



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

DPI launches online Curriculum Resource Center for K-12 teachers

by James Klein
MarcoPolo Consultant

In an effort to provide online access to curriculum planning materials, the Wisconsin Department of Public Instruction (DPI) launched the Curriculum Resource Center for K-12 teachers Oct. 1 on the Wisconsin Information Network for Successful Schools (WINSS) website.

The Curriculum Resource Center (CRC) contains lesson plans, units of instruction, and practical classroom activities for teachers. Many of the lessons or units incorporate Internet links to resources that will help teachers plan and implement

LSTA 2003 grant program approved

by Peg Branson, Consultant
LSTA & Continuing Education

State Superintendent Elizabeth Burmaster has approved Library Services and Technology Act (LSTA) program grants totaling \$2.9 million for January through December 2003. The grants are contingent upon the availability of FY 2003 LSTA funds from Washington (Congress has not completed action on many of the FY 2003 federal appropriations bills, including the one for LSTA). The Wisconsin LSTA Advisory Committee met in Madison Nov. 13-14 to review the grant applications and make recommendations to the state superintendent on grant awards.

Among the LSTA projects to be funded in 2003 are projects involving adult, family, and early literacy; technology, including the expansion of shared automation systems in several areas of the state; and delivery of library materials. Funds will be

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the lessons or units into their classroom instruction. The CRC can be accessed at www2.dpi.state.wi.us/sig/practices/high_2.asp.

The initial lessons in the CRC are provided courtesy of the MarcoPolo Education Foundation and its nine educational content partners (see list on page 5). The content partners develop and maintain the high-quality, standards-based educational content—including student interactives—that is core to MarcoPolo. Every lesson plan and website is evaluated and approved by two national panels of educators before they are incorporated online into MarcoPolo. At the state level in Wisconsin, plans are underway to expand the resources of the CRC by adding the instructional television programming and multimedia resources of the Wisconsin Educational Communications Board (ECB) in early 2003.

All of the lessons, units, or instructional activities in the CRC are aligned to one or more of Wisconsin's Model Academic Standards. Currently, curriculum consultants from the DPI have linked MarcoPolo resources to 11 of the 18 Wisconsin academic standards, and over 900 lesson plans from the 1,500 in the MarcoPolo database have now been aligned to Wisconsin's academic standards. The Curriculum Resource Center search engine lets teachers search first by the 18 standards. The search can be narrowed further by selecting a specific content standard, grade range, type of media, source, or keyword.

Another innovative feature of the CRC is that when evaluating a specific lesson plan a teacher can click on any content or performance standard listed and aligned with that lesson and get a "pop up" mini-

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Not the usual message Thank you all for the wonderful experiences

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

Every two months when writing a Channel article, I usually find myself expounding on the status of the state budget, library legislation, the business conducted at recent library group meetings, or general issues facing the library community. For this issue, it is different.



Cal Potter

After almost 35 years of public employment in education, two houses of the legislature, and at the Department of Public Instruction, I retired in early January 2003. So, I write this message realizing that it is the last I will compile, and I think about the many fine library field folks I have met from all over the state and the great staff at DPI with whom I have worked. As I reflect on all those fine folks I am confident that Wisconsin's libraries are in good hands and will continue to serve their respective communities well in spite of the challenges of today's tight budgets.

As I look back at my time here in the Division for Libraries, Technology, and Community Learning (DLTCL), much has been accom-

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Thank you—from page 1

plished in a relatively short period of time to enhance library services. Thanks to the REACH project nearly all public libraries now have direct connection to the Internet. BadgerLink appears to have found a good funding niche and a solid core of support amongst those who use the service. BadgerLink expansion is not only a logical avenue for the state to enhance resource availability for our libraries, schools and citizens, it is a cost saving approach in these times of strained finances. The new online WISCAT allows for great flexibility in meeting the diverse needs of our libraries and allows for the linking of the fast growing number of libraries in shared automated systems. We all can take pride in the great strides made to have state-of-the-art technology deployed in our libraries and schools in such a relatively short period of time.

Through our State Superintendent's De-

livery Advisory Committee, we continue to have a forum to work toward and achieve greater delivery service, and do so at a relatively reasonable cost. The Library Information Technology Advisory Committee (LITAC) provides for continuous assessment, planning, and recommended changes, reflected in the frequent updating of our state's Library Technology Strategic Plan. The LSTA Advisory Committee provides valuable input into the wise use of our modest federal library dollars.

Our school library media centers, while also strapped for funding under school district revenue caps, at least have seen the preservation of the Common School Fund as an indispensable state support for the purchase of materials. What a wonderful use of the interest gained from the fines, forfeitures, and other revenues deposited in this fund, a mechanism that must continue to be vigorously protected.

Our DPI Instructional Media and Technology Team has worked on a number of fronts to provide electronic educational resources, have technology integrated into our educational offerings, and achieve greater educator proficiency in the use of technology in the classroom. MarcoPolo, enGauge, TLCF, and now Ed Tech grants, have all been tools to help provide our schools, teachers, and ultimately students with an enhanced educational experience.

The staff of our Public Library Development Team directed by Larry Nix, Instructional Media and Technology Team with Neah Lohr as director, the Interlibrary Loan and Resource Sharing Team at the Reference and Loan Library directed by Sally Drew, and the work supervised by Kay Ihlenfeldt at DPI's Library and Statistical Information Center, are talented,

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dedicated providers of quality service to the libraries, schools, and citizens of Wisconsin. We all appreciate the good work they do. While not directly dealing with serving libraries, our Division for Libraries, Technology, and Community Learning also has within it the DPI's Information Technology services found in our Technology Services Team lead by Sue Linton, our Applications Team supervised by Steve Conlin, and all guided by our IT Director Chris Selk. I thank them all for the work they do. My appreciation also is expressed to former State Superintendent John Benson and State Superintendent Elizabeth Burmaster for giving me the opportunity to work with them, DPI staff, and so many great folks in our libraries and schools, through their appointment of me to administer the DLTCL.

The biggest challenge still facing the library community is awakening the great potential advocacy force that lies too quiet during times of needed political action. If this sector could be mustered to contact their legislators on behalf of the needed increase in library system aid, progress toward that end would be realized. With the number of library staff, trustees, friends, and 60 percent of Wisconsinites using the library each year, policymakers would find it difficult to deny such a powerful force if it were to deploy its potential influence. Having been at a 12 percent level for system funding in 1992 and at 9 percent today is not a good course, if we as a state are truly committed to providing comprehensive education and library services to all our residents. Library system service in the long run needs to be viewed by policymakers as a savings vehicle, wherein extensive cooperative efforts take place and are the model of what is so often advocated in these times of concern over too many governmental units duplicating services. Pushing for the expansion

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Lita Haddal, Director (800) 362-7353 or (608) 224-5388

Statewide Resource Contracts

Cooperative Children's Book Center
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Madison, WI 53706
ccbcinfo@education.wisc.edu www.education.wisc.edu/ccbc/
Kathleen Horning, Acting Director (608) 263-3720

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WiLS/Interlibrary Loan
728 State Street,
Rooms 464 and B106B,
Madison, WI 53706-1494
schneid@wils.wisc.edu <http://www.wils.wisc.edu/>
Kathy Schneider, Director (608) 263-2773

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Blind and Physically Handicapped
813 West Wells Street,
Milwaukee, WI 53233-1436
<http://www.dpi.state.wi.us/dpi/dltcl/rll/lbphinfo.html>
Marsha Valance, Regional Librarian (800) 242-8822

LSTA grant program approved for 2003—from front page

used to continue a variety of state-level library services including statewide interlibrary loan and consultant services.

LSTA projects will take 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 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.

Highlights of the LSTA Program for 2003 are as follows.

- **Adult, Family, and Early Literacy—\$355,849**—The funds will help public libraries, state institution libraries, and public library systems plan and implement adult, family, and early literacy programs.
- **Early Learning Conference and Workshops—\$20,000**—The Division for Libraries, Technology, and Community



Pictured (l-r) are LSTA Advisory Committee members Larry Nix (DLTCL staff); Douglas Lay, Mosinee; Ken Hall, Fond du Lac; and Mindy LaBonte, Stevens Point.

Learning (DLTCL) will use LSTA funds to promote the role of public libraries in learning by children from birth to age 5. Funds will be used for an April 15 statewide conference on early learning and the role of public libraries. As part of the statewide initiative, the DLTCL will provide training sessions

throughout the state. The training sessions will include a librarian's overview of infant brain development and ways librarians can help foster healthy development of children.

- **Public Library and Public Library System Technology Projects—\$624,200—\$344,200** will be available 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, and other system projects. An additional \$280,000 in LSTA funds will help individual public libraries and public library systems develop new shared automated systems or add libraries to existing library systems.

- **Statewide Conference on Interlibrary Loan—\$20,000**—LSTA funds will be used to support a statewide conference focusing on interlibrary loan and resource sharing in Wisconsin. Current interlibrary loan patterns and guidelines and resource sharing tools will be reviewed and recommendations for the future will be made.

