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IN THIS ISSUE:

Changes to MINITEX Statewide Database Licensing 1

ELM Usage – July 1, 2001-March 31, 2002. 2

Combined Name & Mission: Cooperative Purchasing & Electronic Resources Services (CPERS). 6

MINITEX Overnight Staff and Sort Time Study - Results and Analysis. 6

MINITEX New Website Design 7

MLAC Staff Prepares for MnLINK Migration 7

Alternatives for Items Held at Minneapolis Public's Central Library 8

On My Mind, By Bill DeJohn. 8

News From MINITEX CPERS 10

NEWS FROM THE MINITEX REGION

Univ. of MN's Walter Library Begins "New Chapter" 11

Honors for MINITEX Region Library Staff 12

Changes to MINITEX Statewide Database Licensing By Bill DeJohn

Due to the Minnesota state budget shortfall for FY02 and FY03, there will be a \$737,000 reduction in MINITEX's Legislative appropriation effective July 1, 2002. MINITEX staff have spent considerable time reviewing various budget scenarios to determine the reduction's impact on our overall operations as well as on statewide database licensing. The future of database funding is uncertain because MINITEX appropriations have been set by the Legislature for FY04 and FY05, and there are other costs we need to deal with in FY03 (and potentially in FY04 as well). Also, FY04/05 Biennial Budget instructions from the Minnesota Department of Finance state "... it is likely that the major focus of budget preparation will be on further budget reductions, rather than budget initiatives."

In reviewing how to absorb this reduction in state funding, we looked at the subsidized academic and statewide databases and sought and received comments from many of you. **The result of the operational review and participant comments is that MINITEX will discontinue its Minnesota statewide subscription to ProQuest's Newspapers5 effective June 30, 2002.** Newspapers5 includes the Minneapolis StarTribune, New York Times, Wall Street Journal, Los Angeles Times, and Washington Post. This means this package of newspapers will not be available through the Electronic Library for Minnesota (ELM) in 2002/2003 (July 1, 2002 - June 30, 2003).

We will continue to maintain the current (FY02) Gale Group databases in FY03, and we will continue to subscribe to The OCLC Collection, which provides WorldCat and NetFirst. Gale usage statistics continued to be very high among all libraries during the nine-month period, July 2001 – March 2002, while usage for The OCLC Collections, especially WorldCat, remains very high among public and academic libraries.

Pricing and order information has been posted on the MINITEX Cooperative Purchasing & Electronic Resources Services web site (at <http://www.minitex.umn.edu/cpers/newspaper>) for those libraries that wish to consider purchasing an institutional subscription to one or all of these newspapers from ProQuest, bigchalk, Newsbank, Gale, and Lexis/Nexis.

This is not a decision we take lightly. We value the relationship we've developed with ProQuest and note that usage patterns show steady usage of all of the newspapers by academic, school (K-12), public, and state government libraries. We hope that we can find some way to recover our lost appropriations in the 2003 Legislative session. We believe that access to newspapers,

especially full-text articles, is very important for all Minnesotans, and we know the newspapers were being used in classroom assignments as well as by the general public. This is a loss for Minnesotans and, especially, for students.

Future Activities

I strongly believe we must make a concerted effort this summer and fall to obtain more use of and buy-in to support statewide databases. The Electronic Library for Minnesota will continue, and we are planning to increase ELM’s visibility in the coming months. This is a good example of “State Tax Dollars at Work,” and we want Minnesotans to realize that this information is available for their use and for the use of their children and is tied closely to local library services. We need to educate many more people about the value of having these information resources available statewide in order to provide equity for Minnesotans.

**ELM Usage –
July 1, 2001-March 31, 2002**

We have been tracking usage by Minnesota libraries of the Electronic Library for Minnesota (ELM) databases and would like to report on the first nine months of the current fiscal year. A report on the full 12 months will be provided in early Fall.

The charts below show usage for the Gale Group databases, The OCLC Collection, and ProQuest Newspapers⁵. We are pleased to see the levels of usage with over 5 million searches across all of the databases. The searches are different because the databases are different, so the following charts are specific to the databases offered through statewide licensing subscriptions. Even though the numbers are high, we believe there would be much more usage if more people knew that these resources are available to them.

