EQUIPPING MUSEUMS AND LIBRARIES FOR THE 21ST CENTURY

HEARING

BEFORE THE

SUBCOMMITTEE ON SELECT EDUCATION

OF THE

COMMITTEE ON EDUCATION AND THE WORKFORCE

HOUSE OF REPRESENTATIVES

ONE HUNDRED SEVENTH CONGRESS

SECOND SESSION

HEARING HELD IN WASHINGTON, DC, FEBRUARY 14, 2002

Serial No. 107-45

Printed for the use of the Committee on Education and the Workforce

U.S. GOVERNMENT PRINTING OFFICE

WASHINGTON : 2002

81-193 pdf

For sale by the Superintendent of Documents, U.S. Government Printing Office
Internet: bookstore.gpo.gov Phone: toll free (866) 512-1800; DC area (202) 512-1800
Fax: (202) 512-2250 Mail: Stop SSOP, Washington, DC 20402-0001

AUTHENTICATED
U.S. GOVERNMENT
INFORMATION
GPO

COMMITTEE ON EDUCATION AND THE WORKFORCE

JOHN A. BOEHNER, Ohio, *Chairman*

THOMAS E. PETRI, Wisconsin
MARGE ROUKEMA, New Jersey
CASS BALLENGER, North Carolina
PETER HOEKSTRA, Michigan
HOWARD P. "BUCK" McKEON, California
MICHAEL N. CASTLE, Delaware
SAM JOHNSON, Texas
JAMES C. GREENWOOD, Pennsylvania
LINDSEY O. GRAHAM, South Carolina
MARK E. SOUDER, Indiana
CHARLIE W. NORWOOD, JR., Georgia
BOB SCHAFFER, Colorado
FRED UPTON, Michigan
VAN HILLEARY, Tennessee
VERNON J. EHLERS, Michigan
THOMAS G. TANCREDO, Colorado
ERNEST L. FLETCHER, Kentucky
JIM DeMINT, South Carolina
JOHNNY ISAKSON, Georgia
BOB GOODLATTE, Virginia
JUDY BIGGERT, Illinois
TODD RUSSELL PLATTS, Pennsylvania
PATRICK J. TIBERI, Ohio
RIC KELLER, Florida
TOM OSBORNE, Nebraska
JOHN ABNEY CULBERSON, Texas

GEORGE MILLER, California
DALE E. KILDEE, Michigan
MAJOR R. OWENS, New York
DONALD M. PAYNE, New Jersey
PATSY MINK, Hawaii
ROBERT E. ANDREWS, New Jersey
TIM ROEMER, Indiana
ROBERT C. "BOBBY" SCOTT, Virginia
LYNN C. WOOLSEY, California
LYNN N. RIVERS, Michigan
RUBEN HINOJOSA, Texas
CAROLYN McCARTHY, New York
JOHN F. TIERNEY, Massachusetts
RON KIND, Wisconsin
LORETTA SANCHEZ, California
HAROLD E. FORD, JR., Tennessee
DENNIS KUCINICH, Ohio
DAVID WU, Oregon
RUSH D. HOLT, New Jersey
HILDA L. SOLIS, California
SUSAN DAVIS, California
BETTY McCOLLUM, Minnesota

Paula Nowakowski, Chief of Staff
John Lawrence, Minority Staff Director

SUBCOMMITTEE ON SELECT EDUCATION

PETER HOEKSTRA, Michigan, *Chairman*

PATRICK TIBERI, *Vice Chairman*
THOMAS E. PETRI, Wisconsin
JAMES C. GREENWOOD, Pennsylvania
CHARLIE W. NORWOOD, JR., Georgia
BOB SCHAFFER, Colorado
VAN HILLEARY, Tennessee
TODD RUSSELL PLATTS, Pennsylvania

TIM ROEMER, Indiana
ROBERT C. SCOTT, Virginia
RUSH D. HOLT, New Jersey
SUSAN DAVIS, California
BETTY McCOLLUM, Minnesota
LORETTA SANCHEZ, California

Table of Contents

Table of Contents iii

OPENING STATEMENT OF CHAIRMAN PETE HOEKSTRA, SUBCOMMITTEE ON SELECT EDUCATION, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C. 2

OPENING STATEMENT OF RANKING MEMBER TIM ROEMER, SUBCOMMITTEE ON SELECT EDUCATION, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C. 4

STATEMENT OF ROBERT S. MARTIN, DIRECTOR, INSTITUTE OF MUSEUM AND LIBRARY SERVICES, WASHINGTON, D.C.; ACCOMPANIED BY BEVERLY SHEPPARD, DEPUTY DIRECTOR FOR MUSEUM SERVICES 6

STATEMENT OF STEVEN K. HAMP, PRESIDENT AND CEO, HENRY FORD MUSEUM AND GREENFIELD VILLAGE, DEARBORN, MICHIGAN 17

STATEMENT OF LINDA YODER, DIRECTOR, NAPPANEE PUBLIC LIBRARY, NAPPANEE, INDIANA 19

STATEMENT OF LUCILLE C. THOMAS, VICE PRESIDENT, BOARD OF TRUSTEES, BROOKLYN PUBLIC LIBRARY, BROOKLYN, NEW YORK 22

APPENDIX A - OPENING STATEMENT OF CHAIRMAN PETE HOEKSTRA, SUBCOMMITTEE ON SELECT EDUCATION, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C. 33

APPENDIX B - WRITTEN STATEMENT OF ROBERT S. MARTIN, DIRECTOR, INSTITUTE OF MUSEUM AND LIBRARY SERVICES, WASHINGTON, D.C. 37

APPENDIX C - WRITTEN STATEMENT OF STEVEN K. HAMP, PRESIDENT AND CEO, HENRY FORD MUSEUM AND GREENFIELD VILLAGE, DEARBORN, MICHIGAN 53

APPENDIX D - WRITTEN STATEMENT OF LINDA YODER, DIRECTOR, NAPPANEE PUBLIC LIBRARY, NAPPANEE, INDIANA 67

APPENDIX E - WRITTEN STATEMENT OF LUCILLE C. THOMAS, VICE PRESIDENT, BOARD OF TRUSTEES, BROOKLYN PUBLIC LIBRARY, BROOKLYN, NEW YORK 77

Table of Indexes 86

HEARING ON EQUIPPING MUSEUMS AND LIBRARIES FOR THE 21ST CENTURY

Thursday, February 14, 2002
U.S. House of Representatives,
Subcommittee on Select Education,
Committee on Education and the Workforce,
Washington, D.C.

The subcommittee met, pursuant to notice, at 9:34 a.m., in Room 2175, Rayburn House Office Building, Hon. Peter Hoekstra [chairman of the subcommittee] presiding.

Present: Representatives Hoekstra, Tiberi, Hilleary, Owens, Roemer, Scott, Holt, Davis, and McCollum.

Staff present: Blake Hegeman, Legislative Assistant; Patrick Lyden, Professional Staff Member; Whitney Rhoades, Professional Staff Member; Deborah L. Samantar, Committee Clerk/Intern Coordinator; Rich Stombres, Professional Staff Member; Heather Valentine, Press Secretary; Maggie McDow, Minority Legislative Associate/Education; and Joe Novotny, Minority Staff Assistant/Education.

Chairman Hoekstra. A quorum being present, the Subcommittee on Select Education will come to order.

We are meeting today to hear testimony on ``Equipping Museums and Libraries for the 21st Century." Under committee rule 12(b), opening statements are limited to the chairman and the ranking minority member of the Subcommittee. Therefore, if other members have statements, they may be included in the hearing record.

With that, I ask for unanimous consent for the hearing record to remain open 14 days to allow member statements and other extraneous material referenced during the hearing to be submitted into the official hearing record. Without objection, so ordered.

Good morning. I would like to welcome all of our guests and witnesses to this hearing of the Select Subcommittee on Education. I guess for Mr. Roemer and I, ``good morning" - it is

almost like -.

Mr. Roemer. It is like good night.

OPENING STATEMENT OF CHAIRMAN PETE HOEKSTRA, SUBCOMMITTEE ON SELECT EDUCATION, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C.

Chairman Hoekstra. That's right, good night. Mr. Scott, it's good to see you. And I guess your alarm clocks on that side of the aisle worked better than those on our side. Thank you for being here.

For those of you that watched the debate on the floor last night, the whole thing, we are glad that you got up early this morning and that you are here as well.

The purpose of today's hearing is to learn about the activities and initiatives currently funded under the Museum and Library Services Act, and to examine issues pertinent to its reauthorization. As many of you know, the Act was last reauthorized in 1996; its authorization expires at the end of fiscal year 2002.

Our witnesses today will share with us their knowledge about the role of libraries and museums in American communities, and about some of the challenges these institutions face. We also hope to hear about recommendations for changes to the law that will enable libraries and museums to better meet the changing needs of the American population.

The Library Services and Technology subtitle is the only federal program solely devoted to supporting libraries. The definition of a library is very wide-ranging and includes institutions of all types and sizes, such as public, academic, school, and state libraries. Libraries are found in cities, suburbs and rural areas large and small. They serve people from all walks of life.

This legislation assists libraries in providing crucial services to the communities they serve. As a result, today's 21st century library is not just a provider of books. Instead, the typical American library coordinates a complete and comprehensive approach to community development and services.

Throughout the nation, libraries are at the forefront of reading and family literacy programs. Libraries serve as essential links to the business community, assisting with job creation and training programs, and assisting with business development initiatives. They are also critical to many people with disabilities, providing them with specialized materials and resources that are obtainable in a single location.

For older Americans, libraries provide a place to interact with others, to use the Internet, and to receive services. For those persons of limited financial resources or who live in remote areas, libraries provide access to books and reference materials, computers and the Internet, and

community-based social services that are often available nowhere else.

In my own district, the Hospital Health InfoSource Library located in Holland, Michigan, serves numerous individuals from low-income families, many of whom do not speak English and lack transportation. With funding from the Institute of Museum and Library Services, the library placed computer workstations at libraries and centers that are more accessible to these patrons. Through a web site and a network, the computers were connected to the hospital, a searchable health database, health web pages, and links to information in Spanish.

The library provisions are flexible and built around the idea of local control and support for library services. Federal support for libraries is concentrated on two key national priorities: outreach to those for whom library service requires extra effort, or special materials; and mechanisms to identify, preserve, and share library and information resources across institutional or governmental boundaries.

The Museum and Library Services Act also supports museums in their educational role and assists museums in modernizing their methods and facilities so they are better able to conserve the cultural, historic, and scientific heritage of the United States. Museums play an important role in the education of people of all ages. Specifically, most American museums provide K through 12 educational programming, with most using local and state curriculum standards to shape their programs. Museums increasingly partner with libraries to offer joint educational opportunities for adults as well as children.

Museums can be an important source of cultural and historical knowledge for people as they learn about the history, the traditions of our country, and our shared identity as Americans. Museums increasingly serve as places where people of different backgrounds, economic levels, and home locations come together, and not only share the experience of viewing their community's artifacts and natural objects, but also discuss community issues.

I would like to thank our witnesses for being here today and testifying. As we discussed before, this is a bill that I am confident that Mr. Roemer and I, along with other members of the subcommittee and the full committee, are going to be able to work together on and to move this relatively quickly through the subcommittee, through full committee and to the floor. We are very interested in getting your input as to exactly what changes need to happen in the law. We are looking forward to working with you to make sure that as we go through and reauthorize the bill, that we get it right and build on the success that has been in place.

So with that, I will yield to my colleague, Mr. Roemer.

OPENING STATEMENT OF CHAIRMAN PETE HOEKSTRA, SUBCOMMITTEE ON SELECT EDUCATION, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C. – SEE APPENDIX A

Mr. Roemer. Thank you, Mr. Chairman. I, too, want to thank you for the hearing this morning, and the great host of witnesses that we have to learn from and to glean information from.

Welcome, and I look forward to the second panel as well, too.

The Chairman and I are very anxious to work together in a truly bipartisan way on this bill. We are excited about it, and I am extremely enthused to learn more, to contribute more, to see more progress in our museums and our libraries throughout this country. They are such treasures and gems, and jewels for this country.

The Chairman was probably a little vague about how late we were up last night working on this legislation. I think the legislative schedule may have ended at about 3:20 a.m., and people finally got out of the House probably by 4:00 a.m. So I am very impressed with Mr. Alvarez, and Mr. - there he goes. Mr. Owens, and Mr. Scott, and Mr. Hoekstra are all here. And I think we are all here because of what the people in this audience do, and what people do around this country.

Chairman Hoekstra. Are we going to see if we can do more opening statements than we did the other day?

Mr. Scott. No, this is just a comment, that Major Owens is a librarian. I haven't figured out what my excuse for getting up in the middle of the night to be here is yet. But thank you.

OPENING STATEMENT OF RANKING MEMBER TIM ROEMER, SUBCOMMITTEE ON SELECT EDUCATION, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C.

Mr. Roemer. You are welcome. So, I would like to begin my statement with a quote by Thomas Jefferson, who once said, ``I cannot live without books." I feel that; as I recall my growing up in South Bend, Indiana, and my mom and dad would take me into the library, the public library there, right downtown. And all five of us as kids could not leave that library until we had two stacks of books underneath our arms, barely able to carry them out, sweating profusely as we left, and required to read every single one of those books.

I try to do that with my children. And with four children - eight, seven, five, and one - they are also very interested in the nation's museums. They love going to museums in South Bend, or Chicago, the Science and Industry Museum, that has just been brilliantly renovated. And then of course the jewels that we have here at the Smithsonian, maybe some of the most extraordinary collection of museums in the world.

So what great opportunities we have here with this bill to do even more for our country - for learning, for our culture, for art, for civic responsibility. And as we go into a new technology age, to try to find ways to tap this new technology to enrich and teach our children and our people about our history and this country. And there are many challenges ahead of us, even in the Smithsonian, to see how we keep up with the times, and how we try to continue and improve those museums.

I am glad today's witnesses were able to join us today to talk about what we can do to help local museums and libraries. I am particularly happy to have Ms. Linda Yoder from Nappanee,

Indiana, here today with us, and I look forward to hearing from her.

Libraries and museums are so important to lifelong learning in this country. Whether it be our nation's capital or in our local community, museums and libraries offer all Americans a great way to learn about our past and explore the future.

The Museum and Library Services Act is the main source of federal funding for both museums and libraries, and I am interested in hearing from today's witnesses about what we can do to improve this act, and what is currently working.

MLSA grants provide funding to all types of libraries to improve access to information through technology, to ensure equity of access and help bring resources to underserved audiences. MLSA grants for museums help strengthen operations, improve care of collections, increase professional development, and enhance community service.

In my own district, grants go to places like the Nappanee Public Library, which Ms. Yoder will talk about in her testimony, as well as going to the South Bend Regional Museum of Art. That museum hosted a wonderful collection over the holidays called ``Carnival of Animals'' that featured illustrations from children's books. I look forward to hearing from today's witnesses about their local museums and libraries, and what types of programs MSLA grants support.

I would like to end with a quote from John F. Kennedy. He said, ``If this nation is to be wise as well as strong; if we are to achieve our destiny, then we need more new ideas from wise men reading more good books in more public libraries. These libraries should be open to all, except the censor. We must know all the facts and hear all the alternatives, and listen to all the criticisms.''

At this point, I will turn it over to our witnesses and the Chairman to hear about the experiences with MSLA grants, and to hear their suggestions on the reauthorization of this important act. And again, I am very excited to be here and learn from all of you here in the audience.

Chairman Hoekstra. Thank you. Mr. Owens, welcome, I didn't know you were a librarian. So thank you for adding that extra piece to our panel this morning. You ought to think about becoming a member of this subcommittee. You joined us yesterday for the hearing on historically black colleges and universities, of which you are a graduate. Soon we will be having a hearing on the Corporation for National Service and AmeriCorps, and if you are back and tell us you are an AmeriCorps veteran - I am not sure I will believe that, but -.

Mr. Roemer. We are going to start to look at your resume real closely, Major.

[Laughter.]

Chairman Hoekstra. That's right. Okay, well, welcome.

Let me introduce our first witness today. He is Dr. Robert Martin. Dr. Martin is the Director of the Institute of Museum and Library Services in Washington, D.C. He has held that position since being confirmed by the United States Senate on July 13, 2001.

Prior to accepting his current position, Dr. Martin served as Professor and Interim Director of the School of Library and Information Studies at Texas Women's University. Dr. Martin holds a Doctor of Philosophy in Library Science from the University of North Carolina at Chapel Hill.

Welcome. Thank you for being here.

STATEMENT OF ROBERT S. MARTIN, DIRECTOR, INSTITUTE OF MUSEUM AND LIBRARY SERVICES, WASHINGTON, D.C.; ACCOMPANIED BY BEVERLY SHEPPARD, DEPUTY DIRECTOR FOR MUSEUM SERVICES

Mr. Martin. Thank you, Mr. Chairman. Good morning, members of the committee. Thank you very much for giving us the opportunity to be here with you this morning to testify in support of the reauthorization of the Museum and Library Services Act.

I am joined this morning by Beverly Sheppard, the Deputy Director for Museum Services at IMLS. Ms. Sheppard provided substantial leadership and direction during the interim before my appointment as Director and she is here to help me with questions related to museum services.

We have provided you with detailed written testimony and certainly would like to have that entered into the record. What I would like to do now is simply speak with you informally and directly about a few of the important points in that testimony.

At the close of the 104th Congress, this subcommittee counted as one of its accomplishments the creation of a new federal agency: the Institute of Museum and Library Services. I am very pleased to be with you this morning, five years later, to tell you that your confidence was not ill founded; that partnership is a success.

