

Centennial State Libraries Online

July 2000

Battling Leeches to Build a School Library in Nepal

by Timmie Fritzler, Library Media Specialist

Wiping the sweat from my forehead, I exclaimed, "Look there's some monkeys!" Everyone stopped to watch a family of monkeys as they frolicked on a nearby rock. Our group had just survived a nail-biting, five-hour bus drive from Kathmandu up into the mountains near the border with Tibet.

After being dropped off on the side of the road, we walked across a high suspension bridge over a raging river. We immediately felt the sauna-like heat of the jungle as all around us the sounds of insects and the call of the cuckoo bird filled our heads. Slowly we inched our way up the steep hillside, terraced with rice and potato fields.

After walking a couple of hours (a 2,000 foot ascent) we finally entered the village proper, where we were greeted by the mayor who gave us handfuls of flowers. Walking further up through a maze of houses, fields, baby goats, water buffaloes, chickens, and the bell-like sound of children saying, "Hello, hello!" we finally arrived at the five-room school house where the whole student population was waiting patiently outside.

We walked down the two lines of students as each child bowed and said "namaste," gently laying wreaths of flowers around our necks and in our arms. Thus began my first day in the village of Yarmasing, in northern Nepal, where I planned to set up a new library for the students.

My adventure had begun a couple of months earlier, when I received an e-mail from Magda King, saying that a school in Breckenridge had just donated 500 books to the village, and would I be interested in starting up the new library? (I had already planned a two week trek with Magda that would end with a visit to the school). You see, a year and a half earlier, Magda had raised money to build a school in Nepal. She had carefully chosen a village and asked the people if they wanted a new school. After getting their full commitment, she provided the supplies and the whole village worked together for four months to construct the new school. Now over 100 children attend the K-6 school. You can read more about the school and all of the wonderful projects that Magda is doing by going to <<http://www.namlo.org>>.

My answer, of course, was an enthusiastic "yes!" I immediately sent out requests on the libnet and cemanet listservs for the supplies needed to process the books. I was overwhelmed by the quick and generous response by librarians all over the state. In just one day we already had more than enough supplies for the project. A couple of weeks later, during a very long and hectic day, a small group of men and women helped classify and process all of the books.

We decided to keep the checkout system very simple. As a matter of fact, it took me a while to remember how I used to circulate items in my pre-automation days! For the time being, we decided to forgo full cataloging. As soon as the books were finished, we added each title, author, and call number to a database, and then they were carefully packed into duffel bags. Each of the 15 people going on the trip took one duffel bag of books, along with their own duffel bag, and that's the way the new library was transported to Nepal. A week before leaving for Nepal, I also got the good news that a charitable group in Denver had donated money for a TV/VCR, as well as two laptop computers. So now it looked like we had the makings of a true library media center!

Following the beautiful greeting from the villagers, we started the long trek up to the top of the mountain to our camp. The sherpas had already set up our tents in the center of the ruins of a 150-year-old fort. The fort, which was surrounded by a moat, looked down into a river valley on all three sides. Off to the north we could see a village perched on top of another mountain and we were told it was Tibet. The fort had been used as defense against Chinese invasion. The campsite was an incredible emerald green with lush vegetation growing throughout the stone walls. We were soon to find out what was lurking in those walls.

Did I mention leeches? I had the dubious distinction of being the first victim of a leech attack. When we arrived in camp, I discovered that my thick wool sock was covered with blood. I won't go into the gory details, but suffice it to say, we had leeches everywhere. We had them on our legs, arms, backs, ears, eyes, and even a nose. Not only that, we even found them in our food! It seemed no one was safe. The only person who was spared was an 11-year-old boy. The leeches have heat sensors, so the first person that tears through a path is pretty safe because his or her heat alerts the leeches and then they jump on the next poor person who comes along. Either that or they don't like the taste of 11-year-old boys!

The next morning I was awakened by the sound of horns. When I looked over the fort wall down into the village, I saw a lot of people gathered outside of a house. We were told that it was the funeral of a highly respected 72 year- old man who just happened to be the village witch doctor. He was Hindu, so the village was carrying his corpse, which was covered with a bright orange cloth, down to the river below to be cremated. When I went down to the school, I discovered that because of the funeral the villagers had not yet carried the books up to the school. However, the morning quickly sped by as we taught the whole school a song that identified body parts in English.

After lunch, the books had arrived. Men carried the duffel bags of books up the mountainside using a namlo, which is a strap around the head. I immediately began to separate the books and put them into order. A new cabinet, with glassed-in shelves had been purchased for the library. The biggest problem I had was seeing in the poor light afforded by the small window. Meanwhile, outside that window, a large crowd of townspeople was gathering. A town meeting had been called to discuss the future of the school. Men and women peered into the window at the books and at me with open curiosity. Adding to the excitement, I helped set up the TV/VCR right outside the window. The village had just received its first electricity this past October, and now a whole new world was about to be opened up to them.

Just as the meeting was called to order, a huge downpour of rain let loose from the heavens.

Adjustments were quickly made and room was made for all on the narrow porch that stretched the full length of the school. After a long discussion (that was translated at length by two different translators) Magda introduced me to the crowd and told them about their new library. Many of the parents quickly asked questions. When these were translated, I learned that the major concern was whether or not the adults would also be able to read the books. We assured them that they would be able to read the books when their children checked them out and brought them home. We talked a little about proper care of the books and how the books would need to be returned to the library so that others would have an opportunity to check them out.

After this, each person in our group (we were the first foreigners, other than Magda to have visited their village) was introduced and each of us spoke about how education had enhanced our lives. The meeting went on for hours and everyone in the crowd seemed extremely interested in the school and the education of their young. When the meeting ended, everyone in the audience got a special treat. An "Eyewitness" video about mammals was played on the VCR. The looks on their faces as they watched a video for the first time is a memory I will carry always.

