



A Newsletter of the Wisconsin Division for Libraries, Technology, and Community Learning

*Grant will align content with Model Academic Standards*

## More than 5,000 Wisconsin educators trained to use MarcoPolo resources

by James Klein  
MarcoPolo State Administrator

The Internet is a content-rich resource for classroom use, and the goal of the Marco-

Polo Program is to provide the highest quality content and professional development free of charge and easily accessible to all educators in the country.

MarcoPolo is a partnership between the WorldCom Foundation and leading national education associations that have created standards-based Internet content for the K-12 classroom, including panel-reviewed links to top websites, quality lesson plans, a search engine that finds resources from all sites quickly, and rich supplemental resources across multiple disciplines.

The partners with which the WorldCom Foundation is working are the: American Association for the Advancement of Science; Council of the Great City Schools; John F. Kennedy Center for the Performing Arts; National Council of Teachers of Mathematics; National Council on Economic Education; National Endowment for the Humanities; and National Geographic Society.

These partners provide a "seal of approval" for educators that all educational materials on the partner websites are accurate, up-to-date, and unbiased. The MarcoPolo partners not only deliver quality content in their respective disciplines, they also work as a consortium to set common guidelines, share best practices and technology innovations, and ultimately create cross disciplinary educational resources for the K-12 classroom.

The Wisconsin Department of Public Instruction (DPI), along with state agencies in 48 other states, has signed an agreement with the WorldCom Foundation to promote and coordinate training in the use of MarcoPolo Internet Content for the Classroom with educators statewide. During 2001, the DPI received two grants from the WorldCom Foundation to assist in that effort.

*Please see MarcoPolo—on page 2*

## Celebrating Wisconsin's public library system law

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

In December, we are celebrating the 30th anniversary of the signing of 1971 Senate Bill 47, the bill that authorized the establishment of Wisconsin's public library systems.

Nolan Neds, president of the Wisconsin Library Association in 1971, referred to this legislation as "the most important package of library legislation for Wisconsin in 75 years, aimed at modernizing the structure of public library service in line with governmental trends in Wisconsin and library trends throughout the United States."

Lyle Eberhart, former administrator of the Division for Library Services, in commenting on the passage of this legislation, said "School and academic librarians had joined public librarians in achieving the most dramatic political step forward in Wisconsin library history."



Cal Potter

This remarkable achievement, from which all Wisconsin residents continue to benefit, came about as a result of a shared vision of library service and the dedicated efforts of Wisconsin library leaders and library supporters. Although much progress has been made since the passage of Senate Bill 47, much still remains to be done

in achieving the vision of quality library service for all of our state's residents.

We must rekindle the kind of widespread support and commitment that went into the development and passage of Senate Bill 47 so we can achieve the next milestone in the improvement of library services in Wisconsin.

The staff of the Division for Libraries, Technology, and Community Learning pledges that we will do our part to continue Wisconsin's long tradition of improving library service for the residents of our state. ■

Please see  
pages 6-9 for  
more articles

# MarcoPolo resources—*from front page*

Approved in May 2001, the first grant provided funds to hire a half-time MarcoPolo state administrator to promote and coordinate the staff development program in Wisconsin. The MarcoPolo staff development program has two goals:

- to provide a MarcoPolo Field Trainer for every school in Wisconsin. A field trainer is a Wisconsin educator who has participated in a MarcoPolo “train the trainer” workshop, and has agreed to provide training for teachers in his/her school following the completion of the workshop training. “Train the trainer” workshops are provided free-of-charge to Wisconsin agencies or school districts and are conducted by professional cadre trainers employed

by MarcoPolo. One of the tasks of the state administrator is to promote and facilitate the scheduling of these workshops in all areas of the state by working with CESAs, consortiums of school districts, or individual schools and school districts.

- to provide training on MarcoPolo Internet Content for the Classroom for every Wisconsin teacher. This goal will be achieved by Wisconsin field trainers who return to their schools and introduce their teachers to, and assist them in using, the quality resources found on the MarcoPolo websites.

Where is Wisconsin relative to the achievement of these training goals? As

of Dec. 13, 62 cadre-led “train the trainer” workshops have been conducted statewide and 12 additional workshops are scheduled. To date, 990 field trainers have been trained for Wisconsin schools.

In terms of end user or teacher training, Wisconsin field trainers have officially registered and conducted 152 training sessions in their schools or districts. An additional 17 Wisconsin sessions are registered on the MarcoPolo website and will be conducted in the near future. More sessions are being registered every week. Currently, 5,178 Wisconsin educators have been trained in how to use the quality MarcoPolo resources.

A second grant awarded to Wisconsin by the WorldCom Foundation in August 2001 has as a goal the alignment of the approximate 900 lesson plans on the Mar-

*Please see MarcoPolo—on page 3*

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**Channel**

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## MarcoPolo—from page 2

coPolo partner websites with Wisconsin's Model Academic Standards. Currently, a relational database is being created along with an electronic alignment tool to make it easier for curriculum consultants to align, or link, specific content or performance standards to the MarcoPolo classroom lessons. Eventually, the lesson plans aligned to Wisconsin standards will become a part of the Wisconsin's Information Network for Successful Schools (WINSS)/DPI website, making them available to all teachers in the state. The estimated completion date of this project is July 2002.

For more information about the MarcoPolo Program in Wisconsin, or to schedule a workshop for your area or school district, contact James Klein, Wisconsin MarcoPolo state administrator, at (608) 266-1924 (james.klein@dpi.state.wi.us). More information can be found at [marcopolo.worldcom.com](http://marcopolo.worldcom.com). ■

## COLAND discusses interlibrary cooperation, resource sharing

The Council on Library and Network Development (COLAND), meeting in Madison Nov. 9, conducted a hearing on the *State Superintendent's Report on Interlibrary Cooperation and Resource Sharing*. The report can be found in PDF format at [www.dpi.state.wi.us/dpi/dltcl/rll/pdf/report9903.pdf](http://www.dpi.state.wi.us/dpi/dltcl/rll/pdf/report9903.pdf).

The council is required by state statute to hold a hearing on the report, and recommendations on the report will be sent to the State Superintendent following the council's January meeting. Representatives from the Wisconsin Health Science Library Association (WHSLA), the Systems and Resource Library Administrators Association of Wisconsin (SRLAAW), the Wisconsin Association of Academic Librarians (WAAL), and the Wisconsin Library Association (WLA) submitted testimony at the hearing either orally or in writing. In addition to the hearing, the council adopted its goals for July 2001 through June 2002.

Ellen Pedraza, Gateway Technical College, and Charlene Pettit, Moraine Park Technical College, gave a presentation to the Council on the WISPALS Library Consortium. The consortium provides access to a shared library automation system and shared library resources for seven of the 16 technical colleges.

James Leaver of the Reference and Loan Library staff briefed council members on plans to redesign the BadgerLink website. A BadgerLink redesign survey can be found at [www.wiscat.lib.wi.us/forms/blink.asp](http://www.wiscat.lib.wi.us/forms/blink.asp).

Sally Drew gave a demonstration of the Auto-Graphics union catalog component and the Fretwell Downing interlibrary loan component of the new WISCAT. She also gave council members a brief tour of the Reference and Loan Library.

Jim Klein and Steve Sanders from the DLTCL Instructional Media and Technology Team introduced the council to the WorldCom MarcoPolo Project. This project provides K-12 teachers with access to high quality curriculum related websites and training support. ■

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## LSTA grants announced for 2002

by Peg Branson, Consultant  
LSTA and Continuing Education

Library Services and Technology Act (LSTA) program grants totaling \$3.24 million have been awarded, with the projects to take place from January through December 2002. The grants are contingent upon the availability of FY 2002 LSTA funds from Washington. (As of December, Congress had not completed action on all of the FY 2002 federal appropriations bills, including the one for LSTA.)

Among the LSTA projects to be funded in 2002 are projects involving technology, delivery service for library materials, and projects to improve services to youth with special needs and youth with disabilities. Funds will be used to begin the process of linking shared automation systems, as a part of new contracts with Auto-Graphics and Fretwell-Downing for WISCAT access and interlibrary loan statewide. LSTA funds and TEACH Wisconsin funds will be used to ensure direct Internet access for the approximately 25 percent of public libraries still using only dial access or with no Internet access. In addition, LSTA funds will be used to support the work of statewide task forces and committees looking at public library funding and legislation issues, library services to users with special needs, and statewide delivery service and technology issues. 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.

The Division for Libraries, Technology, and Community Learning (DLTCL) administers Wisconsin's yearly LSTA allocation through the Institute of Museum and Library Services (IMLS), a federal agency responsible for strengthening museums and libraries. The Wisconsin LSTA Advisory Committee met in Madison on Nov. 6-7 to review all of the grant applications and make recommendations on grant awards.

Members serving on the LSTA committee are: Peg Allen, Northern Wisconsin Area Health Education Center; Elizabeth Buchanan, UW-Milwaukee School of Library and Informa-

tion Science; Kenneth Frazier, UW-Madison General Library System; Janet Jennings, Superior Public Library; Joan Airoidi, Northern Waters Library Service; James Gollata, Miller Memorial Library, UW-Richland; Ken Hall, Winnefox Library System; Pamela Nyberg Kiesner, Brown County Library; Alan Engelbert, Manitowoc Public Library and Manitowoc-Calumet Library System; Karen Krueger, Hedberg Public Library, Janesville; Douglas Lay, trustee, Mosinee; and Sandi Szafranski, CESA 2.

### LSTA Funding by Categories

An overview of the LSTA funds awarded (the total is \$3.24 million) is provided in the pie chart on page 5. The chart groups projects under the four broad LSTA purposes:

- Technology—\$2,102,934 (65 percent)
- Resource Sharing—\$340,000 (11 percent)
- Targeted Services—\$694,066 (21 percent)
- LSTA Administration—\$103,000 (3 percent)

### Highlights of LSTA Program for 2002

- **Public Library and Public Library System Technology Projects (\$846,834)**—

\$446,244 in LSTA funds were awarded to public library systems on a noncompetitive formula basis for a variety of technology projects. The funds can be used for shared system development, Internet access, system website development, and technology training facilities. An additional \$400,590 will help individual public libraries and public library systems develop new shared automated systems or adding libraries to existing library systems.

- **REACH Internet Access Program (\$100,000)**— \$100,000 of LSTA funds is available to public libraries with limited dial-up access or no Internet access. TEACH will provide \$500,000 to pay for wiring and equipment costs needed for this direct Internet access. DPI/DLTCL will provide \$100,000 to pay the library's TEACH data line costs, or an alternative form of direct access for a 12-month period.

