



# MEDIA CENTER MESSENGER

## The President's Letter

### Valerie Byrd Fort - SCASL President

Happy New Year, SCASL!

A brand new year is here and what a great time to reflect on the past year and think about what you want to accomplish in the year to come. In the December online issue of the Media Center Messenger, I highlighted some of the accomplishments of SCASL during 2008. There were many and I am proud to be President of such an organization of professionals. The year 2009 promises to be even better for SCASL, so be on the lookout for announcements of upcoming programs and events throughout the year.



### Here are some important dates to note in your 2009 calendars:

- Votes for the South Carolina Book Award Program are due by February 13.
- South Carolina Book Award Banners are due by February 27.
- The I Love My Library contest deadline is February 28.
- The SCASL 2009 Annual Conference is March 11-13 in Greenville. If you did not register by December 31, 2008, then you have missed out on Early Registration, but that does NOT mean you have missed out on registration all together. You can still register for conference as well as all of the wonderful pre-conference sessions that are planned. Don't miss Doug Johnson, Dianne De Las Casas, and many more!
- The SCASL Read In is April 16 in Columbia.

Wow - we have a busy year ahead of us!

I hope you have a wonderful 2009, and, as always, thank you for everything you do for our profession and for the children in South Carolina!

Valerie Byrd Fort,  
SCASL President

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## SCASL MISSION STATEMENT

The South Carolina Association of School Librarians advocates professional excellence, facilitates collaboration and develops leadership to ensure that school library media programs are integral to teaching and learning in every South Carolina school.

## 2008-2009 Dates

### February 2009

19-21 SCIRA 2009 Annual Conference  
(Myrtle Beach, South Carolina)

### March 2009

9-13 Teen Tech Week  
11-13 SCASL 2009 Annual Conference  
(Greenville, South Carolina)

### April 2009

National School Library Media Month  
13-17 National Library Week  
16 South Carolina Read In!  
30 El Dia de los Ninos/El Dia de los Libros

### May 2009

11-12 Library Legislative Day (Washington DC)

### November 2009

4-8 AASL National Conference & Exhibition  
(Charlotte, North Carolina)

## Keep In Touch

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To subscribe:

Address: [listserv@listserv.sc.edu](mailto:listserv@listserv.sc.edu)

Subject: Leave blank

Message: Subscribe SCASL-LS  
yourfirstname yourlastname

### The Media Center Messenger:

Send all suggestions, corrections, articles and ideas to  
Laura Jackson at [jmoggles@hughes.net](mailto:jmoggles@hughes.net).

### Other important addresses:

**SC Dept. of Education:** [www.sde.state.sc.us](http://www.sde.state.sc.us)

**SCLA:** [www.scla.org](http://www.scla.org)

**SC State Library:** [www.statelibrary.sc.gov](http://www.statelibrary.sc.gov)

**ALA:** [www.ala.org](http://www.ala.org)

**AASL:** [www.ala.org/aasl](http://www.ala.org/aasl)

## SC STATE LIBRARY NEWS RELEASE

SchoolRooms now features two new instructional videos to help educators and parents find useful and trustworthy resources on particular topics. The first video gives step-by-step instructions for educators to find resources within SchoolRooms that support a South Carolina academic standard. This video emphasizes US History standard 7.2, which focuses on the Harlem Renaissance and other cultural issues of the 1920s and 1930s.

The second video teaches parents how to find resources in SchoolRooms to help their child with algebra homework. The same searching methods provided in the brief instructional videos can be used to discover additional homework help, get information on family health and social issues, learn about testing in schools, and much more. SchoolRooms will be featuring new videos monthly on specific curriculum standards and other educational topics.

All SchoolRooms training videos can be viewed at the toolkit web page ([www.statelibrary.sc.gov/toolkit](http://www.statelibrary.sc.gov/toolkit)) and are also available on YouTube and TeacherTube.

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## A(ugusta) Baker's Dozen Set for April 24-25

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Kimberly Willis Holt will be the featured guest for the 23rd annual A(ugusta) Baker's Dozen: A Celebration of Stories on April 24-25 at the Richland County Public Library.

Holt's first novel, *My Louisiana Sky*, was an ALA Notable Book and an ALA Top Ten Best Book for Young Adults. It also received a Boston Globe—Horn Book Honor Award. Her second novel, *When Zachary Beaver Came to Town*, won the 1999 National Book Award. She is also the author of *Keeper of the Night*.

A(ugusta) Baker's Dozen is sponsored by RCPL and the USC School of Library and Information Science. The two-day festival features a lecture by Holt on Friday, April 24, and Storytelling for Families, featuring regional and local storytellers, on Saturday, April 25. Both events, which are free and open to the public, will be held at the Main Library. Additionally, RCPL gathers more than 2,000 fourth graders on the grounds of the historic Robert Mills House in Columbia to hear regional and local storytellers on Friday morning.

This event honors nationally-known author and storyteller Augusta Baker and continues her legacy of inspiring others to introduce children to the magic of literature and stories. Baker, who spent most of her professional career serving as Coordinator of Children's Services at the New York Public Library, moved to Columbia in 1980 and was the storyteller-in-residence at USC until her death in 1998.

Questions? Visit <http://www.myRCPL.com/baker.htm> or call 929-3474.




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## New Morning Foundation

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Congratulations to the following Library Media Specialists for receiving grants from the New Morning Foundation. For more information, visit <http://www.newmorningfoundation.org/>

**Ms. Susan F. Hughes, Principal**  
**Ms. Patricia Bynum, Library Media Specialist**  
J.L. Mann High School  
Greenville, SC 29607

**Mr. Rex Ward, Principal**  
**Mrs. Jackie A. Rapp, Library Media Specialist**  
Ninety Six High School  
Ninety Six, SC 29666

**Mr. Henry Adair, Principal**  
**Ms. Carol Goodwin, Media Specialist**  
**Ms. Robin Mitchell, Media Specialist**  
Westside High School  
Anderson, SC 29625

**Dr. Gerald Edwards, Principal**  
**Ms. Sharon Howarth, Media Center Director**  
**Ms. Sarah Quin, Media Specialist**  
Wilson High School  
Florence, SC 29506

**Dr. J. Todd Bornscheuer, Principal**  
**Mr. R. Jason Goings, Media Specialist**  
Silver Bluff High School  
Aiken, SC 29803

**Dr. A. Sean Alford, Principal**  
**Ms. Pamela Williams, Media Specialist**  
Columbia High School  
Columbia, SC 29210

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## Advocacy Committee Report

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The SCASL Tips book, "What They Didn't Tell Me About in Library School!" will be unveiled at the SCASL Conference in March. Be sure to attend my concurrent session to learn more about this useful tips book from association members for association members. Cost will be ONLY \$5 per book!

