



Media Center

MESSENGER

Newsletter of the South Carolina Association of School Librarians

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Media Centers Central to Improved Student Achievement

Dr. William E. Harner, Superintendent, Greenville County Schools



Last year's selection as South Carolina Administrator of the Year is special to me because my nomination originated from media center directors from Greenville County schools. This award, though given to an individual, symbolizes the hard work by our school board and many people who share the vision for our school system to be the "Best School District in the Southeast by 2005."

Four years ago, Greenville County Schools embarked on a quest to become one of the leading school districts in the nation by developing a community-based strategic plan, *The Education Plan: Priorities for Performance*. This effort was no small task given the size of our school system with more than 63,000 students attending 90 plus schools and centers, and continuing state budget cuts that have totaled \$25.5 million over the past three years.

Even with the continuing obstacle of state budget cuts, our primary focus remains raising the bar of each school community to advance student achievement for every child. It is truly amazing what can be done to advance student achievement and how improvements can be made in public education by working together to enhance teaching and learning. At the center of each school community is a media center that now beams with updated book collections and new technologies. But it has not always been the case.

Walking into a Greenville County media center in 2000 was like walking into a *Cracker Barrel* restaurant – by the way, one of my favorites. The service was friendly, the food tasted like grandma's cooking, and you felt like you had gone back into time. Our average book collection age was 1977. At Hillcrest High School, the media center director found a book from the late 1800's. Equipment that lined storage closet shelves for checkout by teachers looked like it could have been mounted on the walls at *Cracker Barrel*. It was personally and professionally embarrassing. Thus began our journey together to update our media centers.

Our 'cybrarians' (what a neat term), media center directors, were ready to skip the second half of the 20th Century and get into the 21st Century. We were doggedly determined to become a leading national school district and we recognized through a systems analysis that media centers are a key component to success. Recent state studies make it abundantly clear that well-resourced media centers improve student achievement. Access to and use of books and other media center resources is fundamental to intellectual development and information literacy. As a superintendent, it is my responsibility to re-allocate our shrinking financial resources to get the job done.

(Continued on page 4.)



@ your library

reflection

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The school library media specialist is often the busiest person in the busiest location in the school! We like the hustle and bustle involved in manning the hub of the school, for we are service-minded individuals with strong work ethics. We thrive on the challenge and stimulation of problems to be solved in a job that never ends. On many days – we don't even stop for lunch!

While we are to be commended for our work ethic and our strong performance, I'd like for us to think about an important aspect of our practice that may sometimes get set aside in the daily routine – reflection. There are two pertinent definitions of reflection in the Merriam-Webster Dictionary online: definition 6 : "a thought, idea, or opinion formed or a remark made as a result of meditation" and definition 7 : "consideration of some subject matter, idea, or purpose."

It's important for us, professionally and personally, to dedicate the time and effort to reflect on who we are, what we do, and how we do it. Taking time to be a reflective practitioner can lead to significant growth in achieving best practice in our library media programs. As humans, we learn when our brains are stimulated and we react to the stimuli with thinking. To achieve true knowledge, however, we must use metacognitive skills to develop the highest level of awareness.

While solitary thinking is a part of the reflection process, we can't develop professionally in isolation. A reflective community in which we share our insights enhances each participant exponentially. We need to continue to develop and build reflective communities within our schools and within our profession. SCASL provides that opportunity to communicate in a supportive, professional environment.

Don't forget to mark your calendars for the upcoming SCASL conference March 24-26, 2004, at Palmetto Expo Center in Greenville! This is THE professional development conference for library media specialists. Robbie Van Pelt and the conference committee have planned a fabulous conference! The sessions will be brilliant, the events will be spectacular, and the camaraderie is always exceptional! I hope to see you there.

