



Media Center

MESSENGER

Newsletter of the South Carolina Association of School Librarians

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Successful Author Visits: Maintaining Your Sanity and Promoting Schoolwide Literacy

Teri Puryear, Lake Murray Elementary School, Lexington, tpuryear@lexington1.net
Anthony D. Fredericks, Children's Author, afrederi@gte.net

If you've ever brought authors to your school, you probably have those experiences in a large file entitled "The Good, The Bad and The Ugly." Needless to say, an author visit can be the highlight of the school year or it can encompass five of the nine stages of Hell as depicted in Dante's *Inferno*! Making an author visit successful takes lots of time, talent and TLC. And, just like the Super Bowl or your daughter's wedding, there's a lot of planning and preparation necessary to make the event enjoyable as well as dynamic. In this article, we (Teri, a media specialist who has brought several authors to her school, and Tony, a children's author who visits schools throughout the country including many in South Carolina) share some tips and ideas for making an author visit a memorable experience instead of a plot line from a Stephen King novel.

▪ Purpose of the Visit

Every school can benefit from an author visit! The media specialist, along with the administration, teachers, and parents, should go into the process with open minds, yet with goals about what they hope to accomplish. Above all, an author visit should serve to promote literacy throughout the school. An author can make linkages between the reading/writing curriculum and the books that she/he writes. Equally important, authors should not be brought to the school as entertainers (the best ones do not juggle or show wild animals). Nor should their main purpose for visiting be to promote book sales. They can and do, however, serve as valuable conduits to the literature in your library and the role of reading and writing in students' lives.

▪ Finding an Author

Finding an author who wants to come to your school is easy; finding an author who is good for your school

is somewhat more challenging. We are all familiar with the mailings from publishers, storytellers, and impersonators who want to visit your school. Some are very good, some not so great, and others are uninteresting. Take time to seek out references through e-mail, phone calls, and attendance at sessions given by prospects. Check to see if the authors you are interested in have websites and examine them carefully. Take advantage of other networking opportunities: conferences, personal contacts, and especially the SCASL Listserv. Communication with fellow media specialists, book vendors, and public librarians is invaluable in learning which authors will appeal to the grade levels and interests of the students you serve.

The bottom line is: never select an author based solely on a fancy brochure or mass mailing. Take advantage of your professional "connections" to research authors with the same zeal and attention to detail as you would a new car. Communicate with potential authors and don't assume that just because an author has written some great books, she/he would be appropriate for your needs. The key to a successful author visit for you school is to get an author who has been a proven success in other schools!

▪ It's All in the Details

Once you've decided to pursue an author, it's vital to begin communicating with her/him as soon as possible. Start with the author's website where you will hopefully find information about what she/he is willing and not willing to do, expenses, and other general expectations. Some authors communicate personally while others do so through publishing reps or secretaries. Use a variety of communication options—e-mail, "snail mail" and phone calls. The earlier you begin this process the better your chances of getting a specific author reserved for your preferred dates. This

(Continued on page 23 . . .)

wrapping it up @ your library



A Message from the President Martha M. Taylor

Greetings from the SCASL Executive Board! Do you know where the year has gone? It's been a busy year with many opportunities and challenges for us all. It has been my great privilege, honor, and pleasure to serve as your president, and I thank you all. Let's look at some of the SCASL accomplishments:

- √ The three existing levels of the SCASL Book Awards program completed successful selection of 2004 winners and published the 2004-2005 nominee lists.
- √ Joyce Moore chaired the new Picture Book committee that established guidelines for this new upcoming program level.
- √ Robbie Van Pelt planned a fantastic conference featuring world-class speakers and programs, exciting events, and wonderful networking for a record number of participants.
- √ Frankie O'Neal and the Regional Network worked overtime to increase our membership to over 1,200 members and to provide registration volunteers for our conference.
- √ Kathy Sutusky was hired as our new Executive Secretary after a search process by the Personnel Task Force chaired by Debby Stone. In her first four months she has updated SCASL databases, provided reports and information to the Board, handled book award sales, and managed conference registration!
- √ SCASL delegates participated in the AASL Affiliate Assembly during ALA, AASL, and MidWinter conferences.
- √ Editor Laura Jackson has led the Editorial committee in publishing four print issues of the Media Center Messenger and worked with Dr. Dan Barron to survey members' opinions on print and electronic versions of the publication.
- √ Webmaster Donna Teuber has kept the SCASL Web site updated and has increased information and materials available online.
- √ Sally Wimberly represented SCASL with SCAET for the EdTech conference and coordinated volunteers for this conference.
- √ SCASL joined with representatives from the State Library, public, academic, and special libraries to begin a cooperative effort to share legislative concerns and issues.
- √ Susan Gray and Robbie Van Pelt will represent school librarians at the 2005 National Library Legislative Day in Washington, D.C. in May.
- √ Mitzi Burden has organized the move of SCASL archive materials from its prior home at Winthrop University to a more accessible location at the USC College of Education Museum.
- √ Judy Parham chaired a very successful awards program with the addition of our first Media Paraprofessional Award, along with the existing Media Specialist of the Year, Administrator of the Year, and Distinguished Service awards.
- √ SCASL adopted its first mission statement.
- √ SCASL experienced continued financial growth and stability for the organization while keeping membership dues and conference registration fees at our same low cost.
- √ SCASL took part in the State Department Media Consultant's Advisory Committee and teleconferences for media specialists, and pledged \$1,000 to the SDE's first Design by the Book program.
- √ Jessica Felker chaired a successful Pre-Service Committee that made presentations to teacher education classes to explain the role of the library media program and media specialists in K-12 education.

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@direcway.com

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

SCASL MISSION STATEMENT

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

Calendar of Events

ALA Conference

June 24 - 30, 2004, Orlando, Florida

National Legislative Day

May 2 - 4, 2004, Washington, D.C.

Banned Books Week

September 25 - October 2, 2004

AASL Fall Forum

October 2004, Dallas, Texas

Teen Read Week

October 17 - 23, 2004

Don't wait till Fall! Join SCASL for 2004-2005 now! Complete the application form on page 12 and mail to SCASL today!

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Attendees at the banquet enjoyed a lively presentation given by David Greenberg who graciously autographed books non-stop.



Kathy Sutusky, SCASL Executive Secretary, oversaw an extremely successful registration with the indispensable help of Frankie O'Neal and the Regional Network members.

communicating @your library

It's time to tell the world about our great school library media programs! We want to communicate effectively with our students, families, teachers, administrators, school boards, legislators, and communities. There are amazing free resources available online that provide everything from marketing plans to bookmark templates. Check them out!

- **AASL Advocacy Toolkit**

Strategic planning, presentations, fact sheets, graphics, slogans and more for the @ your library™ campaign.

<http://www.ala.org/ala/aasl/aaslproftools/aasladvocacytool/aasladvocacy.htm>

<http://www.ala.org/ala/pio/campaign/schoollibrary/schoollibrary.htm>

- **Strategic Marketing for School Library Media Centers from 3M**

<http://cms.3m.com/cms/US/en/2-115/ceuRrFV/view.jhtml>

- **Free Marketing & PR Resources**

Find Yourself in the Library - free marketing resources from Gale include bookmarks, newsletters, flyers, certificates, posters, and notecards that can be personalized for your library media center.

http://www.galegroup.com/free_resources/marketing/find_yourself/index.htm

Library Media & PR - Bookmarks, Clipart, Banner art for libraries

<http://www.ssdesign.com/librarypr/index.html>

<http://www.ssdesign.com/librarypr/toolbox.html>

- **Library Web Pages**

A WebQuest about School Library Web Sites by Joyce K. Valenza

<http://mciunix.mciu.k12.pa.us/~spjvweb/evallib.html>

- **Blogs**

Blogger - Push-Button Publishing for the People - free online blog site

<http://www.blogger.com/>

Free-Conversant - another free site

<http://www.free-conversant.com/>

Blogger Book Club, Youth Services, Roselle IL Public Library - a great example of using a blog for an online book club.

<http://www.roselle.lib.il.us/YouthServices/BookClub/Bloggerbookclub.htm>

Monday Matters

<http://www.libsci.sc.edu/Dan/mondaymattersblog.htm>

Literacy and Learning @Your Library 2004 Conference

Robbie Van Pelt, Greenville Media Services, rvanpelt@greenville.k12.sc.us
SCASL President-Elect 2004-2005

The SCASL conference is always a highlight of the year for me and I hope many of you feel the same way. It is truly amazing that literally hundreds of people work together each year to make this professional development event a reality. This year's theme was tied to the kick off of the **@your library** campaign for school libraries which launched at the American Association of School Librarians Conference in Kansas City in October. I hope that many of you visited the **@your library** exploratorium exhibit manned by Debby Stone. She displayed examples of the free graphics, slogans, and marketing tips available for download from the AASL website. This campaign aims to spotlight the many great things that happen **@your library** to enhance **literacy** and **learning**.

The conference provided many opportunities to garner ideas to enhance media center programs. Mike Eisenberg was superb at the pre-conference with over 300 participants. He declared that this was the "Guinness Book of World Records Big6 In-service" since he has never worked with such a large crowd!! He was articulate, enlightening, funny and personable as he explained and demonstrated how to use the Big6 framework to teach information and technology skills. Dr. Peggy Sharp, Dr. Lester Laminack, and Nancy Polette were passionate about using good literature to captivate young readers to help them become lifelong learners. The acceptance

speeches of Phyllis Reynolds Naylor and Carol Plum-Ucci were exceptional. There were so many other excellent presenters, authors and illustrators who shared their time and talents with us. Thanks to all SCASL members who presented, presided, worked registration, manned the SCASL store, served on the Book Awards Committee, transported authors, served as tour guides, decorated, stuffed bags and the list goes on and on. This was the 29th year that our association has delivered a conference to its members. We should be very proud to be members of an association that has carried out this long tradition of service and commitment to our profession. If you did not volunteer this year, please be ready to accept the invitation to get involved next year when we travel to Florence, March 2-4, for our 2005 Conference!

And last, but not least, thanks to the many vendors who exhibited and who sponsored conference events. Special thanks go to Boris Bauer of Berea High who worked with many vendors to obtain the wonderful array of electronic subscription door prizes that were awarded at our big events. Boris may have paved the way for a second career as a stand-up comedian! Enjoy the last of the school year and try to embrace the new things learned at conference. Remember; Open a Book and Open Your Mind **@your library!**



Former Superintendent of Education Barbara Nielsen, who spoke briefly at the first session, received a very warm welcome from the membership. Dr. Nielsen is currently education adviser to Governor Sanford.



Michael Eisenberg of Big6 fame was a highlight of the conference. He is pictured here with longtime friend Dr. Dan Barron who introduced him at the first general session.



STEP TO THE BEAT SUMMER READING PROGRAM

The theme for the 2004 summer reading program sponsored by the South Carolina State Library and public libraries across the state is "STEP TO THE BEAT!... READ!"

All public libraries in South Carolina participate in the summer reading program. It is targeted at all elementary age children. Many libraries include preschool children through a read-to-me program. The goal is to encourage children to enjoy reading during the summer months.

The art for the program was created by illustrator Peter Catalanotto. South Carolina is now participating with Georgia, Alabama, Mississippi, and Virginia to use a common theme and materials.

In the last several years teen summer reading programs have been growing and are offered in a number of libraries in the state. Some libraries choose their own theme, but "Rock 'n 'Read" is the theme offered by the State Library for summer 2004.

We hope that schools will encourage their students to use their local public library during the summer vacation and to join "STEP TO THE BEAT!...READ!" Children can earn a reading medal and other prizes and while they are reading for fun, they will be maintaining and building their reading skills for the next school year.