(Please note that in the Gale tables, the retrievals, which tabulate the printing of documents, are undercounted because Gale only captures printing that occurs when the Gale print button is used. Printing generated when searchers click their browser’s print button does not appear in Gale’s statistics, and we are told many people use their browser print button. Not included in this breakdown is the number of searches and full text retrievals of the Gale Expanded Academic and General Reference databases loaded into the MnSCU/PALS database and accessed by students and faculty of MnSCU/PALS libraries. Also, we have excluded a small number of searches attributed to “unclassified” libraries – those not included in the four main categories – so the reported Totals may exceed the sum of the numbers in some columns for the Gale tables.)

Table 1: ELM Gale databases: Academic, Public, K-12 School, Special Libraries (7/1/01-3/31/02)

Database	Sessions	Views (full text retrievals)	Retrievals – printing using Gale print Button	Searches	Percent of Searches
Computer	18,523	40,727	12,651	38,257	1%
Contemporary Authors	30,103	29,430	3,134	46,461	1%
Expanded Academic	337,495	1,097,506	201,820	1,053,537	28%
Business	89,133	241,178	35,708	345,538	9%
General Reference	170,681	481,370	77,453	452,725	12%
Health Reference	99,105	248,267	33,149	360,717	9%
InfoTrac OneFile	139,749	403,032	61,743	383,573	10%
K-12 Files	291,229	96,228	352,177	1,134,752	30%
TOTAL	1,176,018	2,637,738	777,835	3,815,560	100%

Table 2: Usage by Academic Libraries (7/1/01-3/31/02)

Database	Sessions	Views (full text retrievals)	Retrievals – printing using Gale print Button	Searches	Percent of Searches
Computer	9,255	26,441	10,252	21,206	1%
Contemporary Authors	10,070	10,274	1,236	16,289	1%
Expanded Academic	296,300	974,514	177,900	939,091	59%
Business	57,662	156,131	23,714	194,420	13%
General Reference	36,823	115,491	18,733	105,654	7%
Health Reference	35,674	109,383	16,719	128,190	8%
InfoTrac OneFile	48,601	163,213	26,633	148,478	9%
K-12 Files	9,414	5,496	12,167	35,840	2%
TOTAL	503,799	1,560,943	287,354	1,589,168	100%

Table 3: Usage by Public Libraries (7/1/01-3/31/02)

Database	Sessions	Views (full text retrievals)	Retrievals – printing using Gale print Button	Searches	Percent of Searches
Computer	6,027	10,418	1,878	11,421	2%
Contemporary Authors	5,207	5,073	491	7,914	1%
Expanded Academic	19,535	65,104	14,741	57,273	8%
Business	23,706	69,080	10,501	113,400	17%
General Reference	82,547	246,873	41,078	204,818	30%
Health Reference	21,197	62,973	8,967	95,275	14%
InfoTrac OneFile	35,531	110,691	16,622	98,295	15%
K-12 Files	25,174	7,376	19,518	90,186	13%
TOTAL	218,924	577,588	113,796	678,582	100%

Table 4: Usage by K-12 Schools (7/1/01-3/31/02)

School Libraries	Sessions	Views (full text retrievals)	Retrievals – printing using Gale print Button	Searches	Percent of Searches
Computer	2,975	3,417	499	5,144	
Contemporary Authors	14,539	13,823	1,379	21,823	1%
Expanded Academic	20,104	52,568	8,412	52,657	4%
Business	5,994	11,175	727	28,444	2%
General Reference	48,993	112,736	16,991	123,167	8%
Health Reference	39,197	73,575	7,074	133,858	9%
InfoTrac OneFile	53,919	123,699	17,694	132,340	9%
K-12 Files	251,484	81,783	308,619	992,259	67%
TOTAL	437,205	472,775	361,395	1,489,692	100%

Table 5: Usage by Special Libraries (7/1/01-3/31/02)

Database	Sessions	Views (full text retrievals)	Retrievals – printing using Gale print Button	Searches	Percent of Searches
Computer	160	193	11	252	1%
Contemporary Authors	125	104	12	189	1%
Expanded Academic	703	2,076	415	1,920	10%
Business	2,325	4,531	728	7,194	38%
General Reference	790	1,796	346	899	5%
Health Reference	2,868	1,847	336	2,957	15%
InfoTrac OneFile	1,331	4,351	696	3,401	18%
K-12 Files	379	573	169	2,336	12%
TOTAL	8,681	15,471	2,713	19,148	100%

Table 6: Usage of Selected Gale Databases on the MnLINK Gateway (7/1/01-3/31/02) (20 Gateway Libraries)