Jessica Felker  
Advocacy Chair  
[jfelker@lex5.k12.sc.us](mailto:jfelker@lex5.k12.sc.us)

## 2009-2010 SCASL Elections

**The Elections Committee proudly presents the following as the slate of officers nominees for 2009-2010.**

### Joe Myers, President-Elect

Joe is a 20-year veteran media specialist having worked in Georgetown, Berkeley and Fairfield Counties. He has a B.S. Degree in Secondary Education (1985) and a Masters in Librarianship in 1987 from USC. He has been media specialist at Pleasant High School, Berkeley High School and Cross High School. In 2001, he became Coordinator of Media Services and Textbooks for Berkeley County Schools. In 2007, he accepted a position at Fairfield Central High as media specialist.



Joe has presented at SCASL on collecting and using data in media centers, participated in the SCASL Leadership Institute and has served on the Constitution and By Laws committee.

### Lena Lee, Secretary

Lena Lee is a library media specialist at Dreher High School in Richland One. This is her second year as a library media specialist. She currently serves as Public Awareness Chair on the SCASL Executive Board and has assisted SCASL in the past with legislative advocacy.



Lena served in the United States Army for 4 years as a Military Intelligence noncommissioned officer. She has worked for the South Carolina House of Representatives on the Education and Public Works Committee as a research assistant. She received both a BA in African American Studies in 2000 and an MLIS in 2006 from the University of South Carolina. She is married to Morgan E. Lee and has one son, Chapman.

Since the office of treasurer is a two-year term, there is no nominee for the office.

### Elections Committee Members:

Martha Taylor, Ida Thompson, Janet Boltjes, Frankie O'Neal, Carole McGrath

## Books, books & more books By: KERI TODD

*Article and photos by Keri Todd, Staff Reporter, Chronicle-Independent (Camden). Published in the West Wateree Chronicle, December 23, 2008 and reprinted with permission.*

More than 600 Lugoff-Elgin Middle School (L-EMS) students took a trip Dec. 15 from the media center in the old building across the way to the new building they will be setting foot in next semester. But they didn't make the trip empty handed. Each student was responsible for carrying 10 to 15 books from one library to the other.

"If we packed the books into boxes and carried them over, it would be double, even triple the work," L-EMS Principal Dan Matthews said. "With each student carrying some books, there is no down time and we'll have the entire media center moved within a day." Matthews said the books were being carried over in order and were shelved in the correct place in the new library literally minutes after the students brought them in. Plus, he said, having the students help move gives them "a great deal of stock" in the new building. "I can tell they are just as excited as we are to move in," he said. Administrators, media specialists from neighboring Lugoff-Elgin High School (L-EHS) as well as retired media specialists from the district came to help.

"This is a big, overwhelming job," L-EHS Media Specialist Susan McNair said.

"So, of course we're going to come help out." Judy Ford, a former L-EHS media specialist, was also there to help. Ford said she'd moved the library to the high school when it was first built and understood the struggles. She said "moving the library with students help was much easier because loading and unloading boxes was avoided."

Matthews gave L-EMS Media Specialist Anne Lemieux credit for the idea of "Leopards on the Move" and bringing it to life. "She's worked very hard to make this happen," Matthews said.

*Submitted to MCM by  
Anne Lemieux*



## Message From Dr. Samantha Hastings

*Dr. Sam's article was written in mid-January, thus her references to past events in the first two paragraphs*

Hello dear Friends and Colleagues,

Hope the start of your year is as exciting as ours. It is so wonderful to have the students back on campus! Saturday we held our Columbia onsite for orientation and had a great group of wonderfully intelligent new students. We continue to have increased diversity in our enrollment, both race and gender! We have about 35 new students interested in the School Library Media Program and Certification. This is good news!

We take it very seriously that one positive relationship in education is the link between certified media librarians and student performance. As we continue to deal with declining budgets, it is even more important that we show the larger educational community that an investment in school library media specialists improves the K-12 experience for both teachers and students. Communities that treasure their schools understand this relationship.

The ALISE and mid-winter ALA conferences are in Denver mid-January. Our faculty and doctoral students have several research papers and posters presented. Our faculty also have many important roles as leaders, committee chairs, and governing council members. I will give you a full report when we return. I plan on attending the new ALISE Special Interest Group for School Library Media also. It is encouraging to see our colleagues give attention to a most important group.

We continue to prepare our presentation for the Committee on Accreditation for ALA. Employer surveys will be going out soon so please don't toss them aside. We need to hear from you. We have a strategic planning meeting on February 27 here in Davis College with both of our advisory boards so please let me know if you want to join us in the afternoon. Our external review panel will be here October 26-27 so please be sure to save the dates for us. I know the panel members will welcome meeting you.

President Pastides addressed us in the Provost's meeting last week. He emphasized that we are both the University OF South Carolina and the University FOR South Carolina. I like this dual approach as it matches what our school has been doing in service for many years. We serve our profession and field as the OF part and we serve our region in the FOR part.

The budgets cuts in South Carolina are serious but our doors are open; we will continue to build quality programs and we stand ready to serve our colleagues. Most important to me, is that we continue to support the importance of libraries and media centers as the core of all things literate, good and human.

You can see the desire to learn in the faces of the children we read to on *Cocky's Reading Express*<sup>TM</sup>. Cocky and the USC students (facilitated by Ellen Shuler Hinrichs) just finished 4 days on the road, giving out over a thousand books to children who promise Cocky they will read. If Cocky missed your school, there is a great diary from Ellen and photos at



<http://www.libsci.sc.edu/ccbl/cockyreadingexpress/index.htm#2009>

Here are three things to read, discuss and/or enjoy:

- Best Careers 2009: Librarian [US News and World Report]  
<http://www.usnews.com/articles/business/best-careers/2008/12/11/best-careers-2009-librarian.html>
- Survey Reveals That American High Schoolers Are Ethically Challenged The Josephson Institute, a Los Angeles-based ethics group, anonymously surveyed 29,760 students at 100 randomly selected public and private high schools nationwide and has concluded that America's youth are unconcerned about ethical standards. The survey found that 35 percent of boys and 26 percent of girls acknowledged stealing from a store within the past year. One-fifth of the students surveyed said they stole something from a friend; 23 percent said they stole something from a parent or other relative. As it relates to school, the survey found that 64 percent of students cheated on a test in the past year and 38 percent did so two or more times, up from 60 percent and 35 percent in a 2006 survey; 36 percent said they used the Internet to plagiarize an assignment, up from 33 percent in 2004.
- Donkeys boost Ethiopian literacy [BBC News] By Elizabeth Blunt BBC News, Awassa  
<http://news.bbc.co.uk/2/hi/africa/7777560.stm>
- In a bamboo and matting shelter on the edge of the town of Awassa, rows of tiny children are struggling with Ethiopia's fiendishly complicated Amharic alphabet... This is Ethiopia's first Donkey Mobile Library - the brainchild of an expatriate Ethiopian now living in the United States.
- His Ethiopian Books for Children and Educational Foundation (EBCEF) is also a publishing house and has produced many of the books on the shelves of the cart.

