Channel

Electronic resources widely available

Program participation, interlibrary loan requests up in '99

by **Alan Zimmerman,** Consultant
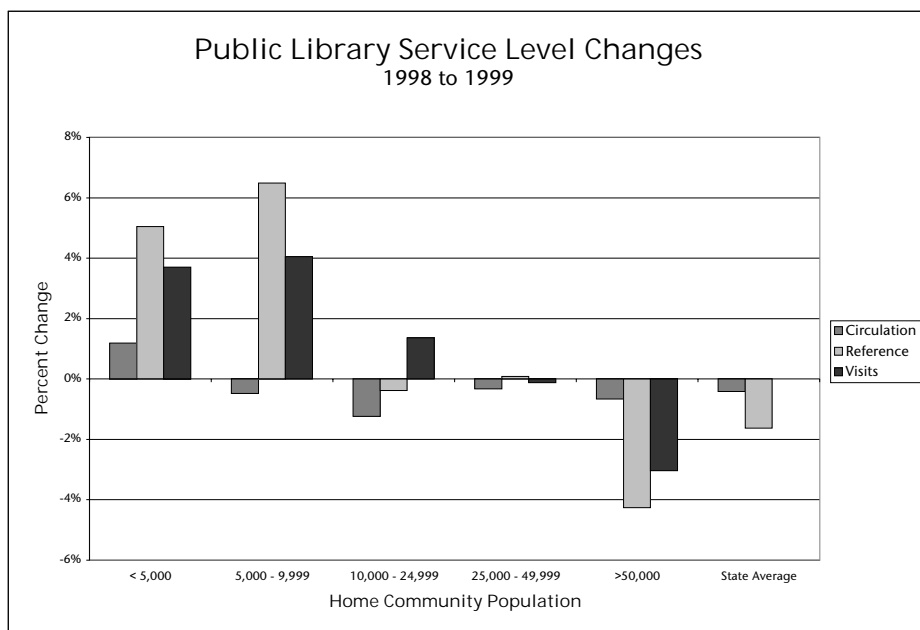Public Library System Administration & Finance

Wisconsin's 382 public libraries annually provide information on their collections, funding and activities, submitting reports each spring to the Division for Libraries, Technology, and Community Learning. Although not all libraries are able to respond to all questions, information provided for 1999 suggests that public libraries overall experienced little change in service levels from 1998.

Total circulation fell slightly from 46.9 million in 1998 to 46.7 million in 1999 with slightly more than half of all public libraries reporting decreases. As with circulation, for reporting libraries the number of library visits made by users in 1999 remained at the 1998 level, 27.5 million statewide. Only the number of reference questions submitted to librarians by library users showed a measurable decline, dropping nearly 2 percent to 5.7 million reference transactions annually. Attendance at library programs in 1999 increased 2 percent over 1998 to 1.28 million. Interlibrary loans–requests sent from one library to another for materials not available locally but wanted by a library user–continued double digit growth increasing 16 percent over 1998 to 2.2 million items loaned.

Although public libraries statewide maintained 1998 service outputs, when examined by population of library community it appears libraries in smaller communities are experiencing increases offset by declines in large libraries. When viewing Figure 1, the dis-

Figure 1

Public Library Service Level Changes
1998 to 1999

Percent Change / Home Community Population
(Circulation, Reference, Visits by population: < 5,000; 5,000 - 9,999; 10,000 - 24,999; 25,000 - 49,999; >50,000; State Average)

Trustee Corner
Wisconsin law specific about library revenues

Can our library put gift funds into a library checking account?
Can we do the same thing with library fine and fee income?

Yes, public library boards may deposit gift, bequest, devise, and endowment funds in a savings or checking account held by the library. However, all other library income, including fines and fees, must be deposited with the municipality.

Wisconsin library law provides that library boards have exclusive *control* of all funds collected, donated, or appropriated for the library fund. However, library boards only have the legal authority to maintain *custody* of gift, bequest, devise, and endowment funds. Expenditures of funds held by the municipality for library purposes are made as approved by the library board, with actual disbursements made by the municipal treasurer.

Wisconsin Statutes s. 43.58 (7) provide three alternatives for the handling of a gift, bequest, devise, or endowment funds provided to the library:

1. The library board may transfer the funds to the treasurer of the municipality or county that established the library.

2. The library board may deposit the funds with a public depository

'Reader Connection'
New column an opportunity for input in Channel

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

Appearing for the first time in this issue (below) is the new column, "Reader Connection," which is an opportunity for folks in the library community to share a wide variety of successful projects, programs, activities, or comments on issues of interest to the Wisconsin library community.

The rationale for publishing the column is that shared successes would be not only of interest in the library arena, but particularly be of potential help to others in utilizing forms of those positive experiences. Continuation of the column will depend upon readers taking the initiative to submit articles.

If you have something of the above nature that is unique, popular, and/or beneficial, whether it involves youth, adults, staff, trustees, policy-makers, raising money, or the many facets

Calvin Potter

of circulating your collection and library operations, consider submitting an article. This is a great opportunity to display some pride in a work product as well as be of service to others. Articles describing limited successes or failures would also be welcome for their enlightenment and cautionary value.

Not only are possible topics varied, but contributions coming from different library types are encouraged. As you observe the operation of your school media center, library system, or public, academic, or special library, there are activities of which the shared information might be found most helpful by others.

For planning purposes, please contact Peg Branson at the Division for Libraries, Technology, and Community Learning at (608) 266-2413 prior to submitting any written copy. Peg will share with you the article length, deadlines, editing requirements, and other such considerations involved in compiling a publication. ∎

Reader Connection
Trustee Responsibilities: A Post Script

Channel

by Greta Thompson, Assistant Director
Outagamie-Waupaca Library System

Lists are a favorite way these days of organizing material, but you won't find lists of trustee responsibilities on that most popular of all lists, the best sellers; but lists of those responsibilities do exist. Maybe the most often referred to list, and the one most often adapted, is that developed by Virginia Young in her book *The Library Trustee.*

These lists are all useful, but I believe many of them omit three responsibilities that are fundamental.

What follows, then, is my own short list of trustee responsibilities, based on feedback from a number of librarians and a few trustees as well.

Ask for what the library needs

It's not your job as a trustee to save the municipality money. There are many others who are working to do that. What you as a board need to do instead is have a vision of what you want your library to be. Think big. Dream. You don't need to worry about the budget or what's practical. You're not planning tomorrow's work or even next year's. You're dreaming of some day, and with that vision in mind

you ask for what you need to begin to realize it. Maybe you won't get the money even for the first step or two, or maybe you won't get it until you've asked three or four times. But if you don't ask, you certainly won't get the money.

A case in point is the number of libraries with one or more computers, which was unthinkable even four or five years ago. Some of the smallest libraries in the state have microcomputers, Internet access, or even access to a shared online catalog and circulation system. The money was there in these communities when it was needed, sometimes to everyone's surprise.

Support your library director

If you can't support the library director, fire him or her for the sake of the library. Once you've hired the best person possible, let that individual do the job. Encourage the director to present recommendations, not just problems, so you and the director can have confidence in his or her judgment. Recognize that it's the library's responsibility, not the director's, to pay for required training (e.g., the four courses required for a

Readers Connection—*from page 2*

Grade II or the renewal of a Grade III certificate). Budget for continuing education, not only for the director, but for all the staff. Workshops can inspire, teach practical skills, and provide a community of colleagues with whom to share concerns. Pay staff for time off the public service desk and time when the library is closed. This is absolutely essential for doing administrative work, planning programs, and taking care of the practical details of providing service. And please don't expect your librarian to donate hours over and above those for which they are paid.

Nurturing the board's relationship with the director takes time and attention, but there are some potential pitfalls. Talking with the staff about how the library should be run or what the director is doing is a mistake. In small communities you often know the staff, maybe even played together as children; but it's important not to do business with staff, even or especially when there are problems. Beware of the long-time employee who knows more than a new director, whether the individual still is working or perhaps retired and interested in serving on the library board. Don't hold meetings without the director—if the director is not there, he or she should at least know you're meeting and why.

Supporting your librarian means an annual evaluation. This is not an occasion to nitpick and criticize. Instead, it's an opportunity to recognize achievements, identify and discuss setbacks or problems sympathetically, and help set objectives for the coming year. Mutual respect and trust will help strengthen your library.

Use the library

It is astonishing to librarians how few trustees actually use the library. You need to be aware of its resources and services. They've changed a lot since the days you visited the public library with your third grade class. You need to be aware of the challenges the director and staff face daily in carrying out the programs and services. Unless you know the library well, how can you make good decisions on its behalf and act as an informed advocate for it? All of these are important reasons to use the library, but there's at least one more: use it for your own enjoyment and development.

Conclusion

Those are my three additions to lists of trustee responsibilities. I do have one more thought, which is to ask for help when you need it. Boards often work in isolation, and that isn't necessary or productive. Get to know your neighboring libraries and their board members. Chances are they're working on the same issues you are. They can help you, and you can help them. In addition, you have resources available to you at the system level, at the state level, and on the Internet.

The president of the American Library Association recently called trustees "a secret weapon." She was writing about their potential as lobbyists: "Since they are not usually paid for their service, when they advocate for the library and tell our story they are doing so with no self-interest." (American Libraries, May 2000, 7) If you ask for what the library needs, support your director, and use your library, you'll have a good story to tell. ❚❚

Library statistics—*from front page*

tribution of public libraries should be kept in mind. The largest 70 libraries–those libraries in communities larger than 10,000–serve 70 percent of the state's population. Although the 32 public libraries in communities of over 25,000 population only constitute 8 percent of all libraries, they serve 55 percent of the state's population. The 260 public libraries in communities under 5,000 population (two-thirds of all libraries) serve less than 20 percent of the state's population.