Following another "Night of the Leeches," which included some harrowing screams in the middle of the night, I was able to finish getting all of the books onto the shelves. Then Magda pulled out another couple of hundred of books that had been donated earlier to the school and asked me to classify them. Most were pretty easy, but some of them were difficult to come up with the correct Dewey number. Magda said, "Don't worry, it doesn't matter, just give them a number!" I'm afraid she doesn't understand how it does matter. I did as well as I could, wishing that I had at least brought the Sears Book of Subject Headings.

As I worked a large group of children pressed their way in and happily started looking at the books. I took a break and read aloud some of the books to my attentive audience. Finally, late in the afternoon after school had ended, I was able to give the four teachers and principal a quick lesson on the Dewey Decimal system and the reason for the books being arranged as they were on the shelf. They caught on fairly quickly and we had them practice putting some books onto the shelves in the correct order. Then we discussed a simple checkout system and the new Yarmasing library officially opened!

Much too quickly, our short trip came to an end. It was a bittersweet farewell, although I have to admit that I was glad to say goodbye to the leeches! As we left, we were once again feted with flowers from the children and adults of the village. As is the tradition, I was presented with a white flowing scarf around my neck as we bowed to each other and said one last "namaste." Crossing the suspension bridge at the base of the mountain, I stopped and tied the scarf onto its side. Part of my heart remains there today, waving in the wind in the midst of multi-colored prayer flags in the lovely mountain paradise of Nepal.

Timmie Fritzer is a library media specialist at Baker Central in Fort Morgan, the only 5th-6th grade school in Colorado.

From the State Library: Beyond Advocacy to Community Building

by Nancy M. Bolt, Assistant Commissioner/Deputy State Librarian, <nbolt@csn.net>

One of my first jobs when I got out of library school was to become the "second professional" in a library. That used to mean that you did pretty much everything the library director didn't want to do. The job was at the Meadville Public Library in Meadville, Pennsylvania, a small town of about 15,000 in the northwest part of that state.

It was a perfect job for me. The library director believed that the library should reach out into the community, but preferred that she not be the one to do it. She much preferred running the library and she let me do the outreach. That meant that I basically wandered around the community and looked for opportunities for the library to participate in community activities. I was expected to become involved with community government, agencies, education -- any place I thought the library might be able to make a contribution. As a result, the library participated in many more projects that we otherwise might have, and received recognition and support for our role in the basic development of the community.

This is probably an oversimplification, but I think libraries basically want three things:

- 1.) To serve their communities well;
- 2.) To receive some recognition for the quality service; and
- 3.) To receive community support (in terms of use and money) for the library's services.

There is a plethora of projects for library advocacy -- how to tell the public or the governing body how great the library is in order to get support. Recently I came upon a concept and a book that takes advocacy one step further, to community building.

ALA President for 1999-2000, Sarah Ann Long, had community building as the major theme of her year as president. As part of that theme, she asked Kathleen de la Pena McCook to write a book, and the result is a little gem that I urge you to rush out to buy. It's called *A Place at the Table: Participating in Community Building*, published by the American Library Association this year.

(PLUG coming!) The State Library is sponsoring a pre-conference at the Colorado Library Association (CLA) conference entitled *Becoming a Community Activist: Beyond Advocacy to Community Building*.@McCook will be a keynote speaker, and the ever-popular Pat Wagner will do an afternoon session.

Kathleen's book is fascinating. She reviews most of the literature and discovers, to her (and our) dismay, that usually the library is NOT included at all. If it *is* included, it is as a passive participant, maybe a place to hold meetings, but not as a dynamic partner to community building activities.

To really be a partner in community building, library staff must **GET OUT OF THE LIBRARY**. Librarians have to be willing to volunteer to participate in a wide range of community activities and contribute as individuals who are really interested in what's going on, not just as someone selling the library. Librarians have to have "a place at the table," part of the organizing, fund raising, implementing, and managing community projects.

The Public Library Association adopted this approach in one of the more controversial sections of its new planning manual, *Planning for Results*, published by ALA in 1998. They began by suggesting that the library look at the community's vision for itself, what the community wants to become, and that the library then hitch its wagon to that star. The focus shifts from what the library wants to provide to what the community's vision and needs are.

McCook takes this one step further by advocating that librarians actively participate in bringing about this vision. It's the difference between saying:

"The library is here to help. How do you need us?"

and

"I'm here to help. What needs to be done? I can work on that. And the library could help with this."

It's active rather than passive. Pro-active rather than reactive. It's committing to the community's good before the library's good. It means actively participating in all aspects of a meeting when the library's part may only be 5 minutes out of 4 hours. And guess what? What goes around comes around and the library ends up even more involved and supported than before.

In McCook's last chapter, she outlines what libraries need to do to adopt this concept. I don't want to steal from her thunder at the pre-conference, but here's a taste. McCook calls on library administrators to do three things.

First, make an administrative commitment to activate participation of librarians in community activities. This means legitimizing such activity, expecting it, advocating it, and making it a part of the library's priorities.

Second, it means restructuring the work of front line librarians. Community building isn't only the responsibility of the library director (or even the second professional), but rather of the entire staff. It means finding out what interests and connection library staff already have and building upon them. It means letting staff go to meetings on library time. It means allowing staff to commit the time and resources of the library to support community activities.

Third, the library director and board need to secure for the library a full partnership in policy implementation. This means exercising leadership to build on the work done by library staff.

I know that many of you are already involved in such activities. Annette Choszyk, Branch Manager at the Glendale Branch of the Arapahoe Library District, is cited in McCook's book for her work with the Russian community in Glendale and will be a panel member at the pre-conference. Another panel member will be Agnes Griffen from the Tucson-Pima County Library. The Tucson city government has a community building effort of which the library is a major contributor.