With all best wishes and a belief that all will be fine in '09!

Let me know if there is anything we can do for you.  
Dr. Sam ~ Director of USC-SLIS

## April is National Poetry Month!

By Carole McGrath

### *Promoting Poetry During National Poetry Month and All Year Long*

Poetry is a wonderful way to promote reading. Reading poetry aloud can increase reading fluency and increase students' reading confidence (Faver, 2008). Poetry can help build vocabulary, oral communication, and writing skills (Eva-Wood, 2008). Poetry can improve meta-cognition, but poetry also reaches beyond the mind to the emotions (Eva-Wood, 2008). As you gear up for your poetry celebration here are a few ideas you might like to try.

#### **Poetry Displays**

In September our English classes write acrostic poetry based on their names. In October our global studies students write poems about the Greek gods they have studied. The library uses these poems in library displays. During National Poetry Month we have a "poet tree". Using a large tree branch, we create our tree by hanging short biographies of poets with their pictures on the branches.

#### **Holocaust Poetry**

In November the library hosts a poetry day in collaboration with the English classes who have finished reading night. During each period of the day classes come to the library to share poems written during the Holocaust. The library is set up as a coffee house and students enjoy coffee and butter cookies while they listen to the moving poetry of the Holocaust. We play quiet music in the background as well.

#### **Poems and Food**

If you feed them, they will come. During National Poetry Month, we host a breakfast of pastries and a hotdog poetry lunch. During both of these events the cost of a breakfast pastry or a hotdog lunch is that they read a poem out loud to the group over an open mike. I provide a variety of poetry books and poems to choose from or some students will read their own.

#### **Poem in Your Pocket Day**

April 30, 2009 is National Poem in Your Pocket Day. On this day I give candy to a variety of people around the school. They are instructed to ask students if they have a poem in their pocket and, if they can share a poem (orally or in writing), they are given a piece of candy. We promote the day with a bulletin board that looks like a collared shirt. It has the poem on the pocket of the shirt that says "Keep a poem in your pocket" along with a variety of poems in different styles and themes.

#### **Scribblers of Dreams**

We also promote poetry through our Scribblers of Dreams club. The club solicits original poetry, art, and prose from students. Club members evaluate submissions and the selected works are

included in a hardbound book each year. The book is presented to the faculty and student body during our WHHS Spoleto night which includes the drama department and the best of my broadcast class.

#### **School News Program**

Don't forget the school news program. During National Poetry Month we end our program with a poem and our students create poetry PSAs. The PSAs graphically depict the poem while the poem scrolls across the screen and is read aloud.

#### **Invite Special Guest Poetry Performers.**

We have enjoyed local celebrities who have shared their favorite poems and we have also hosted formal performers like Poetry Alive. Sometimes watching performance poetry is just the encouragement students need to get them to perform poems on their own.

For more information:

Acrostic poetry: <http://www.readwritethink.org/MATERIALS/ACROSTIC/>

General Information <http://www.knowitall.org/periscope/display/BackIssues.cfm>  
<http://www.poets.org/index.php>

Faver, S. (2008, December). Repeated Reading of Poetry Can Enhance Reading Fluency. *Reading Teacher*, 62(4), 350-352. Retrieved January 14, 2009, from MasterFILE Premier database.

Eva-Wood, A. (2008, April). Does feeling come first? How poetry can help readers broaden their understanding of metacognition. *Journal of Adolescent & Adult Literacy*, 51(7), 564-576. Retrieved January 14, 2009, doi:10.1598/JAAL.51.7.4

Mandel, S. (2005, April). The Key is Poetry. *Teaching Pre K-8*, 35(7), 80-81. Retrieved January 14, 2009, from MasterFILE Premier database.

Carole McGrath,  
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## Primary Sources: MLK, Civil Rights Photos and Visual Literacy

by Frank Baker

Monday January 19th was the national holiday honoring the memory and work of Dr. Martin Luther King Jr. When we think about Dr. King, and the Civil Rights movement, what images come to mind? Do you, or your students, recall the hundreds of thousands of people on the Washington Mall listening to the "I Have A Dream" speech, Rosa Parks sitting on a bus, or the various marches in support of civil rights, or the violent confrontations that took place then?

Images, we now know, have a powerful way of helping us interpret and understand events. But images, like photographs, are only brief snapshots in time and may not always tell the full story. Visual literacy, the ability to "read" photographs, has become increasingly important in education. Visual literacy, which has been relegated to the arts classroom, has expanded now into the English Language Arts curriculum. Words like "viewing" and "representing" have made their way into many states' teaching standards. So it is also important to teach students how to become critical viewers of photographic images.

### Photos As Primary Sources: Teaching Visual & Media Literacy Through Social Studies

In the Pulitzer Prize winning book "The Race Beat-The Press, the Civil Rights Struggle, and the Awakening of a Nation," the authors describe the events of the Civil Rights movement through the eyes of the Southern newspapers, broadcasters, reporters and photographers. One of those photographers was LIFE Magazine's Charles Moore. In the book, we learn the story behind one of his most famous pictures: an African-American man (below) who stood firmly against the Birmingham, Alabama firefighter's water hoses. Moore watches as the water sprays the man's hat off, but the man retrieves it, and stands stoically and unflinching. Moore moved closer to the man, taking pictures of the scenes, getting so close, he said, that he wanted his photos to "feel wet."



Source: page 97 of "Powerful Days: The Civil Rights Photography of Charles Moore" (Workman Publishing, 1991 by Stewart, Taboci & Chang, NY)

Text accompanying photos says "When the water stops, he glares at the firemen, his face a mixture of anger and bewilderment."

### Getting Students To Look Deeply & Critically At photographs

Most of our students have never been taught, perhaps outside an art classroom, how to read a photographic image. Yet photographers use their cameras, and various other techniques, to tell a story...create an impression...hopefully to make the viewer feel something. Students can begin to appreciate photographs by first analyzing them, and later, using cameras, taking their own photographs. Teachers might even start with the photographs in their own textbooks. Notice also which historical images your local newspaper, news magazine, or news website, might use to commemorate MLK Day.