Correction: Apologies to Elaine Culick of Kingstree Elementary. Elaine wrote the article entitled "Collaborating to Increase Student Achievement in Social Studies" which appeared in the September 2003 issue of the *Media Center Messenger*. It was incorrectly attributed to Brenda Milton whose article will appear in a later issue.

Keep in Touch

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The Media Center Messenger:

Send all suggestions, corrections, articles, and ideas to
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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

CALENDAR OF EVENTS

November 17-23, 2003
Children's Book Week

November 18-24, 2003
National Library Week

January 9-14, 2004
ALA Midwinter, San Diego

March 2, 2004
Read Across America

March 24-26, 2004
SCASL Annual Conference, Greenville

April 2004
National Poetry Month
School Library Media Month

April 12-18, 2004
Young People's Poetry Week
National Library Week

June 24-30, 2004
Annual ALA Conference, Orlando

The Media Center Messenger is online again!

Find it at <http://www.scasl.net/editorial.htm>

If you have not already done so, let us know what you think. Do you prefer hard copy or electronic? Send all comments to:

Laura T. Jackson, Editor
jmoggles@bellsouth.net

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

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(||||| 1.)

Greenville County Schools' approach was systematic. First, we sought outside expertise to provide perspective on how to move forward. Second, we defined the scope of our problem and developed objectives to be accomplished. Third, we re-prioritized the allocation of financial resources to accomplish these objectives. Finally, we embarked on developing a staff development model to integrate school-based instructional coaches and media center staffs into powerful tools for teachers to use to improve student achievement.

Our objectives quickly became apparent. Book collections had to dramatically improve by weeding out old books and adding newer books. Computer access to the Internet had to be supported by updating and increasing the number of platforms in the media centers. I learned from many inspections of media center storage rooms and closets that we had to rid ourselves of yesterday's technology. We had to update our technology and provide teachers and students with easy access. Lastly, we had to develop a greater media center web presence in our schools so that information could be accessed from the classroom or home. Teachers, parents, and students need to be able to access information around the clock so that time in the centers is optimized.

None of this would have been considered possible without the support of Robbie Van Pelt, Coordinator for Media Services, Greenville County Schools. What a 'Wonder Woman!' She quickly provided the necessary analysis of book collections so we could target our schools of greatest need first and allocate our resources accordingly. In just the first year of our updating process, more than 260,000 books were taken off the shelves.

The combined effort last year with \$1.5 million earmarked for book purchases moved our average countywide book collection age from 1977 to 1989. Now, with an infusion of another \$1.4 million our district collection age is 1991. A similar infusion of funds was provided for computer platforms.

Where do we go from here? Our school faculties will have to go through a paradigm shift in developing information literacy and using resources available in media centers. Most of the paradigm shift will not be difficult. Principals are already providing site-based funding for additional Accelerated Reader programs that are inline with their updated book collections. The greatest hurdle is building stronger collaborative relationships within the schools to insure the recent investment is used. Media center directors and teachers are not used to having adequate media center resources. We are breaking new ground by teaching teachers how best to use these new resources and how to integrate the new resources into instruction. What a lovely challenge to embrace as Greenville County Schools move student achievement forward!

HELP WANTED! THE PRE-SERVICE COMMITTEE NEEDS YOUR HELP!

We are looking for SCASL members to visit pre-service teachers at colleges and universities across the state. Furman University and Francis Marion University have been taken care of already. We need representatives to visit other colleges. A few of the colleges/universities that need visits are: Coastal Carolina, Allen, Benedict, South Carolina State, Winthrop, Lander, Erskine, USC (all campuses), Clemson, Columbia College, College of Charleston, The Citadel, Presbyterian College, Wofford. If you live near one of these colleges/universities and would be willing to talk to pre-service teachers about the field of librarianship, please contact me. Thanks!