LETTERS ABOUT LITERATURE

Over 600 students participated in the 2004 Letters About Literature contest sponsored by the Palmetto Book Alliance and the Library of Congress Center for the Book in South Carolina. Students wrote letters as if writing to an author, living or dead, about how a book by that author affected their lives. The top letter in each of three age groups is submitted to the national contest for judging.

2004 winners were:

Level 1 (Grades 4-6): 1st place: Kira O'Neal, Felton Laboratory School, Orangeburg; 2nd Place: Jennifer Anderson, Irmo Elementary School; 3rd Place: Jacobee Wolfe, Felton Laboratory School, Orangeburg.

Level 2 (Grades 7-8): 1st place: Jared Uribe-Sullivan, Dent Middle School, Columbia; 2nd place: Morgan Mayo, Sullivan Middle School, Rock Hill; 3rd place: Chelsea Eversmann, Summit Parkway Middle School, Columbia.

Level 3 (Gr. 9-12): 1st place: Claresa Turner, Mid-Carolina High School, Prosperity; 2nd place: Edwin Diaz, North Myrtle Beach High School; 3rd place: Lori Richardson, Mid-Carolina High School, Prosperity.

These students were honored at an award ceremony at the State Library on April 28.

The 2005 Letters of Literature contest will be held in the fall of 2004. Information about the contest can be found at <http://www.loc.gov/loc/cfbook/letters.html>.



Mitzi Burden chats with President Martha Taylor during a quiet moment.

HELP PRESERVE SCASL'S HISTORY!

SCASL materials from previous years, now being organized by the Archives and History Committee, are incomplete. If you can contribute issues of the *Media Center Messenger*, conference materials, or book award materials from previous years, please contact Mitzi Burden at burdenm@charter.net for a list of needed items.

Mitzi Burden, Chair, Archives and History

Authentic Authors

Looking for an Author? Don't Know Where to Start?

Liz Martin, Sylvia Circle Elementary, Rock Hill, lmartin@rock-hill.k12.sc.us

What better way to inspire a passion for the book than a visit from a bonafide author or illustrator! While many of us have the desire, it is difficult to find the time to coordinate a visit while fulfilling our many other duties. Below is a compilation of some of the "hot and now" authors and illustrators who visit schools. This list is by no means definitive, but perhaps can be used as a starting point for an author or illustrator visit.

Last Name	First Name	Age Range	Contact Phone	Website
Bagert	Brod	all	-----	www.brodbagert.com
Biedrzycki	David	---	508.359.6276	www.davidbiedrzycki.com
Cogdill	Michael	---	-----	www.twobearproducts.com
Dawes	Kwame	all	803.699.1771	www.kwamedawes.com
Finklea	Michael	all	800.371.7709	-----
Fredericks	Anthony	---	717.308.2106	www.afredericks.com
Goodwin	Carol	K-3rd	803.329.7140	www.twiggyleaf.com
Kelly	Dot Hutchinson	3rd-5th	803.366.8275	www.pencildown.com
Lewis	EB	all	609.214.2292	www.eblewis.com
McGrath	Barbara	PK-3rd	508-655-6170	www.barbaramcgrath.com
McLaughlin	Julie	K-3rd	843.884.5001	www.mrgator.net
Myers	Laurie	---	706.868.1077	www.lauriemyers.com
Pallotta	Jerry	---	781.453.0394 (fax)	www.alphabetman.com
Ransome	James	---	845.876.2148	www.jamesransome.com
Robinson	Barbara	all	-----	www.usawrites4kids.drury.edu/authors/robinson
Sampson	Michael	K-8th	800.522.4864 803.684.6062	www.michaelsampson.com
Sanders	Dori	all	704.588.4157	-----
Schwartz	David	all	-----	www.davidschwartz.com
Simmons	Monica	---	678.481.2259	-----
Smith	Charles	---	-----	www.charlesrsmithjr.com
Soentpiet	Chris	---	800.476.1841	www.soentpiet.com
White	Michael	all	770.454.8881	www.ya-atlanta.org
Wyeth	Sharon Dennis	---	-----	www.sharondenniswyeth.com

Some of the authors prefer contact through email rather than listing a phone number (for their privacy).

Tips for a Successful Visit:

1. Obtain list of equipment needed and have back-up equipment available.
2. Provide beverage for author during presentation.
3. Familiarize students with books before visit.
4. Have students write questions for author before visit to help them clarify their thoughts.
5. Make sure payment is ready for day of visit.

For more information on visiting authors and illustrators, check out these websites:

www.visitingauthors.com
www.authorsillustrators.com

(Ed. Note: In an effort to compile more information about visiting authors/illustrators, you are invited to send in any information you wish to share. We would like to an electronic listing of such resources. Send to jmoggles@direcway.com)



Promoting DISCUS — Ideas from the Field

Mary Bull, DISCUS Program Director, South Carolina State Library, mary@leo.scsl.state.sc.us, www.scdiscus.org

School media specialists exercise boundless energy and creativity in promoting DISCUS to their students, teachers, staff and parents. With the approaching summer offering a small breather during which to plan for the fall, here is a small selection of the promotion ideas that have been shared with the DISCUS Office.

Even simple strategies for promoting DISCUS can be effective. These include:

- Set the "DISCUS K-12" page as the start page on Media Center's PCs. Elementary media centers set the "DISCUS Kids!" page as the start page.
- Generate stick-on labels with the DISCUS Web site address and home access username & password; affix these to each student's "planner."
- Send a DISCUS brochure home with every student each August & January when the username & password change.
- Reward students with a DISCUS item (pencil, pen, ruler/bookmark) when you "catch" them using DISCUS instead of Google.
- Copy & paste the text of the DISCUS "What's New" notice into an e-mail message to your teachers; or send an e-mail to teachers with the subject "What's New on DISCUS" and include the URL for that page: www.scdiscus.org/notice.html.

Other techniques require more time and preparation, but may really "sell" your users on the value of DISCUS to their information and research needs. For example:

- Make it fun! Introduce young users to DISCUS by playing "Wow Facts!" (Using DISCUS, each student finds a fact that makes the media specialist say, "Wow! I didn't know that!" Then have students find and enlarge a relevant picture.)
- Create (or "steal" someone else's) Scavenger Hunt, Web Quest or Jeopardy-style game that incorporates the use of DISCUS resources.
- Print & distribute to teachers Grolier's newsletter, *GO News*, (found in the *Teacher Resources* area on the main page of the Grolier site).
- During your school's "Professional Development Information Day," demonstrate to teachers how DISCUS databases support their graduate course work.
- Conduct a DISCUS seminar for teachers in each department, focusing on specific resources & uses relevant to their curricula, with appropriate examples.

Reaching out to parents can be particularly rewarding. Suggested ideas include:

- Write an article for the school newsletter highlighting ways that DISCUS is a useful resource for parents — health and business information, consumer decisions, etc.
- During school-wide parent events (open house, parent-teacher night, technology night, science fair preparation night, etc.), give a live demonstration of DISCUS (and other media center resources) in relation to the theme or purpose of the event.
- Let parents explore DISCUS in your media center or computer lab. Have your teachers join media center staff in assisting the parents.

More ideas and resources for DISCUS promotion—including links to logos, brochures and other items—are available in the Librarian's ToolBox on the DISCUS Web site.

Book Award News

Joyce Moore, Book Awards Chairman-Elect,
Main St. Elementary, Lake City, jmoore@florence3.k12.sc.us

Participation in the Book Award Programs is truly a team effort with dedicated individuals volunteering many hours of time to making it successful. It was a labor of love for the chairs of the three committees, and I want to thank each of them: Susannah Hogan, Children's Book Award Chair; Samantha McManus, Junior Book Award Chair; Sue Ann Spears, Young Adult Book Award Chair. Thanks to everyone who participated in 2003-2004.

The 2003 Junior Book Award winning author Phyllis Reynolds Naylor and the Young Adult Book Award Winner Carol Plum-Ucci were guest speakers at the Book Awards Luncheon. Thanks to student committee representatives Tasneen Anjar Walla and Hannah Jarrett for introducing and presenting the awards to these winning authors. The winners of the 2003-2004 Book Awards and the Book Award Banners were announced at the luncheon. They are:

2003-2004 Book Award Winners

Children's Book Award	<i>My Dog, My Hero</i> by Betsy Byars
Junior Book Award	<i>Flipped</i> by Wendelin Van Draanen
Young Adult Book Award	<i>Scribbler of Dreams</i> by Mary Pearson

Book Award Banners

Thanks to the 71 schools that participated in the Book Award Banners this year. The banners provided a colorful background to the conference venue. The 2003-2004 winners are:

Children's Books

1st place	O. P. Earle Elementary for <i>Love That Dog</i>
2nd place	Ninety Six Elementary for <i>The Other Side</i>
3rd place	River Springs Elementary for <i>Secret School</i>

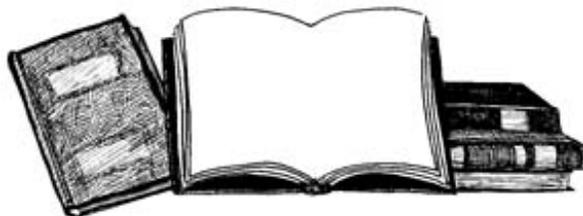
Junior Books

1st place	Northwest Middle for <i>Fair Weather</i>
2nd place	Lexington Middle for <i>Torn Thread</i>
3rd place	Beaufort Academy for <i>Flipped</i>

Young Adult Books

1st place	Timberland High School for <i>Sisterhood of the Traveling Pants</i>
2nd place	Mauldin High School for <i>What My Mother Doesn't Know</i>
3rd place	C.A. Johnston Preparatory Academy for <i>Boy in the Burning House</i>

Remember that 2005-2006 will see the release of the first South Carolina Picture Book Award. The committee in charge of that award begins meeting this year!



Professional Resources for Library Media Specialists on the Internet

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

This year in the *Media Center Messenger*, I have concentrated on writing reviews of professional books for library media specialists and classroom teachers. I have decided to end the year with some reviews of professional resources available on the Internet. There is so much on the Internet in regards to professional resources that it is hard to wade through everything and find something useful. Hopefully, I can help! Take time this summer to poke around the following sites, and I am sure you will find lots of ideas to implement in your library media center program next school year! For easy access to these links, check out www.readingwithmsbyrd.com (go to "About Ms. Byrd"). I have included the links there for you.

- **AASL: American Association of School Librarians**

<http://www.ala.org/aaslhomeTemplate.cfm?Section=AASL&Template=/TaggedPage/TaggedPageDisplay.cfm&TPLID=17&ContentID=20862>

The American Association of School Librarians website is long on URL as well as helpful resources! On the site, you will find information about the School Library Campaign which includes great resources on advocacy, media relations, and promotions for your library media program. Make sure you download the AASL Advocacy Toolkit and visit The Resource Guides. That is where you will find position statements on issues concerning scheduling and intellectual freedom as well as quotable facts and brochures to share with your staff and administration.

- **Big 6**

<http://www.big6.com/index.php>

I do not think I have to say much about this site. For those of you who were at our conference in March, I think you know why I have included it here. You will find LOTS of information about the Big 6 and the Super 3 and how to make it work for your students. There are lesson plans, an overview of the research model, and much more. Michael Eisenberg's presentations from the SCASL conference are also on this site.

- **SCASL**

<http://www.scasl.com/>

Our association has a wonderful website. You will find the book award nominees for this year, a list of past winners, as well as activities for the book award nominees. Each SCASL committee has a link that includes contact information in case you want to get more involved. Be sure to check out the Advocacy page where you will find a list of helpful resources for library media specialists.

