

LSTA grants announced for 2000

by **Peg Branson**, Consultant
LSTA & Continuing Education

Library Services and Technology Act (LSTA) program grants totaling \$2,696,870 (includes a \$72,915 carryover from 1999) have been awarded, with the projects to take place from January through December 2000.

Among the LSTA projects to be funded in 2000 are projects involving technology, delivery service for library materials, digitization of local history materials, and projects to improve services to youth with special needs and youth with disabilities. Projects are taking place in local communities, in public library systems, and on a statewide basis. Hundreds of libraries of all types around the state and the people they serve will benefit from these LSTA funds.

"These federal dollars enable all types of libraries around the state to meet the library and information needs of state residents in ways that might not otherwise be possible," said State Superintendent John T. Benson.

The Division for Libraries, Technology, and Community Learning (DLTCL) administers Wisconsin's yearly LSTA allocation through the Institute of Museum and Library Services, a federal agency responsible for strengthening museums and libraries. The Wisconsin LSTA Advisory Committee, chaired by **Rick Krumwiede**, director, Outagamie-Wauwata Library System, met in Madison on Nov. 10-11, 1999, to review all of the grant applications and make recommendations on the grant awards. Other members serving on the LSTA committee were: **Barbara Cummings**, Northcentral Technical College; **Rose Mary Leaver**, Arrowhead Library System; **Jan Munson**, La Crosse Public Library; **Gregory Crews**, Madison; **Thomas J. Hennen**, Waukesha County Library System; **Dean Markwardt**, Marshfield Schools; **Connie Meyer**, Dwight Foster Public Library, Fort Atkinson; **Peg Allen**, Northern Wisconsin Area Health Education Center; **Kenneth Frazier**, UW-Madison General Library System; **Marcis Nagy**, Milwaukee Public Library; **Janet Jennings**, Superior Public Library; and

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Retires after 27 years **Frances de Usabel** **honored for service**

Frances de Usabel, the Public Library Development Team's Special Services consultant, retired Jan. 6, 2000, having worked with the DLTCL since 1972.

First employed as the Institution Services Librarian at the Reference and Loan Library, and since 1981 in her current position, Frances is widely known for her advocacy on behalf of library service to populations with special needs. She has been an especially strong supporter of the public library as a partner in promoting adult and family literacy.

In addition to working with library service to special needs populations, she has been active in promoting book discussion programs for adults in public libraries. Most recently, Frances coordinated the work of a task force that developed a statewide plan for public library services for youth with special needs.

At a retirement luncheon on Jan. 5,

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'99 federal library-related activity

by **Mike Cross**, Consultant
Public Library Administration

During 1999, Congress worked on many pieces of legislation that could significantly affect libraries. However, few final decisions were made—leaving many issues for next year's session.

Fiscal Year 2000 Budget

The only important library-related issues decided by Congress in 1999 involved appropriations for fiscal year 2000. Congress and the President approved a slight increase in Library Services and Technology Act (LSTA) state grants and a slight decrease in funding for the Technology Literacy Challenge Fund (TLCF). Wisconsin's share of LSTA funding for fiscal year 2000 will be \$2,623,955. These funds are used for many important programs in support of resource sharing, technology, and targeted services in Wisconsin libraries (see related article listing FY 2000 LSTA projects on this page). Wisconsin's share of TLCF funding for fiscal year 2000 is expected to be approximately \$6.6 million. These funds are used for competitive grants in support of federal, state, and local educational technology goals (see related article on page 15).

Internet Filtering

Several Internet filtering proposals were introduced in 1999, but as of the end of the year no proposal

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Information sharing and the Library Issue Discussion Group

by **Cal Potter**, Administrator
Division for Libraries, Technology, and Community Learning

It's an ongoing challenge to keep abreast of everything happening around us. We often learn that more work is being done on certain topics than we realized—and that includes the library field.

With approximately 19 library organizations involved with numerous activities, and the Division for Libraries, Technology, and Community Learning (DLTCL) facilitating many work groups, the sharing of information, conclusions, and recommendations that emanate from all these pursuits is not only important, but necessary. During the past year, the Public Library Development, Interlibrary Loan and Resource Sharing, and Instructional Media and Technology teams in the DLTCL have staffed many work groups.

- Council on Library and Network Development
- State Superintendent's Advisory Committee for the Delivery of Library Materials
- Linked Systems Committee
- LSTA Advisory Committee
- Public Librarian Certification Committee
- Public Library Standards Committee
- Library Issue Discussion Group
- Youth With Special Needs Task Force
- BadgerLink Advisory Committee
- Library Technology Planning Committee
- Joint Agency Digitizing Committee
- Technology Task Force 2
- Technology Coordinator Content Standards Work Group
- Instructional Library Media License Content Standards Work Group
- Information and Technology Literacy Standards Matrix Advisory Group
- Technology Literacy Challenge Fund (TLCF) Advisory Committee

Public Library Development and Interlibrary Loan and Resource Sharing teams also meet annually with public library system staff on a variety of topics including youth services, continuing education and certification, services to special populations, library technology, interlibrary loan, and references services. The Instructional Media and Technology Team meets regularly with many library media technology organizations, and plans, conducts, and provides assistance for Cooperative Educational Service Agencies (CESAs), school districts, and technology coordinator meetings. Team members also help organize and present at conferences and seminars, including three of statewide significance.



Cal Potter

The above work, along with scores of other activities, generates much information to share, along with the corresponding need to find appropriate informational mechanisms to do so in a timely and comprehensive manner. Discussion lists, websites, newsletters, and reports at scores of meetings constitute some links of that communication chain.

Library Issue Discussion Group

To help meet the continuing need for communication, periodic sessions of the Library Issue Discussion Group (formed in August 1998) are held.

While the DLTCL facilitates the sessions at the Reference and Loan Library, issue agendas are compiled by an eight-member committee that represents various library organizations. Volunteers for this committee came forth at the summer Collaboration Conference and their agendas are disseminated to the library groups in advance of each meeting. Because the final report of the Collaboration Conference listed a number of issues for which library group cooperation is important, it was felt that the report ought to serve as a guide for the agenda committee in pursuing its work.

Meeting participation is not by formal delegates from each library group, but rather by available persons designated by (or interested in representing) their respective organization in response to meeting notices. There is ample opportunity for many individuals to be involved in the discussions, and the Nov. 16 agenda illustrates the range of topics usually covered.

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Channel (ISSN 0146-1095) is published every-other month by the Division for Libraries, Technology, and Community Learning, Wisconsin Department of Public Instruction (<http://www.state.wi.us/agencies/dpi/dltcl/>). Its primary purpose is to provide information about the state library agency and on Wisconsin's administration and use of Library Services and Technology Act funds, some of which partially support *Channel* publication.

Unsolicited articles are accepted, but will be printed only after approval from DLTCL staff. 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.

Deadlines are February 1 for the March-April issue, April 1 for the May-June issue, etc.

Send comments about bylined articles to the authors. Direct other content inquiries to editor Mark E. Ibach at (608) 266-3374 (mark.ibach@dpistate.wi.us). Mailing list changes and requests for subscriptions or extra copies should be submitted to Karen Nowakowski at (608) 267-9219 (karen.nowakowski@dpi.state.wi.us).

The DPI does not discriminate on the basis of sex, race, religion, national origin, ancestry, age, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability.

Let me share a few of those agenda items so you have a better picture of the workings of this group.

Discussions of pending legislation included an expressed desire for an improved central electronic source of information on pending federal and state library proposals. The Wisconsin Library Association through its LD&L Committee will look at that identified need. A state database briefing was mostly taken up by relating the work of the BadgerLink Advisory Committee that has, through the efforts of the UW-Milwaukee SLIS, surveyed users about their preferences and recommendations for improvement. Digitizing important and historic records, and making them available to Wisconsin citizens, is the subject of a joint agency committee and a topic of interesting discussion. There are a growing number of digitized records and one of the goals is to have important papers available, possibly through resources such as BadgerLink.

Access to technology has been a topic of many meetings, with the latest seeing a review of the work of programs like LSTA, TLCF, E-rate, and TEACH. There also was an update on the work of the Linked Systems Committee and that of the Library Technology Planning Committee, that was reconstituted to peruse and update the 1998 Technology Plan. Access to reliable and rapid delivery of library materials was addressed through the work of the State Superintendent's Advisory Committee for the Delivery of Library Materials. Members have conducted studies, held hearings, and are developing improvement options that are of much interest to the library community. As with technology, equalizing service and funding is important in making material delivery policy decisions, and must be part of the factors considered.

Library standards and training also are subjects of interest, with the completion of the work of the Library Standards and the Librarian Certification committees being the center of this dialogue. There also is renewed interest in using WISDOM to ensure that notifications, particularly of staff training offerings, be easily accessed and sufficiently comprehensive.

When the Discussion Group's full topical review has been concluded, the agenda allows representatives to give updates on their respective organization's activities which may be of interest to the greater library community. In those group reports, conferences, needs for information, services offered, and other related concerns are shared for the mutual benefit of all in attendance. It is expected, and important if the full collaborative and communication benefits of this forum are to be realized, that those attending the Library Issue Discussion Group meetings use their internal lines of communication to share the topics covered at each session with their respective organization membership.

If all means of communication are used, we should have folks in the library community aware of the many activities impacting upon libraries, and the avenues open to them for input. If you have suggestions for improved communication on issues of importance, please feel free to contact us at the DLTL. ■■

Division for Libraries, Technology, and Community Learning

Wisconsin Department of Public Instruction, 125 South Webster St., P.O. Box 7841, Madison, WI 53707-7841; (800) 441-4563, fax (608) 267-1052

Calvin Potter

Division Administrator (608) 266-2205

Public Library Development Team

Larry T. Nix, Director 266-7270

Robert Bocher, Consultant

Technology 266-2127

Peg Branson, Consultant

LSTA and Continuing Education 266-2413

Michael Cross, Consultant

Public Library Administration and Funding 267-9225

Vacant, Consultant

Specialized Services 266-0419

Jane Roeber, Consultant

Public Library Youth Services 267-5077

Alan Zimmerman, Consultant

Public Library System Administration & Finance 266-3939

Instructional Media and Technology Team

Neah J. Lohr, Director 266-3856

Stuart Ciske, Technology Consultant

Instructional Technology Integration 267-9289

James Klein, Technology Consultant

Information & Technology Literacy Standards 266-2741

Robert Roy, Technology Consultant

Technology Literacy Challenge Fund 261-6332

Stephen Sanders, Education Consultant

Instructional Technology Program 266-7112

Richard J. Sorensen, Consultant

School Library Media Programs 266-1924

DPI Library & Statistical Information Center

Kay Ihlenfeldt, Team Leader 266-3108

Patricia Stutz

Library Services Assistant 267-1289

Interlibrary Loan and Resource Sharing Team

2109 S. Stoughton Rd., Madison, WI 53716; fax 224-6178

Sally J. Drew, Director 224-6161

Circulation Desk 224-6169

Mary Clark, Head

Resource Sharing Technology 224-6179

Loretta Harmatuck

Government Services 224-6165

Mary Struckmeyer, Head

Reference and Interloan 224-6168

Willeen Tretheway

Audiovisual and Technical Services 224-6171

Terry Wilcox

Interlibrary Loan Services 224-6163

WISCAT User Support (Stefanie Morrill) 224-6166

To send e-mail, use the following format (all lowercase letters):
firstname.lastname@dpi.state.wi.us

Cooperative Children's Book Center

4290 Helen C. White Hall, 600 N. Park St., Madison, WI 53706
ccbcinfo@education.wisc.edu www.education.wisc.edu/ccbc/

Ginny Moore Kruse, Director (608) 263-3720

The CCBC is a noncirculation children's & young adult literature research library and book examination center cosponsored by the Department of Public Instruction and UW-Madison.