Come and hear Kathleen, Annette, Pat, and Agnes, and share your own good ideas and experiences. Let's build communities together.

Library Local Needs Awards Total More than \$169,000

by Bonnie McCune, Library Community Programs Consultant, <mccune_b@cde.state.co.us>

The Colorado State Library has announced the award of more than \$169,000 in grants to schools and libraries throughout the state. The funds are part of the federal Library Services and Technology Act for local needs. Most of the projects support improvements to libraries at schools or serving the public.

Eaton Middle and High Schools Libraries, Weld County (\$10,000): for an automation system, with a user-friendly card catalog, graphical and Web interface, and ACLIN compatibility, to enhance student and teacher capability to do research, support the new language arts curriculum, help district personnel track usage, and align library usage and research with content standards.

Northeast Board of Cooperative Educational Services Internet Public Access Catalog, Haxtun (\$1,985): to make the library media catalog available over the Internet, enabling users to search the collection from their library, classroom, or home at any time, place holds and share resources with library users across the BOCES via ACLIN.

High Plains Regional Library Service System Professional Material Access, Greeley (\$7,489): to provide automated, non-stop access to the catalog of professional materials housed at the System, the largest professional collection among the regional systems offices, with information on library/media center issues ranging from meeting content standards to fundraising.

Longmont Public Library and the City of Longmont Youth Services Youth Outreach Library (\$10,000): for the joint partners to create a collection of 5,000 popular reading and reference materials in the Longmont Youth Center, a city-owned facility heavily used by area youth.

Northeast Middle School "Passport: A Family Literacy Project," Northglenn (\$10,000): to purchase 500 nonfiction books for the school media center and promote their use in a family setting and in coordinated class activities to investigate other countries and cultures. Project will support students in meeting geography content standards and draw parents into participation in their children's learning, leading to improved student performance.

Durango Public Library and Sunnyside Elementary School Library "Homework Heroes" (\$6,350): to assist parents and students with the successful completion of homework and thereby improve student performance on state standards. The project will provide improved resources, improved access, and training and support for the members of the Sunnyside community through a collaborative effort.

Stargate School Media Center "Resource Accessibility through Technology," Eastlake (\$10,000): to update the database capabilities for improved management and library services. In addition, a subscription to an on-line library reference center is included to expand research activities. Through accessing library technology tools, students will be empowered to reach content standards.

Huron Middle School "Huskies Racing to Read," Northglenn (\$10,000): to implement the Accelerated Reading program, purchase software and books and participate in training program, in

order to increase literacy and improve test scores. Accelerated Reader has been shown to dramatically increase reading comprehension and ability.

Southmoor Elementary Library Resources for Science Literacy, Denver (\$10,000): to augment the library collection in physical and earth science. This grant project is intended to establish the Southmoor library as a primary center for science literacy. The project is to encourage the use of the library as a resource for students, teachers and parents in physical and earth science.

Class: Collaboration Links: Achieving Student Success, Southeastern Colorado (\$5,965): a cooperative effort of regional library service systems, Department of Education regional teams, and several Boards of Cooperative Educational Services, to develop a collaborative approach to teaching writing skills collaboratively, across the curriculum. Teams of librarians and teachers will receive instruction through workshops.

Plains & Peaks Regional Library Service System "Strategies for Online Searching," Colorado Springs (\$8,000): to provide training to enable school and public librarians to become proficient at formulating online search strategies. An online tutorial will serve as follow-up and will give participants the opportunity to review the training as well as train additional library/teaching staff. An E-mail will be established to share successes and helpful hints.

Emily Griffith Opportunity School Family Time Book Bags, Denver (\$10,000): to increase family literacy for adult students and their young children by creating and distributing book bags focusing on a variety of themes, with books targeted at various reading levels, supplemental learning activities and materials. Students will assist in development of the project. Promotional activities and incentives also will be planned.

Fleming Community Library "Effective Learning through Collaborative Teaching" (\$7,130): to enable the joint school/public library to create extensive staff development, including site visits, at school in-services, and release time for school district and library staff to form collaborative partnerships for increased student writing achievement. New strategies to improve student learning will complement current curriculum model.

Fort Collins Public Library Fiestas and Forums Multicultural Outreach Project (\$6,000): to initiate a year-long series of monthly community "Fiestas and Forums" to highlight different facets of multiculturalism as another step in reaching the goal of facilitating multicultural awareness. Each month's program, presented at a community center and the library, will spotlight library resources and encourage under-served populations to visit the library.

Southern Peaks Public Library Accelerated Reader Materials, Alamosa County (\$10,000): to purchase Accelerated Reader materials in order for students of the Alamosa and Sangre de Cristo school districts to have access to these titles by making them available outside the school media centers, thus facilitating literacy training and accessibility for the students.

South Routt Library District Youth Software, Oakcreek and Yampa (\$2,469): to provide computer workstation and youth-targeted software applications in academic subjects at both Oak

Creek and Yampa public libraries. Adequate training on these programs will encourage kids to use the library and all its resources for learning and research.

Public and School Libraries' Northeast Collection Development Project (\$10,000): to enable six rural libraries in Sterling, Haxtun, Holyoke and Julesberg to cooperate on a collection development project. The libraries will coordinate purchases of materials to enhance collection quantity and quality and increase timely access to standards-based educational materials. School and public librarians will work together to provide greater access and higher student achievement.

Wellington Junior High School Reading Management Book Talk Program, Larimer County (\$10,000): for a comprehensive reading program including a computer reading management program and accompanying novels to help students increase reading achievement levels, stimulate library excellence by promoting access to better library selection, and enhance electronic resources that encourage practice, thereby motivating and empowering students.

Delta Library District Online Library Resource Training for Staff and Patrons (\$10,000): to provide class development, instructors and transportable equipment to train staff in the use of online library resources and to offer patrons access to training on online library resources in the libraries, schools and community centers in Delta County.