### Emphasizing Those Critical Thinking (and viewing) Questions

Too often, our students don't question what they read, see, or hear. (A digitally altered image becomes a viral hit on the web because students believe it to be real.) So, critical thinking about media messages (media literacy) is an increasingly important and lifelong skill in the 21st century. Have your students consider these questions:

1. Who created the image and why? (If you can't find the name of the photographer or his/her contact info, then you should be suspicious.)
2. Where did you first see the image and why might it have been placed there? (Is the website a credible source?)
3. If the photograph has a caption, is it accurate, is something omitted?
4. What impact does the photo have on you?
5. Are there other details, in the background for example, that might help you better understand what is happening?

Further references and resources are available at my website: [www.frankwbaker.com/mlk\\_vislit.htm](http://www.frankwbaker.com/mlk_vislit.htm)

Frank W. Baker Copyright 2008 Media Literacy Clearinghouse

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 SCASL Regional Network News

Frankie O'Neal, Director

**Region 4A.**

**Fairfield. Marianela Ortuno** is the new media specialist at Fairfield Magnet School for Math and Science.

**Region 5A.**

**Aiken County.** Cocky's Reading Express came to J. D. Lever Elementary School in January. College students and Cocky himself read to kindergarten students, and at the end of the program, each student received a book to keep. **Mary Ann Hinson**, library media specialist, arranged the visit.

**Region 6.**

**Sumter District 2. Jennifer Wolfe** is the new media specialist at Lakewood High School. **Kershaw County. Betsy Long**, media specialist at Doby's Mill Elementary and SCASL's 2007-2008 Media Specialist of the Year, earned her National Board certification.

**Region 7.**

**Florence District 1.** Sneed Middle School has received a grant from The National Endowment for the Humanities. "Picturing America" is an initiative that brings masterpieces of American art into classrooms and libraries. The collection of art reproductions is now framed and displayed in the media center at Sneed. Teachers may also check out the pictures to support classroom instruction. **Susie Jackson** is the LMS. Wilson High School received a \$500 grant from the New Morning Foundation, a nonprofit organization focusing on preventing teen pregnancies, to update their collection of instructional materials on reproductive health. The materials purchased include DVDs, books, and guides for students and teachers. Media specialist **Sarah Quinn** applied for the grant. Moore Intermediate School and media specialist **Susan Lane** hosted author **Emily Smith Pearce** in November. Mrs. Pearce, Florence native and daughter of former SCASL president **Betty Anne Smith**, discussed her first book, *Isabel and the Miracle Baby*. **Florence District 3.** J. Paul Truluck Middle School participated in a Townsend Press program. The requirements were to order a copy of *The Bully* for every student. Then they were to read the first chapter aloud to all students. This was done during the lunch hour, and pictures were taken with a camera provided by Townsend Press. For doing this, each student was to receive a boxed set of the other eight books in the Bluford series. There was great excitement because these were the books everyone wanted to read! Everyone participated and took turns reading. Pictures were taken by media specialist, **Gayla Williams**. An account of the event with pictures was sent to Townsend Press. **Chesterfield.** Saturday Library is held at Edwards Elementary with media

specialist **Shari Caskey** and at Pageland Elementary with media specialist **LaSandra Grimsley**. Once a month families get to check out books, take AR tests, participate in fun activities, and use the computer lab to link to online games and activities which are centered around a monthly theme. Breakfast is provided by two local grocery stores. In November, Pageland Elementary had a Family Reading Night. Teachers developed activities to show parents how to help their child with reading comprehension at home. The Scholastic Book Fair took place at the same time. In January and February, Pageland Elementary School is participating in an Orphan Train Project. Letters have been sent to the community, organizations, and churches, as well as articles in the local newspapers to ask for "orphaned" books (books that have been gently used and may be used for our students). The art teacher has painted a large orphan train to go on one of the hall walls. Tables are set up with black tablecloths and the orphan books are placed there. Students may use their "orphan tickets" to adopt a book for their very own.

**Region 10.**

**Beaufort. Dr. Laura Richardson**, media specialist at Beaufort Middle School, wrote and received a Northern Beaufort County Public Education Foundation grant for \$500.00. The grant was for funds to start the "Junior Leadership Beaufort Three Century Project Web Museum", working in collaboration with **Gayle Carroll**, a Humanities teacher on staff at BMS. **Elizabeth Elston** is the new second media specialist at Battery Creek High. **Mary Hope Roseneau**, media specialist at Ladys Island Middle School, will have **Amanda Brewer**, librarian from Beaufort County Public Library, come to show students who got MP3 players for Christmas how to download free audiobooks from NetLibrary.

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 VITAL STATISTICS & Kudos
 

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**Vital Statistics**

Congratulations to **Mikki Blankenship**, media specialist at Pine Tree Hill Elementary, on the birth of a baby girl. Maggie Beth Blankenship was born on November 20th.

**KUDOS!**

**Meng Sheridan**, library media specialist at Whitehall Elementary School in Anderson District 5, was chosen Teacher of the Year.

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## Mobil e Me

By Cathy Nelson

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I read today in Mary Woodard's Blog *The Top Shelf* about the Dallas Public Library operating a branch in a local mall. Fantastic idea!! All I could think is how this could be modified for the school library. I know my circulation stats are not what I want them to be, despite investing a large sum of money last spring in new books to replace the weeded books (from my year long weed project last year.) It is disappointing to see fewer and fewer classes as a whole come to the library to check out books, especially considering the improved collection this year.

### **Kids Prefer Electronic Research**

I don't fault my teachers, and don't get me wrong, I have classes coming regularly for research and such. But the vast majority are coming with every intention of using electronic resources. I work hard to ensure my students understand Web evaluation, and that we have databases and state e-resources to meet their needs. I try song and dance to get them to look at the new print resources around the library while they are here, but I am only one person (who doesn't necessarily sing or dance well.) The reality is fewer classes are coming for all different reasons (not enough class time, pressure to cover standards-based class content.), and I suspect some only come because none of our three computer labs are available. Sigh.

### **Let's Mobilize**

So, as I read Mary's post I realized perhaps this could be modified to meet my needs. Perhaps I could set up a "mobile" school library of sorts that could be set up in the cafeteria during lunches and in the gym in the morning where kids wait for school to begin. Don't get me wrong, students may visit the library during both these times, but perhaps having it "in their faces" would remind them of this fact.