DLTCL prepares for electronic filing of public library annual reports

by Alan Zimmerman, Consultant
Public Library System Administration & Finance

Public libraries in Wisconsin with PC Internet connections now are able to file their 1999 Public Library Annual Reports electronically.

Instructions for downloading and using the electronic form were sent to public libraries in January. A printed version of the report form also will be included for those libraries unable to use the electronic form. More information can be found on the DPI website at www.dpi.state.wi.us/dpi/dltcl/pld/annrpt.html.

Electronic filing will mean a quicker turn around time and increased accuracy for division publications and web postings of this data. The electronic form has been designed to allow public library systems to assist local public libraries in the completion and editing of the form.

The 1999 public library annual report is substantially the same as last year's version, but three questions have been added. The first two ask for the number of "staff use only" and "public use" computers/terminals and, of these, how many are connected to the Internet. These items have been added to the national database and were collected last on the annual report supplemental technology survey. The other addition is a request for the public library mailing address as distinct from the street address.

By working with system staff, the division's goal is to have all public library annual report data available in electronic form this year. Plans for future development include online edit checks of data and tools for using and displaying the information.

Future annual reports will be effected by a recent national vote. The Federal

State Cooperative System for public library data collection sent ballots to each state for three proposed public library electronic use measures. This cooperative effort involves the National Center for Education Statistics, the National Commission on Libraries and Information Science, and the 50 states. States voted to reject two of the proposed measures and to accept one. The rejected proposals would have collected data on the use of commercial databases (content views and retrievals) in public libraries. The proposal that was passed will collect data on the number of users of electronic resources in a library in a typical week.

The full definition of this new data element is as follows.

Number of users of electronic resources in a typical week:

Count the number of users using electronic resources in the library in a typical week. Electronic resources include, but are not limited to Internet (WWW, e-mail, telnet, other), online indexes, CD-ROM reference sources, software, and the online catalog. Do not include staff use of these resources.

This question will appear on the 2000 Public Library Annual Report to be filed in 2001, but will be an optional reporting item. Only if a library collected the information in 2000 will staff members be asked to report it. In the following year, this item will become a required part of the report.

For more information, contact Alan Zimmerman, DPI, at (608) 266-3939 (alan.zimmerman@dpi.state.wi.us). ■

Interlibrary loan reply codes changed

Libraries statewide began using new interlibrary loan reply codes effective Dec. 1, 1999. Terry Wilcox, interlibrary loan librarian at the Reference and Loan Library, worked with Mary Williamson from WILS (Wisconsin Interlibrary Services) and Carol Nelson of MINITEX in the design of new reply codes.

The Reference and Loan Library serves public library systems and their members, schools and special libraries, while WILS is mainly comprised of Wisconsin's academic libraries. MINITEX is a consortium of libraries in Minnesota, North Dakota, and South Dakota.

Although the change was made to implement the international standard, it provided the opportunity for the three partners in resource sharing to have uniform reply codes. Previously each group had its own specialized reply codes. The new reply codes are comprised of 27 ISO standard "reasons for unfilled status" and 25 additional specialized codes. The codes allow libraries of all types in the four states to understand if a request is filled or unfilled. If the request is unfilled, the reply code provides specific reasons why the request was not filled. The reply codes help libraries respond to questions about interlibrary loan requests. ■

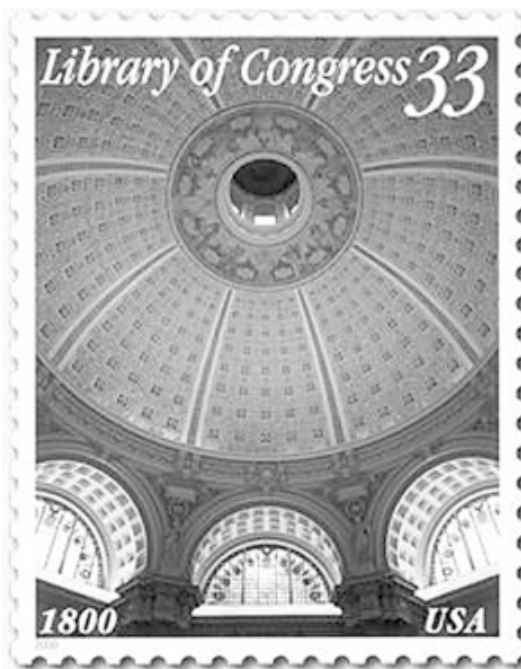
Help "Celebrate America's Library & America's Libraries"

The Library of Congress is celebrating its bicentennial this year, and it is encouraging libraries across the nation to join in the celebration.

The Library of Congress and the American Library Association have developed a tool kit of ideas for promoting libraries, with the theme "Celebrate America's Library and America's Libraries." Information about the tool kit can be found at www.loc.gov/bicentennial/toolkit.html.

On April 24, 2000, the United States Postal Service will issue a commemorative postage stamp in honor of the Library of Congress' Bicentennial. One way of helping the Library of Congress celebrate its bicentennial and at the same time provide some publicity for libraries is to hold a second-day issue event for the commemorative stamp in your community. The Library of Congress is hopeful that second-day issue ceremonies will be held at libraries in every state. Both the Division for Libraries, Technology, and Community Learning (DLTCL), and Wisconsin Library Association (WLA) are encouraging Wisconsin libraries to take advantage of this opportunity to partner with the Library of Congress in this national celebration.

Staff of the Library of Congress' Bicentennial Program Office will work directly with individual libraries on what is involved in being a second-day issue site and on planning for a second-day issue event. They will furnish information and guidance, including a timetable, sample press releases, programming ideas and suggestions, and publicity guidelines. A "Fact Sheet for the Library of Congress Commemorative Post-



age Stamp Second-Day Issue Sites Project" is available at www.loc.gov/bicentennial/factsheet.html.

Although the official second-day of issue for the commemorative stamp will be April 25, ceremonies actually can be held from April 25 through May 31. Libraries will have great flexibility in planning a second-day issue event. There also will be an opportunity for libraries to create their own special envelopes for the stamp and special second-day of issue cancellation. These can be given away as keepsakes or sold to raise money for the library.

Logistics of program planning will be simplified with assistance from the Library of Congress. DLTCL and the WLA Public Relations Committee also will be working to make this

event a success in Wisconsin, and will keep libraries informed of what is happening at other Wisconsin locations. Larry Nix will be the liaison for this project at DLTCL, and John Thompson is chair of the WLA Public Relations Committee. An important possible partner in carrying out a second-day issue event is your local stamp club. There is a list of Wisconsin stamp clubs at the site of the Wisconsin Federation of Stamp Clubs (www0.delphi.com/stamps/apschapwisconsin.html).

If you are interested in holding an event or if you need additional information, please contact Kathy Woodrell (kwoo@loc.gov) in the Library of Congress Bicentennial Program Office at (202) 707-7206 or toll-free at (800) 202-7145. You also may contact Larry Nix, DPI, at (608) 266-7270 (larry.nix@dpi.state.wi.us). ■

For teacher preparation

NETS begins work on educational technology standards

The National Forum on Educational Technology Standards for Teachers (NETS), held Dec. 8-9 in Washington, D.C., began the process of developing new national educational technology standards for teacher preparation. These standards are developed by the International Society for Technology in Education (ISTE) and used by the

National Council for Accreditation of Teacher Education (NCATE).

The forum attracted participants from 44 states including representatives from universities, colleges, K-12 schools, corporations, foundations, state departments of education, and the U.S. Department of Education. Steve Sanders attended from the Instructional Media

and Technology Team of the Wisconsin Department of Public Instruction.

The activities included two panel discussions by distinguished educators, the first of which focused on the need for developing educational technology standards for teachers

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Federal wrap-up—*from page 1*

had passed both houses of Congress. Sen. McCain's (R-AZ) "Children's Internet Protection Act" (S. 97), which would mandate the use of technology to block or filter Internet access in schools and public libraries, is awaiting final action in the Senate. An alternative bill, Sen. Santorum's (R-PA) "Neighborhood Children's Internet Protection Act" (S.1545) would allow for greater local choice. Santorum's bill would require schools and libraries receiving E-rate discounts to install blocking or filtering systems *or* implement Internet use policies.

Rep. Istook's (R-OK) filtering bill, the "Child Protection Act of 1999" (H.R. 2560) would require public schools and libraries that received any federal funds for the acquisition or operation of computers to install software to protect children from obscenity. This proposal was attached to the Labor-HHS-Education appropriations bill, but was dropped during negotiations. Another proposal, Rep. Bob Franks' (R-NJ) "Children's Internet Protection Act" (H.R. 896) would cause libraries and schools to forfeit their E-rate discounts unless they installed and used technology to filter or block material on the Internet that is considered "harmful to minors". This language is not included in the Senate version of the Juvenile Justice crime bill which does include a provision to encourage Internet service providers to offer filtering software allowing parents to block objectionable sites. Attempts by the two houses to negotiate a compromise bill have bogged down, making future action on Rep. Frank's proposal uncertain.

Copyright/Database Protection

In 1998, Congress passed a major revision of the U.S. copyright law, the Digital Millennium Copyright Act (DMCA). A provision of the bill providing new copyright-like protections for database producers was removed before final passage due to strenuous objec-

tions from many library, research, and education organizations. The offending provisions would have provided legal protections for the first time for facts and government produced data currently in the public domain. Under this proposal, use of facts such as court decisions, sports scores, and stock quotes could be controlled by producers or publishers of these facts. In 1999, this proposal resurfaced as H.R. 354, which was approved by the House Judiciary Committee and awaits final action in the House. Because this legislation is supported by powerful House leaders, a number of attempts were made to move it to a floor vote late in the 1999 session. It is expected that these attempts will continue in 2000.

An alternative database protection proposal, the "Consumer and Investor Access to Information Act" (H.R. 1858), was introduced in early 1999 by Rep. Bliley (R-VA). This proposal protects against database piracy while continuing to allow legitimate and appropriate uses of factual information. This bill has been approved by the House Commerce Committee and is supported as an alternative to H.R. 354 by many library, research, and education organizations. The future of H.R. 1858 is uncertain, given the significant support for H.R. 354 among House leadership.

The Digital Millennium Copyright Act of 1998 (DMCA) directed the Copyright Office to examine the issue of distance education and copyright and report back to Congress within six months. In May of 1999 the Copyright Office submitted its report and stated that the "fair use" doctrine is technology neutral, and thus applies to distance education. They defined distance education in a way that included web courses as well as interactive two-way video. Several changes were suggested that would allow greater use of copyrighted material via distance education, as long as: 1) technological controls prevent unauthorized use of the materials;

and 2) the use of the material is analogous to the use that would take place in a live classroom. It is uncertain at this time when, or even whether, Congress will act on the recommendations of the Copyright Office.

Among many other provisions, the DMCA prohibits circumvention of technological protection measures that control access to a copyrighted work (with some exceptions). However, the DMCA provided a two year moratorium on enforcement of this prohibition, during which time the Librarian of Congress is directed to conduct rule-making to determine whether users, including libraries and other educational institutions, are adversely affected by this prohibition. Based on the investigation, particular classes of works may be identified as exempt from the prohibition on circumvention. Late in 1999, Congress clarified the procedures for this rule-making process, guaranteeing that libraries and other organizations may participate without unnecessary burden or expense.