One factor possibly affecting traditional public library output measures may be the growth in the availability of electronic resources at libraries. Over 98 percent of all public libraries report having access to the Internet, and ninety percent report having public use computers or workstations with Internet access. In addition to Internet access, 86 percent of all libraries report having locally provided access to electronic resources such as bibliographic or full-text databases or multimedia products. Libraries reported a 39 percent increase in electronically formatted materials in their collections and the availability of 3,335 public use computers or workstations, 1,737 of which provide Internet access. A national consensus on how to measure the use of these electronic resources in public libraries has yet to emerge.

Public libraries provide extensive service to children and young adults, and attendance at the 39,000 library programs in 1999 for children and young adults was over 1.1 million–an increase of more than 2 percent over 1998. Circulation of children's materials continued to represent about 40 percent of all public library circulation in 1999. However, for the 94 percent of libraries reporting this data, children's material circulation was down about 1 percent while adult circulation was up about .5 percent. Therefore the slight decrease in overall circulation may have been caused by a drop in children's material circulation.

Statewide, all categories of library collection materials increased over 1998. The number of print volumes held increased 2 percent to 18.3 million. Audio materials held increased 10 percent to 756,000, video materials held grew by 14 percent to 659,000, and electronically formatted materials in public library collections totaled nearly 32,000. Public library periodical subscriptions increased to over 68,700, and statewide total expenditures for public library materials increased 2.2 percent over 1998.

Total public library and system staffing increased by 2.6 percent to more than 3,000 full time equivalent (FTE) employees. Of all staff, 655 FTEs held master's degrees from a program of library and information studies accredited by the American Library Association. Including those with master's degrees, over 1,200 FTE staff held the title of librarian and approximately 1,800 FTE were classified as support staff. The total annual public hours open for all public libraries, branches, and bookmobiles increased 2 percent over 1998 to 985,000 hours. Total staff costs, including salaries, wages, and benefits increased 4.6 percent over 1998.

Circulation by Residency

In 1999 public libraries were again asked to include in their annual report a breakdown of circulation by the residency of the library user. Equitable reimbursement for nonresident use of public libraries has long been an issue for many Wisconsin public libraries. Recent legislation requires counties to pay libraries within the county a minimum of 70 percent of the cost of public library service provided to county residents without a local pubic library. Use is measured by circulation to those residents.

This year's circulation reports are consistent with last year's reports and indicate that statewide approximately one-third of all public library use is by persons residing outside the library's home community. Approximately one-fifth (19.4 percent) of all use is by residents from the library's county who do not have a local library. About 8 percent of all use is by residents who do have a local public library, but who choose to use another public library within the county. The remaining nonresident use is predominately by person in neighboring counties or within the library's public library system area (4.5 percent). Statewide, libraries reported that less than 1 percent of use was by other state residents and out-of-state residents, although libraries in tourist areas may experience relatively heavy use by these users.

Financial Support

Public library service in Wisconsin is provided through cooperative efforts at the state, public library system, and county and local level. Considering funding only at the public library level, about two-thirds (68 percent) of all operating revenue is from municipal government sources and 20 percent of income is provided by counties. The remaining 12 percent of public library

Figure 2

Public Library Service Tax Levy Per $1,000 Assessed Valuation
1990 - 1999

Legend:
- Statewide Average Levy
- Levy for Library Communties
- Levy for Areas Outside Library Community
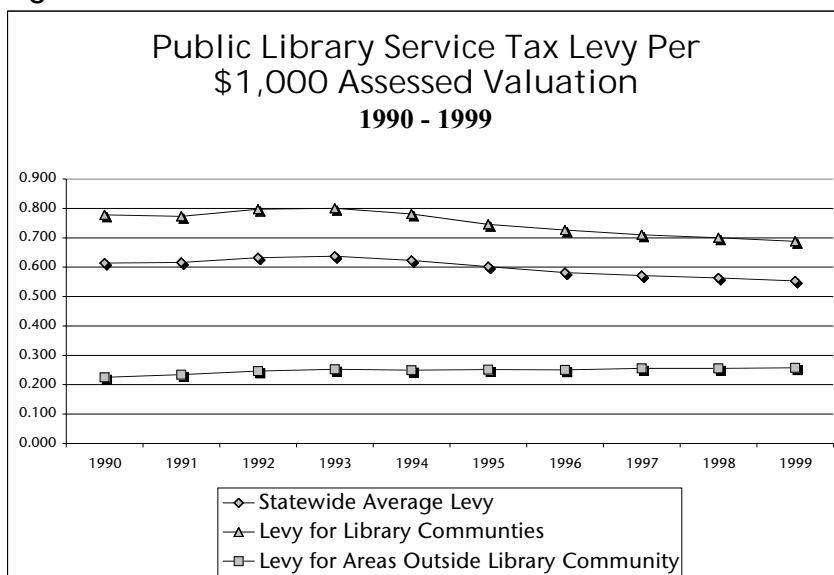
Library Issue Discussion Group report

Twenty-four people representing a variety of state library organizations met August 10 to discuss issues of concern to the library community. The Library Issue Discussion Group was created in 1998, establishing a process for bringing together leaders of various organizations related to library services in Wisconsin. The group meets four to six times a year to discuss issues affecting all libraries and to develop consensus around statewide initiatives.

Of the many issues discussed in August, two general issues received the most attention:
- legislative issues including development of the Division for Libraries, Technology and Community Learning (DLTCL) budget; and
- building a Wisconsin digital library.

Representatives of the Wisconsin Library Association (WLA), Wisconsin Educational Media Association (WEMA), and UW libraries discussed development of their legislative agendas, and Cal Potter discussed progress on the DLTCL budget request.

Considerable "digital library" activity was reported. Ken Frazier reported that the UW-Madison Library is moving ahead with several major projects (see www.library. wisc.edu/libraries/dpf/ to review completed projects), including digitization of the correspondence of the U.S. State Department from Lincoln's presidency to FDR's. UW-Madison also plans to build the infrastructure necessary to handle outside digitization

Library statistics—*from page 4*

funding is from state, federal and other sources. Looking at public library expenditures only, salaries, wages, and benefits are 68 percent of all expenditures. Materials expenditures are 14 percent of the total and contractual and other expenditures make up the remaining 17 percent of public library spending. Of the funds expended by public libraries for library materials, 68 percent is for print materials, 15 percent is for subscriptions, 12 percent is for audiovisual, and 3 percent is for electronic formatted materials.

The annual statewide average per capita local and county tax support for public library service in 1999 was $25.55, a 4 percent increase over last year. Three-fourths of the state's population reside in communities with a local public library. These residents paid an average of $29.46 per capita for public library service in 1999, a 3.5 percent increase. However the range of supports varied greatly from under $2 per capita to over $70 per capita. The remaining population live in communities with no public library and pay a county tax for public library service. These residents paid an average of $14.21 per capita, up 7.7 percent from 1998, with rates ranging from $1 to $30 per capita last year. The state average library service tax rate per $1,000 of assessed value decreased 1.8 percent from 1998. Likewise, library community tax rates also declined. Nonresident tax rates increased slightly. Figure 2 shows property tax rate trends over the last decade.

Total expenditures for public library service in Wisconsin, including expenditures at the municipal, county, and public library system level, were $153.7 million for 1999, an increase of 4.8 percent over 1998. Municipalities provided 62 percent of all operating income, counties contributed 20 percent, and state sources accounted for 10 percent. The remaining 8 percent came from federal grants, gifts, endowments, funds carried over from the previous year, and other income. Salaries, wages, and benefits accounted for 68 percent of all operating expenditures, library materials expenditures for 14 percent, and all other operating expenditures for 18 percent of the total expended.

Wisconsin residents are heavy users of public libraries. Wisconsin ranks fourth among states in public library visits per capita, ninth in circulation per capita, and 13th in reference transactions per capita. An estimated 55 percent of Wisconsin residents are registered public library users. ∎

School library media spending was lower in '98 and '99

by Richard Sorensen, Consultant
School Library Media Programs

School library media specialists predicted that the freeze on Common School Fund Library Aid imposed by the 1997-99 biennial budget would affect overall expenditures for school library materials. Statistics confirm this is what happened.

Analysis of school district annual reports from these two years shows that overall expenditures for school library materials dropped from a high of $25.66 per student in 1996-97 to $24.23 per student in 1998-99. The $1.43 per student (5.6 percent) difference is less than the $4.20 per student (20.6 percent) reduction in the Common School Fund Library Aid distributions over the same period. This means that school districts spent more from local tax revenues and general state equalization aid for school library media purchases during those years to cushion the effect of the lower Library Aid allocations.

It is important to note that this article is using *per student* amounts to enable comparison with national figures. Common School Fund Library Aid allocations are actually based on the number of "census children" or children between the ages of 4 and 20 living in the school district. Per student amounts are always higher than per census child amounts, since not all of the children between the ages of 4 and 20 living in the district are enrolled in the public schools.

Wisconsin's public school students have a distinct advantage over those in other states. As Table 1 shows, Wisconsin expenditures are higher in nearly every category than national figures. National estimates are taken from a survey of school library media programs done by Marilyn Miller and Marilyn Shontz in 1999. The results of that survey are published in the October, 1999 *School Library Journal* (page 50).

When the Wisconsin data is available for the 1999-2000 school year, we should see a substantial increase in library media expenditures because during that year the Legislature ruled that all of the Common School Fund income was once again to be spent for school library materials. With the surplus that remained in the Common School Income Fund that year (a one-time result of distributing fixed amounts rather than the total available), nearly $27 million was available for distribution—an 89 percent increase over the $14.3 million set by the previous state budget, averaging about $31 per student.

The Common School Fund Library Aid to be spent during *this current school year*, which should reach school districts between April and June 2001, is expected to be somewhere between the 1998-1999 and 1999-2000 levels—probably around $21 million. This would translate to a figure somewhere between $23 and $24 per student ($16 and $17 per *census child*). However, this is not "money in the bank." It is based on interest to be paid in March 2001 on loans that are expected to be made from the $400 million available from the Common School Fund between now and then. Many things can alter this estimate, including the actual number of loans made, changes in the interest rate, and fluctuations in the number of children between the ages of 4 and 20 on which each district's allocation is based.