### **Meet Them Where They Are At**

I wonder if I could fashion a cart to have popular titles, magazines, audiobooks, and assorted other literacy materials available for check out. I wonder if I could set up some of our older laptops for checkout as well for students who want or need to work on projects. Too bad my school does not offer wifi. But surely this could increase my stats some... Maybe the "pimped" up cart could also be equipped with comfortable folding chairs...

It's an interesting thought, that's for sure, and maybe one I will explore with a grant. Thanks for the post Mary.

*Notes: Mary Woodward is the Director of Library Services for a school district of approximately 35,000 K-12 students.*

Cathy Nelson

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## Check out MYSCASLNING!

By Julie Putnam

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Thank you to everyone who took the "Name that Ning" survey! We had 128 people participate, and the winning name, by over 50%, my "myscasl"! So, our ning address is <http://myscasl.ning.com>. Please take a moment to visit the site, join the group, and dive in!

If you're not quite sure what to do, Cathy Nelson will be presenting a webinar soon all about nings. If this site is blocked by your district, I'm sorry! Hopefully you can access this from home, and we'll continue to brainstorm ways to encourage our districts around the state to allow some of these terrific instructional Web 2.0 sites. (Sounds like a great topic to discuss on the ning!) Thanks again for everyone who participated!!

On behalf of the SCASL Technology Committee

Julie Putnam

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## What is this SCASL Ning?

By: Cathy Nelson

Through a disjointed discussion on the SCASL listserv, the SCASL Ning was born (<http://myscasl.ning.com/>). That is the trouble with many of the valuable conversations that take place on the SCASL listserv—they become broken and difficult to track back to the original post. Often times the conversation becomes convoluted, and at times even manifests itself into a totally different topic. Let’s not even talk about searching for archived posts! In a Ning environment, these problems are easily addressed.

Let’s compare the SCASL Listserv to the SCASL Ning on the chart on the next page.

These are the only aspects of the SCASL listserv and the SCASL Ning that can be adequately compared. If users lack understanding of using an RSS reader, then little value will be seen in the management of the SCASL Ning through a reader.

The SCASL Ning offers more perks not available through the listserv. Consider the website a parking lot for all types of content. For example, at this time the SCASL Ning offers members their own **personal space** to design. Members can choose to share **pictures, videos, blogs**, and even a **chat page**. The chat page feature has seen little activity at this point, but the hope is that it will be a great parking lot for sharing what is happening at the conference in March as members attend different sessions. Then those members who were unable to attend (and whose schools do not block chat) will be able to follow along in this chat room virtually. If chat is blocked at a member’s school, he/she will be able to view the information shared from home. For those LMS’s who have not as yet explored the social networks so popular with students, this will be the perfect opportunity to see what the intrigue and enjoyment is all about. A ning very much mimics a social networking site.

The SCASL Informational Technology Committee is planning a webinar on using the SCASL Ning effectively in January some time. Hopefully many will attend, but if not, the goal here is to help South Carolina school librarians get acclimated to our new SCASL Ning. If using the Ning is not something you are comfortable with, don’t worry. There are no plans at this time to end the SCASL Listserv. Some predict the list will become a place for announcements rather than discussions, but that remains to be seen. It is up the users of both to determine what lies ahead for each space/tool. Using the SCASL Ning may move members beyond just a mailing list. It has the potential to allow members to get to know each other, build groups around specific interests, and provide a platform to connect and collaborate.

As with any social network, the value will grow exponentially as more people join, so if you haven’t yet explored our new ning, take the plunge! Please encourage your colleagues to join; the more, the merrier!

SCASL List	SCASL Ning
<b>Membership</b>	
<p><b>Membership</b> as of publication is not easily identified. There is a list command to allow one to “see” who is considered a member of the list, but many members do not remember the command. Actually in the first one or two messages listserv members get, the commands are nicely outlined. Most members archive this email, never to look at it again. Membership numbers are unknown essentially unless one pays attention to the email response that tells them a post was successfully distributed. At last count, there were 730 email accounts receiving posts from the SCASL list. That is because when one posts, an email like this is sent to the originator of the email: (note this is copied from one of the author’s own posts): Your message dated Sat, 03 Jan 2009 01:40:43 +0000 with subject “Policy statements, what we share” has been successfully distributed to the SCASL-LS list (730 recipients). Who are the 730 recipients? Unless one uses the list command to find out the membership, the information will remain unknown. At this time there is no requirement to be a SCASL member to join.</p>	<p>Membership is easily identified by clicking on the “Members” tab from the main page. Each <b>member</b> who joins the Ning can provide as little or as much information about themselves to the group, providing other members the opportunity to get to know them if they wish. One can choose the name by which they are known (avatar name, first name only, pseudo-name, or real name). Members can include a picture or graphic to be associated with themselves that can become a highly recognizable image. Membership is easily counted. Current membership as of the writing of this article is 225, with each one searchable. Some members have fully fleshed out profiles, adding text boxes and a color photo to establish a name/face association as well as details about who they are and why they are in the SCASL Ning. Others remain anonymous, maintaining the shadow-man avatar that represents no image to be associated with their profile. This could be a personal preference, lack of understanding of using a social networking platform, or a reflection of not enough time to invest in building the personal membership space. But the key here is that membership is easily known. At this time there is no requirement to be a SCASL member to join.</p>

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**Conversations**

Postings on the SCASL listserv appear in the order they are made. The responses may or may not be immediate. Immediate responses are easy to thread together, as long as the response is to the same post. But more often than not, there are several posts about different topics or variations of the topic, and responses become blurred. Add into that mix that the posts/responses are emailed and are mixed in with other messages in an “in-box” and then there is difficulty trying to thread together conversations. But the bonus is that a post is immediate. Also, most email systems make the reply go to the whole membership. Email in-boxes can become quickly filled with responses of varying topics. Threading the responses to the initial email can be time consuming. But popular posts generally stay threaded in a small way, simply because most immediately respond to topics that are hot

The SCASL Ning (as do most Nings) have a page for the “Forum” where “discussions” take place. Each member can use the forum the same way list members post to the list. There is a line for the subject (topic) and then a box for the discussion. One can ask a question or express an opinion in the box. The post appears at the top of the page as the most recent item in the forum, but slides down as newer discussions are added. If another member responds, it slides back up to the top of the page because it has more current information than what is beneath it. The key to note here is that responses “stay” with the initial post, instead of getting separated by newer material or responses to different discussions. This way an entire conversation can be followed without a lot of effort or searching. Bonus here is that the entire forum can be searched as well, so if a topic becomes old enough to no longer reside on the first page of the forum, a keyword search makes it easy to find.