E-rate

During 1999, proposals were introduced to terminate or greatly scale back the E-rate program. The proposal that currently seems to have the most support is the "Schools and Libraries Internet Access Act" (S. 1004 and H.R. 1746) simultaneously introduced by Sen. Burns (R-MT) and Rep. Tauzin (R-LA). This proposal would use a reduced Federal Excise Tax (FET) to fund a greatly diminished version of the E-rate. After abolishing the current program their legislation would set up a new program to be administered by the National Telecommunication and Information Administration (NTIA) as a block grant. Final action on this proposal has not yet occurred in either house of Congress.

Library Construction

During 1999, two proposals were introduced to support school and public library construction projects. Sen. Schumer (D-NY) introduced the "An-

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NETS educational standards—*from page 5*

that would be aligned with the recently released National Educational Technology Standards for all students. Participating in the first panel discussion were:

- Linda Roberts, director of the Office of Educational Technology and special adviser to the Secretary of the U. S. Department of Education;
- Lajeane Thomas, professor, Louisiana Tech University and NETS project director, chair of ISTE's Accreditation and Standards Committee;
- James Pellegrino, professor, Learning Technology Center, Vanderbilt University;
- Cheryl Lemke, executive director of Milken Exchange of Educational Technology and vice president for education technology for the Milken Family Foundation; and
- Majorie DeWert, professor, School of Education, The University of North Carolina at Chapel Hill.

A second panel discussion focused on visions for technology in teacher preparation programs. Panelists for this discussion were:

- Art Wise, president of the National Council for Accreditation of Teacher Preparation (NCATE); and
- Tom Carroll, director, Preparing Tomorrow's Teachers to Use Technology (PTTT), U. S. Department of Education.

Participants worked in small groups led by Peggy Kelly, California State University San Marcos and ISTE NETS document development coordinator, to produce draft materials to be used in developing a comprehensive set of teacher preparation standards for educational technology. Standard categories included:

- Basic Computer/Technology Operations and Concepts;
- Personal and Professional Use of Technology;
- Application of Technology in In-

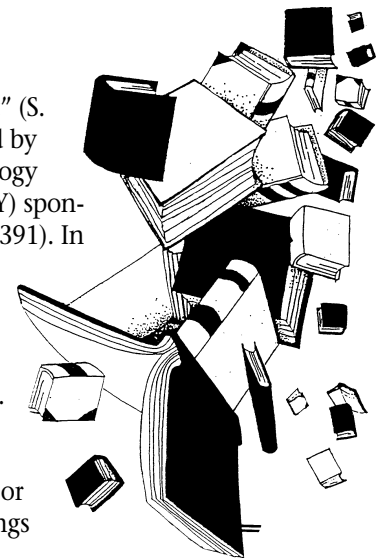
struction; and

- Essential Conditions that must be met for implementation of these standards.

For more information on the NETS Project, contact Lajeane Thomas, Louisiana Tech University, P.O. Box 3161, Ruston, LA 71272; (318) 257-3923. ■

Wrap-up—*from page 6*

drew Carnegie Libraries for Lifelong Learning Act" (S. 1223) which would provide grants to be matched by states for public library construction and technology enhancement. In November, Rep. Hinchey (D-NY) sponsored a companion measure in the House (H.R. 3391). In late April, Rep. Tauscher (D-CA) introduced the State Infrastructure Banks for Schools Act of 1999 (H.R. 1648), which would authorize the establishment of state infrastructure banks and multi-state infrastructure banks for making loans. These loans would be to: (1) local educational agencies to build or repair public elementary or secondary schools; or (2) public libraries to build or repair library facilities. There have been no hearings on this bill and currently there are 50 cosponsors.



Staffing and Collection Development for School Libraries

Sen. Reed (D-RI) and Rep. Owens (D-NY) introduced "The Elementary and Secondary School Library and Media Resources, Training, and Advanced Technology Act" in the Senate and the House (S. 1262, H.R. 3222). If included in reauthorization of the Elementary and Secondary Education Act, these bills would provide funds for library media resources and school library media specialists for elementary schools and secondary schools. Hearings have been held on the Senate bill but not the House bill.

UCITA

One other action at the national level may significantly affect libraries and other organizations. This decision was not made by Congress, but instead by a private organization, the National Conference of Commissioners on Uniform State Laws (NCCUSL). NCCUSL ratified the Uniform Computer Information Transaction Act (UCITA) and sent the Act to state legislatures for consideration. Normally, the NCCUSL works together with the American Law Institute (ALI) to develop model uniform state laws. In this case, however, ALI withdrew its consideration of this issue after it failed to reach consensus among its membership.

UCITA is controversial primarily because it represents a move away from copyright law, with its provisions for fair use, toward the private law of contracts, with no guarantees of fair use rights or any of the other guarantees provided by copyright law. For example, under the provisions of UCITA, a shrink-wrap or "click-on" license might be able to exclude the right to quote from a work, or make a copy of a small portion of the work for personal or educational use. UCITA has been criticized or opposed by the FTC, Attorneys General of 26 states (including Wisconsin), major library organizations, and many others. It is expected that UCITA will be introduced in every state legislature within the next two years. ■

Plan outlines how libraries can better serve troubled youths

One of the two main purposes of the "Public Library Services to Youth with Special Needs: A Plan for Wisconsin" is to improve library services to children and teens living in poverty. There is a correlation between poverty and delinquent behavior, and the plan includes statistics about the increasing number of juvenile arrests in Wisconsin, suggested activities for public libraries in working with young people in trouble, and examples of recent library programs that reach out to at-risk youth.

As part of the growing awareness of the need to target public library service to troubled young people, the Youth Services Section and the Outreach Services Roundtable of the Wisconsin Library Association (WLA) and the Division sponsored a program about at-risk youth at the annual WLA conference in October 1999.

Tim Garrity was the keynote speaker on the panel "Troubled Teens in the 21st Century: How Can the Library Help?" He is the director of alternative education at La Crosse's Family and Children's Center, a private nonprofit organization that helps students ages 9 to 17 who are delinquent, truant, or have behavioral and conduct problems.

Garrity's presentation focused on the characteristics of the at-risk youth with whom he works, and how adults might help them. Acknowledging the generalizations inherent in his remarks,

Garrity divided at-risk youth into two broad categories: neglected and abused.

As youngsters, neglected children receive attention only when they're behaving badly, which reinforces their negative behaviors. According to Garrity children prefer being yelled at to being ignored. Abused children, on the other hand, are accus-

tomed to adults exerting power irrationally, and the emotion they're most familiar with is anger. Based upon the role models they've known, they believe that being angry gives them the license to act out their feelings.

He said abused youth have no models for the development of conscience. Since no one's asked

them how they feel, they have no empathy for others. A defining theme for them is lack of trust, and Garrity noted that most at-risk youth have low self-esteem. Generally speaking, most of their experiences haven't worked out well, and their focus is on surviving and on reacting quickly to perceived threats.

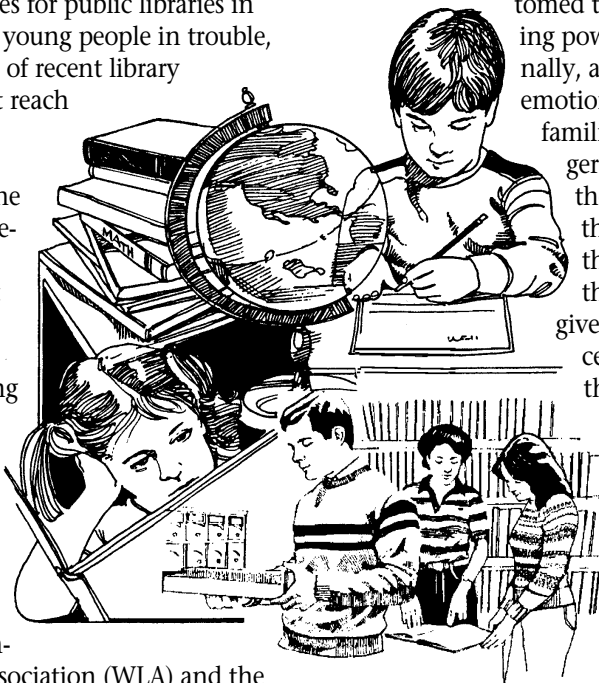
Garrity then listed the predictors of success for these emotionally vulnerable youth:

- intelligence;
- the ability to learn empathy;
- experiencing healthy adult role models; and
- the perception on the part of the youth themselves that they have a

particular talent or strength.

The fact that the talent or strength may not actually exist doesn't matter; what counts is the fact that the teen be-

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Farewell

I've just finished writing my last "Reaching Out" column for *Channel* and the time has come for me to say good-bye to all my friends and colleagues in the Wisconsin library community.

When my husband and I came to Wisconsin in August 1972, we thought we'd be staying only a few years. I began working at the Reference and Loan Library the following month, and 27 years later...

I've been very fortunate to have been doing work that is enjoyable—as well as socially valuable—in the company of such good and dedicated people. A product of the 60s, I believed then and I believe now in the public library as the "university of the poor"—the great equalizer in our increasingly unequal society. My position has given me the opportunity to help make that vision of the public library a reality: the kind of job fulfillment that's not given to many people.

Being a consultant with the Division has given me the chance to see what extraordinary people Wisconsin librarians are—creative, service-minded, intelligent, fun. I'd like to say a heartfelt thank you and to send my best wishes to all the fine people in the Wisconsin library community. The contributions you're making are so important—keep up the great work! ■■

Troubled youths—from page 8

believes he or she has it.

Some members of the audience talked about their libraries providing a work site for teens required by the courts to do community service work, and Garrity mentioned several ways of creating a positive experience for these court-assigned kids and the library. To cope with the teens' heightened sensitivity to danger, including the fear of failure, he suggested giving them simple tasks they could perform successfully, thereby bolstering their self-esteem. The librarian should make certain the teens have the skills to do what's being asked of them. Garrity also talked about the importance of identifying realistic and short-term expectations: these kids don't think long-term. He noted the importance of modeling appropriate social skills, and of being consistent and trustworthy.

Librarians interested in initiating or

expanding their services to at-risk youth, whether the teens are living in the community or institutionalized, have access to a growing number of models of service in the form of federal LSCA or LSTA grants. In addition to the projects that are described in Appendix C of the "Youth with Special Needs Plan," other possibilities are two grants that helped create libraries in alternative/transition high schools: one developed by the Arrowhead Library System in 1997, the other by Dane County Library Service in 1999.

For the year 2000, among the several systems that are focusing their LSTA Special Needs Youth grants on youth at-risk are Manitowoc-Calumet and the Wisconsin Valley Library Service. The Winding Rivers Library System, that has been working with both state and county juvenile correctional institutions for several years, will continue its innovative efforts in the year 2000. Copies of LSTA projects may be obtained by contacting Peg Branson, the Division's LSTA coordinator, at (608) 266-2413 (peg.branson@dpi.state.wi.us).

The literature about serving at-risk youth includes Stan Weisner's "Information is Empowering: Developing Public Library Services for Youth at Risk," which offers five service models for public libraries, and Stephanie Zvirin's "The Best Years of Their Lives: A Resource Guide for Teenagers in Crisis." The latter is an annotated bibliography

of fiction and nonfiction titles in print and video formats.

A resource specific to Wisconsin is the 1999 edition of "WISKids Count: A Portrait of Child Well-Being in Wisconsin," which has sections on child welfare (child abuse & neglect, out-of-home placements, domestic violence) and adolescence (teen pregnancy, high school, juvenile justice, and youth aids). It's published by the Wisconsin Council on Children and Families, as is "Wisconsin's Juvenile Justice Pipeline" by Linda A.