We know that for democracy to thrive and survive, and for people to be able to participate effectively in governing themselves, citizens must be both educated and informed. The founders of our nation knew this, and they often spoke of the importance of education.

Libraries and museums are central to educating and informing the citizens of our country. They preserve our rich and diverse history and heritage and transmit it from one generation to the next. They supply accurate and dependable information for our citizens and our leaders to use in their daily work. They are cornerstones of community engagement, and help us find connections to each other and to the world in which we live. In addition, they provide rich and stimulating opportunities for recreation and enjoyment.

Museums and libraries perform many functions for the communities that they serve, but the most important function is to provide the resources and services that support public education in the broadest sense. The rationale that drove the creation of the Institute of Museum and Library Services five years ago was the simple recognition that both libraries and museums are social agencies for public education.

The federal role in supporting our nation's museums and libraries is limited, but it is extremely important. The funds distributed by IMLS are but a small portion of the total resources available for library and museum services. However, they play an extremely vital role in enhancing the services available to our communities. The programs we offer at IMLS foster leadership, creativity, and innovation. They build the capacity of local institutions and they leverage substantial local, state, and private resources.

Today, libraries and museums are changing dramatically. The advent of networked digital information technology now means that we can be linked instantaneously to an almost limitless supply of information resources anywhere in the world. This simple fact is transforming the very idea of a museum and a library.

Libraries and museums have embraced the tremendous possibilities of digital technology and have taken an active role in developing that potential. But, as we boldly move to embrace the new world of digital possibilities, we must not forget that these technologies do not replace the old technologies. The new and the old must continue to exist side by side. The new technology, in fact, enables museums and libraries to extend their reach, acquainting ever-newer audiences with their rich resources, and enticing them to come make use of those resources on-site.

So with all of the talk about virtual libraries and museums without walls, we have to remember that we still need real libraries and museums with walls. We must not lose the notion of libraries and museums as a place - a place where parents can bring children into contact with the world of learning and literacy in the company of other parents and children; a place where trained and caring people can provide instruction to the neophyte on how to use technology; a place where expert professionals can help sort through the massive information available on the Internet, and help distinguish the valid and the relevant from the unreliable and irrelevant; a place where you can still just curl up with a good book, or interact with an authentic object; a place that is a vibrant and vital center for community life.

At IMLS, we are very proud of the role that we play in strengthening our nation's museums and libraries, enabling them to extend their capacity to serve their communities. We believe that with our limited resources and our small but dedicated staff, we accomplish great things for America. We are confident that our track record justifies continuation, and that the Museum and Library Services Act merits rapid reauthorization.

Thank you for your attention. I would be glad to respond to any questions you might have.

WRITTEN STATEMENT OF ROBERT S. MARTIN, DIRECTOR, INSTITUTE OF MUSEUM AND LIBRARY SERVICES, WASHINGTON, D.C. – SEE APPENDIX B

Chairman Hoekstra. Thank you. Talking about the reauthorization, do you see, or do you have any recommendations or suggestions, for modifications or changes to the enabling legislation?

Mr. Martin. Mr. Chairman, the museum and library communities have been working very hard together over the past year or more to develop a consensus approach to reauthorization. They have together provided consensus language for a draft bill.

Those recommendations make very few changes in the current structure of our authorization, and we find those recommendations to be quite congenial. We are very happy to go in accordance with the recommendations of the communities that we serve.

Chairman Hoekstra. Okay. And you have a broad consensus?

Mr. Martin. Indeed we have.

Chairman Hoekstra. Well, thank you for going through that process and enlisting the input of the communities that you serve.

One of the issues that will be talked about as we go through the reauthorization, the President's budget request, I think, is what, about a seven or eight percent increase over last year?

Mr. Martin. Yes, sir.

Chairman Hoekstra. Is that an amount that you are comfortable with, that you think is adequate?

Mr. Martin. Well, sir, it is difficult to address the question of adequacy. There are, to be sure, unmet needs in museums and libraries. We were very grateful for the indication of support that the President's budget recommendation provides, the endorsement of the importance of museum and library programs in our country. We will certainly make good use of that recommendation, if it is a funded.

Chairman Hoekstra. Okay. In the context of it - and you know, there are a lot of folks that are asking for significantly more resources from Washington. For those of you - there are some here from Michigan - are well aware that especially my part of Michigan, and perhaps even Mr. Roemer's part of Indiana, that we have some industries that have been pretty hard hit right now. I have one industry - well, probably the largest employer in my district right now - where the industry has shrunk by about 30 percent in less than one year, and 10,000 folks are laid off. So I appreciate your restraint for asking for additional sums, and the tact with which you answered the question on funding.

What do you think have been the most significant accomplishments of the organization since the last authorization?

Mr. Martin. The most significant accomplishments of the Institute, I think, have been - and the legislation that structures us - has been to enable us to forge that partnership between museums and libraries in the local communities, and to strengthen the infrastructure in support of public

education in the local communities.

The programs that we administer have fostered a great deal of innovation and creativity in developing new approaches to providing resources and services, and extending and enhancing technological infrastructure for providing access to digital collections, and expanding the reach of museums and libraries in their communities.

I think also it is very important to recognize the importance of the museum programs in significantly increasing the quality of professional practice in the museum community. Fully 85 percent of the applications that we get now for our general operating support program come from institutions that meet or exceed the accepted levels of professional practice. That is a significant increase over the previous levels of expertise prior to the beginning of this program.

Chairman Hoekstra. How do you interact or relate to, for example, the National Endowment for the Humanities? I know that one of my museums, a small museum in Muskegon, Michigan, received a grant to do an exhibit and a display through the National Endowment for the Humanities. Do the two programs run parallel? Would some say they are duplicative or overlapping?

Mr. Martin. Actually, we consider ourselves partner agencies. We do, together, fund some similar kinds of projects, in terms of digitization and preservation, for example. But actually, the focus is very different.

We are focusing on developing what are called national leadership programs that explore new ways to use technology to enhance access to collections of all kinds. The National Endowment for the Humanities is focused principally on preserving and working with significant distinguished collections in the humanities that support research in the humanities. So actually, they are very complementary approaches.

We are working together with the National Endowment for the Humanities to develop a common set of requirements for digital technology and sustainability, and preservation in the digital arena, so that grantees and applicants for our programs will be able to more easily craft their projects and proposals, and know which agency is the best and most appropriate potential funder.

We like to think of ourselves as close partners. Our staffs work very closely together. And, far from being overlapping or duplicative, we are actually complementary to each other.

Chairman Hoekstra. If I took a look at an overlap of the state of Michigan, as to the investment and the resources that you are providing to a state like Michigan, would I find that the majority of the grants and the assistance is going to our good friend here, the Henry Ford Museum on the east side of the state? Or would we find that you would be active in the rural areas as well as the major metropolitan areas?

Mr. Martin. Absolutely. First of all, the biggest portion of our funding in library programs goes in fact to the state library administrative agencies, which in turn administer programs statewide. Many of them operate re-grant programs and get that money well distributed within their states.

They provide statewide programs like funding for digital information products that are available to everybody in the state.

In our competitive grant programs, I think you would find if you looked closely that they are well distributed across the state, and that they serve the libraries and museums in the rural communities at least as well as they serve the metropolitan areas.

Chairman Hoekstra. Ms. Sheppard?

Ms. Sheppard. If I might add to that as well, one of the words of praise that we receive consistently from the museum community is the fact that our grants are distributed to museums of all sizes, and that they have a strong impact on the rural and small town institutions, as well as mid-size and larger institutions.

And we also have programs that are specifically focused on bringing along the smaller institutions and raising professional standards. So I think that one very consistent piece in the history of this agency has been the outreach and identification of the needs of all sized institutions.

Chairman Hoekstra. Great, thank you. Thank you very much. Mr. Roemer?

Mr. Roemer. Thank you, Mr. Chairman. I want to welcome Ms. Davis from California to the hearing here, too, and further point out the discrepancy here, Mr. Chairman, and have a little fun with it.

I have got to say, Mr. Chairman, I think Democrats are either - Mr. Holt joined us as well, too, from New Jersey. I thought he was here before. I have got to say, either Democrats don't need as much sleep, or we have better alarm clocks. Or we are just better-cultured and read than Republicans.

[Laughter.]

Mr. Roemer. I think, Mr. Chairman, that we are going to continue to have statements on this for the rest of the morning.

Chairman Hoekstra. My understanding is that my colleagues fully trust the work that I do in leading this committee.

[Laughter.]

Chairman Hoekstra. I am not sure what it says about your leadership, but we will leave it at that.

Mr. Roemer. And I think that is true, too. I would like to add that on. They are always keeping an eye on me.

Thank you again for your testimony this morning Dr. Martin. Let me say that I enjoyed it, and I learned from it.

You mentioned in the testimony that about 99 percent of the libraries have public Internet connections, is that right? Ninety-nine percent?

Mr. Martin. That is approximately correct.

Mr. Roemer. That is approximate. And that includes, obviously, approximately, some of our rural places that have a more difficult time getting access to the Internet?

Mr. Martin. Indeed. It includes all of the library community.

Mr. Roemer. What is the next step for libraries and technology, then? You said that we need to enhance our technology, but also keep the walls, as a place - whether for museums or libraries - for people to go visit. What do you see as the next challenge?

Mr. Martin. The next challenge in technology is first of all sustainability of what we have already developed. With the expansion of broadband capabilities, the increase in the capacity of the infrastructure, we need to - by saying 99 percent of the libraries have access doesn't mean they all have robust and stable access. Some of them are using dial-up connections; we need to broaden that impact, and make sure that every community has access to the full range of information, technology, and services.

Beyond that, we need to expand and enhance the content that is available through that network of information technology. It is important to continue to build digital surrogate collections, to surround those collections of materials with interpretive and didactic and contextual structures, so that they are enhanced for use for education. It is important to provide continuing education for library and information professionals on how best to use the technology, and more importantly for them, to provide that information on how to use technology for their communities.

Just because you have access to a networked computer doesn't mean that you know how to find the information that you need on a network.

Mr. Roemer. So are we doing enough of that, providing the research and professional training within these grants to keep people up to speed on that skill?

Mr. Martin. We are doing it. I don't know whether ``enough'' is an answer I could give.

Mr. Roemer. Well, let's get to that. Mr. Hoekstra brought this up; I know some people are asking specifically for about a $500 million authorization level. What would that do to enhance both our opportunities to extend out these professional development grants, but also how many more grants would it allow to our local communities in some of the smaller places that Mr. Hoekstra and I represent?

Mr. Martin. Well, were we to have an authorization and an appropriation at that level, it would dramatically increase the ability of the state library agencies to provide statewide services in their states. And that, in turn, would directly impact services available in rural communities, because most of our money goes directly to the state library agencies. They, in turn, administer it within their states.

Beyond that, the competitive grant programs, what it would principally do would be to enhance our national leadership programs for education and training, for digitization and preservation, for research and demonstration, and for museum and library collaborations, which would help us further the extraordinarily good work that museums and libraries do working together to serve their communities.

Mr. Roemer. Be more specific there. You never mention the two separately. It is always ``museums and libraries." What kinds of collaboration are we talking about?

Mr. Martin. Well, there are a lot of good examples I could give you. Perhaps one of the best ones is the Colorado digitization project. It is a project we funded, which brings together museums, libraries, historical societies, archives - all of the various cultural agencies that have collections that are relevant to history and culture - and establishes, in a coordinated way, an effort to create digital surrogate collections, structure the contextual information - the metadata, as we are fond of calling it nowadays - that enable people to access those materials and make use of them in their classrooms, in their personal research, in their family genealogical research, in formal education at all levels, from K-12 through graduate work in the universities.

That is just one example of how museums and libraries can work together using technology.

Mr. Roemer. Maybe you can provide more in the written record on the collaborative front. I would be very interested in that.

Mr. Martin. We would be happy to do that.

Mr. Roemer. I know my time has expired, and I have a lot of Democrats who want to ask questions.

Chairman Hoekstra. Mr. Scott is recognized.

Mr. Scott. Thank you, Mr. Chairman. I appreciate the testimony; I just have a few questions.

Dr. Martin, when you decide - does this money go out in a formula? And where are the decisions made as to who gets money and who doesn't?

Mr. Martin. The grants to state library agencies are indeed defined by formula. It is a population-driven formula.

Mr. Scott. And the money goes to the state?

Mr. Martin. Ninety-one point five percent of the library funding goes to the state library agencies by a formula that is driven by population.

Mr. Scott. And then the state decides where the money goes after that?

Mr. Martin. The state library administrative agencies file a plan of how they will expend those funds to meet the purposes of the Act. So, for example, the Library of Virginia has filed a plan with us to detail how they will use those funds in accordance with the purposes of the Act.

Mr. Scott. And are there standards as to, do libraries have to come up to certain standards to be eligible for money?

Mr. Martin. The definition of the library in the statute is specific. The individual state library agencies can have further requirements for access to funding through their state programs.

Mr. Scott. Is there anything in the legislation that requires Internet filtering or censoring of the Internet, or with books?

Mr. Martin. There is nothing in the Museum and Library Services Act at present that does. The Childhoood Internet Protection Act does require that.

Mr. Scott. I notice that there is a proposal to change the definition of ``museum'' to make it clear that living museums or science museums qualify. Was there a problem in getting them funded - was there any question as to whether they qualified for funding under the museums before?

Mr. Martin. Not that I'm aware of.

Ms. Sheppard. The term ``museums'' is widely defined for eligibility for funding from IMLS, and has always included the zoos and aquaria, the living collections, as well as history, art, children's museums, science and technology, natural history.

Mr. Scott. Can you tell us how the E-rate has generated money, and what has been done with the money?

Mr. Martin. I am not sure I can tell you how it has generated money, but I can tell you what the impact has been. We have funded a number of studies on Internet connectivity for libraries and museums.

One that we have just received makes it very clear that libraries have achieved that 99 percent connectivity is by a combination of factors of the Library Services and Technology Act funds, the Gates Foundation connectivity initiatives, the local funds that are provided by the local communities, and the E-rate. The conclusions by the authors of this study are that without any one of those four important elements, the broad reach of connectivity would not have occurred over the last five years.

Mr. Scott. Is money used to develop online content so that there is a central agency that can develop some content that everyone could access? It seems to me that if you get something on the web, everybody can have access to it. And rather than have 50,000 libraries try to develop a program, some of these can be done centrally - like the reading program is, I think, kind of a central program, where there is a theme and everybody kind of follows that lead.

Is there any other attempt to have a national, centralized, online, web-based, developed program that everybody can access?

Mr. Martin. There are a number of programs. The most important one is probably funded through the National Science Foundation, the National Science Digital Library. We have been working closely with NSF on the development of that program.

A number of different agencies, and, for that matter, foundations, support the creation of digital content. There is not a great deal of coordination in that area at present. We fund -.

Mr. Scott. Is that something we need to do, to develop and kind of coordinate what content is out there, and kind of let people know?

Mr. Martin. We actually are working on that, as I had alluded to earlier, with the National Endowment for the Humanities and other funders. We have worked together with the National Science Foundation to create a forum on digital libraries, and that group has in fact produced a document, which is now in draft form, called a framework of guidance for creation of digital cultural content. And that framework, which is now being reviewed and revised, provides guidance to all museums, libraries, other agencies with cultural content, on the things that they need to address as they develop digital library projects.

That is the limit of our ability to serve as a coordinating agency. We don't have any authority to force people to do things. Instead, we try to lead by providing these kinds of opportunities for people to develop a rational approach collaboratively.

Chairman Hoekstra. Mr. Owens?

Mr. Owens. Mr. Chairman, I want to thank you for your indulgence in letting me be here in the first place. If I may ask for a further favor? Since I have a very important meeting to go to at 10:30 a.m., I would like to introduce Dr. Thomas, who will testify at the next panel?

Chairman Hoekstra. That will be - I will yield to the gentleman from New York.

Mr. Owens. I just want to say how fortunate we are to have Dr. Lucille Thomas, who is a trustee of the Brooklyn Public Library. But she is a worldwide traveler and advocate for library services all over the country.

Not only does she represent and help to guide one of the most innovative public libraries in the country, the Brooklyn Public Library - which has made great use of the E-rate, by the way - but

she also advocates for rural libraries in Africa and numerous other places.

Dr. Thomas was once the head of school library services for the whole city of New York. So school libraries, public libraries, and her vast array of experience with the White House Conference on Libraries, there is no better spokesman that you can find on libraries in general than Dr. Lucille Thomas.

And I hope that she will speak very loudly to the point in her testimony about $500 million needed. The Library Services Construction Act has been sort of frozen for the last 20 years in the range of $150 to $160 or $170 million, and it is time that we joined the 21st century by at least moving that figure up to $500 million in this year.

Thank you very much for allowing me to speak.

Chairman Hoekstra. I thank my colleague from New York. I think - you have been hearing the bells every couple of minutes. That means we have a vote on the floor. We will recess and hopefully be back here in about ten to 12 minutes, and we will resume. Thank you.

[Recess.]

Chairman Hoekstra. I think what we are going to do is - I am not sure if Ms. Davis is coming back or not. We may want to just have the second panel come forward and then if Ms. Davis comes back, she will - Dr. Martin, are you going to be staying around?

Mr. Martin. I will be right here.

Chairman Hoekstra. All right. Then if she has some questions, she can come - you can come back, and we will give her the opportunity to be the first person questioning in the second round.