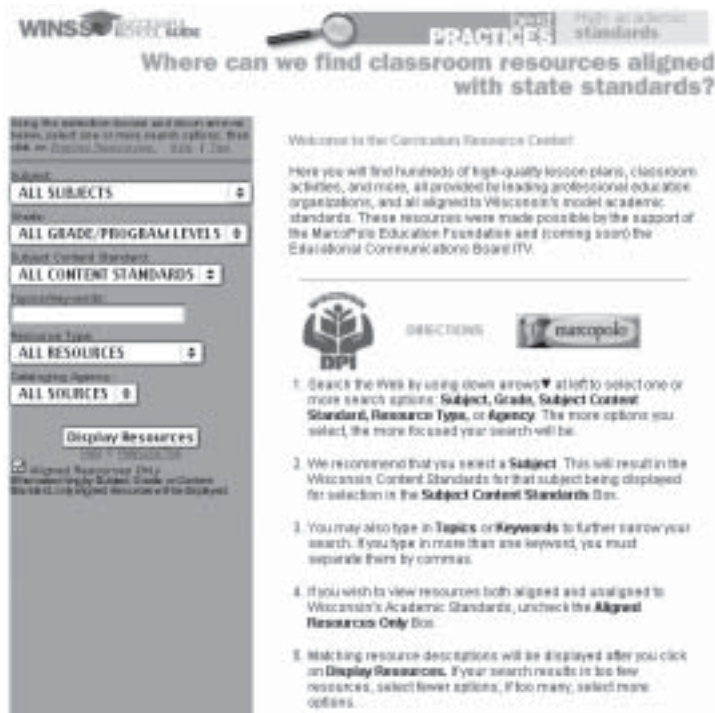
- **WISCAT/Linked Systems—\$730,651**—Funds will be used to maintain the WISCAT statewide union database and the Z39.50 gateway to multiple local and shared automated systems. Due to a substantial increase in the price, OCLC archival tapes will no longer be

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November-December 2002



LSTA Advisory Committee members pictured during a break at the November meeting are (l-r): James Gollata, Pam Kiesner, Alan Engelbert, Ken Hall, Kathy Setter, Karen Krueger, Ed Van Gemert, Mindy LaBonte, Larry Nix (DLTCL staff), and Cal Potter (DLTCL, seated).



MarcoPolo Education Foundation

Consortium Partners:

- American Association for the Advancement of Science
- The Council of Great City Schools
- International Reading Association
- The John F. Kennedy Center for the Performing Arts
- National Council on Economic Education
- National Council of Teachers of English
- National Council of Teachers of Mathematics
- National Endowment for the Humanities
- National Geographic Society

Other Agency Resources:

- Wisconsin Educational Communications Board (coming soon)

CRC website online—from front page

screen showing the actual standard. This is especially useful in schools where lesson plans are expected to be aligned with state academic standards.

To find classroom resources aligned

with state standards, visit the WINSS/DPI Curriculum Resource Center today!

More information about MarcoPolo is available at www.marcopolo-education.org. ■

Thank you from Cal Potter—from page 3

sion of BadgerLink databases not only saves on the cost of individual purchases, but there is a cost to the state in shared revenue and school expenditures when those individual purchase costs are aided through those assistance programs. The benefits of expanding the commitment of the state to library programs have a number of merits and, if coupled with a powerful local advocacy effort, are achievable goals.

My time at DPI has included attending numerous meetings and conferences of WLA, WEMA, SRLAAW, WAPL, COLAND, COSLA, ECB, TEACH, and many others. Working with the leadership and membership of those groups has been enjoyable and I will miss those folks and activities. My appreciation goes out to all of these professionals for the good work done and the fine relationship cultivated with the DLTCL in meeting the challenges facing libraries of all types. During the past several years, our Library Issue Discussion Group, where representatives of the various library organizations convene quarterly, has proven helpful in bringing about a regular sharing of activities and concerns, and should be continued. With a state budget and two library bills, emanating from the work of the State Superintendent's Task Force on Library Legislation and Funding, to be introduced in the next Legislative session, the Discussion Group should have plenty to talk about in the months ahead

Best wishes to all of you. Keep up the good work. ■

LSTA—from page 4

used as a source of records for the union database. Instead, the DLTCL will work with libraries statewide to use files from automated systems to update WISCAT and will facilitate and promote access to library holdings through the Z39.50 gateway.

- Web Portal for Wisconsin Content—\$35,900—LSTA funds will be reserved to study the feasibility of establishing a web portal that would link to sites with content related to Wisconsin. This portal site would be linked off the BadgerLink site and from other library websites. Options for how to establish and maintain such a portal will be explored.

Grant announcement letters have been sent to all applicants. For more information about the LSTA program, contact Peg Branson at (608) 266-2413 (peg.branson@dpi.state.wi.us). ■

AV Notes

New VHS tapes on topics of interest to librarians

by Willeen Tretheway, Audiovisual Services Librarian
Reference and Loan Library

These VHS videocassettes about libraries and topics of particular interest to library and library media center staff have recently been added to the Reference and Loan Library's collection. Included are programs on storytelling, library research skills, recruitment to the profession, school copyright policy, and communication skills, as well as documentary programs on a special volunteer group and on librarians in New York City on Sept. 11, 2001. All of these programs may be borrowed from the Reference and Loan Library (R&LL) free of charge. The call numbers and booking system numbers included in the citations may be referred to when requesting the videocassettes.

Copyright and You (Madison Metropolitan School District, 2001; 13 minutes; with manual) is an example of a presentation aid from one Wisconsin school district intended to help teachers and school staff better understand the concept of copyright and the copyright law. The video contains a description of the basic rights of the copyright holder and tells that it is the policy of the Madison Metropolitan School District to comply with copyright law. It explains fair use guidelines to be considered in various situations and presents several scenarios illustrating acceptable or unacceptable uses or practices according to the law. The accompanying manual contains: information about the law as it pertains to different types of materials; guidelines; questions and answers; and a bibliography. (VHS V-7339 (025840))

Face It! Using Your Face to Sell Your Message (Library Video Network, 2002; 17 minutes; closed-captioned) is the most recent in a series of programs produced by Library Video Network that feature consultant Arch Lustberg presenting brief workshops on communication skills helpful to librarians, library staff, and library administrators who want to successfully promote or represent their library. The programs are suitable for any audience interested in public relations and interpersonal communication. In this program Lustberg shares his techniques for using one's face to sell his or her messages and ideas. He describes the face as the tool by which people judge one's likeability and says that likeability is a key to success in both one's personal and professional life. (VHS V-7330 (025831)) Other videos available for loan from R&LL featuring Arch Lustberg teaching communication skills are: **Controlling the Confrontation** (VHS V-1367 (022097)); **Perfecting Presentations** (VHS V-2414 (023094)); **Testifying with Impact** (VHS V-2981 (023541)); **Using the Media to Your**

Advantage (VHS V-6207 (024449)).

Looking for Leaders: In the Information Age (Ohio Library Council and State Library of Ohio, 2001; 8 minutes) is a fast-paced recruitment video that looks at career opportunities available to those with a library and information science degree. Library and information professionals describe themselves as information scientists, leaders, pathfinders, educators, facilitators, and readers as they talk about their careers and how library and information science brings people, information, and technology together. They tell how theirs is a profession of leaders in managing the valuable resource of information and how it is one that can impact peoples' lives, bridge the gap between information haves and have-nots, and help society to be better. Included are support materials in the form of brochures containing scholarship facts and information on careers in academic, public, school and special libraries, and on library and information science in general. (VHS V-7332 (025833))

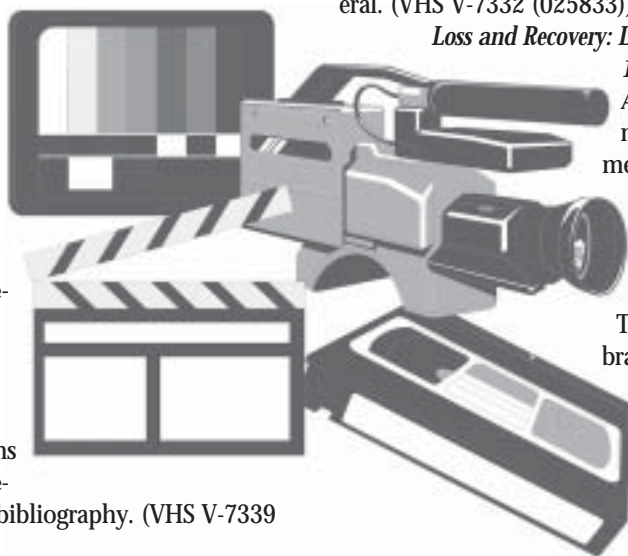
Loss and Recovery: Librarians Bear Witness to September 11, 2001 (Library Video Network and *American Libraries* magazine, 2002; 60 minutes, closed-captioned) is a documentary consisting of interviews with librarians who worked in or near the World Trade Center in New York City and witnessed the terrorist attack on September 11, 2001. The librarians represent a variety of libraries—university, law, corporate, government, public, and social-agency. They share their recollections of where they were, what they saw and heard, what they did, and how they felt, and reflect on how the experience affected them personally and professionally. Their observations and

comments about damage to libraries and loss of materials will be of particular interest to others in the profession. Four librarians were killed in the attacks that day. (VHS V-7328 (025829))

Research 101: Mastering the Library (SVE & Churchill Media, 2001; 22 minutes, with teacher's guide) introduces research skills to junior high school level students and above, and explains why libraries and librarians continue to be uniquely important in the online world. The program tells what a modern research library can provide, describes types of library materials, and discusses research strategies. The steps in doing a research project are outlined and they include defining the topic, determining information needs, finding and retrieving information, and evaluating and organizing the information. (VHS IV-7346 (025847))

Telephone Pioneers of America: Answering the Call (*Salute to the*

Please see AV Notes—on page 7



R&LL hosts interlibrary loan, reference meetings

by Mary Struckmeyer, Coordinator
Reference and Interlibrary Loan Services

The Reference and Loan Library (R&LL) hosted an interlibrary loan meeting Sept. 24 for 35 staff members from public library system and resource libraries, and an annual fall reference meeting Oct. 11.