Database	Searches Alone- just this button was chosen by use	Searches Group-several buttons chosen by user at once	Total Searches	Percent of Searches
Computer	1,018	2,920	3,938	6%
Expanded Academic	13,996	8,846	22,842	35%
Business	1,555	3,033	4,588	7%
General Reference	3,983	8,818	12,801	19%
Health Reference	3,161	2,889	6,050	9%
InfoTrac OneFile	16,009	3	16,012	24%
TOTAL	39,722	26,509	66,231	100%

Table 7: Usage of The OCLC Collection Database (7/1/01-3/31/02) (All Libraries)

Database	Searches of the OCLC Collection Database directly by Libraries	Searches of MnLINK Gateway Alone-- (only option chosen by user)	Searches of MnLINK Gateway Group-- (several databases searched as group by user)	Total Searches combining all three sources	Percent of Searches
ArticleFirst & ContentsFirst	79,729	3,188	2,003	84,920	12%
NetFirst	21,160	2,141	1,149	24,450	3%
Union Lists	6,926	1,414	1,851	10,191	1%
WorldCat	447,299	70,488	1,214	519,001	71%
Electronic Collections Abstracts & Indices	86,591	2,915	1,198	90,704	12%
TOTAL	641,705	80,146	7,415	729,266	99%

Table 8: Usage of the ProQuest Newspapers (7/1/01-3/31/02) (All Libraries)

Database	Totals by Title Citations; Abstracts; Text; Graphics; Page	MnLINK Gateway Alone – (only option chosen by user)	MnLINK Gateway by Group – (several databases)	TOTAL
Academic Libraries	166,434	NA	NA	
Public Libraries	96,181	NA	NA	
School Libraries	144,358	NA	NA	
Special Libraries	14,747	NA	NA	
TOTAL	421,720	11,836	6,922	440,478

NA = not available

Table 9: Usage of the ProQuest Newspapers (7/1/01-3/31/02)

(By type of library & by newspaper. Statistics include citations, abstracts, text only, text plus graphics and page images.)

	Academic Libraries	Public Libraries	K-12 School Libraries	Special Libraries	TOTAL	Percent
New York Times (plus NYT Book Review & NYT Magazine)	51,924	22,923	42,284	3,018	120,149	28%
Star Tribune	29,304	25,997	27,293	5,542	88,136	21%
The Los Angeles Times	33,082	19,666	33,078	2,398	88,224	21%
The Washington Post	30,500	15,939	29,953	2,228	78,620	19%
Wall Street Journal	21,624	11,656	11,750	1,561	46,591	11%
TOTAL	166,434	96,181	144,358	14,747	421,720	100%
Percent	39%	23%	34%	4%	100%	

Combined Name & Mission: Cooperative Purchasing & Electronic Resources Services (CPERS)

The MINITEX Cooperative Purchasing Program (CPP) and MINITEX Electronic Information Technologies Program (EIT) have merged their names and activities to become Cooperative Purchasing & Electronic Resources Services (or CPERS). Visit the new CPERS web pages where you will find information about the library products and databases available for purchase at a consortial price through MINITEX:

<http://www.minitex.umn.edu/cpers/>

Each library product or resource will have its own web page with important information, such as product highlights, pricing, information on licensing, usage statistics, trials, and whom to contact at MINITEX or the vendor for more information. Other features of the CPERS web page include a handy chart of renewal dates for the resources we offer, a list of technical contacts for our vendors, and a feedback form where you can suggest databases and products that you would like us to consider or provide us with suggestions on how we can improve our service to you.

MINITEX Overnight Staff and Sort Time Study - Results and Analysis

Our pilot project to test whether an evening shift by delivery staff in the MINITEX Central Office could decrease delivery times for many Minnesota libraries has shown the additional staffing does, indeed, shorten the delivery time by one day in almost all cases. MINITEX Delivery staff worked with our courier, Velocity Express, to receive and

sort library materials in the early evening hours and have them ready for Velocity Express to pick up and deliver to participating libraries the following day.

MINITEX Delivery staff conducted a time study during February on materials that filled PALS Direct Borrowing and public library Place-a-Hold requests. The February time frame was selected because it included the last two weeks of the Overnight Sort Study and the first two weeks following the project.

The data collected showed that the Overnight Sort Pilot Project shortened the delivery time of library materials by one day in almost all cases. During the Overnight Sort, many library materials were delivered from the lending library to the borrowing library overnight (38.4 percent for PALS Direct Borrowing and 33.7 percent for Place-a-Holds).

- During the first two weeks of the Pilot Project when items were being sorted overnight, 77% of all items were delivered in one or two days.
- After the overnight sort, less than 1% of items were delivered in one day, and 94% of items took two or three days.

