memorial Library	1927
Greenwood / Public Library	1934		Pardeeville / Angie W. Cox Library	1934
Hartford / Public Library	1892		Platteville / Public Library	NC
Hayward / Carnegie Public Library	1903?	C	Plymouth / Public Library	1915 C
Hayward / Lac Courte Orielles Ojibwa Coll / Com. Library	1904		Prairie du Sac / Tripp Memorial Library	1912
Hudson / Public Library	1904	NC	Racine / Public Library	1901? NC
Independence / Public Library	1903		Racine / Uptown Branch	1901? NC
Janesville / Public Library	1901?	NC	Randolph / Hutchinson Memorial Library	1937

Please see Buildings—page 9

Guidelines for writing local library histories

The following information was developed by Dr. John V. Richardson Jr., Steve-Fisher, Betty Hanson, and Holley R. Lange for the Library History Round Table of the American Library Association.

Process

- Identify all relevant primary and secondary source material relating to the library (see following section).
- Identify local histories or archival collections that help set your library's history in the context of its community.
- Read other local histories as models for your own work.
- Read other sources which give you a sense of the development of libraries and the environmental context during the time period you are covering so that you can set your library in context.
- Immerse yourself in your local source material.
- Establish a chronology of critical events and people in the history of the library.
- Establish time periods for the chronology.

Buildings (cont.)

Reedsburg / Public Library	1912	C
Rhineland / District Library	1900	C
Rib Lake / Public Library	1927	
Ripon / Public Library	1902?	NC
Sharon / Brigham Memorial Library	1927	
Sheboygan / Public Library	1901?	NC
Sparta / Public Library	1902	C
Stanley / D.R. Moon Memorial Library	1901	
Stoughton / Public Library	1908	C
Sturgeon Bay / Public Library	1911?	NC
Superior / East End Branch	1901?	NC
Superior / Public Library	1901?	NC
Tomah / Public Library	1915?	C
Two Rivers / Joseph Mann Public Library	1914	NC
Viroqua / McIntosh Memorial Library	1906	C
Walworth / Memorial Library	1937	
Washburn / Public Library	1905	C
Watertown / Public Library	1906	C
Waukesha / Public Library	1902	C
Waupaca / Public Library	1914	NC
Waupun / Public Library	1904?	NC
Wausau / Marathon County Public Library	1907	NC
West Allis / Public Library	1913?	NC
Whitehall / Public Library	1912	
Whitewater / Public Library	1904	
Wisconsin Dells / Kilbourn Public Library	1912	NC
Wittenberg / Shawano City-County Library, Wittenberg Branch	1937	
Wonewoc / Public Library	1939	

- Consider these periods as the basis for the chapters of your local history.
- Write drafts of your chapters, documenting how you know what you know and circulate these to critical readers for their comments.
- Publish your work so that it can contribute to the growing body of knowledge about the development of libraries.

Primary Source Materials

- Board minutes
- Annual reports and departmental reports
- Collection development statements, donation records, accession books, circulation records, and any public service policy statements
- Correspondence (letter books)
- Photographs
- Local/national newspaper and journal articles
- Personal papers of librarians and support staff
- Oral histories of senior/retired staff as well as long-time library users
- Earlier local histories, published or in manuscript
- Precursor organizations (minute books of women's clubs, Sunday School libraries)
- Published biographies or memoirs
- Student papers from colleges and universities with an interest in your library
- Blue prints and other architectural material relating to library construction

Locations for primary source materials

- State library (DLCL)
- State Historical Society of Wisconsin
- Your local institution's archives
- Local historical societies

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Certificates given

Wisconsin law requires public library (PL) and public library system (LS) administrators to be certified at the appropriate level by the Division for Libraries and Community Learning. This column lists librarians who have recently earned certificates. For information about certification, call (608) 267-9225.