- **Library Research Service**

<http://www.lrs.org/index.asp>

This site is full of research about libraries and library statistics. When you need something to sound "official" or need numbers to back you up, this is where you need to go. You can also find the impact studies done by Keith Curry Lance here. Do I need to say more?

- **Knowledge Network**

<http://www.kn.pacbell.com/index.html>

If you have not visited this site yet, you are missing out! This is the home of Blue Web'n (lists of great websites, they have an excellent newsletter too); Filamentality (a template that helps you create an annotated page of curriculum links); and the WebQuest Page (all you ever wanted to know about creating a WebQuest). The Site Guide at the top of the page is the best place to start when looking at this "meaty" website.

- **DISCUS**

<http://www.scdiscus.org/index.html>

DISCUS has many professional growth opportunities for us. Not only can you use it to find full text professional articles, but you can check out a list of workshops that they offer to help you use and teach DISCUS. Make sure you check out the Librarian's Tool Box for hints and tips on how to teach your students and teachers to use the various databases available on DISCUS. You will find handouts and PowerPoint presentations that you can modify here.

- **School Library Media Services-South Carolina Department of Education**

<http://www.myscschools.com/offices/technology/ms/lms/>

If you have not been to the School Library Media Services page from the South Carolina Department of Education lately, you should check it out. There is a lot of GREAT information to be found here, thanks to Martha Alewine. Take a look at *Impact: Teaching and Learning for the 21st Century*. In it, you will find lots of PowerPoint presentations, planning guides, and templates. Also be sure to check out *Catalyst: Setting the Standards for Student Learning Through School Library Media Centers*. And finally, a fairly recent addition to the website that is perhaps the most useful: a rubric to use when evaluating your school library media center program. The rubric is perfect to use in deciding what to change (and what not to change) for the next school year.

Have a fun and relaxing summer!



From the State Department of Education
School Library Media Services

Martha Alewine, Consultant, School Library Media Services
E-mail: malewine@sde.state.sc.us Mobile: 803-331-0483

Conference was definitely a highlight of this school year. For those of you who were able to attend and hear Mike Eisenberg and many other very knowledgeable presenters, I hope that your renewed vigor will continue as you finish this year and will carry over as you begin to plan for next year.

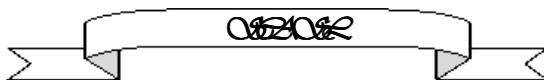
When I returned to the office on Monday following conference I found the latest issue of the *American School Board Journal*. If you have access to this publication, I encourage you to read the section, "Up Front—News Analysis." The lead article in this section is entitled "The high school diploma—just good enough for yesterday?" According to American Diploma Project's report, *Ready or Not: Creating a High School Diploma That Counts*, "...state graduation requirements are not connected to the skills students must have for college and the workplace...[T]he diploma...serves as little more than a certificate of attendance." (*American School Board Journal*, April 2004, 6) The article goes on to say "...the National Assessment Governing Board, which sets policy for the National Assessment of Education Progress (NAEP), is trying to determine whether its 12th grade tests should be linked less to what students can regurgitate and more to their preparation for life after high school." (7) Since NAEP is our national education report card, such a decision would be a significant step in the world of assessment **and** classroom instruction.

If the National Assessment Governing Board decides to assess these skills students need for their "life after high school," just imagine what that would mean for us school librarians! Everything you heard discussed, demonstrated, modeled, and encouraged at our recent conference would be (dare we say it?) mandated by this national assessment group. We have a responsibility to teach our students three very important school-to-life skills: research, communication, and problem solving. If you recall from *IMPACT: Teaching and Learning for the 21st Century*, we talk about the new basic skills students need:

- The ability to solve problems when answers are not self-evident
- The ability to work collaboratively in groups
- The ability to communicate using technology
- The ability to understand how systems work
- The ability to collect, analyze, and organize data.

Can you see where you fit in to this impending decision from the National Assessment Governing Board? Do you see where the Big6, information literacy, reading, and technology fit with this idea of linking not to "what students can regurgitate" but to what they should be able to do? Can you see how this will help us avoid decisions like the one described in the article, "Locking up a world of ideas/Closing libraries puts schools' core at risk," I recently sent to you via the SCASL listserv?

I hope you will anticipate the decision from the National Assessment Governing Board with as much excitement as I do and will use this discussion as another way of proving your importance to student learning in your school and across our state. TheodoreSizer is quoted in this *National School Board Journal* article saying, "Good enough for yesterday will not serve as good enough for tomorrow—in every community, rich and poor, across the country." (8) What will you do here in South Carolina to ensure that we are doing our best as information resource consultants and as teacher-librarians to prepare our students for this, the 21st Century?



2003-04 Honor Roll of Paraprofessionals

Kim Ladson, Carolina High School and Academy, has served as media assistant for five years. Ms. Ladson goes beyond the call of duty in her tasks as she works with students as they read the South Carolina Young Adult Book Award Nominees and tutors students in the after school program.

Patsy Smith, Ridge View High School, has served as library media secretary for nine years. Ms. Smith's creativity and flair for making sure things are done well make her a leader among her peers. She is also head coach of the school's bowling team.

Dawn Studenroth, St. James Elementary School, has served as media assistant for 2 years. Ms. Studenroth is very computer literate and works extremely well with both students and teachers. She updates the school Web page and works on special projects such as MAP, PACT, and STAR testing.

2003-04 Honor Roll of Administrators

Randall Gary, Principal of Dent Middle School, understands that the school library media program is directly related to student achievement. He is an advocate for the school's media specialist and encourages her collaboration with the faculty. His support is evident in his attempts to maintain the media center budget during tight budget cuts, which include garnering support through PTO and business grants and allocating additional funding to the media center when it is available.

Remember, your current membership runs out on June 30, 2004. So, if you have not already paid your dues for next year, make a note to do so by July 1, 2004. Better yet, do it now before summer plans and thoughts of a respite take over. Take a moment and copy the application below. Fill it in and mail it with your check to SCASL. Your membership is valuable to the organization. The organization is a valuable resource for you! **JOIN NOW!**

South Carolina Association of School Librarians
MEMBERSHIP APPLICATION 2004-2005
MEMBERSHIP IS BASED ON A FISCAL YEAR THAT RUNS FROM JULY 1 - JUNE 30

<p>PLEASE CHECK AS APPROPRIATE:</p> <p>Individual Membership</p> <p><input type="checkbox"/> Library Media Specialist \$30</p> <p><input type="checkbox"/> Full Time Student \$10</p> <p><input type="checkbox"/> Exhibitor \$15</p> <p><input type="checkbox"/> Are you a retired Library Media Specialist? Please check.</p> <p>Associate Membership</p> <p><input type="checkbox"/> State, District or School Adm. \$ 5</p> <p><input type="checkbox"/> Legislator \$ 5</p> <p><input type="checkbox"/> Paraprofessional \$ 5</p> <p><input type="checkbox"/> Teacher \$ 5</p> <p><input type="checkbox"/> Association or business \$50</p>	<p>Name _____</p> <p>Position/Title _____</p> <p>School District _____</p> <p>County _____</p> <p>HOME ADDRESS</p> <p>Street _____</p> <p>City/State /Zip _____</p> <p>Phone _____ Fax _____</p> <p>E-Mail _____ Check No. _____</p> <p>Institution _____</p> <p>BUSINESS ADDRESS</p> <p>Street _____</p> <p>City/State/Zip _____</p> <p>Phone _____ Fax _____</p> <p>E-Mail _____</p>
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“Brown” Meets The Big6

Sandy Stearns, Colleton High School, Walterboro, sstearns@mail.colleton.k12.sc.us

Have you ever noticed how students lose things?

One minute it's there and the next minute it's gone. We teach kids, “Everything has a place and everything in its place.” This is especially true for Step 5.1–Organize, of the Big6. In teaching organization to high schoolers, I came up with a brown envelope. This is a simple, cheap, and elegant solution.

On the inside of a regular 9 x 12 brown envelope, students can keep note cards of any size or color, a copy of the assignment from the teacher, a copy of The Big6 steps, one or more highlighters, and a writing implement, be it a pen or pencil. I prefer pencils because they have erasers. A copy of *Bud's Easy Research Paper Manual* could also be kept there, but that could create a weight problem. Instead of “Bud” they could use a basic note card which lists the info needed for citing sources. Then as they take notes, this info could be placed on the back of the note card for that source.

The outside of the brown envelope is really the key to The Big6. At the bottom in fairly large letters (red is a good color), write **Due Date: (Fill in date)**. This is the most important date to students (and teachers). In high school, teachers often assess penalties for missing the due date. The idea is to teach students to budget their time. Deadlines are common in the real world, college, high school, middle school, and elementary school.

Next, have the students move to the top of “Brown” and write the topic or thesis statement. The topic/thesis statement and the due date form your top and bottom borders.

Now, for the filling: I start at the bottom and work towards the top. Step 6–Evaluation, Indent about an inch from the left edge. You are leaving

space to create a time line. You might want the students to put reminder notes, such as **Proofread**, **Check citations**, **Check back with Step 1–TD (Task Definition)**, and **Did I do the job?** In the time line allow 3–5 days. I am thinking of high school students. Do what is appropriate for your age level and the degree of difficulty of the project.

Work up towards the top of the envelope, maintaining the one-inch indentation, with Step 5–Synthesis, Step 4–Use of Information, Step 3–Location and Access, Step 2–Information Seeking Strategies, and Step 1–Task Definition. With each step, create a time line with specific dates and what is to be accomplished at each step. Naturally, you could mix things up. Adapt it to your needs and the project.

When working with elementary students, you might have only 3 steps. In teaching this with 3rd graders or below, I would create a large brown envelope out of bulletin board paper, laminate it and then fill it out with a Sharpie. This could be hung in the classroom as a reminder to the students (and the teacher). Try it, you'll like it!

High school students sometimes have to work on more than one research paper, presentation, or project at a time. I suggest using a Magic Marker to create a border around the edge of “Brown” – different colors for each project. If your students want, they can buy different colored envelopes. Encourage students to do what works for them.

The Brown-Envelope-Method-of-Organization keeps everything in its place. It's adaptable, cheaper than a laptop, and requires no electricity. So, “Brown” meets “The Big6.” It's a good thing!

Teacher's Toolbox



RCPL offers many valuable online resources for teachers, including Teacher's Toolbox. Located on the library's Web site, this resource includes activities, book lists, childcare resources and other links to information early childhood educators can use in their classrooms. Check out Teacher's Toolbox today at www.richland.lib.sc.us/toolbox/.

2003-2004 SCASLAWARDS

Each year, the Awards Committee selects the Media Specialist of the Year, the Administrator of the Year, the Distinguished Service Award, and the Nancy Jane Day Scholarship. For the first time this year, the committee was delighted to select the Media Paraprofessional Award which will be offered on a continuing basis. There were no applications for the Nancy Jane Day Scholarship this year.

These awards are listed on the SCASL website under the heading Professional Awards and are announced in the Media Center Messenger. This year, letters were sent to all principals in the state to promote the Media Specialist of the Year Award which stated an application deadline of December 5, 2003. After receipt of the application packets, the committee members carefully read each packet and assigned numerical values as described by the rubrics for the various sections. The committee then met to view the videotaped portion of the Media Specialist of the Year packets and to tally individual scores. After this, the committee faced the difficult task of coming to consensus on the highest ranked applications by selecting up to five finalists including a winner for Media Specialist of the Year. This process involved much discussion and an earnest desire by each committee member to make the wisest decisions. Each committee member has equal voting rights, with the chairperson voting only if there is a tie. This year, the committee chose two outstanding finalists, Patricia Bynum and Sally Hursey. Patricia Bynum was selected to represent our state as the Media Specialist of the Year for her exemplary programs and contributions to the profession.