**Conversation Extras**

In a listserv post, one can add hyperlinks in text form but little else outside of text. Some email systems will allow graphics to be embedded, even background designs in the body of the message, but depending on what kind of email system is being used in the subscription, some of those features may be stripped away or appended as attachments instead. Most email systems allow for attachments. Some hyperlinks make it intact as a link in a message, and some simply appear as text that must be copied and pasted. Because the list relies on email, the display and results of a post will vary in different email systems used.

In the forum feature of a ning, one can add graphics, links, use bold print, italics, underlined text, and even strikethrough text in a post. Attachments can also be uploaded. The ability to use the wysiwig (what you see is what you get) features of web content can enhance any post, and whatever the originator adds (be it links, images, etc.) most everyone will see just as they can see other webpages. The toolbox for those tools is consistent no matter what browser software one is using. The ning setting is web-based and graphical just as any website is. Even those who respond can add those elements into their response.

**Management**

Individual management of reading the list is dependent upon time. If a list member has time to read each and every post, then management is no issue. Often times though, SCASL members subscribe to the SCASL list using their work email, and on hectic days, end up with many messages that must be ignored or read much later. If email volume is high, some listserv posts may get lost as they move off the main page viewed on the screen in the email window, especially if the member is more focused on school issues or their students and teachers than what is happening on the SCASL Listserv. Some days allow for more attention to the list than others, which is just the nature of the SC LMS job. Eventually those unread messages may get read. Some utilize a feature where their messages are sent in one bulk email digest a day. This also helps manage the volume of email messages, but every now and then hot topics that have seemingly gone viral on the listserv are missed. Many find the management of listserv mail is easier in digest format.

Individual management of the reading the SCASL Ning can be handled in several ways. Some may choose to visit the site each day and poke around to see what is new. Some may set themselves up to get an email each time the page changes in some way (though that is not much different from mass emails from the listserv, one might think.) But a ning environment offers a new way to manage its contents as well, by offering something called RSS, or a feed to which one can be subscribed. If a user has an account with an RSS reader (like Bloglines, Google Reader, or Netvibes, just to name a few) then new material from the ning will show up in the reader used. Not every RSS-ed notification will call for the user to visit the ning, like a member joining or friend-ing another member, or even a new post in the forum that does not interest them (like maybe “AR Rewards”), but at times, what appears in the RSS will pull a user over to the ning to check it out and quite possibly respond. Using an RSS reader is just one way to manage keeping up with changes in the ning.

*continued from page 11.*

<b>SCASL List</b>	<b>SCASL Ning</b>
<b>Groups</b>	
<p>The SCASL list can accommodate groups through the use of subject line language. If a message is for high schools, then using the term "TARGET: High School" before the actual subject will tell members that it may only be of interest to high school LMS's.</p>	<p>The SCASL Ning has a place for any member to create groups of like-minded people. Each group has its own discussion forum, and any member can join any (even all) groups. At the time of publication the SCASL Ning has the following groups:</p> <ul style="list-style-type: none"> <li>• High School Media</li> <li>• Middle School Media</li> <li>• YA Literature</li> <li>• Reading Challenges</li> <li>• SCASL Technology Committee</li> <li>• School Technology Contacts</li> </ul> <p>Eventually some groups may be changed over to controlled (meaning one must request membership) but at this time they are all open for membership.</p>

## High School Confidential

By Pamela Williams

Last spring when I decided to make the leap from elementary school to high school I was met with a chorus of "Have you lost your mind?" from my former coworkers. Almost everyone I spoke with thought I was crazy to make such a drastic change. Why? you may ask. Well, let's see: I was pregnant with my first child and would be on maternity leave when the new school year started, the media center I was moving to was about to undergo a major renovation, not to mention the fact that all of my previous teaching and media center experience was on the elementary level. The naysayers had all kinds of things to scare me with: "By Christmas, you will be running back to elementary;" "High school students don't visit the library;" "Aren't you afraid of the gangs?" Despite all of the flack I took I was determined to forge ahead. Ignoring the little butterflies in my stomach I would answer back "Change is good. Change helps you grow." Now I just had to prove it. Well, I am happy to say that the first half of the school year is over, Christmas has arrived, and I have not gone running and screaming back to my former elementary school!

The transition to high school has not been easy, but I have learned many lessons along the way. I don't know how long it took for me to stop putting the date due cards in the back of the books before they were checked out, thus not letting my high priced security system do its job. I also caught on to the popularity of proxy servers to access those places that the filters won't let students go, the art of forged hallway passes, the duplicitous act of talking on a cell phone while strolling between the book stacks, and how to tactfully explain why Zane is not appropriate for our media center collection. But, I have also been pleasantly surprised by what high school has taught me. Teenagers are not that different from my little knee huggers in elementary. They still want the attention of adults who care, they do worry about what we think, and they do take notice when we take the time to create a warm and inviting media center.

Regardless of the growing pains I endured moving to a different school, the headaches that came with renovation and construction, and the task of getting to know my new colleagues, I can honestly say I am happy with the change that I made. Let's face it, change is a scary and yet oddly exciting thing. It forced me to face my fears and deal with the challenges that came my way. So, I say if you are considering making a major transformation in your professional life, take a deep breath, let go of your fear, and prepare yourself for the new things that await you! In the words of Winston Churchill, "There is nothing wrong with change, if it is in the right direction."

Pamela Williams  
Columbia High School

## Let's Play: Gaming in the Media Center

By Liz Martin

"SUP?" "PKing?" "PARTY ME!!!!!" "wanna p0wn?" "h4x0r!!!!"  
 "f2p or p2p?" "u pvp or pve?" "SNIPED!" "good drops?" "NPC?"  
 "W00T" "209 QP FTW" "N00B" "L33T" ..... XD

Familiar? Welcome to the world of gaming...computer and console gaming. While it may seem like GR33K to us at first, u quickly become accustomed to the vocab and syntax of gaming language.

The term "gaming" for some conjures images of slot machines and dens of iniquity. Console and MUD/MORP/MMORPG gaming is a far cry from that disturbing visual. While gaming as a recreational pastime has existed for decades, the advances in technology have created an unparalleled interest in and access to digital games.