*Please see LSTA—on page 5*

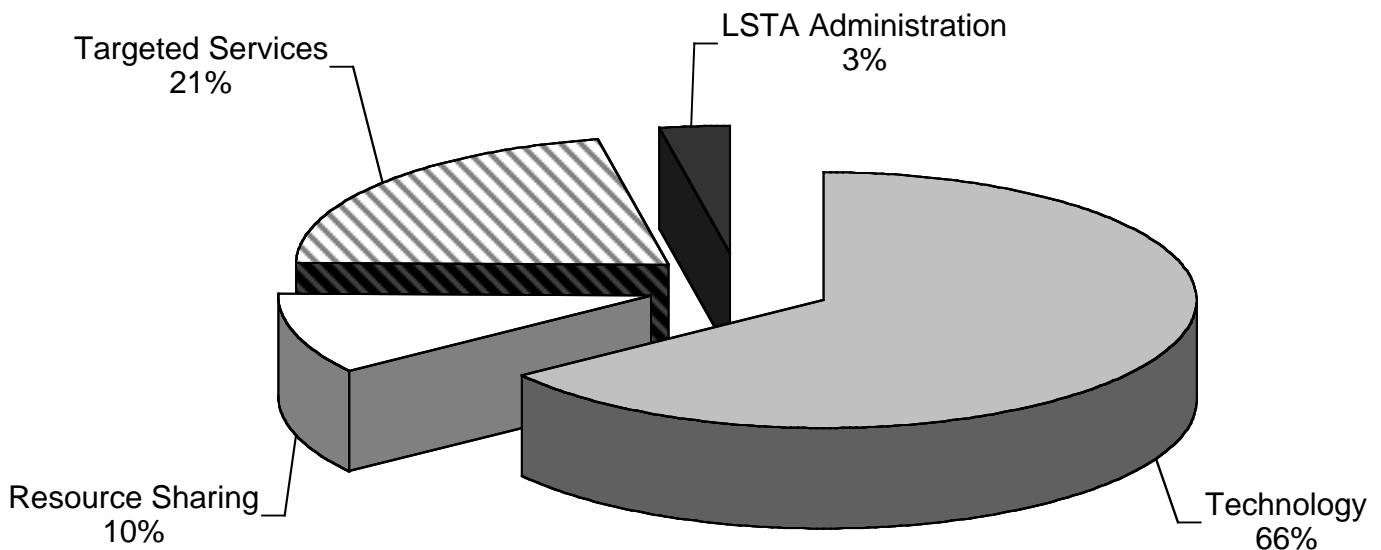
### LSTA evaluation, planning effort underway

The Division for Libraries, Technology, and Community Learning (DLTCL) is evaluating the use of Library Services and Technology Act (LSTA) funds in Wisconsin from 1997-2002, and planning the use of LSTA funds in 2003-07. The results of the evaluation and planning efforts will be used by DLTCL to assess the LSTA program, and will be submitted to the Institute of Museum and Library Services (IMLS), the federal agency that administers LSTA.

A series of web-based surveys is being used as part of the evaluation and planning effort. Representatives of public library systems completed a web-based survey in September and shared their opinions of past LSTA projects and possible future projects. State-level committees advising the DLTCL, including the Council on Library and Network Development (COLAND), the LSTA Advisory Committee, the Library and Information Technology Advisory Committee, and the Delivery Service Advisory Committee, completed a web-based survey in October. The DLTCL plans to ask public library directors and previous LSTA project administrators for their opinions on various aspects of the LSTA program by the end of the year.

The evaluation of the LSTA program will be completed April 30, 2002, and the new plan for 2003-07 will be completed July 1, 2002. ■

## LSTA Funding Categories



### LSTA grants announced—from page 4

- **State Technology Committee (\$8,000)**—LSTA funds will be used to pay the expenses of the Library and Information Technology Advisory Committee, appointed by the State Superintendent to advise the department and the DLTC on library and information technology issues.
- **Delivery Services (\$70,200)**—Funds will be used to continue a demonstration van delivery service by courier in the Northern Waters Library Service

area that links that area with the statewide delivery service, to subsidize the statewide delivery service operated by the South Central Library System, and to continue the work of the statewide Delivery Services Advisory Committee.

- **Special Needs Youth (\$487,766)**—The funds will help public libraries, state institution libraries, and public library systems plan and implement programs that will serve disadvantaged youths and youths with disabilities, us-

ing the publication *Public Library Services for Youth with Special Needs Plan* as a guide. Of the total, \$340,000 will be used for distribution on a noncompetitive formula basis to public library systems for this purpose. The remaining \$147,766 will be used for a competitive grant category for individual public libraries and selected state institution libraries to develop programs for youth with special needs.

- **State Institution Library Services (\$25,000)**—LSTA funds will be used to pay part of the position in the Department of Corrections that provides coordination of state institution library services in the Department of Corrections and the Department of Health and Family Services.

- **WISCAT/Linked Systems (\$741,400)**—Funds will be used to maintain the WISCAT statewide union database and produce the online version of the catalog that is available via the Internet. Funds will be used to configure libraries as Z39.50 targets so that users can search multiple local or shared automated systems, view a combined result list, determine the availability of holdings (if supported by the local/shared system), and place an interlibrary loan request. ■

# BadgerLink



Wisconsin's  
Connection  
to the  
World of Information

[www.badgerlink.net](http://www.badgerlink.net)

## Wisconsin Library System History

# Library Division implements SB 47

Once 1971 Senate Bill 47 was signed into law, the task of implementing it began. Staff of the Division for Library Services (now the Division for Libraries, Technology, and Community Learning), under the leadership of Lyle Eberhart, division administrator from 1965 to 1981, were responsible for implementing the new law. Much of this work fell to the public library consultants and their supervisors.

Each county was required to establish a planning committee and adopt a countywide plan for library service in order to participate in a public library system. A critical tool in the organization of public library systems was the use of federal Library Services and Construction Act (LSCA) funds for demonstration of system services to counties. Sometimes it took more than one planning committee to develop a plan acceptable to the respective county board of supervisors and the Division for Library Services.

Public library consultants Ione Nelson, Jane Younger, William Jambrek, and Virginia Potter were on the Division staff when the bill was passed and participated in the early organizing efforts of systems. Kathleen Imhoff, the first director of the Bureau for Public and Cooperative Library Services (BOPACLS), carried forth the effort when she joined the staff in 1975. Peter Hamon joined BOPACLS in 1976 as public library consultant and worked with system organization for a short period before becoming director of the Reference and Loan Library. When Sally Drew became a public library consultant in 1976, and later bureau director in 1978, she took on much of the responsibility for working with county planning committees. Dottie Hiebing, another public library consultant, also worked with county planning committees in the later stages of system organization.

Most of the organization of public library systems was completed in the 1972-  
*Please see Division implements—on page 7*



*Pictured at the 1971 signing of SB47 are (left to right) unidentified, Paul Dietz, Richard Crane, Ella Veslak, Lyle Eberhart, Nolan Neds, Pat Rogge, Bernard Schwab, Gov. Patrick Lucy (seated), Eugene G. McLane (behind governor), Muriel Fuller, Gertrude Thoreau, and Vivian Maddox. The last two gentlemen are unidentified.*

### Wisconsin Public Library System Formation Timeline (Year of system establishment or year joined in parenthesis)

- Arrowhead Library System (1974)—Rock (1974)
- Eastern Shores Library System (1979)—Ozaukee (1987), Sheboygan (1979)
- Indianhead Federated Library System (1978)—Barron (1978), Chippewa (1979), Dunn (1978), Eau Claire (1978), Pepin (1978), Pierce (1978), Polk (1978), Price (1978), Rusk (1979), St. Croix (1978)
- Kenosha County Library System (1981)—Kenosha (1981)
- Lakeshores Library System (1979)—Racine (1979), Walworth (1983)
- Manitowoc-Calumet Library System (1974)—Calumet (1977), Manitowoc (1974)
- Mid-Wisconsin Federated Library System (1974)—Dodge (1975), Fond du Lac (1974-1999, joined Winnefox in 2000), Jefferson (1980), Washington (1987)
- Milwaukee County Federated Library System (1973)—Milwaukee (1973)
- Nicolet Federated Library System (1975)—Brown (1975), Door (1976), Florence (1990), Kewaunee (1976), Marinette (1976), Menominee (1976), Shawano (1976)
- Northern Waters Library Service (1973)—Ashland (1973), Bayfield (1973), Burnett (1973), Douglas (1973), Iron (1973), Sawyer (1973), Vilas (1973), Washburn (1973)
- Outagamie Waupaca Library System (1975)—Outagamie (1975), Waupaca (1976)
- South Central Library System (1975)—Adams (1996, from WVLS), Columbia (1980), Dane (1975), Green (1978), Portage (1996, from WVLS), Sauk (1975), Wood (1996, from WVLS)
- Southwest Wisconsin Library System (1974)—Crawford (1974), Grant (1974), Iowa (1974), Lafayette (1974), Richland (1974)
- Waukesha County Federated Library System (1981)—Waukesha County (1981)
- Winding Rivers Library System (1973)—Buffalo (1979), Jackson (1979), Juneau (1973), La Crosse (1973), Monroe (1973), Trempealeau (1974), Vernon (1978)
- Winnefox Federated Library System (1977)—Fond du Lac (2000, from MWFLS), Green Lake (1977), Marquette (1979), Waushara (1977), Winnebago (1977)
- Wisconsin Valley Library Service (1973)—Adams (1975-1995, joined South Central in 1996), Clark (1973), Forest (1973), Langlade (1973), Lincoln (1973), Marathon (1973), Oneida (1973), Portage (1973-1995, joined South Central in 1996), Taylor (1973), Wood (1973-1995, joined South Central in 1996). ■■

## Wisconsin Library System History

### Wisconsin's shared vision of public library systems

The following statements from the 1963 publication *A Design for Public Library Development in Wisconsin* from the Wisconsin Free Library Commission describe the shared vision of public library systems that ultimately resulted in

1971 Senate Bill 47.

"Simply stated, the library system concept means that only by working together, sharing services and materials, can libraries meet the full needs of their users. Each public library, whatever its size, is an important link in a system of libraries joined together either formally or informally.

"Every Wisconsin resident should have the opportunity in his [or her] own community to foster his [or her] educational development through use of his [or her] public library. To accomplish this public

libraries must work together in library systems, and all resources in the state must be

*Please see Shared vision—on page 9*

### Division implements—from page 6

1981 time period. Leslyn Shires became division administrator in 1981 and assumed leadership for the final stages of public library system development. In 1981, the Kenosha County Library System and the Waukesha County Federated Library System became the last of 17 public library systems to be established as separate legal organizations. By 1983, all but three counties had joined or established a public library system. They were Florence County, Ozaukee County, and Washington County. Larry Nix and Donald Lamb were working with these counties, and Lamb had the distinction of working with the Florence County Library Planning Committee, the last county planning committee to work on the initial partici-

pation of a county in a public library system.

The work of organizing public library systems was not easy, often involving late evening meetings in distant parts of the state in all kinds of weather over a period of months or years. The rewards of being part of Wisconsin public library development history were great, however. They included witnessing citizens, public officials, trustees, and librarians come together in every county of the state to ensure ongoing access to free public library service for their county's residents.

See the list on page 6 for the years in which public library systems were established and the years in which individual counties joined systems. ■

### Wisconsin library leaders and SB 47

Building on a strong foundation and a shared vision, a group of dedicated Wisconsin library leaders worked actively from 1966-71 to develop and pass 1971 Senate Bill 47, Wisconsin's public library system law.