Grade 1

Kathy D. Scheetz, Platteville Public Library

Grade 3

Judith A. Bobrofsky, Loyal Public Library

Jean M. Muller, Lawton Memorial Library, La Farge

Dorothy K. Youngblood, Ellison Public Library, Scandinavia ■■

Summer Library Program

FROM JANE ROEBER

1998 Reminders

Brenda Baker is artist for 1999 Summer Library Program

Here are some reminders about use of the State Park passes that have been provided as incentive awards by the Wisconsin Department of Natural Resources for the Summer Library Program. The passes are specifically intended to give park access to a family arriving in a privately owned vehicle. (Should a group of young friends come together in a privately owned van driven by a parent, that would be viewed in the same way—just one pass would be used for access.)

However, if child care facilities, summer school classes, or the library want to organize a field trip, they should call the park in advance to take advantage of the educational programs available for such groups. Park personnel will appreciate librarians making this clear as passes are distributed in their communities.

Librarians should remember, too, that each child who meets the library's pre-

determined award eligibility may be given only one pass. Each eligible child in a family may be given a pass.

If your library makes any videotapes of colorful or unusual activities this summer (reactions to performers, craft projects, puppet shows and skits, or parade participation), I will appreciate receiving a copy of the tape. (The tape will not be returned.)

1999—Go Global: Read!

Contributions to the 1999 Summer Library Program manual are still being accepted. Additional ideas for kick-off events and finales, storytime outlines, crafts, music, games, and puzzles all are needed. Send your ideas to me at P.O. Box 7841, Madison, WI 53707, or e-mail to roebeja@mail.state.wi.us.

Several people have suggested that a release of helium-filled balloons with



messages and return addresses attached would make a good kick-off—with the hope that replies would come in from other parts of the country and possibly of the globe. While the concept may have appeal, the Department of Public Instruction warns that such activity has the potential to harm animals who may swallow the downed balloons. Birds and mammals have been known to suffer severe gastrointestinal problems related to balloon ingestion.

Pictured above is the poster design for 1999. Its brilliant colors include blue, green, orange, red, and yellow. Within the rays are decorative elements from many parts of the globe; e.g., a deer from the Han Dynasty of China, a lizard from the Ivory Coast, a cactus from Panama, and bamboo leaves from Japan.

The original woodcut was created by Brenda Baker, director of exhibits and education at the Madison Children's Museum, in direct response to the 1999 SLP Planning Committee's request for powerful and dramatic graphic poster art. Baker has a Master of Fine Arts de-

Please see SLP—page 11

At Reference and Loan

FROM MARY STRUCKMEYER

R&LL seeks sources of poem, quote

This month the Reference & Loan Library staff is looking for the source of a quotation believed to be from Byron or Tennyson. It could be part of a poem, a speech, or other published work. The quote is "...my gentleman is the law where he stands."

Anyone who can give the source of the quote is asked to contact Mary Struckmeyer at (608) 224-6168 or via electronic mail at strucme@mail.state.wi.us. Those using e-mail are reminded to include their full names in the text of the message, since it does not always come through in the header.

Thanks to Dorothy Bott of the Monroe Street branch of Madison Public Library and George Hall, program assistant with the Division for Libraries and Lifelong Learning, for suggesting the source of the quote about a tree which falls and leaves an empty space. Both suggested this was a paraphrase of lines in the last stanza of Edwin Markham's poem "Lincoln, the Man of the People." The lines are "And when he fell in whirlwind, he went down/As when a lordly cedar, green with boughs,/Goes down with a great shout upon the hills,/ And leaves a lonesome place against the sky." ■■

Vera Williams wins 1998 Charlotte Zolotow Award

Vera B. Williams, author of "Lucky's Song" published by Greenwillow Books, is the first winner of the Charlotte Zolotow Award for picture book text, given by the Cooperative Children's Book Center (CCBC), a library of the School of Education at the University of Wisconsin-Madison. The award will be officially presented Oct. 1, 1998, at the time of the first Charlotte Zolotow Lecture, an annual event at the UW-Madison.

