



Media Center

MESSENGER

Newsletter of the South Carolina Association of School Librarians

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As SCASL celebrates its 30th birthday, it is a time to look back and reflect on the association's accomplishments and to recall those things that fostered a love of books and reading in each of us. In this issue you will find a bit of nostalgia by Nancy Jane Day, the dedication of a public statue honoring one of our own, and remembrance of an important figure in South Carolina librarianship. And here, Dr. Howard shares with us some of her fondest memories of early experiences with books and how they became an integral part of her life.

My Legacy

Dr. Katherine Howard

Asst. Superintendent for Curriculum and Instruction, Spartanburg School District 5
SCASL Administrator of the Year 2003-2004



I remember it as if it were yesterday. I was sitting on a red and blue braided rug in my first grade classroom in rural southern Greenville County. All my classmates and I were surrounding our teacher who was sitting in an oversized white rocking chair. I can still smell the grape juice and taste the sugar cookies she had made for our very special visitor and us. As the visitor sat down in a child-sized chair at the front of the room, she was holding a beautiful new book. The book had trees, a big white house, and lots of happy

children playing ring-around-the-rosy on the cover. Then, our visitor told my class that she had written this book AND drawn the pictures, too! Wow! I couldn't believe it! We had a real live author in our classroom. I would never forget this experience. My love for books was on! From that moment, when I read my books, I would think about the person who authored the book. I would get really excited when I could see a picture on a book cover of the author and a short bio on that person.

Fifteen short years later, I began the pleasurable task of reading to my own first grade class. I always told my students what I knew about the authors of the books I read. I even convinced my principal that it would be a wonderful idea to host authors at my school. Beginning that first year of teaching, I decided the legacy I could leave my own child some day would be to have his own library of children's books with personal inscriptions from the authors. I have done just that. Our 24-year-old son now has a rich library of over a hundred books signed by authors. When he was a teenager his appreciation for his mother's habit may have been hard to understand, but as he got older he understood my love for the written word. Now, he truly values his book collection as a library for his own children someday. He is a reader and I am confident all the hours of my reading books to him contributed to that love of reading (We recently chased James Patterson around town to get a picture and book signing. So, I know the "bug" has bitten him, too.)

It has been many years since my first encounter with an author, but what an impact it made on my career and me! In my present position, my goal is to have at least one author in front of every student in our district every year. It has been a goal that we have been able to reach. Hopefully, the students in our district will have a similar experience as I did so many years ago.



From the President

Martha Taylor,
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Profession. Let's take a minute to consider the term **profession**. Merriam-Webster Online provides four definitions of the term. I selected two that I feel are pertinent to SCASL:

- 2** : an act of openly declaring or publicly claiming a belief, faith, or opinion
- 4 a**: a calling requiring specialized knowledge and often long and intensive academic preparation **b**: a principal calling, vocation, or employment **c**: the whole body of persons engaged in a calling

Definitions 4a and 4b are obvious correct choices for the term **profession** in our context as school library media specialists. It is obvious that 4c is the choice to define what SCASL is. So what's the relevance of definition 2?

I believe it's relevant because, as a profession and individual practitioners, we should be professing our belief and opinion in the importance of our profession! I am asking each of you to take time to speak out and let others know what we do to help student achievement in our schools.

Your opportunity to advocate and profess may be at the school, district, state, or national level. It may be to teachers, parents, administrators, or elected officials. If as a profession, we share the school library media story when and where we can, it will make a tremendous impact on the future of our profession. Profess and advocate for our profession!

I'm looking forward to seeing you at the SCASL conference in Florence, March 2-4. Lawren Hammond and her committees have done an excellent job in developing an intriguing and excellent conference. Remember—it's THE professional development opportunity for school library media specialists in South Carolina!

Celebrating Thirty Years!

SCASL Trivia

- * The first Administrator of the Year award was given to Dr. James A. Buie, Superintendent, Spartanburg District 3, in 1979-1980.
- * The first Distinguished Service Award was given to Dr. Ann White and Elizabeth Godfrey in 1990-1991.
- * Two hundred members attended the first SCASL conference in 1976.

Teaching - Learning - Connecting



SCASL Annual Conference

March 2-4, 2005
Florence, South Carolina

Conference Update

Can you believe it's been 30 years of TLC for our very own SCASL? Well, it has! And we're still reaching out, growing and learning more each year.

Join us in Florence March 2-4 at the Civic Center and participate in our Birthday Bash, formerly known as the All Conference Reception on Wednesday evening.

Come early Wednesday for preconference workshops by Doug Johnson, David Loertscher, Toni Buzzeo and a hands-on session with ETV's Donna Thompson.

Stay through Friday's Book Award Luncheon and get to see and hear authors Mary E. Pearson, Danny Schnitzlein, Jan Slusser, Betsy Byars, and Lynn Floyd Wright.

Don't miss a minute of this jam packed program! ~ See YOU in Florence!

You seldom think of the hours of work that SCASL members put in preparing for the annual conference. The President-Elect is responsible for the overall planning and the details of contacting speakers, making arrangements for a conference site and local hotels for conference rates, choosing the logo which enhances everything from flyers to book bags to name tags, and creating committees to handle the details of each aspect of the conference. A committee with huge responsibilities is the often unsung Local Arrangements committee. They see to facilities, hanging banners, equipment, hospitality, autograph sessions, the SCASL Store, signs, tour arrangements, decorations, table settings, and myriad other details. Pictured here are Gaye Brown and Debra Heimbrook who, together with Betty Anne Smith, head the committee. The tomes they are holding contain guidelines and details of their responsibilities. No small task! Thanks, Gaye, Debra and Betty Anne in advance for all your hard work.





From the State Department of Education
School Library Media Services

Martha Alewine, Consultant, School Library Media Services
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How much thought have you given to the far-reaching effects you have through your information literacy instruction, curriculum integration, and the part you play in helping students learn and create knowledge? I have been reading Stephen Covey's new book, *The 8th Habit: From Effectiveness to Greatness*. In this new book Covey looks at history through the following stages: Hunter/Gatherer; Agricultural; Industrial; Information/Knowledge Worker; and finally Wisdom. Covey states:

“Quality knowledge work is so valuable that unleashing its potential offers organizations an extraordinary opportunity for value creation. If that is true, just think of the value of unleashing the potential of your children. Knowledge work leverages all of the other investments that an organization or a family has already made...The most valuable assets of the 20th-century company were its *production equipment*. The most valuable asset of a 21st-century institution, whether business or non-business, will be its *knowledge workers* and their *productivity*.” (Covey 14-15)

Covey does not specifically mention schools or libraries but his comments are very relevant to our stated purpose or mission or goal. What's happening in your school through your library media center to help your students develop the skills needed to be the knowledge workers Covey writes about? Our mission is to help all members of the learning community to be effective users of information and information technology. This mission covers a very broad spectrum and reaches into all curricular areas. I challenge each of you to evaluate your library media program through the lens of our mission and to develop ways of collecting data that document how you are meeting this mission and helping your students succeed.

David Loertscher's pre-conference session for our conference in March entitled *Evidence-based Practice: Project Achievement-based* will certainly help you meet this challenge. If you are unable to attend this pre-conference session, I invite you to my concurrent session, *Value and Validity in the Library Media Center*. We will explore evidence-based practices and talk about how you can collect data on a local level.

We now have four years of data showing such things as budgets, size and age of collections, staffing, and contract length. What we need now is data from schools and districts showing the impact of you and your school library media program on student achievement. What can you do to give us that data?

Covey, Stephen R. *The 8th Habit: From Effectiveness to Greatness*. New York, NY: Free Press. 2004.

Nancy Jane Day



Nancy Jane Day taught Library Science courses at Winthrop College from 1939 to 1943 and was Supervisor of Library Services for the SC Department of Education from 1943 to 1970. Her term as President of the South Carolina Library Association in 1960-62 gave her the opportunity to urge the establishment of graduate level education in the state. In her honor, SCASL established the Nancy Jane Day Scholarship in 1987.

The following are the opening remarks of Miss Nancy Jane Day taken from a television program produced at the University of South Carolina c1973.

We have a tendency to think that our library program began when the state supervisor was employed, but actually we have had some people earlier who had thought of school libraries but certainly not in the terms that we think of school libraries today. They were thinking of libraries and their importance. I wanted to read to you a report. This statement is by Mr. O. B. Martin who was State Superintendent of Education in 1903. In his report for that year he called attention to the need for school libraries. As I say, his ideals were different from ours; "allow me to call your attention to the urgent need for libraries in our common schools. Many of our schools have well arranged working libraries, but hundreds of them have no provision whatever for the thousands of bright pupils who are hungry and thirsty for something more than what is furnished by the daily routine of text book work. It is scarcely necessary to argue the benefits of a school library. One has only to go into a schoolroom and hear pupils recite, or examine some sets of examination papers to find out by general intelligent and excellent expression the students who have access to good books and who have been readers. There is a vast amount of ignorance of current knowledge and information. Many homes are not provided with newspapers, magazines, nor any literature which will teach living history, and widen the horizons of the life of the bright boys and girls who emanate from them. It is my desire that we get at least a small library started in all of the schools in our state which have no provision, and I ask for your cooperation in this very important and far reaching work." Now that was in 1903, so you see we have had leaders along the way who have been interested in the school library. I am sure when he was thinking of a school library he was thinking of a small collection of books which we did find in some of our schools at that time.

Then later we have a quotation from Dr. Patterson Wardlaw, for whom the College of Education is named. In 1915, he felt the need for libraries, and said, "That depends on what you wish your school to be; are you willing for it to remain unequipped, lacking that most important piece of apparatus next to seats and black boards? Do you feel that it is worth no effort to make the lives of your children fuller and richer? Do you wish them to remain slaves to an environment little wider than the range of their five senses and the senses of their neighbors, if so then, you do not want a library. If, on the other hand, you feel that your children should have as good a chance as any other, if you desire them to get that whole schooling of which the work of teacher and text books is only half, if you wish to sharpen their wits, increase their intellectual power and enoble their ideas by contact with the brightest, strongest, and the best minds of the world, if you would like to put within their reach one of the keenest, least expensive, most refining, and elevating means of pleasure. Finally, if you would see your school a source and center of quickening and light to the whole community, you cannot afford to wait another season for a school library."

So you see now all through the years there have been some people who were interested in our school library, but it was not until 1946 that we actually had a state program with a school library supervisor in charge. The work began on September, 1946, Mr. Hope was the State Superintendent of Education; but the people who really worked to get a state school library supervisor were the school librarians.

Read the complete discussion at <http://www.libsci.sc.edu/histories/school/slh05.html>. Thanks to Frankie O'Neal for calling our attention to this site.

Serving Students with Special Needs

Greta Flinn, Calhoun Falls High School, mflinn@acsd.k12.sc.us

While I was in college, I seriously considered double majoring in special education. I lack, in fact, only a few classes to be certified. I also worked as a Lovaas tutor with a child with autism during this same time. I learned a lot about IDEA (Individuals with Disabilities Education Act) and IEPs (Individualized Education Plans); people-first language; and various physical, mental, and social disabilities. Working with children with disabilities both through a practicum and my job as a Lovaas tutor was a priceless experience. It was this background that led me to severely criticize myself. As I reflected on the nature of the library media services I offered, I had not done nearly enough to serve my students with special needs. Realizing that, even with my academic background, I was somewhat intimidated, I sought out the special education teachers at my school and proceeded to build professional relationships and learn about their students. Although I certainly do not profess to be an expert about serving students with special needs, I have learned a few things along the way.

- **Supporting transition**

Because I work at secondary school, a great fit for my students and the LMC program is working through transition. Students with disabilities served by secondary schools receive instruction and work-related experiences that prepare them for transitioning between school and the outside world. Students who are classified as EMD vacuum the library, wipe down tables, dust computers and shelves, and take out the trash. They help me set up and take down our annual book fair. They help process books in preparation for cataloging. One high school student classified as LD is learning to check in books and reshelve materials. He is able to reshelve fiction faster than I can! He was invaluable to me during my book fair as an extra set of eyes. He handled money and sales under my supervision, also. My chief vacuum cleaner guy has this task listed in his behavior plan as reward for good behavior. My book stamp helper practices skills with her hands that fit with her physical and occupational therapy.

