



Media Center

MESSENGER

Newsletter of the South Carolina Association of School Librarians

Volume XLIV

February 2007

The President's Letter

Advocacy Makes the Difference!

A Call to Action



Ida Thompson, President SCASL

Believe it or not, a new year is here and with it come new opportunities for both personal and professional growth. SCASL's role as an advocate for school libraries and library professionals is only as strong as each of us. As we monitor legislative activities on the national and state levels, welcome new leaders, and respond to new accountability measures, it is imperative that SCASL's collective voice and strength be focused and effective. As an organization, we have several important issues that require attention and action.

STATEWIDE READ-IN

SCASL, in partnership with the South Carolina State Library, is reinstating this popular event. Our purpose is to bring attention to the literacy needs of our students, the support needed to provide quality school library resources and the impact of reading on student achievement. Make plans now to have your school in attendance at the March 28th Read-In. I have no doubt that the presence of hundreds of excited students, school library media specialists and other literacy partners will send a strong message to our community. Details regarding the READ-IN are available on the association's website and are being disseminated to schools statewide. (See page 9 of this issue.)

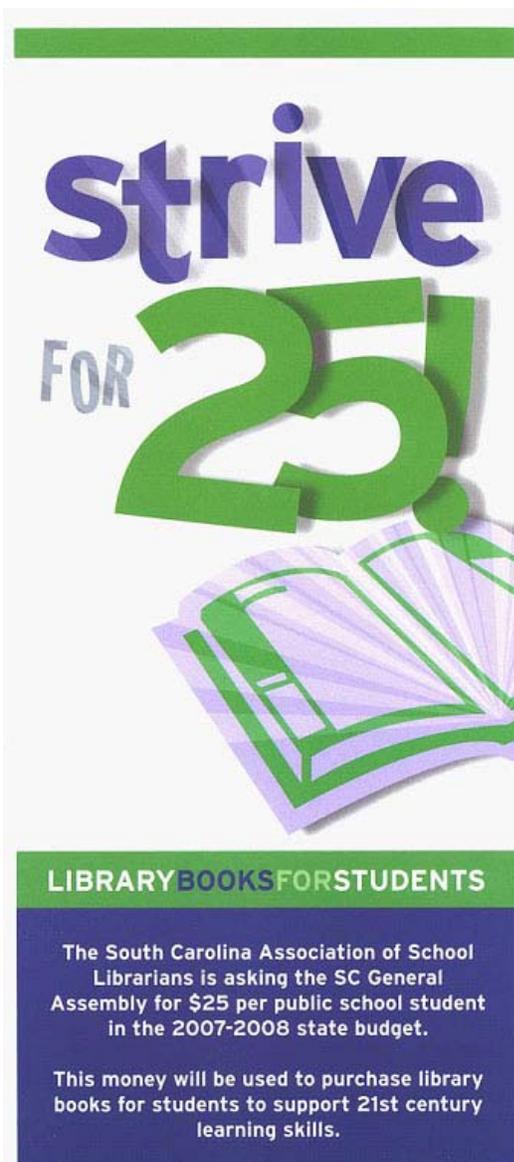
STRIVE FOR 25!

The legislative call to action for all SCASL members is embodied in this campaign. Its success depends on you! I am asking each of you to write your legislators and share with them the difference your school library media center makes. Strengthen your voice by having your students write as well. Invite legislators and other community leaders to visit your media center to see first hand the important work you do each day. Additionally, use your Media Advisory Committee, School Improvement Council and PTO/PTA to voice the need for consistent funding for library books. The *Strive for 25!* campaign calls attention to the average cost of a book and the need to continually update print collections. Use your collection analysis data, circulation and collaboration data to tell the story of today's school library media centers. I am challenging the Regional Network to work with the Legislative Committee to ensure active participation by all members. The old cliché of "strength in numbers" is most appropriate as we mobilize this campaign. Bookmarks and other promotional materials have been developed in support of this campaign. (See page 2 in this issue or check the SCASL website for details.)

ALA/AASL MEMBERSHIP AND INVOLVEMENT

Now, more than ever, we need to become a part of the national efforts to draw attention to our profession. Through the American Library Association (ALA) and the American Association of School Librarians (AASL) there are opportunities for leadership and tremendous support. If you are not already an ALA/AASL member, please join now. Two important professional conferences are being

(Continued on page 13.)



***Campaign Update:
Be an Active Part of
Strive for 25!***

- A legislative action alert and *Strive for 25* bookmarks were mailed to members urging them to contact their House members during the budget committee process in January.
- Action alerts will be updated continuously via the SCASL Web site, SCASL-LS list, and Regional Network. It is very important that all SCASL members participate by communicating with our elected officials. The action alerts will keep us informed and guide us on the who, what, where, when, and how's for effective communications.

- Gather support for the campaign from your Library Media Advisory committee members, teachers, administrators, parents, and students. Encourage them to communicate with elected officials on behalf of library media programs!
- SCASL President Ida Thompson continues to send official correspondence to S.C. elected officials seeking their support.
- Letters have been sent to the House Ways & Means chairman and Public Education subcommittee members as they work to formulate their recommendations for public education spending.
- SCASL has officially requested the support of State Superintendent of Education Jim Rex.
- SCASL members will attend the House Ways & Means budget hearings to support Strive for 25.
- Be sure to visit the SCASL Web site and click on the *Strive for 25!* image to link to legislative and advocacy information, action alerts, and resources.
- S.C. librarians from academic, public, and school libraries are working in cooperation to support funding for all types of libraries. Be sure to download the S.C. Library Legislative Agenda from the SCASL Web site and become familiar with the needs and requests from our sister organizations. We are counting on them for support for school libraries, and they need our support in return.

Strive for 25!

Strive = a successful campaign takes hard work, over an extended period of time, using effective strategies. This is not an easy task!

for = increased student learning and literacy

25 = \$25.00 per pupil – the cost of one new library book – the amount of our SCASL request. School library media programs currently receive no specific state funding. This program would require approximately twenty million dollars to fund.

Any questions? Please contact Jim Johnson, legislative consultant Jim1876@earthlink.net and Martha Taylor marthataaylor@anderson5.net.

Keep in Touch

SCASL:

Email: ksutusky@sc.rr.com
 Write: Kathy Sutusky, Executive Secretary,
 SCASL, P.O. Box 2442, Columbia, SC 29202
 Phone: 803-782-3956
 Web Page: SCASL.net

SCASL listserv:

To subscribe:

Address: listserv@listserv.sc.edu
 Subject: Leave blank
 Message: Subscribe SCASL-LS
 yourfirstname yourlastname

To send a message:

Address: SCASL-LS@listserv.sc.edu
 Type: your subject
 Type your message and send.

The Media Center Messenger:

Send all suggestions, corrections, articles, and ideas to
jmoggles@hughes.net

Other important addresses:

SC Dept. of Education: www.state.sc.us/sde/

SCLA: www.scla.org

SC State Library: www.state.sc.us/scsl

ALA: www.ala.org

AASL: www.ala.org/aasl

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CALENDAR OF EVENTS

February 23
 SC Literacy Summit, RCPL, Columbia

February 23-25
 South Carolina Book Festival, Columbia

March 7 - 9
 SCASL Annual Conference, Columbia, SC

March 24
 Young Writers Conference

March 28
 Statewide READ-IN, Columbia

April - National Poetry Month

April 15 - 21 National Library Week
 Come Together @ your library

April - School Library Media Month

June 21-27
 ALA Annual Conference, Washington, D.C.

Be a part of
read-in²⁰⁰⁷
 March 28, 2007

MISSION STATEMENT

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

Thinking about Ways of Including and Promoting Media Literacy

Frank Baker, Media Literacy Consultant, fbaker1346@aol.com



Happy New Year! A new year means thinking about changing old ways and making plans to implement new things. Perhaps 2007 will be your year to do more with “media literacy”?

School Library Media Specialists: Critical in Implementing Media Literacy

In November, Cable in the Classroom released the results of a major survey of school attitudes about media literacy. “Media Literacy: A Vital and Underserved Need in Schools” contains some important information as well as cable resources for you, your teachers, students and parents. You can find the entire report here:

<http://i.ciconline.org/docs/CICmedialitreport11-2006.pdf>

Revised ELA Standards include Media

The State Department of Education released the revised ELA standards in January. School library media specialists should be aware of *Guiding Principle #8: An effective English language arts curriculum provides for literacy in all forms of media.*

As a member of the ELA curriculum revision team, I was able to provide input and suggestions into how teachers can and should include “media” in their teaching. I also emphasized the important role the school library media specialist plays in helping teachers get “up to speed” in media literacy. One suggestion for SLMS: consider acquiring both student and teacher texts for your collections. If you need some recommendations, please check out my website: <http://www.frankwbaker.com/resource.htm>

SDE “Best Practice” Workshop Followup

In December, I conducted two day-long educational workshops in Columbia for the State Department of Education. I was pleased to see many school library media specialists in the audience. As a result of these workshops, I have posted all of my handouts and other resources on a special web page:

http://www.frankwbaker.com/2006_ml_best_practice.htm

Get Ready for Super Bowl 2007

Yes, it’s that time of year again. Sunday February 4 (CBS) is the date. Leading up to the game, the news media will be filled with stories about who is purchasing ad time. (Last year, 30-second spots went for as much as \$2.5 million). This is a perfect time to help teachers learn how to integrate TV commercials into the classroom. These spots are perfect for study of their unique “techniques of persuasion.” I have created a special web page with readings and more. Take a look and consider recommending it to a teacher or student:

http://www.frankwbaker.com/super_bowl.htm

Introduce Film Literacy and Don’t Forget the Oscars

Mark your calendar for Sunday night February 25 (ABC) when the annual Oscar telecast occurs. Everyone has their favorite film from 2006 and millions of people will be watching to see who wins and who loses. As you already know, film is a very popular medium for young people. Many new initiatives are designed to help teachers (and students) better appreciate the language of film and how to better teach film in the classroom. Want to know more? Check out an essay I co-authored last Fall in “Middle Ground” magazine and reprinted in the recent Journal of Media Literacy: <http://www.frankwbaker.com/JMLFilm.pdf> or see the resources on my film resource website: http://www.frankwbaker.com/motion_pictures.htm

SC Book Festival: Coming February 23-25

If you plan to attend the SC Book Festival, I hope to see you there. I have been invited to talk about media literacy and the new Capstone Press series aimed at students in grades 3-5. Details about the series can be found here: http://www.frankwbaker.com/capstone_media_literacy.htm □



From the State Department of Education
School Library Media Services
Martha Alewine, Consultant, School Library Media Services
E-mail: malewine@ed.sc.gov

One of my favorite magazines is *Real Simple: life made easier*. The January issue's headline was "What can you do in 15 minutes?" which made me wonder what library media specialists could do in 15 minutes.