Serving on the Awards Committee is both beneficial and rewarding. Consider serving on the Awards Committee as a way of becoming active in SCASL!

Judy Parham, Awards Committee Chair, <parhamjs@spart5.k12.sc.us>

Media Specialist of the Year 2003-2004 Patricia Bynum **League Academy of Communication Arts, Greenville**

Patty runs an exemplary media center program at League Academy, a magnet middle school for the fine arts and communication arts (grades 6-8). She collaborates with her fellow teachers in helping students answer real-life research questions, she demonstrates leadership and vision, and stays abreast of technology and its uses to enhance student learning. Patty is Nationally Board Certified, an avid reader, and dedicated to lifelong learning.

Undaunted by working in a doublewide portable this year, Patty continues a community outreach program through Family Book Nights, CPR – Community and Parents for Reading, a weekly electronic newsletter to more than 400 e-mail addresses to showcase library and school activities, and a website useful to students, teachers, and parents. Grant-writing has allowed Patty to purchase software to bring students reading comprehension skills up to grade level. Patty is active professionally in SCASL by chairing the Intellectual Freedom Committee

In addition to her professionalism, Patty's colleagues talk about her warmth. "She encourages students to come to the media center for books, read-aloud mornings, and the company of a caring adult."

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

Dr. Howard is the first administrator to have been nominated as Administrator of the Year by two separate school districts – Greenville and Spartanburg District Five. Dr. Howard implemented flexible scheduling in both districts. As Assistant Superintendent for Curriculum and Instruction in Spartanburg School District Five, Dr. Howard meets with the district media specialists on a monthly basis to share ideas and provide enthusiasm, leadership, and support. Dr. Howard was awarded a \$100,000 grant to implement Reading Renaissance, she supports professional development, and as a member of SCASL, she routinely reads *The Media Center Messenger*. Dr. Howard is knowledgeable about children's and young adult literature, and regularly funds author visits of nationally known authors. Dr. Howard is the rare administrator who fully understands the role of the media center as the instructional hub of the school and the role of the media specialist as a team teacher in the curriculum process. Her enthusiasm, support, involvement, and advocacy of school library media programs are second to none.

Media Paraprofessional Award 2003-2004 Connie Rogers
Secretary of Library Media Services, DELC Manager, Horry County School District

Connie Rogers, Secretary of Library Media Services for 20 years and the DELC manager of the Horry County School District, is the worthy first recipient of the Media Paraprofessional Award. As the Secretary for Library Media Services, Connie manages the use of equipment, the distribution of materials, and the organization of staff development sessions. As DELC operator, she coordinates videotaping programs for schools, schedules uplinks of local programming to SCETV, and maintains the district's videotape collection of more than 5,000 tapes. She assists with the cataloging of the district's Union Catalog and modifies MARC records. For ten years she has handled "Books on the Beach". Connie serves students as well as teachers, district level personnel, and media specialists. Staff members at the district level and library media specialists at each grade level comment on Connie's professionalism and her willingness to go the extra mile to help people.

Distinguished Service Award 2003-2004 to Alleene Holland

Alleene is one of the 1975 founders of SCASL. She chaired the first Children's Book Award Committee and implemented the Junior Book Award. She inspired SCASL to hold an annual Book Award Banner contest after hearing this idea at ALA. She has served as Membership Chair and SCASL President during 1980-81. Now retired, Alleene maintains active involvement in the profession by serving children as a First Steps Librarian at Richland County Public Library, serving on this year's Children's Book Award Committee, and serving as Chair of the Retired Section of SCASL. Certainly, Alleene Holland has exhibited outstanding and sustained contributions to our profession, education, and to SCASL and is the worthy recipient of the prestigious Distinguished Service Award for 2003-2004.



Patty Bynum, Media Specialist of the Year, pictured with Chris Christy of Hart, Inc. who sponsor the award.



Distinguished Service Award recipient Alleene Holland is pictured with her proud family.

Media Specialists in Action!

Donna E. Moyer, Fort Dorchester High School, N. Charleston, *demoyer1@excite.com*

Once again, I find myself looking into the world of the school library media center. What elements make these programs work? Is it the ever-present, overworked media specialist? Is success found in her or his ability to collaborate? What impact does one have on student learning? How does the library media program fit into the ever-changing world of curriculum and student success? After attending a pre-conference seminar on the Big6, I find myself pondering my participation in student achievement. Is what I and others do influencing student achievement? Are we doing enough?

So, I consulted a couple more media specialists across the state to find out what makes their programs successful. Again, I think success lies not only in the library media programs, but also with the media specialists that make them dynamic, effective, successful programs.



An example of a dynamic program is in Charleston County at West Ashley High School. Martha Ameika and Bunny Kerr offer a great number of activities that help encourage reading, stimulate media literacy, and develop relationships with students and teachers alike.

For instance, during Teen Read Week they hold a poster contest. Students may submit original art or computer generated artwork on an 8 1/2" by 11" sheet of paper that is judged by art teachers. They also have a contest where students try to guess their teachers' favorite books. This type of activity brings teachers and students together and helps bond relationships that might encourage future library use. Plus, it's fun for all. Competition thrives at West Ashley High School. During National Library Week students and teachers compete with poetry writing and teachers judge the work and choose a winner and prizes are awarded. What great reinforcement for these students!

One activity that interested me is the cafe they have every day for their students and teachers. In fact, these ladies conducted a session at the conference last month on just that topic. According to these ladies, the purpose for the cafe was to encourage students to come in and feel comfortable, but it has turned into a very successful fundraiser as well. They sell coffees, snacks, and other goodies while playing soft jazz music. The students love it. Students get to select their own music and serve themselves coffee. It is really just like a cafe with lamps, a rug and comfortable chairs. Plus, it promotes leisure reading.

As a means of collaboration, Martha and Bunny conduct surveys and workshops to develop needs within their community. They require assignments be turned in well before the day of the lesson to investigate what resources can be used. They work directly with students, often reviewing source information, and sometimes, helping students select materials.

They want to form an advisory committee next year to help with the selection of materials, but otherwise they depend upon teacher requests, resources that support reading programs, and recommended titles to aid in aligning the curriculum with library materials. They also use course syllabi to determine needs when purchasing materials, and they often attend department meetings to get immediate feedback.

Understanding the effectiveness, helping meet the needs of students, and relying on support from faculty are very important to an effective library program. In fact, in the course of a recent month, West Ashley's circulation statistics documented that 145 classes and 3,808 students had been in the media center. In a survey, teachers said that the library media specialists are "very willing to help" and are "extremely knowledgeable and helpful." Martha believes "both teachers and students would say that we are accessible, approachable, and helpful, sometimes to a fault." I'd say these ladies are truly working hard at making a difference.

Another library media program of interest is in Lexington District I. White Knoll High School is a relatively new school in the Lexington area. Patty Tucker and Nancy Self are the media specialists and are very busy with their successful program. Both media specialists are involved in the SCASL Young Adult Book Award Committee as well as with other association responsibilities.

In fact, they award students who participate in the YABA program with pizza parties and other fun activities. Each year they motivate students to get involved in the YABA banner contest, too. Last year, they boasted several entries, and won ribbons for the effort. What strikes me as even more amazing is, they have even convinced an English teacher to join the book award committee. That type of activism should be commended. I'm still trying to get my teachers to help get their students involved in leisure reading. I know I have a long road ahead of me before I can persuade one of them to join the committee, come to conference to book talk a book, and dedicate that kind of extra time to such a worthy cause, in an already

overtaxed schedule. Patty and Nancy have also gotten students involved in the book award committee. They have a motivated faculty, a supportive principal, and a helpful parent organization as well.

In the last couple of years, they, too, have developed a successful literary cafe, named after their school mascot. Parents volunteer to host the activities during the cafe and help restock supplies and collect money. An art teacher and students helped design and create cafe signage honoring their mascot, and it is displayed at each event.

Attractive displays of books and resources are plentiful inside the library and the overall atmosphere is warm, inviting, and pleasant. Students and teachers can't help but be comfortable in the media center. Providing a pleasing environment is so important to a strong learning community. I'd say these two LMS's are definitely influencing student achievement at their school. These media specialists make this program a success.

Another success story takes us to Gaffney High School where Kathleen Sarratt has created a reading program that encourages reading and promotes the library media program. She sponsors a book club, called Tribe Talking. The club is voluntary and both students and teachers are invited to attend. Meetings might encompass book talking, storytelling, or discussion about specific titles or genres. The meetings take place after school and each semester she begins a new program. According to Kathleen, "The purpose of Tribe Talking is to promote self-selected reading on the high school level, to give readers an opportunity to share their enjoyment of books, to allow students/teachers input in the selection and evaluation of books for the media center collection, and to reward students who read." Members have enjoyed guest speakers from the community, have given presentations on their readings, and are given monetary rewards for reading. First place winners are awarded as much as \$50, or they might be given coupons from community supporters for their accomplishments. In fact, the Mu Chapter of Delta Kappa Gamma Society International has taken on Tribe Talking as a state project this year. Kathleen is hoping this community project and support will continue on an annual basis. Community support is vital in developing a successful media center program. If the school faculty and community support your program, you can expect success. Kathleen reports that the program has been a great success so far this year and admits that she is excited about the possibilities for the future.



There are so many great programs in this state led by strong media specialists who have the ability to plan and collaborate with teachers in order to impact

student learning, but alas, I can't cover them all in this article. Maybe you know one or more of these outstanding professionals, or maybe, you are one. Whatever the case, we must continue on this course to affect student learning through collaboration, planning, teaching, practicing, and evaluating what we do daily. We should set high standards of achievement and expect nothing less from our students. We should promote literacy and information skills through our lessons, and we should support our fellow teachers with resources that enhance their methods and ideas. We must influence educational policies and procedures through promotion and activism. And, we should model good strong programs for one another through networking and education. With these goals met, we will enhance student achievement, and we will have developed effective library media programs.



SLIS Implements Grant

The USC School of Library and Information Science has received a grant from the Institute of Museum and Library Services (IMLS) to develop and analyze student profiles to determine the major factors leading to the choice of school librarianship as a career path. The study will include recruitment efforts, public relations, and advertising strategies for the recruitment of school library media specialists. A model for outcomes-based assessment of students and programs leading to certification of school librarians within the context of distance education will also be developed. Data collection for the first phase of the project will include a survey of students who completed the MLIS, completed all requirements for certification as a school library media specialist, and who applied for certification through the USC College of Education between 1997 and 2003.

If you fall into that group, you will receive a letter sometime between May and July asking you to participate in this study by completing the survey. Flashlight Online, a web-based service for creating and administering surveys, is the software package being used for data collection and analysis.

The second phase of the project will involve practicing library media specialists, district-level school media coordinators, and school administrators in providing perspectives and insights about the role of the library media specialist, education programs for prospective school library media specialists, and the SLIS curriculum.

If you have any questions about the project or the survey, please contact Donna Shannon at <dshannon@gwm.sc.edu>, 800-777-1676, or 800-277-2035.