- **Inclusion in ordering/acquisition**

During ordering time I stop by and chat with our lead special education teacher about materials that would benefit her students. I have begun acquiring “Hi Lo” books about popular topics of interest for them. I have really beefed up my career collection with these sorts of books, again as a means to support transition. I have noticed that many of our “regular” students benefit from these materials. I have ordered a first dictionary and a visual dictionary that I house in our reference collection for students with LD, EMD, and English language learners. I also order drawing books. Many schools order picture books and/or books on CD for students with special needs.

- **Physical arrangement**

Although limited by exactly what I can move and change, I have worked to remove physical barriers in the library media center for students with physical disabilities. I have really strived toward an open floor plan. I

shelve fiction for students with low reading levels in with the regular collection to reduce stigma. (Obviously, at a high school this may not quite work for picture books, but do consider placement carefully). I do not have an easy fiction section or an easy nonfiction section.

- **Cooperative groups**

An LMS may not know who all the students with special needs are. Working with teachers to set up pairs or groups of three students to work on assignments or research will allow a student who is being mainstreamed to participate in socialization and make progress on assignments.

- **Modified policies**

At my school each student has an Internet username and password. I have policy about not giving more than one reminder. For our students in self-contained classrooms, I give a list to their teacher of their Internet usernames and passwords. This way our other students don't see me ignoring my own policy. A little common sense paired with sensitivity goes a long way.

- **Collaboration and instruction**

Our self-contained teacher and I did a wonderfully successful collaborative unit last year on employment issues including applications, job research, and the interview process. It was quite an endeavor. We taught as a team, planned as a team, and evaluated the success of the unit as a team.

- **Technology**

The SC EdTech conference this year had session after session about assistive technology and software programs for students with disabilities. As media specialists what better way can we serve these students than to offer technology support and solutions? After some exploration I have discovered there are many features even in the Microsoft software our school already has that can be helpful to students with disabilities.

- **Gifted students are exceptional**

Even though we often don't associate gifted students with IDEA or consider them as having special needs, these students qualify as exceptional children. Get to know your gifted and talented teachers, collaborate with them, and order for these students with a wary eye toward the difference between reading level and interest level. Challenge activities or centers would also serve to engage these students.

I am still striving to improve and broaden services for our students with special needs. Serving students with special needs is a rewarding and challenging endeavor. The most important tool I have found thus far is building a relationship with the special education teachers at my school. Deciding to increase LMC services to students with special needs has not only had a positive impact on our students but has also been beneficial for me. My library has never been so clean, and I have eager helpers. Some of my students with whose teachers I collaborate are among my most enthusiastic student patrons.

Constitution and By-Laws

Carolyn Jenkins, Constitution and By-Laws Chair, cpj3407@beaufort.k12.sc.us

In order to clarify the cost of membership dues by membership type, the executive board approved the following for your consideration and for action at the upcoming SCASL Conference to be held this spring in Florence. Please be aware that the following is not a change in the actual amount of dues to be paid by the members; instead, it is an attempt to clarify the amount of payment according to membership type. Please refer to your online Constitution and By-Laws at <http://www.scasl.net/constitution.htm> for the present wording as you consider your vote on the following at the spring conference.

Section 1

Dues shall be \$30.00 for certified library media specialists, retired media specialists on TERI and/or who are working full-time in a critical needs program as a media specialist, students employed as library media specialists, and other library professionals (e.g., library media specialists and technology specialists in any building level and district level position as well as academic, public and special librarians) and shall be for the current year.

Section 2

Dues shall be \$10.00 for full-time students (those carrying a minimum of nine hours per semester) and not employed as a library media professional and shall be for the current school year.

Section 3

Dues shall be \$5.00 for associate membership for state, district, and school administrators, (e.g. district superintendents, assistant superintendents, district curriculum coordinators, school level principals, and assistant principals) legislators, teachers, paraprofessionals, retired library media specialists who have not been members for ten consecutive years, and other interested persons and shall be for the current school year.

WELCOME, BUSINESS ASSOCIATES!!

SCASL welcomes the participation and membership of businesses and organizations and is proud to announce that the following businesses and organizations and their representatives have chosen to support our association with paid memberships.

Applied Video Systems, Inc., J. Brunson & Russ Dunbar
Baker & Taylor, William Wood
Boney Book Fairs, Greg Flanagan
BUD Publishers, W. Keith Courtney
Davis and Associates, Ralph M. Davis
Follett Library Resources, Joe Keeton & John Bach
Hart, Inc., Chris Christy
Library Games, Kathleen Fox
Perma-Bound Books, Ryan Jett
Sagebrush Corporation, Linda Rinaldi & Bob Rinaldi
Scholastic Book Fairs, Laura Carroll
South Carolina ETV, Ashwil Ruun
W.T. Cox Subscriptions, Dana Reeves
Watson Library Services, Inc., David Watson

WHAT THE RESEARCH SAYS

Peggy Harrison, Brewer Middle School, Greenwood, harrisonop@mail.gwd50.k12.sc.us

In theory there is nothing to hinder our following what we are taught; but in life there are many things to draw us aside. (Epictetus)

What does the research tell us about the impact of school library media centers on student achievement? That low rumbling in the background consists of the unsuppressed groans of busy school library media specialists thinking, “Who has the time to read the research, much less actually learn from it?”

Such an attitude is entirely understandable, but, unfortunately for maxed-out library media professionals, it is also entirely untenable. This is—*drum roll, please*—the age of accountability. Administering a good school library media program no longer suffices; providing evidence to support the importance of that program in regard to increasing student achievement is absolutely necessary.

In other words, school library media specialists, like all educators, must accept that we have to justify our programs to the public at large in terms of standards-based learning as measured by the yardstick of student performance. This is the reality we must acknowledge as professionals; otherwise, we face the peril of being marginalized out of the schools.

While I prefer not to be too alarmist, I remember a guest editorial in *The State*, written by a low-country businessman, that offhandedly suggested folding school library media centers into the public library system. My reply, written as a letter to the editor, finally appeared a month later; in it I tried to emphasize that school libraries were an integral part of instruction and thus had a mission quite different from that of the public library.

No matter how busy our days, we must familiarize ourselves with the research. We must plan to incorporate what we learn from the research into our school library media programs. We must inform school and district administrators, parents, and other community stakeholders about the importance of school library media centers.

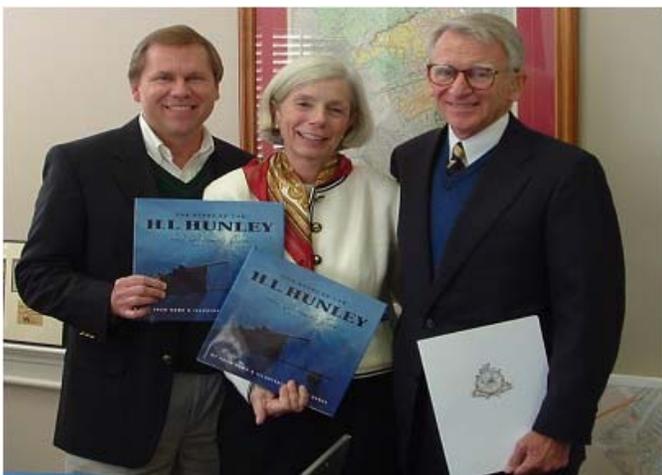
And we must support our assertions with data. That’s where research and practice meet in the school library media center.

Now that the importance of keeping abreast of the research concerning school library media programs has been established, here are some sources to explore:

- “School Libraries Work” is a research foundation paper that compiles some of the results from studies in fourteen states, among which are several by Keith Curry Lance. I received a copy in the mail, but if you have not seen this excellent resource go to <http://www.scholastic.com/librarians> and follow the link.
- For more in-depth information about the state studies cited in “School Libraries Work”, go directly to the studies using the URLs in the resource list to access more data.
- Stephen D. Krashen has research about the importance of reading practice, and he has written about the importance of quality library collections. Some of his articles have been posted to the SCASL listserv.
- To access articles about research on school library media programs and their impact on student achievement, use the Gale Expanded Academic database provided by DISCUS. A Boolean search using “*school libraries*” AND “*student achievement*” returned ten citations, nine of which were relevant, with eight of those being full text. Using different but related search terms should return more sources.
- The AASL website often highlights the latest research on school library media centers.
- Professional journals such as *Teacher Librarian*, *School Library Media Research*, and *School Library Journal* publish research results and articles discussing the latest research.
- Martha Alewine provides SC school library media specialists with useful resources via the library media services page at the SC Department of Education website.

Our school library media programs are not just nice extras in the educational scheme of things. The research exists that provides us with data showing that school library media centers that have well-planned programs administered by well-prepared professionals supported by well-stocked and well-chosen collections do positively impact student achievement. Let’s use that research to empower and justify our own school library media programs in this state.

CHILDREN'S BOOK WEEK PROCLAMATION SIGNING NOV. 15, 2004



Charleston County Association of School Librarians is pleased to announce the publication for children of *The Story of the H.L. Hunley and Queenie's Coin* by author Fran Hawk. The lavishly illustrated book has been published by Sleeping Bear Press. In honor of the event and to mark Children's Book Week, Charleston Mayor Joe Riley signed a proclamation noting the benefits of quality literature for children and the benefits of reading for literacy and school achievement. Present for the signing were Bill Langston, President of CCASL, Fran Hawk (author), and Mayor Joe Riley of Charleston.

Fran Hawk is the noted author of a column in the *Post & Courier* covering children and reading and book reviews. She is a media specialist for CCSD and has served Whitesides Elementary, Lincoln High, and Clark Corporate Academy. Book signings for her new publication have been scheduled throughout the tri-county area.

Two items from Dr. Dan's blog (Monday Matters):

Volunteers are needed for the South Carolina Humanities Book Festival. Looks good on your resume, a great community service, and an opportunity to hobnob with famous authors and book lovers. Volunteer opportunities are numerous; some examples are set-up, registration, and transporting authors to and from the airport. This is a great festival that highlights great books and writers from South Carolina and the nation. Among the authors attending are Barbara Taylor Bradford, Dottie Benton Frank, USC's own Janette Turner Hospital and Diane Johnson. The dates of the festival are February 18 -20. Please contact Helen Fellers, Coordinator of the BEST Center at hbfellers@yahoo.com or 803-734-8207.

This month's *School Library Journal* contains an article entitled "What Grad Schools Can Do for You." The USC School of Library and Information Science is highlighted as one of 3 "Other Innovative Programs" along with library schools at Syracuse University and the University of Oklahoma. Other library programs mentioned in the main article are the University of Albany, State University of NY; University of Hawaii; Indiana University and The University of Texas.

Quick!

Make a list of all the ways you promote your library media center. A contest sponsored by your SCASL Advocacy Committee will be coming your way this spring. Further details will be coming soon via the SCASL listserv and the Regional Network.

Patty Bynum Featured

Patty Bynum, SCASL's 2003-2004 Media Specialist of the Year, is the featured AASL member in the January AASL Hotlinks, The Official Monthly E-mail Newsletter of the American Association of School Librarians (AASL) Vol. 3, No. 10 January 2005. The feature discusses her participation in the Teacher-to-Teacher Initiative and quotes her article in the latest *Media Center Messenger*.

Energy Conservation Measures for the SLMS

from THE S.C.E. & G. (Sapped, Confounded, Exhausted, and Grouchy)

Peggy Bayne, *School Media Therapist*, Belle Hall Elementary School, margaret_bayne@gmail.com, charleston.k12.sc.us

Okay, it's late in the year, and you're tired. No, you're exhausted. And grouchy... no one ever told you that you'd be this tired! You see a class coming in the door, and you're finding it difficult to say good morning.

How can it be that there was never a class in library school for self-preservation (Dan Barron, are reading this)? And you've noticed that you are starting to look like your last paper copy of *Harry Potter and the Sorcerer's Stone*--battered, dog-eared, and disheveled. Or maybe, you've put on a new "cover," but your pages are coming lose from the spine...all right, I know you're not a book, but you get the illustration, right?