This directly affected libraries receiving direct delivery from the MINITEX Office, mostly in central and eastern Minnesota. Primary library delivery locations that received materials one day earlier during the Pilot Project were:

Anoka County Library
Anoka Hennepin Technical College
Anoka Ramsey Community College
Carleton College
Carver County Library
Central Lakes College

Century College
 Dakota County Library
 Dakota County Technical College
 East Central Regional Library
 Hennepin County Library
 Hennepin Technical College
 James J. Hill Reference Library
 Kitchigami Regional Library
 Metropolitan State University
 Minneapolis Community and Technical College
 Minneapolis Public Library
 MN Dept. of Children, Families and Learning
 MN Dept of Health
 MN Dept. of Trade
 MN Dept. of Transportation
 Minnesota Historical Society
 Minnesota Legislative Reference Library
 Minnesota Pollution Control Agency
 Minnesota School of Professional Psychology
 Minnesota State Law Library
 Minnesota State University, Mankato
 Normandale Community College
 North Central University
 North Hennepin Community College
 Pioneerland Library System
 Ramsey County Library
 St. Cloud State University
 St. Mary's Graduate Center
 St. Paul Public Library
 St. Paul Technical College
 Scott County Library
 SELCO Regional Library System
 Washington County Library
 Winona State Library

We could not include a number of libraries in northern and western Minnesota because of our courier's route schedules. We are studying this closely to see what might be done about this situation.

Delivery staff have developed a proposal for FY03 that would result in the pilot project turning into a regular program, but no decisions have been made at this time. For more information about the study and its results, contact Kathy Drozd (612-624-9553, 800-462-5348, kdrozd@umn.edu) or Fred Finch (612-624-3374, 800-462-5348, finch006@umn.edu).

MINITEX New Website Design

There's a new look and new information at the MINITEX website:

<http://www.minitex.umn.edu/>

The new web design went live on April 15 with new and updated information for all MINITEX programs as well as the new design look, which features a more unified design

scheme, and full searching capability. The site continues the pages for each MINITEX program and service, training sessions and conferences, publications, and other topics.

Please note that several MINITEX web site URLs have changed as a result of the redesign, so previously stored bookmarks for these pages now generate a "page not found" message. High-use pages can be redirected automatically to their new URL. If you would like to report one of these, please use the web site feedback form or the general contact form, both conveniently linked from the new home page.

Also, if you have links to MINITEX pages in your library sites, please check to make sure they are current. If you would like help with locating the new URLs for links, you may use the online forms to request assistance as well.

MLAC Staff Prepares for MnLINK Migration

Staff of the Minnesota Library Access Center (MLAC) are making plans for migration to the new MnLINK Integrated Library System (ILS) this summer. MLAC bibliographic records, along with the rest of the University of Minnesota Libraries, Twin Cities' MNCAT catalog, are scheduled to migrate to the ILS on July 1.

The change to the Ex Libris-based ILS will require 20 hours of Aleph training for each MLAC staff member. The migration will bring a significant change in operations, as depositing libraries will no longer need to prepare copies of electronic records for export into MNCAT. Instead, MLAC staff will use existing MNCAT records, if available, and OCLC records if no MnCAT record is found. Depositing libraries will be asked to provide bibliographic records only if the appropriate records cannot be found in MNCAT or OCLC.

Plans call for the University's MNCAT catalog to be frozen as of May 17, and no record updates can be made until the new Aleph system is up and running. That means MLAC staff cannot accession items during the interim, but staff will still be able to page and circulate items and do stack maintenance. During this time, MLAC will accept items for deposit; staff will size sort and store material until Aleph implementation. MLAC staff anticipates that another 450,000 items may be accessioned during the coming fiscal year from Carleton College, James J. Hill Reference Library, the University of Minnesota campuses in Duluth and the Twin Cities, and other libraries.

Alternatives for Items Held at Minneapolis Public's Central Library

The Minneapolis Public Library's central downtown library is closing and moving into smaller temporary space while the new building, which is due to open in 2006, is under construction. Approximately 75 percent of the Central Library's collection will be inaccessible during the interim. MINITEX staff has found, however, that nearly 70 percent of the 10,000 requests we fill annually at the Central Library are for LC books or current periodicals, which will continue to be available during construction. Also, Minneapolis Public branches can supply many of the items now unavailable from the Central Library, and we can obtain these items within a day or two. Academic libraries also own many of the same resources, so we can refer requests to other possible lenders using normal processes.