- If you have not registered to attend the SCASL conference in March, 15 minutes would be just enough time to complete your registration form, write your check, and drop it in the mail.
- If you have already registered for conference, then 15 minutes would give you time to familiarize yourself with all the information literacy and curriculum integration resources available on the School Library Media Services web page. You will want to know about these resources when you attend the keynote address of Alan November. Much of what he talks about we have been working on through School Library Media Services for the last four years. Ample resources are available to help you enhance the integration of information literacy and 21st century learning into your school's instructional program. If you spend 15 minutes on a regular basis to explore all these resources you easily make the connection between what November says and what we have already created for you.
- Meeting regularly with your principal is an important part of your professional responsibilities. Fifteen minutes, that are regularly scheduled and planned, gives you time for a quick conversation with your principal and encourages him or her to keep your meetings on the calendar.
- In 15 minutes you could talk briefly with a teacher to find out what's happening in his or her class over the next few weeks so you would be better prepared when the class visits the media center.
- Fifteen minutes is enough time to complete the *Collaborative Planning Form* (available online at <http://ed.sc.gov/agency/offices/tech/ms/lms/ResourcesforLMS.html>) to share with a teacher you have been talking to about integration of the library media center into his or her curriculum.
- Fifteen minutes gives you time to share a book with a group of students and, through questioning, to help them begin thinking about what they are reading or what is read to them. These few minutes can go a long way toward their learning how to critically evaluate what they are reading.
- In 15 minutes you could de-clutter your personal desk, office, or circulation desk. For some of you this will only get you started, but, hey, you have to begin somewhere!
- Fifteen minutes may be just enough time to finish that book order or the next issue of your newsletter or a report to your principal.
- Fifteen minutes in a classroom would be enough to share at least 3 booktalks. Perhaps you could use these 15 minutes to share some of the newest books in your collection.
- What about that bulletin board? Fifteen minutes may be just enough time to plan a new one OR to put up the new one.
- The same goes for book displays. Fifteen minutes is more than enough time to put up a new book display.
- Fifteen minutes gives you time to "read" one or two shelves and do some quick weeding.
- Last but certainly not least...15 minutes give you time to begin planning your data collection for completing the 2006-2007 LMS Annual Survey, which will open for data collection on Tuesday, May, 1, 2007.

So, how would you answer the question, "What can you do in 15 minutes"? What activities could you add to this list? I am sure that mine is not definitive. Why not make 2007 your year of 15 minutes activities? You might be surprised at what you accomplish. □

Using the Lexile Search on your Library Catalog...

Tips for Classroom Teachers and Library Media Specialists

Valerie Byrd Fort, Dutch Fork Elementary, vbyrd@lex5.k12.sc.us

In my school district (School District 5 of Lexington and Richland Counties), we have the ability to search our Library Catalog by Lexile. While I feel that this is a helpful tool for our teachers, I was watching it become something that was limiting student choice. I asked my Literacy Coach and the SCASL listserv for help and advice on how to show my classroom teachers how to use the new way to search as an instructional tool. Here is what I created with the information I gathered. Feel free to use this as you see fit. If you would like to have an electronic copy to edit, please email me at vbyrd@lex5.k12.sc.us

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Lexile levels are now included in our Library Catalog!

With the MAPS test, we now know student's Lexile level or range. Having this information can be very helpful. What a wonderful **tool** to help you find "just right" books for your students.

There are a few things we need to consider when using Lexiles to find books in the library...

Think about how a Lexile score is determined—

The Lexile score is based on word frequency and sentence length. In order to Lexile a book or article, the text is split into 125-word slices. Each slice is compared to other text and words in each sentence are counted. These calculations are put into the Lexile equation. Then the resulting Lexile measure is applied to the Rasch psychometric model to determine the Lexile measure for the entire text. **Please Note: Lexile scores do not consider age-appropriateness, interest, and prior knowledge.** We all know that these are key factors when matching children to books they might like to read and are able to read.

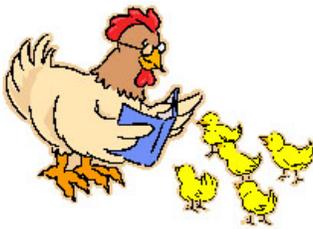
Here are some suggestions for using the new Lexile Search on our Library Catalog:

- **DO** pull a number of books in a student's Lexile range (using the list you've created from the Library Catalog). Tell students these are books on their level and let them choose one. Let them read that book during independent reading time in your classroom. Let them choose whatever they would like to read at home, regardless of the Lexile level. Remember, parents and older brothers and sisters can help them read a difficult text at home! To get the most "bang for the buck," leveling programs are not supposed to drive the student's choices in the library, but rather the teacher's choices for the instructional material in the classroom
- **DO** teach students how to pick a **just right** book for themselves. As adults, we use a number of strategies when choosing a book we want to read. Remember, you had to LEARN how to do that...**DO** let your students have the chance to learn! Interest, reviews from peers, etc. have a lot to do with choosing a book. When we tell students to choose only from a list of books on a certain Lexile level, we are not allowing them to learn how to choose a book on their own!
- **DON'T** have students search for books based on a certain Lexile range. Not only does this limit their search, but they do not learn how to be independent searchers of good books! Also, not all of our library books are Lexiled, so if students search by a Lexile range, they will automatically be limiting themselves to books with Lexiles!
- **DON'T** let your students become dependent on their Lexile levels. Barnes and Noble and public libraries do not arrange books by Lexile, nor do they label them. We want to create life long readers and learners.
- **DO** share information about Lexiles with your parents.
- **DON'T** tell parents to look for books in the public library or the bookstore based on a Lexile score.
- **DO** offer a list of "great reads" to parents. This can be a list you created using the student's Lexile

range, however, don't include the Lexile number on the list...it can simply be a list of great reads that are **just right!**

- **DO** allow students to search the Library Catalog without using the Lexile search.
- **DO** allow CHOICE. Tell your students that 1 out of the 3 books they can check out should be on their Lexile level; the rest can be their choice.
- **DO** keep interest in mind. If students show you a book that is not on their "Lexile" level, but they really, really want to read it, let them try. Remember, library books are taken home and read with family. They can get help reading books that could be too challenging.
- **DO** take a moment to compare titles within a Lexile range. You will notice that just because a book falls into a Lexile range it may not be right for the reader.
- **DO** remember that limiting student choice makes reading a chore and not a pleasure.
- **DO** have students come in with their Lexile lists separately. We have noticed that when students come in as a class with their lists, they are not being very nice to each other. Some are saying things like "You are not smart enough to read a certain book" because it falls out of their Lexile range. We don't want students to be embarrassed to choose "just right" books or to feel bad because they can't read as well as another student in their class.

Finally, remember some research—



"The use of systems such as the Lexile Framework can limit choices. Studies show that children often select books both above and below their current reading level, and this is a good thing. Children can often understand large sections of books that are "too hard" because of their interest in and knowledge of the topic, and "easy" books often provide valuable background in a new genre that encourages subsequent reading and makes it more comprehensible (Carter, 2000). Left on their own, children engage in a "back and forth movement" between easy and hard books, reading both below and above their current reading levels (Fresch, 1995). In addition, children gradually read books that are more challenging, without the use of reading levels (Krashen, 2001a). The back and forth movement is actually a sine wave that gradually moves upward." □

Keeping Up Professionally

Roberta Dwelley, Sanders-Clyde Elementary, Roberta_Dwelley@charleston.k12.sc.us

As we begin the New Year we often make resolutions to do better on our diets, exercise programs and our budgets. This year how about making the resolution to keep up professionally. This is a resolution that really isn't quite as difficult to keep as one might first imagine.

If you make a "to-do list," add reading one article per week in a magazine such as *School Library Journal*, *American Libraries* or *Children and Libraries*. Perhaps you are fortunate to have a subscription to *Horn Book*, *Booklist* or *Library Sparks*.

If you don't receive these magazines contact some of your fellow media specialists and do a round robin of sharing. You may also visit your public library children's department they will have many of these professional magazines which you can read at the library. Set aside one half hour a week to read a new book or article.

Other ways to keep up professionally? Attend conferences. (You have registered for SCASL in March, haven't you???) Join the SCASL listserv. It is a quick way to find out what is happening elsewhere, share ideas and ask for suggestions. Build a network of local media specialists that you can either email or meet with on occasion to share lesson plan ideas, bulletin board ideas and mutual support. □



Book Award News

Samantha McManus, Book Awards Chair, smcmanus215@yahoo.com



Last Call! Important Dates for the South Carolina Book Award Program

Samantha McManus, Book Award Chair, smcmanus215@yahoo.com

It's nearly time! February 9, 2007 is a big day for South Carolina Book Awards!

1. **ALL book award votes are due via e-mail or must be postmarked by Friday, February 9, 2007.**
2. Students should list all book award nominees read AND THEN vote for their favorite nominee on their voting ballot. We recommend using the student ballot located at <http://www.scasl.net/bkawards/criteria.htm> under the appropriate book award level.
3. The sponsor submitting the Voting Report Form (<http://www.scasl.net/bkawards/criteria.htm>) **MUST** count EVERY student VOTE —*not books read*— and report these votes on the form. Do not simply send in a statement such as “Book X is the favorite at ___ Middle School.” All votes from the state are pooled to determine a winner so each individual vote is important.
4. The sponsor should fill out the Voting Report Form **COMPLETELY** and include contact information in case there are questions. The sponsor should also keep all student ballots until after the SCASL Conference for this same reason.
5. After completing the Voting Report Form, submit it to the appropriate address below by **Friday, February 9, 2007**. **DO NOT** send it to the SCASL post office box.

Picture Book— Daniel Beach, Concord Elementary School, 2701 Calrossie Road, Anderson, SC 29621 OR danielbeach@anderson5.net

Children's— Greta Flinn, Media Specialist, Hodges Elementary, 953 Sunset Drive, Greenwood, SC 29646 OR mrgh_98@yahoo.com

Junior— Tandra Pingle, 6340 Cloverdale Drive, Columbia, SC 20209 OR tpingle@richlandone.org

Young Adult— Mary Lou Elliott, Lancaster High School, 617 Normandy Rd, Lancaster, SC 29720 OR biblio77@comporium.net

Emergency Contact—Samantha McManus, Book Award Chair, smcmanus215@yahoo.com OR (803)263-4441 ext. 210.

BOOK AWARD BANNERS:

To view the guidelines for banner submission, visit <http://www.scasl.net/bkawards/banner.htm>. You will find specifics on banner dimensions and submission guidelines as well as an embedded Book Award Banner Judging Rubric that you may use as a guide for your creative endeavors.

Banners should be mailed or hand delivered to:

Melinda Hartsook, LMS, Glenforest School, 1041 Harbor Drive, West Columbia, SC 29169.

Phone: (803)796-7622, e-mail address mhartsook@earthlink.net.

Mailed banners must be postmarked by Friday, February 9, 2007.

Hand delivered banners must be at Glenforest School by 3:00 PM on Friday, February 9, 2007.

Remember that schools may submit only **ONE** (1) banner per qualified voting category.

Winners will be announced at the SCASL Conference!

read-in²⁰⁰⁷

It's read-in²⁰⁰⁷! And you're invited!

read-in²⁰⁰⁷, a statewide celebration of reading, will be held at the **State House in Columbia** on **Wednesday, March 28, 2007**. This exciting event will provide an opportunity for students, librarians, parents and other literacy supporters to demonstrate the importance of reading and the need for library services in our communities.

Participants will convene at the **State Library at 1500 Senate Street** between **9:15 and 9:30 a.m.** The parade to the State House begins promptly at 10:00 am. At the State House there will be a brief program followed by special activities and reading in small groups. The read-in will end at noon. Each group is responsible for providing their own reading material to use during read-in and for bringing a banner or sign. One adult for every five children is required.

To register for read-in²⁰⁰⁷, return the form below by mail or fax (803-647-7095) to Ann Addy by **Friday, February 28, 2007**. Confirmation packets with details will be mailed in early March. The form below must be received for your group to be registered. No telephone registrations will be accepted.