The first part of the interlibrary loan meeting was devoted to a demonstration and report on the status of Z39.50 searching using software provided by Fretwell-Downing on the new WISCAT site.

Sally Drew, who conducted the demo, pointed out that anyone can do a Z39.50 search without logging in to the ILL system, and both simple and advanced searches can be done. Results of a search are returned in the order that the local system responds. There is no sorting or de-duping, and for each item retrieved by the search, status at the local library can

be checked. The status will be described using terminology of the local system, so users will need to have keys to the terminology. Terms such as "check shelves" are ambiguous, explained Drew.

Mary Clark showed how to incorporate locations found in a Z39.50 search in the rota of an interlibrary loan request. She also showed how differences in local database configurations affect the results of a search. When a single term such as Hemingway is entered, some systems will find this term in any indexed field while some will find it only in one, such as the author field. R&LL staff are working on a survey to determine what fields each catalog indexes.

In response to a question about whether a Z39.50 gateway might someday replace WISCAT, Drew pointed out that many libraries do not have Z39.50 com-

patible catalogs. The gateway is currently in a test phase, during which it will be evaluated by interlibrary loan staff and others to determine whether it could function as an acceptable statewide virtual catalog without WISCAT.

Catalogs that were initially accessed Milwaukee County Federated Library System, Northern Waters Library Service, and OWLS net. (Outagamie Waupaca Library System). Additional catalogs may be added soon. Libraries interested in adding their catalogs to the Z39.50 gateway may fill out a form found in the WISCAT ILL FAQs at www.wiscat.lib.wi.us/pdf/Z3950-SIP_Form.doc. Since MINITEX libraries will be using the Fretwell Downing System, it may be possible to add their online catalogs to our gateway and ours to theirs. One attendee thought this might be useful for locating multiple copies of titles for book discussion groups.

Mary Clark described upcoming improvements in the WISCAT database. Serials holdings for many libraries will be updated by adding records from OCLC. Other libraries are being trained to clean up their serial records using WISCAT updating software. Handouts and a PowerPoint presentation used at training sessions may be found in the WISCAT Support section of the R&LL web page at www.wiscat.lib.wi.us/help.html. When asked how often system resource libraries should update holdings, Mary Clark said as often as they want to do tape loads.

Mary Struckmeyer showed attendees how to fill out WISCAT ILL forms to submit reference requests. A handout describing the procedure is available on the WISCAT ILL Support web page. System headquarters or resource library staff also may submit requests via e-mail, using a form posted on the R&LL's website.

Terry Wilcox discussed procedures for patrons to check the status of their requests. In response to a comment that "will supply" is a misleading term because patrons expect to receive materials with this status, Wilcox explained that the term is defined by an ISO standard and cannot be changed. Local staff will

Please see Interlibrary loan/reference—on page 8

AV Notes—*from page 6*

Telephone Pioneers of America: Talking Books Repair Program: Celebrating 40 Years of Service, 1960-2000 (National Library Service for the Blind and Physically Handicapped, Library of Congress, 2001; 11 minutes) is a special presentation recognizing one of the many behind-the-scenes—and often generally unknown—volunteer contributions that help make American library services run smoothly. As a fortieth anniversary tribute, this program describes the work of the members of the Telephone Pioneers of America who have repaired and maintained more than two million talking-book machines for North America's libraries for blind and handicapped individuals, and it may serve as inspiration and encouragement for others to join in the work. The service of this organization has benefited many blind and physically handicapped people and has saved the United States government many millions of dollars. (VHS V-7277 (025774))

Tips and Techniques: Storytelling with Puppets and Props (Library Video Network, 2002; 21 minutes, closed-captioned) features librarian Karen Quinn-Wisniewski and puppeteer Schroeder Cherry who talk

about their background and demonstrate their different styles of integrating puppetry and storytelling. Whether spontaneous and interactive, or tightly scripted, they both have the same goal of engaging and entertaining their audience. The program addresses practical considerations such as story selections, choosing appropriate props, rehearsing, puppet varieties and movement, theaters, and sound. (VHS V-7329 (025830))

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

Interlibrary loan/reference *from page 7*

have to educate patrons to understand that this means the request is held at a library and may be either shipped or not supplied.

After Jan. 1, automatic patron e-mail notification will become an optional enhancement. If a patron's e-mail is included with the request, a notice will be sent to that address when a record is updated to "received" by the borrowing library.

Patron initiated requests also will be implemented in the near future. Wilcox emphasized that local library staff will review and authorize requests before they are referred to potential lenders.

Information on ILL statistics was presented via a demonstration of WisLine Web. R&LL staff members are using WisLine—together with a browser and a speakerphone—to conduct short training sessions on specific topics. Sessions can be archived and accessed through the web. During the demo, Wilcox reviewed statistics available through WISCAT Report Screens.

Following this demo, attendees described how each of their clearinghouses uses WISCAT ILL. Other details of ILL procedures discussed included handling requests for multiple copies for book clubs, providing ILL service to schools, consequences of clearinghouses temporarily "suspending themselves" from receiving requests; and covering costs for items available only from out-of-state locations.

Annual Fall Reference Meeting

On Oct. 11, reference librarians from public library system headquarters and resource libraries attended the annual fall reference meeting at the Reference & Loan Library.

During introductions, attendees were asked to describe something good or new happening in their reference departments. Some common activities were outreach to Hispanic populations, adding to information for genealogists and redesigning library web pages, selecting new databases for public use, and plans to attend training in Seattle for Gates Foundation grants.

Stefanie Morrill, Library Development Coordinator at the South Central Library System, reviewed that system's experience testing several types of virtual reference software. From February to July 2002, Madison Public Library staff tested Convey and LSSI software with other librarians in the system. Chat was the most satisfactory feature offered; pushing pages and co-browsing got mixed reviews, and video and audio features did not work well and were given a "thumbs down."

Most recently, Madison Public Library staff have tested 24/7 software. Using this program, they went beyond the library-to-library model to interact with "real patrons," since this company schedules librarians across the country to handle questions via chat from subscribing libraries' users. Among the learned lessons cited by Tana Elias of Madison Public Library were:

- it's hard to be friendly and efficient at the same time;
- messages often cross during chat sessions; and
- librarians couldn't always tell when the question was finished and technical troubleshooting was a challenge.

Advantages of virtual reference software include:

- connecting very small libraries in real time to collections and expertise in large libraries;
- outreach to new audiences who could access help from work or home;
- public relations opportunities; and
- more opportunities for follow-up, since additional information located after the chat session can be sent to a customer's e-mail address.

Kirsten Houtman, OCLC Member Services Librarian for WiLS, and Mary Struckmeyer described and demonstrated QuestionPoint, designed to allow libraries to provide worldwide cooperative reference service. Hosted by OCLC, the project is an extension of the Library of Congress Collaborative Digital Reference Service (CDRS), which routed e-mail questions to participating pilot libraries. Twenty Wisconsin libraries—five publics, four private and technical colleges, nine University of Wisconsin campuses, plus the UW Colleges and the Reference and Loan Library—have formed a consortium to try out the system using the logo AskWisconsin during the next year.

QuestionPoint has both e-mail and chat components, and no software other than a web browser is required to use the web-based system. Consortium members will work out the details of request routing and cooperative reference procedures. Participants will be able to search a global knowledge base of previously asked and answered reference questions and will create a local knowledge base for AskWisconsin users.

Mary Struckmeyer and Sally Drew reviewed the redesigned BadgerLink page. It is now easier to see available resources, and databases can be accessed with fewer mouse clicks. The list of web links to General Resources has been reorganized to reduce the number, emphasize portals, and increase usability. Suggestions for additional links may be sent to James Leaver, BadgerLink coordinator, at james.leaver@dpi.state.wi.us.

Funding for additional databases, based on user surveys, has been requested in the 2003-05 biennial budget. For more information, see article on page 9.

Sally Drew reviewed the Great Lakes Maritime History Project website, which features photos of ships, posters, data cards, and videos of shipwreck explorations. Approximately 50 percent of the materials available have been added to the website, with an additional 25 percent ready to go. The URL is <http://digital.library.wisc.edu/1711.dl/GreatLakes>. Suggestions of topics for future digitization projects included historical homes, automotive history, brewing information, and prairies.