MINITEX will also provide "satellite" work space in the MINITEX offices in Elmer L. Andersen Library and Wilson Library for three Minneapolis Public staff during the construction period. They will have access to a desk, lockers, telephone, photocopiers, and a fax machine. The MPL staff will use materials in the University of Minnesota Libraries as needed to continue service to their patrons.

On My Mind, By Bill DeJohn

Some thoughts on K-12 schools, higher education, and the general public.

"The availability of learning anytime, anywhere blurs the lines between the traditional silos of education and workplace learning, and connects the reach of a child with the access of a knowledge worker." (1)

"...the emphasis on information no longer serves us well. Public libraries perform a broad range of roles. . . .But in articulating our purpose, our role, and our mission, it behooves us to focus on our educational role. . . .In my experience, education is the primary theme that will help libraries secure resources. I'm not speaking about what libraries and librarians do but how we talk about what we do . . ." (2)

One of the things on my mind in past months is that libraries are seldom, if ever, at the table to discuss possible future strategic directions for change to the education system at either the K-12 and higher education level – especially for discussions related to electronic learning and how library services, in general, and public libraries, in particular, will be impacted. Plans are devised at all levels of our state and communities about

K-12 and higher education, but librarians don't seem to be brought into those discussions early enough to add their perspective and their considerable expertise to impact the direction of these activities.

It appears to me that the future of libraries and education will depend on greater collaboration and strategic thinking among all sectors in the education field. I think library directors need to be more proactive with policy makers from educational, business, and governmental entities. Talking among librarians won't get the job done; we already do that, and we do it more than most non-library entities in terms of sharing our resources, talents, and our time to try to plan our futures. But, these discussions cannot continue in a vacuum.

Respondents to the March 2002 ALA survey (<http://www.ala.org/news/v8n5/studies.html>) concerning public libraries indicated that "the library is most often used for educational purposes (46 percent), followed by entertainment (41 percent)." This issue should at least be discussed among librarians on a wide scale, especially since the Director of the Institute of Museums and Library Services (IMLS) seems to believe that "...education is the primary theme that will help libraries secure resources." (Note his statement in the second quotation at the beginning of this article).

Consider the following quotes from David Glick's *On-Line Learning in Minnesota: State and local policy questions raised by course-equivalent on on-line learning programs:*

On-line learning creates the possibilities of students open enrolling into districts that are quite distant from their resident districts. This raises several questions regarding the need for delivery of student services such as counseling, library and media services, and in some cases, special education services. (3) (DeJohn note: we all know that those students will lean heavily on nearby libraries of whatever type.)

From a list of needs and services intended as a starting point for school districts as they consider how to deliver services to on-line students, two items mention libraries:

- *Access to library materials and other academic resource. . . .*
- *Coordination with community resources, such as the local public library. (4)*

Glick's report is 32 pages long with several appendices and, although it mentions public libraries a few times, there were no public library directors listed as members of

the On-Line Learning Task Force. It also includes the following statement on page 3:

*Many others have studied, and are studying, the implications of on-line learning for adult learning, higher education, and professional development. Many colleges and universities have offered on-line courses for many years, and the Minnesota Virtual University (MNVU) opened its doors in June 2001. **Although the need to coordinate these various efforts is clear, this report is focused on the K-12 arena. Our work overlaps to other levels only in terms of their impact on the policies and practices of K-12 education.*** (bolding added for emphasis — DeJohn)

I'm sorry, but I disagree. It seems to me that there needs to be more discussion about planning and policies involving K-12 and higher education, and it should include librarians since information literacy is a growing concern throughout education and life-long learning (and, especially, in the work force of today and tomorrow). When all players are not at the table for initial discussions, there is natural resistance to adding a 'coordination' component later when it could have been planned for from the beginning (but seldom is). Those of us working in library cooperation and collaboration are quite familiar with the need to have everyone at the table when beginning to plan an initiative. And, it appears that the issue of information literacy is now being discussed in all three sectors: K-12, higher education, and in the work force, and libraries cut across all three sectors! School librarians need to more integrated with academic and public librarians to make an impact in local communities and in statewide discussions, or maybe it is the other way around! Whose responsibility is this? Maybe the academic and public library directors should try harder to integrate school librarians into what they are doing. I am well aware that few people have the time to be so involved, however, the rewards could be great if we take the long view.