Table 1 shows average per student expenditures in Wisconsin by category of library materials for the three-year period, along with a comparison with the national per student averages for 1997-98. ∎

Table 1

Average Per Student Expenditures in Wisconsin by Category of Library Materials				
Object	1996-97 Per Student	1997-98 Per Student	1998-99 Per Student	1997-98 National
Audiovisual Media	$3.12	$3.01	$2.85	$2.27
Library Books	12.42	12.00	12.49	10.43
Newspapers	0.46	0.45	0.44	*
Periodicals	2.51	2.52	2.39	2.30
Computer Software	4.76	4.51	3.88	4.88
Microfilm	0.12	0.10	0.09	1.89
Other Media	2.27	2.12	2.09	*
Totals	$25.66	$24.72	$24.23	$21.77
Less Common School Fund Library Aid	-20.41	-16.21	-16.26	
	5.25	8.51	7.97	
Less state aid**	-3.15	-5.10	-4.73	
From local revenue	$2.10	$3.41	$3.24	

* not listed separately, but included in other categories.

** Equalization aid as a percent of the previous year's net cost of the general fund.

Discussion Group—from page 5

projects on a contract basis. Ed Meachen reported that the UW-System is interested in working with other organizations on digitization projects. Sally Drew reported on an IMLS grant application that would fund a number of digitization projects. If the IMLS grant is not funded, the DLTCL will move ahead with parts of the project using a small allotment designated by the LSTA Advisory Committee.

Tom Zillner from WiLS reported that digitization projects were discussed at several WiLSWorld 2000 programs. A number of WiLSWorld 2000 program slides are available at www.wils.wisc.edu/events/ww2k/.

eBook projects are underway through the Wisconsin Academic Library Consortium that has purchased a NetLibrary e-book collection shared by 47 institutions. The Wisconsin Public Library Consortium will be purchasing a NetLibrary eBook collection to be shared by a group of seven Wisconsin public library systems and the L.E. Phillips Memorial Public Library in Eau Claire.

The next meeting of the Library Issue Discussion Group will be in November. ∎

Complying with the DMCA
Copyright law changes will affect libraries

by Mike Cross, Consultant
Public Library Administration & Funding

The Digital Millennium Copyright Act (DMCA) was a major revision of copyright law developed in response to concerns that the prior copyright law did not adequately address new digital technologies and the explosion in Internet use.

Copyright law has always involved a balance between the private interest of copyright holders and the public interest in wide distribution of information and knowledge. The digital revolution has created fear on all sides that the traditional copyright balance could be destroyed.

Those who own copyright fear widespread pirating of digital content using Napster-like technologies. On the other hand, librarians, educators, and researchers fear the use of technological controls that could severely limit fair use rights and other rights essential to the operation of libraries, and essential to the advancement of education and research. Public access to digital works could be severely limited if publishers adopt "pay-per-use" technologies and other technological controls that limit browsing, copying, and/or lending of digital works.

The DMCA made many changes in copyright law covering everything from online service provider (OSP) liability to the protection of boat hull designs. The purpose of this article is not to cover all aspects of the new law, but to provide some basic information that might help librarians stay on the right side of copyright law. A copyright lawyer should be consulted to handle specific copyright issues.

Anti-Circumvention Bans

Probably the most significant new provisions of the DMCA deal with bans on the circumvention of technological protection measures (e.g. passwords, IP authorization, or encryption methods that control access to works). Under the DMCA, anyone accessing a copyrighted work protected by a technological protection measure without the consent of the copyright owner could be found civilly

and criminally liable.

The anti-circumvention provisions could create significant problems for libraries and library users. The DMCA includes a limited exception for libraries: allowing libraries to circumvent technological protection measures for "browsing" to decide whether to purchase a work. But, the DMCA also makes it illegal to manufacture or distribute anti-circumvention devices or services. So, how do libraries circumvent technological protection measures when anti-circumvention devices and services are illegal? And, while the DMCA also mandated a rule-making process that may result in waiver of the anti-circumvention ban for particular classes of works, it remains a mystery how libraries will manage to circumvent technological protection measures when anti-circumvention devices and services are illegal.

The results of the Copyright Office's rule-making process may provide greater clarity concerning library rights under the anti-circumvention provisions. Currently, it is very unclear how library users are guaranteed their traditional fair use rights under the provisions of the DMCA. Regardless of the results of the rule-making process, libraries need to vigilantly protect user rights when negotiating licenses or making purchases from digital content providers.

OSP Provisions

The DMCA created limited copyright infringement protections for online service providers (OSP). The goal of the OSP provisions is to exempt from liability organizations that merely act as a conduit for digital content or that store digital content for other users. For example, if an AOL customer posts a copyrighted photograph to the AOL web server, AOL might escape liability for contributory infringement if they follow the requirements of the law. A number of complex requirements must be met to qualify for this lim-

ited exemption. Of most significance for libraries and schools is the requirement that to qualify for the exemption the organization must have no knowledge of the infringing activity. Because libraries and schools know, or should know, what is posted to their web servers, they would probably not qualify for this exemption.
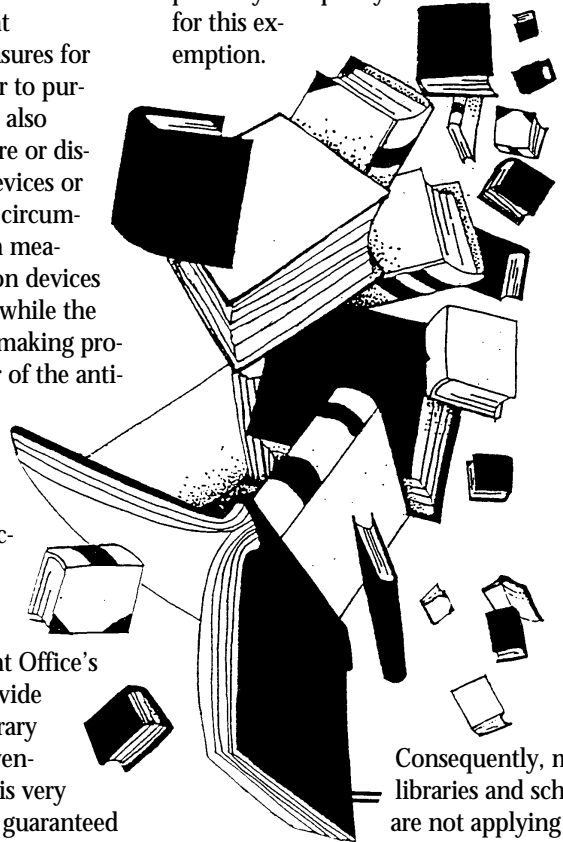
Consequently, most libraries and schools are not applying for the OSP exemption. Contributory liability for website content can be avoided by making sure no infringing material is posted to the library or school website.

"Library Exemptions" and Copyright Notice Issues

Copyright law allows libraries to copy and distribute works under certain conditions for purposes such as interlibrary loan and preservation. The DMCA now requires that any copies made by the library under the library exemptions must include the notice of copyright that appears on the original. This can be done by photocopying or otherwise reproducing the copyright statement that appears on the original and including it with the copy. If no copyright statement can be

Reference and Loan Library mission and goals outlined

by Sally Drew, Director
Interlibrary Loan and Resource Sharing Team

The Reference and Loan Library is operated by the Interlibrary Loan and Resource Sharing Team within the Department of Public Instruction. The team engages in statewide planning, coordination, and provision of services to assure that Wisconsin residents have equitable access to the collective knowledge and information resources in the state's libraries. The team provides reference and interlibrary loan referral services, loans materials from the collection, develops resource sharing tools, and manages statewide contracts, all of which contribute to the state's information network and support of lifelong learning for Wisconsin residents.

Clientele and Goals

The team serves public library systems, public, school, academic, state agency, institution and other special libraries, state government employees, businesses and other organizations as appropriate according to service guidelines.

> *The team serves public library systems, public, school, academic, state agency, institution and other special libraries, state government employees, businesses and other organizations as appropriate according to service guidelines.*

Development of Resource Sharing Tools:
• Develop and distribute a statewide database of library bibliographic records and holdings (WISCAT) for all types of materials, including serials.
• Develop and distribute statewide interlibrary loan management software that creates, transmits, and maintains records on interlibrary loan request traffic.
• Provide machine-readable records from the statewide database for use in other local, regional, or state automation projects.
• Develop methods for linking state-level and regional automated circulation/online catalog systems to allow for use within the interlibrary loan structure.

• Provide technical support and training for software products developed and distributed to libraries.

Provision of Reference Services:
• Provide information in response to reference requests submitted by clientele served.
• Maintain a collection of print and audiovisual materials, subscribe to electronic resources, and make other contacts as needed to answer reference questions.
• Plan, coordinate, develop, and consult on reference referral guidelines and procedures.
• Manage the statewide contract with the Cooperative Children's Books Center that provides information on children's materials and intellectual freedom issues.
• Establish BadgerLink as an information portal for Wisconsin residents, provide access to full text magazines, newspapers, and reference information and links to reference web sources, and provide BadgerLink training opportunities.
• Provide access to unique resources in Wisconsin libraries by coordinating the digitization of information and making it available through BadgerLink.
• Negotiate statewide group contracts to commercial reference databases.

Provision of Interlibrary Loan and Interlibrary Loan Clearinghouse Services:
• Loan materials from the Reference and Loan Library collection in response to requests for materials.
• Maintain a videocassette collection and collections of specialized print materials to fill interlibrary loan requests for materials not owned or readily available from other sources.
• Refer requests to other libraries and interlibrary loan clearinghouses at the state and public library system level within Wisconsin and to out-of-state li-

Reference and Loan Library is recipient of "scores" of music

The Waukesha Public Library and La Crosse Public Library recently donated extensive collections of sheet music to the Reference and Loan Library.