So take a minute and breathe. BREATHE AND LET ME TALK TO YOU. Did you know that it's okay NOT to multi-task every minute of your day?

Actually, I never believed this. I thought multi-tasking made me look good. I thought I was not working hard enough if each thought about work was not immediately replaced by another work thought. Was I surprised when last year I culminated my Fall of 2004 by "falling" off a chair and rolling onto my Pottery Barn Kids rug (thank you, Pottery Barn)!

After I literally limped to the Workman's Compensation doctor for x-rays and follow-up, I realized that I was trying to do the impossible--troubleshoot everyone's computer problems, keep up the great flexible schedule in the media center, multitask at every turn, and smile at the end of the day! How can I help you? How can I help you? How can I...

I now have war-wounds and a strange burning sensation in my right leg, and advice for you media specialists out there, who are living life on the edge...

STOP. RELAX. THINK. BREATHE. REFLECT. TAKE ACTION.

- 1) Stop.** Every day, you should stop. Take a break. Don't be ashamed to "get caught" not working every minute. Plan your break and take it. Every day. Write it down on your PDA or calendar. BREAK-TIME! Do it now.
- 2) Relax.** If you can't sit still long enough to finish reading this article, you may be one of the hundreds of media specialists who have not figured out how to relax. First of all, you must choose to relax. Tighten every muscle in your

body (even squeeze your eyes shut), and then...let every muscle in your body go limp. Did that feel great, or do you need to call the chiropractor?

- 3) Close your eyes.** See if anyone notices. No one cared, am I right? Do it again. If the fire alarm does not go off in your building while you try this, then count this as one of your relaxation techniques.
- 4) Think.** Think about the beach. Some beach, somewhere (that's a song on the country music station). Think about a funny joke. Think about shopping for a new ladder. Think about what you're going to do to make your job easier. What works well for you? Can you fine-tune something? What is not working in your media center? Can you just drop it from your schedule? Think!
- 5) Breathe** -- in through your nose, out through your mouth. But don't just breathe at your desk. Walk outside for just a minute or two. Did some unsuspecting teacher just walk in your library to use your phone or copier? Ask them to watch your desk (don't wait for an answer). Mumble something about the bathroom. Go outside, and breathe. Look at the clouds. Think about nothing at all...
- 6) Reflect.** Reflect on your day, every day. Like this, "Gee, if I had not been in such a hurry to hang up that mobile for that teacher, I would not have fallen off that chair! Why **do** I stand on chairs? I am a grown-up, for goodness sake! I deserve a ladder of my very own! I will buy a ladder for the library media center, a strong one!"
- 7) Take action.** I did buy my very own ladder, and I try to use it instead of a chair. It's a Cosco 4-foot step stool from Office Depot with a rail for klutzes. So, take action. Buy that ladder. Get what you need. Do it for yourself.

Feel better? If you are still exhausted and grouchy, just remember, often much of your stress, like mine, is self-inflicted. Be nice to yourself. Give yourself a break. You'll last longer!

Honoring Edna Bedenbaugh



On Sunday, November 21, 2004, Edna Bedenbaugh was honored by the Lexington Friends of the Library with the unveiling and dedication of a sculpture entitled *Circle of Friends*. A very large crowd of friends and associates was present including Edna's husband, children and grandchildren. The bronze statue, done by sculptor Estelle Hampton Frierson, depicts the seated Edna surrounded by youngsters who eagerly listen to her reading.

Edna is known to all of us for her many years as a school librarian, as a supporter of public libraries, and as president of SCASL in 1978-79. Her community efforts are too many to mention here. As SCASL's first Media Specialist of the Year in 1976, Edna represented the best in us--what we aspired to be. Congratulations, Edna!

Get Hooked on Books and Promote at Home Reading

Carole McGrath, Ben Hazel Primary & Brunson Elementary, cmcgrath@hampton1.k12.sc.us

Looking for a way to get your students "Hooked on Books"? Ben Hazel Primary school students have done just that reading more than 21,000 books last year. That is quite an accomplishment for a small school of only 245 students in grades Pre-K through 2. The program is simple. Students take home a "Hooked on Books" form and record 10 books read with their parents. When students return a signed form, they receive a sticker with a fish for the hall bar graph. The bar graph is located in the hall outside the library and each class has its own row and its own special fish stickers. Teachers without a homeroom are encouraged to read as well and are given a fish for the faculty row for each book they read. When a class reaches a preset level (for example 100 books) the entire class receives a treat. This promotes whole class participation but does not single out those students who don't have home support for reading. Each grade level sets a goal for the students and every student who meets his goal receives a book and certificate of award at our end of the year awards day. All participating students receive a participation award. The students enjoy watching their class line grow and they enjoy the friendly competition between classes. It is our hope that through this program our students become "Hooked on Books" for life.

Valerie Byrd's article, "Working With Your Literacy Coach" published in the November 2004 Media Center Messenger, was published in Literacy Links, the State Department of Education's ELA Newsletter!

As The Pages Turn...Creating and Managing a Teacher Book Club

Mary Jane Michels, Pauline–Glenn Springs Elementary School, michelmj@spartanburg6.k12.sc.us

As media specialists we spend day after day luring our students into the world of reading and books. But how many of us expend some of that same energy on luring teachers into reading? Most of the teachers at my school will confess that they love to read but just don't have the time to browse through titles to find that next great story. So when a third grade teacher asked me if would I start a teacher book club, I immediately said yes.

Book clubs come in all shapes and sizes with all kinds of procedures and guidelines. Ours is a small but dedicated group of readers with just a few loose ideas in place that make everything work.

I try to make obtaining the book choice as easy as possible. Each time we choose a new title I send out our selection by schoolwide email inviting any and all to participate. I try to give a short synopsis of the title and a deadline of when I need to know if they want a copy of the book. After I have the final count, I order all copies through a local bookseller who provides a 20% discount to educators. I pick up and pay for all copies and teachers then reimburse me for the cost. This procedure works well at our small school where we all work closely together. Other situations might call for having the bookstore hold the copies for teachers to pick up and pay for on their own. We have also shared personal copies when that was possible.

Choosing the books is often the hardest step. We typically read three to four titles during the year. Our group is firmly entrenched in chick lit. I try to cater to that interest but will occasionally throw in a little

meatier title. Our choices have included *The Lovely Bones*, *Sea Swept* and *Big Stone Gap*. Good sources include the shelves of your local library and bookstore, Amazon's website and book club websites like www.readinggroupguides.com and www.bookspot.com/discussion. The book club websites will very often offer discussion points and details to spark conversation. Some of the more recently published works offer the same information at the back of the book. So, you've chosen your title, ordered and received the books...what do you do now? Tell everyone to read! And give them a definite date for getting together and discussing the book. We made a conscious decision to meet outside of school. We wanted the atmosphere to be relaxed and informal. Our group meets in a variety of places. For our *Sea Swept* discussion we met at our speech therapist's house where the table was decorated with an ocean theme. Our last discussion was for *Skipping Christmas*. Our largest group to date met at a Mexican restaurant for dinner and then went to see the book-based movie "Christmas with the Kranks". All agreed that the book was better! Our discussions are usually jumpstarted by two or three questions that I have prepared ahead of time. Many times we start out talking about the book and end up on a more personal topic. These discussions have helped all of us become a little closer by providing some personal insight into each of us. With the beginning of a new year, make the resolution to sell your teachers on reading, too. Choose a title, send your invitations and see what happens when you open someone's mind to a book.

In Charleston:

Visions of sugarplums still dance in all the heads at Angel Oak Elementary where LMS Susan Trott created a Christmas book campaign from trees (2 ft.) purchased at local Dollar Stores (Dollar General and Michael's). The entire affair was a contest to decorate trees to reflect classroom favorite book selections. The winning classroom and tree came from the book, *There Was a Cold Lady Who Swallowed Some Snow*, but second place deserves mention for the book *I'll be Home for Christmas* (pictured). This second place tree featured postcards students wrote and illustrated to each other just as the characters in the book did. Another noteworthy tree showcased the runaway Gingerbread man. Trott recommends trees for book promotion!



Be sure to check out *School Libraries Work*, a research publication by Scholastic. It is available through Martha Alewine's web page.

It's a Good Thing

Sandy Stearns, Colleton County High, sstearns@mail.colleton.k2.sc.us

WEEDING

With the new Social Studies standards out, now is a good time to weed the 900's, 300's, and biographies. Don't wait for your district to adopt new textbooks. Align your resources with the standards. No matter what textbook is adopted, the standards are where the action is. Don't forget your video collection, too. Start a list of needed resources. Budget season is just around the corner.

ELECTRICITY

If you are shocking everyone with static electricity, try filling some plastic tubs with water. Chances are the humidity in the media center is very low. Combined with carpet and "Bam!" everything you and your patrons touch is electrifying. Yes, too much humidity is a very bad thing. Just ask the folks in the Low Country about mold and mildew. Place the tubs of water where no one is likely to spill them or stumble over them. I placed mine on the top of a six foot bookcase. About once a week check the water and add more as needed. A watering can like you use indoors with a long spout works well. Generally in March or April, the problem goes away when the natural humidity rises.

SPEAKING OF THE DEVIL—THE BUDGET

January and February is a good time to start preparing your budget for next year. Start with the basics and continuing projects. Overhead projectors don't work without lamps. Adding more overhead projector carts increases the number of happy teachers. Make sure you are meeting needs. Now dream a little. Go back to that "want" file and pull out requests from teachers and students. Maybe add something you read about on the SCASL List-serve or in the MCM or in the SLMS E-news. Put in a big ticket item. Start a new project.

Prioritize everything from one to three with one being the "can't live without" stuff. Be realistic and flexible. Make sure you have your justification guns fully loaded, and your ammo is clearly stamped with standards. As a lifetime member of the Girl Scouts, I believe in being prepared. Write a budget you can defend with confidence. Know where you are willing to compromise. Be clear on priorities and well-organized. Remember it is okay to haggle.

If I were the Governor, I would give each school library a million dollars of the lottery money every year. Okay, \$100,000, but no less.

FLU SEASON

This time of the year is when the flu hits. Clean off your tables, doorknobs, phone, stapler, scissors, pencil sharpener and other frequently handled things with an antibacterial product. Wash your hands frequently with an antibacterial soap. Just keep some hand lotion handy. Don't forget to keep a box of tissues on hand for students to use. This might help with colds too. It's a good thing.

Margaret W. Ehrhardt

A Life Dedicated to Librarianship and Libraries

Margaret W. Ehrhardt spent her entire working life in libraries in one way or another. At various times she was Library Supervisor for Orangeburg District 5, extension librarian for the Orangeburg County Free Library, children's librarian for Richland County Public Library, college librarian for Richland County Public Library and high school librarian at Orangeburg High School. In 1965 she became the library media consultant for the South Carolina State Department of Education and served in that capacity until 1989. To honor Mrs. Ehrhardt as part of its Silver Anniversary, SCASL established through the University of South Carolina College of Library and Information Science (Now SLIS) the Margaret W. Ehrhardt Scholarship Fund.



Club Sponsorship: A True Labor of Love

Andrea Baker; Media Specialist, Airport High School, W. Columbia, abaker@lex2.org

Last August, a building-wide email was sent throughout our school urging teachers to consider sponsoring a club. Our activities director coordinates all clubs. She was specifically looking for a certified teacher to sponsor a club for Republican teens. I knew that would be a perfect fit for Amy Daniels, my colleague in the media center. I asked the activities director whether she had someone lined up to sponsor a Young Democrats club. When she said not yet, I jumped at the opportunity. The media center quickly became “club central” for a myriad of politically oriented activities during the months leading up to the election!

Both clubs began meeting in the media center during lunch on Wednesdays. We have three floors in our facility. The Republican club members met upstairs, and the Democratic teens migrated downstairs. We even had one student who considered herself an Independent. She spent 15 minutes with one club and then met with the other club for the remainder of lunch.