The Case for Science Fiction, The Neglected Genre

Gail Galey, Orange Grove Elementary School, Charleston, ggaley@yahoo.com

Disclaimer: I am a Science Fiction aficionado. I am passionate about it as a genre. It consumes most of my time spent reading for pleasure. I attend science fiction conventions. I have books signed by Ray Bradbury, Ben Bova, C.J. Cherryh, and many others. I spent four hours in line to get a book signed by Anne McCaffrey; the signing session ended at the fourth person ahead of me. I wept. I guess turnabout is fair play. I had made her cry earlier at her presentation when I held up the issue of *School Library Journal* with her picture on it and asked her reaction to being awarded the ALA Margaret A. Edwards Award for lifetime achievement in writing for young adults. I am prejudiced in favor of this genre. So, now you know.

The purpose of this article is to define Science Fiction, to justify its importance for children as a literary genre and to give media specialists resources for updating SF collections and learning more about this genre.

Science Fiction is often lumped together with Fantasy to constitute a broader genre known as speculative fiction. Although they are both based on the “what if....?” scenario, they are distinctly different genres. Fantasy asks the reader to suspend disbelief; Science Fiction asks the reader to follow speculation about the future to a logical conclusion based on current scientific knowledge. A third sub genre is referred to as Science Fantasy. There are those who would argue that Star Wars and Star Trek are Science Fantasy because the technologies employed (faster than light flight and communication and “beaming” of objects) are not possible or plausible according to current scientific knowledge. Others argue that the science involved is theoretically possible.

Most of the time when Fantasy and Science Fiction are lumped together, Fantasy gets the most attention. In booklists labeled Fantasy and Science Fiction, most of the titles are Fantasy. Although I love Fantasy as a genre, I feel that SF is not getting the attention that it deserves as a distinct genre.

The definition of Science Fiction (hereafter SF) is the subject of much debate among those who write and read the genre. Consider the following definitions I found at http://www.panix.com/~gokce/sf_defn.html



Terry Carr: Science Fiction is literature about the future, telling stories of the marvels we hope to see—or for our descendants to see—tomorrow, in the next

century, or in the limitless duration of time.

Introduction, Dream’s Edge, Sierra Club Books, San Francisco, 1980

James E. Gunn: Science Fiction is the branch of literature that deals with the effects of change on people in the real world as it can be projected into the past, the future, or to distant places. It often concerns itself with scientific or technological change, and it usually involves matters whose importance is greater than the individual or the community; often civilization or the race itself is in danger.

Introduction, The Road To Science Fiction, Vol 1, NEL, New York 1977

Ray Bradbury: Science fiction is really sociological studies of the future, things that the writer believes are going to happen by putting two and two together.

Robert A. Heinlein: A handy short definition of almost all science fiction might read: realistic speculation about possible future events, based solidly on adequate knowledge of the real world, past and present, and on a thorough understanding of the nature and significance of the scientific method.

from: Science Fiction: its nature, faults and virtues, in The Science Fiction Novel, Advent, Chicago:1969

Science Fiction is speculative fiction in which the author takes as his first postulate the real world as we know it, including all established facts and natural laws. The result can be extremely fantastic in content, but it is not fantasy; it is legitimate—and often very tightly reasoned—speculation about the possibilities of the real world.

from: Ray Guns And Spaceships, in Expanded Universe, Ace, 1981

Frederik Pohl: The future depicted in a good SF story ought to be in fact possible, or at least plausible. That means that the writer should be able to convince the reader (and himself) that the wonders he is describing really can come true...and that gets tricky when you take a good, hard look at the world around you.

The Shape of Things to Come and Why It Is Bad, SFC, December 1991

Does the story tell me something worth knowing, that I had not known before, about the relationship between man and technology? Does it enlighten me on some area of science where I had been in the dark? Does it open a new horizon for my thinking? Does it lead me to think new kinds of thoughts, that I would not otherwise perhaps have thought at all? Does it

suggest possibilities about the alternative possible future courses my world can take? Does it illuminate events and trends of today, by showing me where they may lead tomorrow? Does it give me a fresh and objective point of view on my own world and culture, perhaps by letting me see it through the eyes of a different kind of creature entirely, from a planet light-years away?

These qualities are not only among those which make science fiction good, they are what make it unique. Be it never so beautifully written, a story is not a good *science fiction* story unless it rates high in these aspects. The content of the story is as valid a criterion as the style.

Introduction—SF:Contemporary Mythologies (New York, 1978)

For a concise understandable definition I tell elementary students that SF is usually set in the future and has advanced technology such as robots and space ships. It might also include aliens and time travel. This is fairly simplistic but can help students easily identify the genre.

I strongly believe that it is important to encourage children to read SF for the following reasons:

1) We want children to read more for pleasure and children who discover SF tend to become avid readers.

2) Reading SF as children has inspired many to become scientists. (Also, many SF writers are scientists.)

3) Much of what kids watch on TV is SF based (Power Rangers, Jimmy Neutron, etc.) SF stories that are similar can entice them back to reading.

4) The themes of SF involving speculation about the future consequences of irresponsible use of technology, political extremism, etc. can help them become more reflective/responsible citizens.

5) SF themes involving prejudice and/or misunderstanding of alien cultures can help students understand and avoid prejudice in their own feelings and actions toward others.

6) SF encourages creative thinking.

Want to increase your science fiction collections? Look at what you already have. Are the titles current? Even some of the older SF stories still hold their value. They are, after all, written about the future. When you get ready to add to your collection, unfortunately you will find that there are not that many SF books for young children to choose from. A search on Follett's Titlewave only turned up about 80 titles for grades K-3 and some of these didn't really meet my criteria for SF. There are more for the upper grades.

Here are some Websites that will be helpful in increasing your understanding of and appreciation for Science Fiction.

Reading For the Future

<http://www.readingforfuture.com/>

Reading for the Future is a volunteer organization whose aim is to help young people develop a love of reading and intellectual adventure through the vehicle of science fiction, fantasy and other speculative fiction. The site has links to other SF sites as well.

**An especially informative article at this site is "Using Science Fiction To Help Turn Kids on to Reading... And the Future!" By David Brin. <http://www.readingforfuture.com/David%20Brin.htm>

The Golden Duck Awards for Excellence in Children's Science Fiction Literature.

<http://www.goldenduck.org/>

Has lists of recommended books as well as award winners. Also lesson plans, biographies of SF writers and some book reviews.

Science Fiction Research Association

dedicated to the study and teaching of science fiction

<http://www.sfra.org/>

More geared toward upper grades and adult studies of SF as a genre. Lots of links.

"How Has Science Fiction Changed? From 20,000 Leagues Under the Sea to Rockets, Redheads and Revolution. A transcript of an interview with S. Joan Popek by the Institute of Children's Literature.

http://www.institutechildrenslit.com/rx/tr01/joan_popek.shtml

Question and answer format of a live interview with the audience posing the questions. Valuable information about the nature, history and value of the genre.

Science Fiction In Education

http://www.liv.ac.uk/~asawyer/sf_edu.html

This page is dedicated to resources about the use of SF in education.

There are doubtless many more Websites other than the ones I found. Still, the best site for building a library collection of good SF books is Follett's Titlewave or your favorite book vendor's website. Follett has reviews of most titles. Amazon.com is good for finding titles that are no longer in print but still valuable additions. Amazon also has book reviews. For the purposes of this article, I have refrained from mentioning any specific titles or authors. I wouldn't be able to stop if I got started. If there are any SF aficionados out there who would like to continue this discussion, share more information or recommend specific titles, perhaps we can start a topic on the listserv.

Live long and prosper!

Dust off that Destination Station

or

A Few New Uses for Computers on Carts or Projectors...

Beth Hale, James Island Elementary, Charleston, beth_hale90@yahoo.com

Do you have a computer on a cart with a big TV hanging out in your media center? Do you have an LCD projector gathering dust? Here are some ideas for jazzing up your use of these technology tools! These ideas were born from a need to put my own computer on a cart to use! After my former principal came to me with technology funds to spend, I convinced her we needed a large screen TV with computer on a cart. After it arrived, I used it to demonstrate the online catalog a few times. Then, it sat unused and taking up space in a conference room! I desperately needed to put it to good use! So, I decided to have some fun...

Using PowerPoint on a portable computer or with a projector is a given, but there are some interesting ways to use PowerPoint rather than with instruction or presentations. After teaching reference materials to 4th and 5th graders, I created a "Reference Material Match-Up Game." I placed identical stacks of reference books on each table and created 10 questions on PowerPoint. After hearing the questions, teams had to determine which source would best answer the question and then find the answer in that source. This activity was a student favorite and I later created games using just an atlas and just a dictionary. This is a great paper saver and can be done in pairs or individually if you have enough reference books. Another wonderful activity is PowerPoint Jeopardy – an idea I learned from Amanda LeBlanc at White Knoll Middle School.

Moving on to the young ones, I installed a trial version of Kidspiration on the computer, then used the program with my CD and Kindergarten students. We read *Commotion in the Ocean* and created a web of ocean life using the information from the book. I used this same idea with farm animals and one of my favorites – *Click, Clack, Moo*. I also use the computer with

classes when brainstorming questions either before we read a non-fiction book with the lower grades or before beginning a research project with older students.

A projector or portable computer can also be a fun addition to a storytelling activity. If you love flannelboard stories, why not try creating a virtual flannelboard – create your own images in paint or find some fun clipart. Don't forget animation! It will wow the little ones.

Using the internet as a whole class activity is a great use for the computer on a cart as well. If your students don't have access to email, how about generating a class email to a favorite author. I have done this with second graders after reading Jan Brett and Patricia Polacco. We got responses back in both cases – one from Jan herself and the other from Patricia's daughter. The students were so excited to have their questions answered and it was a great introduction to how email works. Finally, try exploring some fun websites together. I have used loads of the show sites on www.pbskids.org with whole classes. We unscrambled Arthur stories, heard virtual books on the Clifford site, and visited the library "Between the Lions."

Finally, we use an LCD projector and computer daily with our morning news. The director types the announcements and our anchor and reporters simply read them from the wall (directly behind the camera)! It has allowed the viewing audience to see the crew's shining faces and not the tops of their heads!

I know there are so many other great ideas out there for these useful technology tools and I would love to hear them. Drop me an email at margaret_hale@charleston.k12.sc.us!

I'm Back!

Glenda Green, Keenan High School, Columbia, greencrew3@juno.com

When I left library media for motherhood, I found that it was like jumping off of a moving merry-go-round. I thought –Wow! That didn't hurt too much. Now I can begin the lovely task of relaxing and smelling roses. NOT. What I smelled was far from fragrant. Instead of multi-tasking at work, I now multi-task at home. Duties include: waste disposal, maid service, office manager, and taxi service—well, you get the picture. So, after considering the obvious financial setbacks, I decided to come back.

What I didn't expect was the feeling you get when you try to jump back onto a moving merry-go-round. My new library media duties include: yearbook advisor, webmaster, inventory control officer, computer goddess—and, oh yes, the regular duties, as assigned. However, the joy of the journey has been much like when I was a child—I loved the thrill of the ride! So, new library media specialists and returning veterans—hang in there...and enjoy the ride! Your colleague, Glenda



Words of Wisdom from Your Very Own Aunt Bee:

Addressing how parents can make books and reading special at home, Aunt Bee shares a list of topics to include and expand upon in your elementary school's weekly newsletter to parents.