Since Dr. Thomas has already been so eloquently introduced by our colleague, Mr. Owens, she decided not to come back.

[Laughter.]

Chairman Hoekstra. I guess we have President Musharraf, who is going to be, I would guess, visiting IR, International Relations across the hall.

Let me introduce at least one of the members of the second panel. Ah, yes, Dr. Thomas, welcome back.

Ms. Thomas. Excuse me.

Chairman Hoekstra. Not a problem, we are just getting started. We thought we could get started, since you had already been introduced by Mr. Owens.

But let me introduce another member of the panel, Mr. Steven Hamp. Mr. Hamp is President and CEO of the Henry Ford Museum and Greenfield Village in Dearborn, Michigan. Since joining the museum's staff in 1978, he has served in a variety of roles, including Director of Educational Programs, Director of Programming, Chairman of Collections, and Chief Curator of Archival and Library Collections.

In addition to his aforementioned experience, Mr. Hamp has worked at the Smithsonian Institution's Renwick Gallery, the University of Michigan Museum of Art, and the Indiana University Museum of History, Folklore, and Anthropology.

Mr. Roemer. That is really bipartisan.

Chairman Hoekstra. Yes, that is really bipartisan, Michigan and Indiana. Not only that, I would guess, as we talked, Mr. Hamp, you were probably involved in the Herman Miller collection at the museum? So, not only bipartisan, but also the private and public sector.

He holds a Masters of Arts degree in folklore and folk life from Indiana University, and a Masters of Museum Practice from the University of Michigan. Did you ever go to Notre Dame?

Mr. Roemer. That is too much.

Mr. Hamp. Didn't go to Notre Dame.

Chairman Hoekstra. Never spent a day at Notre Dame? You know, a summer class, a correspondence course, anything like that?

[Laughter.]

Mr. Hamp. I visited it, how is that?

Mr. Roemer. How about the Nappanee Public Library?

Mr. Hamp. I have friends from Nappanee, Congressman.

Chairman Hoekstra. All right. Mr. Hamp, welcome to you. I will yield to Mr. Roemer to introduce our second witness.

Mr. Roemer. Thank you, Mr. Chairman. I, too, am delighted to introduce Linda Yoder with the Nappanee Public Library. She has been the Director there since 1987 now, 15 years of experience.

She has quite a few accomplishments, including managing a $2.7 million building project for renovation and expansion of the library, and establishing the Nappanee Public Library endowment fund, and collaborating with other small local libraries to initiate and organize a computer consortium.

She also sits on the Nappanee Area Chamber of Commerce, the Kiwanis Club, and the Wahnee Community Education Advisory Committee. In 1992, she was recognized as the Nappanee Area Chamber of Commerce Citizen of the Year.

I could go on and on, but I won't. Linda, it is great to have you here, and we look forward to your perspective from the state of Indiana and from a smaller community library. Thank you for coming.

Chairman Hoekstra. Thank you for being here, Ms. Yoder. As previously introduced, we have Dr. Lucille Thomas here today. Dr. Thomas is the Vice President for the Board of Trustees of the Brooklyn Public Library in Brooklyn, New York. And I think Mr. Owens not only gave a more extensive introduction, but also gave your testimony.

[Laughter.]

Mr. Roemer. So you can go listen to Mr. Musharraf.

Chairman Hoekstra. Yes, you can go listen to Mr. Musharraf. But - no, we are glad that you are here.

Mr. Hamp, we will begin with you.

STATEMENT OF STEVEN K. HAMP, PRESIDENT AND CEO, HENRY FORD MUSEUM AND GREENFIELD VILLAGE, DEARBORN, MICHIGAN

Mr. Hamp. Thank you very much, and good morning. Chairman Hoekstra, Congressman Roemer, distinguished members of the committee, thank you for the opportunity to speak here this morning on behalf of the American Association of Museums in support of reauthorizing the Institute of Museum and Library Services.

My name, as indicated, is Steve Hamp. I am President of Henry Ford Museum & Greenfield Village. I would ask that my full statement be made part of the official record.

The American Association of Museums is a national service organization representing the entire museum community. My own museum is the world's largest indoor/outdoor museum, and Michigan's leading cultural institution, attracting more than 1.5 million visitors each year, including over 300,000 schoolchildren.

Education is at the core of our mission. We offer educational programming across a spectrum that ranges from the casual family visitor to the 420 students who attend the Henry Ford Academy, the nation's first charter public high school, developed jointly by a major cultural institution, a global corporation, and the local public school system of Wayne County.

In addition, our youth mentorship program pairs highly at-risk high school students with adult mentors in our museum staff. IMLS recognized the importance of this program with a

national award for museum service in 1998. IMLS has also provided financial support to us to help us disseminate to others the invaluable lessons we have learned from this exceptional 11-year program.

My museum is also deeply appreciative for the competitive general operating support grant that the IMLS has provided. IMLS is currently engaged in a dialogue with the museum community about refocusing and strengthening this important program of federal support to ensure it more effectively supports the multiple roles museums are being asked to play in today's society - and they do continue to expand.

Mr. Chairman, I think it is clear how federal support for my institution through IMLS has greatly benefited my community and the many publics that we serve. I am sure, however, that a number of your colleagues might say that is all well and good for Mr. Hamp's community, but how does it benefit my constituents? I think that is a fair question.

One of the traditional and still-valid reasons for renewed federal investment in America's museums is that they are the stewards and protectors of our vast cultural heritage. America's national cultural treasures are not exclusively confined to Washington, D.C. They can be found across America.

The museum community collectively cares for more than 750 million of these cultural treasures, all of them held in trust for the American people, and all of them accessible to, and seen by, museum visitors not only from the local area, but from around the country, and indeed, around the globe, in more than 865 million museum visits per year. The Federal Government has a responsibility to assist in making this heritage accessible to the people whom we all serve.

My second point about the federal role is that the Federal Government has the same responsibility to support our museums as it does to support our schools and our libraries. Because of the national significance and reach of these institutions, educational service to the public, Congress has rightly recognized that the Federal Government has a partnership role here.

In a recent national public opinion survey, Americans identified museums next in line after schools as important educational resources for their children. An IMLS survey documented that 88 percent of American museums provide K-12 educational programming, as you indicated in your opening remarks, Mr. Chairman. Most museums do use local and state curriculum standards to shape those programs.

Museums are also central to their community's economic vitality. Roughly nine out of ten counties in America have at least one museum, in part because every community has its own unique story to tell. People from all over the country want to hear their stories.

According to Travel Industry Association data, cultural and historic travelers spend more, stay in hotels more often, and visit more destinations than non-historic travelers. And when a business is seeking to relocate, an increasing part of the calculation about where they go, both for their employees and for their CEOs, is the issue of quality of life in those communities. We know

the economic impact is significant in our state of Michigan; tourism is now an $11 billion industry in the state of Michigan.

As the public has asked for more services from its museums, the federal share of funding has for many years been effectively flat. I respectfully ask the committee to provide an authorization level of $80 million for the first year, and ``such sums as necessary'' for subsequent years.

The museum community supports the existing authorization legislation. Congress wisely has given the agency much flexibility to adapt. The recommendations we presented to committee staff prior to this hearing are about minor questions of detail. For example, in order to give the agency even greater flexibility to meet the needs of the public, we propose eliminating the 15 percent cap on funding for contracts and cooperative agreements with appropriate entities.

It is important to have concrete and reliable data on what challenges the museums are facing, and IMLS as a national entity is uniquely positioned to address this important issue. We also propose that on an annual basis the director of IMLS compile a widely disseminated report identifying national needs and trends in museum activities, the impact and effectiveness of currently funded programs to address these identified national needs and trends, and best museum practices. Such an annual report is simply outside the capability of any one museum, or even a group of museums, to accommodate.

IMLS has done remarkable work for the American people in partnership with the museum community. On behalf of the nation's museums, I ask the committee to reauthorize this agency as expeditiously as possible.

I thank the committee for its time, and for its courtesy this morning. I would be happy to answer any questions if I could.

WRITTEN STATEMENT OF STEVEN K. HAMP, PRESIDENT AND CEO, HENRY FORD MUSEUM AND GREENFIELD VILLAGE, DEARBORN, MICHIGAN – SEE APPENDIX C

Chairman Hoekstra. Thank you very much. Ms. Yoder?

Mr. Roemer. Please say something nice about Michigan, too, okay?

Ms. Yoder. Well, somebody asked me if I was from Michigan this morning, and it is only 45 minutes away. So, you know, it is a great state.

STATEMENT OF LINDA YODER, DIRECTOR, NAPPANEE PUBLIC LIBRARY, NAPPANEE, INDIANA

Ms. Yoder. Good morning, Mr. Chairman and members of the Select Education Subcommittee. My name is Linda Yoder and I am the Director of the Nappanee Public Library, a small public library in rural Indiana. I am very pleased to be here to speak in favor of the reauthorization of the

Museum and Library Services Act, particularly the part of the law that we in the library profession refer to as LSTA, or the Library Services and Technology Act.

There has been a long history of federal support for libraries, dating back to the original law in 1956. The current law was initially passed in 1996, and one of its great benefits is its flexibility. We ask you to retain that flexibility in the reauthorization.

The Nappanee Library has benefited from an LSTA grant. That demonstrates -.

Chairman Hoekstra. Ms. Yoder? Can you maybe pull the microphone a little bit closer?

Ms. Yoder. We serve a community of 6,710 people and our chances of being able to utilize new technology were slim until we were able to become part of a pilot project that I will talk more about a little bit later. Federal dollars leverage state and local contributions, but the formula for the law has not changed since 1970. Many small states do not receive an amount large enough to accomplish much, either statewide or for individual libraries.

In addition, LSTA serves an increased population of libraries, since the 1996 law expanded the definition of libraries served to include academic and school libraries, as well as public libraries. That is why the library community would like this subcommittee to address an increase in the funding level of LSTA to $500 million.

In addition, it is important to provide the Institute of Museum and Library Services with resources to conduct a yearly evaluation of specific project areas. For example, one year the IMLS might study all outreach to day care center projects in the states that conduct such projects, while another year IMLS might consider the impact of adult education projects.

To get back to the story about our LSTA project, ten small libraries in northern Indiana formed a group to hire technical assistance, sharing the same service provider among the participating libraries. We needed to share this expertise so that member libraries could develop a technology plan, understand how our plan would tie into statewide technology services like INCOLSA, the distance learning initiatives of the state, and INSPIRE, the statewide technology network, and apply for grants to become part of these systems.

The computer consortium initiated by these ten libraries now has 39 member libraries serving populations from 1,100 to 33,000 in 20 counties overall. We are successfully addressing technology needs from consulting to network design and configuration, from programming to troubleshooting hardware and software problems.

We developed a Technology Standards Manual that lists guidelines for computer hardware, software, and network specifications, and addresses security, anti-virus, maintenance, and disaster recover issues. We developed a Summer Reading Program genealogy, and Internet tracking software. We have procured group-purchasing discounts and collaborated on group auctions to dispose of outdated equipment. We mentor libraries in their application for Universal Service Funds, E-rate discounts, and in seeking other funding sources.

Through this cooperative endeavor, each library has the opportunity to put into place efficient and effective means for connecting with other libraries, schools, and other educational institutions in the state, in the nation, and around the world. We can provide the best possible learning environment for all, both as an information provider, allowing access to online catalogs and local collections, and as an information seeker, providing a wealth of resources to the 406,365 people we collectively serve.

Quite simply, this stimulus has enabled us to provide our library users with much-needed access that could have taken much longer - years - to accomplish. At our library alone, three hundred to four hundred people come through the doors each day to use the computer lab, attend story times, or take a class. Over 500 programs are offered each year including classes in basic computing, spreadsheets, word processing, beginning Internet, and personal web page design. ``Bridging the digital divide'' is a phrase that comes to life each day in the computer lab as teens, senior citizens, Amish men and women, Hispanic families, businesspeople, and the unemployed sit side-by-side checking e-mail, searching for information, or learning to use a new program.

A study conducted by researchers at Florida State University, soon to be published by the Institute of Museum and Library Services, found that the combination of funding from the Library Services and Technology Act, LSTA, the E-rate, discounted telecommunications rates for schools and libraries established by the Telecommunications Act of 1996, and the Bill and Melinda Gates Foundation's U.S. Libraries program, has ``resulted in significant experimentation and innovative information services development by public libraries.''

These resources allowed public libraries to offer new networked-based programs and services; obtain additional resources and support for their libraries; better integrate themselves into the local community's information infrastructure; encourage economic development; and increase the visibility and credibility of the public library as the ``information place'' in the community. I am quoting from these details to demonstrate that federal dollars combined with state, local and other funds allow smaller libraries like mine to provide greatly enhanced services that would not otherwise be possible.

Some Representatives in Congress in 1998 might have seen the Muncie Public Library's new Cybermobile that was parked here on Capitol Hill for a few days. This Cybermobile is a new twist on the old bookmobile in that it travels, fully equipped with the latest satellite-transmitted technology and a full complement of computers, to community centers, senior centers, and schools in the Muncia, Indiana, area. Funded through an LSTA grant, the Cybermobile has introduced technology and computer training to groups that might not be able to come to the library.

Another project funded through LSTA and benefiting all congressional districts in Indiana is the Read-To-Me program. This program encourages offenders in Indiana correctional institutions to read to their children. Children's books, cassette recorders, or videotapes are used and materials are sent to the children at home. The project stresses the importance of reading to children and the value of reading. This positive program has been very successful in reaching its goals.

I have tried to highlight some of the innovative and creative projects that have occurred in my state through the uses of federal funds from the Library Services and Technology Act. These funds provide valuable services to small libraries like mine - but also, because they are matched, create a state and local contribution that allows broader participation. In every one of your states there are corresponding or different types of programs funded through LSTA.

I have attached to my testimony a brochure and a calendar of events at my busy library. When we say we serve all the community, we mean that. Libraries across the country are very aware of the important role they play at the heart of communities. We see firsthand the impact this funding is having on individual lives.

Unfortunately, this year the demand was so great in Indiana for LSTA funding that only 56 percent of the project applications will be funded. In these difficult and uncertain times, we ask you to reauthorize the important legislation that helps libraries provide as much information and service in as many ways as possible to diverse populations in large cities and small communities like mine.

Thank you all for the help that you have provided to libraries in the past. I look forward to a speedy passage and subsequent full funding of the reauthorization of the Museum and Library Services Act.

WRITTEN STATEMENT OF LINDA YODER, DIRECTOR, NAPPANEE PUBLIC LIBRARY, NAPPANEE, INDIANA – SEE APPENDIX D

Chairman Hoekstra. Thank you very much.

Dr. Thomas?

STATEMENT OF LUCILLE C. THOMAS, VICE PRESIDENT, BOARD OF TRUSTEES, BROOKLYN PUBLIC LIBRARY, BROOKLYN, NEW YORK

Ms. Thomas. Should I repeat that? Good morning, Mr. Chairman, and members of the Select Education Subcommittee. I am pleased to be here to testify this morning before this subcommittee.

My name is Lucille Thomas. I am the Vice President of the Board of Trustees of the Brooklyn Public Library, a former professor, and a long-time advocate for libraries. I am a member of the Association of Library Trustees and Advocates, known as ALTA, which is a division of the American Library Association.

At the outset, in his absence, I must give a hearty thank-you to Representative Major Owens, our librarian in Congress, who has represented our district and done an extraordinary job.

My purpose today is to request that your subcommittee reauthorize the Museum and Library Services Act, an act that includes the Library Services and Technology Act. We ask that

you reauthorize LSTA at $500 million, to adequately address more of the nation's library needs.

We appreciate the support that Congress has given to library programs since the inception of federal support for libraries in 1956, in the original Library Services Act. LSTA has been responsible for innovations and technologies that have created change in libraries across the country.

In our library, funding from an LSTA grant allowed us to design and implement a program called ``Get Connected to Consumer Health Information." First, 187 librarians were trained to evaluate online health resources, and to develop a web-based resource guide. Training was then conducted with a targeted group of senior citizens. A total of 187 librarians were trained, as I said before, and 45 public training sessions were conducted at 37 branches. Over 600 library patrons attended. This health information service was very valuable to the community.

The flexibility of the legislation has allowed state library agencies to encourage children to participate in summer reading programs in many states, including New York State. For many children in Brooklyn, there is no summer camp, no cottage at the lake; it is the library. Whatever we provide for them in the way of enrichment - story time, puzzles, games, kick-off and closing parties - changes their lives.

This program has proven to be a success, and increases children's reading skills, and keeps their skill level from dropping over the summer. There is an article that is attached to my testimony that documents the creativity of librarians across the country in developing and implementing summer reading programs. The article appears in School Library Journal, February 2002.

The Brooklyn Public Library is a large urban library system, with 60 libraries serving 2.5 million residents. We serve all ages, many populations with special needs, people with disabilities, seniors, and many individuals with languages other than English. The library provides English as a Second Language classes, materials, and conversation groups.

Individuals new to our community can find education and job information. In fact, our library has a partnership with the Department of Labor. Since we are such a thriving community, new and long-time residents eagerly seek information at the library about business rules and regulations and how to start a business.

The education, information, and services provided by our library system have been particularly helpful to the community since the tragedies of September 11th at the World Trade Center. Librarians have helped parents retrieve information, cope with grief, and locate resources to share with children. You can find, at the library's web site, a section called ``Coping with Life's Traumatic Events," that lists books and videos for all ages. At the library branches, displaced persons looking for job information can find books on writing a resume and can use our computers to file job applications online.