Officers of the Wisconsin Library Association (WLA) and members of its Library Development and Legislation Committee (LD&L) were key players in this effort. Others involved included legislators and staff of the Division for Library Services (now the Division for Libraries, Technology, and Community Learning). The UW-Madison Library School provided support through participation of its faculty and background research. Particularly involved in this effort were the directors of Wisconsin's large public libraries, which later became system resource libraries. Only a few of a cast of hundreds are listed below.

Four individuals stand out in their active participation in the development of 1971 Senate Bill 47. Gerald Somers, librarian of the Green Bay Public Library (now the Brown County Library), served as president of WLA (1965-66) and as chair of LD&L (1966-69), and played a leadership role in the development of the public library system law in those capacities. Bernard Schwab, director of the Madison Public Library, served as WLA president (1966-67), as LD&L vice-chair (1967-69), and as a member of the 1970-71 Legislative Council Study Committee. Lyle Eberhart, as administrator of the Division for Library Services, played a critical role as the liaison to the Department of Public Instruction and as member of the LD&L Committee that developed

*Please see Library Leaders—on page 8*

## Wisconsin Library System History

*Selected highlights*

# Public Library System development in Wisconsin

**1939-47**—Several state aid bills for public libraries are proposed but each is unsuccessful.

**1949**—The Legislature enacts funding over the governor’s veto for a three-year regional library demonstration in Door and Kewaunee counties.

**1952**—An advisory referendum on continuation of the regional library fails in Kewaunee County ending Wisconsin’s first regional library demonstration.

**1956**—The American Library Association (ALA) publishes *Public Library Service: A Guide to Evaluation With Minimum Standards*. This document introduces the “library system” concept, and sets forth guiding principles and minimum national

standards for measuring public library service.

—The United States Congress enacts the Library Services Act (LSA) which provides federal funding for extending and improving public library service to rural communities. In order to receive funding, a state is required to submit a service plan.

—S. Janice Kee assumes leadership of the Wisconsin Free Library Commission. Kee has extensive experience in public library extension and improvement including more than four years as executive secretary for the ALA Public Library Division.

—The Wisconsin Library Association and *Please see System development—on page 9*

## Library Leaders—*from page 7*

and drafted early versions of the bill. Wayne Bassett, director of the Marathon County Library and a former member of the Minnesota State Legislature, served as WLA’s legislative advocate and coordinated the legislative effort to get SB 47 passed.

Other WLA presidents during this period made significant contributions in the effort to develop and enact SB 47. These included Charlotte Knight (1967-68), Muriel Fuller (1968-69), Sally Davis (1969-70), and Nolan Neds (1970-71). LD&L Chair Charles Bunge (1969-70) also played an important role in this effort.

Librarians and public library trustees who served on the LD&L Committees of 1966-67 and 1967-68 contributed greatly to the content of the public library system law. These members included (among others) Vivian Maddox, E.R. Kunert, Forest L. Mills, Gertrude R. Thurow, Jane Younger, Donald Kremer, Gordon H. Bebeau, Richard E. Chartier, Carl C. Johnson, Donald G. Kremer, Richard E. Krug, William G. Mett, Margaret E. Monroe, Thomas O’Malley, Dennis Ribbens, and Alvin Zipsie.

Sen. Walter Chilsen of Wausau was the primary sponsor for 1969 SB 363, the predecessor to 1971 Senate Bill 47, and was a major supporter of the final Legislative Council bill.

Members of the 1970-71 Legislative Council Study Committee refined the content of the legislation that was introduced by the council as 1971 Senate Bill 47. They were Senator Hoger Rasmusen (co-chair), Rep. Lawrence Johnson (co-chair), Sen. Carl W. Thompson, Rep. Herbert J. Grover, Mrs. Robert Billings, Richard Cooklock, Kermit Goertz, Stanley R. Greene, Howard Groth, Walter Hoeft Jr., Mrs. J. Curtis McKay, Eugene McLane, George Mead, Mrs. Robert W. Schmidt, Ray Schoephorster, and Bernard Schwab. ■

## Public Library System aid payments chronology

In 1972, a recent graduate of UW-Madison with a major in mathematics joined the staff of the Division for Library Services (now the Division for Libraries, Technology, and Community Learning) to assist with the first state aid payments to public library systems.

The first checks were sent out in December 1972. Twenty-nine years later, Al Zimmerman is still working to ensure that public library system aid payments are made in a timely and appropriate manner.

A list of those payments by year follows.

1973	\$818,000
1974	\$2,195,351
1975	\$2,912,760
1976	\$1,880,300
1977	\$2,659,947
1978	\$3,180,300
1979	\$3,721,763
1980	\$3,994,853
1981	\$4,370,800
1982	\$5,001,200
1983	\$5,572,769
1984	\$5,917,500
1985	\$6,095,000
1986	\$7,100,600
1987	\$7,889,600
1988	\$8,354,500
1989	\$8,773,300
1990	\$9,563,300
1991	\$10,125,600
1992	\$10,756,700
1993	\$11,072,200
1994	\$11,538,200
1995	\$11,772,200
1996	\$11,772,200
1997	\$11,772,200
1998	\$12,863,800
1999	\$13,249,800
2001	\$14,749,800
2002	\$11,062,350
	(75 percent of aid due.)
<b>Total</b>	<b>\$220,736,893</b>



## Wisconsin Library System History

### System development—*from page 8*

the Wisconsin Free Library Commission agree that the national standards are appropriate for statewide development in Wisconsin.

—Twenty-five public libraries form the Southwest Association of Public Libraries to provide in-service training, cooperative book selection, interlibrary loan service, publicity, support of local financing, bookmobile services, and adult education services.

**1957**—Wisconsin's State Plan for LSA funding is approved.

**1959**—LSA funding is used to establish a library ordering and processing center in southwest Wisconsin serving five counties, the predecessor to the Southwest Wisconsin Library System.

**1959**—LSA funding is used to establish a regional library system serving five counties in northwest Wisconsin, the predecessor to the Northern Waters Library Service.

**1961**—LSA funding is used to establish an area reference center for a 10-county area of north central Wisconsin, the predecessor to the Wisconsin Valley Library Service.

**1963**—The Wisconsin Free Library Commission, WLA, and the Wisconsin Library

Trustees Association adopt *A Design for Public Library Development in Wisconsin: Standards for Measuring Progress*. This document adapted the 1956 ALA public library standards to Wisconsin.

**1964**—Congress enacts the Library Services and Construction Act (LSCA), an expansion of LSA to include urban libraries.

**1965**—S. Janice Kee resigns as secretary of the Wisconsin Free Library Commission. The Commission becomes the Division for Library Services in the Department of Public Instruction. Lyle Eberhart becomes the first administrator of the new division and has the title of Assistant State Superintendent.

**1966**—WLA adopts a resolution approving a legislative study program, "leading to such specific recommendations for legislative revision as will best implement the library system concept and interlibrary cooperation in Wisconsin."

**1968**—After "dozens of days and hundreds of hours were spent by committee members in hammering out details," the Public Library Subcommittee of WLA's Library Development and Legislative (LD&L) Committee completes a report entitled *Public Library System Development for Wisconsin: An Action Program*. The report

was sometimes referred to as the charreux report after the color of its cover.

—At its October business meeting, WLA endorses the report from LD&L, authorizes drafting of legislation based on the report, and endorses a program of legislative support for the legislation.

**1969**—Senate Bill 363, based on the WLA LD&L report, is introduced and referred to the Senate Education Committee.

Committee members believe the bill would not be approved in its current form and refer the bill to a Legislative Council study committee for intensive review and revision.

**1971**—Senate Bill 47 is introduced by the Legislative Council on Jan. 17, 1971. The bill was the result of the work of an advisory committee on library laws that was charged with reviewing 1969 SB 363 and other provisions of chapter 43 of the statutes not covered in SB 363.

—After an extensive legislative effort on the part of WLA, both houses of the legislature pass SB 47 by large margins in the summer of 1971.

—In December 1971, the governor signs SB 47 and it becomes Chapter 152 of the 1971 Laws of Wisconsin. It substantially revises Chapter 43 of the Wisconsin Statutes.

**1972**—Emergency administrative rules are issued by the State Superintendent of Public Instruction to implement the new law. Staff of the Division for Library Services begin a multi-year effort to organize Wisconsin counties into public library systems, and the Division gives the first four library systems provisional certification. These systems were the Milwaukee County Federated Library System, the Northern Waters Library Service, the Winding Rivers Library System, and the Wisconsin Valley Library System.

**1973**—The first four public library systems begin operation.

**1978**—A Legislative Special Committee on Library Law, chaired by then Rep. Cal Potter, recommends a major change in the basis for determining state funding for

*Please see System development—on page 10*

### Shared vision—*from page 7*

integrated to the end that all types of libraries are fully utilized.

"Certain principles of library development that have been adopted in Wisconsin should be considered in planning for the establishment of library systems. These principles are, briefly, (a) flexibility of organization to meet local conditions and needs, (b) gradualism—a step-by-step program of improvement and growth, (c) widespread citizen participation in studying, planning, and support of libraries, (d) libraries working together, building on existing library strength to achieve both quantity and quality in libraries; in other words, having many library service outlets easily accessible to people, providing excellent library service from a central source, and (e) maximum local financial support, augmented by support from higher levels of government, particularly from the state." ■■

## Burmaster addresses WLA conference

State Superintendent Elizabeth Burmaster was the featured speaker at the President's Luncheon at the annual meeting of the Wisconsin Library Association in Appleton on Oct. 26.

In her presentation, Burmaster indicated that she was excited about the opportunity to work on behalf of the people of Wisconsin as chief advocate for the state's children, schools, and libraries. She promised to serve the library community well at this critical juncture in the state's and the nation's history.

She told the audience that she believed firmly that the Department of Public Instruction (DPI) was the appropriate place for the state library leadership agency to be located.

Burmaster indicated her disappointment in the results of the budget process as it relates to libraries. She said she was particularly troubled by the failure to gain any increase in funding for public library systems and the state-level library contracts, and to get additional funding for the collections of the UW System libraries.

The state superintendent told the audience that collectively the libraries of the state are an enormous educational, economic,



*Elizabeth Burmaster*

and quality of life resource for its citizens. She also stressed that public schools, public libraries, and colleges and universities all are partners in providing lifelong learning opportunities for the children and adults of the state. She noted that libraries are a common thread in all of the institutions that provide formal educational opportunities to students, and that public libraries play a critical role in early learning and lifelong learning.

Burmaster said it is no secret that the state is facing a potentially devastating financial future, and that if libraries are to make any progress in future budget deliberations, everyone has to do an exceptional job of communicating to the Legislature and the governor the importance of libraries to the well-being of the state's residents.

As state superintendent, Burmaster said she has the opportunity to be a positive voice for libraries in many forums, and she pledged to

be that positive voice.