Academic librarians should be able to make a case that, by working with local K-12 schools, they are helping to teach and reach students who may someday be students at their own institutions. Hopefully, school librarians would welcome the assistance of academic librarians. Public librarians can make the case that teaching young students to be more information literate results in a more informed work force. I know that K-12 students visit local public libraries on a regular basis, either as a class visit or individually, and many high school students visit academic libraries on a regular basis as a class or individually. However, I believe that more collaboration is necessary among all types of librarians in this endeavor.

My point is that there are many cooperative activities among different types of libraries in local communities that benefit students and the general population. But, few policy and educational officials seem to understand that this is usually at the initiative of local librarians and is very dependent upon personalities and local communities; it is not usually supported by coordinated action at funding and policy levels in local and state government.

I hope that, in the coming months and years, there will be a much more active and dynamic relationship among public, academic, and school librarians in local communities focused upon the community's key decision makers to support the improvement and enhancement of information service delivery and on informed citizens to support the community's educational and economic growth.

In terms of what librarians of all types need to do in local communities, here are a couple recent reports from the Public Library Association meeting in Phoenix last month.

- The Urban Libraries Council (ULC) presented a program on "Listening to Power." Joey Rodger, ULC's president, led off by "...providing a distinction between 'advocates' and 'players.' Advocates have one message, and repeat it often – library, library, library. They are not invited to the table 'because everyone has heard their song,' Rodger said. Players, on the other hand, communicate about a broad range of issues – such as economic development, literacy, and other elements of the community's business – not just the 'agency' of libraries." (5)
- Another program featured the Phoenix Public Library Director interviewing a Phoenix City Councilman "... on the place of public libraries in the broad arena of urban institutions and issues. 'In a typical day, who gets your attention, and how?' 'Be relevant to me,' Stanton said. That relevance can be demonstrated by petitions, reports of public meetings, and explanations of why an issue or cause is worth his time. 'Make your best argument for effective use of limited resources,' was his advice. 'Why are libraries not on the radar as part of the solution to local issues?' Garvey asked. 'Do your homework,' Stanton replied. 'Education needs to be done about what's going on at the library. Pay for a lunch or two before you're going to ask for something,' he advised. Public library users are active citizens who are important to political leaders. Make the public library a teen center where it is cool to go. Be the school library for charter schools that have no librarians. It's a false argument to try and compete with police and fire departments for funding. Make a case that good libraries for kids is a

crime prevention tool. Getting increased funding is tied to proof of effectiveness, Stanton concluded. (6)

I believe the points made in these two examples are as relevant and valid for academic librarian and school librarians as they are for public librarians.

I believe there is strength in numbers since, within local communities, the librarians from various types of libraries usually work together on an operational level, but may not be making their case collaboratively for adequate funding and resources. This may seem difficult since funding is provided in different ways, but it may be a new way of thinking; most administrators and boards don't have much understanding of the crossover in services and users that occurs among local libraries or, even, statewide. Libraries are really a bargain, and we are not getting our story out to enough people who can make a difference.

There seems to be a disconnect where e-learning and distance education classes and resources and support are discussed in one venue, while 'library and online information resources' are 'assumed' to be available somewhere else. But, cutbacks are being made in one area while increased services are being planned in the other! There is not a connection back to how the e-learning courses are being delivered and supported. If we can't collaborate at the base level of existing services and support, how can we be expected to provide enhanced services in an online environment anywhere, anytime?

The first quote included above recognizes that businesses are very interested in the type of education that is provided in K-12 schools because these schools' graduates are their future work force! High school graduates are future taxpayers, college students, and members of their communities' work force and should be active public library users and supporters. The quote continues:

HRD professionals have long been aware of the central role that a good education plays in the work-related development of employees. Employers have also focused attention on the quality of K-12 education as their concerns have grown about the sufficiency of entry-level, basic skills among U.S. high school graduates. Until recently, however, K-12 education has been viewed as essentially separate from the education and learning that come after.

That view has changed as employers and educators have come to agree on the imperative of lifelong learn-

ing, in which education and training will operate as a 'pipeline' that people move in and out of from kindergarten through post-secondary education through work-related, continuous learning as adults. That perspective is being reinforced by the rapid introduction of technology into all learning environments: The availability of learning anytime, anywhere blurs the lines between the traditional silos of education and workplace learning, and connects the reach of a child with the access of a knowledge worker. (7)

In Minnesota, we need more leaders to develop an improved system to work with the K-12 and higher education systems beyond libraries to ensure not only access to information resources throughout the state, but a level of information literacy that will transfer to wherever a user needs information for educational or work related purposes. We know from experience that K-12 students tend to use available and convenient public and academic libraries close to where they live, and they expect information and assistance as they visit these libraries. Libraries are an important part of the world of education and need to be involved in any changes being discussed because students moving through the secondary and higher educational systems should understand that libraries are places where they can continue to enhance their education and find answers to their informational needs, whether they visit the libraries in person or connect to them remotely.