Wray Public Library "Equalizer" (\$8,500): to provide quicker access of Internet services and a high quality database to equalize the technology advantage for all residents. Many patrons lack home computers and depend on the library for this service. By bridging the "Digital Divide" with a faster access line and a database, patrons will have the same ability to research as any student in the state.

Del Norte Public Library Retrospective Conversion and Automation (\$8,839): to place some 14,000 items on ACLIN computer network by retrospective conversion using machine-readable catalog format, with the assistance of Southwest Regional Library Service System. Materials purchased after completion of project will be available on ACLIN.

Louisville Middle School "Improving Literacy for Students with Below Average Reading Skills" (\$5,113): to purchase materials for the Accelerated Reader program, including cassette tape recorders and recorded books. The goal of the project is to improve reading test scores for below-average readers by 10%.

Statewide Grants Awarded

by Bonnie McCune, Library Community Programs Consultant, <McCune_b@cde.state.co.us>

The Colorado State Library has awarded more than \$429,300 in grants for statewide improvements to library services and technology. The funds are part of the federal Library Services and Technology Act. The statewide projects will provide important support to the education community, as well as improve the accountability and efficiency of library technology. Awards include:

Power Libraries: Linking School Library Media Programs and Standards to Student

Achievement (\$232,019), Central Colorado Library System

This project selects key school libraries to participate in mentoring and improving school library services. It teaches library media specialists and teachers to collaborate and align information literacy with content standards, as well as develops awareness among school administrators and teachers about the library media program's role in improving student academic growth. The project includes a trained staff developer; leadership workshops for administrators, teachers and media specialists; and funding to pilot schools to purchase library materials to support collaborative instructions. The information is shared via workshops and other means with media specialists throughout the state.

Statewide Databases (\$120,000), Bibliographic Center for Research

This project supports statewide database subscriptions in Colorado libraries. It includes support for overall statewide subscriptions that assist smaller and school libraries to attain access to information they could not afford without this grant; a needs assessment to determine the most needed databases, especially by schools; a subsidy for first year subscriptions for small schools and libraries; expanded training; and program evaluation.

Colorado Summer Reading Program and Other Reading Programs (\$32,400), Colorado Center for the Book

This project funds the statewide Colorado Summer Reading Program 2001, as well as contributing to other programs presented by the Colorado Center for the Book (CCFTB), such as *A River of Words* and *A Letters About Literature*, sponsored by the Library of Congress. Other components are the Colorado Book Awards and the Rocky Mountain Book Festival, both of which are based on heavy library involvement. All the programs sponsored and produced by the CCFTB are presented in collaboration with many other educational organizations.

Historic Newspapers in Digital Times (\$44,985), Pathfinder Regional Library Service System

This project explores digitizing, indexing, copyright, and other issues relating to historic Colorado newspapers, and how to make those valuable resources accessible over the Internet to students, researchers, and other potential users. The program serves as a research effort to determine the feasibility and practicality of digitizing historic newspapers, particular challenges in digitization because of the varied and unusual typefaces used. Results should assist other libraries to define the best methods of preserving local historic newspapers, the copyright issues involved, and the best methods for indexing the information. In cooperation with Pitkin County schools, the project plans to incorporate the digitized historic newspapers into the curriculum in support of academic standards.

Technology Grants Available for Schools and Libraries

by Rose Nelson, Technology Consultant, <nelson_r@cde.state.co.us>

It is hard to believe we are half way through summer. Before you know it the leaves will be changing, kids will be back at school, and the hustle of fall will begin.

You have probably completed your fiscal budget for the upcoming year. It is likely there are services or items you wish to purchase that cannot be covered by your budget. Perhaps you want to purchase additional patron computers, or you would like to provide a community database accessible via the

Web. Whatever the budget dilemma, it may not be too late to get additional funding. There's no time like the summer to seek out grants for technology that come due in the fall or winter. If you are a school or library thinking about additional sources of funding, please read on!

The following is a list of grants, some familiar to you, others not, that schools or libraries may wish to explore. For more information on grants, check the CDE grant page: <http://www.cde.state.co.us/index_funding.htm>. Also, the eSchool News publication includes information on grants-particularly for educational entities <<http://www.eSchoolNews.org>>.

Connections to the Internet

<<http://www.nsf.gov/cgi-bin/getpub?nsf98102>>

Deadline: July 31

The National Science Foundation awards grants to K-12 schools, public libraries, and museums. This cost-sharing grant awards only "highly innovative projects" that focus on establishing Internet connectivity. Grant funds can be used for hardware, software, and maintenance, and ongoing costs for securing Internet connectivity. Funds may also be used for establishing Internet access through external service providers. Typically, the successful applicant receives \$15,000 over a two-year period. Consortia may apply for larger awards.

NEC Foundation Grants

<<http://www.nec.com/company/foundation>>

Deadline: Sept. 1 and March 1

NEC Foundation of America makes grants to nonprofit organizations for projects or programs that have a national impact in at least one of these areas: science and technology education (typically, secondary level); or the application of technology to assist high school students with disabilities. Grants are typically awarded for projects that focus on delivering information and products to a target group, or expanding an existing program to have a national impact. Grants range from \$1,500-\$70,000 and are awarded twice per year. The median grant is \$28,000.

Target Teacher Scholarships

<<http://target.com/schools/scholarships.asp>>

Deadline: Nov. 1

Target Inc. gives grants to teachers and administrators for continuing education and staff development. In recent years, many recipients have been funded for technology training. Awards are typically \$1,000-\$5,000.