Reference and Loan Library staff reported that 75,000 songs are listed in their index, which includes 4,500 pieces of sheet music. The library recently acquired printed scores for old hill-billy, cowboy, and barn dance songs. Librarians whose patrons need a piece of music by a close deadline date may call the R&LL directly for help locating a copy.

Other topics discussed included procedures for sending reference requests to R&LL, methods of doing in-house training, and what is counted as reference statistics. ■

DPI demonstrates proposed new BadgerLink databases

by Sally Drew, Director
Interlibrary Loan & Resource Sharing Team

State Superintendent Elizabeth Burmaster has included requests for new BadgerLink databases in the Department of Public Instruction's (DPI's) 2003-05 budget request. These database selections were considered by the Library Information Technology Advisory Committee and the Council on Library and Network Development. The following considerations were made in selecting these databases:

- rankings made by users for types of materials in past surveys and assessments;
- the number of libraries currently subscribing to each database title;
- the need for more materials for younger users;
- the need for expanded bibliographic records and holdings for interlibrary loan purposes; and
- requests from users for some foreign language materials

The budget request also contains funds to continue funding for EBSCO and ProQuest Resources. Although this article mentions all of these resources by name, it is likely that a bid process will be undertaken between July 1, 2003 and December 2004. It is therefore possible that other vendors with similar resources could be considered in that process.

If Wisconsin libraries purchased the online information requested in this budget package separately, the cost is estimated to be approximately \$69 million. The cost of purchase under state contracts has been quoted as \$3.45 million for a savings of \$65.5 million to Wisconsin citizens. Under the state contract all types of libraries and all residents would be able to use the same services from home as well as at their libraries.

The Reference and Loan Library (R&LL) scheduled demonstrations of these resources through January. Information about the demonstrations and the password and ID information needed to access them was distributed through Channel Weekly. Comments should be sent to Sally Drew at sally.drew@dpi.state.wi.us or through the BadgerLink discussion list.

Grolier Encyclopedias

When the initial selection of information content was made for BadgerLink, the project advisory committee wanted to include one or more encyclopedias that would be useful to various age ranges. The committee was aware that the goal had not been achieved through the contracts with EBSCO and ProQuest and had asked the DLTCCL to pursue that option. In a web survey con-

ducted in late 1999, 41 percent of the respondents asked that an encyclopedia be added to the materials available electronically. Grolier's encyclopedia set has a different encyclopedia for different age ranges as follows and offers a wide diversity of information including links to newspaper articles in different languages.

- New Book of Knowledge: Grade 3 and up
- Multimedia Encyclopedia Online: Grade 5 and up
- Encyclopedia Americana: Grade 9 and up
- Nueva encyclopedia Cumbre en linea: Grade 5 and up (This is the only online Spanish language encyclopedia available)

TeachingBooks

TeachingBooks is a website created for the purpose of connecting educators and families to children's book authors, illustrators, and authoritative teaching materials. This product has been developed by a Madison business and is just being released as a finished product. The producer, Nick Glass, wants to form a partnership with the state to provide the service statewide. The site contains unique content that is organized to help users work

with children's literature. It contains original movies filmed by the producer, in-depth interviews with authors, discussion guides, links to related websites, and other features. Users can watch movies of authors and illustrators, access discussion guides to more than 1,000

children's books, ask questions of favorite authors, obtain comprehensive author study programs, link to thousands of children's literature and educational sites, and receive customized e-mails that connect the users to curricular resources relevant to their needs.

Sirs Discoverer

SIRS staff selects and catalogs articles and graphics in about 15 major areas for use by children, teachers, and parents to complement school work and independent research. The company is highly regarded for the quality of its selection. The database is designed to strengthen research, reading, writing, language, and computer skills. Sirs Discoverer is designed to be used by children in elementary grades. Each article is assigned a reading level category: Easy—grades 1-4, Moderate—grades 5-7, Challenging—grades 8 or above. There is no duplication of articles in other SIRS products.

OCLC WorldCat

The OCLC WorldCat database provides access to information about the holdings of 37,297 libraries worldwide, with 42.4 mil-

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Foundation grants support computers in libraries and seven metropolitan computer labs Bill & Melinda Gates Foundation grants help Wisconsin libraries bridge digital divide

State Superintendent Elizabeth Burmaster announced that Wisconsin public libraries serving low-income and rural populations are sharing \$3.1 million in grants from the Bill & Melinda Gates Foundation.

The grants to all eligible public libraries in the state (233 library buildings) will support the purchase of computers and provide services and training to increase public access to the Internet. To be eligible for the foundation's U.S. Library Program grants, a library building must serve a population that has a poverty rate of 10 percent or more.

In announcing the grants, Burmaster noted that while Wisconsin seems well wired, with 99 percent of Wisconsin libraries having Internet access, many smaller libraries have only one or two computers connected to the web. "These grants will make a difference for all Wisconsin citizens, especially those who depend on their libraries for access to computers and digital resources including the Internet," she said. "It will also foster greater use of the 6,000 magazines and newspapers available on the web to all state residents through the department's BadgerLink program."

According to research on the first round of Bill & Melinda Gates Foundation grants, low-income students and unemployed residents tend to be the largest users of library computers. For a majority of the unemployed who used library computers to look for work, the library was their only source for computer access.

The grants will help increase the overall number of Internet-accessible computers in Wisconsin by supporting the purchase of machines for patron use. Unlike other state and federal information technology grant programs, the Bill & Melinda Gates Foundation grants pay for end-user computers and software rather than infrastructure and data lines. The grants also will pay for office productivity software as well as reference and children's software programs.

"I am pleased that the Bill & Melinda Gates Foundation chose public libraries as a focus for the foundation's philanthropic ventures because libraries are a popular community resource offering a wealth of services, including free Internet access, to all citizens," Burmaster said. "These grants will help our public libraries meet the growing demand from their patrons for more Internet-accessible computers and help bridge the digital divide in lower-income areas of our state."

The foundation will work closely with the Department of Public Instruction's Division for Libraries, Technology, and Community Learning in implementing the grants. Activities will include training of library staff whose role of helping people access information extends to the digital realm, computer installation, and ongoing support from the foundation's technical staff. The first computers are expected to be installed and training started in January 2003.

In addition to the approximately 685 computers and 235 printers supplied through the foundation grants, another seven libraries will receive funding for training laboratories that will consist of 11 computers and a computer projection unit. The labs will allow hands-on training for staff and patrons and will be available for public use when not scheduled for library staff training. The seven libraries receiving the foundation computer labs are the Appleton Public Library, Brown County Public Library (De Pere branch), Kenosha Public Library, Madison Public Library (downtown branch), Marathon County Public Library (Wausau branch), L.E. Phillips Memorial Public Library in Eau Claire, and Racine Public Library.

"We are excited to work with Wisconsin libraries by providing increased access to knowledge and information," said Craig Arnold, director of the U.S. Library Program at the Bill & Melinda Gates Foundation. "We want to thank the Wisconsin Department of

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lion bibliographic records. This database could be used in two ways. It would be available via BadgerLink to allow Wisconsin residents to see the full range of materials in libraries that could potentially be borrowed if what a user is looking for is not listed in WISCAT. It could also be accessed via the WISCATILL interface to request materials that libraries or patrons want to borrow. In the future, the WISCATILL inter-library loan system will have an interconnection to the OCLC inter-library loan system for those libraries that are OCLC members.

SIRS Researcher

SIRS Researcher is a general reference database with thousands of full-text articles exploring social, scientific, health, historic, economic, business, and political and global issues. Many articles are accompanied by charts, maps, diagrams and illustrations. This database contains information of use to middle, secondary, and undergraduate college users.

Lit Finder

This subscription provides unlimited access for Wisconsin residents to Poem Finder, Story Finder, and Essay Finder. In 2003, Speech Finder and Play Finder will be added. Roth Publishing currently has statewide contracts in Indiana, Pennsylvania, Alabama, Louisiana, Utah, and Delaware. Users can search for poetry, essays, and stories by categories such as African-American, Hispanic and other special groups as well as by subjects. There are guided searches as well. There is a Kid's Korner with poetry that will be suitable for children. Full-text entries are available for many but not all poems. ■■

Public Instruction's Division for Libraries, Technology, and Community Learning and all the public libraries in the state for their enthusiasm toward this program and their efforts to expand public access to information technologies."

Started in 1997, the U.S. Library Program was the Bill & Melinda Gates Foundation's first major philanthropic venture. The foundation partners with public libraries to provide increased access to computers, the Internet, and digital information for patrons in communities across the country.

Wisconsin is in the fourth and final round of states to receive the library grants. By the end of 2003, approximately 10,000 li-

braries in all 50 states will have benefited from the \$200 million total investment from the foundation. The Wisconsin Department of Public Instruction plans to apply for the foundation's next grant program, "Staying Connected," which will provide matching grants to state library agencies for training and technical support services to public libraries.