Hall and Anne Arneson. The latter publication, intended for the layperson, explains how the Wisconsin juvenile justice system functioned in 1996. (With the exception of "Wisconsin's Juvenile Justice Pipeline," citations for the titles mentioned appear in the bibliography of the "Youth with Special Needs Plan.") And finally, librarians extending service to juvenile correctional facilities will want to look at the revised edition of "Library Standards for Juvenile Correctional Facilities," published in 1999 by the American Library Association.

To quote Beth Sillars, the project coordinator for the Wisconsin Valley Library Service's "Library Services for At-Risk Teens, Part II": "We know that there is no way libraries are going to rescue these kids if all else fails. However, a library with caring adults and quality young adult literature can offer information, guidance, validation, and comfort to teens growing up in this volatile era. If we didn't believe in the power of information and books to transform lives, we wouldn't be in the library profession." ■



Frances from page 1

Frances received a certificate of appreciation from State Superintendent John Benson and DLTCL Division Administrator Cal Potter that read in part:

"...in recognition of twenty-seven years of exceptional service to the Wisconsin library community and to the Department of Public Instruction and for her leadership in the promotion of library service to populations with special needs. In her roles as Institution Services Librarian between 1972 and 1981 and Library Consultant for Special Services between 1981 and 2000, she has championed the cause of library service to those who are most in need."

"I'm very fortunate to have spent the past 27 years working with the staffs of Wisconsin's public libraries, public libraries systems, and institution libraries to ensure that all people in this great state have equal access to quality public library service," de Usabel said. ■



LSTA grants announced

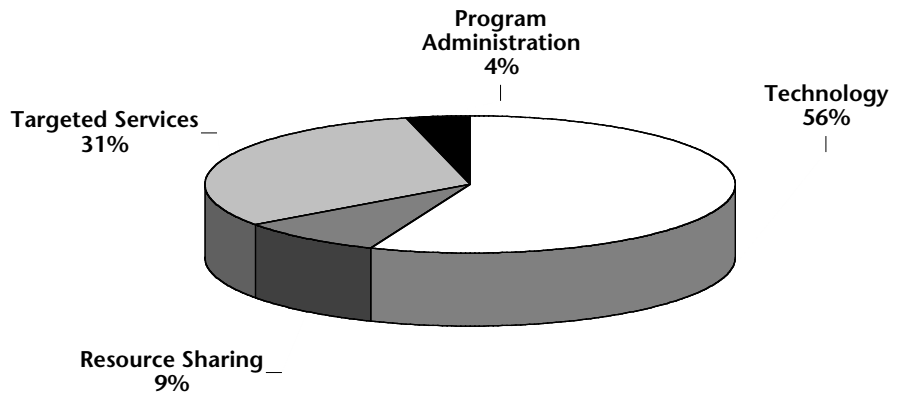
from front page

Judith Senkevitch, UW-Milwaukee, School of Library and Information Science.

An overview of the LSTA funds awarded is provided in the pie chart at right, which groups projects under the four broad LSTA purposes:

- technology — \$1,519,000;
- resource sharing — \$238,500;
- targeted services — \$836,470; and
- program administration — \$102,000.

LSTA Funding by General Categories



A complete list of LSTA grant awards to individual libraries, systems, and other agencies, follows. More information about

LSTA is available on the DLTCL website at www.dpi.state.wi.us/dltcl/pld/lsta.html. ■

Wisconsin LSTA Grant Awards

January–December 2000

Applicant Agency	Project Title	Amount Awarded
A. Technology		
Category: Statewide Technology		
Libraries, Technology, and Community Learning	Library Development	\$ 108,200
Libraries, Technology, and Community Learning	Reference and Loan	\$ 222,000
Libraries, Technology, and Community Learning	WISCAT	\$ 639,700
Category: Library System Technology Projects		
Arrowhead Library System	Internet Access 2000	\$ 14,430
Eastern Shores Library System	Internet Access, 2000	\$ 17,190
Indianhead Federated Library System	Direct Internet Access for Member Libraries	\$ 52,810
Kenosha Public Library	Shared Automation Upgrade and Enhancement	\$ 12,490
Lakeshores Library System	Expanding the Wide Area Network	\$ 22,120
Manitowoc-Calumet Library System	Direct Internet Access	\$ 12,580
Mid-Wisconsin Federated Library System	Technological Integration to Enhance Resources	\$ 26,660
Milwaukee County Federated Library System	Application Software Enhancement Project	\$ 65,120
Nicolet Federated Library System	Adding Libraries to the Shared System	\$ 44,810
Northern Waters Library Service	Merlin: Shared Automation System and WAN	\$ 37,790
Outagamie Waupaca Library System	Implementing a Web Catalog	\$ 20,780
South Central Library System	Technology Project	\$ 65,790
Southwest Wisconsin Library System	System Technology Project	\$ 21,960
Waukesha County Federated Library System	Internet Access and Shared Automation	\$ 26,560
Winding Rivers Library System	West Central Shared Automation, Phase 2	\$ 35,380
Winnefox Library System	Shared Automation Development	\$ 30,030
Wisconsin Valley Library Service	V-Cat Growth & Development	\$ 43,500
B. Resource Sharing		
Category: Statewide Resource Sharing		
Libraries, Technology, and Community Learning	Division Administration	\$ 33,600
Libraries, Technology, and Community Learning	Reference and Loan	\$ 140,900

Applicant Agency	Project Title	Amount Awarded
B. Resource Sharing (continued)		
Category: Statewide Resource Sharing (continued)		
Libraries, Technology, and Community Learning	Delivery Services Project	\$ 7,000
Northern Waters Library Service	Delivery Demonstration Project	\$ 40,000
State Historical Society Library	Digitize & Publish Local History Material on the Web	\$ 17,000
C. Targeted Services		
Category: Statewide Targeted Services		
Libraries, Technology, and Community Learning	Library Development	\$ 160,400
Department of Corrections	Coordination of Institution Library Services	\$ 35,000
Category: Special Needs Youth—Systems, Department of Corrections, Milwaukee Public Library		
Arrowhead Library System	Library Express: An Outreach Reading Project	\$ 13,000
Eastern Shores Library System	Programs for Youth with Special Needs	\$ 12,100
Indianhead Federated Library System	Library Programming for Middle School Adolescents	\$ 21,900
Kenosha Public Library	Special Needs Storymobile Project	\$ 13,100
Lakeshores Library System	Usa la Biblioteca—Use the Library!	\$ 15,900
Manitowoc-Calumet Library System	Improving Services for At-Risk Teens	\$ 10,700
Mid-Wisconsin Federated Library System	Project Pathfinder: Linking Resources to Youth	\$ 12,700
Milwaukee County Federated Library System	Special Needs Youth/Assistive Devices	\$ 17,700
Nicolet Federated Library System	Planning, Awareness, Collaboration and Training Program	\$ 20,000
Northern Waters Library Service	Open Minds, Open Hearts	\$ 16,200
Outagamie Waupaca Library System	Planning and Testing Library Services	\$ 13,600
South Central Library System	Services for Youth with Special Needs	\$ 24,000
Southwest Wisconsin Library System	Libraries are for Every Child	\$ 13,000
Waukesha County Federated Library System	Library Services for Youth with Special Needs	\$ 12,100
Winding Rivers Library System	Resources for At-Risk Youth—Part II	\$ 17,900
Winnefox Library System	A New Look at Special Needs Youth	\$ 15,900
Wisconsin Valley Library Service	Library Services for At-Risk Teens, Part II	\$ 18,300
Department of Corrections	Enhancing Services to Institutionalized Children and Teenagers	\$ 25,000
Milwaukee Public Library	Books to Go: Renewing Service to Preschoolers	\$ 46,900
Category: Special Needs Youth—Public Libraries and State Institutions		
Brown County Library	Teen Technology Center	\$ 21,780
Cable, Forest Lodge Library	Reaching Out to Readers	\$ 3,786
Cambria, Jane Morgan Memorial Library	Library Service to the Hispanic Community	\$ 8,360
Elkhorn, Matheson Memorial Library	Outreach Services to Cognitively Disabled Students	\$ 13,796
Ellsworth Public Library	Computer Literacy for Children with Special Needs	\$ 7,362
Fond du Lac Public Library	Library Parenting Resources for the Community	\$ 11,259
La Crosse Public Library	Youth Outreach Direct Access Van	\$ 45,597
Lac Courte Oreilles Library	Tribal Libraries Consortium Youth Project	\$ 37,191
Lake Geneva Public Library	Victory or Violence: The Avenues of Choice	\$ 16,600
Manitowoc Public Library	Youth Services to Hmong/Lao Families	\$ 22,368
Marathon County Public Library	Library Services to Southeast Asians	\$ 18,106
Mellen, Legion Memorial Library	Beyond Sports: Young Adults/Fine Arts /Library	\$ 8,389
Milwaukee Public Library	Books to Read and Experience	\$ 25,000
Sayner, Plum Lake Public Library	Youth and Families: Reading Together	\$ 8,065
Sheboygan, Mead Public Library	Providing Spanish Bilingual Aide	\$ 5,286
Shell Lake Public Library	Kid Picks!	\$ 19,272
Stoughton Public Library	Multicultural Family Literacy Project	\$ 14,400
Superior Public Library	Reading Friends	\$ 4,200
Wisconsin School for the Deaf	Focus on Access	\$ 10,253
D. Administration		
Category: LSTA Administration		
Libraries, Technology, and Community Learning	LSTA Administration	\$ 102,000

Classrooms establishing electronic connections

by Stephen Sanders
Education Consultant

Wisconsin classrooms are going online. District technology coordinators reported in the spring of 1999 that 59 percent of classrooms had a computer with Internet access and that 71 percent of classrooms were wired with high-speed data connections. The survey also showed that smaller districts have a larger percentage of classrooms online than larger districts.

Overall, Wisconsin schools had one instructional Internet computer per 14.9 students. This wiring is happening so fast that the 1998 technology survey was measuring the number of schools with Internet access, rather than the number of classrooms.

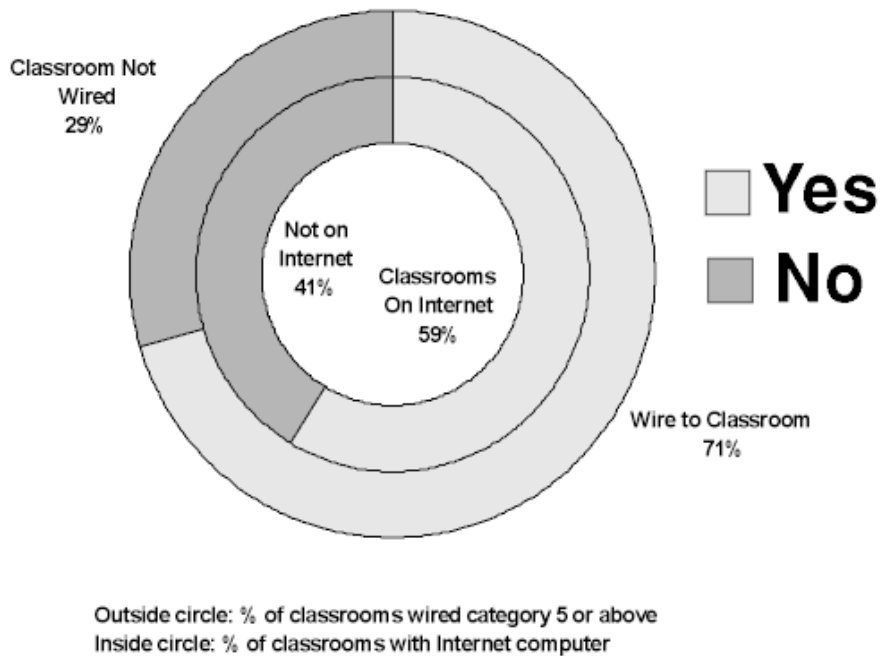
Of course, bringing the resources into the classroom is only the first step. When asked what they wanted help with, districts identified four areas of need:

- professional development (helping teachers use technology effectively);
- integrating Wisconsin Information and Technology Literacy Standards into the assessed content area curricula;
- tech support; and
- help in applying for grants.