- Read with or to your child every day.
- Children emulate the things we do. Set aside a family read time during which everyone must sit and read their own book.
- Tell children, "If you are in bed on time you can stay up 15 minutes later if you are reading."
- **Make reading fun.** Read and reread to your children all of those books you remember loving from your own childhood.
- **Make reading fun.** Choose humorous books that cause everyone to laugh.
- **Make reading fun.** Choose books that require participation.
- Go to the county public library together and regularly. Go at least twice a month.
- Don't allow participation in sports to be so important that it diminishes time spent reading together as a family.
- Never allow your child to channel search on television. Instead, give him/her a reasonable amount of time to watch television daily (one hour or less) and tell him/her they must plan and report (in writing) on Sunday afternoon what they are going to watch by reading the newspaper television guide.
- Never allow your child to have a television in his/her room.
- Limit video game use and supervise your child when on the Internet.
- Allow video game play only when traveling in the car.
- Show children how important reading is. When at the grocery store provide them with a task. For example, keeping them on the same aisle with you, give them a product to look for and have them read anything on the label they can before placing it in the cart.
- Have them tell you how grocery stores and libraries are alike or different.
- Have them read and spell out signs in the produce aisle while finding a favorite fruit or vegetable.
- Have them read aloud a recipe on the back of a product such as pasta or soup.
- Play board games that require reading, such as Monopoly or Trivial Pursuit, or spelling, such as Boggle or Scrabble.
- In your home surround your child with books.
- Early in children's lives make buying a book as exciting as buying a new toy.
- Show children you love to read. Take time to read for yourself in their presence.
- Share newspaper articles with your child.
- Purchase a quality children's magazine subscription for your child.
- Help guide your child to meet reading deadlines concerning school assignments.



My assistant principal implemented a character education program at our school this year, and he needed a "character" (take that any way you like) to share a commercially prepared "Words of Wisdom" narration each morning on the announcements. Guess who became the appointed candidate? Our school mascot is a bumblebee and with a little help from my peers, I became Aunt Bee. On days I am unavailable, our Spanish teacher and one of our Speech teachers help me out. They are Honey Bee and May Bee, respectively. I have really had fun with this even though my attempts at remaining anonymous only lasted a few weeks. However, I never acknowledge students if they refer to me as Aunt Bee.

How is this related to library science, you ask? After reading the article, "Kids Just Wanna Have Fun" in the February 2004, issue of *School Library Journal*, I have come up with a plan for next year to take my "Aunt Bee's Words of Wisdom" a step further. By placing a small paragraph (based upon topics from the list

above) in our school's weekly newsletter, I plan to encourage parents to do their part in helping their children become strong readers. I see this as an important step towards reminding parents regularly that reading is important. Administrators, teachers, media specialists, students, and parents are all accountable for the education of children. Sometimes parents just need an idea and some encouragement to remind them of their role. I hope my weekly paragraph will do just that.

I'm sharing this list of topics in case you may want to do the same thing via your school newsletter. Good luck incorporating your school mascot in your efforts. That's one way you can make reading fun for elementary school children.

Who knows? The next *Media Center Messenger* may include another tip from Aunt Bee. And as with my students, I will never divulge my identity! I may even fib if you ask me, as my students do, "Are you Aunt Bee?"

Another Kudo for Ida! Congratulations!



Ida Thompson has been named the Southeast Region RIF (Reading Is Fundamental) Volunteer of the year. "The Anne Richardson RIF Volunteer of the Year Awards program presented by Nestlé USA recognizes the inspiring work of the 450,000 RIF volunteers and volunteer coordina-

tors who donate their time, talents, and energy to motivate children to read. The awards program celebrates the dedication and service of truly outstanding volunteers and recognizes their contributions to their communities. The award will be presented June 22-24 in Washington, D.C. where Ida will visit with the RIF Congressional Delegation. In nominating Ida, it was stated: Over 27 years ago, as an elementary school librarian, Ida Thompson began her work with RIF. She quickly recognized the benefits that the program afforded her students as she developed a strong belief and love for what the program could do for connecting children and books. After transferring to a high school position, she continued to work with and support the program for older students. When she became a district consultant and subsequently the Director of Instructional Technology with the district, she continued to push the program to the forefront of her agenda. As a district director, she could have relinquished the job to a staff member and assumed a less active role with the program, but that is not her style where Reading Is Fundamental was concerned. In the words of one librarian, Ida has lead the program by example as she has modeled and actively promoted it.

Under Ida's direction, a video was created that highlighted some of benefits of the RIF program as well as some of the its history. She has used the video in numerous presentations to emphasize the importance of RIF. As a result of her efforts, the school board increased the amount of local funds, some special RIF programs were started, and South Carolina ETV became involved in producing RIF programming tapes. Still not satisfied with the level of participation, Ida used the RIF NET programs to involve a greater number of the community within Columbia and surrounding areas.

She organized a RIF celebration at a Staples store, part of a national chain. The business pro-

vided funding for the event as well as the location for activities. At the celebration, The South Carolina Teacher of the Year, Tracy Cooper, spoke to attending parents about the importance of reading to their children and modeled reading a book to the children.

This celebration led Ida to organize and direct an annual rally around Reading Is Fundamental that was coined "RIF ROCKS." Seeking donations from local businesses and support from all the schools of the district including the ones without RIF programs, she began the work of showcasing the program to the community as a time for celebration and sharing.

Following the success of the first RIF ROCKS, the following year a second RIF ROCKS celebration was held that included music, a parade, book distribution, puppets, storytellers, and celebrities, all of whom joined to build enthusiasm for reading and RIF. Over 1,000 people took part.

For the RIF schools to receive the most benefit from their programs, Ida created an advisory/mentoring program complete with a council that meets on a regular basis.

Ida's greatest asset is that first and foremost she loves children and endeavors to assist them to reach their potential. She exhibits this through her efforts in many different areas including her work with the District Teacher Cadet Program, the Augusta Baker Storytelling Festival and the children's division of the public library. However, RIF is her love and her inspiration which commands her concentration and focus as she works to inspire children to read.

(Ed. Note: This article was released by Richland School District One where Ida is Director of Instructional Technology and has been edited for space consideration.)

PRE-SERVICE COMMITTEE

The Pre-Service Committee is still looking for people to help by going out to the colleges and universities and talking to education students about a possible career in school librarianship. Please consider participating. Anyone interested can contact Jessica Felker at <Jfelker@newberry.k12.sc.us>

*Looking forward to your response,
Jessica Felker, Pre-Service Chair*

(Continued from page 1 . . .)

will also give you time to prepare your staff and students, involve the community, reserve lodging, and acquire needed supplies and equipment.

If possible, consider initiating the planning process during the summer. Then you can share your enthusiasm at the very first faculty meeting, even though the visit may be several months away! The energy you display will filter from teachers to students to parents, and give everyone something to look forward to. You will also be able to get the PTA/PTO involved in the early stages. Another good idea is to find out about any special food or accommodation requests the author has so that those arrangements can be made well in advance.

Most important: don't try to do it alone. Get teachers, parents, and fellow media specialists involved in a team effort. If the author has to travel a long distance, schedule her/him for an extended stay and invite other schools to participate and divide the expenses. Once you have several schools lined up, encourage them to share in the responsibilities. For example, one media specialist could be responsible for obtaining the author's books to be sold, while another could arrange for transportation from one school to the next. Parent volunteers might serve as hostesses and guides, or could help in the media center so that you can be with the author. Keep your principal informed at every step, and make sure your school secretaries and custodial staff are aware of what's planned. The more attention you give to these details early in the process, the more likely you are to have a wonderful experience.

▪ **The Always Successful Visit**

Here is our list of "Super Seven" tips for ensuring a successful visit:

Planning: We've discussed how the successful author visit is a group effort, led by the media specialist, but involving all aspects of the school community. It is equally important to remain in continuous contact with the author or her/his representative to avoid any unexpected "surprises."

Preparation: VERY IMPORTANT—Students and teachers should have read and discussed the author's books well in advance of the visit. This single item alone often determines the ultimate success of the project. Teachers should be involved in promoting the books and involving students in an array of literature-related activities. Many authors offer these activities—some free, some purchased. In the ideal situation, each teacher has been provided with at least one of the author's books for her/his classroom. If this isn't possible, provide each grade level with a set of the author's books to share. Have several copies of the author's books available for library check out. Promote the books during morning announcements or through the school's television program. Offer to give book talks and read-alouds in classrooms and the media center. Finally, provide general information about the author. Students who have been systematically exposed to the

author and her/his books will gain so much more from the experience of meeting and hearing from that individual in person.

Book Sales & Autographing: Arrange for book sales to begin up to a month before the visit. Consider contacting a vendor or publisher to order books at least three months in advance, giving them ample time to get the books to your school. (Many book vendors offer a discount which will allow you to make a small profit from book sales. These additional funds may help offset the author's expenses.). Letters sent home should explain the upcoming event and include an "order form" which parents can complete and return with payment. Provide a section at the bottom of the form where parents indicate the "autographee" of the book. Consider keeping the order forms with the books until they have been autographed, then distribute them to your students. Some authors prefer to meet students as they sign books. Schedule autographing sessions with the assistance of several parent volunteers and student helpers. Ideally, if the author is willing to stay after school to do the autographing, she/he can spend additional time with your staff and students during the day.

Environment: Celebrate the author's arrival, not only on the day of the visit, but well in advance of the event. Hallways, classrooms, the media center, the school office, the cafeteria, in fact, every inch of the building, should be decorated with posters, displays, artwork, book covers, author photos, etc. Bulletin boards should overflow with information about the author and her/his books. Provide multiple opportunities for students to contribute to the decorations by working with you and their teachers to develop a variety of creative visuals. For example, they might design and display "Wanted" posters of the author, decorate walls with colorful scenes from some of the author's books, hang mobiles of book covers from hallway ceilings, or make and display cardboard cutouts of characters from selected books.

Coordination: Everyone in the school should know the author's schedule for the day. This takes careful planning with your administration and teachers. Publish the schedule a week or two in advance so that if there are conflicts, they can be resolved early. Make sure your related arts teachers and custodial staff are aware of these activities, too.

Before the visit, provide the author with information about your school including the demographics of students and teachers, history, and community served. It's a good idea to send her/him detailed road maps and information about local attractions, historical sites, shopping, and restaurants. If you are responsible for making hotel reservations, provide the author with confirmation numbers.

Consider inviting media specialists from nearby schools and districts to observe while the author is at your school. Your colleagues may discover an appropriate author for a future visit to their schools.

Mechanicals: Many authors will request the use of

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audio-visual and voice amplification equipment. This equipment should be checked (and re-checked) to insure it is in working order. Make sure the gym, cafeteria or media center where large group assemblies are to be held has been prepared (cleaning, acoustics, lighting, seating, etc.) If classroom visits have been scheduled, make sure teachers are aware of what equipment will be needed.

Friendliness: Friendly schools are schools where authors do their best work! Consider the following: a welcoming note or basket of “goodies” at the hotel, someone to pick up the author at the hotel, a specially designated parking space, a greeting by students outside the school, a large welcoming poster or a message on the school’s sign, costumed students and teachers, office staff who know about the author, a welcome on the intercom or school TV show, a catered lunch, student/parent escorts, dinner with staff (for multi-day visits), a school T-shirt, etc.

▪ **Dollars and Sense**

Perhaps the biggest question you now have is: “How do I pay for all of this?” There are a number of ways to fund an author visit. As we’ve already mentioned, get your PTA/PTO involved. Consider writing a grant, using funds generated by your book fair, starting a Birthday Book Club, or talking to various community groups. One way to fund more expensive author visits is to hold over money generated by your book fair from one year to the next. For the “in-between” years you can utilize local talent. There may be any number of interesting authors and storytellers who live within a short driving distance. Here are some other funding possibilities:

- Join forces with the local public library
- Invite a local business or service organization to act as a sponsor
- Collaborate with a local bookstore
- Get other schools and districts involved to share costs for a multi-day visit
- Use monies generated from vending machines, candy sales or other fund-raising ventures
- Collaborate with a local IRA council

Consider a brainstorming session with teachers, administrators and parents to generate a variety of funding options for a potential author visit. By tapping into the creative expertise of numerous individuals you may discover multiple funding possibilities right in your own back yard.