Notes

1. *Training & Development*, Feb. 2000, p. 58-70.
2. Interview by *Library Journal* with IMLS Director Robert Martin. "Libraries, Education, and the IMLS: Director Robert Martin shares his vision for the future of libraries." *Library Journal*, Jan. 2002, p. 18.
3. David Glick, *On-Line Learning in Minnesota: State and local policy questions raised by course-equivalent on on-line learning programs*. Minnesota Department of Children, Families & Learning. March 1, 2002. p. 14.
4. Glick, p. 27.
5. *Library Hotline*, April 8, 2002, p. 6-7.
6. *Library Hotline*, April 8, 2002, p. 6.
7. *Training & Development*, Feb. 2000, p. 58-70.

NEWS FROM MINITEX CPERS

FirstSearch Pricing Changes - Effective July 1, 2002

The price of FirstSearch per-search searches will increase July 1, 2002. If your library is likely to need additional searches, MINITEX recommends purchasing additional blocks of searches before June 30, 2002, to take advantage of the lower price. These per-search changes increase the price of a full-text articles purchased with per-search searches. Searches will continue to expire two years following the date of a library's last purchase of searches, so this is a great time to plan ahead. New subscription pricing for July 1, 2002, is also now

available. There have been some price increases, while many database prices have been lowered to meet the needs of a wide range of FirstSearch users. Please contact Karen Docherty at MINITEX for detailed pricing information (612-624-2924, 800-462-5348, kdochert@umn.edu)

MindLeaders Available through the OCLC Institute and MINITEX

The OCLC Institute and MINITEX have partnered with MindLeaders, a leader in distance education, to bring you low-cost access to online technical education. More than 600 technical courses are available in four topical course groups, from desktop applications to systems administration and Web development. MindLeaders courses and pricing are geared to individual learners.

Here's what's being offered:

- End User Desktop Computing Group (180 courses in 39 series)
- Technical General Group (194 courses in 31 series)
- Technical MCSE Group (147 courses in 37 series)
- Technical Web Development Group (81 courses in 16 series)

For more information:

- visit the CPERS page for MindLeaders (www.minitex.umn.edu/cpers/mindleaders/) or the OCLC website (www.oclc.org) and search for "mindleaders," or
- contact Karen Docherty (612-624-2924, 800-462-5348, kdochert@umn.edu).

FirstSearch Bibliographic Instruction Authorizations

MINITEX and OCLC are offering special authorization numbers for accessing FirstSearch during training sessions. Regular access authorization numbers limit the number of users who can access FirstSearch simultaneously, and this can pose a problem for some libraries. Each bibliographic instruction (BI) authorization allows access to FirstSearch for up to 30 ports. If you need additional ports for an instruction session, this can be arranged. The BI authorizations are for instructional classroom use only and access will be permitted only to those subscription databases that are currently licensed. The BI authorization numbers are free! For more information, visit: <http://www.minitex.umn.edu/eit/first-search/bi.asp>.

OCLC FirstSearch Outbound Linking to JSTOR

OCLC's first partner in outbound linking is JSTOR (<http://www.jstor.org/>). Outbound linking allows users of

OCLC FirstSearch databases that index articles in periodicals available on other services to retrieve full text from those services without leaving the FirstSearch interface. There is no additional charge for the linking service, but institutions and groups must subscribe to JSTOR content and provide either subscription or per-search access to the linked FirstSearch databases to take advantage of the links. Institutions will be able, via the FirstSearch administrative module, to activate the JSTOR collections to which they subscribe. All JSTOR collections will be turned OFF by default in the administrative module, and institutions will be responsible for turning ON the ones they wish to make accessible from FirstSearch. Questions? Please contact Karen Docherty at MINITEX (612-624-2924, 800-462-5348, kdochert@umn.edu)

Attention Public Libraries. . .

OCLC and MINITEX announce special savings especially for public libraries of up to 50% on new subscription orders to several FirstSearch databases. These discounts apply to single institution, first-time subscriptions that begin by Dec. 2002. Databases included in the sale are: PAIS International, Alternative Press Index, ATLA Serials (ATLAS), MDX Health Digest, RILM Abstracts of Music Literature, WorldCat, and NetFirst. Please contact Karen Docherty (612-624-2924, 800-462-5348, kdochert@umn.edu) for details.