She ended her remarks by thanking the group for inviting her to the WLA conference early in her term. She said that she looked forward to working with WLA in the next four years to advance the quality of library service available to Wisconsin residents. For the text of her speech, see page 11. ■

## *Wisconsin Library System History*

### System development—from page 9

public library systems. The committee recommends that state funding be at a level equal to 20 percent of local funding for public libraries in the previous calendar year. The committee also recommends the creation of a state board with policy-making authority for library services.

**1980**—1979 Assembly Bill 20 introduced by the Legislative Council is enacted. The bill establishes an authorization for state funding for public library systems at 11.25 percent of local funding for public libraries in the previous calendar year. The bill establishes an advisory Council on Library and Network Development (COLAND).

**1981**—The Kenosha County Library System and the Waukesha County Library System are the last of 17 federated public library systems to be established.

**1986**—Major revisions are made to statutes relating to public library systems based on recommendations of the 1984 State Superintendent's Task Force on Library Legislation and Funding.

The bill establishes an authorization for state funding for public library systems at 13 percent of local funding for public libraries in the previous calendar year.

**1987**—Brookfield is the last municipality with an existing public library to join a public library system.

**1990**—Florence County is the last of Wisconsin's 72 counties to join a public library system.

**1993**—The 13 percent index guideline for state public library system funding is removed from the statutes.

**1998**—1997 Senate Bill 269 is enacted as 1997 Act 150. The Legislative Council introduced the bill as the result of recommendations of a Special Committee on Public Libraries chaired by then Sen. Cal Potter. The bill included a wide range of statutory provisions relating to public libraries and public library systems. The bill established, for the first time, a minimum level of county reimbursement for the service provided to county residents who do not reside in a municipality that has its own library. The bill also required the DPI to request funding for public library system aids at the 13 percent index level. ■

## Remarks of State Superintendent Elizabeth Burmaster Wisconsin Library Association (WLA) Conference

*President's Lunch  
Friday, October 26, 2001  
Paper Valley Conference Center  
Appleton, WI*

### Libraries in Wisconsin's Educational Process

Last October at WLA's conference in Green Bay I was one of several participants in a forum sponsored by your legislative committee for candidates running for the office of state superintendent. I'm extremely pleased to be with you again this year as the person that the people of Wisconsin selected to be their new State Superintendent of Public Instruction.

In the April election, the people of Wisconsin sent a message, loud and clear, that they wanted a state superintendent of public instruction who was independent and who was accountable to them. I stand here today excited at the opportunity to work with you on behalf of the people of Wisconsin as chief advocate for our children, our schools, and our libraries. I welcome this challenge, and I promise I will serve you well at this critical juncture in our state's and our nation's history.

The theme of your conference is "Still Libraries After All These Years." The theme of my speech could well be "Still Friends After All These Years." On Feb. 11, 1891, more than 11 decades ago, a group of people gathered in the office of the State Superintendent of Public Instruction for the purpose of organizing the Wisconsin Library Association. The people at that meeting included the state superintendent and members of his staff, the secretary and librarian of the State Historical Society, the librarian of the University of Wisconsin, a trustee of the Madison Public Library, the Milwaukee Public Librarian, and others. A few years later, in 1895, the Wisconsin Library Association was successful in lobbying for the establishment of the Wisconsin Free Library Commission. The State Superintendent of Public Instruction served as a member of the Library Commission up until 1965, when the Commission became a division of the Department of Public Instruction. That division is now the Division for Libraries, Technology, and Community Learning.

Like most new administrators, I wanted the organization of the Department of Public Instruction to reflect my goals and priorities. That's why I created a new Division of Reading and Student Achievement, and why I renamed another division the Division for Academic Excellence. I also chose to maintain the Division for Libraries, Technology, and Community Learning. I believe that the Department of Public Instruction is the appropriate place for the state library leadership agency to be located.

I am extremely pleased, as I know you are too, that Cal Potter has agreed to continue to serve as assistant state superintendent and administrator of the library division. Along with Cal, I have brought to the DPI a highly qualified cabinet of individuals who have broad experience to work with the department's strong existing staff to deliver on our educational and library agenda.

I know that many of you worked extremely hard to communicate the need for additional state support for library service in the recent budget process. I want to particularly acknowledge the efforts of Paul Nelson, chair of WLA's Library Development and Legislation Committee, in this regard. I appreciate the support of WLA for the library-related budget initiatives of the Department of Public Instruction. Like all of you, I am disappointed in the results of the budget process as it relates to libraries. Particularly troubling was the failure to gain any increase in funding for public library systems and the state-level library contracts, and to get additional funding for the collections of the UW System libraries.

Collectively, the libraries of our state are an enormous educational, economic, and quality of life resource for our citizens. Public schools, public libraries, and our colleges and universities are all partners in providing lifelong learning opportunities for the children and adults of our state. Libraries are a common thread in all of the institutions that provide formal educational opportunities to students. In addition to supporting lifelong learning, public libraries play a unique role in serving as a doorway to early learning by children and as a resource to parents and other care givers.

It's no secret that the state is facing a potentially devastating financial future. If libraries are to make any progress in future budget deliberations, it's obvious that we all have to do an exceptional job of communicating to the legislature and the governor the importance of libraries to the well being of our state's residents.

*Please see the remainder of the  
speech on page 13*

## Superintendent Burmaster speaks at GWETC 2001

State Superintendent Elizabeth Burmaster advocated for closing the achievement gap during her luncheon speech at the 2001 Governor's Wisconsin Educational Technology Conference (GWETC) in Green Bay. "We can provide a quality education for every child in Wisconsin through:

- early learning opportunities;
- smaller class sizes with quality teachers;
- improved literacy at all levels;
- parental and community involvement; and
- technology as a tool to enhance academic achievement."

She also highlighted recent initiatives by the Department of Public Instruction's Information and Technology Media Team. The Technology Literacy Challenge Fund (TLCF), administered in Wisconsin by the DPI, has provided more than \$30 million over the last five years concentrating on professional development for educators. In all, 311 school districts have benefited from this program. Each year, districts share successes at the spring TLCF conference and in a publication available free from the DPI.



*Elliot Soloway, a professor at the University of Michigan, is an advocate of hand-held devices. In addition to the workshop pictured above, he presented a luncheon speech.*

Burmaster also talked about the efforts of the DPI, Cooperative Educational Service Agencies (CESAs), and the WorldCom Foundation to give teachers training on the MarcoPolo Project that provides quality, standards-based, free Internet content for the classroom. These resources—created by professional organizations like the National Council of Teachers of Mathematics and the American Association for the Advancement of Science—are being aligned with the Wis-

consin Model Academic Standards. Any teacher can request free MarcoPolo training at their school by visiting [www.marcpolo.worldcom.com](http://www.marcpolo.worldcom.com).

The enGauge Profiling System helps schools and districts analyze six essential conditions for success in using technology for systemic school improvement. enGauge is being rolled out by a partnership of the DPI, the CESAs, and the North Central Regional Education Laboratory.

Other projects being facilitated by the DPI are: 1) the Level of Technology Implementation (LoTI) survey taken by over 23,000 teachers to evaluate professional development needs and to assess results; 2) help in technology planning, required for federal funds; and 3) several publications helping school districts integrate information and technology literacy into the curriculum. A new publication, *Information and Technology Literacy: A Collaborative Planning Guide for Library Media and Technology*, will be ready in early 2002.

The superintendent concluded by pledging to be a positive voice for education and the use of technology. "I look forward to working for and with all of you on behalf of the children of Wisconsin." ■



*Conference participants enjoy one of the many sessions offered at GWETC 2001 in Green Bay.*

## FBI may seek library records under USA PATRIOT Act

Michael Cross, Consultant  
Public Library Administration and Funding

On Oct. 25, Congress passed the "Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism Act" (USA PATRIOT Act.) This law broadly expands the powers of federal law enforcement agencies investigating cases involving foreign intelligence and international terrorism.

One of the sections of the USA PATRIOT Act amends the laws governing the Federal Bureau of Investigation's (FBI's) access to "business records." This section allows the FBI to obtain judge-approved search warrants requiring the production of various records for an antiterrorism investigation.

The DLTCL has received questions about the interaction of this section of the USA PATRIOT Act with the Wisconsin law that provides for the confidentiality of library records (Section 43.30). We believe that there is no apparent conflict between the two laws because the USA PATRIOT Act requires the FBI to obtain a judge-approved search warrant, while the

Wisconsin law providing for the confidentiality of library records provides that those records can be disclosed by court order.

Library staff should be aware that this section of the USA PATRIOT Act also provides that "No person shall disclose to any other person (other than those persons necessary to produce the tangible things under this section) that the Federal Bureau of Investigation has sought or obtained tangible things under this section."

The American Library Association notes that the new law requires a search warrant, not a subpoena. A search warrant, unlike a subpoena, does not allow a party a period of time to respond to and contest the court's order. An officer serving a search warrant can begin the search im-

mediately. According to the ALA, the library or its employees are entitled to ask the officer to allow them to consult with legal counsel and to ask that the library's counsel be present for the search, but there is no opportunity or right to quash a search warrant.

The ALA says that libraries and librarians without legal counsel may seek legal assistance through the Freedom to Read Foundation by calling the Office for Intellectual Freedom and requesting legal advice from the Jenner & Block law firm. The ALA warns that you do not have to and should not inform ALA staff or anyone else of the existence of the warrant.

More information about the USA PATRIOT Act is available at [www.ala.org/alaorg/oif/alertusapatriotact.html](http://www.ala.org/alaorg/oif/alertusapatriotact.html). ■

## R&LL—from page 24

(Gryphon House, 2000). This book can be used by librarians to create stimulating programs for young children. It also can serve as a valuable resource for helping develop a child's desire to read as well as the skills needed to begin reading. Life-long learning begins early.

"Dewey & the Decimals: Learning Games and Activities," by Paige Taylor and Kent & Susan Brinkmeyer (Alleyside Press, 2001). If you are a librarian looking for a simple and fun way to teach elementary school children how to use the Dewey Decimal Classification System, this book will provide activities and reproducibles to make your job easier. Activities feature word searches, mysteries, puzzles, treasure hunts, games, and more. All activities are labeled according to grade level.

These books may be borrowed through established interlibrary loan channels. ■

## Burmester WLA Speech

My administration is committed to working collaboratively with the library leaders of our state to ensure that Wisconsin children and adults have the learning and information resources they need to succeed in the new, knowledge-based economy.

So that the department can effectively advocate for our schools and libraries, I have organized the DPI around a collaborative legislative, political, educational, and communications structure. I am using the office of the state superintendent as a loud and forceful bully pulpit to shape the political strength we will need to ensure that the right kinds of investments are made in schools and libraries.

As state superintendent, I have the opportunity to be a positive voice for libraries in many forums. In addition to my role as leader of the Department of Public Instruction, I serve on the Board of Regents of the UW System, on the Technical College System Board, and on the TEACH Wisconsin Board. I pledge that I will be that positive voice.

In addition to making a renewed commitment to effectively telling the library's story to our public officials, the library community needs to enlist the support of other groups and especially library users and friends. Public library trustees can play an especially important role in this regard.