The district technology survey, administered jointly by the Department of Public Instruction and TEACH Wisconsin,

Percent of Connected Classrooms

Spring 1999



was developed by the Milken Exchange on Education Technology with questions specific to Wisconsin appended. Of Wisconsin's 426 school districts, 407 responded to the survey.

The survey was designed to measure how teachers and students are using technology as well as how much equipment and networking is being installed.

When asked if "curricula are enhanced by integrating technology-based software into the teaching learning process," most districts chose 4 or 5 on a five-point scale where one is "never" and five is "almost always". Less than half, however, chose 4 or 5 to "teachers use technology to provide more inquiry based learning projects."

As we continue to add equipment and networking, provide professional development, and deliver a technology-rich curriculum to students, this survey will repeatedly be administered to measure progress.

For more information about the survey or other educational technology questions, contact Stephen Sanders, DPI, at (608) 266-7112 (stephen.sanders@dpi.state.wi.us). ■

For more about Instructional Media & Technology efforts at the DPI, visit us online at www.dpi.state.wi.us/dpi/dltcl/imt/index.html

GWETC 2000 scheduled for Madison in October

Proposals are being sought for the 2000 Governor's Wisconsin Educational Technology Conference (GWETC). The conference will be held in the Exhibition Hall of the Dane County Expo Center in Madison from Oct. 10-12, 2000. Some conference events may take place at the Sheraton Hotel, which is located near the Expo Center.

The deadline for submitting proposals to present a one-hour session, a two-and-a-half-hour hands-on lab or workshop, or a two-hour poster session is March 17. All presentations should have a clear focus on learning with the

support of instructional technology.

The conference website—www.gwetc.org—provides complete information about this year's conference and access to an application form for those interested in presenting. The forms also are available from Kris Moore, GWETC Conference Manager, Wisconsin Public Broadcasting Foundation, 3319 West Beltline Highway, Madison WI 53713-4296 (kmoore@ecb.state.wi.us).

As in previous years, the first day of the conference will appeal mainly to postsecondary educators. The second

day focuses on all levels, and the final day on PK-12 educators. Last year's conference, held at the Midwest Express Center in Milwaukee, drew 2,600 attendees and provided 220 individual one-hour sessions and 25 preconference workshops and hands-on labs. Over 125 vendors exhibited, and three Internet cafes were available to attendees.

Tracks or focus areas for this year's sessions include;

- technology infrastructure—specifics about network operation, hardware and software;
- curriculum integration—using technology effectively in teaching, including practical classroom applications;
- professional development—helping educators use technology in the classroom;
- policy/administration—managing instructional technology, funding, and developing policies and plans;
- distance learning—selecting and using technologies, course development, and curriculum design for teaching at a distance; and
- emerging and future tools/trends—examining the cutting edge of tomorrow's technology and its implications for teachers.

The Governor's Wisconsin Educational Technology Conference is co-sponsored by the Wisconsin Department of Public Instruction, TEACH Wisconsin, the University of Wisconsin-Extension, the Wisconsin Association of Independent Colleges and Universities, the Wisconsin Educational Communications Board, and the Wisconsin Technical College System.

Rosemary Lehman of the University of Wisconsin-Extension will again be the overall conference chair. Richard Sorensen and Stuart Ciske of the Department of Public Instruction will co-chair the Program Committee with David Dies of the Wisconsin Association of Independent Colleges and Universities. ■

Wisconsin's educational technology plan revision nearing completion

Wisconsin's Educational Technology Plan PK-12 is getting a fresh look from a 22-member task force of educators, elected officials, and library and technology professionals. The plan is nearing completion, according to Stuart Ciske, DPI liaison to the task force, and should be available to school districts this spring.

The task force continued to develop preliminary goals for the new plan at its December meeting. Members also heard from Christopher Moersch, from the National Business Education Alliance, on the Levels of Technology Implementation (LoTI) assessment process. LoTI is an evaluation of teacher's technology use and curricular implementation offered to Wisconsin school districts through a joint effort of DPI and Cooperative Educational Service Agencies (CESAs). Nearly 16,000 teachers from over 200 school districts statewide took part in the LoTI assessment program in October and November 1999. Moersch presented the state data to the task force.

Also speaking to the group was Kristin Ciesemier, director of the North Central Regional Technology in Education Consortium (NCRtec). NCRtec is part of the North Central Regional Educational Laboratory (NCREL), a U.S. Department of Education sponsored lab located in Oak Brook, Ill. Ciesemier described the research-based resources and assistance available to educators, policymakers, and communities in Illinois, Indiana, Iowa, Michigan, Minnesota, North Dakota, South Dakota, and Wisconsin to help clients build tools and apply proven practices to create schools in which all students can develop their skills and abilities.

Originally developed in 1996 as part of the Goals 2000: Educate America Act, the state's technology plan describes what schools need to do to acquire, access, and use technology to support and enhance teaching and student learning. The 3-year-old plan needs to be updated to ensure that the educational technology in Wisconsin schools is integrated with curriculum and that teachers have the training and background to use technology to help students learn the knowledge and skills they will need for the future. In addition, the plan also assists the state in obtaining federal funds for the use of technology in PK-12 education.

For more information, contact Stuart Ciske, instructional technology consultant,

Most school districts have certified technology plans

by **Stuart Ciske**
Instructional Technology Consultant

Wisconsin school districts have made remarkable progress since 1996 in obtaining certification for local technology plans, according to DPI records. Since 1996, 377 districts have submitted plans that have been certified, with another 32 districts having plans in the approval process as of Jan. 1, 2000. In sum, 409 of 426 districts (96 percent) have plans approved or in the approval process.

DPI staff will contact districts that have not submitted a plan and work with them to develop technology plans. Many of the 17 districts that do not have plans are small districts with few resources allocated to develop technology plans and build a technology infrastructure.

Computing and networking technologies, in all their various forms, are becoming integral parts of everything from instructional to administrative school services. To ensure that these technologies are used in an efficient and cost effective manner, school districts are encouraged to develop a technology plan. Ideally, any technology plan will be part of a broader long-range plan encompassing all educational services.

Districts are doing a good job of tying teaching and learning to their technology goals. We are seeing more and more shifting away from plans that are based on wiring and boxes to plans that address learning and inquiry.

Approval and certification is an important step for local districts, since certified plans are required for several state and federal technology-related programs. For a local school district to qualify for E-rate subsidies, a certified plan must be on file at the state level. In addition, districts writing federal Technology Literacy Challenge Fund (TLCF) grant applications must have an approved plan. At the state level, participation in the TEACH WI Technical Training and Assistance Grant program and the Wiring Loan Program includes a certified

technology plan as a criterion.

School district plans are evaluated using a Comprehensive Technology Planning Checklist (available at

www.dpi.state.wi.us/dltcl/imt/tekcert.html). The checklist outlines the areas DPI staff looks for when reviewing the plans. DPI staff works with districts whose plans need assistance in this process to ensure that the plans meet minimum requirements for certification. A list of school districts and their technology plan expiration dates can be found at the URL listed above.

We are seeing better plans submitted now than in 1997 as districts are aware of the areas that their plan needs to address. Districts now know that we look

for plan goals based on needs to be addressed by their action plans and proposed budgets. Just a listing of hardware and software purchases won't suffice.

District technology plans must include information in the following areas:

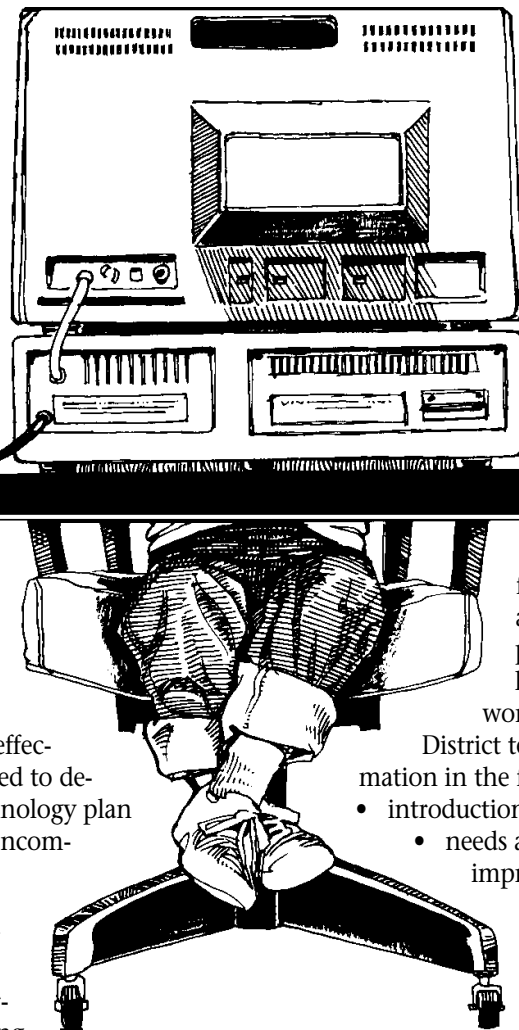
- introduction and background information;
- needs and goals in support of educational improvement;
- needs assessment and current status;
- technology design to achieve goals;
- action plans, including a budget

summary for each year of the plan;

- monitoring and evaluating the plan; and
- adult technology literacy component.

The checklist was developed as part of "Wisconsin's Educational Technology Plan PK-12," and from the Elementary and Secondary Education Act. To be certified, plans must be at three to five pages in length.

For more information, contact Stuart Ciske, DPI, at (608) 267-9289 (stuart.ciske@dpi.state.wi.us). ■



FY 2000 competition

Wisconsin gears up for Technology Literacy Challenge Fund

by Rob Roy
TLCF Consultant

The fourth round of competitive grants for the Technology Literacy Challenge Fund (TLCF) is underway. Applications were mailed in mid-January to administrators of those school districts and Cooperative Educational Service Agencies (CESAs) that sent letters of intent for the FY 2000 competition. The application also is available on the DPI website at www.dpi.state.wi.us/dpi/dltcl/imt/pdf/pi9770.pdf. Wisconsin expects to receive approximately \$6.6 million, but the U.S. Department of Education has not yet sent the official notice of allocation.

Changes have been made to the TLCF application process this year, all of which were outlined in a letter from State Superintendent John T. Benson to school district and Cooperative Educational Service Agency (CESA) administrators.

According to Benson's letter, TLCF applicants must have sent a letter of intent to apply prior to December 30, 1999. The department received 157 letters of intent from individual districts and consortia. A total of 332 districts have expressed interest

Other changes to the program are aimed at strengthening the "Needs" section of the application. According to Benson's letter, it has always been required that the need for the project come from the technology plan. The identified need also must be based on the results of a current measurable needs assessment (not simply a skills checklist), and accounts for 20 percent of the points on the application.

The need section must address improvement in instructional practices related to current technology use in the classroom and its impact on (each accounts for 5 percent):

- **standards-driven curriculum** (e.g., increased emphasis on complex thinking skill strategies and student

More information about TLCF subgrants is available on the DPI website at www.dpi.state.wi.us/dpi/dltcl/imt/tlcfover.html

relevancy to address multiple content standards);

- **teacher growth with technology** (e.g., methods for assessing teachers to determine changes in their level of technology use in the classroom);
- **teaching strategies/instructional practices** (e.g., diversified use of technology-based applications and teaching strategies, such as inquiry-based teaching); and
- **student success** (e.g., improved academic achievement, increased use of higher-order thinking skills).