READ-IN 2007 IS SPONSORED BY THE SOUTH CAROLINA ASSOCIATION OF SCHOOL LIBRARIANS AND THE SOUTH CAROLINA STATE LIBRARY.

read-in²⁰⁰⁷ REGISTRATION FORM | DEADLINE: FEBRUARY 28, 2007

SCHOOL/LIBRARY _____

MAILING ADDRESS _____

CITY _____

STATE _____

ZIP _____

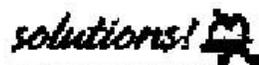
CONTACT PERSON _____

TELEPHONE # () - _____

EMAIL ADDRESS _____

NUMBER OF PARTICIPANTS: Students: _____ Adults: _____

TYPE AND NUMBER OF VEHICLES _____



SOLUTIONS! INK 1018 WORDSWORTH DRIVE, COLUMBIA, SC 29209
803-960-4999 / aaddy@solutionsink.com



Of Starfish

Shannon Wham, Bell Street Middle, sdwham@laurens56.k12.sc.us

*Starfish and coffee, maple syrup and jam;
butterscotch clouds, tangerines, side order of ham.
If you set your mind free, baby, maybe you'd understand
Starfish and coffee, maple syrup and jam. (Music and lyrics by Prince Rogers Nelson)*

Most everyone in education has or has read the poster / cup / screensaver about the young boy throwing starfish back into the ocean as the older gentleman watches him and comments on how useless the boy's efforts are. Many of us, especially after a hard day when the children (and faculty) have tried our patience, are sustained by the hopeful last line of that free verse that says, "It made a difference to that one."

We all have starfish in our careers. They are our life's blood and they keep us going; their very existence validating our best efforts and giving us the desire to come back in August even if we left in May or June swearing we'll "never come back again." Our starfish, our precious students and even teachers, in whose lives we have made a noted, tangible difference, are the most valuable revitalizing resources we possess.

I got to pondering starfish last Saturday after eating with my wife at one of the nicer Italian restaurants in Greenville. Our regular waiter at that particular eatery happens to be one of my first, and still one of my most beloved, starfish. Jason (not his real name) was a sensitive, broody young man in my honors English class during a particularly bad year for me professionally. He thought deeply of subjects far beyond the purview of many of his classmates. He pondered much more than proms, power, and the popular crowd, of which he was an abject outcast.

Jason had problems at home where a burly stepfather insisted he play football even though Jason had precious little athletic aptitude and even less interest. To make his life even more stressful at the time, Jason was also extremely confused about his sexual orientation. For some reason, he chose to confide in me. In all honesty, it wasn't a subject I liked, was comfortable with, knew much about, or wanted to discuss, but something in me knew that Jason wasn't going to go to anyone else, at school or out.

So, I listened before school, after classes and at the end of the day as he talked through what he was feeling. I felt terrible because I didn't think I was being much help other than as a sounding board. Then one day, whether by luck, intuition, or some latent librarian skill, I gave him a copy of a book that had come to me in a box of classroom library donations. The title character was a teen-aged boy with an emotionally abusive stepfather and confusion about what sexual orientation he had. It wasn't a famous book; if someone put a gun to my head and demanded I tell him the title, I'd be shot dead.

Be all that as it may, the book seemed to be a key for Jason. He took solace that someone, even a fictional someone, had similar thoughts to his own. I don't know why, but whatever the reason, he seemed to regain a little more life and a bit of zest. I remained his unofficial father confessor through his senior year and he stopped by quite often during his first year of junior college.

We lost touch for about two years until he walked up in his spiffy waiter's uniform and apron to be our waiter one night about two years ago. Between the breadbaskets and the ice cream deserts, he told Dana and me that he'd dropped out of college, gone back, dropped out again, started waiting tables in good restaurants and got certification as a physical therapy masseur. He now has a wonderful live-in girlfriend, whom I have met, so apparently, as I've kidded him, he has a handle on his orientation. We see each other about once a month, either at the restaurant or at a bookstore or ice creamery. He mentions those bad times every now and then, but no matter how many times he says it, I still get shivers and Dana says my face lights up when Jason says, "Mr. Wham, you listened when no one else did . . . I appreciate it so much."

Jason was my first memorable starfish, but I'm glad to say, not my last. I hardly have space to

talk about the wonderful parade of miscreants and misfits, talkative and taciturn, popular and pauper who have made my career as a teacher and now as a librarian incredibly interesting and unbelievably fulfilling: five boys who demanded I sign their diplomas because they felt I was the only reason they got them, the young lady and her beau who asked that I perform their wedding after graduation, the two tough middle school football players who say I'm the only one who could ever get them to read a book, the list could easily go on. They are all my starfish.

I suppose my reasons for focusing so much on starfish have a lot to do with one particular young student I knew well once upon a time. He was very overweight and had pasty white-pink skin. His middle school playground nickname was "The Great White Marshmallow." Overly smart for his age, non-athletic to the extreme, bookish, he was simply not a success in the shark tank of middle school. I can see him now in sixth grade huddled in the back of the small library poring over a copy of J.R.R. Tolkien's *The Hobbit*, hoping earnestly that the large eighth grade jocks wouldn't come in here after him.

The young man's best ally was the school's librarian. She was the picture of kindness to him, even lending him her personal first edition of *The Fellowship of the Ring* because the school's library didn't have one. Looking back, he can understand how incredibly busy she was at the time and he knows now that she had serious problems of her own, but she always took however much time he needed to talk about elves and dwarves and hobbits.

Because of the love of books and learning she imparted to one lonely starfish, that starfish had the desire to go on to college, then to library school and become a librarian himself. The librarian is now at Harvard University as a research librarian on that venerated faculty, but the boy-starfish is in Clinton as a middle school librarian and he's never forgotten what it felt like to be burning up on life's beach only to have a caring set of hands take him back to the cool ocean.

In closing, my esteemed colleagues, remember your starfish. Some of them may drive you crazy while some may make you smile and laugh, but either way, remember you never know the difference you make in someone's, some starfish's, life. □

A(ugusta) Baker's Dozen Returns April 20-21, 2007

Illustrator and author Bryan Collier will be the featured guest for the 21st annual A(ugusta) Baker's Dozen—A Celebration of Stories on April 20-21, 2007 at the Main Library in Columbia.



Bryan Collier

Collier has been painting since he was 15. In 2000, he published his first book, *Uptown*, which won both the Coretta Scott King Award for Illustration and the Ezra Jack Keats New Illustrator Award. He has since received the Coretta Scott King Award for Illustration for *Rosa*, three

Coretta Scott King Illustrator Award Honors for *Martin's Big Words*, *Freedom River* and *Visiting Langston*, and two Caldecott Honor Designations for *Martin's Big Words* and *Rosa*.

A(ugusta) Baker's Dozen is sponsored by Richland County Public Library and the University of South Carolina School of Library and Information Science. The two-day festival features a lecture by Collier at 7 p.m. on Friday, April 21, and Storytelling for Families, featuring regional and local storytellers, from 11 a.m. to 2 p.m. on Saturday, April 22. Both events, which are free and open to the public, will be held at the Main Library in Columbia.

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

Questions?

Visit <http://www.richland.lib.sc.us/baker.htm> or call 929-3474.

South Carolina's 2007 National Board Certified Media Specialists

Compiled by Frankie Adkins, Palmetto High, adkinsf@anderson1.k12.sc.us

Catherine Beale, Fairfield Central High School, Fairfield County Schools
Janmarie Chatlosh, Theodore Lester Elementary School, Florence County School District 1
Amy B. Daniels, Airport High School, Lexington County School District 2
Joy Danigel, Hillcrest High School, Greenville County Schools
Emily Davis, Daniel Island School, Berkeley County Schools
Rose Davis, Arden Elementary School, Richland County School District 1
Jean DeMarts, Armstrong Elementary School, Greenville County Schools
Valerie Byrd Fort, Dutch Fork Elementary School, Lexington/Richland Counties District 5
Teresa Freier, Camden High School, Kershaw County Schools
Michael Giller, SC Governor's School for the Arts and Humanities, Greenville County
Melanie Hahn, Honea Path Elementary School, Anderson School District 2
Beth Hale, James Island Elementary School, Charleston County Schools
Tami Huggins, Sandy Run Elementary School, Calhoun County Schools
Katherine Hughey, Boiling Springs High, 9th Grade Campus, Spartanburg School District 2
Dawn James, Aynor High School, Horry County Schools
Leigh Jordan, A. R. Rucker Middle School, Lancaster
Jennifer Kauffman, Monaview Elementary School, Greenville County Schools
Mary Anne Kohl, Hunt Meadows Elementary School, Anderson School District 1
Deryl McKinney, Eastside High School, Greenville County Schools
Kay Moxley, Walhalla High School, Oconee County Schools
Angela Nuottila, Goose Creek High School, Berkeley County Schools
Lee Padgett, Greenwood High School, Greenwood School District 50
Kay Paul, Oakbrook Elementary School, Dorchester School District 2
Amy Rhodes, Delmae Heights Elementary School, Florence County School District 1
Carol Ross, Mayo High School for Math, Science, & Technology, Darlington County
Celeste Stone, Northside Elementary School, Colleton County School District
LaDoris Walker, South Kilbourne Elementary School, Richland County School District 1
Dr. Adrine Weaks, South Pointe High School, Rock Hill School District
Cynthia Weatherly, Lamar Elementary School, Darlington County Schools
Rhonda Wells, Green Sea Floyds High School, Horry County Schools
Shirley Williams, W.G. Sanders Middle School, Richland County School District 1

Congratulations to all!

The Elections Committee presents for your approval this slate of candidates for office for 2007-2008. You will be asked to vote on this slate at the business meeting to be held during the SCASL Annual Conference. The committee this year consisted of Penny Hayne, Laura Jackson, Frankie O'Neal and was chaired by Lauren Hammond.

SCASL Candidates for Office 2007-2008

Valerie Byrd Fort for Vice President/President-elect



Valerie Byrd Fort, media specialist at Dutch Fork Elementary in Lexington 5 District, has served on the SCASL board in various capacities, including the Advocacy, Children's Book Award and Editorial Committees and is currently serving her second term as SCASL Executive Board Secretary. She is an adjunct professor and reader at the School of Library and Information Science, and is NBCT certified, as well as a published author and award-winning educator.

Valerie brings enthusiasm and love for our profession along with her experience on the Board to help lead SCASL forward as we *Strive for \$25* for South Carolina's students' future.

Carole McGrath for Secretary



Carole McGrath is currently media specialist at Wade Hampton High School in Hampton District 1 and has worked at both the elementary and secondary levels. She is currently serving in her district as Library Media Coordinator and is a member of the District Technology Committee. She was a finalist for the SCASL Media Specialist of the Year in 2006 and received her NBCT certification in 2002.

Carole has shown reliability in her duties on the Editorial Board of the Media Canter Messenger and will be a real asset to our association during our coming *Strive for \$25* campaign.

(Continued from page 1.)

planned which will provide unprecedented access to members in this part of the country. The Annual ALA Conference will be held in Washington, DC, June 21-27, 2007. The conference theme is "Career, Colleagues, Community" with registration available via the ALA website. AASL is considering hosting the 14th National Conference & Exhibition in Charlotte, North Carolina November 4-8, 2009. On behalf of our association, I have written a letter of support to AASL offering our assistance for the conference to be held in the southeast. These opportunities should become a major part of your professional development plans as they will provide a forum for both new learning and networking.

These activities and opportunities call for action on the part of each member as well as those whom we influence. The power to make a real difference and propel the needs of school libraries to the forefront rests within each of us. As you prepare your list of resolutions for 2007, professional advocacy should figure prominently in the actions that will demand your time and energy. See yourself as an agent of change who can make a difference. My charge to you is to accept this call to action and help SCASL become a stronger organization. □

Ida Thompson,
President SCASL, ithompson@richland.org

¿No Habla Ud. Espanol? So You Don't Speak Spanish:

What Media Specialists Can Do to Assist ESOL Students in the Media Center

Jill Altman, Saluda Primary, jaltman@saluda.k12.sc.us

Having a growing population of Hispanic students is no longer a new or surprising thing in South Carolina schools. Within the last three years, enrollment of Hispanic students in South Carolina public schools has increased 135 percent, with about 65 percent of these students receiving English for Speakers of Other Languages (ESOL) services. Saluda County where I teach has the highest percentage of Hispanics in the state with 11.5 percent. In my school district, one in seven students is Hispanic but at my school, Saluda Primary, it is closer to one in three and of that group, 82 percent are not fluent in English.