Margaret Mead said, "Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it is the only thing that ever has."

As library leaders, you can be that small, committed group that leads the way.

Thank you for inviting me to your conference early in my term. I look forward to working with WLA in the next four years to advance the quality of library service available to the residents of our state. ■

Continued from last issue

## Public library services for the Hispanic community

**Editor's Note:** *This article is continued from Channel Vol. 37, No. 1. The italic text below is a repeat of the introductory information in the original article.*

by Barbara Huntington, Consultant  
Public Library Youth and Special Services

*From 1990 to 2000 the Hispanic population in the U.S. grew by 57.9 percent, and now is 12.5 percent of the total U.S. population. During this same period Wisconsin's Hispanic population more than doubled—an increase of 107 percent—and now comprises 3.6 percent of the Wisconsin's total population.*

*Of Wisconsin's Hispanic population, 43 percent live in Milwaukee County, and four Wisconsin counties have Hispanic populations that exceed 5 percent. These include Milwaukee (8.8 percent), Racine (7.9 percent), Kenosha (7.2 percent), and Walworth (6.5 percent). Brown County's Hispanic population increased by 470 percent between 1990 and 2000, the largest increase in any Wisconsin county.*

*Individual communities in Wisconsin also have experienced tremendous growth in their Hispanic populations since 1990. Several communities had increases of more than 300 percent. Green Bay's population increased by 586 percent; the Town of Madison's increase was 524 per cent; the city of Fitchburg's increase was 470 percent; Lake Geneva's was 397 percent; Beloit's increase was 371 percent; and Watertown's was 318 percent.*

*This significant increase in the Hispanic population has many implications for public library services. Providing services to any non-English speaking community requires special effort and techniques. The issues are complex and involve such considerations as nationality, regional differences within a specific country, religion, cultures, and language differences.*

*REFORMA, the National Association to Promote Services to the Spanish Speaking, is a unit of the American Library Association. It has developed a set of guidelines for library services targeted at Hispanic communities.*

*The plan addresses such issues as appropriate collection development, programs and services, personnel and building considerations. These Guidelines can be found at [www.ala.org/rusa/std\\_hispanic.html](http://www.ala.org/rusa/std_hispanic.html).*

Both the City of Milwaukee and the Milwaukee County Federated Library System are involved with LSTA projects that

serve their Hispanic communities. The Milwaukee Public Library is in the second year of a project called "Books To Go" (see article on page 8 of *Channel* Vol. 37, No. 1) This project targets day care providers, many of whom care for children who live in poverty. There is a special focus in 2001 to reach centers that serve children who use English as their second language. The project includes training for day-care providers, onsite visits by library staff, and access to extensive teacher resources, including a website. Participating day-care centers receive a special library card, a backpack with pre-selected books, and a programming resource that they can keep. Interpreters are available

*Please see Hispanic community—on page 15*

### Resources

- Bibliotecas Para La Gente - The Northern California chapter of REFORMA—National Organization to Promote Library and Information Services to Latinos and the Spanish-Speaking. ([cnet.ucr.edu/library/bplg/](http://cnet.ucr.edu/library/bplg/))
- Guidelines for Library Services to Hispanics—Prepared by the Library Services to the Spanish Speaking Committee, Reference and Adult Services Division, American Library Association, January 1988. ([www.ala.org/rusa/std\\_hispanic.html](http://www.ala.org/rusa/std_hispanic.html))
- Mexico for Kids—This site belongs to the Presidency of the Republic of Mexico. ([www.elbalero.gob.mx/index\\_kids.html](http://www.elbalero.gob.mx/index_kids.html))
- Pura Belpre Award—Created by ALSC, the Association for Library Services to Children, a Division of the American Library Association by Walter Minkel, Roxanne Hsu Feldman, ALA, 2001. ([www.ala.org/alsc/belpre.html](http://www.ala.org/alsc/belpre.html))
- REFORMA website—National Association to Promote Library and Information Services to Latinos and the Spanish-Speaking ([cnet.ucr.edu/library/reforma/](http://cnet.ucr.edu/library/reforma/))
- Wisconsin's Hispanic or Latino Populations Census 2000 Population and Trends—Prepared by the University of Wisconsin Extension and Applied Population Laboratory, 1450 Linden Drive, Madison, WI 53706. Once at the site, there is a link to Wisconsin's Hispanic or Latino Population and Trends summary. ([www.ssc.wisc.edu/poplab/](http://www.ssc.wisc.edu/poplab/))
- Wisconsin's Racial and Ethnic Diversity Census 2000 Population and Percentages—Prepared by the University of Wisconsin Extension and Applied Population Laboratory, 1450 Linden Drive, Madison, WI 53706 ([www.ssc.wisc.edu/poplab/data/documents/WACEC\\_full\\_report.pdf](http://www.ssc.wisc.edu/poplab/data/documents/WACEC_full_report.pdf))
- Estela and Raúl Mora Award 2001—REFORMA, the National Association to Promote Library and Information Services to Latinos and the Spanish Speaking, is calling for applications for the Estela and Raúl Mora Award. The award is donated by writer Pat Mora and her siblings in honor of their parents and was created to promote participation in the celebration of El Día de Los Niños / Día de Los Libros (April 30). The winner will receive \$500 plus a plaque to be donated by the Mora grandchildren and will be awarded annually to the school or library that sponsored an exemplary program. This special day promotes literacy, reading, and books for children of all linguistic and cultural backgrounds ([www.reforma.org/mora.html](http://www.reforma.org/mora.html)). ■

# Guidelines can improve service to Hispanic patrons

The Hispanic community in the U.S. and in Wisconsin is diverse. Not all Hispanic people read and speak only in Spanish; not all read and speak only in English; and not all are bilingual. Their needs are diverse and should be reflected in the selection of materials available in their local library. Materials should avoid stereotypes, be culturally sensitive, and meet both educational and recreational needs.

In Wisconsin, the middle-class Hispanic family that has lived in the U.S. for many years, whose children have attended U.S. schools and whose members are fluent in English, may have needs that are very similar to the general community. If the families are fairly new to Wisconsin, and the children have learned to read in schools here, often the parents may read only in Spanish and the children only in English. Selection of appropriate materials that parents can share with their young children might include picture books with both English and Spanish text. For families in which the adults do not speak English, adult English as a Second Language (ESL) materials including videos and tapes might be appreciated. A selection of popular videos and music cassettes and CDs created in the various home countries often is very popular. These items are readily available from local stores that cater to the Hispanic community, but are not likely to appear in traditional library selection publications.

Care should be taken to ensure that translated materials are done well and in dialects that reflect both the formal written Spanish used in Spain as well as those that reflect the linguistic characteristics of other countries.

If the materials are shelved in a separate collection, it should be very visible and accessible to people new to the library. If a separate collection is used, it should include both print and non-print formats. Bibliographies, lists, and instructional

brochures related to the collection should be written in Spanish or English/Spanish.

## Programs and Services

Special programs of interest to the Hispanic population are one way to attract people to the library, particularly if they are new to the community and if they may not be familiar with public libraries. Programs should be planned to reflect the diversity of the Hispanic population. The library should be in contact with, and have a collaborative relationship with, local community organizations serving the Hispanic population. The library should promote intercultural communication, cooperation, and understanding. Information on library services should be distributed in nontraditional ways and venues and in settings Hispanics are likely to use. The language used at programs and in providing services should take into account the vocabulary, accents, and meaning based on the characteristics of the local Hispanic residents.

## Personnel

An effort should be made to recruit both professional and support staff who are themselves Hispanic. Other non-Hispanic staff who are fluent in Spanish also should be recruited. Staff should be given opportunities to attend continuing education programs addressing the informational needs of the Hispanic community, including resources for people learning English as a Second Language, selection of Spanish-language materials, citizenship information, and community information and resources.

## Buildings

The library, through its location, architecture, and appearance should be an attraction, not a barrier to members of the Hispanic community. Interior and exterior décor can be modified to reflect inter-

est in and respect for Hispanic cultures. In any library serving a bilingual community, signs should be in both English and the other language. ■

## Hispanic community from page 14

through a special Spanish "Books to Go" hotline.

The Milwaukee Library System project involves sensitivity training for library staff, training on ESL material selection, funding for the libraries to purchase appropriate materials, funding or public cultural awareness programs, and an effort to help libraries collaborate with other agencies serving families that use English as their second language.

Some libraries also have provided specialized services without grant funding. The South Madison Branch library is experimenting with circulating electronic pocket translators. The library's new translators are available to all patrons and it is anticipated that English speakers may use them when they travel to other countries. But the library is making an effort to ensure that non-English speakers are aware of the translators.

A similar device that may be useful to people who do not speak English is a special translator "pen" scanner. The pen is run over a short section of English text, which is translated into Spanish. A small screen on the pen shows both the line being scanned and the translation.

Many public libraries are trying to respond to the changing demographics in their communities. For many, the change includes a growing Hispanic population. Some resources that may help libraries with their Hispanic services are included on page 14. ■

REFORMA Guidelines  
available at  
[www.ala.org/rusa/  
std\\_hispanic.html](http://www.ala.org/rusa/std_hispanic.html)

# RETAs provide cost effective resources aligned with Wisconsin's Model Academic Standards

by Wendy Wegenke, SWECS Consultant  
Wisconsin Educational Communications Board

At cost of about \$1 per student per year, Wisconsin schools and districts can receive high-quality on-air instructional television programs, with supporting materials—Parade of Programs, Interconnect Newsletter, and a host of teacher resources— as a cost effective solution for current teaching and learning resources.

This service is available in Wisconsin through the six Regional Educational Telecommunications Area (RETA) offices with staff trained to support educators as they implement the many products and services provided by the Educational Communications Board (ECB). The map, plus the list on page 17, will help you find the director of the RETA that serves your school.

During the 2001-02 school year, 158 PK-12 instructional television series (totaling 1,965 programs) are being broadcast on Wisconsin Public Television. All 1,965 programs are aligned to 10 content areas of Wisconsin Model Academic

Standards, including the four core academic areas (English/Language Arts, mathematics, science and social studies), along with art, music, health education, foreign language and more.

## What are Teachers Saying About These Teaching and Learning Resources?

Recent programming from the ECB has won national awards for its content and production quality. Yet the quality is not just recognized nationally—teachers have sung the praises of the instructional video series for years. Teachers have praised the programs:

- The series *Getting Along*, “integrates curriculum areas beautifully,” noted Karen Baggot, a first-grade teacher at Baraboo’s

West Elementary School, referring to the new conflict resolution series.

- “The kids (in the video *Working Together*) are kids (my students) can relate to,” said Laurie Kowalke, a third-grade teacher at Baraboo’s Fairfield Center. She added, “The conflicts

shown are conflicts they deal with every day, whether at school or at home.”

- “It really fits in with all the things we are doing in my classroom. Getting Along is very realistic and saves time. It affirms that there are kids out there that are going through the same thing,” noted Holly Ford, Baraboo’s East Elementary School.