Both clubs sponsored a voter registration drive during our school’s Open House in August 2004. We registered students and parents of students who came to visit their children’s teachers. The most stirring moment of the voter registration drive occurred when a parent timidly approached our booth and asked whether it cost money to vote for President of the United States. Our students got a firsthand glimpse into the importance of volunteerism and keeping people informed.

In August, I called the state party headquarters in Columbia and asked for a contact number or email for someone to help the Young Democrats get started with our volunteer efforts. We lucked out. I received a phone call from a staffer with the Democratic U.S. Senate campaign. She was terrific! She came to our school and spoke with club members about the candidate and ways the students could get involved. She and I kept in close contact throughout the fall.

The Airport High School Young Democrats participated in the Okra Strut parade in Irmo in September. We walked the parade route and said cheers on behalf of our candidate. The U.S. Senate candidate’s office also sponsored two Airport High School nights at her downtown Columbia office. We made persuasive phone calls to undecided voters. We also watched the live debate between the two Senate candidates one of those evenings. Airport students got the opportunity

to interact with paid staffers and other volunteers as we analyzed the debate performance. Airport High School Young Democrats also had the opportunity to canvass neighborhoods the four days immediately prior to the election. The state party paid them \$60 a day each of these four days. I know for a fact that is how one of our students paid for her senior class ring. All these activities were fantastic learning opportunities for students. Club members were part of an active, authentic learning environment.

The Teenage Republicans and Young Democrats also debated the race for U.S. President during lunch at school in the weeks immediately prior to the national election. The students researched the issues and answered questions about everything from the war in Iraq to health care to the environment. Of course, my colleague and I used the debate as a segue to show our club members how to use the OPAC and the web to gather preliminary research!

After the election was over, my colleague and I decided that in the spirit of bipartisanship a joint service learning project was in order. During November, we gathered donated books in our media center for a local battered women’s shelter. These were books, both paperbacks and hardbacks, people had at home. We specifically sought out novels for adult women. This project was successful beyond our wildest dreams. We collected hundreds of books ranging from titles by Danielle Steele to *Beach Music* as well as *The Da Vinci Code*. One of our artistic club members made a beautiful Thanksgiving card, complete with turkey feathers, for the women in the shelter.

We had a holiday party during our last club meeting. One of the club members mentioned that her son was thinking about going into politics as a profession because of the activities he was involved with these past few months. Another club member pulled me aside and said she’d really like our club to get involved assisting nursing home patients after we get back from winter break. Club sponsorship has brought a new element of vitality into our media center. Our students get to see us as individuals with interests of our own, and we get to know our students and their families on a more personal level. I have enjoyed every minute wearing my “new hat”, and encourage my colleagues throughout the state to consider sponsoring clubs at their schools!

For additional information contact Andrea at abaker@lex2.org



Book Award News

Joyce Moore, Book Award Chair, jmoorescba@yahoo.com

Information on Book Awards and Book Award Banners is on the SCASL webpage. You may download and use the voting report forms or create your own list. Please be sure to keep the list in the same order as on the form. Deadline for sending in voting tallies is **February 14, 2005**. Votes should be sent to the appropriate vice-chair:

Children's Book Award Vice-Chair:

Celeste R. Stone
534 Center Street, Walterboro, SC 29488
crstone@lowcountry.com

Junior Book Award Vice-Chair:

Leigh Jordan
1609 Camp Creek Road, Lancaster, SC 29720
ljordan@mail.lcsd.k12.sc.us

Young Adult Vice-Chair:

Evelyn Newman
1756 McSwain Drive, W. Columbia, SC 29169
enewman@lex5.k12.sc.us

Banners

 may be mailed or hand delivered by **February 14, 2005**

to: Deborah Heimbrook, Carver Elementary, 515 N. Cashua Drive, Florence, SC 29501

Something new this year:

When you send in your school votes, you may download your Certificate of Participation by going to www.scasl.com and following the links to the Book Award Certificates. Student participation certificates will still be available for purchase at conference or by ordering.

Also: Please look at the list of nominees and logo for the new category – Picture Book Awards. We're excited about this and look forward to the participation of many schools in the coming years.

Let's Read, South Carolina!

South



Picture Books

Alphabet Under Construction
Fleming, Denise
And the Dish Ran Away With The Spoon
Stevens, Janet
Anna the Bookbinder
Cheng, Andrea
Apple Pie 4th of July
Wong, Jane
Bear Snores On
Wilson, Karma
Bippity Bop Barbershop
Tarpley, Natasha
Bob
Pearson, Tracey
Book! Book! Book!
Bruss, Deborah
Christmas in the Country
Rylant, Cynthia
Daisy Comes Home
Brett, Jan
Do Like a Duck Does!
Hindley, Judy
Don't Let the Pigeon Drive the Bus!
Willems, Mo
The Dot
Reynolds, Peter
Duck on a Bike
Shannon, David
Fireboat
Kalman, Maira
Giant Children: Poems
Bagert, Brod
How I Became a Pirate
Long, Melinda
Mr. Tanen's Tie Trouble
Cocca-Leffler, Maryann
My Lucky Day
Kasza, Keiko
Muncha! Muncha! Muncha!
Fleming, Candace
The Recess Queen
O'Neill, Alexis
Snowmen at Night
Buehner, Carolyn
Thank you, Sarah!!!
Anderson, Laurie Halse
Waiting for Wings
Ehlert, Lois
What Do You Do with a Tail Like This?
Jenkins, Steve

Carolina Book Award Nominees 2005 - 2006



Children's

Almost Forever
Testa, Marie
Animal House and Iz
Hicks, Betty
Belle Teale
Martin, Ann M.
The Capture
Lansky, Kathryn
Chief: the Life of Peter J. Ganci,
a New York City Firefighter
Ganci, Chris
Diary of a Worm
Cronin, Doreen
Doing Time Online
Siebold, Jan
The Elephant Hospital
Darling, Kathy
Falling Into Place
Greene, Stephanie
Fame and Glory in Freedom, Georgia
O'Connor, Barbara
Fantastic Flights: One Hundred Years of
Flying on the Edge
O'Brien, Patrick
Ghost Girl: A Blue Ridge Mountain Story
Ray, Delia
Granny Torrelli Makes Soup
Creech, Sharon
My Brother Martin: A Sister Remembers
Growing Up with the Rev. Martin Luther
King, Jr.
Farris, Christine
No More Nasty
MacDonald, Amy
The Puppeteer's Apprentice
Love, D. Anne
Ruby's Wish
Bridges, Shirin Yim
Runt
Bauer, Marion Dane
Tadpole
White, Ruth
Disappearing Act
Fleischman, Sid



Junior

Blizzard's Wake
Naylor, Phyllis R.
Cold in Summer
Barrett, Tracy
East
Pattou, Edith
Escape from Memory
Haddix, Margaret
For Freedom: the Story of a French Spy
Bradley, Kimerly Brubaker
Hear the Wind Blow
Hahn, Mary Downing
House of the Scorpion
Farmer, Nancy
How Angel Peterson Got His Name
Paulsen, Gary
Inkheart
Funke, Cornelia
Or Give Me Death: A Novel of Patrick
Henry's Family
Rinaldi, Ann
Pirates! The True and Remarkable Adventures
of Minerva Sharpe...
Rees, Celia
Pool Boy
Simmons, Michael
Prairie Whispers
Arrington, Frances
The River Between Us
Peck, Richard
Spitting Image
Crum, Shutta
Stravaganza: City of Masks
Hoffman, Mary
Swear to Howdy
Van Draanen, Wendelin
Sword of the Rightful King: A Novel of King
Arthur
Yolen, Jane
Tulsa Burning
Myers, Anna
Wenny Has Wings
Carey, Janet Lee



Young Adult

Alt Ed
Atkins, Catherine
An Ocean Apart, A World Away
Namioka, Lensey
Bittersweet
Lamm, Drew
Comfort
Dean, Carolee
The Earth, My Butt and Other Big Round
Things
Mackler, Carolyn
East
Pattou, Edith
Eragon
Paolini, Christopher
Fat Kid Rules the World
Going, K. L.
Fault Line
Tashjian, Janet
The First Part Last
Johnson, Angela
Full Tilt
Shusterman, Neal
Hawksong
Atwater-Rhodes, Amelia
High Heat
Deuker, Carl
Hollow Kingdom
Dunkle, Clare
House of the Scorpion
Farmer, Nancy
New Rules of High School
Nelson, Blake
Second Summer of the Sisterhood
Brashares, Ann
Secret Life of Bees
Kidd, Sue
The She
Plum-Ucci, Carol
Zigzag
Wittlinger, Ellen

Reading Rocks at Hanahan Middle School: The Books Rock Café!

Linda Hall, Hanahan Middle School, LindaHall@berkeley.k12.sc.us

This idea for a school wide reading incentive program began as a journey several years ago when we started a program called TJIF (Talk Juniors It's Friday). Our media center had established goals to promote teaching the three R's: reading, reference skills, and research in collaboration with teachers. We offered the program TJIF to all reading teachers and it was an immediate success! Students were required to read a book from the South Carolina Junior Nominee list during a two-week period to attend TJIF during their reading class on Fridays. The PTA purchased a commercial popcorn machine and all students attending ate popcorn while talking about their book. Success created another problem...how could I do book talks with 250 students in one day and provide refreshments while still keeping the media center open to everyone? It was becoming too much for one person to handle, yet the students so looked forward to TJIF! During this time of frustration I read about a high school opening a café to get students more involved. I attended the SCASL Conference last year anxious to learn more by attending a session about the Starbooks Café at West Ashley High School. I left very inspired but still trying to figure out how to incorporate a café into a middle school media center.

Could I do this by the beginning of the next school year? It was already April and I needed money, a name, approval from my principal, a room, products, etc...Good advice to all wanting to take on a project of this size: you need at least a year to plan, find money, and actually physically set it up! I went right to work and applied for several grants and received support from our PTA to help with funding. The Books Rock Café costs came to \$6000.00 because we decided to pay for an artist to paint wall murals and the floor in the workroom that would become the Books Rock Café. I really wanted to take advantage of having a local parent who was an artist and willing to give us a reduced price to support our reading program. Once I received support from funding, my principal's approval and support, I immediately began collaborating with all of our reading teachers. I asked for ideas on how to make the café work with their reading requirements and received great support and feedback. It was then decided that we would require students to earn five Accelerated Reader (AR) points for each café pass to be given out during silent reading for a 15 minute visit. It was also decided that since this was a school wide reading incentive program that there would be **no exceptions**...only students who earn five AR points could enter the café. We knew our big readers would earn so many points that it could be a problem, so we decided to open the café to them during the morning before school and during their lunch periods. The café could only seat 12 students at one time so I looked at the schedule and made passes by each class period for each reading teacher to ensure we could handle the num-

ber of students visiting the café at any one time. This is where flexibility entered the picture. During the first two weeks we discovered that some classes had lots of students earning points while other classes didn't need as many passes. I adjusted the passes to accommodate teacher requests. Our sixth grade teachers now rotate days to send their students and send more at one time, our seventh grade teachers set up a signup sheet and students loved signing up with a friend, while our eighth grade teachers had to work together as one teacher had a higher number of honor students reading more than the other reading teacher.

Once students enter the café they all receive a free bag of popcorn and have ice water available. All other items are for sale; hot chocolate with whipped cream, juices, Crystal Light, brownies, cookies, Slim Jims, string cheese, cinnamon rolls, muffins and various other products. Staff members may come at anytime and we have coffee and cappuccino available for them. Everyone has the opportunity to set up a debit card and put money on account ahead of time. I was shocked when I received almost \$3000.00 from parents the first two days of school to setup debit cards for their children. Staff members often treat others by buying a gift certificate for items in the café.

The Books Rock Café has been a big hit with staff, parents, and students in our school community! Our circulation and individual visits have greatly increased in the media center. I have two wonderful parent volunteers that help me run it on a daily basis and they are one of the reasons our program is working so well. Teachers are averaging as many as 38 AR points per student during a nine-week period when only 30 AR points were required! My reward came when a sixth grader looked at me with big eyes and said, "This is the best library in the world!" I also enjoy the positive relationships formed with teachers and parents in our endeavor to get students to read more! One outcome really surprised our teachers and myself. Our honor students love the café so much that once they reach the required class points they continue to read more because they want to come to the café more. Our top students are earning over 300 points a nine-week period and our top 21 students have more than 100 points each nine weeks.