What can school library media centers do to better serve their changing populations?

The Collection—Spanish or Bilingual?

Six years ago collections of Spanish material in our district's media centers were small and mostly in Spanish only. Over the last several years we've been given several nice sums to purchase items especially geared to helping our ESOL program—most of this has come through Title III funding. Before buying, I talked with our ESOL teacher who recommended purchasing bilingual books and audio books and not anything in Spanish only. This has become easier to do within the past several years as book vendors are providing more and varied titles in bilingual editions including more nonfiction titles, especially in science, biography and social studies. My Hispanic students love having bilingual books to take home so their parents can read to them. Most do not have many books in their homes but many parents are literate in Spanish and would like to read to their children. An added benefit of the bilingual editions is that they can be used by anyone so I don't worry about putting too much of my book budget into bilingual books as long as the curriculum is covered.

We label our bilingual books with an easily available sticker and shelve the books by Dewey number in a special section of the shelves. Long ago I quit using the 468 Dewey number since our subject range is so broad. Shelving in a special section worked very well when our collection consisted mostly of fiction books, but, with the new nonfiction titles becoming available, we have considered shelving the books on what would be their regular Dewey shelf. However, the purpose of the collection is to help ESOL students, so, instead, we will change all the bilingual book call numbers to include SP in front of the call number and continue to shelve in a special area so that students and teachers can find them more easily. I know some libraries are purchasing magazines in Spanish. While this is appropriate in upper schools where perhaps the students learned to read Spanish before their arrival here, our primary students can't yet read in any language.

We have also created a special ESOL section for the teachers to use where we put kits, games, and manipulatives purchased especially for working with the ESOL classes.

The Lessons—I don't speak Spanish

I know about seven legitimate words and/or phrases in Spanish, and they are: Sit, Be quiet, and What is your name? Due to a relatively new program spearheaded by our superintendent and principal, students with little or no English are pulled out of the classroom for a significant time each day and work with tutors and our one ESOL certified teacher to get their English up to speed. It is amazing how quickly most kids learn it. Prior to this program, a teacher may have had 8 or more students in her/his classroom all day who spoke no English. It was frustrating for everyone. One difficult problem with the program, however, is that these students are usually missing their library time and are not able to utilize the materials we have for them by taking them home for parents to read to them. How many times have we heard about studies citing that children who are read to in the home benefit greatly from the experience regardless of the language? I am working to get them in here for their library time.

What else can you do?

The whole experience has made me think about how we communicate ideas and about how to work within cultural differences. Media specialists can be advocates for these students as we are in a unique position to be informed about changing populations. They do not need to miss their library time, they need to be able to get books into their homes and they need to experience as much use of language as possible through stories, audio books and (gasp) videos. Our ESOL teacher presents a cultural lesson monthly to the faculty to help our understanding. If you don't have this in your school, ask for it. There are a lot of needless and often unintentional prejudices and misunderstandings between the cultures. Not being a classroom teacher and having these students all day, I've had to become much more observant to see if my Hispanic students are getting what I'm telling them. During lessons I use more hands-on activities, more visuals and I try to read books in which I can throw in a few Spanish words now and then. I ask them to help me with pronunciation and it helps to engage them in what I really want them to learn. Most of these changes have benefited my English speakers as well. I have a translator available during book fair nights and I send everything home translated.

I would love to hear what others are doing in their media centers to help with their non-English speakers. Let's share! Email me at jaltman@saluda.k12.sc.us.

All data comes from the following articles and from my SASI coordinator:

- "Reading, Writing, Arithmetic ... and Learning English." The State (Columbia, SC) July 3, 2006, Author: Noelle Phillips.
- "Rising Hispanic Enrollment Keeps SC School Busy." The State (Columbia, SC) October 2, 2006, Author: Lisa Michals. □



Report from Special Public/Independent Schools Section

Gina Reilly, Committee Chair, greilly@beaufortacademy.org

The Special Public/Independent School Committee has been pulling together a database of all South Carolina Special Public and Independent Schools with contact information. Currently the number of schools in our database is 389. We have begun calling these schools to identify whether they have a librarian(s) and to collect names and email addresses. Membership in SCASL of Special Public/Independent schools was 50 as of October 2006, and there are multiple members from the same school in some cases. Our hope is to increase membership by contacting more people and letting them know how SCASL membership can benefit them. You can help by letting the librarians in your sphere know how important membership has been for you. Advocacy on behalf of SCASL can be everyone's job and considering the professionalism of the organization, the networking opportunities, the informative and exciting annual conference, the literacy efforts and state legislative advocacy that benefits all of us — it's an easy sell!

The committee will host a session at the conference for all interested members and conference attendees on Friday, March 9, 2007, 9:15-10:15. Our session will be both a meeting for the exchange of news and ideas among Special Public and Independent Schools and a presentation on using local community resources to teach South Carolina history in the classroom. Handouts will be available, and all are invited to bring examples to share of their own experiences in collaborating with their community.

In addition, we have decided to host a casual social gathering so that we can have fun, meet new people and catch up with old friends. Nancy Reeder of Heathwood Hall took the bull by the horns, so to speak, and did some tasty research at the Bull Market Restaurant right next to the convention center. We have tentatively arranged to meet for dinner at 6:45 or so Thursday, March 8, at the Bull Market. We need to give them the number of people attending, so please email me if you plan to attend. We would love to see you there, and Nancy says the food is wonderful!

**Email greilly@beaufortacademy.org
Deadline February 28, 2007. □**

W.A.L.K. (We Are Literate Kids)
An Innovative Listening, Literacy, and Fitness Program

Betsy Long, Doby's Mill Elementary School, longb@kcsd.k12.sc.us

Psssst..... Come closer. I want to let you in on a little secret.

I've figured out a wonderful way to sneak in two of my favorite pastimes (reading and exercising) during the school day. What's even better, I get to spread these crucial, lifelong skills to my students. I call the program **W.A.L.K. (We Are Literate Kids)**, and here's how it all came about...

The idea for this project was launched when I noticed that a growing number of students would regularly skip recess in order to come to the library and read (or else they would sit on the sidelines of the playground and read), instead of engaging in some form of activity. While I'm all about encouraging reading, I was worried about these kids who were forfeiting one of the few chances for physical activity that they are offered during the school day, especially given today's obesity rates and society's growing tendency to become increasingly sedentary. In order to counteract some of the negatives in this otherwise positive engagement of leisure activity, I launched a weekly W.A.L.K. Club.

In a nutshell, I meet with a different group of second through fifth graders every week to listen to audiobooks while we walk briskly around the school grounds during recess. I've been pleasantly surprised to see that interest in the program has been widespread, including boys and girls, weak and strong readers, as well both extremely active and more sedentary students. Students arrive at the beginning of their recess, pick their stories, and gear up for some brisk, outdoor walking. Most stories are 30 minutes to one and ½ hour long. Therefore, students who participate every day during a school week usually complete at least one audiobook. If they don't complete their book during a given week, we have print copies of all of the selections that can be checked out and completed at home. In addition, (love it or hate it) we own Accelerated Reader quizzes for most of the audiobooks. Students are offered the option of testing on the stories to which they listen. Before they test, however, I do explain that listening to a book can be much different than reading a book for many learners. Surprisingly, nearly all of the students who choose to take an AR quiz (about 50% of participants) score 80% or higher! I'm continually amazed at their ability to concentrate while multi-tasking. I wish I could learn a lesson or two from them in this area. Finally, students record daily data (including minutes walked and steps taken) regarding their participation in W.A.L.K. Club.



For funding, I received two grants (a \$2,000 EIA Grant and a \$500 health grant from the local hospital) that helped me get this program rolling (or should I say "strolling?"). With these funds, I purchased 9 Apple iPods, 50 audiobooks, a plethora of external headphones, and 10 pedometers. It is worth mentioning that this program could feasibly be implemented with significantly less money, using cheaper portable listening devices (MP3 players, tape players, Walkmen, etc.) especially if a listening library on tape or CD already exists in your Media Center.

This program has been a huge success at our school. I'm thinking of offering the program to first graders next year. Students love listening to a wide variety of stories while engaging in a little physical activity. Not only is this a fun and innovative use of a great new technology, it also provides an opportunity for participants to practice their auditory literacy. In today's multimedia, digital-rich culture, being a skilled listener is a crucial component of any learner's success. At the same time, it is equally important for us as educators to instill a pattern of healthy habits in our children, especially given the increase in childhood obesity, juvenile diabetes, and other health problems associated with an inactive lifestyle. This program is just a small way that we can help to overcome some of these challenges. I challenge you to adopt such a program in your school. Trust me, you and your students will love the opportunity to interrupt the pressures of your hectic day while engaging in a little mental and cardio stimulation.

PS: Another added bonus is that my administrators absolutely love this program!□

Technology Tools: Dream Big But Be Effective

Lynn Scott, Nelson Elementary, Richland Two, lscott@lbne.richland2.org

I am old fashioned in many ways but as a library media specialist I have learned to swallow my pride when it comes to technology. It really is a useful and necessary tool when educating today's child. Taking the best of the old and linking with the best of the new is the preeminent answer. Keeping in mind our ethics, philosophies, library school education and experience, how would you make your own decisions. Which of the old would you sacrifice for the new? Or would you create a mix in some categories?

Would you sacrifice:

- Books for E-Books?
- Vertical Files, Encyclopedias, Periodicals and Newspapers for DISCUS and Elizabeth Miller's WebMarc?
- Card Catalog for Online Catalog?
- Card and Pocket Circulation for Online Circulation?
- Weeding via Card Catalog for Weeding via Online Sources?
- Cataloging via Typewriter for Cataloging via Online Sources?
- Pencil and Paper and/or typewriter for a Computer and Printer?
- Telephone and Post Office for Telephone and E-Mail?
- Film Type Cameras, Polaroid Cameras and Camcorders for Digital Cameras and Digital Video Cameras?
- Overhead Projectors and AV Screens, Tape Recorders, Filmstrip Projectors, 16mm Projectors and/or VCR's for Streaming Video, CD, DVD Players and/or a SmartBoard?
- Lesson Plan Books for Lesson Planning Online?
- School News Show via Camcorder and VCR for School News Show via Digital Cameras and Video Editing?

Today on television, I witnessed the funeral of Gerald Ford, 38th President of the United States, who held office from 1974-1977. He grew up in a time lacking the computer technology we are fortunate enough to have today, and yet he was an intelligent man who embraced forward thinking, had a vision and was constantly motivated. I found myself not only thinking about today's technology, but how much it has changed education and teaching since Gerald Ford's childhood and the dramatic advancements in technology since his term of office.

Just ten years later, in 1987, media centers were beginning to add computer technology. Remember the Apple IIc and only as a stand-alone computer? No network? No Internet? No E-mail? Twenty years later, in 2007, many, if not most, school library media centers have access to an amazing variety of technological tools that are state of the art. Is more, better? Can we have quality education today with or without state of the art technology? Can we be sure there is equity among school districts within our state? These are questions we need to discuss and the answers to some need to come from our elected officials.