## Fall 2001 Targets Release of New Series and CD-ROM-Cultural Horizons of Wisconsin

Teachers and districts acting now can be among the first educators in the state to preview new teaching and learning materials. This year’s new release of *Cultural Horizons of Wisconsin Series and CD-ROM* is destined to be among those awards winning curriculum materials from the ECB.

Visit the website at [www.ecb.org/culture](http://www.ecb.org/culture) to pre-

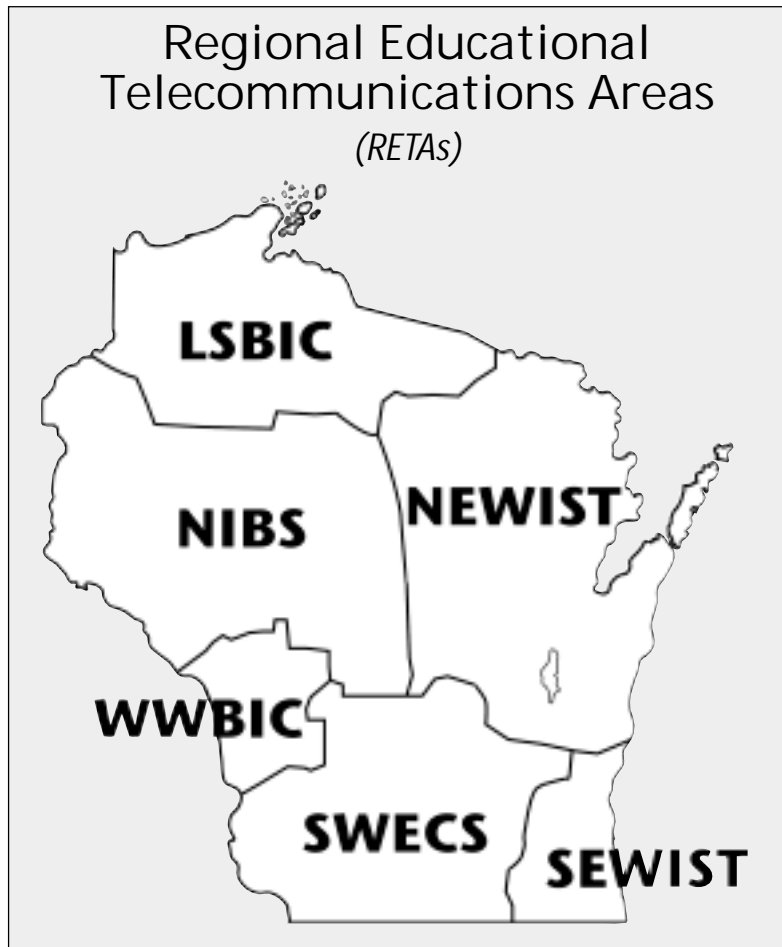
view the materials and gain access to the free online teachers guide for the series.

## What Services do RETAs Provide to Districts?

The six RETA directors serve as resources to member schools and districts, helping educators make the most effective use of products and services provided by the ECB. The services that each RETA and its director provides to local member districts include:

- free copy of Parade of Programs for each teacher and administrator;
- free copy of ECB’s monthly Interconnect Newsletter for each

*Please see RETAs—on page 17*





## Fall reference from page 19

At the South Central Library System, training sessions for staff were held in Feb. 2001 and there was a "media splash" during April. Continued marketing and training for both staff and the public is needed. Electronic reading devices such as the REB 1100 Book are made available to libraries on an optional basis.

Popular areas of interest are business, computers, literature, and Wisconsin. Waukesha is experimenting with the feature that allows enlarging the type font to promote this with visually handicapped users.

Markwiese, who is head of Ready Reference at Milwaukee Public Library, reported that Cliff Notes are very popular

items for in-library use, and ebooks on health are popular with older customers. Milwaukee Public Library has placed links in the card catalog to electronic books available, and averages about 10 new users per month. Additional information about the Wisconsin Library Consortium electronic books project, including a list of books by title and by subject, can be found online at [www.wils.wisc.edu/coop/vendor/netlib3.html](http://www.wils.wisc.edu/coop/vendor/netlib3.html).

Markwiese also described her library's experience as a participant in the Library of Congress Collaborative Digital Reference Service, a project designed to take

the reference desk into cyberspace. She shared examples of questions asked and answered by MPL staff, ranging from biographical information on a football player to Congress members' investments in major American corporations. Staff from R&LL, the only other library in the state participating in the project, agreed with Markwiese's observation that the algorithm used by software to route requests is somewhat "mystifying" and that it may take some time to get replies to referred questions. All agreed that while the questions can be challenging, it is exciting to be involved in a global project. ■

## RETA contact information

### LSBIC/CESA #12

Serving the viewing areas of WLEF-TV/Park Falls and WDSE-TV/Duluth-Superior.

Liisa Eyerly, Director  
618 Beaser Avenue  
Ashland, WI 54806  
715/682-2363, ext. 168  
[liisae@cesa12.k12.wi.us](mailto:liisae@cesa12.k12.wi.us)  
[www.cesa12.k12.wi.us](http://www.cesa12.k12.wi.us)

### NIBS/CESA #11

Serving the viewing areas of WHRM-TV/Wausau and WHWC-TV/Menomonee-Eau Claire west of Highway 51; also translators in St. Croix and Burnett counties.

Trish Graves, Director  
225 Osterman Drive  
Turtle Lake, WI 54889  
715/986-2020  
[trishg@cesa11.k12.wi.us](mailto:trishg@cesa11.k12.wi.us)

### WWBIC/CESA #4

Serving the viewing area of WHLA-TV/La Crosse; also a translator in Grant County.

Judith Aakre, Director  
923 E. Garland Street  
P.O. Box 157  
West Salem, WI 54669  
608/786-4836  
[aakrejud@cesa4.k12.wi.us](mailto:aakrejud@cesa4.k12.wi.us)  
[www.cesa4.k12.wi.us/programs-services/wwbic/wwbic.htm](http://www.cesa4.k12.wi.us/programs-services/wwbic/wwbic.htm)

### NEWIST/CESA #7

Serving the viewing areas of WPNE-TV/Green Bay and WHRM-TV/Wausau east of Highway 51; also translators in Florence and Door counties.

Eileen Littig, Director  
Jo Mellen, Assistant Director  
IS-1040  
UW-Green Bay  
Green Bay, WI 54311  
920/465-2599  
[newist@netnet.net](mailto:newist@netnet.net)  
[www.ecb.org/retas/newist/newist.htm](http://www.ecb.org/retas/newist/newist.htm)

### SWECS/CESA #2

Serving the viewing area of WHA-TV/Madison; also a translator in Adams County.

Wendy Wegenke, Consultant  
3319 W. Beltline Highway  
Madison, WI 53713  
608/264-9609  
[wwegenke@ecb.state.wi.us](mailto:wwegenke@ecb.state.wi.us)  
[www.ecb.org/retas/swecs/home.htm](http://www.ecb.org/retas/swecs/home.htm)

### SEWIST/CESA #1

Serving the viewing area of WMVT-TV/Milwaukee.

Eileen Schieble, Director  
2930 S. Root River Parkway  
West Allis, WI 53227  
414/546-3000  
[eschieble@cesa1.k12.wi.us](mailto:eschieble@cesa1.k12.wi.us)  
[www.ecb.org/retas/sewist/home.htm](http://www.ecb.org/retas/sewist/home.htm)

## RETAS—from page 16

teacher and administrator;

- 10 percent discount on the purchase of any supporting teacher materials;
- 10 percent discount on dubbing services requested from ECB's Tape Dubbing Service;
- \$25 savings per teacher to enroll in Mathline and/or Scienceline;
- \$10 per hour for technical consulting from ECB engineering;
- professional development workshops tailored to individual district needs;
- preview new and existing teaching and learning materials at no charge; and
- participation on advisory and teacher advisory committees.

For approximately \$1 per student per year these great classroom resources and others are available to classroom teachers and library media directors across the state of Wisconsin through local membership. Contact the RETA Director in your television viewing area today for membership details or visit the RETAs on the web at [www.ecb.org/retas](http://www.ecb.org/retas). ■

## TLCF grant activities take many forms at MPS

by Kathy R. Swope, Technology Project Director  
Milwaukee Public Schools

Milwaukee Public Schools (MPS) has been a recipient of Technology Literacy Challenge Fund (TLCF) grants for the past five years. Entering the fifth year of project activities it is a priority of project administrators to have ongoing communication and involvement of all stakeholders. To date, more than 760 teachers and support staff—both public and private—have been formally trained through the TLCF grant.

The foundation of the MPS TLCF project is the delivery of interactive, asynchronous professional development courses. Through TLCF funding, MPS has contracted with Marquette University (MU) to develop and deliver five online courses. Five MPS teachers currently are hired by Marquette to teach the online courses. MPS teachers are currently working in conjunction with MU staff to update each of the following courses.

- **Using Technology For Instruction and Assessment** (three graduate credits) is an interactive asynchronous professional development course focusing on using instructional technology to both instruct and assess learning. The course was modified this year to include activities that provide support for special needs students. Currently 50 participants are enrolled with 100 being recruited for the spring semester.

- **Spinning Your Web Classroom** (six graduate credits) allows participants to design online coursework for instruction or professional development that is aligned with MPS strategic plan. Twenty teachers who have successfully completed the online Marquette course *Using Technology for Instruction and Assessment* are enrolled in this advanced level two-semester online course.

- **Facilitating Your Web** (two graduate credits) helps teachers learn online instruction strategies. Twenty selected teachers who have successfully completed the online Marquette course *Spinning Your Web* will participate in this advanced level on-

line course.

- **Teacher as Leader** (3 graduate credits) is designed to teach participants strategies to facilitate technology integration at the school. Twenty selected teachers who have successfully completed the online Marquette course *Using Technology for Instruction and Assessment* will participate in this advanced level online course.

- **Using Technology for Instruction and Assessment for Administrators** (one graduate credit) will help participants gain an understanding of how to be more effective leaders in supporting technology integration in their schools or departments. Following course development, 20 administrators will participate in the online course. Laptops will be awarded to principals who successfully complete the course.



Design components need to be considered when developing web based instruction and multimedia presentations. As a part of TLCF, MPS is planning a series of professional development workshops facilitated by the Milwaukee Institute of Art and Design (MIAD) that will enable TLCF participants an opportunity to learn effective design techniques.

In December MPS will sponsor a TLCF celebration,

and CESA 1 is playing a key role in inviting surrounding districts to the event. The celebration will enable online participants an opportunity to share with colleagues student-centered and student-produced projects that integrate different technologies and learning styles.