With the stimulus of federal dollars, the Brooklyn community is participating in an ``E-mail Reference Service - Ask a Brooklyn Public Librarian," which we hope will improve the

transmission of the correct information to library users in an improved amount of time.

In addition to summer reading programs, our libraries also focus on early childhood programs for day-care providers and parents. Reading to children is important to their brain development and language formation, so children's librarians are reaching out to the community to introduce children to print, sound, finger games, and so forth. With increased funding, more of these programs could be conducted.

We appreciate First Lady Laura Bush's interest and attention to pre-reading and early reading programs. Federal dollars help us to develop particular program areas and are matched by state and local contributions. The programs developed are thus greater in size and reach a larger number of individuals in the community.

I encourage you to reauthorize the Museum and Library Services Act in 2002, and to give libraries the resources they need, in order that all communities, big and small, urban and rural, can get access to these valuable programs. On behalf of the 2.5 million people of Brooklyn, I urge you to give serious consideration to our request.

Thank you for your attention.

WRITTEN STATEMENT OF LUCILLE C. THOMAS, VICE PRESIDENT, BOARD OF TRUSTEES, BROOKLYN PUBLIC LIBRARY, BROOKLYN, NEW YORK – SEE APPENDIX E

Chairman Hoekstra. Thank you very much. Thanks to the whole panel for your testimony.

The question that I have is, I think Mr. Hamp and Ms. Yoder, you both indicated a need or a desire for an annual assessment of the programs, or the effectiveness of the programs. Can you explain exactly what you might expect the benefit from those assessments to be?

Ms. Yoder. Well, I think it gives us a criteria to obviously evaluate how well we are doing, and what direction, future directions, the programs might need to take.

Chairman Hoekstra. Would you see it as a tool to communicate to other parts of the country, then, what might be working in certain areas of the country, the innovative programs that they have done?

Ms. Yoder. Yes, definitely.

Mr. Hamp. Yes, I would concur with that. There are really many, many exciting initiatives that are going on throughout the nation's museums and libraries. Far too few of these have been replicated. They have been vetted, and understood, and put on the table for replication by other communities. The assessment that I was suggesting would enable us to identify the best practice, find what is working, and then make sure we are using our dollars effectively to replicate or disseminate models that we know have legs and have worked in various communities.

Chairman Hoekstra. Dr. Thomas, do you have communication with other libraries serving similar types of communities, that will provide you with information as to what they are doing and what is working, and programs that they have tried that maybe have worked or have not worked?

Ms. Thomas. We are in touch with the two other systems in New York City, Queens Borough Public Library and the New York Public Library, and many of the other largest cities in New York - Buffalo, Rochester. There is also a council of representatives from the various libraries where they collaborate and make recommendations for improving the administration of the grants.

Chairman Hoekstra. Is that fully covered in the proposed legislation, the level of assessment? Or would you want to see that expanded?

Mr. Hamp. I am not sure how deeply detailed it is. I would like to - concurrently, I think we would like to see it expanded in legislation going forward, that in fact such an assessment is required.

The key issue, as I said earlier, I think, is that from the other testimony there are terrific things going on. The way to make sure we are maximizing our resources is that we assess what really works, we bottle it, and we figure out how to replicate it elsewhere. If we can strengthen that part of the legislation, that would be terrific.

Chairman Hoekstra. Yes. See, I think the desire that we would have would not be to get a report published on an annual basis, but maybe have a more dynamic process, so that similar libraries can go online and find out what other similar libraries are doing in their communities, and build that dialogue so they are not always recreating the wheel with every new program.

I know that Mr. Roemer and I, we both kind of perked up when we heard about the charter school. I guess I had known about the charter school that you were running, but you know, I hadn't thought about it much. It is interesting that you have taken that step - are other folks coming in and taking a look at what you are doing there, and trying to replicate it?

Mr. Hamp. In fact, we have had - thank you for that question. We have had a great deal of interest from museums and other organizations around the country. We are working closely with a similar program in northern Arizona, and a museum school consortium in New York City.

This is a fascinating program. It is a charter school - we took advantage of Michigan's charter law, but it is chartered by the public schools in Wayne County. So kids from all over the county can come, it is by lottery. Governor Engler has called this school the most diverse school in the state of Michigan.

Although kids come on their own, and their classes are all over the museum, they are all over the site - they must get there on their own, in some cases two and three bus changes in the morning. We have, after four years, a 96 percent-plus average daily attendance, which is among the highest of any school in the state of Michigan. Our first graduating class, which occurred last June, resulted in 88 percent of those kids being in institutions of higher education now.

So we think we are onto something interesting. The kids wear uniforms, they are part of our constituency, they eat lunch with our staff, and they are all over the site. We think that it is a model that can be replicated elsewhere; that other cultural organizations in partnership with other kinds of organizations can connect to public education, figure out how we can power up the educational resources of sites like ours and others across the country to serve kids.

Chairman Hoekstra. Great, thank you. My time has expired. Mr. Roemer?

Mr. Roemer. Thank you, Mr. Chairman. First of all, I again want to thank you all for your testimony. It has been very helpful to us in what we will do after this kind of hearing, in sitting down and working together in a bipartisan way to put this legislation together. We appreciate how this community has come together to not have many disagreements or controversies as to the pending legislation before us as well. So both the Chairman and I and others on the committee look forward to continuing the dialogue and the working relationship with all of you in putting some helpful, important, and hopefully thoughtful legislation together.

We couldn't have two different libraries here. From the little library in my community of Nappanee, Indiana, serving 6,710 people, to the libraries in Brooklyn, serving 2.5 million people. But there were a lot of similarities in your testimony about the degree of funding to adequately help these libraries perform their critically important duties. I think you both mentioned $500 million.

Ms. Yoder, I am not sure that this is a typographical error - it probably isn't, given your competence and your efficiency. But, I just want to make sure I read this right. For 6,710 people, you have a daily attendance in Nappanee at the library of 300 to 400 people?

Ms. Yoder. Yes, that is correct, that is the average.

Mr. Roemer. How do you do this? What do you mandate to get people to come in? How do you accomplish that? Do you work with the schools? Is that inclusive of the schoolchildren coming in?

Ms. Yoder. It includes the school and school classes coming in. In fact, it is not unusual to have maybe six to eight classes a day on some days. That doesn't happen every day, but it does happen frequently.

We do 500 programs a year. We just finished a building project where we added 9,800 square feet to the library. And I know that you mentioned the differences between the Brooklyn Public Library and the Nappanee Public Library, but that is a big deal to us.

The reason we did that was not to increase our book collection areas, our spaces there, but to put in more meeting room spaces and technology labs, places where we could do more of that sort of thing.

Mr. Roemer. Tell me, in a rural community like this - I mean, many people in the room may not be familiar with it. But if you have 500 different computer programs that you have offered each year, what kinds of new people does that attract? What kinds of younger people, school-aged? You are investing in these media rooms; tell us how that has changed over the 15 years that you

have served here, and what kinds of folks this brings into the library, and what kind of excitement that must bring to these people?

Ms. Yoder. The library that we knew 20 years ago, when I first moved to Nappanee, is so much different than what we have right now.

We used to be considered more for recreational reading, that sort of thing, especially in a smaller library like Nappanee. But, with the technology that we have been able to put into place, it equals - well, not equals, but it levels out the playing field quite a bit. The things that we weren't able to get before, that we had to request from other libraries and had to wait a week or so to get, we are now able to access those ourselves immediately. So that has been one difference.

The types of people that we see come in? All ages - a real cross-section of people from our community are coming in each day to use that computer lab. We said last year we received 13 computers through the Bill and Melinda Gates Foundation program. We installed them in July of last year, we got to computer number seven, and computer number seven was filled. We had that many people signing up as we put them in.

Mr. Roemer. That is exciting to have that happen, to have all these young people come in, too. It is a different crowd, a different challenge for you.

Dr. Thomas, I am intrigued by your summer program. How do you latch up your summer program, your reading program for many of these children, with a school component? Do you work with some of the local teachers and local schools to latch up with them?

Ms. Thomas. Oh, yes.

Mr. Roemer. How do you do that?

Ms. Thomas. The New York City Board of Education is part of the planning process. The Chancellor sends out a letter early on in June, apprising the parents that this program is going to take place, and he expects cooperation. And of course, the three library systems prepare materials jointly, and this material is distributed throughout the city. It is a huge success. And as I said, this is something for those children that cannot go away to camp.

Mr. Roemer. This is their camp, and this is their vacation, going to the library.

Ms. Thomas. Yes, exactly. Right.

Mr. Roemer. And it is a great service to provide, too.

Mr. Hamp, I hope you can provide for the record more information - my time has expired. I want other people on the committee to have time for questions and to get answers from you, too. But maybe you can provide in written testimony some more specifics as to how this charter school works with the museum, how this came to be. I am a very, very strong supporter of charter

schools, and would like to find out more about that.

Mr. Hamp. I would be delighted to do that. We are onto an interesting model, I think, that has national implication.

Mr. Roemer. Okay, thank you very much. Thank you again, to the panel.

Chairman Hoekstra. Mr. Tiberi?

Mr. Tiberi. Thank you, Mr. Chairman. I am just going to follow up on Mr. Roemer's comments, and ask you, Mr. Hamp, to comment a little bit about the charter school proposal and program, and how it is benefiting children.

Mr. Hamp. Okay. As I mentioned earlier, this is a program that is now in its fifth year. Our chief partner in this program is Ford Motor Company. We are not a part of Ford Motor Company, but we are a neighbor of Ford Motor Company, and have a common history—the same founder.

Ford is very engaged as a partner with our institution. We have brought together a multinational corporation that has educational aspirations and a sense of community obligation and workforce development, corporate responsibility, with a cultural organization that has a very deep, in-the-DNA, if you will, educational obligation. That goes back to the very beginning of our essence.

I mentioned we serve some 300,000 schoolchildren a year. We have an at-risk program that IMLS has supported for a very small number of kids. These are kids who are about to make the worst mistake of their lives. We are getting them into college and out of high school - most of them first-generation high school graduates.

That program gave us the confidence to start focusing on really creating a high school on-site, inside organizations like ours. If we are 501(c)(3) educational institutions, my contention always has been we really have an obligation to expand and explore what that means in verifiable terms.

Our goal, sir, has been to define educational programming on a continuum that includes once-a-year annual visits in a school bus, all the way up to kids there every single day. And that is in fact what we are trying to do, with the charter school, Henry Ford Academy, anchoring the continuum on the far end.

Kids are involved in museum activities every day. The curriculum is shaped not only by the teachers and by curriculum specialists, but is also shaped by curators and historians. The resources in our collection run from the cycle shop where the Wright Brothers invented flight-100 years ago next year-to our most recent acquisition, the bus that Mrs. Rosa Parks refused to give her seat up on in 1955, subsequently launching the civil rights movement. All of these resources are available to these kids. In fact, how we intend to restore and interpret that bus will be something that will be open and available to the kids in the Academy.

These kids also participate in a senior practicum that has won awards on the state level. Here they participate in the workforce and must defend a senior practicum experience as part of their graduation. This year we were also fortunate in receiving a national award for school design. We built our school for something under $7 million; typical schools that serve that number of kids are in excess of $40 million.

We used every single facility we had - they are in train stations, train cars, all kinds of other buildings that are very novel and very exciting. They are completely integrated into the life of the institution.

The core issue that I might leave you with is museums typically have not figured out how to deal with adolescents in high school. We have done very well with the upper elementary and middle school, but we have tended to ignore high school kids because they are messy, and they are loud, and we historically have been organizations that like quiet and hallowed halls and rules. As has been indicated by other testimony, the world has changed. Our institutions are there to serve our constituencies and solve problems, not to simply sit on our heels and ask people for support.

The kids are all over this thing. We have figured out how adolescents need to be in environments like ours and how we can change their lives.

I could go on for a long time -.

Mr. Tiberi. Just a quick question. Have you seen test scores improve, achievement improve over the five-year period?

Mr. Hamp. We are beginning to see that. We are only in our third round of testing right now, but we have seen, particularly in the comparables with regions that these kids come from - about 65 percent of our students are from Detroit, many of them entering with - since this is a public school, there are no requirements other than geography - entering reading on second and third grade levels. We are outscoring the origin communities almost consistently by a very, very significant factor.

Mr. Tiberi. Has anyone copied your success, to your knowledge?

Mr. Hamp. Well, there is a fascinating program in a museum in northern Arizona that deals largely with native populations, a similar program located inside a museum. There is a very exciting consortium of museums that work in a school initiative in New York City. A museum in Cleveland, a historical museum in Cleveland, is in the process of studying our model to replicate it. And the Field Museum has been in to look at it as well.

We also think that beyond cultural organizations, there is an opportunity to catalyze for-credit educational experiences nationally that are involved not just with cultural organizations, but with corporations or other sites as well. It is an opportunity to do something really interesting.

Mr. Tiberi. Thank you.

Mr. Hamp. My pleasure.

Chairman Hoekstra. Mr. Scott?

Mr. Scott. Thank you, Mr. Chairman. Let me follow up on one of those last comments, Mr. Hamp.

In outscoring the origin community, do you factor out the idea that the better students would be the ones figuring out that it is a good idea to leave, and it is the selection process, rather than something you are doing?

Mr. Hamp. In some measure that is true-that in many cases parents, more than children, see other opportunities. And particularly kids coming from some of the school ares in Detroit, where schools are severely challenged, parents will latch onto any opportunity to give their children choice.

But this is not a school program defined by all kids who are model, already-planning-to-succeed kids, by any means. By any means. I can guarantee you, if you come to our school any day of the week, we can show you we function like an urban high school, with all the same issues and the same problems and the same benefits.

Mr. Scott. Dr. Thomas, I am going to ask you a couple questions about your summer program. How long during the day are the students at the library?

Ms. Thomas. How long is the day?

Mr. Scott. Right.

Ms. Thomas. Oh, it is around from 9:00 a.m. to 3:00 p.m. Approximately the school day length.

Mr. Scott. And do you have to turn any away? Do you have enough capacity to absorb everybody that wants to get in?

Ms. Thomas. So far, we have, because we organized it - we knew that we were going to have a lot of youngsters interested. So we prepare the staff to accommodate them. And it is distributed in the various branches, so we have our specialists in each of the branches in charge of that program.

Mr. Scott. And how much does this program cost for each student?

Ms. Thomas. Well, I am not able to answer that question for you, but I will get the information and see that you receive it.

Mr. Scott. Do the students have to pay anything towards that cost?

Ms. Thomas. Does what?

Mr. Scott. Do the students pay anything towards the cost?

Ms. Thomas. Oh, no. It is free.

Mr. Scott. It is free to the student?

Ms. Thomas. It is free for the students, absolutely.

Mr. Scott. And what are some of the costs? I assume there are books, staff - other costs?

Ms. Thomas. There are trips to cultural institutions. We have experts come in to tell stories, do book talks, that kind of things. Various consultants are paid.

Mr. Scott. Okay. Ms. Yoder, you indicated that you have been getting a lot of your material through the computer. I am assuming you don't get the book itself through the computer. What - periodicals? What else do you get through the computer that you couldn't get before?

Ms. Yoder. Well, some of the things we have to get from other libraries. There are any number of things, you know, we weren't able to have the reference materials on our shelves with our book budget. But, they were able to, so we would have to call them and ask them to fax a copy to us, or send the book itself. So that was the biggest area, in our reference section in particular.

You know, now I think that part of it, too, is it is instant access. You know, somebody comes in and they want consumer information, anything from mortgage rates or they are shopping for a new car or whatever, it is so much quicker and easier, a lot of times, to find that online.

Mr. Scott. Some of that reference material costs money - maybe not to libraries. But does the New York Times charge you for copies of all articles? I know they do-.

Ms. Yoder. You mean on the Internet?

Mr. Scott. Yes. I know that you have to pay if you are an individual. Do they have a free service for libraries?

Ms. Yoder. No, they do not. Not that I am aware of.

Mr. Scott. You have to pay for those? So who pays?

Ms. Yoder. Well, that kind of brings up another point, I guess. In Indiana, we have an INSPIRE program where some of those things that you have to pay for over the Internet, some of those kinds of valuable resources, we buy as a group, as a consortium. That is actually a statewide project. But then it is available and accessible to any Indiana resident. They don't have to pay to go in and access - ours is a periodical database, quite extensive.

Mr. Scott. And Mr. Hamp, you indicated that you wanted to remove the 15 percent cap on contracts and cooperative agreements. What kind of cooperative agreements would you anticipate

if you didn't have the cap?

Mr. Hamp. Probably, Congressman, enhanced relationships with other agencies like the American Association of Museums - it is just a matter of flexibility. We think there are a lot of opportunities to connect agencies who are focused on similar goals to come together. I think that is an arbitrary number, 15 percent.

Mr. Scott. Would you be developing content that everybody could use?

Mr. Hamp. In removing that - you mean if that cap is removed? The idea is exactly that. It wouldn't be to send money across agencies; it would be to create opportunities to power up resources to serve our nation's educational resources.

Mr. Scott. Thank you, Mr. Chairman.

Chairman Hoekstra. Are there any other questions? With that, we very much appreciate the panel coming in today. I just had one other comment: I liked the comment, Ms. Yoder, you made that many small states do not receive an amount large enough - were you talking about Indiana?

Ms. Yoder. Yes.

[Laughter.]

Chairman Hoekstra. We did so well today, that is right. We thank you for being here. I would like to thank my colleagues for being here. Especially Mr.Tiberi, we were outnumbered there five to one for a while. We appreciate the strong support of the membership showing up today.