Library Services and Technology Act (LSTA)

<<http://www.cde.state.co.us/cdelib/sllstarfp.htm>>

This grant has two focuses: local needs and statewide impact. Guidelines for 2000-2001 have not been posted. Last year \$176,000 was available for local needs, and \$570,420 was available for statewide grants. Federal priorities for LSTA grants are technology and removing barriers to library service. LSTA grants experienced significant changes last year. Last year's guidelines, were posted on the Web, and stressed an increase emphasis on student achievement.

Technology Opportunities Program

<<http://www.ntia.doc.gov/otiahome/top/grants/grants.htm>>

This program, formerly known as TIIAP, is administered through the Department of Commerce. This grant focuses on model projects that use advanced telecommunications and information technology in five areas: community networking, education, culture and lifelong learning, health, and public safety and public services. Grants are made to nonprofits such as schools, libraries, government entities, and community organizations. This is a matching funds grant. The president has requested \$45 million for this TOP program for the upcoming year. Grant guidelines for 2000-2001 have not been determined.

Sprint Foundation Grants

<<http://www.sprint.com/sprint/overview/commun.html>>

The Sprint Foundation awards grants to educational projects that support school reform through use of new technologies and communication media. The Sprint Foundation does not have an application form; rather, it recommends that applicants identify how their projects will support Sprints objectives.

Innovation and the use of technology in the classroom, enhanced education for minorities and/or disadvantaged, and increased employee and public support of education are the Sprint Foundation objectives. The National Technical Institute for the Deaf was awarded a Sprint grant for implementing video conferencing in various educational applications. Schools and other educational nonprofit agencies can apply for grants. About \$500,000 a year is allocated in funding.

Bill and Melinda Gates Foundation

<<http://www.gatesfoundation.org/learning/libraries/default.htm>>

Process for applying: February 2001

The Bill and Melinda Gates Foundation has a five year goal to provide grants to over 11,000 libraries in the U.S. and Canada serving low income communities and those caught in the "Digital Divide."

Recipients of this reward receive public computer hardware/software for access to digital resources.

This grant assumes libraries have at minimum a 56k dedicated Internet connection. Public libraries serving a population of 10% poverty or greater are eligible to apply for equipment grants, installation support, and training. Colorado libraries will be able to apply for Gates grants in February 2001.

Gates grants also include a complete training package consisting of network administration, computer/Internet applications, computer systems management, and "train the trainer" sessions for assisting patrons and other staff on new equipment.

Colorado Summer Reading Program Manual RFP Sought

by *Bonnie McCune, Library Community Programs Consultant*, <mccune_b@cde.state.co.us>

The Colorado Center for the Book (CCFTB) is soliciting proposals to prepare a reading and activities manual for the 2001 Colorado Summer Reading Program.

The Colorado State Library (CSL) sponsors the CCFTB statewide Summer Reading Program (SRP) for children. The CSL has made arrangements with the CCFTB, a non-profit organization affiliated with the Library of Congress, to conduct the 2001 SRP. The CCFTB's mission is to encourage books and reading and to promote the Colorado book community. The program provides support materials

for participating libraries and groups.

The Summer Reading Program Advisory Committee, comprised of representatives from libraries, educators, and the community, selects the theme(s) of the program and advises the CSL and the CCFTB on program development, selection of the artist to produce poster designs, people to prepare other materials and researches program materials. A crucial element of a successful SRP is a well-organized, practical manual filled with booklists, program ideas, and useful hints. The manual is utilized to plan story times and programs, purchase appropriate support materials from theme-related booklists, and to design and implement outreach and promotional activities.

The CCFTB requires an energetic and talented individual to write, compile, and design the summer reading manual and provide material for the accompanying Web site for the 2001 Colorado Summer Reading Program, based on the selected themes and incorporating illustrations from the artist(s). The selected individual should look to the Advisory Committee for guidance, but will be responsible for the actual preparation of the summer reading manual. The manual author will be required to provide two copies of the manual in camera-ready format, complete with page numbers and index, accompanied by all legal documents related to publication releases for copyright materials contained within the manual. The author will be asked to provide completed computer files for the CCFTB Web site, <www.coloradobook.org>.

The manual should include sections for use with both selected themes, one for younger readers and one for teen readers. Materials may be gathered from extant works, including previously published works, as long as legal reproduction rights are granted for use in the manual by the original publisher. The manual author should solicit ideas, suggestions and materials from Colorado library and school communities and may use the volunteer assistance of the committee as well as other volunteers. Copies of manuals from previous years, usually between 250 and 500 pages in length, are available for examination. The manual should include, but is not limited to:

- *Introduction

- *Information on how to run a summer reading program including ideas for tracking readers and their reading.

- *Suggestions for parents on how to encourage and incorporate reading into their child's summer vacation.

- * Practical suggestions for promoting the summer reading program to local schools, childcare facilities, summer camps, and local media.

- *Practical ideas for childcare, summer camp, and other education professionals for incorporating this reading program into their daily educational routine.

- *Completed story time or program plans, including booklists, activities, craft ideas, and finger rhymes. Activities for a variety of ages are needed.

- *Assorted puppet plays, finger rhymes, games, puzzles and songs.

- *Suggestions for other program ideas that can be developed by local librarians.

- *Theme-related craft ideas, related to both the young and older reader's programs, are possible.

- *Annotated, themed booklists suitable for a variety of ages and reading abilities. Booklists should include basic bibliographic information for ordering purposes.

- *Related, high-quality, copyright-free, clip art to be utilized by schools, libraries, and child care centers to create promotional fliers, brochures, displays, and craft projects.

*Index.

Special Considerations

A. AGE GROUPS: Younger readers (preschool to grade 5) and teenagers have different learning and entertainment goals. What appeals to younger readers may be considered juvenile, and therefore unappealing to teenagers. To this end, the Advisory Committee has selected two separate themes for the 2001 Summer Reading Program. The younger readers' program (ages 18 months to 11 years, roughly preschool through the end of grade school) is entitled "Once Upon A Time..." The teen program (ages 12-18 years) is entitled "Virtual Worlds." The manual should contain separate ideas, programs, and booklists for both younger readers and teens.