Another significant component of the MPS TLCF initiative is the mini-grants. The goal of the mini-grants is to improve the system for teachers to foster collegial dialogue and transfer information in efforts to build capacity within the district and sustain the TLCF initiative. The process has been modified this year to include projects in three sub-groups: Integration of Technology, Technology Leadership, and Spinning courses. There will be 25 competitive grants awarded per semester, directly impacting 1,500 teachers and 45,000 students. In addition, grant recipi-

*Please see TLCF activities—on page 21*

## Fall reference meeting provides many opportunities for discussion

by Mary Struckmeyer, Head  
Reference and Interloan

Current projects and future directions for reference service in public library systems in Wisconsin was the focus of presentations and discussions at the annual fall meeting of public library systems staff Oct. 5. Attendees at the Reference and Loan Library (R&LL) participated in a focus group discussion of future directions for reference service led by Ethelene Whitmire of the UW-Madison School of Library and Information Studies. (A separate report on the focus group sessions will be published in the Jan./Feb. *Channel*).

Bob Sessions described the Chat Reference Service provided by Steenbock Memorial Library on the UW-Madison campus. Other reports covered the netLibrary electronic books project and participation in the Library of Congress Collaborative Digital Reference Service.

While one group attended a focus group session, another discussed current practices at the system level and at the R&LL. The Internet has become a standard reference tool, used to locate many types of information. Attendees identified automobile repair and sheet music as two types of information that cannot be readily located on the Internet. Reference and Loan Library staff have posted an expanded list of "Reference Resources Not Found on the Internet" in the Reference section of their website at [www.dpi.state.wi.us/dpi/dltcl/rll/indref.html](http://www.dpi.state.wi.us/dpi/dltcl/rll/indref.html).

A proposal to separate the reference referral network from the interlibrary loan network by using e-mail generated a lively discussion. There is no International Standards Organization (ISO) standard for a subject request form, so the interlibrary loan system that replaces QuILL will not have a form exclusively for subject requests. In some cases, transmission of subject requests from systems to RLL is delayed and requests may be garbled because they are typed up and referred by

interlibrary loan staff who have not worked on them. It is suggested that reference staff at resource libraries send requests directly to the R&LL via e-mail. Attendees pointed out that at some system headquarters, staff work on requests be-



fore referring them to the state level, so if changes were made differences among systems would have to be considered. R&LL will experiment with staff from Hedberg Public Library in Janesville and West Bend Public Library to develop a form and procedures for direct referral of subject requests. When procedures have been developed and tested, this may become optional for other systems or resource libraries. Systems and local libraries also will experiment with adapting the blank interlibrary loan form that comes with the new WISCAT interlibrary loan management system to submit reference requests.

In a discussion of the need for 24x7 reference service, it was suggested that "extended reference service" might be a more appropriate term. Comments included concerns about the involvement of small libraries: "Many small libraries

are not open even 40 hours a week. How will their service be affected if customers go elsewhere during off hours?" There were questions about need: "If there really is a need for this, we would be doing it, not discussing it." This was countered by the observation that our culture is fostering expectations of after-hours service. R&LL staff will be working with volunteers from other libraries to explore scenarios and funding for extended reference service to public library patrons in Wisconsin.

Bob Sessions also reviewed his experiences using LivePerson Chat, available on the UW-Madison Steenbock Library home page. Among the reasons that Steenbock got involved in this are:

- a drop in the number of walk-in library users; a rise in the number of web-delivered resources;
- a rise in number of resources designed for end-users rather than librarians;
- a rise in number of inexperienced users of online service;
- extending traditional library reference; and
- "it's very trendy!"

The service is available Monday through Thursday from 5-8 p.m. and Saturday afternoon from 2-6 p.m.

He pointed out that chat service is different from traditional reference service because it uses different skills; everything is abbreviated and the pace is faster; each user has his/her own "language;" and there is no visual feedback. Many of the queries received involve ownership of specific journals and help using the OPAC or online databases. Questions about the chat service may be directed to Sessions by e-mail at [rsessions@library.wisc.edu](mailto:rsessions@library.wisc.edu).

Cheryl Becker (South Central Library System) and Cathy Markwiese (Milwaukee Public Library) reported on their experiences with the netLibrary electronic books project that has been implemented in 14 of the 17 public library systems, organized as the Wisconsin Public Library Consortium. A Wisconsin Advanced Telecommunications Foundation (WATF) Grant funded the project.

*Please see Fall reference—on page 17*

## Delivery Service Advisory Committee provides input on statewide needs

**Editor's Note:** David Weinholt also serves as chairperson of the Delivery Service Advisory Committee.

David Weinholt, Director  
Eastern Shores Library System

Established in 1998, the Delivery Service Advisory Committee provides the Department of Public Instruction (DPI) with a single, comprehensive, and coordinated source of review and advice on the statewide delivery of library materials now operated by the public library systems and the South Central Library System.

Appointed by the State Superintendent of Public Instruction, the committee meets three times a year and represents all types of libraries. Interestingly, committee members use state-of-the-art videoconferencing facilities for meetings to discuss nonelectronic (trucks and vans) methods of delivering library materials among various libraries statewide.

From 1992-95, LSCA funds were used by DPI to expand the delivery of library materials, which improved resource sharing among libraries. Eastern Shores Library System used those funds to demonstrate delivery services (a demonstration that was enthusiastically received by the member libraries), and now delivery service is a highly valued system service. The federal funds also demonstrated delivery service to and from the public library systems, academic libraries, and special libraries statewide. The network in place today was built on those early demonstration projects carried out by South Central Library System.

In 1996, DPI contracted with Library Consultant Ruth Bessant to determine whether it was feasible and cost effective to expand delivery to cover all parts of the state and to provide more consistent delivery at the local level. This study provided information on individual library system delivery services, the South Central statewide delivery service, the use of commercial courier services, and delivery services in other states. This study was the background for the Delivery Service Advisory Committee as it began its work late in 1998.

The advisory committee's vision for delivery service was derived from the Wisconsin Library Technology Strategic Plan, which reads: "All Wisconsin residents have equitable, convenient, and universal access to information and knowledge resources they need to meet personal, work, educational and community goals." To meet this goal, the Committee framed its discussion in relation to speed, convenience, cost, and control.

To meet the objective for speed, any item being delivered across the delivery network should take three days, including delivery between local libraries and the backbone. The convenience objective emphasizes the importance of minimal packaging, uniform labeling, and uniform library identifiers. Cost models should take into account the ability to pay, achieve some equity among the delivery service participants, and provide for necessary costs to expand the delivery service. To provide some control over meeting these objectives, the committee suggested criteria that participants would meet to qualify for any subsidies that may be available in the future.

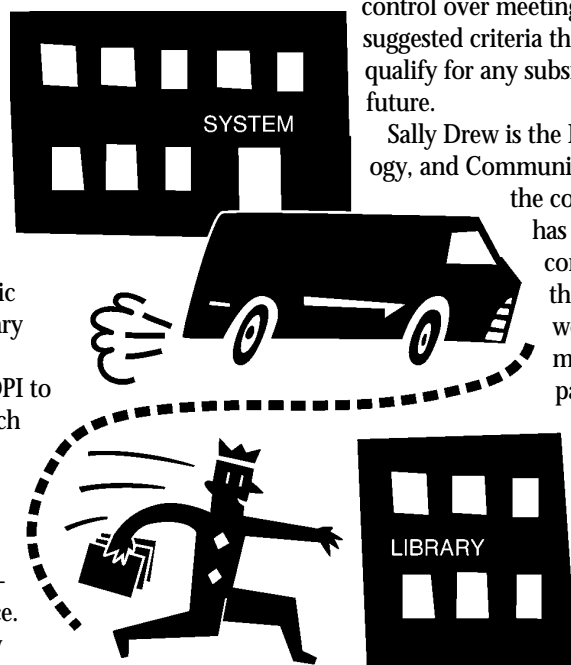
Sally Drew is the Division for Libraries, Technology, and Community Learning (DLTCL) liaison to the committee. In other articles, she has summarized the concepts the committee uses in its discussions of the delivery service. Those concepts were the framework for the recommendations about how the participants would fund the statewide delivery backbone.

The Delivery Service Advisory Committee recommended that delivery service costs for public library systems would be subsidized by \$45,200 of Library Services and Technology Act (LSTA) funds and the balance would be divided equally

among the public library systems in 2002 and 2003. The Committee also recommended that in the 2003-05 biennial state budget the public library system delivery costs be included as separate funding within the DLTCL's budget.

The committee's recommended funding amounts for 2002 and 2003 for public library systems were modified at a subsequent meeting of the System and Resource Library Administrators Association of Wisconsin (SRLAAW). SRLAAW's decision on the delivery service funding takes into account a public library system's ability to pay and recognizes the volume of delivered materials for a library system. Their decision also set the delivery service costs for the next two years, welcome news for library systems that will receive no new state aid for 2002 and 2003.

The advisory committee continues its work. It will look at information about delivery service to institution libraries, recommend a policy on delivery service to libraries that are not in a library system, hear a report on delivery service in Northern Waters Library System, and review other issues appropriate for the committee. ■



# Trustee Corner

*Can our board designate the library director as the individual who signs checks for purchases out of the library-held "gift fund" checking account?*

A library board may deposit gifts and donations in a library-held bank account and make purchases out of that account. Other options for the handling of gifts and donations to the library were discussed in the September-October 2000 *Channel* "Trustee Corner" (available at [www.dpi.state.wi.us/dpi/dltcl/eis/pdf/chn3601.pdf](http://www.dpi.state.wi.us/dpi/dltcl/eis/pdf/chn3601.pdf)). All library funds, other than gifts and donations, must be deposited with the municipal or county government.

Good financial practice would dictate that at least two signatures be required for any payment or withdrawal out of a library-held account. The library director could be designated as one of the individuals authorized to sign for these accounts, but the signature of at least one board officer (the board president and/or treasurer) also should be required.

The library board must approve all library expenditures, from any source of funding. This is required because, under Wisconsin Statutes Section 43.58(1), the library board has exclusive control of all library expenditures. The library board also should require the board treasurer or the library director to make regular reports to the board showing the status and activities of all library accounts.

In most communities, public library financial records should be audited along with all other records maintained by the municipality or county that serves as the library's fiscal agent. Funds controlled directly by the library board, such as gift funds or endowments, should be audited annually by the municipality, county, or an outside auditor. If your municipality does not audit your library's financial records, you may want to ask that they do so, or you may budget for an outside auditor to conduct an annual audit. The library board should examine audit reports and carefully follow any audit recommendations.

Libraries holding substantial funds should have an investment policy approved by the library board. The League of Wisconsin Municipalities has some guidelines for development of an investment policy at [www.lwm-info.org/legal/faq/faq107.html](http://www.lwm-info.org/legal/faq/faq107.html).

Additional questions can be directed to your library system staff, or to Mike Cross, DPI, at (608) 267-9225 ([michael.cross@dpi.state.wi.us](mailto:michael.cross@dpi.state.wi.us)). ■

## Calendar

### 2001

Jan. 11	Council on Library and Network Development meeting via videoconference.
Jan. 17-23	ALA Midwinter, New Orleans.
Feb. 7-8	enGauge Training meeting, Wisconsin Rapids.
Feb. 21-22	enGauge Training meeting, Wisconsin Rapids.
March 8	Council on Library and Network Development meeting, Madison.
March 19	Library Issues Discussion Group meeting, Madison.
April 17-19	WEMA Conference, La Crosse.
April 23-24	TLCF Conference, Wisconsin Rapids.
June 13-19	ALA Annual Conference, Atlanta.
June 17-19	NECC, San Antonio.