The Books Rock Café has created excitement and joy in our media center, and I am personally enjoying the changes. I won't lie to you...it's a lot of work! How many of you mop the floor before leaving each day? Yes, some of my library duties have changed but overall it is very worthwhile! If you would like to see the café you can go to our media center website: <http://www.berkeley.k12.sc.us/MIDDLE/hms/lmc/lmc.htm> or please feel most welcomed to drop by for coffee or a cappuccino!

Transforming a Middle School Media Center

Sandy Bailey, Northwest Middle School, sbailey@greenville.k12.sc.us

First of all, let me tell you a little about myself. I have been teaching (and collecting stuff) for 31 years. ANYTHING that could be used in my classrooms or media centers – and I don't get rid of it. During these years, I have collected (and been given) truckloads of "stuff" and if teachers need something, they know I probably have it — somewhere. Secondly, I would like to set the scene at Northwest Middle School when I was hired four years ago and arrived to look at the media center.

Imagine walking into a school media center that was devoid of color (pale cream walls, brown carpeting, light oak furnishings), had no reading area (just tables and chairs), no exterior windows (only halls are visible), and there was nothing that shouted, "Come in here!" Having an elementary school background where primary colors and thematic units prevailed, my first thoughts were "Whoa! Something needs to change here!"

After moving eight truckloads of my collected stuff into my new setting, I had to find a place to stash it all. The equipment/storage room had no built-in shelving, so I am fortunate to have a husband who is willing to do various projects such as building a wall full of shelves to store my theme boxes! He realizes that I don't get rid of anything, from some really good 25-year-old bulletin board characters to boxes of puppets, to decorations for every holiday, to over 30 pairs of character slippers! All of my "themes" can be adapted and used with any age group and have moved from state-to-state and school-to-school and continue to get bigger and bigger.

Now I was ready to think about this space called the Media Center. After some explanations of what I had in mind using visual imagery, Northwest's principal, Lee Givins, agreed to my plan. He has been extremely supportive of all of my ideas (so far) because my primary focus is to make the media center a welcoming place for students. I also have the luxury of working with a terrific clerk, Shannon Pritchett, who can see my vision and has suggestions of her own, too. She doesn't even shudder when I arrive on some mornings saying, "I had an idea last night."

The first change I wanted to make was to begin creating a "cozy reading area" for the students. I found two matching unused couches in the school that were in wonderful condition, had lots of coordinating throw pillows, color, and they were NOT plain! It's important to **begin** a transformation without asking for any outlays of money! (That comes later!) After getting permission to move the couches to the Media Center, I was off and running! I then brought in a sturdy coffee table that had been in our garage, and we had the beginnings of a reading corner.

An unexpected offer was from an 8th grade science teacher who asked if I would be interested in having a giraffe for the media center. Always one for anything interesting, I said, "sure." This is not your stuffed or cardboard display giraffe. It is a real, mounted, eleven and a half feet tall giraffe from its shoulders to the tops of its ears! That definitely made our media center a one of a kind, even if I stopped there! Since then, we have been given a mounted deer head and a wood duck in flight! Our students who hunt think that this is the neatest, and one of the first requests for a new magazine subscription was *Outdoor Life*.

The next move was to place the display items that were in the media center into boxes and start with a clean slate. Since I think and plan so much around themes, using puppets, decorations, and related book displays, I decided to start the year using dragons and folktales as my focus unit. A dragon over four feet long sitting in the middle of the floor, a myriad of dragon puppets, a dragon marionette, and other related stuffed creatures started August 2001 with a whole new look. (Remember my mentioning those elementary school years of "stuff"? Well, I also borrow from, and lend to, other media friends.) Of course, the most important factor was that the students and faculty took notice, and **THEY CAME!** Throughout that first year, there were lots of modifications and additions to coincide with holidays and school events – and always with the focus of "getting students into the media center." The addition of a CD player with a stack of CDs, with all styles of music that play in the background also added to a more relaxed and welcoming atmosphere.

The 2002-03 year brought in a new reading center next to our magazine and newspaper displays. This themed area became known as **The Park**, since we acquired four park benches that were no longer allowed in the entrance hall of the school. I did use local library funds to purchase two six-foot ficus trees and a square table to go into this area. We also added various donated teddy bears, moved some of the throw pillows from the couches to soften the seating, and suspended butterflies and more butterflies! I found a butterfly kite and smaller butterflies on the Internet for next-to-nothing compared to those in local stores and purchased them through our PTSA. This has become a favorite place to read or study. These middle schoolers are just little kids in big bodies—



Up goes the bright color-co-ordinated butterfly! Go to SCASL.net to re-read this article and see the actual colors.

they love the bears and move them about, even into the trees. (Any furniture added or items suspended from the highest sections of the ceiling stay there.)

Another theme I have used was **Pirates!** This was not a far stretch for me since, next to dragons, I like pirates best! We added a six-foot parrot kite above the couches and other parrots are suspended throughout the media center. There were all sorts of pirate trivia and paraphernalia (flags, *Pyrate Code of Honour*, books, illustrations, and various styles of pirate hats) throughout the media center. (All related pirate items are mine personally and will leave when I do.) I also presented my pirate persona, *Sandy Beaches*, to several 7th grade creative writing classes, as the lead-in to their creating their own “pirate personae.”

Last spring we added new interest to the soffits surrounding the six raised ceiling areas. I chose *Nicholodeon's Jimmy Neutron™* colors from Lowe's. We now have one section of each color with names like Purple Flurp, Electron Yellow, Ingenious Green, Orange Fusion, Brilliant Blue, and a *Rugrats™* color, Scribble Pink. When the painter first started applying these colors, one of our 8th grade boys stated, “This

media center is going to be as bright as a bag of *Skittles™*.” The “cool” color scheme is the first thing that our 6th graders, new students, and visitors comment on. It definitely adds a lot of pizzazz to the cream colored walls down below!



On goes the bright green accent color! Check this out online to see the true effect!

Another significant feature has been displaying 25 Junior Book Award banners that Teresa Blankenship's 7th grade challenge classes created as a result of a grant that Teresa had written. This has been the best advertisement for the SCJBA books, past and present, for our students. We also proudly display the blue ribbon and banner for *Fair Weather* that was exhibited and selected at last year's SCASL conference in Greenville.

This year we have gone “retro” to play up the new colors introduced last spring. We added beaded curtains to our office doors, sewed “wild print” curtains for the office windows, and added neon colored bean bag chairs to the reading area. We'll do anything to make the students think this is the coolest place to hang out! It is paying off—our book circulation has increased nearly threefold, computers and reference materials are in constant use, and there are a greater number of students reading magazines than ever before. We also see a greater number of teachers coming to the media center to work/study, co-plan projects with me, get magazines and books, or to stop for a visit.

This year we have also added some live warmth with mascots. We began the year with two guinea pigs, Dewey and Decimal. Unfortunately, Dewey is no longer with us. Two teachers began a collection, and we now have a new resident, Splash. The students show much caring, curiosity, and gentleness towards these creatures. When everything seems to be going badly for a student, he/she might stop in and “talk” to or pet the little critters and end up leaving with a smile!

Over these four years we have made noticeable, and very much appreciated, changes to our media center. Almost daily we hear positive comments from students, parents, and teachers about the appearance and the selection of books in our media center. At the end of each year, I administer a survey to students and teachers. From this survey, I receive constructive suggestions, books and magazines to order, as well as many accolades, like enjoying the variety of music, displays, and all of our new books! I was selected as Northwest's Teacher of the Year for 2004-05 and was then selected as a Top Ten Finalist for Greenville County Schools.

But appearances don't matter if the collection within the media center is uninteresting and out-dated. We have been fortunate to receive generous funding through our school board for the past two years, additional funding through my Alliance Grant for Biographies, additional print and electronic media purchases through our IB-MYP funds, as well as general and local funds. Through extensive collection analysis and development along with ruthless weeding, our collection age has increased 6-25 years, depending upon the section! We are *currently* in compliance with recommendations by SACS and Follett's *Titlewave*[™] collection analysis. It is now our goal to maintain this momentum.

Students aren't the only ones who have benefited from the new look in the media center. We also rearranged the professional library by clearing it out and beginning anew. We separated the professional books and instructional materials into curriculum area topics and subtopics, instead of their Dewey location, to make locating specific subjects quicker and easier. We added a TV and VCR for video previews and professional development, installed a phone/fax machine, and added donated lamps, pictures, and a comfortable reading chair. Our newest addition has been the beginning of a "Book Exchange" for all adults (including parents). Anyone may add to the "Exchange" and borrow from it without checking anything out. The reasoning behind the book exchange was that we all want to see students

reading for pleasure, so they need to see all of us reading for pleasure, too!

Now students, parents, teachers, and visitors are welcomed into the Northwest Middle School Media Center with an inviting space and a collection that supports their academic and recreational needs. Who could ask for more?

Here is the step-by-step plan for all of you who watch HGTV!

1. Set attainable objectives.
2. Visualize what you would like your media center to look like to meet your objective.
3. Sell the plan to your principal.
4. Start with free items as much as possible.
5. Look for castoffs or things in the school that aren't being used where they are.
6. Sort through your own collection; visit Goodwill stores, yard sales, etc.
7. Don't try to do everything at once; let needs and solutions evolve over time.
8. Obtain funding through donations, grants, local funds, etc.
9. Think about the best time for you to make your changes: summer, holiday breaks (if you can get into your school).
10. Let your family and friends know the ideas that you have and check with fellow media specialists and teachers!

Don't be discouraged if you don't already have lots of stuff. You can begin collecting anytime, and introduce things into your media center little by little. Storage is a huge issue. Dividing your collections into themes allows you to use banker boxes from office stores, Follett book boxes, or computer boxes to store items of varying sizes. It also makes them easy to stack and to get. Can't build shelves for storage? Boards and concrete blocks are really sturdy and generally inexpensive.

The main thing is to think big (or little) about interests of your students, hit those after holiday sales, get ideas from all of the library promotion catalogs, and most importantly **HAVE FUN!**

A(ugusta) Baker's Dozen: A Celebration of Stories

Friday and Saturday, April 22 - 23, 2005

Christopher Paul Curtis, author of *The Watsons Go to Birmingham-1963*, *Bud, Not Buddy* and *Bucking the Sarge*, will deliver the Augusta Baker Lecture on Friday, April 22, at the Koger Center for the Arts in Columbia. Storytelling for Families will be held Saturday from 11 to 2 on the historic Horseshoe at the University of South Carolina. These events are free and open to the public.

For more information, call 929-3474 or visit <http://www.richland.lib.sc.us/baker.htm>

101 Ways to Celebrate Read Across America Day

In honor of what would be Dr. Seuss' 101st Birthday – March 2, 2005!