There being no other business before the committee, the committee stands adjourned. Thank you.

[Whereupon, at 11:20 a.m., the subcommittee was adjourned.]

APPENDIX A - OPENING STATEMENT OF CHAIRMAN PETE HOEKSTRA, SUBCOMMITTEE ON SELECT EDUCATION, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C.

Hearing of the Subcommittee on Select Education
Committee on Education and the Workforce
House of Representatives
"Equipping Museums and Libraries for the 21st Century"
Opening Statement of Chairman Pete Hoekstra (R-MI)
February 14, 2002

Good Morning. I would like to welcome all our guests, witnesses, and Members to this Select Education Subcommittee hearing on the reauthorization of the Museum and Library Services Act. Thank you all for attending.

The purpose of today's hearing is to learn about the activities and initiatives currently funded under the Museum and Library Services Act and to examine issues pertinent to its reauthorization. As many of you know, the Act was last reauthorized in 1996 and its authorization expires at the end of FY 2002. Our witnesses today will share with us their knowledge about the role of libraries and museums in American communities and about some of the challenges these institutions face. We also hope to hear about recommendations for changes to the law that will enable libraries and museums to better meet the changing needs of the American population.

The Library Services and Technology subtitle is the only federal program solely devoted to supporting libraries. The definition of a library is very wide-ranging and includes institutions of all types and sizes, such as public, academic, school, and state libraries. Libraries are found in cities, suburbs and rural areas large and small; they serve people from all walks of life.

This legislation assists libraries in providing crucial services to the communities they serve. As a result, today's 21st century library is not just a provider of books; instead, the typical American library coordinates a complete and comprehensive approach to community development and services.

Throughout the nation, libraries are at the forefront of reading and family literacy programs. And importantly, libraries serve as essential links to the business community, assisting with job creation and training programs, and assisting with business development initiatives as well. They are also critical to many people with disabilities, providing them with specialized materials and resources that are obtainable in a single location. For older Americans, libraries provide a place to interact with others, use the Internet, and receive services. For those persons of limited financial resources or who live in remote areas, libraries provide access to books and reference materials, computers and the Internet, and community-based social services that are often available no where else.

In my own district, the Hospital Health InfoSource Library located in Holland MI, serves numerous individuals from low-income families, many of whom do not speak English and lack transportation. With funding from the Institute of Museum and Library Services, the library placed computer workstations at libraries and centers that are more accessible to these patrons.

Through a Web site and a network, the computers were connected to the hospital, a searchable health database, health Web pages, and links to information in Spanish.

The library provisions are flexible, and built around the idea of local control and support for library services. Federal support for libraries is concentrated on two key national priorities: outreach to those for whom library service requires extra effort or specials materials (such as individuals with disabilities); and, mechanisms to identify, preserve, and share library and information resources across institutional or governmental boundaries.

The Museum and Library Services Act also supports museums in their educational role and assists museums in modernizing their methods and facilities so that they are better able to conserve the cultural, historic, and scientific heritage of the United States. Museums play an important role in the education of people of all ages. Specifically, most American museums provide K-12 educational programming, with most using local and state curriculum standards to shape their programs. Additionally, museums increasingly partner with libraries to offer joint educational opportunities for adults as well as children.

Museums can be an important source of cultural and historical knowledge for people, as they learn about the history and traditions of our country and our shared identity as Americans. Museums increasingly serve as places where people of different backgrounds, economic levels and home locations come together and not only share the experience of viewing their community's artifacts and natural objects, but also discuss community issues.

I would like to thank the witnesses for testifying before the Subcommittee and I look forward to working with Mr. Roemer in crafting bipartisan legislation on this issue. With that, I would yield to the gentleman from Indiana for any opening statement he may have.

APPENDIX B - WRITTEN STATEMENT OF ROBERT S. MARTIN, DIRECTOR, INSTITUTE OF MUSEUM AND LIBRARY SERVICES, WASHINGTON, D.C.

Prepared Statement
For
Dr. Robert S. Martin
Director
Institute of Museum and Library Services

Hearing on
Equipping Museums and Libraries for the 21st Century
Thursday, February 14, 2002

Before the
House Subcommittee on Select Education

Good morning Mr. Chairman and members of the Subcommittee. I am pleased to be here to testify on behalf of the reauthorization of the Museum and Library Services Act. At the close of the 104th Congress this committee counted among its accomplishments the creation of the Institute of Museum and Library Services. It is a pleasure to report to you now, five years later, that your confidence was well founded – the Institute is indeed a success. This new agency draws together an unprecedented number and variety of educational institutions. IMLS programs serve all types of libraries: public, school, academic, and research, as well as archives; and a stunning array of museums: IMLS supports the full range of museums including aquariums, arboretums and botanical gardens, art museums, youth museums, general museums, historic houses and sites, history museums, nature centers, natural history and anthropology museums, planetariums, science and technology centers, specialized museums, and zoological parks. The agency stimulates new thinking and supports core functions. It encourages innovation and leadership. It promotes best practices and encourages outreach to the widest possible public. And uniquely, it encourages collaboration among and between libraries and museums and between these institutions and other community groups.

The 21st century learner can expect a lot from their libraries and museums.

- They are vital to healthy communities. Libraries and museums are part of the solution when the challenges involve at-risk youth, literacy, economic development, recreation, or cultural tourism.
- They are the allies of schools and universities, providing curriculum-based resources, training educators, and enriching afterschool and summer programs.
- They are critical research institutions, gaining new knowledge and supporting scholars, researchers, historians, scientists, and physicians.
- They are partners with private enterprise, making our communities attractive places for workers to live and visit, providing a focal point for economic development and redevelopment projects, and providing research and development resources for small business.
- They are partners with families that are preparing children for school, seeking health or job information, or yearning for productive ways to spend time together.

So I am here, because libraries and museums are singular and important institutions with unique contributions to make to our nation. But more importantly I am here as an advocate for children and families, for healthy communities, for economic development, for scholars and researchers, for individuals who seek educational and informational resources throughout their lives.

Libraries and museums are core institutions of support for schools and for a lifetime of learning that neither stops nor starts at the schoolhouse door. Research has repeatedly demonstrated that school age children spend only a small part of their time in school. On average, only nine percent of their time from the point they reach school age until they reach their eighteenth birthday is actually spent in the school. For this reason it is important to

support the work of the school with other agencies of public education, libraries, and museums.

Libraries and museums are essential partners in the schooling of the American child. Beyond that they are part of the powerful education system in America, which is accessible to all of us throughout our lives. Libraries and museums are part of the educational infrastructure of our country. They are active, civic-minded institutions helping to solve the problems at hand.

Federal Role

Our nation has a proud history of support for libraries and museums. This program of federal support for libraries dates to 1956 and for museums to 1976. America's museums and libraries are the fruits of a great democracy. They are living evidence of the democratic values we cherish. During this time of war we are looking at American society and holding close the things that we cherish. As the President said in his State of the Union Address, "All fathers and mothers, in all societies, want their children to be educated, and live free from poverty and violence." He encouraged skeptics to look to "Islam's own rich history, with its centuries of learning, and tolerance and progress." Our museums and libraries embody these democratic ideals. They exist because we believe that memory and truth are important and so we pass what we know from one generation to the next. They exist because we believe that information and knowledge are not the exclusive domain of a certain type or class of person but rather the province of all who seek to learn. A democratic society holds these institutions in high regard, and I am proud to lead an agency that seeks to strengthen the role they play.

At the 1964 signing of the Library Services and Construction Act—a forerunner of the Museum and Library Services Act— President Lyndon B. Johnson said:

> Good public libraries must be placed within the reach of all of our people. Libraries are not just for the young and the curious about an exciting world. They are not just for our youth preparing for their careers. They are not just for busy people looking for information to do their jobs. Libraries are for everyone and therein lies their real value . . .

The federal role in supporting museums and libraries is acting as a catalyst for leadership, supporting innovation and creativity, building institutional capacity, and leveraging state, local, and private resources. That is the mission of IMLS. The Museum and Library Services Act consists of General Provisions, the Library Services and Technology Act and the Museum Services Act. The Library Services and Technology Act authorizes IMLS to provide Grants to States, Support for Native American and Native Hawaiian Library Services, and National Leadership Grants. These grants help libraries use technology to expand services and enhance resource sharing as well as serve underserved audiences. The Museum Services Act assists museums in their educational role, conservation, and public service. The combination of local control and flexibility has served libraries and museums well.

Strengthening the Profession

IMLS also plays a role in supporting the museum and library professions. Through National Leadership Grants, IMLS supports building professional excellence through workshops and institutes for museums, both large and small.

IMLS also supports the education and training of librarians. Since 1997, IMLS has been awarding National Leadership Grants that help to train new librarians. The President's Budget Request for FY 2003 calls for an increased commitment to training the next generation of librarians.

More than 125,000 librarians now work in academic, school, and public libraries across the country. Based on Census data, we know that more than one-quarter of all librarians with masters degrees will reach the age of 65 before 2009. This data does not take into account early retirement, death, or other reasons for leaving the profession before the age of 65.

The *Monthly Labor Review* estimates that the industry most affected by baby-boomer retirements is educational services. While the impact of retirement varies depending on geography and library type, the crunch is being felt across the country. Many librarians have come to the profession as a second or third career. This situation accounts in part for the high median age of librarians. With one of the highest median ages of any occupation (47 years-old), librarianship is a profession with an urgent need for replenishment.

Libraries are responsive to their communities. There is need for diversity in the profession that mirrors the diversity in our communities. With the support of Congress, and the engagement of the library community, IMLS will recruit new library students, provide scholarships to graduate students in library and information science, support distance learning for underserved rural areas, and recruit librarians with diverse language skills.

Sustaining Our Heritage

The Museum Services Act charges the Institute "to assist museums conserving cultural, historic, natural and scientific heritage of the United States." Over the years IMLS has supported thousands of collections care projects. An independent evaluation of the agency's conservation programs in 1994 reported that IMLS had made a phenomenal impact on how museums approach the task of caring for collections. IMLS maintains that collections care requires a comprehensive, preventive approach. Objects cannot receive expensive treatment and then be placed in an uncontrolled environment that can contribute

to deterioration. Instead IMLS encourages museums to assess the condition of the collection and the storage environment and to prioritize collections care needs in the most cost-effective way.

Now, IMLS, in partnership with the Getty Grant program is supporting Heritage Preservation Incorporated's Heritage Health Index. The Index will, for the first time, measure the condition of the nation's collections. Data will be gathered every four years on the condition of collections in America's museums, libraries, archives, and historical societies. At present, no national survey is conducted regularly to produce credible statistics regarding the condition of the nation's art, history, science and natural history collections. With support for grants to individual institutions and for this national research IMLS will continue to care for the nation's heritage.

Using Technology for Education and Outreach

Increasing use of technology has the potential to greatly expand library and museum service. State library agencies frequently use some of the funds they receive in IMLS grants to states to purchase statewide licenses that make high quality databases available in every library in the state. These databases help create a "virtual library" that can be accessed not only at the library, but also at home or at work. These databases often provide the full text of journals, supplying health, job, community, government information, and more. One important characteristic of these online resources is that they have been vetted by librarians who are adept at identifying authentic, high-quality information resources. These databases make it possible for small rural libraries to access resources once available only in large institutions.

Another growing use of information technology in libraries is for online reference. Using the Web, reference librarians can be available 24/7 to serve individual patrons. The

online reference service provides expertise that is often unaffordable for smaller, remote, or resource-poor libraries. IMLS grants have supported development of these services.

A traditional form of sharing resources is the interlibrary loan, of sending paper-based resources from one library to another. Interlibrary loan remains an effective way to serve library users. Technology speeds the service by providing instant access to collections catalogs at remote libraries, helping librarians to identify needed resources, and enabling automated loan requests.

Use of technology in museums is a catalyst for exciting educational innovation. An example is the Lowell Observatory in Flagstaff, Arizona, that has developed a program to be used both at their museum and on the Web. Users will be able to maneuver the Observatory telescope directly to examine the heavens and use the data they collect to execute a large number of digital science projects illustrating mathematics, physics, astronomy, or computer scientific principles. These projects are designed to be completed at any user-specified learning level, from grade school to adult, thus giving teachers and visitors a tangible and personalized method of learning scientific concepts.

Another example is The North Carolina Zoological Park. The Zoo, in continuing partnership with the World Wildlife Fund and three public school districts in North Carolina, is creating a Web site that focuses on several conservation field researchers working on unique species in a variety of ecosystems. Using photos, video, and narrative the Web site places the researchers in a larger ecological context. This highly interactive site increases student awareness of resource conservation and the complexity of environmental problems and helps teachers provide in-depth learning on larger conservation and biodiversity concerns.

Research on how best to use educational technology and distance learning is also supported by IMLS. The Minneapolis Institute of Arts is already a leader in providing information online. Using IMLS funds, the museum is conducting an intensive audience research and product evaluation study. The results will help museums nationwide learn how to improve their digital products, including exhibitions, lesson plans, and image databases, and how to increase their accessibility and use by the public.

To further the body of knowledge about libraries and museums in the digital world, IMLS hosts an annual conference called "Web Wise." Together, scientists, engineers, educators, historians, archivists, curators, and librarians from around the country share their latest research and newest inventions in digital technology with the nation's universities, museums, and libraries. Conference participants have seen how distance learning can bring museum exhibitions and experts into the classroom, and enable people to share the latest research on Internet use and its role in the public library, and share standards for digital resource development.

Supporting Student Achievement

IMLS helps libraries and museums contribute to student achievement. Research funded by IMLS in Colorado and Pennsylvania demonstrates that well-supported school libraries play an important role in student achievement. The Colorado Study reports that student scores on standardized tests are ten to eighteen percent higher at schools with outstanding library media programs and staff. Beyond the school library, public libraries are also partners with schools, sharing electronic networks and resources and offering tutoring programs and homework help centers stocked with reference material and software.

Museums also have a long history of support for schools. And today that role is changing and intensifying. The days of the one-shot field trip are fading away in favor of

sustained interactions that are directly related to teaching curriculum. IMLS supported research to assess the status of the museum-school partnership in 1996 and again in 2000. We found that museums spend a minimum of $193 million each year in support of school programs and contribute 3.9 million instructional hours. Seventy-one percent of museums are working with schools or school districts to develop educational programs, up 10 percent from 1996. Yet sustaining these programs is difficult due to the unpredictability of funding and to scheduling and transportation issues.

Leveraging Capacity

Many states report that IMLS library grants allowed them to make technology investments that prepared them to take full advantage of the E-rate and Gates Foundation library programs. According to recent research, the combination of these three programs has made a tremendous difference in library use of technology and that, had any of the three not been available, the result would have been diminished. Indeed studies show that 99 percent of public libraries have public Internet connections. In fact, people without Internet connections at home or at work most often turn to the public library when they want to go online.

What does all of this connectivity do? Does it mean that everything the library has is online so we don't need the library anymore? Certainly not. It means that libraries have new responsibilities, to train library users and staff to use technology, and to use technology in innovative ways to share high quality resources. Technology expands the reach of the library and draws in new users, not only for the digital resources, but for the traditional resources and services as well. It means that libraries have to do more, not less. People still come to the library for reference assistance, programs like story hours and community meetings, and

just to check out a book. Now they expect high quality Internet connections and digital resources too.

Comparative data shows that libraries are, on the whole, much further ahead of museums in use of technology, digitization projects, and distance learning. As a result, the high quality educational content of museums is still out of reach for many Americans. IMLS will be working to refocus and redirect its funding to begin to address this lag.

This year, IMLS is proposing to refocus its long-standing General Operating Support program for museums. Two clear themes have surfaced in conversations with the museum community about a redesign of this program: technology and education. They seek to develop new strategies to use their collections and services to strengthen learning in schools, in homes, and in partnership with other community organizations. They also need tools to assess technological readiness, encourage digital networks, and support learning partnerships in the digital environment as well as in the classroom. The revised program will be developed in close consultation with museum professionals and other stakeholders, including Congress, in the coming year.

Collaboration

One of the most important collaborative activities for IMLS is its partnership with the National Science Foundation. This collaboration grows out of a 1999 Presidential Memorandum instructing IMLS, NSF, and other agencies to work on the development of a National Digital Library.

Bringing computer scientists together with the content-rich resources of libraries and museums is a catalyst for discussions that will foster the development of digital resources. Through this dialogue, important questions about the development of a shared

vocabulary and standards are arising. Answering these questions is key to realizing the promise of seamless access that is necessary if this content is to be useful to a wide variety of users including teachers and students, researchers, scientists, historians, public broadcasting, and universities.

Sharing educational resources and creating learning communities was the topic of a conference sponsored by IMLS in the fall. Together, libraries, museums, and public broadcasting explored how they could best serve the 21st century learner. Participants saw how Wisconsin Public Television and the Wisconsin State Historical Society are joining forces to form *Wisconsin Collections*, an on-going and comprehensive magazine-style television series to explore the state's rich history. Another successful collaboration is the "Colorado Digitization Project." This is a model partnership that brings together Colorado's archives, historical societies, libraries, and museums, to provide the people of Colorado with access to the visual and oral record of Colorado's history, culture, government, and industry. The "collection" includes a wide range of resources including letters, diaries, government documents, manuscripts, photographs, maps, digital versions of exhibits, artifacts, and oral histories.

Other museum and library collaborations further research and development of digital collections, and explore conservation and preservation issues.