In the meantime, as information specialists, we each happily take the technology we have, and continue to ask for more. We will weed our collections and fortify them with more worthy titles. We will write grants to supplement acquisitions. We will plan collaborative lessons with our staff incorporating knowledge from quality hard copies, keeping in mind that we want well-rounded students, students as well-educated as the Gerald Fords of the past. And, collectively, we will use technology to help us achieve these goals. You and I know it is an extensive and intensive task, that we're busier than ever, and that we continuously stress over how to best meet the needs of our patrons. Think I'll head right out to my local office store and purchase an EASY BUTTON for starters! Is that considered new technology?□

RCPL Kicks Library Service Into Overdrive



Columbia, SC—Download your favorite music, videos and audiobooks from the comfort of your own home with Overdrive, a new Richland County Public Library service that allows anyone with a library card access to a variety of digital media resources.

Overdrive titles can be downloaded and played on a personal computer or compatible MP3 device, and select titles can be burned to CD. Check out up to 10 titles, which automatically expire after 21 days, so there are no late fees. Like online shopping and other electronic library resources, Overdrive is available 24 hours a day so you can browse, download and enjoy on your own schedule.

Overdrive is only compatible with Microsoft operating systems. For more information visit www.richland.lib.sc.us or call 929-3450.

A Success Story:

A Mother and Daughter Book Club

Mary Ann Kohl, Midway Elementary, kohlm@anderson1.k12.sc.us

It's Thursday afternoon. School has just been dismissed for the day, and the media center is beginning to fill up with vivacious, excited third grade girls. They are soon to be joined by their mothers, or in some cases, aunts, grandmothers, or big sisters. It's time for the monthly meeting of the Mother-Daughter Book Club at Hunt Meadows Elementary School.

The girls congregate with giggles and chatter near the tables where refreshments are waiting, and dig in. By now, moms and a few younger siblings have joined the group, and after a few moments everyone settles down, ready to discuss our book of the month.

Here's how the club works at Hunt Meadows. Early in the fall, Ms. Kohl sends home with all third grade girls an invitation to join the club. Enrollment is limited to fifteen girls and moms, and Ms. Kohl issues an extra invitation to one girl who may not have a mother figure who would be able to join the group. An organizational meeting is held in September with the first fifteen respondents. Together we decide on the best time for monthly meetings and which book we'd like to read first. Ms. Kohl suggests some titles, which typically will be books that the moms might have read when they were their daughter's age. *It's critical that moms and girls understand that they will be reading the book together as a read-aloud! By choosing good literature that moms may already be familiar with, it's easier to ensure their enthusiasm and involvement.* This invariably leads to other suggestions from the group, ending with an enthusiastic agreement to begin with one title or another. This year we began with *Pippi Longstocking* by Astrid Lindgren. Other titles we've used in the past are *Ramona and Her Mother* by Beverly Cleary, *Little Town in the Big Woods* by Laura Ingalls Wilder, and most recently, *The Best Christmas Pageant Ever* by Barbara Robinson.

Discussion centers on themes from the book, and Ms. Kohl provides a list of open-ended questions to help jumpstart the conversation. For example, a question from *Pippi* was "If I were as strong as Pippi, I would..." or from the Little House

books, "How do you think your life would be different if you had lived at the same time as Laura?"

Light refreshments are always part of the club meeting, typically something simply like fruit juice and cookies. Usually the school provides these, but at special times, such as when one of the girls has an upcoming birthday, moms may choose to provide a cake or birthday cookie.

Once we've had some discussion time, the girls and moms drift off toward the computer bank where they take Accelerated Reader quizzes on the book we've just finished. We have a mother-daughter challenge going on, and at the present time, the daughters are well ahead in the points race! We agreed early on that if the moms win the AR challenge, the girls have to treat them to a dinner out, and if the girls win, we're all going to be treated to a pedicure.

Before the meeting ends, about 45 minutes after it started, we've had a chance to talk about the book we've read, to tell some things we liked or disliked and why, and chosen our next book to read. We've also confirmed our next meeting date and determined who will bring refreshments next time. The girls leave, just as giggly and chatty as when they arrived, anxious to get started on their next great read.

This is the second year of our Mother-Daughter Book Club at Hunt Meadows. The club began after the media specialist, Mary Anne Kohl, found a book while browsing at a local bookstore. The book, *The Mother-Daughter Book Club: How Ten Busy Mothers and Daughters Came Together to Talk, Laugh, and Learn Through Their Love of Reading*, written by Shireen Dodson (Harper Perennial, 1997), has proved to be extremely useful in getting the club started. It's full of great suggestions on everything from reasons for having such a club to recommended reading lists generated by notable authors. The book also addresses some of the common stumbling blocks, such as the girls being shy at first, and how to overcome it.

As soon as possible after each meeting, Ms. Kohl contacts a local vendor to order fifteen copies

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The Ins and Outs of Author Visits

Carole McGrath, Wade Hampton High, cmcgrath@hampton1.k12.sc.us

Author visits can be an exciting way to stimulate interest in reading in any school environment, creating a unique opportunity to forge a connection between reading and writing. Young and old alike are excited to see a “real” author in person. A successful visit is not automatic, however, it takes hard work and a little bit of luck to have a terrific author visit.

Planning

The first step is to determine which author you would like to have come and how much you can afford financially. You must begin early because most authors book a minimum of six months in advance and many require a year. When we tried to book an author last year, we found out she was booked a year in advance. Fortunately, our luck held and she had a cancellation. There are many wonderful authors who do school visits and the prices vary widely. Most publishers have a list of authors on their websites and provide information about school visits. For example, Scholastic has an extensive list of authors (see Website link below). You can also find authors by going directly to their site. When my assistant principal expressed an interest in having Sharon Draper speak, I searched Google for her Website and was able to contact her directly to get information on pricing. Make sure that you understand exactly what your costs will be. Are you responsible for travel? Lodging? Food?

Once you know which author you want and how much it will cost, you can begin fund raising efforts. There are often school funds that can be used; for example, for my Sharon Draper visit, we were able to use gifted and talented funds because she agreed to work with a group of our honors English students. For the additional funds, the English teachers with whom I collaborated wrote and received an EIA grant, which I supplemented with funds raised through our library café. In the past, I have correlated author visits with family reading night and used those funds. I have also held raffles, bake sales, and book fairs to raise money.

The last step in planning is to come to an agreement with the author on exactly what he/she is willing to do. Most authors require a contract but, even if yours does not, get everything in writing. Toni Buzzeo has a sample contract on her site (link below) if you need to send your own contract. Find out how many presentations he/she is willing to do. Create a schedule and send it to your

author for approval. They do this all the time and will know if your plans fit their expectations. Be sure to schedule in ample breaks. You may want to plan an away from school lunch. We took Sharon Draper to a local restaurant for lunch with the principal, superintendent, media specialist, and teacher of the year. Find out what kind of equipment they need and be sure your author understands what you expect. Settle on the details of travel and lodging so that you know in advance what arrangements are your responsibility. Find out about book sales. Some authors bring their own books to sell. Sharon Draper allowed me to sell her books and I was able to make one to two dollars on each book to help defray the cost of the author visit.



Sharon Draper with class.

Before the Visit

Collaborate with teachers to create curriculum connections. Prepare your students by making them familiar with at least some of the author's books. Before our Draper visit, all our freshman English classes read *Tears of a Tiger* and at least one of the remaining books in the Hazelwood trilogy. This makes your students a better audience and it creates a connection to the classroom. If

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A Mother and Daughter Book Club

of our next title. It sometimes takes a week or two to get the books in and delivered to the girls, so it's best not to wait too long to order them. It's important to allow enough time for busy moms to read with their daughters. Ms. Kohl uses book fair funds for purchasing the books as well as the refreshments, so there are no costs involved for the girls, unless they choose to provide a snack. The books are for the girls to keep, in hopes that one day, years hence, they may find them tucked away in an attic or a closet, and remember fondly their days in the Mother-Daughter Book Club.

If you would like more information about our book club, or if you decide to start your own book club, please contact Mary Anne Kohl at kohlm@anderson1.k12.sc.us.

P.S. My personal success story: I'm an empty nester now, and I miss my days of reading aloud with my children. My own daughter is a freshman in college. Last semester she was working on a service learning literacy project for which she was collecting gently used books. As we looked over our bookshelves, I asked her if she wanted to donate her set of Little House books that we had read together years before. She paused, considered, and then replied, "No, that's OK. I might need them someday." □

From the January ITV Update, page 7.

Teacher Technology Workshop, March 13-16

Select a day (or two), come to the ETV Studios in Columbia, and spend valuable time networking with fellow teachers, expanding your knowledge and being inspired. Topics to be offered will be: Basic Streamline, Movie Maker, PowerPoint (Basic and Advanced), Digital Storytelling, Podcasting, Blogging, Wikis, Hands-on with Digital Cameras, Knowitall.org, PBS Teacherline, Assignment and Quiz and Writing Prompt Builders, Media Literacy, Daily News Programs, SmartBoard (Basic and Advanced), and Combating Stress in the Classroom. Bonus: Tour of ETV Telecommunications Center

Registration is online at <http://etv.streamlinesc.org>
All Interested SC Educators are encouraged to attend this FREE workshop. Register EARLY!

Questions? Contact Donna Thompson at dthompson@scetv.org

(Continued from page 19.)

Ins and Outs of Author Visits

you are able to work out a book sale, sell the authors books in advance; this will cut down on lines on the day of the visit. Promote the visit with bulletin boards, announcements, flyers, and with the local media. Remember to contact your author a few weeks before the visit to firm up any last minute details. Make sure that you take care of the financial arrangements required for having a check ready on the day of the visit.

The Day of the Visit

Give your author a small welcome package, especially if they are spending the night. We gave Sharon Draper a welcome basket with information about the school, a mug, hot chocolate, and cookies for her night at the hotel. Be sure to welcome your author to the school and introduce him/her to the principal and your collaborating teachers. You may want to go ahead and take care of the financial arrangements. Be sure to give the author time to collect his/her thoughts before the first presentation and provide bottled water for use during the presentation. Follow the schedule you agreed on as much as possible. Most of all ENJOY the day!

After the Visit

After the visit take a few moments to reflect on what went well, how you can improve the next time, and find out how the students felt about the visit. Be sure to send the author a thank-you note. Be prepared to have a waiting list for the author's books. We still get a large number of requests for Sharon Draper's books a year later.

An author's visit is a wonderful exciting tool to promote reading, writing, and the library. You never know what young mind you might inspire to become our next great author. All it takes for a successful author's visit is planning, hard work, and a little bit of luck!

Websites

<http://teacher.scholastic.com/authorsandbooks/visitkit/authoralpha.htm>
<http://www.tonibuzzeo.com/visitcontracts.html> □

A Helpful Hint:

I use rubber gloves like doctors wear to change projector bulbs.

Frankie Adkins
Palmetto High School

Tips for Dealing with Book and Other Material Challenges in Your School: **Time to Dust Off the Selection and Reconsideration Policies!**

Amanda LeBlanc, Intellectual Freedom Chair, aleblanc@greenville.k12.sc.us

We all secretly hope it will never happen to us – but we all have to be prepared to face a materials challenge in our schools. One of the best preparations we can make is to have strong policies in place that deter censorship before we are ever faced with a challenge. While the materials reconsideration policy is the one we think of the most often, it is also important to have a strong selection policy in place as this will head off many formal challenges before they begin as well.

The American Library Association maintains a sizeable collection of materials and support documents to help you if you are writing a policy or defending a challenge in your school or district. A few tips from their materials are outlined below to get you started on creating or polishing a selection and/or materials reconsideration policy.