NEWS FROM THE MINITEX REGION

Univ. of MN's Walter Library Begins "New Chapter"

An Open House on May 1 welcomed the campus community to the newly renovated Walter Library on the University of Minnesota's Twin Cities Campus. The 80-year-old building, which was renovated extensively during a two-year, \$63.4 million project, now houses the Science and Engineering Library, the Digital Technology Center, the Office of Information Technology, and the IT Deans office. University President Mark Yudof, former Governor Arne Carlson, Interim University Librarian Peggy Johnson, and Andrew Odlyzko, director of the Digital Technology Center, spoke during the program that began the open house.

Following the program, visitors were invited to take self-guided tours of the Walter building. A second, invitation-only program on June 8 will conclude the events planned to mark the beginning of "A New Chapter for Walter Library."

The renovation included refurbishing the building's ornate ceilings and architectural features as well as installation of state-of-the-art digital technology. More information about the new Walter Library is available at:

http://www.itdean.umn.edu/inventing/02winter/features/wl_newchapter.html

Honors for MINITEX Region Library Staff

Cynthia Ahrens, Hennepin County Library administrative assistant, has been selected as the *Library Journal's* Paraprofessional of the Year, 2002. A celebration in her honor was held on April 11 at the Ridgedale Area Library. Ahrens presented a program with Kathie Martin, Gustavus Adolphus College, at this year's Enhancing Quality Staff Symposium, a library paraprofessional seminar sponsored by the University of Minnesota Libraries, Twin Cities. The title was "Beyond Surviving: the evolving paraprofessional."

Audrey Betcher, director of the Rochester Public Library, has received the 4th annual Outstanding Women in Leadership Roles award, which is presented to women working for the city of Rochester or Olmsted County by the Diversity Program Committee in celebration of Women's History Month. The award focuses on such qualities as leadership style and commitment to customer service, to self, to excellence, and to diversity. In her acceptance speech, Betcher praised the library's staff for making the library what it is and pointed out the diverse populations the library serves.

Tom Shaughnessy, who retired in December after 12 years as University Librarian at the University of Minnesota, Twin Cities will be honored with a 2002 President's Award for Outstanding Service. University President Mark Yudof said in his letter to Shaughnessy, "Your excellence is a model for your colleagues and co-workers to emulate. True to the mission of this great land-grant institution, you have done more than your share to make this outstanding University one of the preeminent institutions in the nation. Thank you and bravo for a job well done." A reception honoring President's Award recipients will be held in May, and they will be recognized at the Board of Regents meeting on May 10.

Phuoc Thi-Minh Tran, a staff member of the University of Minnesota, Twin Cities Libraries, has been selected as one of six honorees to receive the U of M Outstanding Community Service Award. She was nominated by teach-

ers in the Richfield School District for her contributions to the Richfield Public Schools and to the community. The award reads: "Twelve years ago, as a new citizen to Minnesota, Phuoc Thi-Minh Tran saw a need for translating and interpreting for immigrant families in the Richfield Public Schools. With fluency in Vietnamese, English, French, Spanish and American Sign Language, she volunteered as a translator. . . .She has organized a multicultural story hour and a homework help program at the Hennepin County Library and assists with a school-wide multicultural curriculum that celebrates the diversity of students in the Richfield Schools." Tran recently received her MLS from the Dominican University program at the College of St. Catherine. She is thought to be the first Vietnamese immigrant to earn an MLS in Minnesota.

MINITEX's Electronic Communications

In addition to our print publications, MINITEX maintains a number of electronic communications vehicles to provide information about our programs.

The MINITEX electronic discussion group, MINITEX NEWS, will allow MINITEX users to exchange questions and answers about new technologies, MINITEX policies and procedures, and other issues. To subscribe, follow these steps:

1. Send an e-mail message to: majordomo@lists.minitex.umn.edu
2. Subject: **[Leave the subject line blank]**
3. The message area should contain a single line that reads:
subscribe minitex-news

The MINITEX World Wide Web homepage (<http://www.minitex.umn.edu>) provides information about MINITEX services and programs and access to MINITEX publications. It also allows searchers to link to other Internet homepages.

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Permission to reprint with appropriate acknowledgement is granted.

This publication is available in alternative formats upon request. Please call Elly Gustafson Held at (612) 624-1081 or (800) 462-5348 or by e-mail (ellygh@tc.umn.edu).

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