Students' recreational reading habits change drastically as they head into their teen years. Libraries must respond with appealing, vibrant activities, programs, and reading programs to keep these at-risk readers interested in books. Many libraries have implemented successful teen reading programs by creating a reading game for these older readers. For example, these games often involve a short story written exclusively for the reading program. Each time teen readers check in at the library, they receive a "clue" that helps them solve the story. Successful programs have been based on the game of blackjack, the game Clue (tm), and fictional adventures. It is hoped that the manual author will incorporate a reading game into the design of the teen portion of the summer reading manual.

B. STATE EDUCATIONAL STANDARDS: The CSL is a division of the Colorado Department of Education and supports the aims of the CDE, with emphasis on activities that encourage student achievement. Research shows that participation in summer reading programs helps students maintain and even improve their reading skills. It is expected that the summer reading manual will include classroom ideas, lesson plans, and suggestions for utilizing reading programs to address Colorado's educational standards. A resource for this type of material may be found at the Standards In Action Web site, <http://www.cde.state.co.us/index_action.htm>.

Desired Education and Experience: Master's degree in library and information science or undergraduate or master's degree in education or a related field. Experience working with children and young adults, in a public or school library or in a classroom setting. Familiarity with Colorado Department of Education educational standards and activities.

Stipend: A flat fee of \$2,000 for the manual, considered to be "work for hire" with all rights held by the CCFTB (but with the CSL's absolute rights to reproduce and utilize in any manner without recompense) will be paid upon completion of the camera-ready product. Reasonable costs for postage, photocopying and other requirements may be reimbursed upon presentation of appropriate verification, up to the amount of \$200.

Schedule:

August 2	Proposals must be received by the CCFTB
August 11	Contractor selected
Sept. 11	Mock-up of manual due (to include major sections and possible contents)
Dec. 1	Camera-ready manual due

Proposals:

Send resume or curriculum vitae, letter of intent, and proposal summary not to exceed two pages, along with the names, addresses, telephones, and e-mail of three professional references to: Summer Reading Program, Colorado Center for the Book, 2123 Downing St, Denver, CO 80205; 303/839-8320; <ccftb@excite.com>. Proposals may be sent via e-mail in text-only or Microsoft Word format.

University of Denver Announces New Partnership to Benefit Library and Information Professionals

In a strategic move to enhance the University of Denver's responsiveness to current and future educational needs of students, University College (UCOL) and the College of Education (COE) will collaborate to provide cutting edge programs in the areas of Library and Information Science and Services.

Effective Sept. 1, the College of Education will begin to administer the Library and Information Science (LIS) Master's Program, while University College will continue to offer five graduate-level Certificates of Advanced Study. The two units will share leadership, faculty and instructional lab facilities. Both will also continue to support the Library and Information Student Association (LISA).

According to Barry Hughes, DU's Vice Provost for Graduate Studies, this creative partnership will be unique in the country, and will provide students a remarkable combination of the foundations of library skills and cutting-edge developments and applications for the new information age. Lester F. Goodchild, Coordinator of Higher Education and Adult Studies Program, adds that DU is now joining an elite group of major research universities in the country, where colleges of education and library schools have combined to offer better education in instruction to librarians and information specialists as well as to provide more research training to education graduates and faculty.

This innovative alliance between traditional and non-traditional academic units on campus will enable the LIS Program to reapply for initial accreditation from the American Library Association (ALA) in the near future. The partnership should allow DU to better position the LIS Program to meet the expectations of the accrediting body, while continuing to offer cutting-edge, technology-based programming to regional library and information professionals and students. The partnership between UCOL and COE will create new opportunities for both units and will strengthen the program, says Nancy Allen, Dean and Director of Penrose Library. From the student's perspective, it is good news all around, since the flexible structure of the program continues, while positioning the program for a new accreditation effort based in the COE. Elinor Katz, Dean of the COE, agrees: As the saying goes "the future is now" the Library Science and Information Program joining the College of Education reflects new collaborations and enhanced opportunities for students.

The new Master of Library and Information Science (MLIS) degree includes 64 quarter hours of graduate professional study for persons preparing for public, academic, corporate, or specialized libraries as well as for business and corporate information science. Students will be able to design degree programs related both to the theory and practice of librarianship and information science as a way of preparing them for exciting careers in managing information and technology, explains

Deborah Grealy, Director of the Library and Information Science Program in the COE. University College, DU's continuing education arm, will continue to offer the Library and Information Services (LISV) Certificates of Advanced Study in the areas of Knowledge Management, Geographic Resources, Information Networks, Multimedia Resources, and Management and Leadership of Information Environments.

The College of Education offers master's and doctoral degree programs in educational psychology, counseling psychology, school psychology, curriculum and instruction, educational administration, as well as higher education and adult studies. Further studies are provided in teacher-licensure programs, principal- and administrator-licensure programs, and endorsements for schools. COE's current 500 graduate and licensure students seek various kinds of professional employment in applied areas of psychology and education. The addition of this professional program in library and information science provides one of the first steps in offering more opportunities for career advancement in information technology, instructional technology, and information science. Each of these areas complements the college's degree programs. Further information about these degree and licensure programs may be found at our Web site at <www.du.edu/education>.

University College was founded on the premises that education for adults should be immediately applicable, career-oriented, and guided by the industries served. UCOL offers master's degrees, an undergraduate degree-completion program, and over 45 certificates of advanced study. These are offered through evening, weekend, and on-line delivery formats. Visit our Web site at <www.universitycollege.du.edu> for more information. The University of Denver's University College is accredited C as are all of DU's academic programs C by the North Central Association of Colleges and Schools.