Serving Communities

Not all collaborations are high-tech. Some of the most effective ways to meet the needs of underserved audiences is through collaborations with community organizations. Both libraries and museums are adept at reading communities' needs and responding. Libraries throughout the nation collaborate with each other, with Boys and Girls Clubs, local businesses, and schools to launch highly creative summer reading programs. Research

demonstrates that participation in summer reading programs at the library helps students maintain the reading levels that they attain during the school year.

Community outreach programs are as diverse as the American landscape. In Wisconsin, a cybervan visits teens in housing projects, Boy's and Girl's Clubs and other community organizations. Teens can get a library card, check out books, and use a laptop computer. In Tennessee, reading centers with free take-away materials can be found in the county health and human services departments. The project has been a success in creating new library and reading fans. In towns as diverse as Oceanside, California, and Minnetonka, Minnesota, libraries offer local Spanish speaking populations storytelling and free training in the use of computers and online resources. At the Lower East Side Tenement Museum in New York City, new immigrants learn English through the letters and diaries of immigrants of an earlier century. They are inspired by stories so similar to their own. At the Indianapolis Children's Museum children visit "Rex" the lending library. Visitors can check books and other resources out of the museum and return them to any library in the state.

Outreach extends to all, from the very young to senior citizens. In Hayward, Wisconsin, the Lac Courte Orelles Tribe provides library services to Headstart and senior centers. The Albany Institute of History and Art in New York works with the Albany County Nursing Home in a project called "Remembering Together." The museum has developed kits that can be checked out and used by families during visits to relatives. The resources and guided activities about the art and history of the region often trigger memories that enrich family visits. Strengthening families is also the focus of The New Jersey Historical Society's partnership with a childcare center, young fathers program, the University of Medicine and Dentistry of New Jersey, and the Urban League. The project enhances parenting skills for teen parents by providing them with an opportunity to bring

their children to museums and other cultural organizations. Teens learn how to use museum resources in teaching their children. The "Never too Early to Learn" program in Maryland provides effective early childhood resources and strategies based on the latest research to public libraries throughout the state.

Highlighting the role that libraries and museums play in serving their communities is a priority for IMLS. Each year IMLS awards National Awards for Library Service and National Awards for Museum Service to institutions that are central to the life of their communities. Representatives from institutions as diverse as the Bruckner Nature Center in Ohio and the Urie Elementary School Library in Lyman, Wyoming, to the Queens Borough Public Library in New York and the Houston Museum of Fine Art in Texas have visited the White House to receive this prestigious award.

Evaluation

IMLS also is strengthening library and museum service by developing tools and training to help evaluate programs. This work will help support programs that make a difference and can be shared with other communities. It also helps libraries and museums report on the benefits of their work. IMLS has offered dozens of workshops to train grantees in the use of outcome-based evaluation. Twenty-nine State Library Administrative Agencies have participated in the agencies outcome training. As a direct result, State Library Agencies in Arizona, California, Colorado, Florida, New Jersey, Maryland, and Mississippi have incorporated outcomes concepts in sub-grant or agency-level programs. Texas and New York are planning outcomes training for sub-grantees. State Library Agencies are beginning to have the tools to better describe the benefit of IMLS funding.

I thank the Chairman and members of the Subcommittee for their continued support of this effective federal program. We are proud of the accomplishments of the Museum and Library Services Act and look forward to continuing to work with the nation's libraries and museums to help equip them to serve the 21st century learner. I would be happy to answer any questions that you have.

APPENDIX C - WRITTEN STATEMENT OF STEVEN K. HAMP, PRESIDENT AND CEO, HENRY FORD MUSEUM AND GREENFIELD VILLAGE, DEARBORN, MICHIGAN

AMERICAN ASSOCIATION OF MUSEUMS

WRITTEN STATEMENT OF

STEVEN K. HAMP
PRESIDENT & C.E.O.
HENRY FORD MUSEUM AND GREENFIELD VILLAGE

On behalf of

AMERICAN ASSOCIATION OF MUSEUMS

Before the

SUBCOMMITTEE ON SELECT EDUCATION
COMMITTEE ON EDUCATION AND THE WORKFORCE
U.S. HOUSE OF REPRESENTATIVES

Concerning Reauthorization of

The Institute of Museum and Library Services

February 14, 2002

1575 EYE STREET NW, SUITE 400
WASHINGTON, DC 20005
202.289.1818
FAX 202.289.6578

Chairman Hoekstra, Congressman Roemer and distinguished members of the Committee, thank you for the opportunity to speak with you this morning on behalf of the American Association of Museums in support of reauthorizing the Institute of Museum and Library Services. My name is Steve Hamp and I am President of Henry Ford Museum & Greenfield Village, a registered National Historic Landmark, located in Dearborn, Michigan. I ask that my full statement be made a part of the official record.

The American Association of Museums (AAM), headquartered in Washington D.C., is the national service association representing the American museum community. AAM provides identification and dissemination of standards and best practices, direct services, leadership on museum issues, and representation in the area of government and public affairs. Since its founding in 1906, AAM has grown to more than 16,200 members, including more than 10,800 museum professionals and trustees, 3,000 museums, and 1,900 corporate members.

My own institution is the world's largest indoor/outdoor museum. The Henry Ford Museum has over nine acres of exhibition space and houses such national treasures as the chair in which President Lincoln was seated on the night he was assassinated, and the recently acquired Rosa Parks bus; 81 acres of outdoor exhibit space feature 90 historic structures in Greenfield Village. This includes the Wright brothers' home and their cycle shop -- the birthplace of manned powered flight -- and Thomas Edison's Menlo Park laboratory, the world's first "R&D" facility and home site for over 400 of his patented inventions, such as the first practical incandescent light bulb and the phonograph.

Our collections, which have been described as "*the finest ever assembled documenting the American experience...*", include more than 1 million artifacts and over 26 million documents and photographs. We are Michigan's leading cultural tourism attraction and host more than 1.5 million visitors each year, including over 300,000 school children. We are an independent not-for-profit organization, not formally affiliated with the Ford Motor Company or the Ford Foundation.

Founded in 1929 as The Edison Institute by automobile magnate Henry Ford to honor his friend Thomas Edison, the institution served exclusively as a K-12 school until 1938 when Mr. Ford was persuaded to open the museum and village to the public. However, that initial educational mission remains at the core of our mission today: *"HFM&GV provides unique educational experiences based on authentic objects, stories and lives from America's traditions of ingenuity, resourcefulness and innovation. Our purpose is to inspire people to learn from these traditions to help shape a better future."* Consistent with that mission, our institutional message, targeted especially towards the young, is that "ordinary people have changed the world for the better; you can too!" We offer a vast array of educational programming opportunities geared to serve the full spectrum of visitors from the casual family visitor to the 420 students of the Henry Ford Academy, the nation's first charter public high school developed jointly by a major cultural institution, a global corporation, and the local public school system. The Academy is also one of the most "public" of public schools, with the 9th grade

classrooms located on the floor of the Museum and the 10th-12th grade classrooms located in Greenfield Village. Admission to the Academy is by blind lottery; the only requirements are that a student be entering the 9th grade and be a resident of Wayne County. The Academy has been deemed by state officials as the most ethnically and racially diverse high school in Michigan and has regularly maintained a daily average attendance rate of 96 percent, despite the fact that there is no dedicated transportation for students to and from the campus. Of the Class of 2001—the Academy's first graduating class—88 percent were accepted to post-secondary institutions, a significant feat since many of our students come from very challenged communities in Detroit and Wayne County.

As my remarks suggest, much of what HFM&GV does is done on a large and grand scale. However, we also have developed some small but exceptionally meaningful programs, one of the most notable of which has been recognized and supported by the Institute of Museum & Library Services. Our Youth Mentorship Program pairs highly at-risk high school students—many of whom, literally, do not think about their future because they don't believe they deserve or will have one—with adult mentors from the staff at HFM&GV. While the program only deals with a dozen students each year, it has provided life-changing experiences for many of its participants. This is an intensive program that regularly generates significant improvements in student attendance rates, grade point averages, skills acquisition and self-esteem, while helping many avoid making mistakes from which they may never recover. IMLS recognized the importance and value of this program by honoring HFM&GV at the White House in 1998 as a recipient of a fifth annual National Award for Museum Service. Through a *Museums in the Community National Leadership Grant,* IMLS provided financial support to help us disseminate to others the invaluable lessons we have learned over the 11 years we have offered this exceptional program.

The National Leadership Grant (NLG) Program has played a crucial role in helping museums address emerging needs and issues, central to the multiple roles our institutions play in our rapidly changing society. NLG supports projects with a national impact highlighting models that can be widely disseminated and adapted by others, greatly expanding the reach and impact of federal support. NLG funding addresses a wide range of key issues, including:

1) Developing online educational resources and electronic Web-based exhibits;
2) Creating new curriculum and educational resources for teachers and students;
3) Offering creative, reliable after-school programs; and
4) Partnering with community organizations, schools, libraries and local government agencies to create public-private partnerships that address pressing social issues with local expertise.

HFM&GV is also deeply appreciative of the competitive general operating support grant that IMLS has provided. This type of modest infrastructure support -- invaluable to organizations like ours -- is not available through other federal support

agencies, like the NEH and NEA. This vital funding allows museums like ours to create, develop, and offer educational and community outreach programs for which there is no associated earned revenue stream. It can also enable an organization like ours to fulfill its responsibility as an institutional mentor for and collaborator with smaller community-based organizations striving to enhance their own service capacity. We have such relationships with both the Arab Community Center for Economic and Social Services in their effort to develop our nation's first Arab American National Museum; and with Cultural Center the Arts League of Michigan, a Detroit based community organization devoted to promoting the arts and cultural contributions of African Americans, and with which we've developed compelling and entertaining presentations focused on the Harlem Renaissance.

IMLS is currently engaged in a dialogue with the museum community about refocusing and strengthening this important program of federal support to ensure it more effectively supports the multiple roles museums are being asked to play today. We expect that the new program will retain very useful elements from the current program, such as accessibility to the broad spectrum of the museum community from art museums to zoos, flexibility of application, and local decision making and control. The new program that will emerge from these discussions will undoubtedly greatly enhance museums' ability to serve their individual communities. One particular area where the new program could be highly beneficial is technology. Museums lag behind libraries and other educational institutions in the use of technology and therefore opportunities for partnerships and expanding audiences are lost. More and more the public and our schools expect to be able to use technology to access information and learning materials. According to statistics released by the Census Bureau in September 2001, two-thirds of American households with a school-age child had a computer, and 53 percent had Internet access. Museums must learn to use this information technology better and, more importantly, they need to have the financial ability to acquire it.

Finally, the IMLS has provided HFM&GV with support for several important conservation projects, including the conservation of Buckminster Fuller's *Dymaxion House*, a totally unique living environment now on exhibit at Henry Ford Museum. Through an additional IMLS grant, we are disseminating to other museums the conservation methods and techniques we learned through our work with that unique aluminum structure. IMLS has also supported HFM&GV with a Film Documentation/Restoration grant that has enabled our institution to both document and restore a large number of historic nitrate negatives that had been damaged in a fire.

Support for historic collections, general operating needs, and programs that provide real service to the community—these are the hallmarks of the good work that IMLS has done for our community and other communities via our museums. It provides organizations like the one that I am privileged to head with a national endorsement that helps us leverage funds from the private sector that we need in order to fulfill our missions of community service.

Mr. Chairman, I think it is clear how federal support for my institution through IMLS has greatly benefited my community and the public we serve. I'm sure however that a number of your colleagues might say that that is all well and good for Mr. Hamp's community, but how does that benefit my constituents who live, for example, in rural Oklahoma and can't go to HFM&GV? I think that's a fair question. When Congress turns its attention to reauthorizing any federal program, its first question should rightly be "why?" Why is it the federal government's responsibility to do X, Y, or Z and how does the broader public benefit from this program? So I would like to step back a minute and talk about the broader responsibility the federal government has in supplementing our earned income, grants and donations, and state and local public sector funding, to support the services that America's museums provide to all our citizens.

One of the traditional and still valid reasons for a renewed federal investment in America's museums is that they are the stewards and protectors of our vast artistic, historic, and scientific heritage. America's national cultural treasures are not exclusively confined to Washington, D.C. They can be found across America in places like Cadillac, Michigan, South Bend, Indiana, Tulsa, Oklahoma, and Brooklyn, New York. The museum community collectively cares for more than 750 million objects and specimens, all of it held in trust for the American people. And all of it is accessible to, and seen by, museum visitors not only from the local area but also from around the country, in more than 865 million museum visits per year. The federal government has a responsibility to assist in protecting, preserving, studying, and making this heritage accessible to the people whom we all serve.

Consider that national surveys have shown that after their families' own experiences, Americans rank authentic artifacts in history museums and historic sites as most significant in creating a strong connection to the past. Objects have power to help build understanding about cultures, religions, politics, social and economic trends, and the environment. Understanding and appreciation for others and other points of view is of course the cornerstone of a just and civic- minded democratic society. So it is in our national interest to safeguard our heritage, and to increase its availability to all of our citizens regardless of background, financial resources, or place of residence.

Unlike other national governments around the world that have assumed full financial responsibility for protecting their heritage in national museums, the United States has a strong tradition of financial support for the public service mission of museums through public-private partnerships. We fully support continuing that tradition. The mission of any museum is public service. Museums are both the soul and the reflection of the people we serve, and with whom we, as an institution and as museum professionals, interact every day. We are the story at the heart of every community and it is only right that the local community have a role in telling, and in making it possible to tell, that story. But private support cannot do it alone. Public support, including federal support, is essential.

This idea of learning from our yesterdays, of telling the story of our communities, leads me to my second point about the federal role: that the federal government has the same responsibility to support our museums as it does to support our schools and libraries. Funding for museums, as with schools and libraries, is principally and appropriately a state and local public and private sector responsibility. But because of the national significance and reach of these institutions' service to the public, Congress has rightly recognized that the federal government has a partnership role here as well. The educational role of museums is at the very core of our public service mission. We preserve artifacts and natural objects not simply for the sake of having them from generation to generation, but also so that children and families, the old and the young, can learn about and appreciate them. The museum community's more explicit recognition of this educational responsibility in the last few decades has resulted in a dramatic increase in the integration of museums with schools and libraries as providers of both formal and informal education.

In a recent national public opinion survey, Americans identified museums next in line after schools as important educational resources for their children. And an IMLS survey documented that 88 percent of American museums provide K-12 educational programming. Most museums that offer K-12 educational programming in math, science, art, and history use local and state curriculum standards to shape programs that meet their community's needs. We do not exist or operate in a vacuum; we are integral to the communities we serve and a foundation of their educational systems, just as libraries are. Museums across the country have formed positive, productive partnerships with public schools to provide unique classroom opportunities, after-school programs, and professional development for teachers.

But the most striking finding of the public opinion survey was that almost 9 out of 10 Americans (87%) said they thought museums were a highly trustworthy source of information. Over one third (38%) said museums were one of the most trustworthy sources of information. Books were a distant second at 61 percent. This high level of trust holds true across the demographic spectrum. Americans of every demographic group, including gender, age, education, and geographic region, believe that museums are a trustworthy source of objective information by at least 80 percent or more. I would argue that the modest federal commitment and investment in museums, with the message this sends that our national political leaders value the services museums provide within their communities, has been a contributing factor in bringing about this overwhelmingly positive attitude.

The place of the museum in the community goes beyond its roles as object-based life-long educator and steward of our shared history. Museums are also central to their communities' economic vitality. According to IMLS, there are over 15,000 museums in the United States; 75 percent are considered small museums and 43 percent are situated in rural areas. Roughly 9 out of 10 counties in America have at least one museum, in part because every community has its own unique story to tell to the world. And people want to hear those stories. As I mentioned above, American museums receive over 865 million visits per year, 2.3 million visits per day, compared

with 600 million just a decade ago, and these are people from all income and education ranges. One-third of Americans say they have visited an art museum, a history museum, an aquarium, zoo, botanical garden, or science and technology center within the past six months. Almost a quarter have gone within the past year. Museums have consistently ranked in the top three family vacation destinations, according to data compiled by the Travel Industry Association (TIA).

Cultural and historic travelers spend more, stay in hotels more often, and visit more destinations than non-historic travelers. Again according to TIA data, households on historic trips spend an average of $722 per trip, excluding transportation to the destination. Of equal importance to the visible tourist dollars that museums generate are the non-visible business location dollars. Increasingly, when a business is looking to relocate, part of the calculation about where to go is the issue of quality of life. If you want to attract and retain the best workforce possible, you need to consider the ability of your employees to create a good life for themselves and their families. If they do not want to live in an area, they are not going to want to come to work for that company or they will not stay. Museums are exactly the kind of family-friendly, community-engaged, quality-of-life institutions that businesses seek.

So, as you can see, the old stereotype of the dusty attic is far removed from the reality of what museums today truly embody. Every museum has a deeply rooted connection with its community that is uniquely its own. Museums are the new town hall, the community center where people can gather to meet and converse, to celebrate the richness of individual and collective experience. We are active, visible players in civic life, and we should be. We are so many things to so many people, but without continued public support, federal, state, and local, to supplement our earned income and private donations, we will no longer be able to meet our potential as civic enterprises that contribute to building and sustaining communities.

According to a recent AAM survey of museums, almost 90 percent of museums believe that "funding to meet basic commitments" to the public is a critical need for the coming years, with 70 percent ranking this issue first among their needs. Only 8 percent believe that the museum community has adequate resources to cope with critical issues, particularly funding issues, that if not addressed, would greatly impede the ability of the museum community to fulfill its educational and community service mission. As I mentioned earlier, federal resources in partnership with state, local, public, and private sector support are essential in order to sustain a vibrant, dynamic, and community-engaged museum community in the United States.