For more details about specific meetings, see the WISDOM calendar at [www.dpi.state.wi.us/dpi/dltcl/pld/wisdom.html](http://www.dpi.state.wi.us/dpi/dltcl/pld/wisdom.html).

## TLCF activities

*from page 18*

ents will be expected to enter information into MPS Curriculum Design Assistant© (CDA©). This is a web-based template that contains standards-based lesson plans and professional development resources for MPS staff.

Cardinal Stritch University staff members are conducting an external research study for the third consecutive year. The study examines the impact of the TLCF grant on MPS as it has expanded over the years to include technology courses, seminars, and professional development. The researchers will use a variety of data collection methods to analyze the full impact of the grant. The use of multiple measures, both qualitative and quantitative, also will add validity to the results.

Dissemination of project successes and challenges are vital to project sustainability. Within MPS dissemination occurs through the MPS Technology Newsletter, MPS website, MPS Office of Communications and Public Affairs, and the Educational Technology Review Committee (the strategic policy setting group for technology).

In addition, off site presentations have occurred this year at the School Tech Exposition, and Governor's Wisconsin Educational Technology Conference (GWETC). Most recently, in collaboration with Cardinal Stritch University MPS has been invited to present documented TLCF research at the American Educational Research Association's National Conference in New Orleans. TLCF activities also will be included in the dialogue that occurs during the National Educational Technology Conference (sponsored by North Central Regional Educational Laboratory) to be held in June. ■

## School Library Media Plans and Policies: *Results of a Statewide Survey*

by Mary Kathleen Boguszewski, Technology Consultant  
Information & Technology Literacy Standards & Integration

In the spring of 2001 district library media directors completed a comprehensive survey on various aspects of the Library Media Program. Of the 426 school districts in Wisconsin, 343 responded to the DPI survey, for a response rate of 81 percent. The last time a district-level survey occurred was in 1982, when 372 of 433 districts responded, for a response rate of 86 percent.

Long-range planning and school board approved policies are critical aspects of communicating library media programming strengths and weakness. Not surprising is the growth of these activities in the state during the past 20 years. The following statistics may shed light on how far the school library media planning process has come. (See the chart on page 19.)

### Long Range Plans

The survey shows an increase in school board approved long range plans. Although the increase is commendable, one would expect a higher increase due to the mandate in the Wisconsin State Statutes (Standard h) administrative rule which states "there shall be on file a written, school board-approved long-range plan for developing library services formulated by students, teachers, library and audiovisual personnel, and administrators." Although 22.2 percent reported that a plan exists in writing but it has not gone through the formal board approval process, that still leaves 10.7 percent without a viable plan. If you would be willing to share your long-range plans send a printed copy to Cathy Debevec at 125 South Webster St. P.O. Box 7841, Madison WI 53707. If you have published your plan on their school's web page, please send the URL to Cathy Debevec at [cathy.debevec@dpi.state.wi.us](mailto:cathy.debevec@dpi.state.wi.us).

### Selection Policies

The materials selection policy, which generally includes a section on weeding as well as a process for reconsideration of selected materials, is developed by a committee reflective of the teachers, library media specialists, administrators, students, parents and/or community members. The increase in selection policies is significant. A school board approved policy delineates responsibilities of the library media specialist, selection criteria, policy on controversial materials, and selection procedures. *Dealing with Selection and Censorship: A Handbook for Wisconsin Schools and Libraries* published by the Wisconsin Department of Public Instruction is available from the Publications Sales [www.dpi.state.wi.us/dpi/dltcl/eis/pubsales/index.html](http://www.dpi.state.wi.us/dpi/dltcl/eis/pubsales/index.html) for districts looking for explicit information on developing, adopting, or modifying a selection policy.

### Cataloging, Circulation, Inventory, and Replacement Guidelines

Uniform guidelines for district-wide cataloging, circulation, in-

ventory and replacement of lost items is a major concern of library media specialists. This time consuming and critical function for accessing materials in library media collections may be reflective of

school district staffing priorities. The decline in centralized services for library media centers over the past 30 years may be indicative of the decrease in uniform cataloging of materials. These labor intensive functions may also explain why professional library media specialists, without adequate clerical assistance, have little time for collaborating with teachers on integrating the information and technology literacy standards into the curriculum.

### Copyright

The increase in school board approved copyright policies may reflect the concern of school districts that they are in compliance with federal copyright laws. The social responsibility of valuing intellectual property rights is crucial in a free and democratic society. If you are interested in reading "Frequently Asked Questions" in regard to *Performance Rights for Copyrighted Video Recordings* go to [www.dpi.state.wi.us/dpi/dltcl/lbstat/coplicen.html](http://www.dpi.state.wi.us/dpi/dltcl/lbstat/coplicen.html). Additional information on copyright issues can be found in a bibliography from AASL at [www.ala.org/aasl/resources/copyright.html](http://www.ala.org/aasl/resources/copyright.html).

### Resource Sharing and General Public Use

These low statistics may be reflective of the mission or philosophy of the library media center. Library media centers concerned about the larger picture of sharing resources with other school, public, and academic libraries would be more likely to have resource sharing policies. Schools with a high reliance on research materials for student projects may have more of a need for borrowing and sharing from other libraries.

### Acceptable Use Policy (AUP)

This high percentage of AUP's is directly related to the increase in Internet access and e-mail by faculty and students. Sources of current information on developing or revising AUP's or the *Children's Internet Protection Act* can be located at

- American Library Association: CIPA—[www.ala.org/cipa/](http://www.ala.org/cipa/);
- Get Net Wise—[www.getnetwise.org/](http://www.getnetwise.org/);
- E-Rate Central—Policy Example [www.e-ratecentral.com/help/cipa\\_policy\\_primer.pdf](http://www.e-ratecentral.com/help/cipa_policy_primer.pdf); and
- Wisconsin Department of Public Instruction FAQ—[www.dpi.state.wi.us/dpi/dltcl/pld/cipafaq.html](http://www.dpi.state.wi.us/dpi/dltcl/pld/cipafaq.html).

In summary, the data shared provides an analysis of the plans and policies section, which appeared on the 2001 District Level Library Media Survey. The policies and guidelines mentioned in this particular section are elements of the school library media long-range plan. Comprehensive and collaborative planning keeps the library media program at the core of the learning community. For more information about developing a long range plan, visit [www.dpi.state.wi.us/dpi/dltcl/imt/slmpgms.html](http://www.dpi.state.wi.us/dpi/dltcl/imt/slmpgms.html). More about the survey will appear in future Channel editions. ■

Type of Plan or Policy	1982	2001	Percent Change
<b>Long Range Plans</b>			
Board approved long-range plan	52%	67.10%	15.10%
<b>Selection Policies</b>			
Selection policy for print materials	68%	88.00%	20.00%
Selection policy for AV materials	63%	83.40%	20.40%
Selection policy for instructional software	N/A	73.80%	--
Selection policy for textbooks	46%	71.30%	25.30%
Selection policy that deals with a process for dealing with challenges/complaints	72%	88.80%	16.80%
Policy for discarding (weeding) collection	38%	56.20%	18.20%
<b>Cataloging, Circulation, Inventory, and Replacement Guidelines</b>			
Uniform guidelines for cataloging materials	25%	11.40%	-36.40%
Uniform guidelines for circulation, inventory, marking, and labeling of materials/equipment	17%	18.10%	1.10%
Uniform guidelines for replacing lost, damaged, or stolen materials or equipment	N/A	15.90%	--
<b>Copyright</b>			
Copyright policy related to printed materials	22%	54.80%	32.80%
Copyright policy related to televised materials	18%	48.70%	30.70%
Copyright policy related to AV materials	16%	50.30%	34.30%
Copyright policy related to software	N/A	52.10%	--
<b>Resource Sharing and General Public Use</b>			
Policy for sharing resources with other schools or libraries	17%	21.00%	4.00%
Policy regarding general public's use of school library materials	21%	18.90%	-2.10%
Policy regarding general public's use of district-owned instructional equipment	23%	31.90%	8.90%
<b>Acceptable Use Policy (AUP)</b>			
Acceptable use policy for use of the Internet	N/A	92.90%	--
Acceptable use policy for use of e-mail	N/A	79.30%	--
Acceptable use policy for creating school web page	N/A	36.10%	--
Acceptable use policy for creating personal web pages	N/A	24.00%	--

Application deadline is Jan. 31, 2002

## REACH Internet Access Program funds available

In March 2001 the DPI Division for Libraries, Technology, and Community Learning (DLTCL) identified about 25 percent of the state's public libraries that still had only dial Internet access and six libraries that had no Internet access. Of the libraries with only dial access, 92 percent are in communities with populations under 2,500.

To help these remaining public libraries get direct Internet access, the department has been working closely with TEACH Wisconsin on an incentive grant program. Called the "REACH Internet Access Program," it is an attempt to reach out to these remaining libraries by offering them incentives to get direct, high-speed Internet access. Both TEACH and DPI encourage libraries with dial access to the Internet to take advantage of the REACH program. All of the content on the Internet, including the 5,500 magazines and newspapers offered through the DPI's BadgerLink program, can best be accessed by a direct Internet connection.

The REACH program is being funded with \$500,000 that TEACH received as part of an Ameritech settlement. The DLTCL also has allocated \$100,000 in federal LSTA funds. In brief, these funds will be used to pay for wiring and equipment needed for libraries to get direct In-

ternet access and to pay one year of costs for a TEACH data line. Libraries will be responsible for ongoing costs.

REACH grants are noncompetitive, and public libraries are eligible for a REACH grant if they do not have a current TEACH data line. Grant application ma-

terials were mailed to libraries Oct. 22.

For more information about the program, visit the REACH website at [www.dpi.state.wi.us/dlcl/pld/reach.html](http://www.dpi.state.wi.us/dlcl/pld/reach.html) or contact Bob Bocher (608) 266-2127 ([robert.bocher@dpi.state.wi.us](mailto:robert.bocher@dpi.state.wi.us)). The application deadline is Jan. 31, 2002. ■

## R&LL has new books about library services to young children

The following three titles dealing with library services to young children are available through interlibrary loan from the Reference and Loan Library.

"Lapsit Services for the Very Young II: A How-To-Do-It Manual," by Linda L. Ernst (Neal-Schuman, 2001). In the preface, the author writes, "'Lapsit Services for the very Young II' reflects the latest research findings and awareness of how early learning begins in life. It expands on the basic services, facilities, and programming librarians have begun to offer families with very young children. It also offers flexibility in programming with

comprehensive lists of annotated age-appropriate books, rhymes, songs, and fingerplays. 'Lapsit Services for the Very Young' and 'Lapsit II' work as companion books but they can each stand alone."

"Creating Readers: Over 1000 Games, Activities, Tongue Twisters, Fingerplays, Songs, and Stories to Get Children Excited about Reading," by Pam Schiller

*Please see R&LL—on page 13*

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