The Bill & Melinda Gates Foundation is dedicated to improving people's lives by sharing advances in health and learning with the global community. Led by Bill Gates' father, William H. Gates Sr., and Patty Stonesifer, the Seattle-based foundation has an endowment of approximately \$24 billion.

NOTE: A list of libraries that will receive Bill & Melinda Gates Foundation U.S. Library Program grants follows.

Think WEMA 2003

The 2003 Wisconsin Educational Media Association (WEMA) Conference will be held in Milwaukee, April 9-11.

Featured speakers include technology expert Jamie McKenzie, and children's author Candace Fleming. McKenzie is the Editor of *From Now On—The Educational Technology Journal*, a web-based "ZINE" published online since 1991. He also has written articles that have appeared in the *Kappan*, *Educational Leadership*, *Electronic School*, and other magazines. McKenzie is a guest columnist for the *Classroom Connect Newsletter* (<http://fno.org>).

Fleming is the author of several children's books including *The Hatmaker's Sign*, *Westward Ho, Carlotta!*, *When Agnes Caws*, *Gabriella's Song*, and *A Big Cheese for the Whitehouse*. Her books have won numerous awards, including The New York State Charlotte Book Award, The Parenting Magazine Best Book of the Year, and the School Library Journal Best Book 1999.

To further the abilities of media professionals, librarians and computer specialists, approximately 70 presentations and discussion sessions are planned for the WEMA convention. They will cover the topics of:

- information literacy,
- communication,
- curriculum and collaboration,
- ethics and legal issues,
- leadership,
- standards,
- student/staff collaboration,
- technical support,
- technological literacy, and
- visual/media literacy.

The conference begins April 9 with pre-conference workshops, including the following.

- "Copyright Issues and Laws" will be presented by Tom Lipinski, attorney and copyright expert at the University of Wisconsin-Milwaukee.
- "The Invisible Web" will be presented by Gail Junion-Metz, Internet expert and author. She also has a monthly column in *School Library Journal* (<http://www.iage.com>).
- "Making the Leap from Beginning Reading to Chapter Books" will be presented by Jennifer Jacobson. She is the author of *A Net Of Stars*, *Moon Sandwich Man*, and *Winnie Dancing on Her Own* (www.jenniferjacobson.com).

For more information, including a brochure and registration materials, visit the conference website at www.wemaonline.org/ev.springconf.cfm. ■■

Abbotsford	Drummond	Manitowoc	Rock Springs
Adams	Durand	Marinette	Rome
Albany	Eagle River	Mattoon	Rosholt
Alma	Eau Claire	Mauston	Sand Creek
Almond	Elcho	Medford	Sayner
Amery	Elmwood	Mellen	Seymour
Amherst	Elroy	Menasha	Shawano
Antigo	Elton	Menomonie	Sheboygan
Appleton	Endeavor	Mercer	Shell Lake
Arcadia	Fairchild	Merrill	Shullsburg
Argyle	Fennimore	Milltown	Soldiers Grove
Arpin	Florence	Mineral Point	Solon Springs
Ashland	Fond du Lac	Mondovi	Sparta
Athens	Forestville	Montello	Spooner
Augusta	Frederic	Montfort	Spring Valley
Baileys Harbor	Gays Mills	Montreal	St. Croix Falls
Balsam Lake	Gillett	Muscoda	Stanley
Baraboo	Gilman	Necedah	Stetsenville
Barron	Glenwood City	Neillsville	Stevens Point
Bayfield	Goodman	Neshkoro	Strum
Belmont	Granton	New Lisbon	Sturgeon Bay
Beloit	Grantsburg	North Freedom	Superior
Berlin	Green Bay	Norwalk	Suring
Birnamwood	Greenwood	Oconto	Taylor
Black River Falls	Hancock	Oconto Falls	Thorp
Blair	Hawkins	Odanah	Tigerton
Bloomer	Hayward	Ogema	Tomah
Bloomington	Hazel Green	Oneida	Tomahawk
Boscobel	Hillsboro	Ontario	Turtle Lake
Boyceville	Hurley	Oshkosh	Union Grove
Bruce	Independence	Osseo	Viola
Cable	Iron River	Owen	Viroqua
Cadott	Janesville	Oxford	Wabeno
Cambria	Kendall	Packwaukee	Washburn
Cameron	Kenosha	Park Falls	Washington Island
Cashton	Kewaunee	Pepin	Waukesha
Cassville	Kingston	Phelps	Waupaca
Centuria	La Crosse	Phillips	Wausau
Chetek	La Farge	Pine River	Wausaukee
Chippewa Falls	La Pointe	Pittsville	Wautoma
Clear Lake	La Valle	Plainfield	Webster
Clintonville	Lac du Flambeau	Platteville	Westboro
Colby	Ladysmith	Plum City	Westby
Coleman	Lakewood	Poy Sippi	Westfield
Coloma	Lancaster	Prairie du Chien	White Lake
Cornell	Land O' Lakes	Presque Isle	Whitehall
Crandon	Laona	Princeton	Whitewater
Crivitz	Livingston	Racine	Wild Rose
Cumberland	Lone Rock	Readstown	Wilton
Darlington	Loyal	Redgranite	Winchester
De Pere	Luck	Rhineland	Winter
De Soto	Madison	Rib Lake	Wisconsin Dells
Deer Park	Manitowish	Rice Lake	Withee
Dodgeville		Richland Center	Wittenberg
Dorchester		River Falls	Wonewoc ■■

COLAND meets at the Wisconsin Historical Society

by Larry Nix, Director
Public Library Development Team

The Council on Library and Network Development (COLAND) met Nov. 8 at the Wisconsin Historical Society (WHS) in Madison. Peter Gottlieb, state archivist and director of the Library and Archives Department of the WHS, welcomed the Council and gave an overview of the history and current programs of the WHS and its Library and Archives Department. Gottlieb also reported on the work of a study committee established by the WHS to look at the Library and Archives Department and to make recommendations for the future of the Department. Background information on the committee can be found at www.wisconsinhistory.org/libarch_study/index.html. The Library and Archives Department suffered extensive cuts as a result of the state budget adjustment bill.

Michael Edmonds, deputy director of the Library and Archives Department, briefed COLAND members on current



COLAND members are pictured at the State Historical Society.

digitization projects. These include the Wisconsin Local History and Biography Articles (www.wisconsinhistory.org/wlhba/index.asp) and the Online Genealogical Research Service (www.wisconsinhistory.org/genealogy/ogrs/index.html). The WHS also recently received a grant in conjunction with National History Day to place primary research materials relating to early

American exploration online.

Lorie Docken, senior library consultant in the Office of Learning and Information Technology at the University of Wisconsin System, updated the Council on some of the projects being undertaken at the UW campus libraries and the University of Wisconsin System. The projects include the implementation of the Universal Borrowing module of the Endeavor automated library system. This module will allow UW students, faculty, and staff to request, borrow, and return materials from any library in the University of Wisconsin System. UW System libraries also will implement the ILLiad software from OCLC and Atlas Systems Inc. The ILLiad software will enable library staff to manage the library's borrowing, lending, and document delivery through a Windows-based interface. Docken told the Council that a UW Digital Collections Center is creating digital resources for inclusion in the UW Digital Collections. These collections include digitization projects originating from campuses throughout the UW System. More information about this program can be found at uwdcc.library.wisc.edu/people.html. UW campus libraries also are participating in the AskWisconsin virtual reference project using OCLC's QuestionPoint software.

Sally Drew, director of Interlibrary Loan

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Pictured at the Nov. COLAND meeting are (l-r) John Reid, chairperson; Stuart Ciske (DLTCL staff), seated behind table; Sally Drew (DLTCL staff); and Lorie Docken, UW-System.

CCBC director retires in September

Proclamation honors Ginny Moore Kruse

Ginny Moore Kruse retired in Sept. from her position as director of the Cooperative Children's Book Center. Calvin J. Potter, administrator of the Division for Libraries, Technology, and Community Learning, presented Kruse with a proclamation on behalf of the Department of Public Instruction signed by Elizabeth Burmaster, State Superintendent.

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and Resource Sharing at DLTC, gave a presentation on the Great Lakes Maritime History Digitization Project that was funded by an LSTA grant and coordinated by DLTC. Also participating in the project are the UW-Madison Libraries, the Wisconsin Historical Society, the Milwaukee Public Library, UW-La Crosse Murphy Library Special Collections, UW-Superior, and the Door County Maritime Museum. More information about this project can be found at webcat.library.wisc.edu:3200/GreatLakes/.

Drew also reported on the work of the Wisconsin Document Depository Study Committee that was established by DPI to review the current situation relating to Wisconsin government documents.

The Council received a variety of reports from other DLTC staff relating to legislative issues and division projects and programs.

The Council adopted a resolution expressing its appreciation for the extraordinary leadership of Cal Potter to the library community during his tenure as administrator of the Division for Libraries, Technology, and Community Learning.