When I refer to gaming, for the most part, I am referring to RPGs (role-playing games) which exist for console systems and online. What I am NOT referencing are the social network sites such as SL, IMVU, Lively, etc. These are not RPGs, online versions are known as MMORPGs (Massive Multiplayer Online Role Playing Game)

MMORPG's derived as a form of MMOG (Massively Multiplayer Online Game) which first appeared in late 1980's. What distinguishes MMORPGs from other categories of computer games is the ability for hundreds to thousands of players to connect via Internet to the game at the same within a persistent virtual environment in which the game continues even when players are not logged onto the site. MMORPGs derived from MUDs (Multi-User Domain) which historically were text-based virtual reality online games in which players write and read in order to interact with the gaming environment. The textual context forms the base of the role-playing for the characters. The first graphical MMOG (Massively Multiplayer Online Game) was Air Warrior which was developed by Kesmai and made available online in 1987. The debut of Ultima Online and Everquest popularized the MMORPG as a game format (Games). The opening of the Internet to developers in 1995 began a plethora of graphical online virtual reality games.

### Steps to Start a School-Based Gaming Club

- Talk to your district office/administration.
- Explain the rationale for the club.
- Develop a select list of games that have curriculum ties for your grades.
- Develop a parent letter/permission form.
- Our letter delineates the behavior expectations, the games allowed and consequences of violations. Parents must specify which games they are granting permission for their student to play.
- Have an interest meeting for students.

Below are the games we selected for our computer gaming club. Our gaming club meets weekly before school on Monday mornings. We also use the Wii once a month. Wii games include Wii Sports, Mario & Sonic at the Olympic Games, Are You Smarter Than a Fifth Grader, Big Brain Academy Wii Degree. Correlating standards for Runescape are shown as an example.

Runescape [www.runescape.com](http://www.runescape.com)  
 SS 6-1.1-5; 6-2; 6-3.1-3; 6-4.1; 6-5.1; 7-1.6  
 Sci 6-2  
 Math 6-1; 6-3; 6-4 (clue scrolls)  
 ELA 6-2; 6-3.1; 6-5; 7-2; 7-3.1; 7-5

Age of War [www.maxgames.com/play/age-of-war.html](http://www.maxgames.com/play/age-of-war.html)  
 Dragon Fable [www.dragonfable.com](http://www.dragonfable.com)  
 MechQuest [www.mechquest.com](http://www.mechquest.com)  
 Adventure Quest [www.battleon.com](http://www.battleon.com)  
 BrainPOP [www.brainpop.com](http://www.brainpop.com)  
 Poptropica [www.poptropica.com](http://www.poptropica.com)  
 Webkinz [www.webkinz.com](http://www.webkinz.com)  
 Club Penguin [www.clubpenguin.com](http://www.clubpenguin.com)

### Random Thoughts

I am fascinated how in the online games, players will complete boring mundane task without complaint, and be excited about it. As an educator, I ponder how do we capture that enthusiasm and transfer it to school?

Remember the SCASL keynote conference of 2006 with Alan November. If I had to pinpoint one key concept to take away from that conference it would be that all students have a container in which they store information. If you teach students age 5 and up, one of those containers is gaming.

Find five of your best resources on World War II. Check them out, take them home. Beg, borrow or steal Call of Duty (COD, COD2, COD3, COD5 and the latest COD: World at War). Compare your most trusted print sources to the information on World War II that is presented in the introduction, the missions and the journal entries. One of the most critical aspects of gaming for us as educators to understand is the research that is behind the development of "games".

### Resources

Bonnie Nardi <http://www.artifex.org/~bonnie/>  
 BrainMeld <http://www.brainmeld.org/>  
 The Daedalus Project <http://www.nickyee.com/daedalus/>  
 Marc Prensky <http://www.marcprensky.com/>

Liz Martin  
 Saluda Trail Middle  
 lmartin@rock-hill.k12.sc.us

## Board Games In the Library

By Brenda Branson

When the move to bring in the games started, the big question was ... which ones are the best for school use? This article is about "real" board games, not educational games. There's just something more exciting and more fun about a "real" game as opposed to one of the "educational" games. Our library has some duds and some real winners, but I've found that the most popular games are those that:

Quick to play or...  
 Played in rounds so players can come and go  
 Easy to play  
 Fun

Games are for playing and playing is fun! Fortunately, games also teach team building and cooperative learning skills. Games require serious decision making, risk taking, problem solving, and being aware of different cultures and environments. These are all real life skills and a fun way to reinforce them since kids love "play." Our library is all about getting our students into the library. Anything that will get kids in the library is worth the investment and the effort. We've sent out notices asking for donations of old games, used extra monies to pick up a game here or there and asked PTA to buy games. My husband has even purchased a few he doesn't know about! Our selection of games is small, but growing as parents donate more games and book fairs leave us with a few bucks.

We use games during recess, early morning wait time, classroom reward time, Family Game Nights, and book fair open hours. The following list is what we currently provide, favorite games have an asterisk by them.

- **\*\*Checkers:** Only two players can participate at a time but each game moves fast and students don't mind waiting their turn.
- **\*Chinese Checkers:** Several can play – super easy and fast moving.
- **UpWords:** Vocabulary building, create words in three directions, stack letters on top of other letters.
- **Gobblet:** A strategy game – plays in 5 to 20 minutes.
- **\*\*Are You Smarter Than a 5th Grader:** Trivia, trivia, trivia – very popular.
- **Bookopoly:** Plays like Monopoly – focuses on children's literature and you better be careful or you may be tossed out of the game and sent to **watch TV**.
- **Bananagrams:** A fast and fun word game - can be played in as little as five minutes.
- **\*Monopoly Express:** Participants learn the value of investing, bargaining, and management – much quicker than the original version.
- **\*\*Clue:** Teaches problem solving, deduction, and reasoning skills as players attempt to solve a murder. (Fourth

& fifth graders do genre study and this is a hit with the mystery unit.)

- **Life:** Real life experiences including handling a mortgage, career, health and life insurance, and dealing with daily survival decisions.
- **Yahtzee:** A game of luck with the die, lots of opportunities to teach mathematical skills – there are lots of other good games emphasizing math skills such as chess, dominoes, cribbage, checkers, and backgammon.
- **\*\*Blokus:** Develops logic and spatial perception with tactical skills.
- **\*\*Snorta:** Requires organizing information - basic skill for all research and writing. (You gotta try this. A hoot. Bought it for my husband)
- **Labyrinth:** Players move through a maze in an attempt to reach a treasure. While the path appears straight, the walls move and shift, so getting there is a challenge. Teaches spatial relations and relies on some hand dexterity.
- **Memory Game:** This is the Spiderman version – some interest, probably better with younger students.
- **Sequence-States and Capitals:** More in line with the "education" games and not really popular but played some.