"Lucky's Song's" understated, lyrical text employs a comforting pattern to suggest the necessities in a young child's life: clothing, food, shelter, a place to run and play, artistic expression, and the attention of loving adults. Set against the backdrop of a typical daily routine in an extended family, the universal, child-centered story is structured to invite repeated readings, sure to delight the lucky children who join in the song. Williams created the full-color art for this 28-page picture book, edited by Susan Hirschman.

The award committee named one honor Book, "Don't

Laugh, Joe," by Keiko Kasza (Putnam), a humorous contemporary cautionary tale about a little possum who has difficulty taking his mother seriously when she tries to teach him an important survival skill. Kasza's self-illustrated story, edited by Refna Wilkin, has enormous child-appeal and ends with a satisfying twist.

Established in 1998, the award is named to honor the work of Charlotte Zolotow, a distinguished children's book editor for 38 years with Harper Junior Books,



and author of more than 65 picture books, including such classic works as "Mr. Rabbit and the Lovely Present" (Harper, 1962) and "William's Doll" (Harper, 1972). Ms. Zolotow attended the UW-Madison on a writing scholarship from 1933-36 where she studied with Professor Helen C. White.

The award committee also cited six titles as Highly Commended: "Bearsie Bear and the Surprise Sleepover Party" by Bernard Waber (Houghton); "Bunny Cakes" by Rosemary Wells (Dial); "Country Flair" by Elisha Cooper (Greenwillow); "If You Were Born a Kitten" by Marion Dane Bauer (Simon & Schuster); "Ma Dear's Aprons" by Patricia C. McKissack (Anne Schwartz/Atheneum); and "Time to sleep" by Denise Fleming (Holt).

The CCBC is a noncirculating library for adults with a professional, career, or academic interest in children's and young adult literature. The Friends of CCBC Inc. is a nonprofit organization offering lectures, speaker receptions, book sales, and other benefits for members, as well as assistance to the CCBC.

For more information, contact Kathleen Horning, CCBC, 4290 Helen C. White Hall, 600 North Park Street, Madison, WI 53706; (608) 263-3930 (khorning@facstaff.wisc.edu). ■■

SLP (cont.)

gree from the University of Wisconsin-Madison. In 1996 she was honored with the Outstanding Recent Alumni Award from the UW-Madison's School of Education for her work as both an artist and educator. She frequently works with the collaborative groups FIELDWORK and Interdisciplinary Design. (It was with the latter group that she helped design and create the attractive environment in the new children's room at the Hedburg Public Library in Janesville.) Baker works in various media and her art has been exhibited in Madison; Prairie du Sac; Waterloo; Milwaukee; Manitowoc; Indianapolis, IN; Elgin, Long Grove, Rockford, and Evanston, IL; Portland, ME; Sao Paulo, Brazil; and Nuremberg, Germany.



Brenda Baker

This summer libraries will receive order forms for 1999 posters and other materials designed to incorporate a variety of elements from the poster art. Distribution of the forms will be handled by each system's youth services liaison. ■■

Schooner is excellent SLP activity

For those youth services librarians who are rounding out their Make Waves: Read! activities—and if you live in the Southeast part of Wisconsin—you may want to investigate the re-creation of an 1800s Great Lakes Schooner. A wonderful ship is being built at the Milwaukee Municipal Pier.

For information about tours and other programs call the Wisconsin Lake Schooner Education Association at (414) 276-7700, or check out the website at <http://www.wisc-schooner.org/>.

For more information about the Summer Library Program, contact Jane A. Roeber, Youth Services Consultant, Division for Libraries and Community Learning, P.O. Box 7841, Madison, WI 53707-7841; (608) 267-5077 (e-mail roebeja@mail.state.wi.us). ■■

TEACH Wisconsin

TEACH Board outlines T1 line requirements

At a recent TEACH Board meeting, the board passed the DOA recommendations as follows for data (T1) lines:

1. Eligible organizations, including public libraries, may apply for data lines available under contracts with the DOA or may request alternative services. Applicants need to:

a. Demonstrate the need for alternative service requests, including DS-3 access, to the Internet.

b. Justify requests for data lines that do not terminate at an Internet Service Provider.

c. Justify requests for data lines that will be used for other data transmission.