▪ **Get Kids Involved...and Keep Them Involved!**

One essential element that virtually guarantees the success of an author visit is student involvement. Keep students involved in the weeks and days before the visit and follow up with post-visit activities and projects that capitalize on the enthusiasm generated by the author. Consider setting up a student panel to solicit ideas and suggestions on how to promote the author and her/his visit. How can the work of the author be brought to the attention of the entire student body?

Students should also be involved in multiple sharing activities both in the media center and in their classrooms. Read-aloud sessions, author discussions and thematic studies are all possibilities both before and after the event. What is essential is that kids see an author visit as something that is done with them, rather than as something done to them.

Most authors love to respond to students’ queries either in assemblies or as part of individual classroom visits. Work with students in advance of the visit to draft appropriate questions that reflect their understanding and appreciation of the author’s books. During class visits to the media center (in advance of the visit), invite children to talk about questions that allow them to “get into” the dynamics of a book or series of books, questions that explore a character’s feelings, elaborate on a scientific principle, or examine a critical element. Remember, no visiting author likes to be asked, “What books have you written?”

▪ **After the Fact**

What to do after the big day is over? Send a personal note of thanks. Be sure to let the author know what you especially enjoyed about her/his visit. With the author’s permission, share her/his address with teachers so that their classes can send thank-you notes. Encourage teachers to let each student contribute one sentence or comment in a class letter. Individual classes can make one large class card for each student to sign. If individual notes are sent, mail them together in one large envelope.

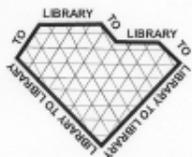
Continue to promote the author and her/his books in various extending activities in the media center. What did students learn? Are there additional learning opportunities (e.g., readers theatre, TV program, newsletters) in which they can participate after the visit? Be sure to “advertise” the author (especially if she/he is good) to your SCASL colleagues (again, utilize the power of the SCASL Listserv). Stay in touch with the author, too. Maintaining that friendship and professional contact keeps you in touch with a “live author” and may lead to a return visit.

The success of any author visit is ultimately due to long-term planning, a team effort and constant communication. Authors are a valuable resource for any school media specialist. They can incite, encourage and stimulate children to read more and effectively utilize the services of the school library. In a sense, children’s authors are your agents, they work for you in matters literary and they enhance your visibility as well as that of the media center.

A step-by-step checklist and copies of parent letters/order forms are available free for the asking. Email Teri Puryear at: tpuryear@lexington1.net or Tony Fredericks at afrederi@gte.net.

Note:

Dr. Fredericks has recently been awarded the 2004 Teacher’s Choice Award by the IRA for his book “Around One Cactus: Owls, Bats and Leaping Rats.” This award is presented annually to “books that reflect high literary quality in style, content, structure, beauty of language, and presentation.” Check it out at <<http://www.dawnpub.com>>



Regional Network News

Director: Frankie O'Neal
Non-Public: Melinda Kane
Retired: Joan Kruger

1A Coordinator: Laura Keese

Anderson 1: Annette Christy
Anderson 2: Marilyn Heath
Anderson 3: Deborah Jordan
Anderson 4: Pam Owens
Anderson 5: Carolyn Segers
Oconee: Paige Sandifer
Pickens: Edith Ley

1B Coordinator: Sue Fitzgerald

SCSDB: Galena Gaw
Spartanburg Day School: Reeves Blackburn
Cherokee: Jan Sarratt
Greenville: Debra Wolfe, Nieves K. Lehmann
Spartanburg 1: Nancy Gaulden
Spartanburg 2: Sally Hursey
Spartanburg 3: Judy Mammoth
Spartanburg 4: Robyn Prince
Spartanburg 5: Pat Bridges
Spartanburg 6: Sue Fitzgerald
Spartanburg 7: Beatrice Bruce

Region 1B.

Spartanburg County, District 1. Michelle Pope, Mabry Junior High, recently hosted a visit from Poetry Alive! during an eighth grade ELA poetry unit. Michelle also kicked off the 7th grade geography classes' study of Africa with a PowerPoint presentation of her visit to Kenya and Tanzania. Following the presentation, students enjoyed an east African dessert! **District 2.** Boiling Springs High School had author **Sharon Draper** present three performances to the students as part of their motivational reading program, READissance: A Rebirth of Reading. **District 3. Karen McGill** is new to Cowpens Elementary. **Stephanie Hatchell** is new to Cowpens Middle School. **Holly Hartell**, Pacolet Elementary, and **Karen McGill**, Cowpens Elementary, earned National Board Certification this year. ❖ **Sheila Oliver** from Broome High School earned her PhD in Curriculum and Instruction. **District 4.** Woodruff Primary School invited **Tim Lowry** to be Artist in Residence in March. Tim did an excellent job with the young students. Our kindergarten students know him as "The Wide Mouth Frog Man". ❖ **Robyn Prince**, Woodruff Elementary, had an article entitled, "Balance Literacy and the Media Center: What it is and How Library Media Centers Can Support It" in the December 2003 issue of *School Library Media Activities Monthly*.

Region 2 Coordinator: Lyn Wolfe

Abbeville: Mary Bolen
Edgefield: Jean Peeler
Greenwood 50: Jackie Ridings
Greenwood 51: Frankie Adkins
Greenwood 52: Patricia Henderson
Laurens 55: Darrell Satterwhite
Laurens 56: Janice Meeks
McCormick: Lyn Wolfe
Saluda: Kristie Metts

Region 3 Coordinator: Betty Jordan

Chester: Teresa McKenzie
Lancaster: Debbie Hegler
Union: Tammy Fisher
York 1: Caylen Whitesides
York 2: Nancy Kivette
York 3: Betty Jordan
York 4: Rick Warner

Region 3.

Lancaster County. Margaret Edgerton, Heath Springs Elementary, received a \$2000 EIA Grant for Improving Student Literacy. Fifth grade students created book reports and PowerPoint presentations using the books purchased with the grant. ❖ **Margaret Mackey**, Andrew Jackson High School, just received a \$2000 EIA Grant for Career Connections. ❖ **Pat Lowe** from Indian Land Elementary School held a Family Reading Night in January. She expected 100 participants only to find 400 waiting for her! Contact Pat Lowe for more information. <plowe@lcsd.k12.sc.us> ❖ **Debbie Keenan**, Brooklyn Springs Elementary, with her teachers selected a reading incentive theme this year, the versions of Cinderella. Activities included reading various versions of the classic, creating a symbol for the story, writing stories for the morning news broadcast, studying the culture of each version's setting, and creating a display. Prizes have been awarded. The grand prize is a field trip to see an American Arts production of Cinderella in May. The entire school is invited to the play. ❖ Lancaster High School is wrapping up its Lunchtime Reads program with a focus on poetry. Media specialists **Mary Lou Elliott**, **Lisa Hallman**, and **Debby Hegler** will introduce to students the various forms of poetry and encourage students to enter their first ever poetry contest!

4A Coordinator: Harriet Pauling

Fairfield: Harriet Pauling
Lexington 1: Dupre Young
Lexington 2: Linda Hawkins
Lexington 3: Judy Derrick
Lexington 4: Pam Livingston
Newberry: Jessica Felker

Region 4A.

Newberry. Evie Shelton, Pomaria-Garmany Elementary, will be retiring at the end of this school year. **Fairfield County.** The Fairfield County Media Specialists are preparing for their annual County Read-In on April 30th. They have been meeting with the Fairfield County Public Library Staff who plans and financially supports it along with the Town of Winnsboro. Friends of the Library and the community will join 960 students from grades K-8. Entertainment is sponsored and reading, parades, and cheers are enjoyed by all. **Frankie O'Neal** is always the Mistress of Ceremonies for the event. ❖ On March 19, 2004 many of the media specialists and guidance counselors from the Fairfield County School District attended an Internet safety workshop. The workshop was presented by I-Safe, America, Inc., a non-profit Internet safety education foundation. Their goal is to "provide students with critical thinking and decision making skills they need to recognize and avoid dangerous, destructive or unlawful online behavior and to respond appropriately." Federally funded, they provide training and materials to districts at no charge. Implementation can begin immediately. Many of our schools have already begun sharing the program with students and our district will share with parents during a Title I program in the month of April.

4B Coordinator: Mary Lou Benton

Lexington 5: Marilyn Gramling
Richland 1: Mary Lou Benton
Richland 2: Beth Lee

Region 4B

Richland 1. Brennen Elementary, **Elisabeth Hall** library media specialist, enjoyed a Read Across America Day with a multicultural twist! Not only did dozens of parents come to read a Dr. Seuss book to their child's class, but two parents and one teacher read Dr. Seuss in a

foreign language...German, Spanish and Tulag (Phillipino). **Donna Shannon** has attached the Brennen Media Center web page to her literacy links. She chose the Book of the Month Club and Bulldog Blurbs as examples of online learning and literacy. <<http://www.libsci.sc.edu/shannon/DonnaHP.htm>> **Lexington 5. Dr. Anthony Fredericks**, author of *Children's Literature and Science: Dynamic Ideas for the Elementary Classroom* visited several elementary schools in March: Dutch Fork, Harbison West, Lake Murray, Nursery Road. Dr. Fredericks met with students and also conducted an in-service opportunity for teachers. Students and teachers thought he was awesome! ❖ Nursery Road Elementary, **Sarah Sheely LMS**, is celebrating the 10th year of Prize Patrol in April. Families signed up to read for at least 20 minutes between 6:30 PM and 8:00 PM on April 6th. Three teams of parents and teachers surprised nine families with baskets filled with prizes. Other families rode through their neighborhood looking for homes with "winner" signs on their mailboxes. The Prize Patrol promotes reading and a sense of community. ❖ Ballentine Elementary, **Marilyn Gramling LMS**, hosted the South Carolina Young Writers Conference on Saturday, March 27. More than 450 students from across South Carolina attended the daylong event. Featured authors were **Helen Lester, Sara Holbrook, Ben Mikaelson, Joyce Hansen, David Harrison, and Sally Plowden**. ❖ Nominated by **Penny Hayne** at Lake Murray Elementary, classroom teacher **Kim Taylor** was named the first recipient of the SCETV Innovative Educator Award. Ms. Taylor works closely with her media specialist and integrates classroom lessons with ETV/ITV offerings. She will be honored at a legislative luncheon in April. ❖ Dutch Fork Elementary School Library Media Center, **Valerie Byrd LMS**, was selected to receive the 2004 We the People Bookshelf from the National Endowment for the Humanities and the American Library Association. The Bookshelf consists of hardcover copies of fifteen books which reflect the theme of "Courage."

5A Coordinator: Mary Lou Wallace

Aiken 1: Patsy Davis	Aiken 5: Donna Rosencrance
Aiken 2: Lawren Hammond	Allendale: Linda Day
Aiken 3: Cindy Snell	Barnwell: Heidi Lewis
Aiken 4: Heather Loy	Barnwell 29: John Riney

5B Coordinator: Verity Creekmore

Bamberg 1: Cynthia Tucher	Orangeburg 3: Helen Willingham
Bamberg 2: Steven Reed	Orangeburg 4: Jennifer Preacher
Calhoun: Samantha McManus	Orangeburg 5: Verlinda Gunter

Region 6 Coordinator: David Hardee

Clarendon 1: Rebecca Marshall	Lee: Mary Miller
Clarendon 2: Lynda Lee	Sumter 2: Carolyn Buckner
Clarendon 3: <i>Needed</i>	Sumter 17: Anita Vaughn
Kershaw: Norma Young	

Region 7 Coordinator: Debra Heimbrook

Chesterfield: Kitt Lisenby	Florence 3: Joyce Moore
Darlington: Judy Hall	Florence 4: Marie Youmans
Dillon 1: Liz Herlong	Florence 5: Pam Hyman
Dillon 2: Ann Carlson	Marion 1: Edna R. Rouse
Dillon 3: Ginger Brown	Marion 2: Robin Horne
Florence 1: Debra Heimbrook	Marion 7: Elaine Hite
Florence 2: Vonnice Smith	Marlboro: Virginia McGraw

Region 7.