It's not where I want to be, but it's a start ... I've discovered a whole group of contemporary board games that have been converted to an "express" version. We hope to add some of these really soon. However, our next major game purchase will be *Settlers of Catan* – I've heard lots of great comments about this one.

For more information on games in the library, check out *Board Game Geek* at: <http://www.boardgamegeek.com/> which is a great site about all kinds of board games OR *Board Game Central* at <http://boardgamecentral.com/>, another excellent resource for board game information, rules, and software focused on traditional and family board games. If you need information on connecting board games to literacy skills, information skills, and curriculum standards, check out the *Library Gamer Blog* at <http://librarygamer.wordpress.com> - you'll find connections to standards, reviews of games and links to lots more information on board games. Also, the School Library System of Genesee Valley BOCES has developed a collection of games for use in school libraries – you can read about this at <http://sls.gvboces.org/gaming/>

Happy gaming!

Brenda Branson

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## Standards and Guidelines Committee Report

By Suzanne Rhoten

Are you confused about how the new AASL standards compare to *Information Power*, if so, maybe the following chart (courtesy of the staff of *School Library Media Activities Monthly*) will help clarify matters for you.

### LEARNERS USE SKILLS, RESOURCES, AND TOOLS TO: 1. INQUIRE, THINK CRITICALLY, AND GAIN KNOWLEDGE.

1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life. (1998: 1.5)

1.1.2 Use prior and background knowledge as context for new learning. (1998: 3.2)

1.1.3 Develop and refine a range of questions to frame the search for new understanding. (1998: 1.3)

1.1.4 Find, evaluate, and select appropriate sources to answer questions. (1998: 1.1, 1.4, 1.5, 2.4)

1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context. (1998: 1.2, 2.4)

1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. (1998: 1.4)

1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. (1998: 1.2, 2.2, 2.3, 2.4, 7.1)

1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry. (1998: 1.5)

1.1.9 Collaborate with others to broaden and deepen understanding. (1998: 9.3)

### 2. DRAW CONCLUSIONS, MAKE INFORMED DECISIONS, APPLY KNOWLEDGE TO NEW SITUATIONS, AND CREATE NEW KNOWLEDGE.

2.1.1 Continue an inquiry based research process by applying critical-thinking skills [ ] to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge. (1998: none)

2.1.2 Organize knowledge so that it is useful. (1998: none)

2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations. (1998: 5.2)

2.1.4 Use technology and other information tools to analyze and organize information. (1998: 9.1)

2.1.5 Collaborate with others to exchange ideas, develop new understanding, make decisions, and solve problems. (1998: 9.1, 9.3)

2.1.6 Use the writing process, media and visual literacy, and

technology skills to create products that express new understandings. (1998: 5.3, 6)

### 3. SHARE KNOWLEDGE AND PARTICIPATE ETHICALLY AND PRODUCTIVELY AS MEMBERS OF OUR DEMOCRATIC SOCIETY.

3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning. (1998: none)

3.1.2 Participate and collaborate as members of a social and intellectual network of learners. (1998: 9.4)

3.1.3 Use writing and speaking skills to communicate new understanding effectively. (1998: 3.4, 5.3,6, 9.1)

3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess. (1998: 9.1)

3.1.5 Connect learning to community issues. (1998: none)

3.1.6 Use information and technology ethically and responsibly. (1998: 7.2, 8.1, 8.2, 8.3)

### 4. PURSUE PERSONAL AND AESTHETIC GROWTH.

4.1.1 Read, view, and listen for pleasure and personal growth. (1998: 3.4, 4.1, 5.1)

4.1.2 Read widely and fluently to make connections with self, the world, and previous reading. (1998: 4.1, 5.1)

4.1.3 Respond to literature and creative expressions of ideas in various formats and genres. (1998: 7.1)

4.1.4 Seek information for personal learning in a variety of formats and genres. (1998: 4.1, 7.1)

4.1.5 Connect ideas to own interests and previous knowledge and experience. (1998: 4.2)

4.1.6 Organize personal knowledge in a way that can be called upon easily. (1998: 3.4, 6)

4.1.7 Use social networks and information tools to gather and share information. (1998: 9.4)

4.1.8 Use creative and artistic formats to express personal learning. (1998: 4.2)

Permission to publish granted by the American Library Association to *School Library Media Activities Monthly* 24, no. 6, February 2008.

Still want to know more? Attend the session on Thursday, March 12 at the SCASL Conference in Greenville for a discussion of *Standards for the 21st Century Learner*.

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## Our Friend, Penny

### A Tribute to the Life and Work of Penny Hayne

A remembrance of Penny Hayne, President SCASL, 1999-2000, who passed away last November.

**Enthusiastic. Helpful. Professional.  
Committed. Reader. Giver.**

All of these words and many more are apt descriptions of Penny Hayne. We were all shocked and saddened to hear of her passing, but her full and successful life gives us many opportunities to celebrate.

Penny was **enthusiastic**. Her vibrant personality and engaging smile automatically drew you in and put you at ease. You knew instantly that you had her support.

Penny was **helpful**. Her service as a mentor, advisor and teacher are well documented. She worked tirelessly to help others and engage learning and professional growth.

Penny was **professional**. She loved her work and sought to be the best library media specialist possible. She received her National Board Certification, was recognized for numerous literacy campaigns and received grants to improve instruction in her schools. The capstone of her professionalism and commitment to the field of library service was her election as SCASL's 25th president.

Penny was **committed**. Her energy was boundless. Once she focused on a task – whether it was securing resources for her students or teaching prospective educators, she attacked it with a vengeance. Every detail was addressed and her creativity in presenting and sharing was always amazing.

Penny was a **reader**. She was passionate about books and the power and information they brought into the lives of students and their families. She knew children's literature with a depth and skill that made her sought after by leaders in education and government alike. Her service as advisor to former First Lady Rachel Hodges for the "Reading with Rachel" Program was a critical component in the success of this statewide reading initiative. Books were Penny's friends. She understood the importance of reading and literacy and worked tirelessly to promote them to anyone who would listen.



Penny was a **giver**. She loved to share and uplift others. Her hardy embrace of life and learning distinguished her as a very special and unique person. She gave generously of her time and helped our organization during her presidency to sustain quality professional support for the membership.

There is no one else quite like Penny... her half-moon glasses perched prominently atop her head, her bouncing ponytail and very practical approach to everything. There are many qualities we can reflect upon that define our friend and colleague. Each of us has a special memory that will fill the void of her physical presence. She would be most proud if we would honor her work through a renewed devotion and zeal for our work and the differences we can make for others each day.

Ida W. Thompson,  
Past-President SCASL, 1987-1988, 2006-2007