It is this question of adequate funding to meet the ever growing and ever changing demands being placed upon museums that is at the center of the museum community's reauthorization proposal. In light of museums' increasing and varied service to their communities, current IMLS funding is simply not sufficient to meet the needs of the public.

I have already talked about a number of the benefits even a modest federal investment in museum services returns to our children, our families, and our communities. But as the public has asked for more services from its museums, the federal share of funding has for many years been effectively flat. I respectfully ask the committee to provide an authorization level at $80 million for the first year and "such sums as are necessary" for subsequent years. This represents the sums that are necessary to ensure IMLS can continue to address the rapidly increasing challenges museums face as they grow and evolve in their roles as civic, public service enterprises.

In addition, the President's Fiscal Year 2003 budget request, as you know, explicitly recommends that funding for Office of Museum Service functions at IMLS be transferred from the Interior Appropriations Subcommittee to the Subcommittee for Labor, Health and Human Service and Education, the appropriations subcommittee that already provides the appropriations for the library functions at IMLS. The museum community appreciates and supports this recommendation. Museums are educational institutions and the subcommittee that handles funding for other federal educational initiatives should appropriately oversee federal funding for museums. Should Congress adopt the President's recommendation, an authorization level of $80 million would provide the new appropriations subcommittee sufficient room to consider appropriate priorities for what would be, for them, a new area of responsibility.

I think it is important to say quite clearly that the museum community supports the existing authorization legislation. Congress wisely has given the agency much flexibility to adapt as the public's expectations of museums have changed and increased over time. The recommendations we have presented to committee staff prior to this hearing are about minor questions of detail.

The changes we propose are very straightforward. For example, in order to give the agency even greater flexibility to meet the needs of the public, we propose eliminating the 15 percent cap on funding for contracts and cooperative agreements with appropriate entities. This proposal stems from our strong support for the tradition of public-private partnerships and our desire to give the agency, as I said, the greatest amount of flexibility possible to meet the challenges of today and tomorrow.

It is important to have concrete and reliable data that specifies what those challenges are and IMLS as a national entity is uniquely positioned to address this issue. We also propose that on an annual basis the Director of IMLS, in cooperation with state, regional, and national museum service organizations, stakeholders, and relevant federal agencies, shall:

(1) Collect and analyze data submitted by museum service program recipients and other sources as well as develop methods for gathering data, to identify national needs and trends in museum activities;

(2) Report on the impact and effectiveness of funded programs in addressing those identified national needs and trends and;

(3) Share information to support best practices in all aspects of museum operations.

The report would be submitted to the President and the Congress no later than April 1, 2003, and annually thereafter. The report would be widely disseminated to state, regional, and national museum service organizations, stakeholders, and other relevant agencies and organizations.

Such an annual report is simply outside the capability of any one museum or even a group of museums. Yet responsible and informed decisions demand good data. IMLS has the stature in the museum community to produce such an annual report and we ask the committee to give IMLS this authority.

Flexibility has been the hallmark of the current authorization legislation and we fully support continuing that flexibility in the future. Again, our requests amount mostly to minor changes of detail and we would be happy to work with members of the Committee to refine the language to address any concerns they might have.

IMLS has done remarkable work for the American people in partnership with the museum community, and with increased flexibility and resources it can do much more. The museum community has been proud to partner with this highly cost-effective agency in an effort to serve the public. On behalf of the nation's museums, I ask the Committee to reauthorize this agency as expeditiously as possible, and to recommend to their colleagues in the House the reauthorization of this vital, efficient, effective, and welcome presence of the federal government in communities throughout America. I thank the Committee for its time and courtesy this morning and I would be happy to answer any questions.

Committee on Education and the Workforce

Witness Disclosure Requirement – "Truth in Testimony"
Required by House Rule XI, Clause 2(g)

Your Name: STEVEN K. HAMP

	Yes	No
1. Will you be representing a federal, State, or local government entity? (If the answer is yes please contact the committee).		X

2. Please list any federal grants or contracts (including subgrants or subcontracts) which you have received since October 1, 1999:

SEE ATTACHED LIST

	Yes	No
3. Will you be representing an entity other than a government entity?	X	

4. Other than yourself, please list what entity or entities you will be representing:

- HENRY FORD MUSEUM & GREENFIELD VILLAGE
- AMERICAN ASSOCIATION OF MUSEUMS

5. Please list any offices or elected positions held and/or briefly describe your representational capacity with each of the entities you listed in response to question 4:

PRESIDENT & BOARD MEMBER, HENRY FORD MUSEUM & GREENFIELD VILLAGE

MEMBER, AMERICAN ASSOCIATION OF MUSEUMS

6. Please list any federal grants or contracts (including subgrants or subcontracts) received by the entities you listed in response to question 4 since October 1, 1999, including the source and amount of each grant or contract:

	Yes	No
7. Are there parent organizations, subsidiaries, or partnerships to the entities you disclosed in response to question number 4 that you will not be representing? If so, please list:		X

Signature: [signature] Date: 2-8-02

Please attach this sheet to your written testimony.

Government Payments
Start Date: 1/1/99
End Date: 2/11/02

Constituent	Date	All Pledges	Reference
Institute of Museum & Library Services	9/2/99	$60,000	Dymaxion House conservation $50,000 Public education $10,000
	8/1/99	$129,921	To support the Youth Mentorship Program and to disseminate the model across the nation
	4/5/01	$50,000	Complete film nitrate documentation
	8/23/01	$112,500	General operating support
National Endowment for the Humanities	2/15/99	$146,100	Childhood toy documentation
	10/19/99	$151,029	20th century exhibition: "Your Place in Time"
	6/6/01	$405,005	Research Center collections moving and storage

APPENDIX D - WRITTEN STATEMENT OF LINDA YODER, DIRECTOR, NAPPANEE PUBLIC LIBRARY, NAPPANEE, INDIANA

STATEMENT OF LINDA YODER

DIRECTOR OF THE NAPPANEE PUBLIC LIBRARY

BEFORE THE

HOUSE SUBCOMMITTEE ON SELECT EDUCATION

HOUSE EDUCATION AND THE WORKFORCE COMMITTEE

FEBRUARY 14, 2002

Good Morning Mr. Chairman, and Members of the Select Education Subcommittee.

My name is Linda Yoder and I am the Librarian of the Nappanee Library, a small public library in rural Indiana. I am very pleased to be here to speak in favor of the reauthorization of the Museum and Library Services Act, particularly the part of the law that we in the library profession refer to as LSTA or the Library Services and Technology Act.

There has been a long history of federal support for libraries dating back to the original law in 1956. The current law to be reauthorized was initially passed in 1996, and one of its great benefits was its flexibility. It allows each state library agency to survey the state and determine the greatest needs. It focuses on technology and outreach to special populations.

My library, the Nappannee Library has benefited from an LSTA grant that demonstrates this flexibility. The population served in my community is 6,710 people. Our chances of being able to utilize new technology were slim until we were able to become part of a pilot project.

Of course, it goes without saying that with that flexibility goes the need for further resources—in other words, money. Federal dollars leverage state and local contributions, but the formula for the law has not changed since 1970. Many small states do not receive an amount large enough to accomplish much either statewide or for individual libraries. In addition, LSTA serves an increased population of libraries, since the last reauthorization expanded the definition of libraries to include academic and school libraries. That is why the library community would like this subcommittee to address an increase in the funding level of LSTA to $500 million. This would begin to address the geographic equity issue and allow larger participation of libraries in statewide databases and electronic networks. I hope the subcommittee will also consider including an evaluation component so that IMLS can conduct yearly evaluations on specific program areas.

I would like to describe today how our community leveraged an LSTA grant to share resources. Ten small libraries in northern Indiana formed a group to hire technical assistance, sharing the same service provider among the participating libraries. We needed to share this expertise so that member libraries could develop a technology plan, understand how our plan would tie in to statewide technology services like INCOLSA, the distance learning initiatives of

the State, and INSPIRE, the statewide technology network, and apply for grants to become part of these systems.

The computer consortium initiated by these 10 libraries now has 39 member libraries serving populations from 1,100 to 33,000 in 20 counties overall. We are successfully addressing technology needs from consulting to network design and configuration, from programming to troubleshooting hardware and software problems.

We developed a Technology Standards Manual that lists guidelines for computer hardware, software and network specifications, and addresses security, anti virus, maintenance and disaster recovery issues. We developed a Summer Reading Program, genealogy, and internet tracking software. We have procured group-purchasing discounts and collaborated on group auctions to dispose of outdated equipment. We mentor libraries in their application for Universal Service Funds (e-rate discounts) and in seeking other funding sources.

Library directors and staff learn from interaction with our service provider and from each other at bi-monthly group meetings. Formal training takes place in classroom settings at the provider's facilities and on-site at library computer labs and meeting rooms. Training may be designed to meet an individual library's needs or open to all members and their staffs and/or library users.

Through this cooperative endeavor, each library has opportunity to put into place efficient and effective means for connecting with other libraries, schools and other educational institutions in the state, in the nation and around the world. We can provide the best possible learning environment for all, both as an information provider, allowing access to on-line catalogs and local collections, and information seeker, providing a wealth of resources to the 406,365 people we collectively serve.

Over the past four years, consortium members have received $511,238 in LSTA funding that has been used to address Y2K issues and critically needed upgrades to local area networks. Ten libraries were able to provide Internet access for the first time. Another 10 libraries are now able to offer on-line catalogs. Computer labs and digitizing local historical collections are on the list of funded projects as well.

Quite simply, this stimulus has enabled us to provide our library users with much needed access that could have taken much longer (years) to accomplish. At our library alone, 300-400 people come through the doors each day to use the computer lab, attend story times, or take a class. Over 500 programs are offered each year including classes in basic computing, spreadsheets, word processing, beginning Internet, and personal web page design. "Bridging the Digital divide" is a phrase that comes to life each day in the computer lab as teens, senior citizens, Amish men and women, Hispanic families, businesspeople and the unemployed sit side-by-side checking email, searching for information or learning to use a new program.

One of the services now available to my community is a project called "local roots". This website is a collection of local genealogy information including birth, marriage and obituary databases. Through this site, each consortium member has an affordable means to make their

local resources available, whether the collection is large or small, whether they have their own website or not. The impact of this project is far-reaching with information previously only available by contacting individual libraries, but that now is available globally via the Internet. Our library has contributed 33,000 records available on this site. Searches are quick, easy and comprehensive bringing up all records associated with the name or location requested.

A study conducted by researchers at Florida State University, soon to be published by the Institute of Museum and Library Services found that the combination of funding from the Library Services and Technology Act (LSTA); the E-rate, discounted telecommunications rates for schools and libraries established by the Telecommunications Act of 1996; and the Bill and Melinda Gates Foundation U.S. Libraries program, has "resulted in significant experimentation and innovative information services development by public libraries."

These resources allowed public libraries to offer new networked-based programs and services; obtain additional resources and support for their libraries; better integrate themselves into the local community's information infrastructure; encourage economic development; and increase the visibility and credibility of the public library as the "information place" in the community. (Public Library Internet Services and the Digital Divide: the Role and Impacts from Selected External Funding Sources, soon to be published). I am quoting from these details to demonstrate that federal dollars combined with state and local and other funds allow smaller libraries like mine to provide greatly enhanced services that would not otherwise be possible.

Some Representatives in Congress in 1998 might have seen the Muncie Public Library's new Cybermobile that was parked here on Capitol Hill for a few days. This Cybermobile is a new twist on the old bookmobile in that it travels, fully equipped with the latest satellite transmitted technology and a full complement of computers, to community centers, senior centers and schools in the Muncie, Indiana area. Funded through an LSTA grant, the Cybermobile has introduced technology and computer training to groups that might not be able to come to the library. It has been extremely successful and its success has inspired other communities to develop the same sort of program.

Another project funded through LSTA and benefiting all Congressional districts in Indiana is the Read-To-Me Program. This program encourages offenders in Indiana correctional institutions to read to their children. Children's books, cassette recorders or videotapes are used and materials are sent to the children at home. The project stresses the importance of reading to children and the value of reading. Parents are involved in the process of selecting age-appropriate books for their children. This positive program has been very successful in reaching its goals.

I have tried to highlight some of the innovative and creative projects that have occurred in my state through the uses of federal funds from the Library Services and Technology Act. These funds provide valuable services to small libraries like mine, but also because they are matched, create a state and local contribution that allows broader participation. In every one of your states there are corresponding or different types of programs funded through LSTA.

I have attached to my testimony a brochure and calendar of events at my busy library. As you can see, computer training shares time with toddler story hours, lullababies lab sits for babies ages 9 – 23 months, a computers for seniors class, and a Super Science Saturday program for grades 1-5. When we say we serve all the community, we mean that. Libraries across the country are very aware of the important role they play at the heart of communities. We see first hand the impact this funding is having on individual lives.

Unfortunately, this year the demand was so great in Indiana for LSTA funding that only 56 percent of the project applications will be funded.

In these difficult and uncertain times, we ask you to reauthorize the important legislation that helps libraries provide as much information and service in as many was as possible to diverse populations in large cities and small communities like mine.

Thank you for all the help you have provided to libraries in the past and I look forward to a speedy passage and subsequent funding of the reauthorization of the Museum and Library Services Act.

February Events

Date	*Event*	*Time*
Saturday, February 2	Crafts for Kids	9:00 a.m. - 5:00 p.m. Children's Room
Sunday, February 3	Poetry Club	1:00 p.m. Meeting Room 1
Monday, February 4	Web Page Design Class	6:30 - 8:00 p.m. Computer Lab
Tuesday, February 5	Computers For Seniors Class Lullababies Lap Sit ages 9 - 23 months GED Class	9:00 a.m. - 12:00 noon Computer Lab 10:00 - 10:30 a.m. Children's Room 6:30 - 8:30 p.m. Meeting Room 1
Wednesday, February 6	Morning Toddler Time ages 2 - 3 ESL Class	10:00 - 10:30 a.m. Children's Room 6:30 - 8:30 p.m. Meeting Room 1
Thursday, February 7	Computers for Seniors Class Sign Language Class Evening Story Time	9:00 a.m. - 12:00 noon Computer Lab 6:00 - 8:00 p.m. Meeting Room 1 6:30 - 7:15 p.m. Children's Room
Saturday, February 9	Digital Camera Class	10:00 a.m. - 12:00 noon Meeting Room 2

	Stamp Club	10:00 a.m. Meeting Room 1
Monday, February 11	**Web Page Design Class** Introduction to the Internet Class American Girls Club grades T1 - 2	**6:30 - 8:00 p.m.** **Computer Lab** 7:00 p.m. Meeting Room 1 7:00 - 8:00 p.m. Children's Room
Tuesday, February 12	**Computers for Seniors Class** Lullababies Lap Sit ages 9 - 23 months GED Class American Girls Club grades 3 - 5	**9:00 a.m. - 12:00 noon** **Computer Lab** 10:00 - 10:30 a.m. Children's Room 6:30 - 8:30 p.m. Meeting Room 1 7:00 - 8:00 p.m. Children's Room
Wednesday, February 13	**Morning Toddler Time** **ages 2 - 3**	**10:00 - 10:30 a.m.** **Children's Room**
Thursday, February 14	**Computers for Seniors Class** Sign Language Class Evening Story Time ages 3 - 5	**9:00 a.m. - 12:00 noon** **Computer Lab** 6:00 - 8:00 p.m. Meeting Room 1 6:30 - 7:15 p.m. Children's Room

Saturday, February 16	Stone Sculpting Workshop Make-a-Memory Club	9:00 a.m. - 4:00 p.m. Meeting Room 1 9:00 a.m. - 12:00 noon Meeting Room 2
Monday, February 18	President's Day CLOSED	All Day
Tuesday, February 19	Lullababies Lap Sit ages 9 - 23 months GED Class Color Copier Training	10:00 - 10:30 a.m. Children's Room 6:30 - 8:30 p.m. Meeting Room 1 7:00 p.m. Main Floor
Wednesday, February 20	Morning Toddler Time ages 2 - 3	10:00 - 10:30 a.m. Children's Room
Thursday, February 21	Golden Matinee "Bringing Up Baby" Sign Language Class Stepping Stones Class Evening Story Time ages 3 - 5	1:00 p.m. Meeting Room 1 6:00 - 8:00 p.m. Meeting Room 1 6:00 - 9:00 p.m. Meeting Room 2 6:30 - 7:15 p.m. Children's Room
Saturday, February 23	Super Science Saturday grades 1 - 5	10:00 a.m. Children's Room
Monday, February 25	Lunch and Learn Health Seminar	12:00 noon Meeting Room 1 6:30 p.m.

	Computer Clinic Web Page Design Class	Meeting Room 1 6:30 - 8:00 p.m. Computer Lab
Tuesday, February 26	**GED Class**	**6:30 - 8:30 p.m.** **Meeting Room 1**
Thursday, February 28	**Board Meeting** Sign Language Class	**7:00 a.m.** **Conference Room** 6:00 - 8:00 p.m. Lower Level
PATRONS WITH DISABILITIES REQUIRING SPECIAL ACCOMMODATIONS MAY CONTACT THE LIBRARY AT (219) 773-7919 FOR ASSISTANCE IF PLANNING TO ATTEND A PROGRAM.		