R&LL has an extensive collection of musical scores and materials on musical instruments (see article "Reference and Loan Library hopes to fill the gap in music resources" in the May-June 2000 issue of *Channel*).

For more information about the holdings, contact June Huizenga, R&LL, at (608) 224-6160 (june.huizenga@dpi.state.wi.us). ■
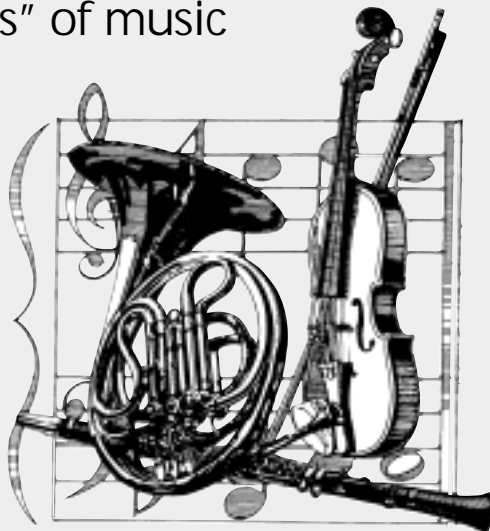
Reference and Loan Library
from page 8

braries.
- Plan, coordinate, develop, and consult on interlibrary loan guidelines, protocols, and procedures and delivery services.
- Manage interlibrary loan contracts with WiLS and Milwaukee Public Library and agreements with libraries in other states.
- Manage the contracts with the Regional Library for the Blind and Physically Handicapped for provision of recorded and Braille materials and with the National Federation of the Blind for recorded newspapers through Newsline.

Maintenance of the Wisconsin State Document Depository Program:
- Identify, collect, and distribute Wisconsin government documents to libraries designated as state level, regional, or selective depository libraries.
- Maintain a Wisconsin government documents collection.
- Make state documents in electronic form more easily available to libraries, other agencies, and individuals through the Internet.
- Consult with the document depository libraries and state agency contacts about the depository program.

State Agency Library Processing Center
- Provide cataloging and other services to state government and other libraries.

Child Care Information Center
- Provide information and materials to licensed and certified child-care providers, libraries, organizations and to Wisconsin residents.
- Publish and disseminate a quarterly newsletter on child-care topics.
- Publish a calendar of child-care continuing education events.

Performance Standards
- The Reference and Loan Library staff has set the following performance standards to guide their work.
- Author/title requests received and on the shelf at the Reference and Loan Library will be retrieved, circulated, and shipped within three days of receipt of the request.
- Author/title requests received and not owned by the Reference and Loan Library will be verified and referred to other libraries within three days of receipt of the request.
- Reference/subject requests will be processed, responded to, and/or materials shipped within four days of receipt of the request.
- WISCAT and BadgerLink staff will respond to technical support calls within one day of receipt. ∎

Copyright law—*from page 7*

found, the copy must be marked to indicate that the material may be protected by copyright. (For example, with the stamp: "Notice: This material may be protected by Copyright Law (Title 17 U.S. Code)"). Remember to put a copyright notice on copies of web pages made by library staff. Web pages are generally copyright-protected even if the web page has no copyright notice.

Libraries may now make up to three copies (only one copy is for use) of a work that has been lost, damaged, stolen, or is deteriorating–after the library makes a reasonable effort to obtain an unused copy at a fair price. The copies may be digital, but a digital copy cannot be made available to the public outside the premises of the library. Libraries also may copy a work into a new format when a format (such as 78 rpm recordings or Beta videotapes) has become obsolete. A library must first make a reasonable effort to determine if the device needed to use that format is reasonably available in the commercial market.

Libraries should continue to comply with the guidelines for use of interlibrary loan and must post notices at any place in the library where library staff accept orders for copying (including interlibrary loan copies). Notices also are required on any library equipment that can be used for unsupervised copying. Most libraries now have computers and printers that can be used for unsupervised copying–therefore, the notice warning of copyright law should be placed on or near this equipment.

Distance Education
Libraries and schools are increasingly involved with distance education. Current copyright law provides significant copyright exemptions for classroom learning situations (the "face-to-face learning exemption"), but the same exemptions do not currently extend to distance learning. The DMCA directed the Register of Copyrights to conduct a study and make recommendations to Congress on any copyright law changes needed to promote distance education. That report, issued in May 1999, basically recommended extending the face-to-face learning exemptions to the distance learning environment. Congress has not yet acted on those recommendations.

Conclusion
The copyright law provisions discussed above barely scratch the surface of U.S. copyright law. More copyright resources for schools and libraries are available at the Division for Libraries, Technology, and Community Learning copyright resources web page at www.dpi.state.wi.us/dpi/dltcl/lbstat/copyres.html.

Major new developments in copyright law will be discussed in Channel Weekly and future issues of Channel. ∎

Level of Technology Implementation

LoTI results will help maximize technology use in schools

by **Neah Lohr**, Director
Instructional Media and Technology Team

Much has been written and many questions have been asked about the use of technology in schools. Recent studies have shown a strong connection between technology, academic achievement, and classroom instructional practices. In a 1998 study of fourth- and eighth-grade students, Harold Wenglinsky, ETS Policy Information Center, found that: in both grades, students whose teachers had professional development in computers outperformed students whose teachers did not.

Unless there is some assessment of teacher use, knowledge, skills, and instructional practices, no one knows what the status of classroom teachers regarding teaching and learning may be. Unless the decision-makers know the level of teacher use and knowledge, there is no data to support the direction of future professional development.

For the past several years, approximately $70 million per year has been spent in Wisconsin in the area of professional development for use of instructional technology. That too has many citizens as well as legislators asking questions about the value and use of educational technology.

The Department of Public Instruction (DPI) holds a Technology Literacy Challenge Fund (TLCF) conference each spring where national speakers present sessions or keynotes about the state-of-the art and trends in educational technology. School district personnel who have received TLCF grants also present their 'best practices' at this conference. In spring 1999, Christopher Moersch from the National Business Education Alliance (NBEA) (Corvallis, OR), introduced conference attendees to an individual teacher assessment survey or profile that measures the teacher's computer use, their instruc-

Wisconsin LoTI™ Results
Percent of Teachers at Each Level

Level 3 — 18.8%
Level 4a — 13.1%
Level 4b — 1.8%
Level 5 — 1.8%
Level 6 — 0.2%
Level 0 — 15.6%
Level 1 — 6.8%
Level 2 — 42%

Explanation of LoTI Levels

Level 0
  Category: Non-use
    Description: A perceived lack of access to technology-based tools or a lack of time to pursue electronic technology implementation. Existing technology is predominately text-based (e.g. ditto sheets, chalkboard, overhead projector).

Level 1
  Category: Awareness
    Description: The use of computers is generally one step removed from the classroom teacher (e.g., integrated learning system labs, special computer-based pull-out programs, computer literacy classes, central word processing labs). Computer-based applications have little or no relevance to the individual teacher's operational curriculum.

Level 2
  Category: Exploration
    Description: Technology-based tools generally serve as a supplement to the existing instructional program (e.g., tutorials, educational games, simulations). The electronic technology is employed either as extension activities or as enrichment exercises to the instructional program and generally reinforce lower cognitive skill development (e.g. knowledge, comprehension, application).
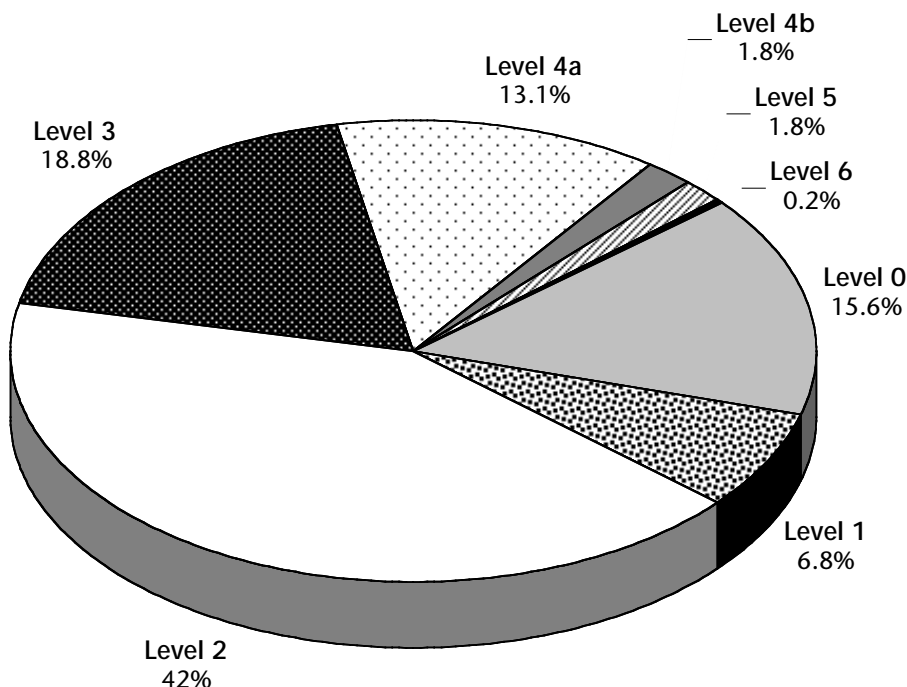
Level 3
  Category: Infusion
    Description: Technology-based tools including databases, spreadsheet and graphing

LoTI—*from page 10*

tional practices, and the level of technology implementation. This instrument is called LoTI.

Due to the interest of practitioners in the field, the DPI and Cooperative Educational Service Agencies (CESAs) worked jointly to make this survey available at an acceptable cost to districts statewide in fall 1999. This was an option offered through all 12 CESAs in the state. As a result, in one year more than 300 districts have measured the status of their teachers regarding the implementation of technology. This data has been used as district and consortia have filed grant applications. This optional survey serves as a needs assessment which now is required for TLCF grant applications and TEACH Wisconsin applications for their technical assistance and training grants.

The LoTI profile uses seven levels to determine where a teacher is on the scale of technology implementation. (Please see Explanation of LoTI Levels on page 10.)