Items b. and c. are essential for libraries involved in shared automated systems since it allows them, with the TEACH board review, to pass data traffic from their shared system (e.g., OPAC queries) over the T1 lines, in addition to Internet traffic. Earlier versions of this

draft language restricted the TEACH T1 lines to Internet use only.

In another action, the board required that schools and libraries must participate in the E-rate process to be considered for a TEACH data line or video link. TEACH staff, working with schools and libraries, will ensure that they apply for E-rate discounts. The board also authorized TEACH staff to waive this requirement in situations where the E-rate process would prevent an applicant from receiving a service in a timely fashion.

Background papers are available on the TEACH Board website at: <http://www.teachwi.state.wi.us/meetings/3-06-98.htm>.

Libraries considering the installation of a T1 line are encouraged to also read through the information on this topic on the BadgerNet page at: <http://badger.state.wi.us/statewide/badgernet/>

[dataserv.htm](http://www.teachwi.state.wi.us/dataserv.htm). An actual Data Service (T1) Application will be posted to the TEACH Web site shortly. However, it will be this summer (most likely at least July) until the actual T1 lines can be installed in libraries. ■■

Video service applications available on TEACH web page

Applications for video services now are available from the TEACH Wisconsin website. Public school districts, public libraries and library systems, private schools, private and tribal colleges, and Wisconsin Technical College Districts are eligible to apply for these programs. Eligible organizations may request one data line or video service through TEACH Wisconsin. A school district may submit up to one request per high school in the district.

Applicants must complete the "Application General Information" section of the TEACH application packet. "Attachment A" should be completed for video service requests.

Organizations planning to install video services for January 1999 should have completed applications on file no later than May 29, 1998. Mail applications (do not fax) to: TEACH Wisconsin Telecommunications Services, P.O. Box 8761, Madison, WI 53708-8761.

Additional information on data lines and video services is available from the TEACH website and the Department of Administration's BadgerNet website.

For more information, contact Mike Mietz at (608) 261-7428 or Jim Nehrass at (608) 261-7429. ■■

Around Wisconsin

People

Mary Hamilton, director of the Edgerton Public Library, retired recently.

Ruthann Hovde, a 17-year member of the Plum City Public Library Board of Trustees, has resigned her position.

Carol Frank, directory fo the Berlin Public Library, will retire in June after 20 years of service.

James W. White will retire as director of the La Crosse Public Library in June after 22 years of service.

Places

A dedication and open house for the new Charles & JoAnn Lester Library, **Nekoosa**, was held April 25.

The **New Glarus Public Library** received an anonymous donation of \$46,589. The money will be used to start a building fund for the library.

The Angie W. Cox Public Library, **Pardeeville**, was closed from March 16-April 20 for remodeling.

The Plum City Public Library opened its newly remodeled building Feb. 4, increasing from 848 sq. ft to 3,000. ■■

Grants provide honoraria for speeches by Wisconsin authors

The Wisconsin Academy's Center for the Book will make available up to 12 grants of \$250 each to organizations for honoraria which will enable Wisconsin authors to speak in their communities. The honoraria will be paid directly to the authors involved.

Wisconsin nonprofit organizations interested in books and reading are eligible to apply. The organizers prefer collaboration between groups (libraries; public and private elementary, secondary, and postsecondary schools; service clubs; and churches). Applications will be judged on the basis of community outreach, rationale for the choice of speaker, and thoroughness of planning.

Groups must submit their completed application forms to the Wisconsin

Academy's Center for the Book by July 1, 1998. If mailed, the applications must be postmarked on or before this date. Notification will be sent to successful applicants by Aug. 1, 1998. Programs must be conducted between Sept. 1, 1998, and Nov. 15, 1998.

Application forms are available from the Wisconsin Academy, 1922 University Ave., Madison, WI 53705; (608) 263-1692 (e-mail:



fmiracle@facstaff.wisc.edu). The application form also is available at <http://www.wisc.edu/wisacad/programs/thebook.html>.