Beth Hale, James Island Elementary School, margaret_hale@charleston.k12.sc.us

1. Visit www.nea.org for a bunch of great ideas!
2. Invite local celebrities to read to your students.
3. Cook green eggs and ham.
4. Create a recipe with students for Scrambled Eggs Super – the grosser, the better.
5. Have students create a color wheel to match their Many Colored Days...
6. Have a contest to have students really "Read Across America" – have pages or books count as miles!
7. Have students and teachers dress as their favorite Seuss characters.
8. Host a Dr. Seuss Poetry jam – see who can read *Fox in Socks* the fastest without messing up...great for aspiring rappers!
9. Have a contest for students to write a Seuss-esque poem or rap! Winners can share on the morning news!
10. Have the morning news broadcast be completely in rhyme!
11. Make Fox puppets from old socks – on second thought – maybe new socks!
12. Have birthday cake with lunch!
13. Invite parent volunteers to be Cats in Hats on tour – send them to every class to share a book!
14. Research the 50 states!
15. Make a fish mobile! Red, blue, 1 & 2!
16. Make Oobleck – corn starch, water, and green food coloring...
17. Have students write the story of "And to Think That I Saw It on (insert their street name here)"
18. Have a crazy hat day – 500 or more!
19. Read *The Lorax*, discuss the environment.
20. Have a class of Sneetches! Randomly assign stars or none – then graph it!
21. Take a schoolwide survey (can even use chalk to create one.) Have students and teachers vote on for their favorite Dr. Seuss book!
22. Dress up your news studio with wild colors and designs.
23. Dress up your news crew as characters!
24. Sponsor an "Oh the Places You'll Go" writing contest – write about your favorite place or what you want to be when you grow up!
25. Take a Seuss break – have teachers read live over the building distribution system.
26. Create books about me...by myself...
27. Create an atlas lesson on America.
28. Give out bookmarks.
29. Have your principal say the Reader's Oath.
30. Send home reading brochures to parents.
31. Have students make Seuss hats in art.
32. Share a Dr. Seuss biography.
33. Have a Seuss trivia contest.
34. Make Seuss puppets and have a show.
35. Give out free books!
36. Hide cats in hats around the school or library...give prizes for those who find them.
37. Have a parade!
38. Organize a door-decorating contest.
39. Create a Seuss landscape out of clay.
40. Run the Zoo! Make up your own animals!
41. Give out fish crackers as snack!
42. Read *Marvin K. Mooney* & discuss transportation.
43. Create a book on the things we can think!
44. Have a stacking contest a la Yertle!
45. Listen to Seuss books on tape or CD!
46. Play Seuss BINGO!
47. Visit Seuss online at www.seussville.com
48. Make a "Seuss Creativity Corner" in your media center with art supplies, costumes, etc.
49. Have a month long challenge – students must read a Dr. Seuss book a day!!
50. Display red and white balloons!
51. Sing songs from the Cat in the Hat songbook!
52. Make a giant birthday card!

53. Design a roller coaster for Seuss Landing at Universal Studios in Florida!
54. Create a new Seuss character!
55. Make animal collages.
56. Make body outlines with the *Shape of Me!*
57. Hold a "Seuss Swap" book exchange.
58. Bake letter shaped cookies.
59. Play scramble the animal (have one group of students draw legs, heads, bodies, etc. – then swap!) to create an animal to hatch from Horton's egg!
60. Give out Seuss stickers. (www.seussville.com)
61. Create a Dr. Seuss cookbook.
62. Have students write a story, but only give them 100 words!
63. Decorate with Dr. Seuss inflatables! Email: nick@bigeventsonline.com for pricing info!
64. Read *Mr. Brown Can Moo...*, identify 10 sounds you hear at school.
65. Do team building activities like the Whos do in Whoville!
66. Have a 50 state trivia contest.
67. Write a class ABC book like Dr. Seuss.
68. Read *Hooray for Diffendoofer Day* and together decide what teachers in your school teach like Mrs. Hale teaches shelving!!
69. Tell students to draw a picture of what the circus would be like if THEY ran the circus.
70. Have a contest for students to guess how many Goldfish (crackers) are in a bowl (or jar)!
71. Read *Did I Ever Tell You how Lucky You Are...* have students write a paragraph about why we are lucky to be Americans.
72. Have older students share Seuss books with younger grades!
73. Have a balancing contest like the Cat in the Hat! *Don't use a real goldfish!!!*
74. Host a READ-in!
75. Plan a Family Reading Night!
76. Draw Dr. Seuss characters on the computer using Paint or KidPix!
77. Explore the thousands of Seuss characters with this online Seuss character index:
<http://www.primate.wisc.edu/people/hamel/seuss.html>
78. Plant daisies for Daisy Head Maysie!
79. Have a Sneetch Beach Party! <http://www.seussville.com/titles/sneetches/>
80. Make candy Cat in the Hat hats: use red and white lifesavers and a white necco wafer for the bottom. (*Teaches patterning for little ones!*)
81. Have students make bookmarks!
82. Countdown to the big day – have questions every day for a month – drop hints about special activities and more!
83. Create a Seuss tribute PowerPoint and run it over the building distribution system all day.
84. Have students do brief booktalks or book commercials during the week – Seuss and more.
85. Ask your principal to do something crazy to celebrate reading – kiss Yertle (a turtle)?
86. Kick off a spring reading challenge!
87. Set up Seuss stations in the school with different activities or crafts.
88. Teach students to use a rhyming dictionary.
89. Read the Sleep book and research yawns and sleepwalking.
90. Create a "Seuss-Lib!" Have students use the dictionary to find parts of speech to complete a Seuss story.
91. Create original Seuss-like characters using craft pom-poms.
92. Teach timelines! Read "Oh – the Places..." and have students create life timelines.
93. Read *On Beyond Zebra!* – learn about alphabets from other languages and have a class create their own alphabet!
94. Create a WebQuest about Dr. Seuss.
95. Challenge kids to make it a Reading Only Night – NO TV! Have parents sign a card and give out prizes the next day.
96. Just celebrate reading by inviting a local author for the day!
97. Have a Seuss-tacular – invite students and teachers to perform a Seuss play on stage.
98. Invite local school board members to be a part of the festivities!
99. Write an article about your event for the local newspaper.
100. Invite the local news to report on your school's Read Across America events!
101. HAVE FUN!!!!

Have a great time! Special thanks to Peggy Bayne and Beth Livingston for sharing their ideas! Any ideas or questions, email me at margaret_hale@charleston.k12.sc.us

Reflections from a First Year Media Specialist:

“I may not be an explorer, or an adventurer, or a treasure-seeker, or a gunfighter, Mr. O’Connell! But I am proud of what I am! I... am a librarian!” —Evelyn, *The Mummy*, 1999.

Terri Catalano, Irmo Middle School, Lexington 5, tcatalano@lex5.k12.sc.us

As I sit down to write this column, I am at the halfway point of the school year and it seems a fitting time to reflect upon what I have learned and accomplished thus far, as well as what goals and objectives I hope to achieve during the second semester.

Many of you are familiar with the mantra adopted by Dan Barron (Director, School of Library and Information Science, College of Mass Communications and Information Studies University of South Carolina) when describing the program at USC: “It’s Not Your Mother’s Library School.” Let me add to that: Being a middle school media specialist “is not your mother’s librarian.” Probably the most important thing I have learned during the past 4 months is that the stereotype of a reticent and retiring librarian standing guard over the quiet and tranquil sanctuary known as the school library no longer exists, if it ever did. First and foremost, keeping middle school students focused, on task and reasonably quiet is about as challenging as herding cats. And trying to do so is not for the faint of heart. They will not “go easy” on you because it is your first year as a librarian and working in a middle school. Students expect you to know what you are doing and to do it with confidence, not to mention a generous dose of humor. I hit the ground running and had little time to worry about being new to the job, unsure of what to do or exactly how to do it.

These expectations of my abilities apply to classroom teachers and administrators also. There are invaluable benefits of these expectations however: I am afforded opportunities almost daily to be an important resource with expertise that is germane to the entire learning community.

As I think about the first semester, I am somewhat in awe about how much I have done, in fact how much most of us do in a single hour, much less an entire day, week or month. The myriad of skills we use, tasks we accomplish, people we help, presentations we make, information we process and impart, and for some of us, objects we move, carry or count, is astonishing. We are readers, writers, purchasing agents, public relations managers, chief financial officers, advertising executives, teachers, managers, supervisors, counselors (yes, I had a student worker ask my advice about an 8th grade romance—I had to really reach back to remember what it was like to be

14 and “in love”), artists, computer repair people, software analysts. The list is seemingly endless. I have had some soaring successes: working with my colleague Renee to design a lesson about Life in the 60’s, complete with music and pictures (it was at least as much fun preparing for it as the actual lesson, although the kids seemed to have a blast too); teaching a lesson on the Big6 and working with students to use the steps to create African animal storybooks; and helping students research winter holidays around the world and being rewarded with a piece of homemade German chocolate cake by a appreciative 8th grade boy.

Of course success without some failures, or learning opportunities, is hollow. One that comes to mind is a non-fiction booktalk that I presented for a Language Arts class. It was probably too long for the number of titles I was presenting (about 15) and subsequently I lost many of the students about halfway through my presentation. I have learned that when doing several books, shorter is better and there can be “too much information.”

As I look toward the second half of the year I am looking forward to a number of activities that are tentatively planned, including collecting and submitting votes for the South Carolina Junior Book Award contest and celebrating our school’s participation with the students who have read at least 3 of the books; continuing as a member of my school’s Leadership Team for Literacy (this has been particularly rewarding as I have been able to share the unique and extensive knowledge that we, as media specialists, possess for promoting literacy at our schools); continuing collaborating with teachers to develop and present content based information literacy lessons; and, arguably, the most rewarding interaction I have experienced as a media specialist and anticipate experiencing again—that moment when a student comes to you to talk about a book you recommended that they read and to tell you how much they enjoyed it and are there others you would suggest?

Through all that I have done and learned these past few months, I am still a librarian first and foremost, and the greatest satisfaction comes from sharing the incomparable pleasure of reading with a student and knowing that I might have helped “hook” someone on the joy that can only be found between the pages of a great book.

Did you ever think about things from the student's point of view? Nancy Nelson of Carolina Forest High School did. Here's what occurred to her.

Thirteen Trials and Tribulations Putting You in Deep Trouble With Your Research Paper

Nancy Nelson, Carolina Forest High, Myrtle Beach,
nnelson@cfec.hcs.k12.sc.us

13. You start your researching in the media center by catching up on the latest prom fashions (or sports news, as the case may be) with your friends figuring, "I have plenty of time to do it later." Procrastination is your middle name.

12. "Ask Jeeves" is Out to Lunch.

11. You type your topic into Google and get a million hits, but none of them are what you need.

10. You think you're done when you have found six sources; the paper will write itself. But when the paper doesn't write itself, you blame the media center for not having better sources.

9. You forgot to write down which book you made the photocopy from, and your Works Consulted list is due 1st Block.

8. Your teacher points out that writing your paper doesn't mean just copying and pasting from your sources.

7. At age 16, you have writer's block.

6. Your teacher wants parenthetical citations in your paper today and you haven't done your Works Cited list yet.

5. You sit down to write your paper on the last day, and you realize your sources are no good and the media center is closed.

4. It's just too hard and you hope your teacher doesn't know about researchpaper.com

3. Your computer crashes and you have to start over, but that's OK—your printer ran out of ink anyway.

2. The night before your paper is due, your brother reformats your research diskette to put games on it.

1. You write your document in Word Perfect at home, and it won't convert to Microsoft at school to print.

SCSL Director Jim Johnson Speaks to SCASL Executive Board



The SCASL Executive Board invited Jim Johnson, Director of the South Carolina State Library, to its November Board meeting. Jim, who is the strongest library advocate in the state, outlined techniques of advocacy to the group and urged all members to become active in the process. It can only be successful if each individual takes part in the process. Convincing legislators of the importance of school libraries, their activities to promote reading, their programs that improve student literacy and increase their overall achievement is critical to keeping them informed. But most important is maintaining personal contact with legislators. SCASL plans to follow up on his specific suggestions and you will be hearing more details along the way.

Celebrating Thirty Years!

Did you know:

The first Nancy Jane Day Scholarship was awarded in 1988 to Donna Chapman?

The first SCASL conference was held in 1976 at the Town House Motor Inn in Columbia?

The first Junior Book Award was given in 1993 to *Dead Man in Indian Creek* by Mary Downing Hahn?

In the first issue of the MCM, Glenda, who was embarking on the road to National Board Certification, asked others who were working on or had completed NBC to email their thoughts and suggestions to her. Here she shares the results. —Ed.