Remember the SCASL Intellectual Freedom committee is available to help you if you are facing a challenge, and you can also contact the ALA Office of Intellectual Freedom for help and support when you are facing a challenge.

Having a good selection development policy:

A strong selection policy states the purposes of the school library, the scope of materials that a good collection will provide and the constitutional responsibilities that public school facilities have in providing a balance of material to the community.

The ALA website has an excellent workbook with samples to guide you through the process of writing or updating a selection policy. You can use this site as a starting point for your work: <http://www.ala.org/ala/oif/challengesupport/dealing/dealingchallenges.htm>

A good selection policy, according to ALA, should have the following characteristics:

- An overreaching goal stating the philosophy of the school and/or district.
- A statement of responsibility that gives the position of the person(s) who chooses and orders library and instructional materials.
- The criteria for material to be purchased: including professional review journals, or lists that are consulted, and the qualities that the works should possess.
- The types of materials purchased for the library media center.
- Procedures for selection and purchase.
- Reference to the policy on handling challenged materials.

Having a good materials reconsideration policy:

This policy is sometimes included in the selection policy, but can also be included as a separate policy in school board manuals or school handbooks, depending on administrative preference. Again, the ALA site has great tips on writing a policy or updating your existing policy. You can use the link above to access the section on reconsideration policies.

A good reconsideration policy should have:

- Statements of district policy and philosophy that are in line with the selection policy.
- Positive statements about the parent's role in guiding *his/her* child's reading and use of instructional materials.
- Statements protecting the use and availability of the materials during the process of the challenge.
- Statements that confirm a fair and equal treatment of all challenges received.
- A list of the committee members, their selection process, duties and length of service.
- A list of committee responsibilities and method for reporting their decisions.
- A procedure for appeals to the committee's decision.
- A statement of acceptable length of time between receipt of the request and rendering of the decision by the committee.

For more specific information, you can see the ALA Intellectual Freedom website (<http://www.ala.org/oif>). Some topics of special interest:

Dealing with Challenges to Graphic Novels:

<http://www.ala.org/ala/oif/ifissues/graphicnovels.htm>

Don Wood's Podcast on Dealing with Challenged Library Materials:

http://donwood.alablog.org/blog/_archives/2006/6/9/2019998.html □

Tried & True

Being the Third in a Series of Helpful Hints

Sabra Bell, Waccamaw Elementary, sbell@we.hcs.k12.sc.us

Conference Tips

Agenda

Take your conference book and plan out an agenda. On an index card write out the session data for each day, including session titles, locations, times, and perhaps presenters. Cut or fold it to fit inside your badge, and slide it in the back so that as you are moving around at the conference, a quick glance down will help you know where your next preferred session is located.

Speaking to presenters

Frequently when there are extremely popular or well received sessions, attendees cluster at the front of the room around the presenter hoping for a quick question or compliment for the presenter. Remember that, more often than not, there is another session and presenter waiting in the wings to set up for their presentation—waiting patiently for this presenter to clear their materials. Instead of delaying the transition, take a business card or small note pad that contains your contact information and write out your question or compliment to the speaker. Leave that with him or her instead.

Seat Choice

Have you ever been in a session where late arrivers or worse “bailers” (those who leave midway through a presentation) have to cross over you? Choose a seat from the middle chairs of rows. Sit nearer to the front as well. If you have an appointment or conflict and must leave a session before it is over, let the presenter know if possible before the session begins. Attendees who leave unexpectedly before a session is over chip away at the confidence of a presenter.

Cell Phones

The cell phones that many carry can be adjusted to silent or vibrate. The variety of ring-tones can be a complete nightmare of disruptions in a session. Please be considerate of attendees around you by adjusting your phone to silent or vibrate, or simply turn them off during a session. If a phone call cannot be missed, be sure to take it out in the hallways or lobbies at a conference.

Cameras

With digital cameras (and even cell phone cameras) being small, portable, and easy to use, you might consider snapping shots of favorite sessions, ideas, banners, authors (ask permission first), or wishlist items from the vendor hall.

Catherine L. Nelson
Northside Elementary School of the Arts

I carry the original program with me with the ones marked that I am most interested in—it makes deciding easier once you see when sessions are scheduled and what conflicts there may be.

I have found that taking either a rolling cart or a rolling book bag works great when going into the Exhibition Hall. I also keep two boxes in my car that I empty the contents into each day: one is for books and the other for promos and advertising, catalogs, etc.

Melanie Jackson
Brockington Elementary Magnet School

I carry with me the original list of workshops with the ones marked I want to see. Also if there are off-site convention activities that I have to drive to, I print myself a map and bring it. Although directions are provided at the convention site, sometimes they are inaccurate and they generally don't include the driving time. If I can, I actually take the time to make the drive following the directions to make sure I can get to the site and it gives me an estimate of the drive time. It also allows me to visualize landmarks along the way and I feel more confident making the drive the day I actually have to be there.

I carry as little with me during the day as possible. After visiting even a few vendors those bags get mighty heavy. Each day I start with an empty bag.

Sandy Stearns
Colleton County High School, Walterboro

The most time-saving thing I have ever done is to print address labels for registering at all of the vendors' booths. It saves tons of time, it is more legible, and you don't have to put everything down to fill out that door prize ticket! (Include: name/school name & level/address/phone/email) Quick and slick!

Sandy Bailey
Northwest Middle School

Another option is a self inking stamper. They are small, fit into a pocket and you don't need to worry about peeling off a label or scrounging for a business card. I read that tip from one of the ALA/AASL advice publications. Personally, I prefer the business card method. That way you can also hand them out to friends, acquaintances, presenters, or anyone else you meet!

Heather Loy, Media Specialist
Wagener-Salley High School

Teen "Idols" or "Singing in the Rain... Library"

Randa Edmunds, Chestnut Oaks Middle School, edmundsr@sumter17.k12.sc.us

"And you're on in ... 3 - 2 - 1!" These few simple words are all it takes to quiet four giggling, nervous teenage girls. They quickly turn toward the camera and bright lights to wait for their cue. On the count of "one," they begin to pantomime their song blasting through the ceiling-mounted speakers.

This scene is repeated each semester as the chorus teacher and I collaborate on helping students create music videos. They don't have to write the lyrics, but they do need to know the words by heart and convey the mood of the song with movement, body language, and background.

This satisfies the chorus standard for public performance. So where does the library media center fit in?

The TV studio is housed in the media center and the media specialist is the sole "expert" on the studio equipment. Also, this is where (naturally) the books are housed for the biography portion of the assignment. The students who choose not to work on music videos are given the option of creating a biographical project based on a composer. Most students, naturally, opt for the music video. I have the responsibility of reviewing the concept of biographies with the students, what they are, and where they are located in the library. This presents yet another chance to bring up "Dewey," too. I also review research skills with them. The chorus teacher determines the guidelines for the music, the backgrounds, the final product for the research, and rehearses with them in the chorus room on the days they are not scheduled for the media center. I also help the students work with the space limitations in the studio, brief them on performing in front of a camera and operate the audio and video equipment for them.

At the beginning of each semester, the chorus teacher and I compare calendars to set up several important dates which include:

- Preliminary meeting with classes to introduce the concept and distribute the timeline
- Song selection date
- Background selection date
- One class time in the media center to review biographies
- One class time in the media center to review research skills
- One or two studio days for rehearsal
- One or two studio days for taping

When the time comes for the actual rehearsal and taping dates, the music teacher and I split the class. While I help in the studio, some of the students in the class are with their teacher in the library proper researching biographical information on various composers. It is too distracting to have observers in the studio while a group is taping. So, the groups who are waiting are in adjacent rooms practicing their videos while we tape in the studio.

Our middle school is very fortunate to have the studio equipment that we do. There may be more sophisticated components out there, but ours suits our purpose just fine! Because our video mixer has chroma key capability, the students are able to select any background they choose. The backgrounds they select can be anything from a soldier in a desert to complement a war song to a pretty woman for a love song. We have used a photo of a can of Campbell's soup together with a bottle of Coke for the "Chicken Noodle Soup" song and a scene from a club for "Walk It Out." (The girls taught me how to do this dance...what a hoot and what fun!)

I take a still picture or video clip of their background and download it into the video editor. It is then "layered" behind them and it appears as if they are dancing in front of the scene. Just like the weather man on the news —except he doesn't dance! The students do not see the end product until after the final take and they are amazed and thrilled.

Not only does this exercise incorporate music classes into the library media instruction, but it gives students an opportunity to express themselves in their own way. Our faculty has intensely studied the theory of differentiated instruction and what a marvelous way this is to implement it. Students are able to choose the song of their preference or give a report on composers of their favorite era or style of music. Besides having to do the actual work, the students have no solid complaint about doing something they don't like.

For the final biography project, they are given several choices. The options are a brochure, a billboard, a paper, or CD cover. The music teacher has a detailed assessment rubric for each project.

The assessment for the music video is a little harder and more subjective, which is true for judging any theatrical performance. The students are judged on their ability to work in a group, self-confidence, choreography, energy, and how well they convey the mood or meaning of the song. This final assessment is up to me.

This is something that I look forward to each semester. The students are enthusiastic and love performing in a music video. A student, who may be that "special challenge" in a traditional class room, thrives in this setting. One such young man absolutely beamed after his performance taping saying it was just like the real thing. It is his dream to be a performer. After seeing his tape, I believe he has real promise! His teachers wish he was that enthusiastic about his other class work!

Expensive equipment is not necessary to do a project like this. A simple video camera will do. The music can be played loudly enough for the camera microphone to pick it up. The "set" can be anywhere on campus that suits the song. You can do this, too. It will make you, the chorus teacher, and the students happy! What could be better?■



What's New in DISCUS

New DISCUS Resources Available in January

As part of our contract renewal, Thomson Gale has generously offered to add two great new resources for DISCUS users:

- *Academic OneFile*
- *History Resource Center: U.S.*

For product information about these resources, go to: www.gale.com

New DISCUS Web Site Coming Soon

Stay tuned for a brand new look on the DISCUS Website! We're in the final stages of developing the new site, which has been totally redesigned to make it more visually appealing and easier to use. We're excited about the new design and hope you will be, too!

A New Look — New Logo — for DISCUS!

We're creating a dynamic new logo as part of the new look for DISCUS. The new logo will make its debut on our new Website and will be incorporated into other DISCUS promotional materials in the future.

Spring 2007 Training Schedule Now Available

Our Spring 2007 training schedule is now available to help you train your users to get the most out of the DISCUS databases. Check it out and join us for these free training events. Most of our onsite trainings now fulfill the South Carolina Department of Education's Renewal Credit Plan guidelines for teacher recertification. Check out also our brief, online training sessions that are accessible through your desktop personal computer using OPAL (Online Programming for All Libraries). The OPAL sessions — although not eligible for recertification credit — are also posted (both current and archived) on our Website at: scdiscus.org

Tune In for Our DISCUS Podcasts

Check out our regular podcasts on the DISCUS Website. Podcasts offer a quick-and-easy way for you to receive important updates about the DISCUS program.

Broadcast News

Laura Richardson, Beaufort Middle School, lar2643@beaufort.k12.sc.us

This year we altered our school's video production/morning news broadcast model, and it has made a huge difference.

To understand where we are now, I need to explain how we "always did things" before. In 2001, one big middle school split into two smaller schools. Mine was the splinter school opening in a revamped high school building. Our principal was committed to his new school having daily live morning news broadcasts. As newly-hired, but experienced library media specialist, I was more aggressive about becoming involved in video production, having coveted this opportunity in a former school where a succession of principals assigned the morning news show responsibility as a teacher morning-duty post.