Plans for the 2005 SCASL conference next March in Florence are

already underway. Media specialists from this region are welcome to attend a planning meeting on April 22 at Ryan's on Palmetto Street in Florence at 5:30. It will be a Dutch treat dinner and discussion of matters for the conference. If you cannot make the meeting but would still like to be involved, email Debra Heimbrook at <dheimbrook@fsd1.org> **Florence. District 1.** Seventy-one students, seven teachers, and two teacher assistants at Sneed Middle School have qualified for membership in The Millionaires' Club. Begun just last fall, the club recognizes students and staff who have read at least *one million words* through the Reading Renaissance program. New members are presented at the quarterly Reading Renaissance celebration and are given a ten-pack of 100 Grand candy bars and a membership card made from a \$1,000,000 "bill." **Susie Jackson** is the media specialist at Sneed Middle School. **Dillon 1. Matthew McClellan**, one of the Gator TV Morning News Crew students at Lakeview High School under the direction of **Liz Herlong**, media specialist, has been selected to serve as anchor for Channel 1 during Student Produced Week. He flew to Los Angeles, California, for an all-expense paid trip where he had a week's training for the Channel 1 broadcast. **Dillon 2.** The media specialists in Dillon Two are in the process of training teachers in the use of PinPoint—a way of searching the schools' library catalogs and the Internet simultaneously. Teachers are also being instructed on the use of student email and creating teacher web pages. Student book reviews are being posted on the Dillon Two web page. "Read" program posters of media specialists, principals, and administrators are ready to print and post. **Darlington.** The county held its second county-wide READ IN on March 31, 2004. Children representing 21 schools gathered in Darlington to celebrate reading. The festivities included a parade and picnic. **Carol Ross**, Mayo High School, was the coordinator and **Angela Williams**, St. John's Elementary, graciously arranged for the festivities to be moved to her school when plans were rained out. **Marlboro. Teresa Reid**, Marlboro County High School, has completed her master's degree at the University of South Carolina.

Region 8 Coordinator: Sabra Bell

Georgetown: Grier Rivers
 Horry: Sabra Bell
 Williamsburg: Elaine Culick

Region 8.

Horry County. Nancy Nelson, Carolina Forest High School reports that **Christina Morgan**, a CFHS student, was named the 2003 Margaret Ehrhardt Student Service Award Winner by SCASL. ❖ **Sabra Bell**, Waccamaw Elementary, was named one of the ten semi-finalists for Horry County Schools Teacher of the Year. ❖ **Connie Rogers**, Secretary of Library Media Services for 20 years and the DELC manager of the Horry County School District is the first recipient of the SCASL Media Paraprofessional Award.

Region 9A Coordinator: Linda Buchanan

Charleston 1: Kim Livingston	Charleston 9: Michele Bryan
Charleston 2: Debbie Stroman	Charleston 3: Beth Hale
Charleston 10: Gail Galey	Charleston 20: Beth McGuire
Charleston 4: Joyce Smith	Charleston 23: Richard Amble

Region 9A.

Sally Burrell, Buist Academy, was delighted with illustrator **Michael White** of *The Library Dragon* fame. Mr. White spoke to K-5 and had them "in the palm of his hand" according to Sally. All illustrations done by White were left with the visiting school and a specially done poster was made for Buist with their own dragon and school shield

being the center piece. Sally took one of the illustrations done that day and had it framed and later presented as part of the school's annual silent auction. The manatee drawing fetched \$400, very nearly covering the cost of having Mr. White visit for the day. While at Buist, air brush usage in illustration was demonstrated with audience participation in trying out the equipment. ❖ Cario Middle School and James Island Elementary are recipients of the 2004 We the People Bookshelf composed of 15 titles. **JoAnn Jarman**, Cario Middle, and **Beth Hale**, James Island Elementary, were notified of the award by **Bruce Cole**, Chairman of the National Endowment for the Humanities, that makes the award available. The purpose of the NEH/ALA grants is to "increase the study and understanding of American History and heritage" through the publicity and reading the titles inspire. The theme of this year's books is "Courage." Awards are also made for conducting American History workshops and applications are on-line for Challenge Grants. Next year's contest applications can be found at www.wethepeople.gov/ ❖ Burke High School media specialist **Beth McGuire** is reporting a \$15,000 grant for book purchases coming from the Carl D. Perkins, Vocational and Technical Education Act of 1998 in support of the High Schools That Work Program. Funds seek to advance the mathematics, science, and communications competencies of students who complete a career major and to increase the percent of students who continue post-secondary education in their chosen field of study. Funds can be spent on "services to students" as well as "curriculum support" materials. Hoping to increase the number of diplomas awarded and to support academic achievement at the high school level, the grant funds will be used to update portions of the collection that are aging and increase the variety of materials available to students. ❖ Belle Hall media specialist **Peggy Bayne** is serving her second challenging year as President of Charleston County Association of School Librarians. She has continued a high level of programming at Belle Hall by hosting **Greg Tang**, author of *Math Appeal*, *Math for All Seasons*, and *Grapes of Math*; author and illustrator of *Hungry Mr. Gator* **Julie McLaughlin** and **Anne Marie McKay**; as well as storyteller **Joe Middleton**. ❖ **Sally Burrell**, Buist Academy, was accompanied to SCASL annual conference by two third grade teachers from her school, **LaNelle Barber** and **Teri New**. Both were very interested in the breakout sessions dealing with social studies and science. Sally reports their attendance helped them gain an appreciation for the work of media specialists. ❖ **Lauretta Zwicky** and **Katie Walker**, James Island Charter High School, send word of the series of lessons they present to classes upon request of the teacher. The lessons include the following: Searching the Web; Using DISCUS; Writing Research Papers; Citing Sources using MLA; SCOIS Career Library; Using PowerPoint and Using Publisher. ❖ **Paula White**, Corcoran Elementary, reports that half of the renovation of the media center is complete and she no longer has to go room to room being the "library lady." Paula also reports that the South Carolina Department of Transportation has recently donated 13 Dell computers to the library.

Region 9B Coordinator: Lynne Dubay

Berkeley: Linda Hall
 Dorchester 2: Cindy Ritoch
 Dorchester 4: Joyce Pearson

Region 9B.

Berkeley County. Marrington Elementary media specialist **Karen Cookson** was awarded Berkeley County's Oscar for Outstanding Performance and the title of 2004-2005 District Teacher of the Year. Cookson is a 31-year teaching veteran. She has a long list of career accomplishments, including the honor of serving as a U.S. Library of

Congress Memory Fellow. She received cash awards from Santee Cooper and The Berkeley Foundation for Education, gifts from The Charleston RiverDogs, the Teacher Forum, and Trident Technical College, and honors from the South Carolina Senate and House of Representatives. ❖ Congratulations to Timberland High School and media specialists **Donna Shuler-Rodin** and **Fausteen Hodge** for winning first place in the Book Award Banner contest at SCASL this year! ❖ **Dorchester County. District 2. Gin-g Edwards**, Alston Middle School, held a "By Invitation Only Luncheon" in the media center on April 30 for those students in 6-8 grades who have gone "above and beyond" in their reading efforts this year. Also, on the same day there was an Accelerated Reader Auction for the top 50 readers for the entire school.

Region 10 Coordinator: Celeste Stone

Beaufort: Audra Alexander
 Colleton: Celeste Stone
 Hampton 1: Caril Baker
 Hampton 2: Audrey Koudelka
 Jasper: Karin Kadar

Vital Statistics

Janet Kenney, Dreher High in Columbia, is the proud new mother of Grace Kenney.

Heather Griffin, now Heather Kanipe, Oakland Elementary in Spartanburg District 2, was married in April.

Holly Hartell from Pacolet Elementary is expecting a son in July.

Connie McClanahan, Stratford High School, has a new son born on February 24.

Judy Roumillat, St. Andrews School of Math & Science and past president of the SCASL, will be retiring this May.

Laura Keese, Westminster Elementary, Oconee, is retiring this year. Special thanks to Laura for her years of service as Regional Network contact person for Region 1A.

ATTENTION ALL RETIREES!

If you are a retiree, or a soon-to-be retiree, please let Kathy Sutusky, SCASL Executive Secretary, know your status. Not only will this help us build an accurate list of retirees, but you may learn that you are eligible for FREE membership as well!
 Keep in touch.

*Joan Kruger, Retired Section
 mjk2450@att.net*



Change Service Requested

Results of the Media Center Messenger Survey

After 29 years as the official publication of SCASL, it seemed time to assess and evaluate what the *Media Center Messenger* has become and how effective it is in disseminating current, pertinent and interesting information to the membership of SCASL. To that end, an informal survey was taken of members of the current Editorial Committee. They suggested that the same survey of 9 simple questions be posed to members at large since they are the readership of the newsletter. Upon being asked for his input, Dr. Dan Barron of SLIS offered to post the survey on SCASL Listserv. **Four hundred of you responded!** The results of this survey will be reviewed by the SCASL Executive Board at its final meeting of the year, and any decisions for change will be included in the first issue of the Messenger for the 2004-2005 year. Here is the tally of your choices for numbers 1 through 5. A summary of responses to questions number 6 through 9 is also given.

Thanks to all of you who took time to think about and respond to our questions!

Questions and responses.

1. *Should MCM stay in print format only?* The majority said no. isolated areas, the practical information provided, and all tips, ideas, and lesson planning.
2. *Should MCM be electronic only?* Again the majority said no. 7. *How often should the MCM be published?* You voted overwhelmingly to continue with 4 issues per year, although a surprising number thought once a month or every other month would be good.
3. *Should MCM be in both formats?* The majority said yes. 8. *What changes would make it more useful?* Many thought that personal news should not be included. Rather than changes, most of you listed what you would like to see increased or added: grant information, tips, lesson plans, more high school information, teaching skills, a regular column by the Media Specialist of the Year, an annual index, a regular column about what National Board LMS's are doing, and research-based articles.
4. *Should the whole content be reconsidered with news sent electronically and essays in print format?* The majority disagreed. 9. *What should be the future goals of the MCM?* Here all of you listed content rather than goals. Those items listed included: procedures, research, time management, real life situations, questions and answers, websites.
5. *Should regional and other news be printed separately once or twice a year and essays printed separately?* The majority disagreed.
6. *What do you believe is the most valuable part of the MCM?* There were many positive comments on particular columns and those items such as Book Award News which are published regularly. The most important themes cited were communication with others throughout the state, the help it provides those who feel they are in

In summary, it appears that you want the MCM to continue essentially as it is: four times a year, both print and electronic format. You would like to see more high school level information, more practical day-to-day information, research material, and articles by LMS who have proven their excellence—MSOY and NBC LMS's. Several of you want articles by a more diverse group of writers. **All you have to do is volunteer!** Others thought question and answer columns would be helpful. **All you have to do is send in questions!**

All in all, it was a very successful survey and we hope to be able to incorporate many of the suggestions you offered in subsequent issues.

Thanks to all who participated and, in particular, to Dr. Dan for his assistance.

Laura Jackson, Editor, jmoggles@direcway.com