Findings

The Level of Technology Implementation part of LoTI determined the degree to which each teacher was integrating technology into the curriculum. Findings were that approximately 41 percent of Wisconsin teachers completing the survey recorded their highest level of technology implementation at a Level 2. (see Figure 1) About 19 percent indicated they were at Level 3. Lack of use was not based on access since 99 percent indicated they did have computer access at school. Only 17 percent of Wisconsin educators taking the survey recorded their level of technology implementation at Level 4a or higher which is the "target" level established by the CEO Forum on Education and Technology. In the area of instructional practices, about 67 percent of those participating in the survey perceived their instructional practices as aligning with a learner-based design.

As a result of the survey, many quality decisions have been made over the past year. Some of those were in determining the type of educational technology inservice, academy, or general profes-

sional development that should be provided in districts, schools, regions, or at the state level. Also, as a result of the many professional development offerings provided and courses taken, districts now are asking about taking the survey again to note progress. Both Moersch and DPI staff recommend that those districts that

participated in the 1999-2000 survey complete the 'post' survey in spring 2001. Districts that have not yet participated should consider doing the LoTI during fall semester 2000-2001 and then using the data to determine the interventions needed to move their teachers forward to

Explanation—*from page 10*

packages, multimedia and desktop publishing applications, and Internet use augment selected instructional events (e.g., science kit experiment using spreadsheets/graphs to analyze results, telecommunications activity involving data sharing among schools). The learning activity may or may not be perceived as authentic by the student, emphasis is, nonetheless, placed on higher levels of cognitive processing (e.g. analysis, synthesis, evaluation).

Level 4a

Category: Integration (Mechanical)

Description: Technology-based tools are integrated in a mechanical manner that provides rich context for students' understanding of the pertinent concepts, themes, and processes. Heavy reliance is placed on prepackaged materials and outside interventions that aid the teacher in the daily operation of their instructional curriculum. Technology (e.g., multimedia, telecommunications, databases, spreadsheets, word processing) is perceived as a tool to identify and solve authentic problems perceived by the students as relating to an overall theme/concept. Emphasis is placed on student action and issues resolution that require higher levels of student cognitive processing.

Level 4b

Category: Integration (Routine)

Description: Teachers can readily create Level 4 (Integrated units) with little intervention from outside resources. Technology-based tools are easily integrated in a routine manner that provides rich context for students' understanding of the pertinent concepts, themes, and processes. Technology (e.g. multimedia, telecommunications, databases, spreadsheets, word processing) is perceived as a tool to identify and solve authentic problems relating to an overall theme/concept.

Level 5

Category: Expansion

Description: Technology access is extended beyond the classroom. Classroom teachers actively elicit technology applications and networking from business enterprises, governmental agencies (e.g. contacting NASA to establish a link to an orbiting space shuttle via Internet), research institutions, and universities to expand student experiences directed at problem-solving, issues resolution, and student involvement surrounding a major theme/concept.

Level 6

Category: Refinement

Description: Technology is perceived as a process, product (e.g. invention, patent, new software design) and tool toward students solving authentic problems related to an identified "real-world" problem or issue. Technology, in this context, provides a seamless medium for information queries, problem solving, and/or product development. Students have ready access to and a complete understanding of a vast array of technology-based tools to accomplish any particular task. ∎

Audiovisual Wisconsin 2000
R&LL holdings document, celebrate Wisconsin heritage

by **Willeen Tretheway**, Audiovisual Services Librarian
Reference and Loan Library

Each fall this column provides descriptions of video and other media programs and resources documenting or celebrating some aspect of Wisconsin—its land, its history, its culture, its people and their achievements, and their walks and ways of life. Most of the programs are recent productions, others are recently discovered ones.

This year's listing contains:
- videocassettes on Indians of Wisconsin, and audio cassettes providing instruction for the language of two of the tribes;
- videos on polka dancing, barns, quilts, gardening, contemporary feminists, and a World War II hero; and
- a compact disc contains a celebration of the state in music.

A brief, nonevaluative description is provided for each title, and all of these materials are available for free loan from the Wisconsin Reference and Loan Library. Refer to the title numbers included in the citations when requesting materials from the library. The addresses of producers or distributors are provided for those wishing to inquire about availability for purchase.

Libraries and media centers of all types, organizations, teachers at kindergarten through 12th-grade schools, faculty and staff at academic institutions, and state agency employees may call or send requests for videocassettes directly to the Reference and Loan Library, or they may send them through regular interlibrary loan channels. The telephone number for direct requests is (888) 542-5543 or (608) 224-6169. The fax number is (608) 224-6178. Other users, including individual borrowers, should request materials on interlibrary loan through their public library.

From Wisconsin Public Television

The following eight titles were produced by Wisconsin Public Television (Wisconsin Public Television Program Marketing, 821 University Avenue, Madison, WI 53706; (608) 263-4575; www.wpt.org).

The University of Wisconsin Television Laboratory (Television Laboratory: 75th Anniversary Special). WHA Radio started broadcasting on a scheduled basis in 1919, and WHA television service began in 1954. In celebration of 75 years of broadcasting, Wisconsin Public Television put together a documentary video that offers a bit of nostalgia for those who remember some of the early television programs. The pioneering functions of Wisconsin Public Television are described as twofold: first, providing facilities and opportunities for training students for professional careers in television, and second, experimenting with ways to serve the public by using television as an educational tool. Clips from some of the station's programs from the 1950's and 1960's, including "Friendly Giant," "The Wisconsin School of the Air," "Let's Draw," "Let's Ask Ranger Mac," "Today's Home," "Today's Farm," and from the Emmy award documentary "Pretty Soon Runs Out," show examples of the station's productions. (1992. 29 minutes) (VHS V-7054 (025493))

Polka 2000 shows polka dancing and Wisconsin polka musicians in performance at the Smithsonian Folklife Festival in Washington, D.C., in 1998, and at the Wisconsin Folklife Festival in Madison. There are comments from performers about the polka's past and future, and solo and duo performances provide close-up views of their artistry. The program includes music by the Verne and Steve Meisner Orchestra, Karl and the Country Dutchmen, and Norm Dombrowski's Happy Notes. (1999. 59 minutes; closed-captioned) (VHS V-7053 (025492))

Wisconsin Barns: Stories in Wood & Stone. This production is a reflective piece on the barns that are common sights in rural Wisconsin. The barns are described as more than just functional structures. They often tell who the people are and where they came from, and signify the people's connection to the rural landscape. The program shows old and rare barns and views of farm life in Wisconsin, and includes archival photos of historical scenes and video footage of beautiful contemporary rural landscapes. Also included are interviews with farm residents, and comments by historian and author Jerry Apps, professor of landscape architecture, William Tischler, and curator at Old World Wisconsin, Martin Perkins. There are reminiscences and anecdotes about rural life and about the barn styles favored by different immigrant groups such as the Germans, Finns, and Norwegians. The program is followed by a photo essay with music entitled "Rural Postcards" which shows Wisconsin barns and landscapes through the seasons. (1999. 70 minutes; closed-captioned) (VHS V-7052 (025491))

These are four new titles in Wisconsin Public Television's series *The Wisconsin Gardener.* Each 30-minute program is hosted

Audiovisual Wisconsin 2000
from page 12

by master gardener and gardening enthusiast Shelley F. Ryan, and features guest experts on the topics covered. Information is geared specifically to plants and gardening techniques suitable for Wisconsin's climate.

• "Invaders" describes aggressive perennials, tells how they can be beneficial, and gives advice on how to control them. (1999. Closed-captioned) (VHS V-7067 (025509)).

• "The Summer Garden" provides advice for the summer gardener covering such activities as dividing daylilies and iris and coping with iris borer and powdery mildew, and describes some summer flowering shrubs. (1999. Closed-captioned) (VHS V-7068 (025510)).

• "Fall Color in the Garden" describes

trees, shrubs, and perennials that give fall and winter color in Wisconsin gardens, and looks at fall cleanup activities including the storage and disposal of leftover garden chemicals. (1999. Closed-captioned) (VHS V-7069 (025511)).

• "Landscaping for Birds" tells how to make a yard or garden attractive to birds and butterflies, and suggests ideas for including prairie plants and water features such as a small bird pond. (2000. Closed-captioned) (VHS V-7070 (025513))

Wisconsin Quilts 3 is the third in a series of programs produced by Wisconsin Public Television about quilts and quiltmaking. All three programs showcase

pieces of work that celebrate and preserve in cloth family stories and memories that make up the larger story of Wisconsin. In this program, individual quilts made by Wisconsin people are shown and described in terms of history or background, materials, and technique. Interspersed with the parade of quilts are four segments hosted by sewing expert Nancy Zieman who is joined by well-known American quilters Yvonne Porcella, Eleanor Burns, and Diane Gaudynski. These experts demonstrate practical tips and techniques to assist in quilting projects. (Ca. 100 minutes; closed-captioned) (VHS V-7012 (025445)). The earlier programs are *Quilts of Wisconsin* (1996) (VHS V-6365 (024791)) and *More Quilts of Wisconsin* (1997) (VHS V-6611 (025035)).

New Dawn of Tradition: A Wisconsin Powwow documents the special powwow

LoTI results—*from page 11*

a higher level. They then should consider conducting the second survey during the 2001-02 school year.

Costs & Requirements

The cost per teacher survey is $7.50, which includes:
• either online or pencil/paper survey for individual teachers;
• district LoTI reports (posted to NBEA webpage);
• individual feedback to teachers via the online survey;
• biannual state and CESA reports (posted to NBEA web page); and
• school-building reports posted to NBEA webpage.