List of 100 Most Frequently Challenged Books of the Decade Released

The Office for Intellectual Freedom of the American Library Association (ALA) has published its list of the 100 most frequently challenged books of the decade. Topping the list is *Scary Stories* (Series) by Alvin Schwartz, accused of "being too scary" and "unsuited to age group," followed by *Daddy's Roommate* by Michael Willhoite, accused of "promoting homosexuality as a normal lifestyle."

The remaining of the 10 most frequently challenged books of the decade were *I Know Why the Caged Bird Sings* by Maya Angelou (3), *The Chocolate War* by Robert Cormier (4), *The Adventures of Huckleberry Finn* by Mark Twain (5), *Of Mice and Men* by John Steinbeck (6), *Forever* by Judy Blume (7), *Bridge to Terabithia* by Katherine Paterson (8), *Heather Has Two Mommies* by Leslea Newman (9), and *The Catcher in the Rye* by J.D. Salinger (10).

The top 100 list was compiled from 5,718 challenges to library materials reported to or recorded by the Office for Intellectual Freedom from 1990-1999. Seventy-one percent of the challenges in this decade were to materials in schools or school libraries; another 26 percent were to materials in public libraries. Nearly sixty percent of challenges were brought by parents, sixteen percent by library patrons and ten percent by administrators.

The entire list of the top 100 challenged books of the last decade can be found at <www.ala.org/alaorg/oif/top100bannedbooks.html>. For more information on this list or book challenges in general, please contact the ALA Office for Intellectual Freedom at 800/545-2433, ext. 4223 or send e-mail to <oif@ala.org>.

Action! News

by Stephen T. Thergesen, Web Support Specialist, <action@cde.state.co.us>

Central Colorado Library System (CCLS), in partnership with Colorado Educational Media Association (CEMA), Colorado State Library (CSL), and Colorado Department of Education (CDE), is contributing curriculum units, produced as part of the 1999-2000 Power Libraries grant program, to the Standards in Action collection.

Schools selected as High Performance School Libraries receive recognition as Colorado High Performance School Libraries and a \$2,000 honorarium for staff development, collection, and mentoring activities with other Colorado schools. Mini-grant recipients receive a \$5,000 award for collection improvement and staff development. The goal of the grant program is to develop a climate of collaboration between teachers and library media specialists in teaching, while evaluating students' academic growth in relation to Colorado's model content standards. All of the units being contributed to Standards in Action demonstrate the integration of the Colorado Information Literacy Guidelines with the Colorado Model Content Standards.

Applications for 2000-2001 Power Libraries grants are available on the CEMA Web site <<http://cemacolorado.org/>>, and are being accepted through September 25.

The Central Colorado Library System is a regional library system designed to assist member libraries and media agencies in providing improved services to their users through systematic inter-library cooperation. The region includes the counties of Adams, Arapahoe, Boulder, Clear Creek, Denver, Douglas, Gilpin, and Jefferson, Colorado.

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CLC Update

New member for June:
Regis Jesuit High School, Aurora; Sandra Carson; 303/699-1598.

Library News

Denver Public Library was the recipient of two Best of Show 2000 awards, sponsored by the Library Administration and Management Association (LAMA) Public Relations Section Swap and Shop Committee. The awards are given annually to recognize the very best individual pieces of public relations materials produced by libraries in the past year. DPL was recognized in the categories of Fundraising and Children's Summer Reading Program; **Boulder Public Library** received an honorable mention in the fundraising category.

The Best of Show winners will be on display during the ALA Annual Conference at the Swap and Shop program on Sunday July 9, 11 to 1 p.m. A "Best of Show" packet displaying winners from this year's and previous year's competition is available through interlibrary loan from the ALA Library and Research Center, 50 E. Huron Street, Chicago, IL 60611.

The **Standards in Action** Web page <<http://www.cde.state.co.us/cdesarb/default.htm>> was selected as a Links2Go "Key Resource" in the Educational Standards topic, <http://www.links2go.com/topic/Educational_Standards>. This means the page is one of the most relevant pages related to a particular topic on the Web today, using an objective statistical measure applied to an extremely large data set.

Cache La Poudre Junior High School (La Porte) has been selected by **3M Library Systems**, the to receive a 3MTM Detection System for its library media center through the "3MTM Salute to Schools" Program. The school will receive up to two 3M detection systems for the entrance/exit of its media center, a supply of 3MTM Tattle™ Tape- Security Strips for marking materials and materials processing accessories - a package with an average value of about \$15,000. In total, 3M donated more than \$1 million to the winning schools.

Notes to Note

Have you ever wondered how to play faro, farkle, or goose? What about Queen's Guard, Fox & Geese, or Bottecelli? Have you forgotten the rules to Mubblety-Peg, Jackstraws, or Snakes & Ladders? You'll find those and more in *Playing Grandma's Games* by Karen Arnold. Arnold has also included information on the history and rules of play for board, dice, card dice, and Indian games for children. There is a list of suppliers, as well as a bibliography and index. Price is \$11.95 for the 160 page book (ISBN: 1-890437-47-6), available from Western Reflections, Inc., PO Box 710 - 636 Main, Ouray, CO 81427- 970/325-4490; fax 970/325-0782; email <westref@ouraycolorado.net>; Web <<http://www.westernreflections.net>>.

The Lois Lenski Covey Foundation provides **grants to public and school libraries serving disadvantaged populations**. Funds are earmarked for purchasing books for young people rather than administrative or operational use. The foundation welcomes applications from libraries with need and limited book budgets. A user-friendly, two-page application form is available from The Lois Lenski Foundation, Attn.: Arthur F. Abelman, Moses & Singer, 1301 Avenue of the Americas, New York, NY 10019-6076. To qualify for year 2000 grants, completed application forms must be received no later than September 30, 2000.