We called upon an artist-in-residence for help. The artist-in-residence advised me on what equipment to order and scheduled a week in January to train my library clerk and me, as well as a cadre of hand-picked 8th graders, to operate the equipment, learn the basic roles, understand some of the fundamentals of video production, and then actually run the show. I ordered three cameras, tripods, a video mixer, audio mixer, titemaker, Avio Casablanca video editor, and some essential accessories.

We had enthusiastic students who felt a certain pride and privilege in the responsibility of being selected to run the school's show, as well as excitement in getting their hands on all the new equipment. There was a lot of energy that first week, and the next, and the next, as we all learned so many new concepts. There was also an adrenalin flow resulting from broadcasting live as part of a news team while operating these cool new toys.

Then, gradually, enthusiasm began to wane and quality began to slide. Several factors came into play. The morning news students were required to be in the video production room by 7:20 for a 7:32 air time every day. This became increasingly hard for some of the students and their parents. Then there was the specter of grades—our video production teams were set up as two related arts classes. Grades had to be assigned—not just pass/fail or A-F, but

a quantified number-based grade. I came up against the battle that other related arts teachers have. In that students knew the grade would not really "count" as heavily as an "academic" course grade. Then burnout seemed to creep in. The interest of many who had been excited and enthusiastic (and who had worked the hardest to pull together scripts and features) began to plateau and then decline. For others, the novelty of operating new pieces of equipment wore off as basic techniques were mastered, and my assistant and I were unable that first year to take them to the next level. Some of the students became attached to the roles or equipment they were initially assigned and were not willing to relinquish control and move on to other equipment or roles. The team spirit of the two classes started to take on more of a tone of rivalry, and then cool and sloppy nonchalance.

But we got through that first semester and looked at ways to improve the class. At the end of the spring semester we announced that students who were interested in taking the course the next semester should come by the media center to fill out a job application, listing references. We explained the expectations and the early morning time requirement. However, we soon realized that because of scheduling issues, students who had applied, didn't necessarily get into one of the two classes, and some students who had no interest at all in video production, were put into the class. Still, for the most part, the new semester of two video classes followed the same pattern as the first—much enthusiasm at the beginning, slowly dwindling as the semester progressed and project assignments were graded. We were able to diminish some of the creation of prima donnas by requiring that students fill each role a minimum number of times. But there was the problem of students becoming bored after having mastering initial skills and not wanting to improve or learn more. There was also the problem of the disinterested students taking class time away from the students who did want to learn more.

Like the students, I, too, became frustrated and continued to self-assess to see what I might or might not be doing, or what was inherent in the structure of our video production model, that failed to sustain their initial eagerness to learn. The classes were eating up huge chunks of my time

(Continued next page.)

(Continued from page 25.)

on non-library media center tasks. Not only was I not available in the media center during video class time, but I was also spending a tremendous amount of time preparing for these classes, filling in incomplete scripts for the next day's shows, preparing assignments and rubrics, assessing the work, dealing with discipline problems, calling parents, etc. —all those extra things that also consume the non-teaching time of classroom teachers. Another frustration was that even though my clerk and I were getting better with our video production skills, it was hard for us to take students to the next level as we tried to manage the classes with only one video editing machine for the whole class, or only a few cameras. When we split the classes into independent working groups, we had more problems with behavior and more equipment damages.

Each semester we tried tweaking the model somewhat, hoping that things would improve. But increasingly the video production class became a related arts scheduling filler and a nightmare for the media center. I found myself continuing to lower my expectations and inflating grades. The show became less representative of the school and more a reflection of the students in the video production classes.

At the end of last spring semester, I suggested we try something entirely different. Instead of having a video production graded class, why not involve the whole school by letting a different homeroom take charge of the show every two weeks. I would work with the new group the Friday before they were to run the show, to go over the basics of operating the equipment, provide them with a script. Then, those truly interested

would arrive at the early time to rehearse and run the show. (My feeling was that during the two weeks, the interested students would continue to be interested and excited.) If they wanted to create features, I would work with the homeroom teachers and their classes to plan and fine-tune the features as special projects. When I queried the faculty about this possibility, there was great enthusiasm that the show would expand beyond the few students in the video class. My principal gave me the go-ahead to give this a try. Then I contacted the 7th grade G & T teacher to see if she would like her two classes to take on the creation of the basic scripts, sans features, or to create features as their time allowed.

It may have been a no-brainer for most to figure out, but I was a slow-learner in this. So far, this change has been a great success. The students and teachers see more students' faces on the show, every student who wants to be involved in the production has the opportunity, and those who don't want to, don't have to. Students who find they really enjoy this are able to work with me or their teachers on special video projects and to become the expert video resources in their classes. We have had more diverse features and have had renewed interest in the whole broadcast journalism arena.

My advice to those who want to set up a video production broadcast on the middle school or elementary school level is to either have a video club that would meet after school or to rotate homerooms. This has been my best year coordinating the video production, and I have also had more time to be a better library media specialist, too!□

Legislative Issues — Read-In 2007 — Strive for \$25

Be In The Know!

These are SCASL's hot topics for the year! They all need your support. Keep up with these and latest developments by joining SCASL Listserv and regularly checking the SCASL Website: *SCASL.net*.

Ann Threadgill White 1943 - 2007



COWPENS — Dr. Rebecca Ann Threadgill White, 63, died January 13, 2007, at her home after a long battle with cancer. A graduate of Cowpens High School, she received a bachelors degree from Limestone College in Gaffney, a masters degree in Secondary School Counseling from the University of South Carolina and a doctorate of education in School Administration from Nova Southeastern University.

Over a period of 29 years, she served as a classroom teacher, library media specialist, public information director, and adjunct college professor. In 1995, when she retired as Assistant Superintendent from Spartanburg County School District 3, she began a second career as a professional speaker, humorist and consultant through her business, Laugh and Learn With Ann White. She authored the book *Twelve Commandments for People Who Work With People* which has sold tens of thousands of copies. Her audiences ranged throughout the USA, Canada, Mexico, Central and South America. She was a member of the National Speakers Association and the Carolinas Speakers Association. She served as president of the South Carolina Association of Allied School Administrators and also, in 1986-87, was president of the South Carolina Association of School Librarians. Among her many honors, she was one of two individuals awarded the first Distinguished Service Award from SCASL. She was honored by the Spartanburg County Association of Media Specialists through the establishment of the Ann T. White Award given annually to a library media specialist for outstanding service to his or her school.

Fond Remembrances of Ann White

Anne Shaver, SCASL President 1995-1996

Ann never met a stranger. Upon the introduction, she would say, “I am Ann White, the First Lady (her husband was mayor) of Cowpens”, (CAUW-PE-INS) in her most Southern drawl. Then, she followed up with, “And this is William, my FIRST husband.” Of course, he was her only husband.

Not only was she the library media coordinator for Spartanburg District 3, but she was also the public relations coordinator. She was very loyal to her media specialists and her administration. The schools and media centers were show places at a time when finances were tight.

One of her goals was to improve the image of the media center and the media specialists. She represented us well with her speeches to educational administrative groups and the public. The speeches were never dull and all were done with humor as well as amusing stories.

One time I was with Ann and others at ALA in New York City. We had to move from one location to another on the subway and at one stop a guy in green— clothes as well as skin— got on. I could hardly control my laughter waiting for Ann’s comments. She uttered not a word until we exited at the next stop. Once out of the train, you could hear us hooting all the way to the street above.

At one conference, a vendor had a container full of wrapped candy in his booth. If the visitor to his booth happened to get a piece of candy with a star in the wrapper, he or she won a mug. Well, Ann just loved those mugs. She wanted one of those mugs. Of course, her candy wrapper didn’t have a star. She promptly told the vendor that he could either give her a mug or she would stand there and eat all of the candy until she got one with a star. Can you guess the results?

And who could forget the auctions after the SCASL banquet on Thursday night? She and Mary Ann Munn entertained us and the vendors for hours with their quips and comments about the items (Remember Margaret Ehrhardt’s curling iron? Some of you will!) as well as the recipients. On a conference evaluation form, Mary Ann and Anne were referred to as “buffoons” which just made them even funnier and more outrageous at the next auction. The monies made from these auctions began our SCASL scholarship funds.

After Ann retired from Spartanburg 3, she began a public speaking career with an emphasis on the importance of image and it took her many places.

And there is the other side of Ann as portrayed to me when my father died after a sudden illness of two weeks. After the graveside service, I was in a daze shaking hands with a line of people and, suddenly, I looked across the grass. There stood Ann White. Without a single word, she strolled across and gave me a big hug.

She proved her true courage and strong spirit throughout her long bout with cancer. Now, it is time for all of us to recall our memories of this wonderful, caring, and humorous media specialist.

Regional News

Regional Network Director
Frankie O'Neal

Region 1B.

Spartanburg County. District 2. Debbie Cooley at Boiling Springs Intermediate School and **Deborah Smith** at Chesnee High School received their MLIS from USC in December. **District 5. Melanie Dillard**, Wellford Elementary, received her MLIS from USC. **Tina Cantrell** is the new media specialist at Berry Shoals Intermediate School. **District 6. Joyce Dillard**, Gable Middle School, received a school EIA grant for \$6000 to purchase audio books with equipment to use as listening centers. The grant was called "Can You Hear Me Now?" **Amber Keeran**, media specialist at Jesse Bobo Elementary School, received a DHEC recycling mini-grant for \$750 to get recycling started in her school. She will be doing an Ecology Club with 2nd graders as helpers in this endeavor. **District 7. Lee Anne Bailie** and the readers at Pine Street Elementary "started something BIG" for Children's Book Week with **Michael P. White**, illustrator of *The Library Dragon*. Students in Kindergarten through sixth grade came to 40-minute sessions where they "unleashed" the artists within themselves. Students and parents are still talking about this incredible day. **South Carolina School of Deaf and Blind.** The students completed their 2nd annual school-wide book reading. This year's book, *Charlie and the Chocolate Factory*, provided many opportunities to celebrate reading. Students, from all three schools, read the book, took Accelerated Reader tests, participated in classroom tie-in activities, entered library-sponsored writing and art contests, and attended a chocolate theme party. Attendees enjoyed the chocolate fountain and other themed activity booths. Students at SCSDB will be performing a play of the book in the very near future.

Region 4A.

Fairfield County. Kathy Walker, McCrorey-Liston Elementary, helped her students celebrate International School Library Day by participating in a bookmark exchange project. The students made and exchanged bookmarks with students from the Children's Centre Library at the University of Nigeria in Nsukka, Nigeria.

Region 4B.

Richland Two. New media specialists: **Lisa Fisher**, formerly at Keels Elementary, opened the new Polo Road Elementary School. **Glenda Green**, formerly at Keenan High in Richland One, is at Keels Elementary. **Ashley Paddock**, formerly at Whittaker Elementary in Orangeburg 5, opened the new Sandlapper Elementary School. Recent USC graduate **Angela Durham** is at Windsor Elementary as **Nancy Bull** retired last year. **Kevin Rholetter**, formerly at Great Falls High School, is at Kelly Mill Middle School. **Dr. Linda Reardon** joins **Debbie Easler** at Spring Valley High School. **Penny Wendt** retired from Spring Valley High School but is working part-time in the district as the ITS at Clemson Road Child Development Center.

Region 5B.

Orangeburg County Consolidated School District #4. Wendy M. Blevins, Carver-Edisto Middle School, has been named district media coordinator for Orangeburg Consolidated School District #4.

Region 7.