The following are the requirements for participation.
1. Each CESA must provide the DPI a list of all school districts and schools in their region that will be participating in the online or offline LoTI survey during the fall of 2000. This will enable the NBEA to (1) plan for sufficient personnel to complete the data entry for the offline version of the LoTI survey and (2) set up an individual account for each school participating with the online survey.
2. Each CESA also is asked to provide the DPI with a list of all school districts and schools in their region that will be participating in the online or offline LoTI survey during the spring of 2001.
3. For fall 2000, school districts interested in the offline (paper and pencil) LoTI survey will need to have their fall re-

sults returned to their CESA by December 15 for processing. School districts are encouraged to submit their results as soon as possible in order to get their reports posted sooner. District and building reports will be available to all participating districts approximately 30 days after the NBEA has received their paper and pencil-based surveys. **The fall surveys should only be completed by schools that did not previously participate in the LoTI survey during the 1999-2000 school year.**
4. For spring 2001, school districts interested in the offline (paper and pencil) LoTI survey will need to have their spring results returned to their CESA by April 15 for processing. District and building reports will be available to all participating districts approximately 30 days after the NBEA has received their surveys. **The spring surveys should be completed by all schools that participated in the LoTI survey during the 1999-2000 school year.**
5. All online LoTI surveys need to be completed by Dec. 15, 2000, for the fall and April 15, 2001, for the spring.
6. All participating teachers in the state will be taking Version 2.0 of the LoTI Questionnaire during the 2000-01 school year.

Conclusion

To participate in LoTI at this time, contact your CESA technology coordinator. For more information about the Level of Technology Implementation (LoTI), contact Neah J. Lohr, director, Instructional Media and Technology at (608) 266-3856 (neah.lohr@dpi.state.wi.us). ∎∎

AV Wisconsin

from page 13

held in Madison, Wis., in August 1998, which was the first time since 1825 when all tribes in Wisconsin gathered to celebrate together. Participants included various bands of the Lake Superior Chippewa, the Forest County Potawatomi, the Ho-Chunk Nation, the Menominee Tribe of Wisconsin, the Oneida Nation, and the Mohican Nation Stockbridge-Munsee Band, plus the Sac & Fox Tribe and the Dakota Sioux Tribe, former residents of the territory that became Wisconsin. Viewers see dancers' regalia, the grand entry, individual dances, singing, and drumming. It is explained that celebrations are part of any group's cultural heritage, and that one of the most beautiful such celebrations to experience is a Native American powwow, which is a social gathering and celebration of Indian culture. This program, as well as the related resources to be found on the Wisconsin Educational Communications Board Web site (www.ecb.org/wisconsin/powwow/), are designed for fourth- and fifth-graders. The video was produced for the Wisconsin Educational Communications Board by Milwaukee Public Television. (1998. 15 minutes) (VHS V-7074 (025516)) (Wisconsin Educational Communications Board, Tape Dubbing Service, PO Box 8686, Madison, WI 53708-8686; (608) 264-9720; www.ecb.org)

Step By Step: Building a Feminist Movement 1941-1977 is a documentary that traces the gradual emergence of contemporary feminism through the life stories of eight Midwestern women who continued the struggles for equality and justice in the decades after women won the vote. These women had activist roles in movements for women in civil rights, education, labor, politics, religion, and business at local, state, national and international levels. Six of the eight women are founders of the National Organization for Women. Five of the feminists featured in the program–Mary Eastwood, Mary Lou Muntz, Sr. Austin Doherty, Gene Boyer, and Doris Thom–are Wisconsin women. The program was produced by historian Joyce Follet, and by Mimi Orner of the University of Wisconsin-Madison's Women's Studies Program, in partnership with Wisconsin Public Television. (1998; 57 minutes) (VHS V-7065 (025507)) (Step By Step, PO Box 285, Worthington, MA 01098; (413) 238-7798).

Discover Wisconsin Productions continues to release videocassette recordings of programs from the Discover Wisconsin television series and makes available a catalog of the titles for sale. The company also offers a collection of videos called the "Discover Wisconsin Educational Series." One of the programs in this series is *The Boy from Poplar: The Richard Ira Bong Story*. It tells the story of Wisconsin native Richard Ira Bong, known as America's Ace of Aces, and of his deeds of heroism. Bong was a farm boy from Poplar, Wis., and his skill as a pilot was legendary. He flew over two hundred combat missions and was decorated twenty-six times during World War II, including with the Congressional Medal of Honor. His life ended in a test piloting accident shortly after the war. (1998. 57 minutes) (VHS V-7073 (025515))

"Native American Educational Series"

This is a set of eight programs from DeltaVision Entertainment, a subsidiary of Discover Wisconsin Productions, and produced in cooperation with the Bureau of Indian Affairs, that are intended to increase awareness and understanding of the Native American experience. Focusing on the Indians of Wisconsin and of the Lake Superior Region, these programs examine some aspects of Native American culture, history, traditions, relationship to land and nature, and relations with non-Indians.

• "Mahnomin: Wild Rice" describes how the tradition of harvesting, processing, and social celebration of wild rice became a significant component of the culture of the Chippewa Indians and shows traditional ricing methods. (1998; 17 minutes) (VHS V-7130 (025572))

• "Treaty Rights and Tribal Sovereignty" examines the relationship between Wisconsin's tribal nations and the United States government and describes the treaties between them. (1998; 35 minutes) (VHS V-7131 (025573))

• "Casting Light Upon the Waters" reviews the Chippewa off-reservation spear fishing rights issue and describes traditional spear fishing methods. (1997; 30 minutes) (VHS V-7132 (025574))

• "Tribal Natural Resources: Circle of Flight" shows various tribal wildlife areas in Wisconsin, tells of the importance of natural resources to Native Americans, and describes the inter-tribal and government cooperation in the Circle of Flight project. This program was originally broadcast as an episode of the television series Discover Wisconsin. (1998; 22 minutes) (VHS V-7133 (025575))

• "Lake Superior's Fishery: 'The Big Water'" tells of the great migration that brought the Anishinabe, or Original People, from America's east coast to the Lake Superior Region, and describes the development of the Lake Superior fishery and the Ojibwa connection to it. (1998; 22 minutes) (VHS V-7134 (025576))

• "Preserving the Harvest" tells how storytelling has been the traditional method of passing on wisdom, knowledge, and historical events for the Anishinabe people, follows the seasonal cycles to show hunting and gathering methods, and explains medicinal uses of plants and decorative and functional uses of birch bark and balsam boughs. (2000; 32 minutes) (VHS V-7135 (025577))

• "Clans of the Anishinabe" describes the clan system of the Ojibwa, covering what clans are, the origins of the various Ojibwa clans, what it means to be a clan member, what the animal symbols of clans represent, and the significance of totems. (2000; 21 minutes) (VHS V-7136 (025578)

• "Legends and Lore of the Chippewa Flowage" describes the Chippewa Flowage in northern Wisconsin as one of the state's most beautiful and pristine wildlife areas, and tells how its creation in the 1920's as an energy resource and musky fishery caused the flooding of the town of Old Post and impacted the Indian populations of the area. This program was originally broadcast as an episode of the television series Discover Wis-

Channel Weekly and Channel
DLTCL newsletters inform library community

The Division for Libraries, Technology, and Community Learning produces two newsletters—*Channel Weekly* and *Channel*—that provide information on topics of interest and significance to librarians, library trustees, and school library media specialists in Wisconsin. *Channel Weekly* is an electronic publication published weekly on Thursdays. *Channel* is a print publication published six times per year.

Channel Weekly was introduced in January 1999. It provides timely and brief information and announcements from the division and is available free via e-mail subscription, with back issues available on the web (www.dpi.state.wi.us/dltcl/eis/chweekly.html). The e-mail subscription is a closed list and subscribers receive only one message per week, the *Channel Weekly* newsletter. There is a convenient table of contents at the beginning of each issue of *Channel Weekly* for ease of reference and scanning. Librarians and trustees are encouraged to subscribe.

To subscribe to the Channel Weekly e-mail list:
1. Send an e-mail to:
   majordomo@calypso.dpi.state.wi.us
2. In the body of the message (leaving the subject line blank) enter:
   subscribe channelwkly

The print *Channel* provides detailed information on matters of interest to all types of libraries and school library media centers in the state. It also includes a new, regular column devoted specifically to the interests of public library trustees and a new "Reader Connection" column (see page 2 for this month's column). *Channel* is sent free of charge to academic, public, school, and special libraries in Wisconsin and to public library trustees. It also is sent to selected individuals and agencies in Wisconsin and throughout the country. Back issues of the print *Channel* are available in PDF online at www.dpi.state.wi.us/dltcl/eis/chnvol34.html

A DLTCL staff committee oversees the administrative work involved in producing *Channel* and *Channel Weekly*. If you have suggestions or questions involving either publication, please contact Peg Branson, DLTCL, at (608) 266-2413 (peg.branson@dpi.state.wi.us or). ∎

AV Wisconsin

consin. (2000; 22 minutes) (VHS V-7137 (025579)) (Discover Wisconsin Productions and DeltaVision Entertainment, PO Box 460, St. Germain, WI 54558; (715) 542-3975; www.diswis.com)

Cassette and CD Recordings:
Jim Thunder Sr. is a member of the Forest County Potawatomi Community in Crandon, Wis. He has produced several audiocassette programs providing Potawatomi language instruction and at the same time offering some insight into Potawatomi culture. The single cassette *Potawatomi Medicine* and the accompanying booklet, *Medicines of the Potawatomi*, present medical terms and phrases and names of trees and shrubs in Potawatomi. (1996) (+C-3674)

Potawatomi Language, Book One (also known as *The Old Potawatomi Language, Book One*) (2 cassettes, book; 1996) (+C-3675), *Potawatomi Language, Book Two* (also known as *Bodewadmimwen, Nizh Mbook* (1 cassette, booklet; 1997) (+C-3676), and *Potawatomi Language, Book Three* (also known as *Bodewadmimwen, Nswe Mbok*) (3 cassettes, book; 1998) (+C-3677), present an introduction for English speakers to the alphabet, vocabulary, and sound of the Potawatomi language. The language and terms are predominantly of the Northern Wisconsin Bodewadmi dialect as spoken in Forest County. Included are words and phrases relating to plants, animals, household items, clothing, time, distance, health, eating, weather, hunting, fishing, and more. (Jim Thunder, 5032 Creek Haven Rd., Cottage Grove, WI 53527; (608) 837-3789)