COLAND met most recently in Madison on Jan. 10. ■

The proclamation read:

- Whereas Ginny Moore Kruse has served as Director of the Cooperative Children's Book Center for 26 years, and her vision and energy have provided a focus for and history of remarkable accomplishments during that time; and
- Whereas under Ginny's leadership, the CCBC staff have developed a unique and comprehensive set of literature collections for children and young adults that are used by librarians, teachers, students, and others throughout Wisconsin; and
- Whereas Ginny has coordinated the work of a talented team of staff and assembled a remarkable group of volunteers and supporters of the CCBC as well as children and young adult literature in general; and
- Whereas Ginny is a master of the book review and at sharing her enthusiasm and expertise with grace, humor, and candor at countless presentations, conferences, and special events; and
- Whereas Ginny is the founder of the award-winning intellectual freedom services provided by the CCBC and has tirelessly shared her wisdom and insight with librarians and educators in handling challenges to children and young adult materials; and



Ginny Moore Kruse

- Whereas Ginny is a nationally recognized expert in literature for children and young adults and has been recognized repeatedly with awards for her talent and knowledge; and
- Whereas Ginny has spent her career in an effort to expand and disseminate the concepts of diversity, tolerance, and the benefits of a multi-culture society;
- Therefore the Department of Public Instruction staff joins with many others in extending our deep appreciation to Ginny Moore Kruse for her dedicated and exemplary service to Wisconsin children, young adults, and the education community and extends best wishes in her retirement and new pursuits. ■

Nonprofit organization focuses on developing countries

World Library Partnership improves library service in South Africa

by Patricia Peterson, Information Processing Consultant
UW-Madison College Library

This past summer, I spent a month volunteering in a rural South African library with the World Library Partnership (WLP), a nonprofit organization that works to establish and improve library service in developing countries. Since its inception in 1996, WLP has sent volunteer librarians to five countries in Africa and Central America. In 2002, the host countries included Honduras and South Africa.

The 22 volunteers in the South African program came from the United States, Canada, Switzerland, New Zealand, and Qatar. We represented a wide range of library types and professions, including public, school, and academic librarians, catalogers and reference librarians, library science professors, graduate students and retirees, and library consultants from state and regional library systems and agencies. We spent three days in training sessions in Pretoria and then were sent off in pairs to our host libraries for the next 25 days.

My partner was Margaret Douglas, a public librarian from Tauranga, New Zealand. She and I were assigned to the Makhuva Community Library in Limpopo Province, about 100 miles south of the Zimbabwe border. This area, virtually untouched by the tourist industry, is part of the former Gazankulu homeland. Makhuva is about 50 miles from the nearest town, Giyani, but because all of the roads outside Giyani are dirt or gravel, "going into town" is a two-hour bus ride—when the busses run. Poverty and unemployment rates in the region are extremely high, and



Processing some of the library's books are Margaret Douglas, a public librarian from Tauranga, New Zealand (at right), and library staff and volunteers. The library opened in April 2002 with 3,000 books and periodicals, most donated from the United States.

literacy rates are low.

While there, we stayed at the home of the Ngojeni family. Sam and Cecilia are teachers—Sam a high school math and science teacher, and Cecilia an adult education instructor. They had two sons, Gil, 14, and Pfukani, 7. Their house, although rather modest by U.S. standards (about 1,200 square feet and no hot water), was a mansion by village standards. While most people lived in one- or two-room huts with no running water or kitchens, the Ngojeni's had several rooms, including an indoor

kitchen and bathroom—with a flush toilet! We knew we were spoiled rotten. Since there really wasn't anywhere to go in the evenings or on the weekends, we spent a lot of time with the family—playing Scrabble with the boys, watching TV, or discussing politics with Sam. We also attended several funerals, church services, a graduation ceremony (Cecelia graduated from college while we were there), and a traditional, indigenous religious ceremony that included animal sacrifices.

The library opened in April 2002 with 3,000 books and periodicals, most donated from the United States. One of our first tasks in the library was to process these materials. When we arrived, the books were on the shelves and grouped by broad subject, but none had been accessioned and call numbers had not been assigned. Also, it was clear on first

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Trish Peterson, stirring at right, helps make "mealie meal," a corn porridge which is the staple food in South Africa.

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glance that some heavy weeding was in order. Of the 3,000, we, along with the library staff and volunteers, processed 1,200 items. The remaining items—over half their collection—were so irrelevant or in such poor condition that we decided not to re-shelve them. These materials included several issues of the *Journal of Pediatric Care* from the 1980's, a textbook entitled *Applied Mechanics for Engineers* (published in 1934), several copies of the *Harvard Business Review*, random volumes of encyclopedias from the 1950's and 1960's, a handbook entitled *English in Asia: Teaching Tactics for the Classrooms of Japan, Korea, and Taiwan*, and several copies of *Century Preferred Physicians Directory*, which was a directory of physicians practicing in the state of Connecticut. In addition, there were hundreds of copies of high school textbooks (and often several copies of each edition), most from the United States and many either outdated, irrelevant, or in very poor condition.

One of the most enlightening tasks for us was showing the library staff how to classify materials. We came armed with a simplified Dewey schedule (Dewey, although very Western-centric, is the system recommended by the national education department in South Africa). Although it was evident from the start that the staff members were very bright and caught on quickly to what we were doing, it took much longer to do this than we had anticipated because we kept running into unforeseen obstacles. For one thing, we were trying to apply a Western classification system to Western materials that our Western educations had allowed us to understand. About 90 percent of the time, Margaret or I could pick up a book and determine practically without opening it how it should be classified. Not so with the library staff. They did not have the same background knowledge to be able to do this without doing a fair amount of detective work. This was partially because of differences in culture, but it was also undoubtedly due in part to



This is the interior of the Makhuva Community Library in Limpopo Province, about 100 miles south of the Zimbabwe border.

the effect of the educational system that existed under apartheid. Black South Africans, prior to 1994, were systematically and purposely undereducated so that they would have little hope of moving beyond sustenance farming or manual labor. Information that we have known since elementary or high school, such as the fact the United States does not include all of North and South America, and the difference between history and geography, and that biology is the study of plants and animals, many black South Africans never learned. Over the two-week period we spent processing materials, we were hit again and again with the realization of how shortchanged they were by the apartheid-era education system.

In addition to processing, we helped them write a collection development plan, trained them in basic library usage and management (we were surprised to find that none of the staff had ever used an encyclopedia), created a brochure rack, rearranged the shelving and furniture to make the library appear brighter and more accessible, weeded the reference corner, and hung up lots of colorful posters and maps that we brought with us from Pretoria. The maps were of particular interest to patrons. Practically every-

one who entered the library headed directly to the maps and studied them carefully for sometimes five minutes or more. It occurred to us later that this might have been the first time some of them had ever even seen a map.

After a tearful good-bye, we returned to Pretoria with our host librarian for two days of wrap-up and a book fair organized by WLP and the Atteridgeville Public Library. The book fair included about a dozen publishers, most either African or with materials in indigenous languages or of South African interest. Each host library was presented with a voucher for \$800, which came from donated funds, with which to purchase materials for his/her library.

As I boarded the plane a few days later for the 27-hour journey back to Wisconsin, I realized that I had just been through the most significant experience of my life. I don't think I will ever look at anything in quite the same way again.

If you would like more information, I have a lot more to share. Please feel free to contact me at ppeterso@facstaff.wisc.edu, or check WLP's website at www.worldlibraries.org. Summer 2003 programs will be offered in Honduras, Guatemala, and South Africa. ■

Who will be hired when the boomers retire?

by Barbara Arnold, Admissions and Placement Advisory
UW-Madison School of Library and Information Studies

In the year 2010, the baby boom generation will range in age from 46-64. Wisconsin's population projections indicate that the state's population is going to grow more slowly in this next decade and it will have a higher percentage of older people than ever before. The library profession will feel the effects of baby boomer retirements, as many librarians are in the 45-50 age group now. These facts inspired an interactive discussion at the Wisconsin Library Association annual conference in Middleton in October.

Barbara J. Arnold introduced the topic by sharing some population and employment projections. The U.S. Bureau of the Census had population projections for the U.S. in 2000 as 274.6 million (whites 82.1 percent, Blacks 12.9 percent, Hispanics 11.4 percent, and Asians 4.1 percent). The U.S. Bureau of Labor Statistics projects an employment increase of 15 percent for the decade 2000-10, which is slightly less than the 17 percent growth in the last decade. For librarians the projections expect a growth of about 7,000 or 4.8 percent new jobs over the next 10 years. In the year 2001 there was a total of 4,065 graduates reported from the schools of library and information studies. For more information see "Library Employment Outlook," at <http://www.slis.wisc.edu/beyond/libemp.html>

Mary Jane Scherdin, director of the Edgewood College Library, briefly reviewed research findings from her ACRL (Association of College and Research Libraries)/ALA Myers-Briggs Type Indicator (MBTI) study. She described the most common personality traits librarians had in common. These traits are introverted, intuitive, thinking, and judging. The general population tends to have people that are more extroverted, sensing, and perceiving. She suggested that in the future the profession should look for different skill sets and for more extroverts for teaching and marketing. With the continued reliance on technology, the profession needs more mechanically-minded people who are good at fixing things.

These personality types are quite different from what the profession usually attracts. They may make us feel uncomfortable, or may not fit in and meet our expectations. Scherdin encouraged the audience to: "Welcome the differences!"