This program is made possible through funds from the Wisconsin Academy of Sciences, Arts and Letters and the Center for the Book at the Library of Congress. ■

Libraries Change Lives

Internet is solution to apple polisher problem

Last August, on my way back from the Post Office, I was stopped by an elderly farmer who asked me if the library was open. I told him that it wasn't and asked what he needed. He said that his apple polisher was broken down and he needed a part for it. All he knew was the company's name and the city where he believed it was manufactured. He had taken this information off the broken machine. I told him to come to the library with me to see if I could help him. I knew that we had no books on national manufacturing companies or any business registers but immediately thought of the Internet.

The man had never been in our library before and seemed a little uneasy about asking for help. Out of his overalls he pulled a slip of paper with the name of Tew Manufacturing and the city of Fairmont, NY, scrawled on it. I told him about our new Internet service at the library and said that I was still learning about using the Net, so to bear with me. He hovered over me as I clicked and keystroked around. I first searched by the company name, came up with numerous hits, but nothing seemed fruitful. I then thought of going to the Fairmont, NY, phone directory. I typed in the city name and immediately drew up its different sites and hit "yellow pages." I typed in the name of Tew Manufacturing and was instantaneously given its street address and phone number.

My farmer was extremely happy about finding a place to fix his apple polisher, and I was pleased with myself for successfully using this newly-acquired resource. Needless to say, the Internet has found a home for sure in the La Valle Public Library, and the apples in La Valle would be as shiny as ever that year.

—David Doering, La Valle Public Library Director/Village Clerk

Highlights of 'Connecting Americans' conference

State, public, and academic librarians recently attended the "Connecting All Americans for the 21st Century: Telecommunications Links in Low Income & Rural Communities" conference in Washington, D.C. The central theme of the conference, sponsored by the U.S. Department of Commerce National Telecommunications and Information Administration (NTIA) and the Public Utility Law Project of New York (PULP), was to give all Americans access to basic and advanced telecommunications services at affordable rates.

The conference featured demonstrations of cutting-edge technologies with the potential to bring services to tradi-

Please see Connecting—page 14

White House clarifies intent

Gore issues statement on children and the Internet

On March 23 Vice President Al Gore issued a statement on protecting children from inappropriate material on the Internet. Although the statement is ambiguous and could be interpreted as indicating support for either Sen. John McCain's (R-AZ) filtering proposal or Sen. Conrad Burns's (R-MT) local Internet use policy alternative, ALA's inquiries to the White House have indicated that Vice President Gore intended his statement to be supportive of local-level decision making.

The Vice President's statement is being interpreted by some technology press as supportive of Sen. McCain's bill, S. 1619, the Internet School Filtering Act, which would require libraries and schools that receive federal funds for Internet access to install software to block material inappropriate for children. The bill was approved by the Senate Commerce Committee on March 12

but with a public agreement among the senators that, if two proposed amendments were withdrawn, there would be



the opportunity to work out "compromise" language before the bill went to the full Senate.

One key White House staffer, Tom Kalil of the National Economic Council, has posted the following to several listservs: "Vice President Gore's state-

ment is being misinterpreted in the press as calling for mandatory filtering. Actually, he's calling for schools and libraries to develop acceptable use policies."

A CNet article on March 23, "Gore on fence about Net filtering," (see <http://www.news.com/News/Item/0,4,20361,00.html>) quotes a White House spokeswoman who said, "The legislation [Clinton and Gore] would support would not require blocking, it would just require that schools and libraries put a plan in place regarding their students and patrons accessing inappropriate material."

The Vice President's full statement is available on-line at <http://library.whitehouse.gov/Week.cgi> (look under the March 23 postings).

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Connecting (cont.)

tionally underserved communities.

Carla Hayden, director at the Enoch Pratt Free Library in Baltimore, spoke about ongoing efforts in Baltimore to extend services to underserved communities. Pratt's "A Whole New World" program (see <http://www.pratt.lib.md.us/wnw/>) provides children with access to and training in the use of the Internet. Hayden also spoke about Pratt's community outreach, which has focused on bringing members of the community who traditionally don't use libraries into the library and introducing them to the expanded services now available.