The Yellow Brick Road to NBC Part II

Glenda Green, Keenan High School, Columbia, ggreen@richlandone.org

It was so nice to hear that Kathy O'Quinn, the 2004-2005 Richland Two Teacher of the Year, was Nationally Board Certified. More importantly, it was nice to discover that she not only grew from the experience, but also traveled the road three times before achieving success. (Sometimes success is measured in never giving up.) Sure, the house is not as clean as you'd like and you're not spending as much time with the children as you'd like...oh, and let's not forget the apparently forgotten significant other(s). But the rewards are well worth the sacrifices...or so I'm told. Let's look at the benefits: professional growth, self-assessment, increased salary, more occupational opportunities. And let us not overlook the prestige that comes with the accomplishment. I received lots of emails after this year's results came out and many of my colleagues were as inspired by the stories as I was. I am a mother of two boys under the age of 6, so I had some apprehension about beginning the journey *and staying the course*.

This email inspired me to continue and not give up:

"When I received the news two years ago, I immediately began phoning my immediate family—my husband, son, and 20-year-old daughter away at college. After I told my daughter the news, there was a long silence on her end and then she said, 'Mom, that's great but I didn't know you were going through it. You always seemed to have time for us, no matter what we asked you to do.' Her comment meant more to me than anything! Now, how did I do this? By having a schedule of when to work on NB and not discussing it, obsessing, worrying, etc., any other time. Good luck as you undertake this journey!" (Penny Hayne, National Board Certified Teacher 2002; Lake Murray Elementary School, School District Five of Lexington and Richland Counties.)

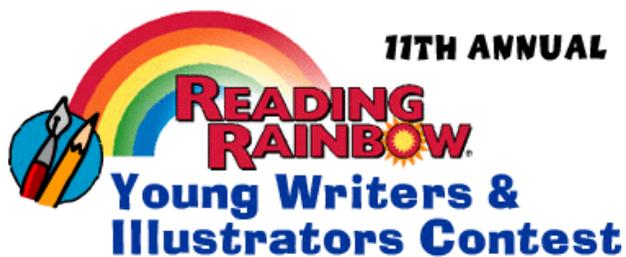
Allow me to share a few more National Board success stories:

"I'm very happy to report I passed too. I encourage anyone thinking about starting the journey to go for it." (Kathy Emory, McDonald Green Elementary, Lancaster.)

"It's a very thought-provoking process that is well worth it!" (Kitt Lisenby, Mt. Pisgah Elementary School, Kershaw County School District)

"I discussed the decision with my husband (our children are grown). I told him that it would take 6 months out of my life and that I was giving up everything that I did (activities, church activities, etc.) for 6 months. We decided that it was worth doing, plus my stepdaughter was going through the process also. I prayed that fall that God would make me be disciplined enough to use my free time wisely. I attended the first workshop in Columbia that Martha Alewine had and then attended the second one. They were extremely helpful. I worked during school on it, needless to say, but I made myself work on it practically every weekend. I would write and rewrite and rewrite. I had two people reading my portfolio entries. One was a very good English person and she read for English and gave me suggestions of other words and phrases that I might use to describe my work more definitively. I also had a teacher who had worked as a reader for National Board to read and make suggestions of what I needed to do. I read and re-read standards and also the rubric for each portfolio entry...I cried when I mailed the portfolio in. I think the UPS man was ready to call the men in the white coats, but it is a very emotional moment. Ha! ...I think that having a support system is the way to go." (Susan Keaton, Abbeville High, Abbeville.)

Thanks for all the positive input. And a special personal note for Ms. Hammond and those others who emailed that they were contemplating dropping the ball—Please don't. I leave you with this: nothing ventured, nothing gained. So follow the yellow brick road, even if you have to go down it three times to reach your destination. We can do this!



Calling all young artists and writers! READING RAINBOW and ETV invite all youngsters to participate in the Eleventh Annual Reading Rainbow Young Writers & Illustrators Contest! Entries will be accepted from January 1, 2005 until March 31, 2005 and will be judged in local contests, with the local winners advancing to the national competition.

Submit entries for the READING RAINBOW'S Young Writers and Illustrators Contest to: Lydia Freeman- ETV/ Ready to Learn- 1101 George Rogers Boulevard- Columbia, SC 29201.



Region 1A.

Pickens County. **Judi Key**, Hagood Elementary School, wrote and was awarded a school EIA grant, linking the classroom and the media center through the writing process. Students conduct research in the media center on a topic of study in their classrooms, then write a report including the information they gathered on Dana wireless keyboards, printing a hard copy on the local printer. **Judi Key** also received her National Board Certification. **Anderson County. District 1.** **Monique German**, Powdersville Middle, received an EIA grant entitled F.R.E.D. (Friends, Reading, Eating, and Discussing). The grant provides books, food, and supplies for a school-wide book club. The club is open to students, faculty, parents, and the community for independent reading activities. The books chosen reflect school events, such as the Alzheimer's Walk, and others suggested by the members. The "Read A Latte Cafe" is a very popular format for the monthly meetings attended by upwards of 100 students and 15 faculty members.

Region 1B.

Spartanburg County. **Carol Plum-Ucci**, the 2002-03 winner of the SCYABA for *The Body of Christopher Creed*, will visit Byrnes High School, **Judy Parham** and **Karen Hill**, media specialists, and Boiling Springs High School, **Sally Hursey** and **Jay Campbell**, media specialists, in April. **Spartanburg County. District 2.** The Boiling Springs High School Media Center will hold its Fourth Annual Poetry Festival February 8-15. The festival will include poetry contests, workshops and a presentation by **Scott Ainslie** and **Glenis Redmond**. **District 3.** Award-winning author **Anthony D. Fredericks** will visit Clifdale Elementary School for the second time March 2. He will work with students in grades three through five on writing skills. His visit is part of a yearlong writing project funded by a South Carolina Education Improvement Act grant written by media specialist **Judy Mamroth** and classroom teachers **Cathy Wells** and **Kimberly Goode**. **District 6.** **Nina Crawford** at Woodland Heights Elementary reports on **Michael Cogdill's** very successful December visit. Michael, a news anchor for WYFF in Greenville, is the author of the book *Cracker the Crab*. He collaborated with his illustrator wife to create the book. • Fairforest Elementary's **Joyce Harrison** received a \$10,000 literacy grant from the Starbucks Foundation for "Reading, Books and You – It's a Wonderful World." This grant will enable the Fairforest Elementary Library to stay open during the summer to encourage all students to participate in culturally diverse activities based in literature, art, music and food. • **Peggy McQuade**, media specialist at Dorman Freshman Campus, and **Barbara Luttrell**, library aide, received The Blue Carpet Award at Dorman Freshman Campus for the second nine weeks term this year. This award is presented by the administration to any teacher or staff member who exhibits exemplary qualities of customer service and courtesy. **Greenville County.** Storyteller **Ramona Moore Big Eagle** was at Northwest Middle School, where **Sandy Bailey** is media specialist, in December. She is a dynamic speaker, storyteller, and musician and kept all the students spellbound during her programs of Native American culture. • **Dr. Marilyn Heath**, media specialist at Greer Middle School, is the author of *Electronic Portfolios: A Guide to Professional Development and Assessment*, published by

Linworth. • In December **Deryl McKinney** received an Instructional Support Grant of \$807.00 from the Eastside High School PTA for the purchase of a digital camera. • The new Berea High media specialist is **Cathy Eoute** who previously served as an English teacher at Hillcrest High School. • **David Greenberg**, the author of *Bugs, Snakes and Slugs* will visit Oakview Elementary in April. • In January, author **April Pulley Sayre** visited Buena Vista Elementary School.

Region 3.

York County. District 2. Crowders Creek Elementary/ Middle School hosted Newbery Honor author **Stephanie Tolan** who signed her Harper Collins books: her first picturebook, *Bartholemew's Blessing* and her Newbery winning book *Surviving the Applewhites*. **York 3.** **Cathy Nelson**, Northside Elementary in Rock Hill, received a district mini grant to conduct a school and district Battle of the Books with fifth graders. Cathy Nelson also earned her National Board Certification. • **Betty Jordan**, Sullivan Middle School, was awarded a Foundation mini grant to purchase books on tape. These will be used for Literature Circles and silent sustained reading activities. • **Liz Martin**, Westminster Catawba Christian School, achieved National Board Certification. Liz also received grant funding from Family Trust Credit Union to initiate a Battle of the Books program for fifth grade students. **Lancaster. Debbie Keenan**, Brooklyn-Springs Elementary in Lancaster, received a James Marion Sims PET grant for \$400 for "Merry Christmas Everywhere," a project which featured three different library exhibits:

Region 4A.

Lexington 3. **Amy Bedenbaugh**, Batesburg-Leesville Primary, was nominated for a Disney Hand Teacher Award. **Fairfield. Debbie Cooper**, Kelly Miller Elementary, received her National Board certification in November.

Region 5A.

Barnwell County. District 29. **Julie Toole** is the new library media specialist at Kelly Edwards Elementary School in Williston.

Region 5B.

Orangeburg. District 5. **Sheryl Blankenship-Brown**, Mellichamp Elementary, was awarded a \$250,000 grant from the United States Department of Education. The grant will be divided among eight elementary school media centers in the district. • **Samantha McManus** is now a media specialist at Orangeburg-Wilkinson High School. • **Joyce Robinson** is the new media specialist at Sheridan Elementary School. • **Verity Creekmore**, the former media specialist, has retired.

Region 6.

Sumter District 2. In June, **Donna Myles**, Pocalla Springs Elementary School, participated in a collaborative project working with teachers of English Language Arts and Social Studies to develop resources that supported the new ELA/Social Studies units that they were developing for

implementation for the 2004-2005 school year. The district received approximately \$135,000 to purchase these much-needed resources. With everyone's cooperation every elementary school library added multiple copies of requested books supporting the Social Studies Standards for grades 1 through 5.

Region 7.

Marion 1. The South Carolina Association for Educational Technology established the Innovative Program Awards to honor the best practices by schools and districts in South Carolina. Recognition is given in four categories: Elementary, Middle, High, and District. At presentation ceremonies in January, the Technofoxes of Johnakin Middle School were recognized in the Middle School category for Tech Team, a program sponsored by South Carolina ETV and the National Science Foundation. **Anne Hood**, Marion School District One Technology Coach and former media specialist, has provided the leadership for these young ladies. **Florence 1.** Media specialist **Debra Heimbrook** invited "Auntie Rose" aka Rosalind Huffman, storyteller, to visit Carver Elementary in January. She presented her multicultural program, "Birds of a Feather," to the students. Debra has also invited **Paula Childers**, head of the children's department at the Drs. Bruce & Lee Foundation Public Library, to visit Carver students to tell them about activities, programs, and resources available there. She is also encouraging them to bring their parents and sign them up for a library card. **Marion. District 7. Elaine Hite**, Britton's Neck Elementary, is a National Board Certified media specialist.

Region 8.

Jean Rodelsperger, Myrtle Beach High and **Cathy Moore**, Myrtle Beach Intermediate, were awarded National Board Certification. • **Jeanette Mikell** is now the media specialist at North Myrtle Beach Elementary.

Region 9A.

Beth Bryant, Mary Ford Elementary, reports that her school has been awarded a Comprehensive School Reform Grant through Title I of ESEA and the Fund for the Improvement of Education for a total package of \$125,000 for the second year of the grant. Emphasis has been on the Renaissance Learning Model and funds have gone toward AR packages including Accelerated Vocabulary, Emergent-Reader and Accelerated Math. This special funding for the library has meant the addition of 570 books last year and 800 books this year as well as additional computers, laser printers, software, and training. • When the Underground Railroad Museum and Freedom Center opened this fall in Cincinnati, **Minerva King**, media specialist at St. Johns High, narrated "The People Could Fly" accompanied by the Starling Youth Orchestra. The orchestra elected to use music composed by College of Charleston professor Dr. Trevor Weston. • Drayton Hall Elementary, a new facility, opened this year with **Lisa Mallard** as media specialist. It boasts a brand new core collection of 7,500 books and media supplied by Follett and 20 flat screen workstations in the library for research.

Region 9B.

Berkeley County. Jeanne Holladay retired from Strafford High School. • Every student at Marrington Middle School received a book in December on "The Marrington Middle School Day of Giving." • The Goose Creek High School media center sponsored a full day of Appalachian Christmas stories by having local storyteller **Tim Lowry** present to tell the stories. • **Kay Paul**, media specialist at Oakbrook Elementary School in Dorchester School District Two, received a \$1,000 Wal-Mart Family Reading Festival Grant.