Omaeqnomenewak, Volume 1: Beginner (Menominee Language Series) is an audiocassette produced by the Menominee Historic Preservation Department that introduces the Menominee language. The tape is accompanied by a 14-page booklet, and together they present basic information about the sound system, organization, and flow of the language. Included are simple phrases and commands, and beginning vocabulary relating to weather, table talk, clothing, day, months, numbers and prayer. Narration is by Bill Penass and Karen Washinawatok, and flute music is by Louis Webster. (+C-3579) (Menominee Historic Preservation Department, PO Box 910, Keshena, WI 54135; (715) 799-5258)

Sound on Wisconsin is a musical salute to Wisconsin performed by the Ray Kelley Band on compact disc. Jazz music is used to interpret the atmosphere of places, events, and activities in Wisconsin and to paint a musical picture of the state. The 66-minute CD includes a jazz rendition of "On Wisconsin" followed by compositions celebrating Madison, the Fox River Valley, La Crosse, Door County, Milwaukee, the air show, seasons, polkas, sailing, the Dells, the north woods, lighthouses, and more. The CD is accompanied by a 23-page booklet describing Wisconsin destinations and presenting facts about the state. (1999) (CD-1734) (Sound on States SOSCD-3001; 100 S. Sunrise Way, PMB-412, Palm Springs, CA 92262; (800) 928-7411; www.soundonstates.com). ∎

Books to bytes for academic libraries
Statewide effort explores value of ebooks

by **Patrick J. Wilkinson**, Associate Director and Chief Operations Officer
Polk Library, UW Oshkosh

Within the past year, private colleges and universities, technical colleges, and UW-System colleges and universities have formed the Wisconsin Academic Library Consortium to provide scholarly, digital books to their students and faculty through *NetLibrary*. This joint effort raises some questions, which I'll address in this column.

Why would academic libraries "collect" digital book?

The short answer is that the promise of digital books seems great despite some of their current limitations. Students and faculty can access this material 24 hours a day, 7 days a week, 365 days a year. They can use this material in the library, in campus dorms and offices, or in their homes. The freedom from traditional time and location constraints in using library resources is especially important for distance education and nontraditional students. For these students, a trip to the library is not a quick walk across campus, but instead may be a 40-mile drive. Also, digital books from *NetLibrary* give users powerful searching options within the text of books. For example, library patrons can find a book such as *The Religious Right* and search the text for "Bob Jones" and find 25 specific hits that help put Bob Jones University and its religious philosophy in context.

In addition, college students use the Internet, like to use the Internet, and need to get good material from the Internet. For example, at UW-Oshkosh the library began providing access to full-text periodical articles through Ebsco in November 1996. In that month, 65 full-text articles were retrieved. By November 1998 and 1999, approximately 20,000 articles were retrieved in each of those months. Moreover, Ebsco is just one of many vendors that the library had for full-text journal article access. Academic libraries need to provide access to digital, scholarly monographs to keep this form of scholarly communications alive for students. Digital academic books are not the death of books; they may well be the scholarly monograph's salvation!

What is *NetLibrary*?

NetLibrary gives online access through the Internet to the full text of books from prominent publishers. Currently, it provides access to almost 20,000 copyrighted eBooks and 4,500 non-copyrighted eBooks (Project Gutenberg). In its copyrighted collection, it offers for sale a wide range of current monographs on scholarly topics from African studies to zoology from major academic publishers such as Cambridge University Press or the University of Wisconsin Press. *NetLibrary* safeguards copyright by allowing only one user to check out a purchased copy of a book at a time (a library can buy second copies if needed). Generally, its format simulates the reading of a printed book.

Recently, *NetLibrary* introduced eBook Reader software "that provides the ability to read eBooks offline on a PC, without being actively connected to the Internet." Both the online and offline versions allow searching within a book, a copy/paste feature, a zoom feature and limited printing. The new eBook Reader software also has an annotation function and a citation and bibliographic reference feature.

What is the Wisconsin Academic Library Consortium?

Twelve academic libraries formed the Wisconsin Academic Library Consortium in January 2000. The original members of the consortium were Carroll College, Carthage College, Edgewood College, Lakeland College, Lawrence University, Madison Area Technical College, Marian College, Marquette University, St. Norbert College, UW-Oshkosh, Viterbo College, and Wisconsin Lutheran College. WiLS is the contracting agent for the consortium with *NetLibrary*.

The consortium originally purchase a board-based and carefully selected collection of approximately 550 monographs. (Thanks largely to the good work of librarians at Marquette University.) In addition, the consortium developed some general operating principles to get the project started. The consortium has grown dramatically to 47 Wisconsin academic libraries, and now is composed of 13 private colleges and universities, eight technical colleges, 13 UW colleges and 13 UW universities. Its collection has grown to 1,600 purchased titles with almost 4,500 free (non-copyrighted) titles. Also, it has established a procedure to purchase new titles on a regular basis.

Early use figures show that almost 40 percent of the 1,600 purchase titles have been used at least once. Also, initial indications are that titles in computer science; medicine, health, & wellness; and sociology have been most popular. Subjects such as history, economics and business, literature, religion, and technology and engineering receive significant use.

What is the future of digital books and Wisconsin academic libraries?

It is fair to say that most—if not all—of the libraries in the consortium see this effort as a "pilot" or "test" which will give academic libraries a good chance to get some experience with the benefits and limitations of providing access to digital books. In the big picture, the process of "collecting" digital books moves libraries further along the road from managing collections (physical objects) to managing content (information independent of form). To be successful, the consortium itself will need to develop a clear purpose and scope for the shared collection that meets the needs and interests of libraries at small liberal arts colleges to research libraries at large universities.

The real unknown about digital books is not *if* they will happen and be used by students and faculty. It is *how* will they happen and *how* do librarians integrate them into collecting practices and library services. This experiment is a worthwhile and exciting effort by academic libraries to leverage buying power to provide students and faculty with the best resources possible now and in the future. ∎

DPI teams with DNR to recycle computers

by Rob Roy, Consultant
Technology Literacy Challenge Fund

The Department of Public Instruction (DPI) has been working in cooperation with the Department of Natural Resources (DNR) to find new uses for old computers. Computer Recycling in Schools (CRIS) is an educational program offered to high school students via their technology education departments.

Students enrolled in CRIS will solicit donations of used computers from their community; evaluate, repair, and upgrade donated computers; and provide refurbished computers to schools, nonprofit organizations, and others in need in their community. Through participation in this course, students will gain the following.

- Develop professional and social skills through outreach to area businesses.
- Benefit the environment through re-using and recycling a product containing hazardous waste.
- Acquire technical knowledge about computers that may lead to A+ certification as computer technologists.
- Benefit their community by providing inexpensive refurbished computers to organizations and other people in need of this technology.

In the first year of operation (2000-01), several pilot schools will operate programs unique to their districts. Teachers will contact their area computer recycling business to form a working relationship. State assistance will be available to help with the initial meeting. The pilot schools will be Eau Claire North High School, Eau Claire Memorial High School, and Marshfield High School.

The initial unit in the program will introduce students to the solid and hazardous waste issues present within a personal computer, and teach them how to deal with the waste in a responsible way. Students then will develop a "game plan" for collection of used computers within their community. The plan may include such things as developing signs, advertising on public radio, developing a brochure, and contacting local businesses.

Upon collection, students will erase the hard drive and test the equipment for failing parts, disassemble the computer and reassemble it with the appropriate equipment and software. Any components that cannot be refurbished will be recycled appropriately. The Department of Corrections will assist with the transportation of unusable equipment.

CRIS program guidelines recommend that the acceptable level of computer donated be Pentium era or newer. Students also will determine their intended customer base—decide who should receive the refurbished computers—and develop a distribution plan. CRIS recommends that they go to community organizations or individuals in the community who could otherwise not afford computers, thus helping to close the "Digital Divide".

Included in the distribution plan should be a guarantee that donated computers will not end up in a landfill, and that refurbished computers would be appropriately marked as such. Guidelines also recommend that a training session be offered to those who receive the refurbished computers.

For more information about the program, contact Rob Roy, DPI, at (608) 261-6332 (rob.roy@dpi.state.wi.us). ∎

Collaboration
Building partnerships for learning

by Kathy Boguszewski, Consultant
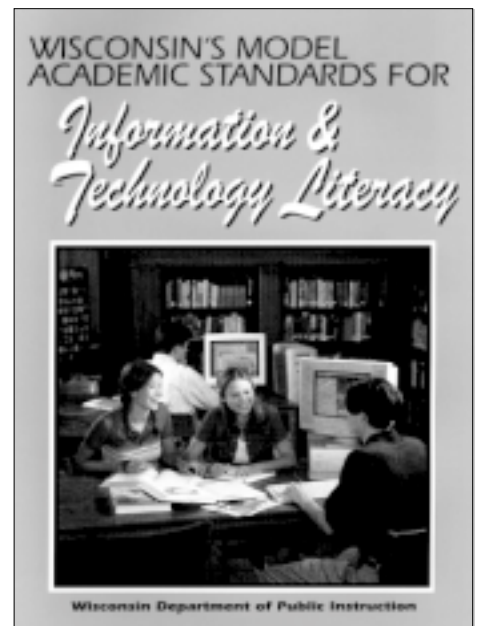Information & Technology Literacy Standards & Integration

Higher-order thinking, integrated skills instruction, and assessment of the learning process are the major components of the *Wisconsin Information and Technology Literacy Standards*. How can teachers find the time to work these standards into their existing schedule? Collaboration is the key.

Collaboration actually results in a new structure in which shared commitments revolve around a common mission. That structure could include the flexible scheduling of the library media center and computer labs where teams of educators guide students through a constructivist approach to learning. These teams may include regular and special education teachers, the library media specialist, technology coordinator, and support staff. Before a common mission can be determined, however, these educator teams need to begin by sharing their vision of learning.