The *Born to Read: How to Raise a Reader* brochure offers tips to parents and other childcare providers on how to share books and instill in children the joy of reading from the day they are born. Helping parents raise children with healthy bodies and minds is one of the goals of the Born to Read program. Another is to demonstrate how community partnerships between librarians and health care providers can result in outreach to new and expectant parents and help them raise children who are "born to read." For more information about the Born to Read program, see the ALA Web site at <<http://www.ala.org/alsc/born.html>> or call 800/545-2433, ext.1398.

Friends of Libraries U.S.A. (FOLUSA) has enhanced and focused its **Books for Babies** campaign to include parents at all reading levels by importing an informative, easy-to-read booklet used during the national reading promotion in England. *Babies Love Books* by Catherine and Laurence Anholt will show American parents at lower reading levels the importance of nurturing literacy skills in their children by talking, playing and reading with them. This colorfully illustrated new edition to the Books for Babies kit is included in bright yellow bags for moms along with baby's first book, baby's first library card, three pamphlets about the importance of reading, Barbara Bush's "Family Reading Tips" and a nursery rhyme and finger game booklet. Locally inserted library information and a bib are optional additions. The kits are available for purchase by Friends, public libraries, hospital groups, churches, Rotary, Kiwanis, women's clubs and other community organizations for \$5 each with a minimum order of 25. They are distributed to mothers of newborns through hospitals and doctor's offices. Sample kits with bibs are available for \$8. For more information call 800-9FOLUSA.

The Association of College and Research Libraries (ACRL) is joining divisions of ALA and associations across America in support of the second annual ALA Divisions **2001 Job Shadow Day**. This event, which will be held on February 2, 2001, partners junior high and high school age students with library mentors for an up-close look at careers. ACRL is looking for volunteers from academic and research libraries to serve as library coordinators and mentors. Commitment forms are available on the Web at <<http://www.ala.org/acrl/jobshadowday.html>>. Completed forms should be submitted to ACRL Job Shadow Day, 50 E. Huron St., Chicago, IL 60611; fax 312/280-2520. For more information about Job Shadow Day or requests for Job Shadow Day planning kits, call Margot Sutton at 312/280-2522; e-mail: <msutton@ala.org>. Information about ACRL's programs and services are available at <<http://www.ala.org/acrl.html>>.

The **Public Library Association's (PLA) 2001 Spring Symposium** will be held March 1-3, 2001, at the Palmer House Hilton Hotel in Chicago. Topics for the Symposium are: "Emergent Literacy - Reading Development in Children," "Digitization," "Emerging Formats - DVDs, E- books and More" and "Planning and Designing Library Buildings." An additional topic will be announced. The symposium also will feature an opening general session, author luncheon and a PLA store. Registration forms will be available in September. Registration and program information will soon be available on the PLA Web site at <www.pla.org>.

Spanish-speaking families, as well as schools & organizations serving them, may obtain a **videotape featuring tips on parent involvement in education, ready-to-learn issues, reading and math, and preparing young people for college**. "Vamos juntos a la escuela" ("Let's Go to School Together") was produced by the U.S. Department of Education for use in parent meetings or in the home. The 15-minute tape can be used in presentations to groups of Spanish-speaking families by schools, colleges, community-based organizations, faith-based organizations, & others. Maria Elena Salinas, news anchor for the Univision Spanish-language television network, provides the narration. The tape is packaged in a kit with print materials in Spanish. The free video may be ordered online at <<http://www.ed.gov/pubs/edpubs.html>> or by calling 877/4-ED-PUBS.

The Women's National Book Association (WNBA)/Ann Heidbreder Eastman **Grant is available for librarians interested in learning about the relationship between the library and publishing profession**. The grant of up to \$750 is for a librarian to take a course or participate in an institute devoted to aspects of publishing as a profession or to provide reimbursement for such study completed within the past year. Librarians holding an MLS or its equivalent and having at least two years of post master's work experience in a library may apply. The primary qualification will be the likelihood of career benefit to the person taking the course. For more information or to receive a copy of the guidelines, see the American Library Association (ALA) Web site at <www.ala.org/work/pub/eastman.html> or call Grant Administrator Eve Cotton at 312/290-2427. The application is available from ALA Fax-on-Demand at 800-545-2433, press 8 and select number 462.

REFORMA, the National Association to Promote Library and Informational Services to Latinos and the Spanish-Speaking, announces its **new mentoring program** for American Library Association (ALA) Latino Spectrum Scholars. The program is designed to match REFORMA library practitioners with Latino Spectrum scholars based on scholars' professional interests and mentors' library experiences. The program will be coordinated with the ALA Diversity Office that is responsible for the ALA Spectrum Scholars Program. The only requirements of involvement in the program are that mentors be REFORMA members in good standing and that ALA Spectrum Scholars be Latinos. Application deadline for the program is August 31, 2000. Latino Spectrum Scholars and REFORMA library practitioners interested in the program should contact, Mentoring Program Chair Maria A. Champlin by e-mail at <mariac@lvccld.lib.nv.us> or Mentoring Program Vice-Chair Judith Valdez by sending e-mail to <jvaldez@carbon.cudenver.edu>. Additionally, interested parties can review the program and application forms on the REFORMA Web site at <www.reforma.org>.

Technology and its impact on our everyday life and the unique culture of the American West will be explored at the **Association of College and Research Libraries (ACRL) 10th National Conference**. Focusing on the conference theme, "Crossing the Divide," two prominent leaders will explore these issues **in Denver, Colo.**, March 15-18, 2001. Registration for ACRL's national conference will begin in September 2000. For more information, see the conference Web site at <www.ala.org/acrl/denver.html>. Questions about the conference should be directed to Margot Sutton at 800-545-2433; ext. 2522 or send e-mail to <msutton@ala.org>. More information about ACRL's programs and services can be found at <www.ala.org/acrl.html>. ACRL is a division of the American Library Association.