Vital Statistics



Sympathy is extended to the family of Pamela Lynn Pringle Cribbs, media specialist at Heritage Elementary School, who died in an automobile accident along with her young daughter Kalie Lynn Cribbs on Friday, Dec. 10, 2004. Pamela was awarded the 2004-2005 Teacher of the Year at Heritage Elementary School and also had been Teacher of the Year at Plain Elementary School. She had achieved National Board Certification.

Sympathy is extended to the family of Joseph Williams, father of Ida Thompson, passed in January.

Teacher of the Year

(Note: These are the only names submitted for publication in this issue.)

Horry County. **Stella Carmody** was elected Teacher of The Year at Forestbrook Elementary. Lexington 5. **Valerie Byrd**, was elected Teacher of the Year at Dutch Fork Elementary.

The Passing of an Icon

Irene LaBorde Neuffer, author (and co-author with her late husband, Professor Claude Henry Neuffer) of books on South Carolina history and literature, died in December. A well known figure in letters, Mrs. Neuffer had a rich background in teaching and writing. She and her husband are probably best known for their work in creating *Names in South Carolina* (1953-1983), the first state place-name journal in the United States. This journal recorded legends and origins of place names in the state at a time when that information was being lost to history. It has served as a model for other states to use to preserve their past.

Help Preserve the History of SCASL

Thanks to Mitzi Burden, the history of SCASL is being preserved. Until three years ago, material such as minutes of Executive Board meetings, copies of the Media Center Messenger, copies of conferences programs, photos, etc. had been collected but never organized. For three years now, Mitzi has been culling, gathering, sorting and organizing historical materials for SCASL. If you have any material or information that would be appropriately included in the archives, contact Mitzi.

Mitzi Burden, Archive and History Committee Chair,
burdenm@charter.net

Region 4A. Lexington 1.

Red Bank Elementary received a media center makeover for national Make A Difference Day. Community businesses partnered with the school to give the media center a new facelift to include new carpeting, a fresh coat of paint, new mini blinds and new electronics.

Pictured below, Bert Dooley, Lexington One Board of Trustees Chair; Clyde Smith, owner of Carpet One of Lexington; Frances Cox, Red Bank Elementary Media Specialist and Dr. Karen Woodward, Lexington One Superintendent cut the ribbon for the newly renovated media center at Red Bank Elementary.

Businesses supporting the renovations include Carpet One of Lexington; Sherwin Williams of Lexington; Columbia-based AV, a home automation/home theater company; and Accent Blinds of White Rock. Inland Container donated 300 boxes to pack up the books that had to be taken out of the media center during the renovations.

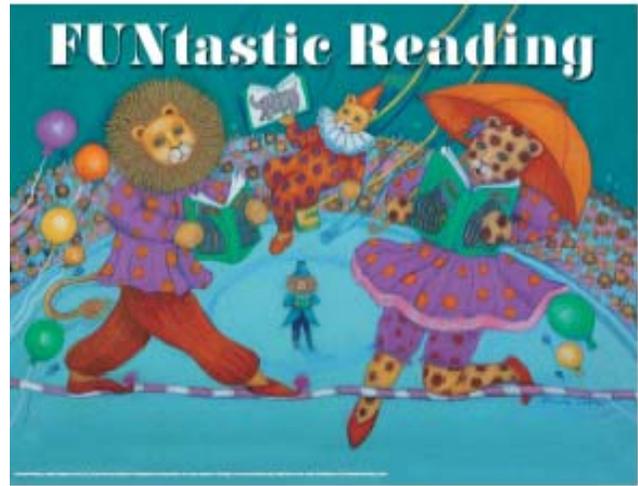


Funtastic Reading

and

Read-iculous

Jane Connor, South Carolina State Library,
janec@leo.scsl.state.sc.us



Spring may just be on the horizon, but to public librarians, summer vacation reading is just around the corner. The theme for the 2005 reading program for children is **Funtastic Reading**. The accompanying art has been created by children's book author and illustrator Phoebe Stone. Her website is www.phoebestone.com/

The vacation reading program will start in public libraries across the state in late May or the beginning of June, depending on the library. As public librarians, we believe that the summer vacation reading program supports your efforts to increase reading achievement by encouraging children to keep reading during the summer vacation from school. In 2004, over 80,500 children participated in the program by reading and attending literary, craft, and arts programming at their local library. School library media specialists can support the program by encouraging children to join the program at their local public library.

Many of the public libraries also offer a teen reading program during the summer. The theme for this program is **Read-iculous**.

Celebrating Thirty Years!

The first Young Adult Book Award was awarded in 1980 for *Amityville Horror* by Jay Anson.

It snowed for the January 1996 conference in Charleston!

Keep Up-to-date With Your Professional Reading

Donna Shannon, School of Library and Information Science, USC, dshannon@gwm.scd.edu

With all that busy school library media specialists (SLMS's) have to do each day, it's not easy to keep up with the professional literature. Another challenge is finding funds to pay for subscriptions to all of the journals you should regularly read. One possibility is to work out a scheme in your district for a group of schools to share that responsibility. If each school (or each SLMS) in a group of schools subscribes to one journal and shares with others, then everyone will have the opportunity to keep up-to-date with what is published in several venues. Most professional journals that target the school library media specialist audience have websites that provide some of the same information as their print counterparts and sometimes extras that are not included in the print version. And, don't forget to take advantage of the InfoTrac database available to SC users through DISCUS (<http://scdiscus.org>). Here are some of the professional journals (and their websites) that SLMS's will want to read on a regular basis with a note if they are available through DISCUS. (It's easy to browse the contents of a specific issue by using InfoTrac's journal search feature.)

Knowledge Quest, <http://www.ala.org/ala/aasl/aaslpubsandjournals/kqweb/kqweb.htm>

The official publication of the American Association of School Librarians is published bi-monthly and sent to AASL members. Feature articles generally relate to the issue's theme. Several columns in each issue include both practical and research oriented topics. *KQWeb* provides some pieces from the print version of the journal and complements it with original WWW content.

School Library Media Research, <http://www.ala.org/ala/aasl/aaslpubsandjournals/slmrb/schoollibrary.htm>

SLMR is the American Association of School Librarians' refereed research journal and is published online only. Content is freely available on the AASL website to anyone with an Internet connection. A key-term index includes the first seven volumes (1997-2003) of the journal and selected articles from *School Library Media Quarterly* cited in *Information Power*.

School Library Journal, <http://www.schoollibraryjournal.com/>

SLJ revamped its website last fall and now offers subscribers a database of reviews going back to 1987 and articles back to 1997. You can search for articles and reviews, browse by SLJ section, or browse by topic. If you subscribe to the print version of SLJ, you have access to the website at no extra charge. Although anyone can search and browse, there is little available to non-subscribers other than titles of articles and reviews. (also available on InfoTrac through DISCUS)

Teacher Librarian, http://www.teacherlibrarian.com/tlmag/tl_mag.html

Edited and published by Ken Haycock, T-L (formerly *Emergency Librarian*) publishes articles about current issues in school librarianship as well as reviews of books, software, Internet resources for children and young adults, and professional materials. Some content from the print journal is available online. Additional material including a calendar of professional development activities and WWW links can also be found on T-L's website. (also available on InfoTrac through DISCUS)

Library Media Connection, <http://www.linworth.com/lmc.html>

Library Media Connection (published by Linworth) includes articles on topics and issues related to the operation of school library media programs and reviews of books, videos, computer software, and websites. The table of contents from each issue of LMC is available as a pdf document from the Linworth website. In addition, there is usually at least one article from each issue published online. Also available are some recent reviews of both print and non-print resources. (also available on InfoTrac through DISCUS)

School Library Media Activities Monthly, <http://www.crinkles.com/schoolmedia.html>

Published by Paula Montgomery and LMS Associates since 1994, SLMAM contains both research-based and practical articles and columns. Very little from SLMAM has been available from their website but publication is being taken over by Libraries Unlimited (<http://lu.com/shownews.cfm?newsid=261>) so we'll have to see if that changes in the future.

Multimedia and Internet @ Schools, <http://www.infotoday.com/MMSchools/default.shtml>

Aimed at school library media specialists and technology specialists and published by Information Today, Inc., Multimedia and Internet @ Schools includes articles related to educational technology tools and resources and related issues. On their website you will find the table of contents of each issue along with selected full text documents from the print publication. (also available on InfoTrac through DISCUS)

SCASL Elections Slate



Vice President / President Elect:

Carolyn Jenkins

Carolyn Pearson Jenkins is the media specialist at Shell Point Elementary School in Beaufort County where her present media program focus is reading and information literacy.

Carolyn Jenkins believes that this is an exciting time for school library professionals and she enjoys embracing the opportunities to serve SCASL, to serve students, and to serve the school community.



Secretary:

Val Byrd

Valerie Byrd is enjoying her third year as the Library Media Specialist at Dutch Fork Elementary School in Irmo, South Carolina. At DFES, she concentrates on collaborating with classroom teachers and encouraging students and staff members to read for fun. She

is a member of the Editorial Committee and a regular contributor to the *Messenger*.

The Elections committee is proud to present the above slate of candidates for the 2005-2006 offices of President-Elect and Secretary. Elections will be held at the business meeting at the annual conference in Florence in March.

Elections committee members include Martha Taylor, Chairman, Patty Bynum, Penny Hayne, Frankie O'Neal, and Harriet Pauling.

Join SCASL Listserv now!

Information, answers, ideas, anecdotes and dialog are integral parts of the listserv. Don't miss any of the news that appears on listserv. Join today!

2005 Words of Wisdom from Aunt Bee:

Bring in the New Year by creating a new award winning book order list! Two of my favorite sources are Outstanding Science Trade Books for Students K-12 and Notable Trade Books for Young People. These are excellent sources created in cooperation with the Children's Book Council (CBC), the National Science Teachers Association (NSTA), and the National Council for the Social Studies (NCSS). There are separate Web addresses for each of these sources, but I find it best to access them through CBC's Web site: www.cbcbooks.org.

If you prefer hard copies, they can be found in two periodicals. *Science for Children* publishes the Outstanding Science Trade Books for Students K-12 in their March issue each year, and *Social Education* publishes the Notable Trade Books for Young People in their June issue each year. CBC also publishes these lists for a small fee.

There is nothing like the joy of new books! Cheers to you and your book orders in the New Year 2005!

CALLING ALL RETIREES!!!!

Come join us for a roundtable discussion at SCASL Spring Conference. This is a great way to meet and catch up with friends and also learn about what is going on with our organization and the ways we can be of service in retirement.

If you would like to join the retired section committee, there is always room for one more. Just contact me at mjk2450@att.net.

Hope to see you at the beautiful new Civic Center in Florence. *Till then—*

*Joan Kruger
Retired Section Chair,*



Change Service Requested



What's New in DISCUS - 2005

Greenville News added

- Added to the NewsBank database with *The State*.
- Database now called: *SC Newspapers: Columbia & Greenville*.
- New links to *Maps* and *News Headlines/Activities* - curriculum activity for a topic from each day's international or national news.
- New interface with enhanced searching, browsing and saving capabilities.

Health & Wellness Resource Center adds alternative health content

- Expanded with articles from 30 alternative health periodicals
- Added 6 reference titles:

AltCareDex System (patient education materials)

Complementary and Alternative Medicine Source Book

Gale Encyclopedia of Alternative Medicine

PDR Family Guide to Natural Medicines and Healing Therapies

PDR for Herbal Medicines

PDR for Nutritional Supplements.

News from Fall 2004

Lexile scores in SIRS databases

- Lexile readability scores assigned to all articles in *SIRS Discoverer* & *SIRS Knowledge Source*
- Sort and limit search results by Lexile measure of articles on your topic.

Business & Company Resource Center added

- Articles from academic & general business, industry & management periodicals, newsletters, newspapers & newswires
- Investment and broker research reports
- Additional content from reference sources on industries, company histories, associations, brands, market share & more.

**Don't miss the Annual SCASL Conference!
See you March 2-4 in Florence!**