Rebecca Watson-Boone, president of the Center for the Study of Information Professionals Inc., divided the audience into groups by library type and instructed them to brainstorm ways they could recruit new people to their libraries and to the profession. Each group then ranked their ideas and reported their top six suggestions. Representatives of the Wisconsin library community—Leanne Hansen, Cofrin Library director, UW-Green Bay; Barbara Kelly, assistant director, Appleton Public Library; Louise S. Robbins, professor and UW-Madison School of Library and Information Studies director; and Vickie Stangel, Corporate Information Center, CUNA Mutual Group, Madison—summarized and responded to each group's discussion.

Some of the recommendations included:

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Trustee Corner

Can libraries release patron database information?

Our Friends of the Library organization is planning a fund-raising effort and has requested use of names and addresses from our library patron database for a mailing? Can our library provide that information to the Friends?

No. Releasing library patron records to the Friends organization (or any other outside group or individual) generally is prohibited by state law.

Wisconsin Statutes Section 43.30 provides that library records "indicating the identity of any individual who borrows or uses the library's documents or other materials, resources, or services may not be disclosed except by court order or to persons acting within the scope of their duties in the administration of the library or library system, to persons authorized by the individual to inspect such records or to [other] libraries" [under certain circumstances for interlibrary loan purposes].

In addition, the Wisconsin public records law requires state and local government organizations (including libraries) to develop procedures to protect the privacy of personal information kept by the organization. Libraries (and all other government organizations) are required to develop rules of conduct for employees involved in collecting, maintaining, using, and providing access to personally identifiable information. You also are required to ensure that employees handling such records "know their duties and responsibilities relating to protecting personal privacy, including applicable state and federal laws."

Apparently, nothing in state law prohibits library staff from using the library's patron database as part of a library fund-raising effort. Wisconsin Statutes Section 43.30 allows the use of patron records to persons acting within the scope of their duties in the administration of the library or library system. Therefore, use of patron library records may be allowable by library staff who have been authorized by the library board to conduct fund-raising for the library. However, we would recommend that fund-raising use of patron records occur only after explicit library board approval of a policy allowing that type of use.

Additional questions can be directed to Mike Cross, DPI, at (608) 267-9225 (michael.cross@dpi.state.wi.us). ■■

Boomers

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- Recruit from our communities whether they are middle school children, library assistants, peer tutors, or people in our organizations that are looking for a second career.
- Reach out to groups that are different from us. Serve as a mentor. Offer summer internships.
- Promote what librarians actually do. Counter the stereotypes. Challenge people. It isn't that easy to find the right information in the right form for each person's needs.
- Support loan and scholarship programs in community organizations, in library science programs, and in the WLA Foundation.
- Establish a student library assistant unit in WLA.

Rebecca Watson-Boone added some suggestions from ALA:

- Write articles, be a radio host, or serve as speaker for community organizations.
- Develop community information packets with pictures of the staff that can be sent to businesses, schools, and bookstores.
- Have a bonus program for staff that recruits new people.

Participants were encouraged to take at least one suggestion home and put it into practice in their organization and personal career.

Resources:

- "Discovering Librarians: Profiles of a Profession," edited by Mary Jane Scherдин. ACRL/ALA, 1994.
- "Library Employment Outlook," compiled by Barbara J. Arnold. UW-Madison SLIS, July 2002.
- "Salaries Rebound, Women Break Out," *Library Journal*, October 15, 2002, p. 30.
- www.becomealibrarian.org ■

Reference librarians are bridges to information

Promoting reference services benefits library users

by Mary Struckmeyer, Coordinator
Reference and Interlibrary Loan Services

Last August I gave a presentation to members of the Southwest Wisconsin Library System on Promoting Reference Service. This article is based on that presentation.

While I do not claim to be an expert on public relations, and I did not develop most of the ideas in this article, I do believe passionately in the value of reference services and the importance of reference librarians as the human intermediaries between library users, technology, and the variety of information resources available today.

I have consciously chosen to use the word *promoting* reference service, rather than *marketing*. To me, marketing implies developing a detailed plan and spending money and energy on sophisticated products and activities. Promoting, I believe, is something that we can all do without a plan, without a lot of money, and without a lot of time.

Why Publicize Reference Service?

According to Anne Lipow, an ardent advocate for digital reference and serving remote users, "Reference librarians are an endangered species....assistance to information seekers at their point of need...is in deep trouble."

On the other hand, a 2002 poll conducted for the American Library Association found that 91 percent of respondents expect libraries to be needed in the future, despite the increased availability of information via the Internet. So while some librarians are worried about their jobs and workplaces disappearing, the public expects libraries to continue to exist. I assume this means libraries as physical buildings.

Mary Ellen Bates, principal of Bates Information Services, succinctly describes the skills and responsibilities of today's reference librarians; "These days, the ability to gather and disseminate information is not what is needed. Rather, we need people who can address the TMI (too much information) syndrome...people who can clear out the haze and who can educate clients on how to intelligently search the web." This is a recurring theme in the literature and an argument that many of us often make

I agree with Ken Dowlin, a professor in the School of Library and Information Studies at San Jose State University, that we need to change the image of the library from "a for-

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Calendar

Feb. 4	Library Legislation Day, Madison.
Feb. 7	Wisconsin Document Depository Program Study Committee, Madison.
Feb. 21	Library and Information Technology Advisory Committee meeting, Madison.
March 14	Council on Library and Network Development, Madison.
March 18	Library Issue Discussion Group meeting, Madison.
April 2-4	Wisconsin Association of Academic Librarians (WAAL) Conference, Milwaukee.
April 9-11	Wisconsin Educational Media Association (WEMA) Conference, Milwaukee.
April 15	Early Learning Leadership Conference, Madison.
May 7-9	Wisconsin Association of Public Libraries (WAPL) Conference, Stevens Point.
May 12-13	National Library Legislation Day, Washington D.C.
May 14	Library and Information Technology Advisory Committee meeting, Madison.
May 15-16	Statewide Interlibrary Loan/Resource Sharing Conference, Wisconsin Dells.

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

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tress to a pipeline,” or as W.D. Penniman, dean of the School of Informatics, University at Buffalo, puts it from “a warehouse to an information delivery system.” Library services do not have to be provided from a physical reference desk or building. Staff at the Sarasota Public Library used the image of a message in a bottle to convey the idea that they would get information to anyone, anywhere. We can embrace the concept of “virtual libraries” without abandoning our commitment to traditional library services—becoming the conduit or pipeline to information, whether it is in books, on CD-ROMs, or the Internet. We are not “guardians of data” but people who embody the Wisconsin Idea of “sifting and winnowing” to guide information seekers to accurate, reliable, and clearly-presented resources.

How Can We Promote Our Image?

“Cultivating the Human Moment in a Digital Age,” an audiotape of a session at the 2002 American Library Association (ALA) Conference, offers insights from a psychologist and lively comments by librarians on the role of today’s reference staff. Librarians, in effect, provide “information therapy” by finding out what patrons really want when they come up to the desk and ask for information on “plants” or “two-door castles” or “antique cutters.” Electronic resources and technology are here to stay, and we now need to cultivate our skills to bridge the gap between customers and technology.

Joan Frye Williams, a librarian and consultant specializing in information technology planning, makes this comparison: “The Internet, rather than being like a highway, is more like a flea market. Libraries are like department stores and librarians are like personal shoppers at Nordstrom’s Department stores.”

Customers at the reference desk are information shopping. Will we help them find the best deals? Can we sell the library as the best information resource in town?

What to Promote

- Libraries make available databases that individuals can’t afford. EbscoHost

and ProQuest newspapers provided through BadgerLink are prime examples of proprietary databases that are not available for individual subscriptions and that individuals could not afford. By making them available through a statewide subscription, even the smallest rural library can expand its users’ access to a wealth of information resources. Reference staff provide group and one-on-one training to help patrons locate needed information. Some of these resources may be made available to remote users in their homes or offices, but many libraries offer additional electronic resources that are available only at the library.

- Library computers provide high-speed access. Thanks to TEACH and other grants, library computers dedicated to public access often offer faster connections than users have at home.

- Libraries are natural gathering places. In small communities, they can become “de facto town squares” where people connect with others in the human sense, not electronically. Many libraries now include meeting rooms where civic and other groups meet.

- Staff in small libraries often know their users personally, the human connection to the information or materials individuals want. At a small campus, when a reference librarian took a class in Spanish, she talked about her job and soon students began coming to the library to ask her for help.

- Library staff members are experts at identifying reliable and accurate information sources. Electronic resources have added a new dimension to research, and librarians know how to integrate them into the research process. They can help users understand these are just one of many research tools.

- Libraries are part of a global network of information resources. Collaborative reference services like QuestionPoint (known in Wisconsin as AskWisconsin) connect local library users to the resources and expertise of librarians worldwide, including the National libraries of Canada and Australia.

How to Promote

The following list of ideas was compiled from reading articles, asking for ideas on the WIPUBLIB discussion list, and listening to audiocassettes.