The maximum amount of funding applicants may request also has been adjusted to \$60,000 for single districts and

\$250,000 for consortia.

"We hope school districts will work together to integrate technology into the teaching and learning process in each curricular area," Benson said. "To that end, we encourage consortia applications to fund cooperative efforts with the CESA-based Standards and Assessment Centers to apply Wisconsin's Model Academic Standards to integrate technology into the curricular areas."

Applications are due February 25, 2000, and awards will be made by May 1, 2000.

For more information about the grant process, contact Robert Roy, DPI TLCF consultant, at (608) 261-6332 (robert.roy@dpi.state.wi.us). ■

The Wisconsin Educational Media Association

by Sherry Frieberg
WEMA President

The Wisconsin Educational Media Association (WEMA) has been serving library media and technology professionals in Wisconsin for over 51 years. A growing, dynamic organization, WEMA has over 1,200 members who are school library media specialists, technology coordinators, district media directors, college/university media educators, and other library and technology-related professionals. WEMA has consistently taken a proactive leadership role in many areas of education including library media curriculum development, instructional computing, distance learning, telecommunications, protection of the Common School Fund, and standards development and implementation.

The primary purposes of the association are to

- promote learning and information access through effective use of all forms of media and technology;
- provide leadership for the library/media/technology field in Wisconsin;
- offer services and professional growth opportunities to all members; and
- work cooperatively with other educational organizations and agencies.

Please see WEMA—page 17

Joint committees seek input on documents

by Peg Branson, Consultant
LSTA & Continuing Education

The Council on Library and Network Development (COLAND), the Library Services and Technology Act (LSTA) Advisory Committee, and the Division for Libraries, Technology, and Community Learning (DLTCL) cosponsored a public hearing on Nov. 11, 1999, to seek comments and recommendations from the library community on three important documents from the Department of Public Instruction.

Developed by the Division for Libraries, Technology, and Community Learning, the publications are

- State Superintendent's Report on Library Cooperation and Resource Sharing 1997-2001;
- Library Services and Technology Act Plan for Wisconsin 1997-2002; and
- Wisconsin Library Technology Strategic Plan.

Tim Laatsch, COLAND chairperson, opened the hearing and introduced representatives' sponsors. State Superintendent John T. Benson addressed the group and thanked everyone for taking time out of their busy schedules to bring their expertise and opinions to the hearing. He said the purpose of libraries never changes. All libraries, whether public, school, academic, or



Participants in the joint COLAND, LSTA, and DLTCL public hearing in November listen to State Superintendent John T. Benson talk about the need to share ideas around achieving the goal of sharing information. Left to right are Cal Potter, Rick Krumwiede, Bob Bocher, Tim Laatsch, and Benson.

special, are repositories for the accumulated knowledge of the ages. The only thing that changes is how that knowledge is delivered. "A big part of our mission is to share that accumulated knowledge with as many people as possible," Benson said. "Our purpose today is to share ideas and thoughts about how we can accomplish that mission."

Individuals representing the interests of all types of libraries presented testimony at the hearing. Among the issues and programs addressed were WISCAT, BadgerLink, statewide delivery services,

statewide open access, library system technology projects, TEACH, digitization projects, and cooperation and partnerships among all types of libraries. In addition to the public testimony, a number of letters were submitted from individuals and organizations endorsing current projects and suggesting new directions. Several recommendations centered on the use of LSTA funds, while others were broader and weren't tied to specific sources of funds.

The LSTA Advisory Committee will meet in March 2000 to consider revisions to the "LSTA Plan for Wisconsin" and the use of LSTA funds for 2001. COLAND members endorsed the "State Superintendent's Report on Library Cooperation and Resource Sharing 1997-2001" at its meeting following the public hearing and will continue to consider testimony and comments at upcoming meetings.

The library technology committee responsible for providing guidance and support for the 1998 statewide technology conference will reconvene to provide advice and assistance in reviewing the "Wisconsin Library Technology Strategic Plan." ■

UW libraries go online systemwide with new Voyager Library Catalogs

by Ed Van Gemert
UW-Madison Memorial Library

UW System libraries experienced an extraordinarily busy summer, and by fall 22 of the 26 UW System campuses had launched their new Voyager library catalogs. By the end of January 2000, the remaining four campuses had launched their catalogs as well.

In November 1998 the UW System signed a contract with Endeavor Information Systems Inc. to provide an inte-

grated library and information access system for all UW System libraries. The new web-based integrated library system, called Voyager, uses client-server technology and will position the UW System libraries to support the many electronic services needed by library users in the 21st century.

UW System users will be able to:

- access their library records (items checked out, due dates, and recalls);

Please see Voyager—page 17

Voyager—from page 16

- renew and recall items online;
- link to related subject headings, authors, and call numbers without re-keying; and
- launch full-text sources directly from the Voyager catalogs.

Moreover, library users will have improved access to the collections of all UW System libraries. Voyager will enable users to search multiple library catalogs simultaneously and systemwide. By acquiring Voyager, a common library management system, campus libraries are enhancing access to materials and services for all UW System

students, faculty, and staff—including services to support students learning and faculty teaching at a distance.

“The acquisition and implementation of Voyager moves the UW System libraries to the next level of cooperation,” said Ed Meachen, Associate Vice President, UW System Office of Learning and Information Technology. “This new library management technology provides learners, researchers, and teachers across the UW System with equal access to world class library resources.”

According to Meachen, Voyager will help achieve the vision of a virtual UW System library “by eventually enabling students, faculty, and staff to check out

any circulating materials owned by any UW System library without leaving their home campus library, or, indeed, their own home. We will realize tremendous returns on our investments in the statewide education network, WiscNet, and in a common system for library and information access.”

Voyager sites in production by the end of August 1999 were UW-Stout, UW-Stevens Point, UW Colleges, UW-Madison, UW-Milwaukee, UW-Eau Claire, UW-Platteville, UW-La Crosse, UW-Parkside, and UW-River Falls.

Voyager sites online by the end of January 2000 include UW-Green Bay, UW-Oshkosh, UW-Superior, and UW-Whitewater. ■■

WEMA stresses collaboration—from page 15

WEMA also actively promotes intellectual freedom, is involved with legislation affecting library media and technology issues, and provides publications and products on timely issues.

With collaboration as a major goal, cooperative efforts with the Department of Public Instruction, Educational Communications Board, Wisconsin Library Association and other groups has been a part of WEMA's agenda for many years. In addition to cooperative activities in Wisconsin, WEMA is an affiliate of the American Association of School Librarians (AASL), Association for Educational Communications and Technology (AECT), and the International Society for Technology in Education (ISTE), and works with these organizations on national issues.

Some of the services offered by WEMA include:

- the Dispatch, a newsletter published monthly throughout the school year that keeps members informed of the Association's activities.
- the WEMA website provides up-to-the-minute news of WEMA activities, as well as links to a wealth of electronic resources and library media and technology sites. (www.wemaonline.org)
- the Membership Directory is a tool that helps members maintain communication and networking with colleagues.
- the WEMA Media Fair is an opportunity for students to submit library/media/technology projects and be honored as student producers of media.
- Media Grants provide financial support for projects or research studies dealing with the use of library media or technology in education.

- Workshops held at various locations around the state provide full or half-day learning activities on timely topics.

- the WEMA Spring Conference is a major annual event that features workshops, learning activities, presentations, and a large vendor show, as well as an awards banquet and annual membership meeting. This year's conference will be held in Middleton at the Marriott Hotel on April 2-4, 2000.

- the WEMA discussion lists an opportunity for library media and technology professionals to communicate electronically with colleagues. To join the discussion list, send an e-mail message to majordomo@calypso.dpi.state.wi.us, leave the subject line blank, and in the body of the message enter subscribe wema-l (lower case L, not number one).

- the WEMA scholarship is a new initiative to promote the library media profession. The scholarship is open to graduate and undergraduate students pursuing certification as school library media specialists.

- the Permanent Endowment Trust is WEMA's foundation that provides funds for innovative projects that will benefit the library media and technology field.

WEMA has an ambitious agenda and continues to grow and thrive. Membership forms are available on the website (www.wemaonline.org), as are the names and e-mail contacts for all board members and committee chairs. For more information, contact any board member or the WEMA office at 1300 Industrial Drive in Fennimore, WI 53809; (608) 822-6884 or fax (608) 822-3828 (crouds@cesa3.k12.wi.us). ■■

Committee recommends delay in Linked Systems Project

At a Dec. 15 meeting, the Linked Systems RFP review committee unanimously recommended that none of the five systems bid by the vendors be selected at this time.

The two primary reasons for this decision were: (1) the developing standard for doing "extended circulation"; and (2) corporate changes. Brief information on these two reasons is provided below and more can be found at www.dpi.state.wi.us/dltcl/pld/linkmemo.html. For background information on the Linked Systems Project, go to the project's website at www.dpi.state.wi.us/dltcl/pld/linksys.html.

Standards—There is no formal standard for allowing holds to be placed on remote automated systems (i.e., extended circulation) from a different automated system. The National Information Standards Organization (NISO) is developing a standard for this and it released a "Principles and Guidelines" paper on this standard Nov. 4, 1999. The timetable set by NISO calls for a first draft of the standard to be completed by August 2000.

Corporate changes—At the time the RFP was open for responses (Aug. 13 - Oct. 18, 1999), Ameritech Library Services (ALS) was negotiating the purchase of CPS, a company that had a product using a nonstandard extended circulation feature. ALS stated their intent to support CPS, but they also made it clear that they would merge the CPS product with their similar RSS product. ALS itself also was in the process of being sold to a private investment group.

Considering the standards issues and corporate uncertainties, the Linked Systems Review Committee believes it is not prudent to move toward implemen-

tation of the project at this time. The committee recommends not rebidding the project until the NISO standard has been formalized and vendors have products that meet the standard. Realistically, this will probably be in 2001.

Status of the Linked Systems Project—In the coming months, division staff will closely follow the standards process, the availability of programs that meet the standard, and other developments relative to linking systems. Also, a meeting of the full Linked Systems Committee was held in late January to help provide further direction to the division on a course of

action in this area.

A total of \$238,000 in federal LSTA funds has been allocated for the linked project. Because of federal restrictions, some of this funding must be spent in 2000. These funds were distributed to existing LSTA library system technology grant projects during 2000. The remainder of the LSTA funds will be carried over into the 2001 LSTA grant year. Staff will discuss the funding issue, including any possible future linked project budget requests, with the LSTA Advisory Committee at its next meeting in March 2000.

For more information, go to the project's website or contact Bob Bocher, DPI, at (608) 266-2127 (robert.bocher@dpi.state.wi.us) or Sally Drew, DPI, at (608) 224-6161 (sally.drew@dpi.state.wi.us). ■

Updated interlibrary loan software supplied to libraries

by Sally Drew, Director
Reference and Loan Library

The Reference and Loan Library introduced the QuILL interlibrary loan management software package in 1995 to replace the interlibrary loan bulletin board system. The software allows libraries to send, receive, and track interlibrary loan requests and provides some statistics. Currently, there are 114 active QuILL library users, including the 17 public library system interlibrary loan offices, the Reference and Loan Library, WILS, and MINITEX. Nine public library systems use QuILL within the library system to allow their libraries to send requests within the system and in most cases to other QuILL users outside the system.