Larry Irving, assistant secretary for Communications and Information at the Department of Commerce, highlighted the important role that libraries have played in bringing the information superhighway to all Americans. Quoting from the ALA Office for Information Technology Policy statistics on library connectivity released last fall (see <http://www.ala.org/>

[oitp/research/plcon97sum/](http://research/plcon97sum/)), Irving praised libraries for having dramatically increased public access to the Internet in recent years, but also urged libraries to focus their energy on rural, insular, and inner city audiences who are less likely to have access to advanced technologies at home.

Vice President Al Gore restated the administration's continuing commitment to bring information access to every classroom and every community, and mentioned several federal programs, including the "E-rate" and the Telecommunications and Information Infrastructure Assistance Program (TIIAP). Vice President Gore also highlighted a number of public-private partnerships aimed at bringing access to underserved communities.

Other speakers included Don Tapscott, chair of Alliance for Converging Technologies and William E. Kennard, chairman of the Federal Communications Commission. Additional information, including Real Audio recordings of many of the speakers, is available on-line at <http://www.pulpny.org/CAM/>. ■

Literacy

And in the library

Building blocks of literacy begin at home

A federal panel of experts on the National Research Council issued a 390-page report recently that announced what many of us already suspect: that kids have a better opportunity of becoming good readers when a blend of phonics and whole language instruction is used in the classroom.

But in praising the report Education Secretary Richard Riley also reminded parents that the building blocks of literacy begin at home. "Families, caregivers, and early childhood educators can help our youngest children develop strong language skills by talking to them, singing nursery rhymes, and reading to them beginning at birth," said Riley. And, we'll assert, getting library cards for the whole family and using them for all they're worth is a great first step. Though it takes more than a village to get government officials to mention librarians and libraries in the same breath with early childhood educators, librarians who help children and their parents fall in love with books have long known that we've got to "catch 'em in the cradle."

The report concluded that even kids with dyslexia or attention deficit disorder could override their reading difficulties with intensive, early intervention, and ranked children's ability to talk to each other and tell stories at age 3 or 4 as more important to reading success than mastering the alphabet at an early age.

The panel suggested that districts pay special attention to children from poor families, as well as those of African-American and Hispanic background, who have had the most difficulties with reading. That recommendation will mesh with the just-launched Public Library Special Needs Youth Initiative from the

Division for Libraries and Community Learning, which is developing a statewide plan to improve public library services in Wisconsin to low-income children and teenagers and those with disabilities. ■



Congressional reading caucus created

On March 12, Rep. Anne Northup (R-KY), founder of the House Reading Caucus, and Rep. Carrie Meek (D-FL) announced that they will co-chair a bipartisan Congressional Reading Caucus. The caucus will provide a Congressional forum to look at literacy and ways to provide a high quality of education for children.

Being able to read "is an essential component of being successful in school," said Rep. Northup. "Literacy has become a national problem," said Rep. Meek. "Almost half of American students are not reading at grade level."

Current members of the Congressional Reading Caucus include: Anne Northup (R-KY), co-chair; Carrie Meek (D-FL), co-chair; Corrine Brown (D-FL); Lincoln Diaz-Balart (R-FL); Jay Dickey (R-AZ); Harold Ford, Jr. (D-TX); Bob Filner (D-CA); Alcee Hastings (D-FL); William Jefferson (D-LA); Eddie Johnson (D-TX); Sheila Jackson Lee (D-TX); Zoe Lofgren (D-CA); Carolyn Maloney (D-NY); Matthew Martinez (D-CA); Joseph Pitts (R-PA); Deborah Pryce (R-OH); Ileana Ros-Lehtinen (R-FL); Bennie Thompson (D-MS); and Albert Wynn (D-MD).