APPENDIX E - WRITTEN STATEMENT OF LUCILLE C. THOMAS, VICE PRESIDENT, BOARD OF TRUSTEES, BROOKLYN PUBLIC LIBRARY, BROOKLYN, NEW YORK

**TESTIMONY OF DR. LUCILLE THOMAS,
MEMBER OF THE BOARD OF TRUSTEES OF
THE BROOKLYN PUBLIC LIBRARY BEFORE THE
SELECT EDUCATION SUBCOMMITTEE OF
THE HOUSE EDUCATION AND THE WORKFORCE COMMITTEE
FEBRUARY 14. 2002**

Good Morning Mr. Chairman, Members of the Select Education Subcommittee, I am pleased to be here to testify this morning before the Subcommittee.

My name is Lucille Thomas, and I am the Vice-President of the Board of Trustees of the Brooklyn Public Library, a former professor and long-time library advocate. I am a member of the Association of Library Trustees and Advocates or ALTA, a Division of the American Library Association. At the outset, I'd like to say a hearty thank you to Representative Major Owens, our librarian in Congress who has represented our district and done such a fine job.

My purpose today is to request your Subcommittee to reauthorize the Museum and Library Services Act, an act that includes the Library Services and Technology Act. We ask that you reauthorize LSTA at $500 million to address more of the nation's library needs.

We appreciate the support that Congress has given to library programs since the inception of federal support for libraries in 1956 in the original Library Services Act. Since its reauthorization in 1996, LSTA has been responsible for the great innovations that have created change in libraries across the country. With the recent advent of new technology, LSTA has enabled libraries to participate in an electronic revolution of information retrieval.

In our library, funding from an LSTA grant allowed us to design and implement a program called "Get Connected to Consumer Health Information." First, library staff was trained to evaluate on-line health resources and develop a web-based resource guide. Then training was conducted with a targeted group of senior citizens. A total of 187 librarians were trained and 45 public training sessions were conducted at 37 branches. Over 600 library patrons attended. This health information service was very valuable to the community.

Along with that, the flexibility of the legislation has allowed state library agencies, like that in my own state, to encourage children to participate in summer reading programs across New York State. I'm proud to say that the Brooklyn Public Library has contributed to this summer's reading program by obtaining the artwork and attractive poster and developing the users' manual for the state program. The colorful poster will encourage children across the state to participate in the summer reading program, thereby enhancing skills and enjoyment in reading.

For most children in Brooklyn, there is no summer camp, no cottage at the lake—it's the Library. Whatever we provide for them in the way of enrichment—story times, puzzles and games, arts and crafts, kickoff and closing parties—changes their lives.

This program has proven to be a success and increases children's reading skills and keeps their skill level from dropping over the summer. Programs like these introduce newer readers to the enjoyment of reading and encourage children to explore a wide variety of reading materials.

Attached to my testimony with permission from School Library Journal is an article by Walter Minkel, "Taking the Show on the Road," published in *School Library Journal* of February 2002, that demonstrates the creativity of librarians across the country in developing and implementing summer reading programs. Studies show that children who participate in summer reading programs keep up their reading skills and improve them, while those who don't read during the summer suffer a drop in skill levels.

These two illustrations, use of technology and summer reading programs show the breadth and flexibility of the library legislation.

The Brooklyn Public Library is a large urban library system with 60 libraries serving 2.5 million residents. We serve children, teens and adults, many populations with special needs, people with disabilities, seniors, and many individuals with languages other than English. As a result the library provides English as a Second Language (ESOL) classes, materials and conversation groups. Individuals new to our community can find education and job information—in fact, our library has a partnership with the Department of Labor. Since we are such a thriving community, new and long-time residents eagerly seek information at the library about business, rules and regulations, and how to start a business. The Brooklyn Public Library also provides opportunities for adult education, both GED programs and introduction to technology.

A study conducted by Jones e-global library in the Fall of 2001 found that 94 percent of librarians today consider that their primary job importance is "instructing patrons, students and/or faculty in the navigation and evaluation of print and digital information" and "directing patrons, students and/or faculty to appropriate information resources". The library is, as it always has been, the community center for education and learning.

The education, information and services provided by our library system have been particularly helpful to the community since the tragedies of September 11. Librarians have helped parents retrieve information, cope with grief and locate resources to share with their children. The library's "kidzone" web site (www.bpikidzone.org) provides a section called "Coping with Life's Traumatic Events," that lists books and videos for adults, teens and children. At our library branches, displaced people looking for jobs can find job information, books on writing a resume, and can use our computers to file job applications on-line.

With the stimulus of federal dollars, the Brooklyn community is participating in an "E-mail Reference Service—Ask a Brooklyn Public Librarian," which we hope will improve the transmission of the correct information to library users in an improved amount of time. So far, during the initial launch period of six months, 587 users were served, 443 via the new Ask a Brooklyn Public Library Librarian, and 144 using the "write to us" option on the Library's web site. Many requests related to Brooklyn history and family genealogy and user satisfaction was very high.

In addition to summer reading programs, libraries, including mine have also focused on early childhood programs for day-care providers, parents and parents of new infants. Reading to children is so important in their brain development and language formation, as well as in development of early-reading skills, so children's librarians are reaching out to the community to stress the importance of methods of introducing children to print, sounds and finger-games. With increased funding more of these programs could be conducted both on-site and in other parts of the community. We appreciate the First Lady, Laura Bush's, interest and attention to pre-reading and early reading programs.

The January 10 edition of *Education Week* on p. 21 quoted the National Household Education Survey that shows that twenty-two percent of 3- to 5-year-olds are cared for in at least two settings outside their home in any given week, so library outreach to day care providers is extremely important.

Another aspect of day care was addressed by an LSTA grant to our Business Library that recruited low-income adults in Brooklyn who wished to set up their own family day care business. More than 630 individuals attended a series of seven programs that included a Day Care Business Expo, Family Day Care Orientations and other special topic workshops. We had speakers who presented information in Spanish, Cantonese and Russian, as well as in English. The Business Library included many other community and government service organizations in the development of these workshops.

I hope my testimony has shown you a little of the various areas of involvement for large urban libraries in today's busy world. Federal dollars help us develop particular program areas and are matched by state and local contributions. The programs developed are thus greater in size and reach a larger number of individuals in the community. I encourage you to reauthorize the Museum and Library Services Act in 2002, and give libraries the resources they need so that all communities, big and small, urban and rural can get access to the valuable programs and services libraries provide. Thank you for your attention.

Attachment:

"Taking the Show On the Road," by Walter Minkel, *School Library Journal*, February 2002 pp. 46-48, used with permission from School Library Journal Copyright © By Cahners Business Information A Division of Reed Elsevier Inc. (http://www.slj.com).

Taking the Show on the Road

BY WALTER MINKEL -- 2/1/2002
FEATURES >

In places where summer reading attendance has ebbed, librarians are reaching out to kids who won

Why are so many public libraries suddenly reaching out to kids who have never participated in summer reading programs? "Because June Cleaver is dead," says Penny Peck, evoking the name of the dutiful, "nonworking" mother of *Leave It to Beaver*, the popular 1950s sitcom. Now, with so many working moms, says Peck, the head of youth services for the San Leandro (CA) Public Library, many kids spend their days in childcare programs, with little chance of getting to the library. Bringing summer reading programs to childcare and recreation centers, YMCAs, and Boys and Girls Clubs "may be the only way some kids can participate" in summer reading, insists Peck. "It's 2002, not 1952."

Traditional summer reading programs—those in which kids and parents visit the public library every few weeks—continue to flourish in many communities. But in others, librarians have noticed that the number of participants is decreasing. The youth services staff of the Clermont County Public Library (CCPL) in Batavia, OH, for example, noticed that fewer children entering grades K–2 were registering for summer reading. When Tracey Woodward, CCPL's public services assistant, asked other public libraries if they were experiencing a similar drop in participation, four out of five libraries indicated they were. Why? Respondents often "chalked up the drop to working parents and day care kids," says Woodward.

Have program, will travel

More libraries are running summer reading programs that go where the kids are. "I really feel like I have to take my summer reading program on the road," says Adrienne Furness, a children's librarian at the Maplewood Community Library in Rochester, NY. "Many children in the neighborhood spend their days in programs like the YMCA, and, since they're busy all day, and I do the bulk of my programming during the day, it creates a barrier." Last year Furness received a $550 grant from her Friends of the Library group to purchase crafts materials and prizes (rulers, pencils, kazoos, and yo-yos) for a weekly program at the local Y. Working with up to 100 kids at a time, she registered them for summer reading, presented story and craft sessions, and handed out incentives as part of a summer reading game. Furness says the program was successful at reaching kids who "would never have come in to the library, much less participated in a summer reading program, if I hadn't done this project. Some of the kids who never came to the library before now bug their parents to bring them."

Some librarians might hesitate before bringing summer reading to a preschool program, but not Michael Konnert, an outreach services librarian for Vigo County Public Library (VCPL) in Terre Haute, IN. Konnert says that the key to running a successful summer reading program for preschoolers is having a staff that's enthusiastic about working with young children—plus lots of inexpensive, appealing prizes. Last summer nine preschools with an enrollment of about 260 children participated in VCPL's program. Konnert and a group of trained teen volunteers visited each classroom every two weeks, for a total of four times. They read to the children and did crafts, puppet shows, and other activities. The teachers also read to the children and kept a record of the number of minutes each child was read to. At the end of the program, the children each selected a paperback book, which was theirs to keep. During the summer of 2001, the teachers read to the children, usually in a group, for a total of nearly 600 hours, and the preschoolers received 630 prizes and 247 books. Konnert, who also runs a program with older children and teens in lower-income-area community centers every summer, says VCPL has run the summer reading outreach since 1995. The goal, he says, is to encourage kids

to visit the library. "I think we accomplish this goal very nicely," says Konnert.

In Cheyenne, WY, the Laramie County Library System (LCLS) used an older technology—its bookmobile—to meet the very contemporary need of helping mostly Hispanic children whose families live in low-income apartments, far from the library, to participate in the summer reading program. Last summer Judy Norris, LCLS's outreach coordinator, and Susan Parkins, the bookmobile driver, took to the road, presenting crafts, storytimes, and other activities, encouraging kids to borrow books, and registering them for summer reading. "Many kids, especially fourth to sixth graders, had to be coerced to participate initially, but soon became regulars," says LCLS's Children's/Young Adult Services Manager Amelia Shelley. Food coupons from local businesses and cheap toy giveaways—plus the bookmobile staff's enthusiasm—helped persuade the kids to attend. "Our summer reading participation increased 93 percent [because of] the bookmobile this year," says Shelley. The program was so successful that Norris and Parkins have continued programming during the school year at a trailer park and a low-income apartment complex.

The Middleborough Public Library (MPL), which serves a 60-square-mile area in southeastern Massachusetts, reaches out as well. Marilyn Thayer, an MPL children's librarian, set up a series of read-aloud programs at various locations far from the library, but near where many children live. Ocean Spray, a large local employer, donated piles of drink boxes to the program. "Children [attended] who might not have seen a library program otherwise," Thayer says. "I'd pack up my drinks, and drive off to do the program." One week she read ghost stories in a graveyard, near the headstone of a former principal of the neighborhood school. Another week Thayer read to a group of children, many of whom had never been so close to a horse before, at a horse farm. Still another time, she read at a dairy farm.

Reaching out to teens

Teens—particularly hard-to-serve teens—are also the targets of summer outreach programs. Francisca Goldsmith, the teen services coordinator at Berkeley (CA) Public Library, says that when promoting the library's teen summer reading program, "We specifically target English language learners by visiting summer-school ESL classes to promote the program." Berkeley's schools receive children and teens from all over the world, and Goldsmith says that she and other staff "[make] sure that our summer-end party includes no foods that specific religions find inedible."

Naomi Angier, the juvenile justice outreach librarian for Multnomah County Library in Oregon, has been bringing the library's teen summer reading program into the local juvenile facility since 1998. Because she works with a captive audience, running a program for youth in detention is relatively simple. Yet prior to Angier's arrival, these teens had no access to a summer reading program. "We usually give out bookmarks for reading 10 hours and 20 hours—20 hours gets a fancy plastic-covered bookmark—and a magazine for 30 hours of reading," Angier says. "Most of [the teens] receive a magazine within one week because they have so much free time to read [and little else to do]."

Starting a program

"It is so easy to give the majority of your attention and focus to the kids walking into the library building—serving them and asking them questions about what they think summer reading should be like," says Katie O'Dell, the reading promotions coordinator for Multnomah County Library. But the staff knows that only about 23 percent of the county's youth visit the library. "We would like to get that number up to 30 percent in the next few years," says O'Dell. Whether or not your library tracks its summer reading statistics and plots its goals this precisely, it's a good bet that many of the children in your community weren't in your program this past summer. If outreach isn't currently part of your library's summer reading program, it may be time to look closely at your community and see

where the children participating in your summer reading program are coming from—and where they aren't.

There are some simple ways to gauge summer reading program participation in your community. You can ask all school-aged participants, when they sign up, the name of the school they'll be attending in September (and be sure to ask about homeschooling). That way, you'll be able to count the number of summer reading participants from each school—and map them out. These numbers can offer insight into which parts of your community you aren't reaching. The second test is simple—when an elementary school class visits your library near the end of the school year, ask the kids if they know whether they'll be coming to the library this summer. If not, where will they be? There's a third "test" that's almost entirely intuitive, but can be convincing, too—the supermarket test. On a day when school's out, take a trip to the nearest supermarket and look closely at the faces of the children and parents you see. How many of them have you seen in your library? If almost all of the faces are unfamiliar, you have work to do.

Librarians who run outreach programs agree that a desire to serve underserved groups of young people is the most important ingredient in starting these programs and making them work. Mary Ann Gilpatrick of Walla Walla (WA) Public Library visits the city's "Summer Recreation in the Parks" programs every summer and works with a local elementary school to bus 200 students, many of them Hispanic, to the library. She knows that outreach programs can also make a job that sometimes feels like a grind seem new again. Gilpatrick says, "I discovered a long time ago that if I wasn't doing outreach I got stale real fast, and more recently learned that institutional coalition building helped keep me from burnout."

Securing funding

Call the directors of the YMCA, the Boys and Girls Club, Head Start, and other agencies that work with kids over the summer. Talk to the recreation directors in the parks department, and ask them if they'd welcome a visit from the librarian. Describe your summer program, and how it keeps kids' reading skills sharp while they're not in school. Find out whether the agency staff will support your visits and summer reading program—selling the program director works wonders in this department. If you need to convince your administration that spending time out of the building is a good use of your time, get the numbers in advance—how many children you can work with in *x* number of visits.

Sometimes organizations will approach your library and ask about partnering. When they do, it's time to make sure you're ready to take advantage of the offer, and to take advantage of opportunities that evolve from it. Theresa Hadley, a youth services librarian for the Whatcom County (WA) Library System (WCLS), says that a member of the Lummi Tribe approached WCLS about collaborating on a grant for library services to underserved populations. WCLS worked with the Lummis and the partnership eventually won a wide-ranging Library Services and Technology grant that gave the Lummi tribal library (not part of WCLS) a children's librarian, and gave WCLS the resources to run a summer reading program at the local school for the children of migrant workers.

"Each week the bookmobile driver and I go out to the school," says Hadley, who runs the outreach program to the migrant children. She spends a total of 40 minutes with each class, Pre-K through fifth grade—15 to 20 minutes in their classroom and the rest of the time on the bookmobile, helping students find books. "While I'm in the class I'm either storytelling, booktalking, reading aloud, or facilitating the summer reading club. The school does the same summer reading club that we are running in our library branches. We modify it a bit for their needs. The teachers get big packets of materials—reading logs, incentives, folders, etc.—and they pretty much run the program. When I come, I ask how they're doing, check their progress, provide reader's advisory, and cheer them on."

It's precisely this kind of cooperation that can benefit both (or many) parties and sweeten the pitch to reluctant administrators. "Since 'community coalitions' is a current buzzword, it's an easy sell," says Gilpatrick. "If you have an administrator who is dead set against the 'library-without-walls' concept, you need to talk them into it, with numbers or allies."

Peck suggests that a librarian who wants to reach out to community agencies—but has a reluctant supervisor to convince—should solicit "requests from the partnering organizations, especially if it would reach a lot of kids (not just a dozen kids at a day care center). It may also be significant, as it was in my case, that the partners served predominantly minority kids, or kids who speak English as a second language and want to learn English—very patriotic in these times—or have other special needs, or who are 'at risk.'" The need is out there, and serving populations that don't use the library can be tough—at least the first time you visit an unfamiliar, noisy site you've never visited before. But reminding these children, their group leaders, and their families about the public library can help spread the message to those who have gone unserved for too long.

Author Information

Walter Minkel, *SLJ* 's technology editor, is a former children's librarian and a veteran of more than 20 years of summer reading programs.

Table of Indexes

Chairman Hoekstra, 1, 2, 4, 5, 8, 9, 10, 12, 14, 15, 16, 17, 19, 20, 22, 24, 25, 26, 28, 30, 32
Mr. Hamp, 16, 17, 24, 25, 27, 28, 29, 30, 32
Mr. Martin, 6, 8, 9, 11, 12, 13, 14, 15
Mr. Owens, 14
Mr. Roemer, 2, 3, 4, 5, 10, 11, 12, 16, 17, 19, 26, 27, 28
Mr. Scott, 4, 12, 13, 14, 30, 31, 32
Mr. Tiberi, 28, 29
Ms. Sheppard, 10, 13
Ms. Thomas, 15, 22, 25, 27, 30, 31
Ms. Yoder, 19, 20, 24, 26, 27, 31, 32

□