The ability to create interlibrary loan requests that will work with QuILL is part of the new WISCAT client software. Libraries must make arrangements with the Reference and Loan Library to use the QuILL local site software and have requests processed by the QuILL processing center.

The Reference and Loan Library released a new version of the WISCAT client interlibrary loan software that is designed to accomplish three major functions:

- Replace CrossTalk, which is the current telecommunications software, with integrated client software developed by Brodart that will allow use of the TCP/IP telecommunications protocol. This allows libraries to use the same lines they use to access the Internet to send and receive QuILL requests. Either dedicated line or dial-up line access will work.
- Work with the new database structure created for WISCAT that will allow libraries to update WISCAT interactively.

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Public Library Development

Public Library Standards Task Force completes work

by Mike Cross, Consultant
Public Library Administration

The Wisconsin Public Library Standards Task Force wrapped-up its work on an updated *Wisconsin Public Library Standards* document in December. After final editing, the document will be posted on the web, with paper copies distributed to all Wisconsin public libraries and library systems. The Public Library Standards Task Force was appointed by State Superintendent John Benson in April 1999 and worked through the rest of the year with the goal of producing an easy-to-use document that assists in the continued development of quality library service throughout Wisconsin.

The 2000 edition of the *Wisconsin Public Library Standards* builds on earlier editions of the *Standards*. As the latest Public Library Standards Task Force began its work, we reviewed the previous

edition of the *Standards* and noted the continued relevance of the vast majority of the standards. We also reviewed the status of library compliance with the earlier standards and were pleased to note significant improvements in the level of library service quality in Wisconsin since the last edition was published.

The *Wisconsin Public Library Standards* document has evolved gradually over the years, and continuing that trend, many of the standards in the 2000 edition are unchanged from the 1994 edition. However, in the past five years the public library environment has changed significantly. Not surprisingly, the latest edition updates a number of the technology-related standards. Other major changes are noted below.

The development of the *Wisconsin Public Library Standards* was guided by the belief that Wisconsin's public librar-

ies play a critical role in providing free access to knowledge, information, and diversity of ideas to all residents. It is because of the critical importance of public libraries that the standards are established. All Wisconsin residents need and deserve at least a basic level of library service. The standards provide a way to measure a basic level of quality for public library service and also provide a pathway to excellence in library service.

Thanks to advances in information technology and to the cooperation of all types of libraries in Wisconsin, even the smallest library can offer access to an almost unimaginable quantity of both electronic and traditional information resources. But while this new environment presents great opportunities, it also presents great challenges. Today's library staff must master not only the

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Software distributed to libraries—from page 18

- Libraries that do not use QuILL local site software for interlibrary loan management can create text files that can be e-mailed to other libraries or the library system interlibrary loan office. In the new client interlibrary loan software, libraries can set a profile option to save requests in ASCII text format. They also can choose to create requests in more than one format (QuILL, text, or print).

The new WISCAT client interlibrary loan software is very similar to the interlibrary loan functions in the Interim client software except for the above changes. However, the change in the telecommunications protocol seems to have eliminated several problems, such as the appearance of duplicate requests. The new WISCAT client interlibrary loan software is a Windows product. For many libraries, the newly structured database and new client interlibrary loan software will replace the CD-ROM WISCAT database and software used for creation of requests. QuILL users will continue to use the DOS-based software to track and manage interlibrary loan traffic. The CD-ROM version of WISCAT

and the use of CrossTalk software for QuILL access were discontinued Jan. 1, 2000.

Staff began installing and using the new client interlibrary loan software at the beginning of December 1999 and have been working with each individual library or library system using the QuILL local site software to install and test the new telecommunications functions. Once all current users have been installed, staff will begin installing new QuILL sites. Two additional systems have indicated an intent to install QuILL for use by their libraries. The correctional institute libraries also will be using this new client interlibrary loan software. With current and projected users, QuILL sites will total more than 180.

Staff in libraries that do not use the QuILL local site software still can use the new client interlibrary loan software to create interlibrary loan requests. These libraries can create requests, select to save the request in ASCII text format, and/or print the request. Library staff can then e-mail the text files or print the requests and send them to another library willing to accept requests in either format. ■■

WLA going strong after 108 years

by Lisa Strand
WLA Executive Director

Since 1891, the Wisconsin Library Association (WLA) has supported the work of the state's libraries and librarians. Today, WLA is a professional membership organization representing more than 2,000 librarians and library staff from school, public, academic, and special libraries, as well as students, trustees, and library friends.

WLA Mission

The WLA mission is to improve and promote library and information service and to assist association members and libraries in meeting their own goals. Specific WLA goals cover public awareness, intellectual freedom, information access and information literacy, literary works, personnel resources and development, alternative sources of library funding, and legislative advocacy.

Legislative Program

While WLA continues to produce programs to support all of its strategic goals, library advocacy has been a focus in recent years. In 1996, WLA became a

501(c)6 organization, a change that allowed it to expand its involvement in legislative activities. The WLA Foundation was separately incorporated that same year as a 501(c)3 organization—the charitable arm of WLA. Since then, WLA has added lobbying staff, created advocacy information for the website, and enhanced outreach activities to increase grassroots support of library issues.

But there's more to WLA than its legislative program. Here is a summary of the many services WLA provides.

- Conferences and workshops on a variety of library issues. WLA's Annual Conference will be held Oct. 31 through Nov. 3, 2000, at the Regency Suites & Conference Center in Green Bay. In addition, units of WLA host conferences and workshops during the year.
- Networking and leadership opportunities are available within 21 special interest units, including the Wisconsin Association of School Librarians, Wisconsin Library Trustee Association, Association of Wisconsin Special Librarians, Wisconsin Association of

Public Libraries, and the Wisconsin Association of Academic Librarians.

- Unified statewide advocacy for libraries includes the Annual Library Legislative Day, website information, advocacy support materials, and the Library Development & Legislation Committee.
- The website (www.wla.lib.wi.us) has information on current WLA activities, registration forms, membership applications, links to important library-related sites, and a job site.
- The WLA Newsletter, with association and foundation news, is published bimonthly.
- Professional and educational publications such as the annual "Salary & Fringe Benefits Survey" for public libraries and "Linking Wisconsin's School Libraries and Classrooms" are available for sale.
- Awards and scholarship programs recognize professional achievement, support of libraries, and literary excellence, and provide support for continuing or masters' level education.
- WLA Membership Directory & Handbook.
- WLA Foundation membership is extended automatically to all WLA members.

DLTCL employee participates in Wisconsin-Chiba cultural exchange

by Patricia Peterson
DPI Wide Area Network Manager

In May of 1999, I was honored to represent the Department of Public Instruction in the "Women of Wings" cultural exchange program with Wisconsin's sister state of Chiba, Japan. The "Women of Wings" program began 10 years ago as a way to introduce female public service employees to their counterparts in the host country. In addition to DPI, the Department of Workforce Development, the University of Wisconsin-Madison, Wisconsin Manufacturers and Commerce, the Milwaukee Public Schools, the Wisconsin State Fair Board, and Wisconsin-Chiba Inc. were represented in the exchange.

Our group spent nine days in Chiba and a day touring Tokyo. Our many activities included:

- attending a Sumo wrestling tournament;
- spending a weekend with a host family (in all cases, the families consisted of a member who had been to Wisconsin as part of the exchange);
- having lunch with the governor;

Please see Chiba cultural exchange—on page 22

Into the next millennium

In March 2000, WLA leadership will host the Strategic Planning and Revitalization Conference (SPARC) in Appleton. The overall mission of the WLA and its broad strategic goals will be discussed, and the importance of responding to and serving the members will be a large part of the discussion. How can WLA continue to engage its members in the very important work that must be done to preserve the role of libraries and librarians in our society? Ultimately, this is what will keep WLA relevant—next year, and for the next 108 years!

For more information about the WLA, contact Lisa K. Strand, executive director, Wisconsin Library Association Inc., 5250 E. Terrace Drive, Suite A-1, Madison, WI 53718-8345; (608)245-3640 (strand@scsls.lib.wi.us). ■

Children's literature, web navigation also available

New videocassette gives fresh perspective on the public library

Several videocassettes recently added to the Reference and Loan Library's collection present fresh perspectives on the public library. Another video looks at American children's literature, and yet another offers some help for navigating the web. All of these programs may be borrowed free of charge. The call numbers and booking system numbers included in the citations in this column may be referenced when requesting the videocassettes from Reference and Loan.

America's Libraries Change Lives (Jeff Spitz/American Library Association, 1999; 18 minutes; with discussion guide)—Actress Whoopi Goldberg narrates an uplifting program that combines film footage of early 20th century immigrants with stories of contemporary immigrant children, teens, and parents, to present a fresh look at the public library. The public library is described as the most democratic of all American institutions, as "the one door that was open to everyone." In this program, which emphasizes the value and necessity of America's Libraries, immigrants tell of their experiences and describe the changes libraries have made in their lives. One use of this video is as a discussion trigger about libraries in library fundraising efforts, in ESL and literacy programs, or in library advocacy presentations. (VHS V-7027 (025465))

Children's Books That Changed Children's Books (dhg Productions/State Library of Iowa, 1998; 69 minutes)—This video contains a speech by Kathleen T. Horning, author, librarian, and coordinator of special collections at the Cooperative Children's Book Center in Madison. The speech was given April 16, 1998, in Johnston, Iowa, as the inaugural lecture in the Westgate Lecture Series sponsored by the State Library of Iowa. In her presentation, Horning talks about the history of 20th century American children's literature, specifically books that changed the view of children's books and publishing. She discusses a dozen or so representative titles that differed from other books at the time they were published and made an impact on children's literature as a whole. Preceding Horning's speech is a welcome by Iowa State Librarian Sharman B. Smith and an introduction by Debb Green, youth services manager at the Iowa City Public Library. There also is a tribute to the late Hazel Westgate given by Susan Craig, director of the Iowa City Public Library where Hazel Westgate was children's librarian. Hazel Westgate was born in Ashland, Wis., and is the librarian in whose honor the Westgate Lec-

ture Series was established. (VHS V-7019 (025452))

Excess Access: Pornography, Children and the American Library Association (American Family Association, 1999; 21 minutes)—Beginning by showing a dramatized situation, this program says that children may not be safe in public libraries that have policies allowing unrestricted access to materials. These policies are described as radical, and are attributed to the influence of the American Library Association. This video was shown at the annual conference of the Wisconsin Library Association in La Crosse on Oct. 22, 1999, during the session presented by David Burt entitled "Internet Activism and Filtering in Public Libraries." Burt is a librarian from Lake Oswego, Oregon, and founder of Filtering Facts, a non-profit organization promoting the use of filtering software in libraries in order to protect children from pornography. (VHS V-7026 (025459))

An Introduction to Netscape Navigator (Library Video Network, 1999; 17 minutes. Closed-captioned)—This is a brief tutorial for the beginner on how the Web browser Netscape Navigator, version 3, operates. It gives a basic overview of the World Wide Web, offers some simple browsing and searching tips, and covers the functions of the toolbar menu and using bookmarks. Some differences between Netscape Navigator version 3 and Netscape Navigator version 4 and Netscape Communicator are noted. The program may be useful for library Internet training sessions for patrons. (VHS V-7017 (025450))

Me? A Librarian? (State Library of Ohio and Ohio Library Council, 1998; 10 minutes; with student guide)—To a lively musical background, two teenagers describe positioning oneself by considering a career as a librarian/information specialist. They show that librarians are no longer confined to taking care of books or being in library buildings, and that they are at the forefront of providing access to information. Young people present their ideas of librarians, and librarians discuss what they like about their jobs. The program is intended to dispel common myths about librarians and librarianship, and to interest middle through high school students in the library profession. (VHS V-7028 (025466))

Puss In Books: Adventures of the Library Cat (Gary Roma/Iron

Please see AV Notes—on page 22



Chiba cultural exchange—*from page 21*

- visiting elementary and junior high schools; and
- participating in traditional activities such as a tea ceremony.