For information about the Congressional Reading Caucus, contact Rep. Northup's office at (202) 225-5401 or Rep. Meek's office at (202) 225-4506. ■

1998 Summer Library Program Materials Still Available

To obtain materials, contact
DPI Publication Sales at

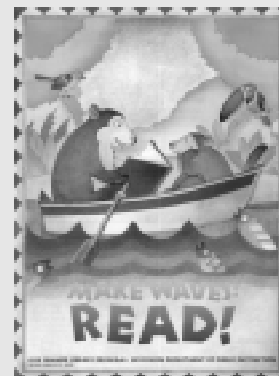
(608) 266-2188

or

(800) 243-8782

or visit

<http://www.dpi.state.wi.us/dpi/dlcl/eis/psredact.html>



Dates and Data

Send information on continuing education activities and meetings to Continuing Education, *Channel*, Division for Libraries and Community Learning.

May

- 6 **Council on Library and Network Development (COLAND) Meeting.** Ramada Inn and Conference Center, 201 North 17th Avenue, Wausau, WI. Contact Carolyn Winters Folke, (608) 266-2205 or folkecw@mail.state.wi.us.
- 7-8 **Wisconsin Association of Public Librarians.** Spring Conference. Ramada Inn, Wausau. Contact Linda Orcutt, (715) 847-5554.

June

- 16-17 **DPI's Fifth Annual Family-School-Community Partnership Conference.** Chula Vista Resort, Wisconsin Dells. Contact: Jane Grinde, Ruth Anne Landsverk, or Peg Solberg, DPI, (608) 267-9278.
- 20 **"Lost Among the Listservs? Using the Internet for Reader's Advisory."** 1998 Continuing Education Schedule. Appleton Public Library, 225 N. Oneida St., Appleton. Presenter: Roberta S. Johnson, reader

services librarian, Morton Grove Public Library, Morton Grove, IL. Contact: Greta Thompson at (920) 832-6190 or greta@owls.lib.wi.us (Credit: .25 CEP) Register by: May 15, 1998.

- 25-7/2 **ALA Annual Conference.** Washington, D.C. Contact ALA (800) 545-2433.

July

- 10 **Council on Library and Network Development (COLAND) Meeting.** Sheraton Madison Hotel, 706 John Nolen Dr., Madison, WI. Contact Carolyn Winters Folke (608) 266-2205 or folkecw@mail.state.wi.us.

August

- 26 **Women's Equality Day.** Established by Congress in 1974. On this date in 1920, the 19th Amendment, which prohibits sex discrimination with regard to voting, was certified as part of the U.S. Constitution. Contact: National Women's History Project, 7738 Bell Road, Windsor, CA 95492, (708) 838-6000.

September

- 16-17 **State Superintendent's Fall Conference for District Administrators.** UW-Madison Memorial

Union, Madison. Contact Tricia Yates, DPI, (608) 266-1771.

- 23 **Wisconsin Day.** Wisconsin public school observance day required by statute. Commemorates the assets that make Wisconsin a desirable place to live and work. Falls on the Wednesday of the third full week of September which by gubernatorial proclamation is Wonderful Wisconsin Week.
- 28 **Frances Willard Day.** Wisconsin public school observance day required by statute. Commemorates the Janesville teacher and lecturer who was influential in the early women's movement and was president of the Women's Christian Temperance Union from 1879 until her death in 1898.
- 30 **"Wastebasket or File Cabinet? - What Do I Keep and For How Long?"** 1998 Continuing Education Schedule. La Crosse Public Library, 800 Main St., La Crosse. Presenter: Anita Taylor Doering, archivist, La Crosse Public Library. Contact: Greta Thompson at (920) 832-6190 or greta@owls.lib.wi.us (Credit: .25 CEP). Register by Sept. 25, 1998.
- 30 **"You Mean I Can't Tell 'Em to Buzz Off?"** 1998 Continuing Education Schedule. James J. Siebers Memorial Library, 515 W. Kimberly Ave., Kimberly. Presenter: Joan Stewart, Media Relations Consulting Inc. Contact: Greta Thompson at (920) 832-6190 or greta@owls.lib.wi.us (Credit: .25 CEP). Register by Sept. 25, 1998. ■■

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