- Put excerpts from books read by local book clubs on restaurant placemats.
- Appeal to homeschoolers.
- Provide health resources lists at health food or grocery stores.
- Provide automobile purchasing information at local garages.
- Place flyers advertising reference services and resources in book stores
- Place flyers in pizza boxes—this was used in Sarasota, FL, to appeal to teens.
- Rewrap candy bars in sheets of paper with library facts on them and give them to government officials.
- Work with professional organizations that provide PR materials. The Wisconsin Library Association is developing a “tool kit” website with ideas to help promote all types of libraries. Visit www.wla.lib.wi.us/committees/pr/. The American Library Association offers materials and ideas using the “@your library” theme.
- Write articles for newspapers featuring a “reference question of the week.”
- Volunteer to appear as an expert on a radio program or “Ask Your Neighbor” talk show.
- Offer computer training classes and include information on reference services. When groups come in to use your meeting room, ask for five minutes to talk about current activities or services of the library.
- Offer orientation sessions on the public library at schools and include a picture of the reference staff.
- Talk about your job with friends and in groups that you belong to.
- Send mailings to local businesses listing useful resources, including directories, databases, and meeting rooms.

If we are successful, more users will join Hermione Granger in saying “When in doubt, go to the library,” (J.K. Rowling, *Harry Potter and the Chamber of Secrets*, Chapter 14) and we will be appreciated as the information wizards that we are. ■■

Developing the Wisconsin Library Association Legislative Agenda

by Paul Nelson, Director
Middleton Public Library

(Editor's Note: Nelson also serves as chairman of the WLA's Library Development and Legislation Committee.)

The Library Development & Legislation (LD&L) committee of the Wisconsin Library Association (WLA) serves to represent and advocate for the legislative issues of all members. Its charge applies to all types of libraries, which is reflected in its organizational structure. Membership includes one representative from each of the association's five divisions, as well as those sections whose members serve on the WLA Board of Directors.

LD&L develops agendas for both state and federal legislative issues as a means to educate the WLA membership and help them become better informed advocates. WLA's Federal Relations Coordinator, a four-year appointed position, serves as a member of LD&L and guides the development of the federal agenda. (see page 20)

The LD&L Chair encourages a regular discussion of legislative issues at all unit business meetings. In this way, particular concerns can be brought to LD&L's attention by the unit's representative for further study. This communication process is especially vital with new initiatives.

The committee also works to maintain a close working relationship with the System and Resource Library Administrators Association of Wisconsin, more familiarly known as SRLAAW. The push to achieve the 13 percent benchmark funding for public library systems is always a major piece of the WLA state legislative agenda. Therefore, it is important that LD&L and SRLAAW have a unified vision in developing an advocacy plan on this issue.

WLA offers all members a very convenient way to provide input on legislative issues on an ongoing basis. Step one: go to the WLA legislative page at www.wla.lib.wi.us/legis/legis.html Step two: click on "Get in Touch" and, as the descriptor says, "Contact us about your legislative concerns, or ask us questions about key issues affecting the library community."

A few weeks prior to the August LD&L meeting, the chair sends out an all-points bulletin to the membership requesting input for development of the following year's state and federal legislative agendas. Although suggestions in any stage of development are welcome, it is most helpful to the committee if sufficient background information and a concise statement of support for WLA to endorse are included. As a result of this annual process, such items as public library district legislation, standards for the preservation of electronic state documents, and filling the DPI School Library Media Consultant position now appear on WLA's legislative agenda.

The Division for Libraries, Technology, and Community Learning (DLTCL) and the University of Wisconsin System Libraries are important partners in the development of WLA's legislative agenda. LD&L works closely with the DLTCL to develop an advocacy plan for such biennial items as public library system aids, the four statewide service contracts, and BadgerLink. The collaboration with the UW System Libraries focuses on the general goal of convincing state government to provide regular, incremental funding for library collections in order to sustain the UW's instructional and research missions.

WLA's state legislative agenda is divided into five sections:

- General purpose revenue (GPR) programs;
- Universal Service Fund programs;
- new legislation;
- maintain and improve current library programs; and
- ongoing goals and activities.

The first of these provides the membership with its biggest challenge. In this time of fiscal crisis, when the state is facing a \$3.5 billion (and still growing, it appears) deficit in the 2003-05 biennium, how can we justify a request of \$15.4 million in new money for public library system aids? The easy answer to this question is that WLA members strongly support compliance with 43.24(6) of the

Wisconsin State Statutes, which requires the State Superintendent of Public Instruction to request funding at 13 percent of local library expenditures. Unfortunately, there is no similar compliance for the legislature to fund this request. As a result, the actual index for system aids has eroded from 12.26 percent in 1990 to 9.0 percent in 2002. Our 2003 advocacy plan for this program emphasizes priority areas for increased state funding: library materials, shared automated library systems, delivery, and reimbursement for nonresident use. At a minimum, we hope to gain some forward momentum.

BadgerLink is probably the most frustrating piece of the WLA legislative agenda. Here we have a program whose statewide benefit should be self-evident to all legislators. In addition, its funding comes not from GPR dollars but a segregated program. The Universal Service Fund was established under the 1993 Wisconsin Act 496 to ensure that all state residents receive essential telecommunication services and have access to advanced telecommunication capabilities. So instead of moving forward with ease, we find ourselves expending valuable political capital to undo unnecessary tinkering with the program.

One of the most important elements of WLA's advocacy program is the state Library Legislative Day, which gives members an opportunity to meet with legislators and promote the issues and emphasize the value of libraries. In order to increase the effectiveness of our lobbying efforts, this effort needs to be regularly supplemented throughout the year with ongoing advocacy at the local level.

WLA Library Legislative Day 2003 is scheduled Feb. 4 at the Inn on the Park. LD&L also is sponsoring a series of training the trainer advocacy workshops, "Stand Up for Libraries and Make the Local Connection." Details about both of these activities may be found on the WLA home page (www.wla.lib.wi.us/).

The success of library community advocacy is dependent upon the strength of grass-roots organizing, so take advantage of these opportunities to help. ■

WLA federal legislative agenda

by Sue Center, Assistant Director for Public Services
UW-Madison Law Library

The Wisconsin Library Association (WLA) Board has, for the first time, approved state and federal legislative agendas. The federal legislative agenda encompasses major issues of concern to Wisconsin libraries.

The ALA and WLA are jointly advocating for these issues, and the complete federal legislative agenda may be found on the WLA website at www.wla.lib.wi.us/legis/FedAgenda.pdf. The site includes a brief description of the issues and the current status of proposed legislation, as well as links to additional information available on related websites.

Federal legislation is monitored by the state ALA Federal Relations Coordinator (currently Sue Center, assistant director for Public Services at the UW-

Madison Law Library). The federal relations coordinator is appointed by the WLA Board to a four-year term and is responsible for organizing visits with Wisconsin's congressional delegation at National Library Legislative Day. The coordinator also monitors federal library legislation throughout the year and regularly advocates on behalf of WLA to the Wisconsin congressional delegation. The coordinator sends out notification when network action is needed on legislative issues and serves as a voting member of the WLA Library and Legislative Development Committee.

Following are the major issues of concern to Wisconsin libraries addressed in the WLA federal legislative agenda.

- 1) Library Services and Technology Act (LSTA)—LSTA reauthorization and the federal budget appropriation are of utmost importance to the library community. WLA supports the reauthorization of the LSTA program for 2003-07, the only federal program specifically for libraries, at \$350 million for FY 2003.
- 2) Universal Service (E-Rate) Discounts—The discounts for schools and public libraries have been successful and WLA supports the continuation of this program as well as streamlining the

application process for participants to encourage maximum participation by Wisconsin

schools and libraries.

- 3) Copyright/Fair Use—WLA supports a copyright bill that allows for the fair use of materials in distance learning settings. In the realm of database protection, ALA believes that the current laws are more than adequate to protect database producers and is concerned that a database protection bill could hinder the progress of research by not allowing researchers and educators access to information and facts. WLA opposes the Uniform Computer Information Transactions Act (UCITA).
- 4) E-Government and Permanent Public Access—Under Presidential Executive Order 13,233, access to records of former presidents is limited. WLA opposes this order and supports the Presidential Records Act of 197, which opens most records 12

years after the President leaves office.

- 5) Internet Filtering—WLA opposes the CIPA

(Children's Internet Protection Act) and supports the position that local governing bodies of educational agencies, such as schools and libraries, are in the best position to determine policies for Internet access and should have developed formal Internet Use Policies. WLA opposes legislation that mandates the use of Internet filtering software, especially when it is used as a requirement for receiving federal, state, or local funds.

- 6) Privacy and Confidentiality of Library Records—WLA supports the confidentiality of patron library records. The U.S. Patriot Act gives law enforcement broad new surveillance powers. A major concern for libraries is the adoption of procedures to respond to requests for patron information.
- 7) ESEA and School Library Media Resources—Improving Literacy Through School Libraries, Title I of ESEA allocates funds for school libraries to provide up-to-date materials, a technologically advanced school library media center, and well-trained school library media specialists. WLA supports this funding initiative at a level over the \$100 million needed to ensure that the program is administered through the state. ■■

Visit www.wla.lib.wi.us/legis/FedAgenda.pdf

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