Florence County. District 2. Vonnie Smith, Hannah-Pamplico High School, and Julie Hyman, Hannah-Pamplico Elementary Middle School, will be hosting technology nights for the parents and community members during January. The theme for the event is *Get Connected to Technology@flo2.k12.sc.us*. This will give parents and members of the community an opportunity to see first hand the technologies available in the district. **Chesterfield.** Because of the efforts of McBee Elementary media specialist **Bonnie Middleton**, the school was awarded the "Citizen of the Year" award by the Lions Club. Traditionally presented to an individual, the Lions Club instead gave the award to McBee Elementary as a whole for everything they have done for the community, citing in particular the Nestle contest that brought the community together. McBee Elementary School brought home first place in a national contest in November on The Megan Mullally Show, beating out competition from all around the country and winning the \$25,000 grand prize in the process. Bonnie Middleton was responsible for the school taking part in the contest. "By sponsoring this contest, Mullally and Nestle have helped to raise awareness of the importance of reading in a child's life and the role that school libraries play in helping to educate students," adds Middleton. **Joely Stafford**, media specialist at Cheraw Intermediate, received her MLIS from USC in December.

Region 8.

Horry. Nancy Nelson reports that the Carolina Forest High School Library Media Club sponsored a Hilarious Happenings Poetry/Prose Contest. Awards were sponsored by Chick-fil-A and the Chick-fil-A Cow made an appearance with the first place winner. (Right) **Williamsburg. Elaine Culick**, Kingstree Elementary, and two sixth grade teachers collaborated on the Bright Ideas grant and were awarded \$1,000 to construct an outdoor weather station and purchase books about weather. Santee Electric Cooperative sponsored the grant.



Region 9B.

Berkeley County. Cross High School is well into a successful second year of "Read to Achieve Program". A grant from Santee Cooper and the generous donation of five bicycles from Coca-Cola have helped support this program. Every Friday, the first 15 minutes of each period is dedicated to reading. Each time a student accrues 50 AR points his/her chance to win a prize increases. **Lynne Dubay**, J.K. Gourdin Elementary, was awarded a \$500 grant from the Berkeley County Education Foundation to purchase nonfiction social studies books for the library. **Eileen Joyce**, College Park Middle School, and **Sylvia Tomberlin**, Sedgfield Middle School, have newly renovated libraries.

Region 10.

Beaufort County. Hampton District 1. Wade Hampton media specialist, **Carole McGrath**, received an EIA grant as well as a Palmetto Electric grant for a program called "Teens-n-Touch". Through this program Wade Hampton students will talk about teen issues while reading appropriate young adult literature. In addition, the Broadcast Journalism class sponsored by the library is creating public service announcements related to teen issues which are shown schoolwide. **Colleton County.** New media specialists this year are **Bonita Cheney** at Hendersonville Elementary, **Eliza Bailey** at Cottageville Elementary, and **Merilyn Williams** who began January 1 at Forest Hills Elementary. **Donna Breece** is now at Colleton County High School, and **Olivia Padgett** is both the media specialist at Colleton County High School and the new principal of Edisto Beach Elementary School. During the last week of school in December, students at Whale Branch Middle School were kicking up their heels in the library media center. Eighth grade social studies students learned the state dance, the shag. Seventh grade social studies students learned to swing dance. Along with their dance lessons, students learned the historical background of the dances. At the same time they received lessons in social etiquette. Dance artist/educator, **Caroline Hoadley** partnered with library media specialist **Vicky Bradley** and social studies teachers to integrate dance into the curriculum. Everyone learned something new and fun was had by both old and young alike.

**New Spaces in Good Places:
Richland One is Building!**

During the past few years, Richland School District One in Columbia has been in the process of renovating 12 middle and high schools, building four new schools and upgrading the district's three stadiums.

This fall 3 of those schools were completed. Dedications were held in November for the newly renovated Hopkins Middle and the newly built Crayton Middle School. Another newly built school, Gibbes Middle, was opened in December and the dedication will be held in the next few weeks. All three schools have beautiful new media centers and Linda Senn, Ann Lewis and Tandra Pingle are really glad to be out of dusty, old media centers and in fresh, new, beautifully decorated spaces. Crayton Middle will be on one of tours offered on the opening day of SCASL in March, 2007.

Vital Statistics



Sympathy is extended to Debbie Fowler, Powdersville Elementary in Anderson, on the death of her husband as the result of an automobile accident. Debbie herself was badly injured.

Sympathy is extended to Ginger Shuler of the Richland County Public Library on the death of her mother in November.

Congratulations!

Greenville County.

Andi Fansher, Beck Academy, has been selected as their 2007-08 Teacher of the Year!

And these folks were selected as their District Teachers of the Year.

Anderson School District 1

Monique German of Powdersville Middle School

Anderson School District 2

Kate Byrd of Belton Elementary School

**South of the Border
in Beaufort County!**

"South of the Border" came to Beaufort High School on the evening of October 24, when foreign language classes, in concert with media specialist Leah Roche and her Cultural Festival committee, presented a "Comida Latina." Students and their teachers selected Spanish-speaking countries, and through research in the media center, developed informative and colorful posters and flags of their countries to be used as decoration for the event. Participating students were required to bring a dish inherent to the culture of their country. Parents and community members were invited to attend the repast, which also included numerous student performances, the highlight of which was a folkloric dance troupe of elementary age students!

Olé!

We have all experienced conditions in our media centers where our emphasis on being the center of school activities has wrought havoc as faculty and administration have taken us too much to heart. The author of this article has happily achieved cooperation from both faculty and administration at her school, but prefers to remain anonymous. See if you have had any of these experiences. . .

The Fine Line

In every school I've been in, the library has served as the central meeting place. It seemed that was the only room in the school with enough seats for everyone, except the cafeteria and the music room with its tiered song pit. But I also like to think that our library media center is cozier (certainly our cushiony chairs and stuffed animals add to that feeling). Even though I know they met in the library before my tenure, I still like to think that they want to meet here because I've made it a so much more welcoming place.

Sometimes I worry that it has become too welcoming, if there really is such a thing (and I don't believe there is). Still, there's a fine line between being welcoming and being overrun. Sometimes I've done too good a job making the library everyone's space, so that it belongs to the entire school, while at the same time it's my space, too. It is, after all, where I teach my lessons.

Of course, the ultimate goal is to get the students and teachers into the media center. There were days when teachers sent out school-wide e-mails asking, "Does anyone have a copy of Pink and Say I can borrow?" - to which we politely responded, "We have three copies in the library." Those days seem to have passed and the teachers usually come to us first. I worked hard to make my media center easy to navigate and to stock it with books the teacher's requested. I've hosted numerous new book parties to share materials that go along with grade level curriculum. And they came.

This year I've run into a different kind of problem. The library media center has become such a central part of the school that activities are being planned there without consulting me first. That's where the "fine line" comes in.

Now, I'm not talking about faculty meetings. Those are listed on our school calendar and I always assume they will take place in the library. I have had to remind administrators on occasion that the book fair is taking the place of our usual seating and other places in the school have had to stand in (that high-ceilinged, cold-tiled cafeteria comes into use on those days), but usually we are happy to accommodate, clearing away books or papers to make way for agendas and notepads.

I'm talking about the teachers who send students in for "free time" on the computers or sometimes (usually only once) for "indoor recess." I have a fixed schedule so this just doesn't work. Students come in throughout the day to check out books or do work of some kind, which is fine. And I guess since that is okay it carries over into "free use." I know I was guilty of tunnel-vision when I was in the classroom, too, so I try very hard to be patient with this, even though I would never think to send a student to their classroom to play on the computer. But still I worry that refusing the "free time" will make them wary of coming at all. It's that they see the library as a community space, but they forget that it is also my classroom. That's where the "fine line" comes in.

I have had after school or workday meetings in my library where up to forty teachers have descended on it with overheads, LCD projectors, papers, food and drinks. Tables and chairs were rearranged and my teaching materials were moved out of the way. And if I'm left to clean up left-over papers and trash or put equipment away, I can become irritable. And all of this would bother me less if I was simply informed about it ahead of time, but that doesn't always happen. I know - I must learn to be both assertive and welcoming.

Most recently a special activity was planned for students who "bought" a "movie and pizza in the media center" with behavior rewards. This was announced to the school (me included) via e-mail. But alas, I must be learning since after expressing my concern about being out of the loop - not to mention breaking copyright law - my principal graciously admitted the error in judgment, apologized for not talking to me first, and modified the reward to not break the law! Common courtesy was promised for the future, so we're making progress! But you know, I still felt kind of guilty for bringing it up . . .

That "fine line" can be kind of murky at times and when you work hard to get people into your library, you certainly don't want to go ballistic and chase them out when they consider the library "theirs." It is. It belongs to all of us and should be the central meeting place of the school - with a little courtesy and respect extended to the library media specialist who claims it, too.

Constitution and By-Laws Changes

Lillian DeGuire, Constitution and By-Laws Committee Chair, Lillian_deguire@charleston.k12.sc.us

In reviewing and updating the SCASL Constitution and its By-Laws, the committee has determined that some modifications are necessary. The proposed amendments to the Constitution and By-Laws will be voted upon at the business meeting at the annual conference in Columbia. To pass the amendments, a two-thirds affirmative vote is needed by those present. The amendments will not go into effect until the 2008– 2009 year which begins on July 1, 2008.

The proposed amendments to the Constitution and By-Laws are stated on the table below:

Current Constitution and By-Laws	Proposed Constitution and By-laws
<p>Article IV. Officers and Committees, Section 1. The elected officers of this association shall be the President, Vice-President/President-Elect, Secretary, and the Treasurer.</p>	<p>Change Vice President /President-Elect to <u>President-Elect</u>, the change to be reflected in all sections of the constitution.</p>
<p>Article IV. Officers and Committees, Section 7. Composition of the Executive Board. Special and Ad Hoc Committees. All special and ad hoc committees shall be appointed by the President, with the approval of the Executive Committee. The members of all appointed committees shall be active members of the Association.</p>	<p>Change Ad Hoc Committees to <u>Special Committees</u>, the change to be reflected in all sections of the constitution.</p>
<p>Article VII. Meetings, Section 3. Other meetings may be scheduled as determined by the Executive Board.</p>	<p>Other meetings may be scheduled as determined by the Executive Board <u>with notification at least one week prior to the expected date.</u></p>
<p>Article VIII. Rules The rules contained in Roberts Rules of Order, Revised shall govern the Association in all cases to which they are applicable and in which they are not inconsistent with the constitution and by-laws.</p>	<p>The rules contained in Robert’s Rules of Order, <u>Newly</u> Revised, shall govern the Association in all cases to which they are applicable and in which they are not inconsistent with the constitution and by-laws.</p>
<p>Article II. Membership. Section 1. Payment of SCASL dues or possession of a life membership in the SCASL shall constitute active membership in the Association.</p>	<p>Payment of SCASL dues or possession of an <u>honorary</u> membership in the SCASL shall constitute active membership in the Association.</p>

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7. Inspiration from Jim Trelease and Alan November!
6. Vendors with the latest and the greatest in everything a media specialist wants and needs!
5. A first-hand look at the new Picture Book, Children's Book, Junior Book and Young Adult Book Nominees for 2007-2008!
4. Outstanding authors and illustrators, including Sharon Draper, Harry Bliss, Jacqueline Woodson, and Coleen Salley!
3. The 21st Century Soiree on Thursday Evening!
2. The Authors Celebration Luncheon with fantastic speakers and the announcement of the 2006-2007 Book Award winners!
and--most important--

1. IT JUST WON'T BE THE SAME WITHOUT YOU!

South Carolina Association of School Librarians Annual Conference
March 7 - 9, 2007

Columbia Metropolitan Convention Center, Columbia, South Carolina

If you haven't already registered, there is still time! Join us so that we can all
Capitalize on Learning @ your library!