Questions that could prompt a vision dialog are:

- How should we prepare our students to learn, work, and live in a knowledge based, global society?
- How are they learning higher order thinking skills?
- What materials and resources should be available to them?
- How are we motivating all students and honoring their individual differences?
- How can technology support and add value to their learning tasks? and
- How is staff development preparing us to prepare our students?

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By sharing our answers to these important questions we establish a common vision and begin the path to collaboration.

As the questions are pursued, what might surface is the realization that we need to teach more than content. Content will grow exponentially in this 21st century information age. Students could not possibly memorize all the facts that are presented to them in their 12-plus years of formal education. But learning how to think—how to brainstorm, make inquiries, locate pertinent information; analyze, synthesize, organize and communicate newly acquired knowledge—these are the tools of an educated person.

Of course students cannot learn how to think in a vacuum. They do not learn through osmosis. A planned, sequential, collaborative integration of *Information and Technology Literacy Standards* into content units of study will offer the optimal learning opportunities for our students. With the inclusion of e-mail and the Internet into many of our daily lives, collaboration can occur any time, any place. Face to face meetings may be the ideal way to connect, but often times schedules do not allow this luxury.

Sometimes collaboration starts with a short five-minute groundbreaking meeting. A scheduled, longer planning meeting may follow with the use of e-mail as a means of sharing drafts and ideas. Starting the process may be the most difficult component. Once initiated the benefits to learning become evident. Listed below are a few critical elements that lead to successful collaboration efforts. (*Lesson Learned Series*)

- understanding the dynamics and roles of team players
- establishing long term and more pervasive relationships
- comprehensive planning
- continuous and well-defined communication channels
- aharing resources
- greater risk taking
- active participation in coordinating strategies and assessment
- focusing on long-term results and learning standards

"Where's the time?" This is the pervasive question. Also consider the answers to these questions as well. "What is your vision of learning? Is not higher student achievement still the bottom line? How do we prioritize our efforts to help students achieve that goal?" Time is measured by priorities.

(Collaboration list adapted from *Lesson Learned Series*, AASL Fall 1996.) ▮▮

> For more information about DPI publications, visit DPI Publication Sales online at
> **www.dpi.state.wi.us/pubsales**

Local governments will have new financial reporting requirements

by Mike Cross, Consultant
Public Library Administration and Funding

Library systems, schools, counties, and municipalities are among the agencies that should be aware that new financial reporting requirements will become effective in coming years.

The Governmental Accounting Standards Board (GASB) developed the new requirements for state and local governments after many years of study and deliberation. Governments are required to follow GASB standards in order to obtain clean opinions from their auditors. The new standards are known as "Statement 34."

Statement 34 is intended to give decision-makers and the general public more useful and easier to understand financial information. For example, management will be required to provide a management's discussion and analysis (referred to as MD&A) that will provide an objective and easily readable analysis of the government's financial performance for the year.

Also for the first time, the government's annual financial report will include new government-wide financial statements, prepared using accrual accounting for all of the government's activities. Accrual accounting measures not just current assets and liabilities but also long-term assets and liabilities (such as capital assets, including infrastructure, and general obligation debt). It also reports all revenues and all costs of providing services each year, not just those received or paid in the current year or soon after year-end.

For more information on GASB Statement 34, talk with your auditor or financial officer, and see the summary of the new requirements at www.rutgers.edu/Accounting/raw/gasb/repmodel/index.html. ▮▮

NCES releases 1999 library statistics

NCES has released the report, "State Library Agencies, Fiscal Year 1999." It provides a statistical profile of state library agencies in the 50 states and the District of Columbia for state fiscal year 1999.

The report includes information on staff, income, expenditures, services to libraries and systems, public service hours, service outlets, service and development transactions, collections, allied operations, and electronic services. The data were collected through the State Library Agencies Survey conducted by the National Center for Education Statistics (NCES).

To download, view, and print the report as a pdf file, visit nces. ed.gov/pubsearch/ pubsinfo.asp?pubid=2000374. ▉

'Letters About Literature' deadline is Dec. 1

The Wisconsin Academy's Center for the Book is participating for the eighth year in the "letters about literature" project. This is a national student writing contest co-sponsored by the center for the book in the library of congress and the weekly reader corporation. Students in grades four through 12 are invited to enter the contest, the deadline for which is Dec. 1, 2000.

To participate, students must write a letter to an author—living or dead—explaining how his or her book changed the student's way of thinking about the world.

To receive a copy of the guidelines plus the coupon, contact the Wisconsin center for the book at (608) 263-1692. ▉

Nov. 17-18 in Appleton
Cultural Congress scheduled

This November, the Cultural Coalition of Wisconsin will bring together Wisconsin's cultural community—all the people in the state who work, or are involved as volunteers, in the arts, humanities, history, and preservation. The second Governor's Cultural Congress will take place Nov. 17-18, 2000, at The Paper Valley Hotel in Appleton.

The Cultural Coalition of Wisconsin is the sponsor and convenor of the Governor's Cultural Congress. An enduring alliance of state and nonprofit arts, humanities, and history agencies and organizations, the Cultural Coalition consists of the Wisconsin Arts Board, Wisconsin Humanities Council, Wisconsin Academy of Sciences, Arts and Letters, Wisconsin Public Television, Wisconsin Public Radio, State Historical Society of Wisconsin, and UW-Extension. The Wisconsin Assembly for Local Arts is the coordinator.

The issues of "Advocacy, Media Innovations, and Collaboration" are the themes of the second Governor's Cultural Congress. The work of individual artists, scholars, historians, preservationists, and arts and humanities organizations will tackle these issues. Through conversations, workshops, performances, exhibits, and convocations, the Congress will explore the vitality, creative spirit, and community participation that has been an integral part of Wisconsin since its beginnings as a state in 1848.

The congress will feature:
• conversations and discussions with people knowledgeable in their fields of "Advocacy, Media Innovation, Collaboration" and other selected topics;
• skill-building workshops for individual artists and nonprofit organization leaders, led by trained professional arts administrators
• Interest/discipline group caucuses
• the Resource Room, where artists, historians, humanities scholars, educators, organizations, and businesses can share information about themselves;
• the MarketPlace, for artists and organizations to sell art work, publications, audio/videotapes, and other great stuff;
• Fox Valley Performers Showcase, featuring performances by the best of the state's artists and arts groups; and
• Fox Valley visual arts exhibit, organized by the Wisconsin Council for Visual Artists.

For more information, contact the Wisconsin Assembly for Local Arts at (608) 255 8316 (akatz@wiartsassembly.org). ▉

Calendar

2000

Oct. 18	DLTCL Annual Meeting of System and Resource Library Reference Staff, Reference and Loan Library, Madison.
Oct. 30	DLTCL District Technology Coordinators Meeting, Milwaukee.
Oct. 31	DLTCL District Technology Coordinators Meeting, Green Bay.
Oct. 31-Nov. 3	Wisconsin Library Association Annual Conference, Green Bay.
Nov. 9	DLTCL District Technology Coordinators Meeting, Wisconsin Dells.
Nov. 9-10	LSTA Advisory Committee Meeting, Madison (public hearing Nov. 10).
Nov. 10	COLAND meeting, Madison.
Nov. 13	DLTCL District Technology Coordinators Meeting, Chippewa Falls.

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

Around Wisconsin—People, Places & Awards

People

Jan Adams is the new CESA #10 IMC director. She worked previously as the information services coordinator at Chippewa Falls.

Terri Anderson is the new information services coordinator at Chippewa Falls. She worked previously as the library's children's services coordinator.

Jane Brunner is the new assistant director at the Rosemary Garfoot Public Library in Cross Plains. She succeeds **Fran Gam**, who resigned.

Ron Edwards is the new Chippewa Valley Technical College library manager.

Cindy Griffin is the new director at Woodville Public Library.

Denise Paulson recently resigned her position as children's librarian at Ellsworth Public Library to accept a teaching position.

Kerry Preece is the new youth librarian at the McMillan Memorial Library in Wisconsin Rapids.

Elizabeth Vollrath, the youth services librarian at Portage County Public Library, recently retired.

Places

The **CA Friday Memorial Public Library**, New Richmond, has a new phone number–(715) 243-0430.

Clear Lake Public Library has moved to its new building at 417 3rd Avenue, Clear Lake.

The DeForest Village Board recently approved a $4.3 million budget for a new **DeForest Public Library**. Groundbreaking is scheduled for the first week in November.

The grand re-opening of the **Madison Public Hawthorne Branch Library** was held Sept. 22 and 23.

The Mt. Horeb Village Board has allocated $1.8 million for the construction of a new **Mt. Horeb Public Library**.

Awards

Jenna Kanter, a library page at the Madison Public Library Lakeview Branch, was one of two Wisconsin high school students and 29 nationwide who earned a perfect score on the ACT college entrance exam.

Katy Setter, director of the Deer Park Public Library and chair of the MORE Directors Council, is the recipient of the 2000 Wisconsin Library Association Muriel Fuller Award. The award will be presented at WLA's annual conference Nov. 1 in Green Bay.

Josh Zillmer, a Columbus Public Library page, tied for first in a national high school chess competition in St. Paul last month and won a $40,000 scholarship to the University of Texas-Dallas. ❚❚

Applications received for 2001 LSTA program

The Division for Libraries, Technology, and Community Learning received 66 applications for the LSTA grant period starting Jan. 1, 2001.

Wisconsin's LSTA Advisory Committee will meet in Madison November 9 and 10 to discuss grant proposals and make award recommendations to DLTCL staff and State Superintendent John T. Benson. He will make final decisions on FY 2001 grant awards by the end of November.

For more information on the LSTA program, contact Peg Branson at (608) 266-2413 (peg.branson@dpi.state.wi.us), or visit the DPI website at http://www.dpi.state.wi.us/dpi/dltcl/pld/lsta.html. ❚❚

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