Our trip consisted of several professional activities as well. As part of the “business” side of the trip, we held a forum entitled “The Sandwich Generation” that focused on issues related to childcare and eldercare. As part of the forum, I did a presentation on programming and activities for seniors in Wisconsin public libraries.

My primary objective for participating in the exchange program was to learn about libraries in Japan and particularly how technology is used in Japanese libraries. Unfortunately, I did not get the chance to visit many libraries while there. Our group had very diverse interests, and our hosts tried to schedule something to meet each member’s interests in our itinerary. We did, however, spend part of an afternoon at the main library of Chiba University, which I found very similar to its counterparts in the U.S. in terms of policies and services offered.

The university is home to approximately 10,000 students, and the library’s holdings number 1.29 million volumes. They have had an OPAC since 1979, and in 1987 they were linked to the National Center for Science Information Systems, which sounded somewhat like the Japanese equivalent of OCLC. Students with research allowances have access to online services such as NACSIS and Dialog, and all students have free access to CD-ROM databases and products such as Contemporary Authors, Biological Abstracts, PsychLit, the Oxford English Dictionary, and the New York Times. The director of the library informed us that Japan is in the process of building a national union catalog, and he assured me that there exists a very sophisticated and established system of interlibrary loan among the academic and public libraries.

Although the university library was clearly using computer technology, it is noteworthy that this was only the second place in Japan where we actually saw computers. We were especially surprised to see the lack of computers in the public schools. When asked, the principal of the junior high school explained that the cost of networking and Internet Service Providers is prohibitively expensive in Japan, so unless the student is lucky enough to have such access at home they usually don’t have access until they reach college.

I had hoped to visit a public library while on my trip, but unfortunately I was unable to do so. However, I was able to glean some information from informal conversations I had while there. Although a government brochure claimed public libraries to be “lifelong learning centers,” I learned that public libraries are very underutilized in Japan. Unlike the case in Wisconsin, not all of the public has convenient access; many people have to travel great distances to visit a library. And although ILL exists, it is not widely publicized. People view libraries more as a place to do research, and then only if an academic library is not available or accessible. Going to the public library to check out recent best sellers, or to attend an educational workshop, or to participate in children’s programming is almost unheard of in Japan.

I do not know about the state of technology in Japanese public libraries, but given that they are so poorly funded, and the high cost of Internet access in Japan, my guess is that public libraries in the U.S. have made much greater use of available technology.

Participating in this exchange program was a life-changing experience for me. Since my return, I have developed a great interest in Japan, have begun studying the language (both spoken and written), and have hosted two visitors from Chiba at my home, both participants in the “Women of Wings” program. ■■

AV Notes—*from page 21*

Frog Productions, 1997; 29 minutes)—This entertaining documentary presents a lighthearted look at cats that live in libraries across America. Librarians, patrons, the founder of the Library Cat Society, a pet psychic, and a cat therapist all weigh in on the advantages and disadvantages of library cats. They tell their stories and comment on the pleasures and benefits of resident felines, as well as on dealing with problems such as allergies and phobias. About 20 library cats are featured including Baker and Taylor, the well known mascots of the book distributor, and Bam-Bam, Bookums, Carnegie, Deuce, Dewey Decimal, Dewey Readmore Books, Dickens, Dr. Seuss, Emily, Fred, George, Herbie, Kinky, Leo Katz, Libby and Walker, Melville Dewey, Muffin, and Rosie. (VHS V-6757 (025190)) (*This program is licensed for home use and for small group in-library viewing only*)

Libraries and media centers of all types may call or send requests for videocassettes directly to the Reference and Loan Library or they may send them through regular interlibrary loan channels. Organizations and businesses, teachers at kindergarten through 12th-grade schools, faculty and staff at academic institutions, and state agency employees also may choose between contacting R&LL directly or sending interloan requests through their libraries. The Reference and Loan telephone number for direct video requests is (888) 542-5543 or (608) 224-6169. The fax number is (608) 224-6178. All other users, including individual borrowers, should request materials on interlibrary loan through their public library rather than contacting Reference and Loan directly. ■■

Public Library Standards—from page 19

skills and knowledge necessary to provide traditional library services, but also the new and constantly changing skills and knowledge required to make use of the latest in information technologies. Challenges also face the trustees and other government officials responsible for securing the funding and other resources necessary to provide library service that meets current needs and expectations.

The latest edition of the *Standards* reflects these changes and challenges. Several standards are now at higher levels to reflect the increased demands presented by new information technologies and increasing public needs and expectations for both traditional and new library services.

The *Wisconsin Public Library Standards* attempts to cover the services, resources, and other requirements for basic library service that should be available to *all* residents of the state, including those who face physical, developmental, or other barriers to their use of public libraries. Wisconsin's public library standards are entirely voluntary, but every library is encouraged to strive to offer all local residents the highest level of service possible. It is hoped that the *Standards* will assist in the continued development of quality library service throughout Wisconsin.

In addition to the changes mentioned above, other major changes in the new edition of the *Standards* are as follows:

- Quantitative standards are included in the *Standards* document and are fixed for approximately five years. (Previous quantitative standards were published in the annual *Wisconsin Library Service Record* and updated each year.) These changes are intended to make the *Standards* document easier to use and will allow libraries to plan for hitting a fixed, rather than a moving, target.
- As in previous editions of the *Wisconsin Public Library Standards*, the new edition will establish certain

quantitative standards for public libraries based on both the municipal and the service population of the library. Service populations reported in future *Library Service Record* editions will more accurately estimate total library service populations because they will be calculated based on each library's actual usage by nonresidents.

- Quantitative standards are now established at four levels of effort: basic, moderate, enhanced, and excellent. The previous edition used three levels: basic, moderate, and advanced. Local libraries can establish service targets by selecting the appropriate level of effort to apply to each standard, or use the levels to plan for progressive improvements over time.

- Due to changes in the latest Public Library Association planning publication, the concept of library "roles" is no longer closely tied to the *Standards*. The importance of planning, and some basic planning options, are discussed in the first chapter of the *Standards*.

Task force members are: Doug Baker, Mary Bethke, Bob Bocher, Joy Botts, Sharon Charles, Anders Dahlgren, Carol Gibson, Nancy Hunt, Pamela Nyberg Kiesner, Pat Laughlin, Ruth Ann Montgomery, Larry Nix, Karen Peterson, David Polodna, Jane Roeber, John Thompson, Neil Trilling, and Jim Trojanowski.

DPI's Frances de Usabel and Alan Zimmerman provided additional information to task force members. ■

Group reviewing library media license competencies

The Library Media License Competencies Work Group met Dec. 20 to begin identifying the competencies appropriate for school library media specialists and supervisors under the new teacher licensing rules.

At this meeting subgroups were established to develop three draft documents.

- General competencies for beginning & professional level library media licenses
- General competencies for the library media supervisor license
- Specific technology and leadership competencies for all the licenses

Members reviewed the drafts, shared comments via e-mail, and discussed them at a Jan. 27 meeting, agreeing on a number of themes.

- While providing access to resources is an important function, a library media program must provide a wide range of educational services.
- The library media specialist must be a teacher, an expert in informational and educational applications of technology, and a leader in educational reform.
- License requirements must be both rigorous and reasonable to ensure that excellent teachers will be encouraged to enter the field.
- The library media licenses should be developed in harmony with the instructional technology coordinator license.

Work group members are: James Bowen, district library media and audiovisual coordinator for Green Bay School District (chair); Gyneth Slygh, library media educator, UW-Eau Claire; Dianne Hopkins, library media educator, UW-Madison; Carol Nelson, distance learning coordinator, CESA 10; Vonna Pitel, school library media specialist, Cedarburg High School; James Benfield, district administrator, New Berlin School District; and Alice Sturzl, school library media director, Laona School District. Richard Sorensen, school library media consultant, is the DPI liaison.

To comment on educational requirements for the new library media licenses, contact James Bowen (jbowen@greenbay.k12.wi.us) at Green Bay Area Public Schools, 200 South Broadway, Green Bay, WI 54303. ■

Around Wisconsin

People

Meg Allen is the new director of the rock Springs Public Library, replacing **Janet Brooks**.

Teri Alwes is the new media specialist at New Richmond High School.

After 25 years, **Joanne Baier** retired from her position as director of the Elmwood Public Library at the end of 1999.

Joe Balazs, former director of the Adams County Library, now is director of the Aram Public Library in Delavan.

Darlene Brabec is serving as the media specialist at Malone Elementary School in Prescott.

Amy Brandt is the new youth librarian at the Sun Prairie Public Library, replacing **Mary Driscoll**.

Jane Brunner, Black Earth Public Library director, has resigned.

The following are new media specialists in the Eau Claire Area School District: **Jane O'Connell**, North High School; **Barbara Bomber**, Northstar Middle School; **Cindy Dahl**, DeLong Middle School; and **Hjordy Wagner**, South Middle School.

Jayne Geraets is the new director of the Elmwood Public Library.

Clem Guthro resigned as director of the Chippewa Valley Technical College Library and is now team leader for collection management at the library at Macalester College in St. Paul.

Cynthia Hanson is the new children's services librarian at Hudson Public Library.

Annette Hayden is the new media specialist for the Elk Mound School District.

Sara Heinz is the new circulation manager at L.E. Phillips Memorial Public Library in Eau Claire.

Jane Johnson recently resigned as director of the Centuria Public Library.

Alice Keith, director of the Bruce Public Library, retired at the end of 1999. The new director is **Kathleen Kademan Voss**.

Michele McCaughtry, formerly director of the Augusta Public Library, is the new senior librarian at the Jackson County Correctional Institution in Black River Falls.

Gloria Moldscheck is the new youth services librarian at the Columbus Public Library, replacing **Shannon Barniskis**.

Kim Ropson is the new children's ser-

vices librarian/supervisor at the Marshfield Public Library, replacing **Kathy Kexel**.

Places

There are new P.O. Box numbers at the public libraries in **Baldwin** (P.O. Box 475, zip is 54002-0475) and **Glenwood City** (P.O. Box 247).

The **Deer Park Public Library** has consolidated its phone and fax line. Both now can be reached at (715) 269-5464.

There are several changes at **Ellsworth Senior High School** library; phone is (715) 273-3904, fax is (715) 273-6824, and e-mail for media specialist Linda Johnson is johnsonl@ellsworth.k12.wi.us. ■

2000

March 6	Summer Library Program, ETN
March 7-8	LSTA Advisory Committee Meeting, Madison
March 10	COLAND videoconference at four sites.
March 28-4/1	Public Library Association (PLA) National Conference, Charlotte, NC.
April 2-4	Wisconsin Educational Media Association (WEMA) Spring Conference, Middleton.
April 9-15	National Library Week.
April 12-14	Wisconsin Association of Academic Librarians (WAAL) Spring Conference, Fond du Lac.
May 1-2	National Library Legislative Day, Washington, D.C.
May 11-12	Wisconsin Association of Public Librarians (WAPL) Spring Conference, Middleton.
May 12	COLAND (TBD)
June 10-15	Special Libraries Association Annual Meeting, Philadelphia

For more details about specific meetings, see the **WISDOM** calendar at www.dpi.state.wi.us/dpi/dltcl/pld/wisdom.html.

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