Jessica Felker, Chair, Pre-Service Committee
e-mail: jfelker@newberry.k12.sc.us



From the State Department of Education
School Library Media Services

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The November issue of *School Library Journal's* lead article is about the AASL Administrator of the Year. The article entitled, "Ultimate Advocate, A principal transforms a failing school by investing in its media specialist," relates how Edward Gonzalez changed his school within 5 years. If you read the article you'll see that the reading scores for this school improved by 40 percent when the principal threw his full support behind the media specialist and the media program.

A new day has dawned in South Carolina for supporting school libraries and holding administrators, media specialists, and teachers accountable for appropriate use of the media center and its resources. School libraries are now a part of the External Review Instrument. This document is used to indicate where assistance is needed in those schools identified as "Unsatisfactory" on the School Report Card. These indicators were extracted from *Achieving Exemplary School Libraries*, our state evaluation rubrics, and include:

- Having a school Library Media Center Advisory Committee
- Having a district Library Media Advisory Committee
- Fostering and facilitating collaboration between classroom teachers and the library media specialist
- Implementing flexible scheduling at least 50% of the time
- Including the library media specialist as part of the school's key decision-making committees
- Relating the media center to student achievement
- Having a current collection that supports the school's curriculum
- Including the library media center as part of a school-wide reading program

As these indicators are used with the 43 identified schools, my hope is that we'll see the same dramatic turnaround as noted in the *SLJ* article. That can happen as we see improved support, use, and involvement of our school library media centers in the total school instructional program.

The inclusion of school libraries in the External Review Instrument should be a signal to all of us that we can no longer remain in our library media center and wait for the world to come to us. Many of our library professionals have long touted the need for being proactive and seeking connections with our stakeholders. Now it's even more important.

If your school is one to be visited by an External Review Team, don't panic. Much assistance will be provided to you and your library media center. If your school is not one of the identified schools, now is not the time to rest on your laurels but to build on the successes you've had in the past. If a school were rated as average today and did nothing but continued on the same path, within 5 years that school would be rated unsatisfactory. What can you do from your library media center to assist with school improvement? Who knows, the next article in *SLJ* could be about you and your principal!

Get on Board and Read @ your library

The "Get on Board and Read @ your library" program, through which teens can win a trip to meet pro skateboarder Tony Hawk, runs through the end of April 2004. Developed by ALA and Morningstar Foods Inc., the program encourages teens to check out books from their local library and create entries about how books are meaningful to them. Librarians who register on the Website will receive access to free promotional materials. To enter teens may submit a written essay or a creative entry individually or as a team. The librarian who sponsors the winning teen or team will also go on the grand prize trip to meet Tony Hawk.

All the information you need to participate can be found at www.hersheymilk.com/getonboard. Got questions? Send email to: atyourlibrary@ala.org. Get on board today!

Hanging by a Shoestring:

Operating an LMC on Limited Resources

Greta Flinn, Calhoun Falls High School (Grades 6-12), mflinn@acsdk12.sc.us

You know times are lean when your entire school does without tape for the last month and a half of school. Do you have any idea just how often you need tape? I didn't, but I do now. Across the board, the budget cuts have hit us all hard. With some educators and many support staff losing jobs or enduring lost wages via mandatory furloughs, you hate to complain too much about your LMC budget being frozen or cut. Arguably worse than the loss of funding is that loss of personnel, including library media assistants. The picture is rather grim, and it is so easy to get overwhelmed by the negative. Sometimes you feel that you're not just operating on a shoestring, you are hanging by one. I have never been the sort to take things sitting down, even things out of my control. Call it ADHD if you want to, but I am an action taker, even if sometimes it is the wrong action. The following are some suggestions that do work for operating a library media program in the current hard times.

◆ **Translate fewer resources into more services.**

I have found that the fewer materials you have to offer, the more services you need to offer to balance things out. Foremost in my mind is the necessity of keeping the library media center and program an important component of school life. I don't ever want faculty and students to think I have nothing to offer. If I don't have print resources for them, I create a web bibliography of Internet links. I offer special programs on topics such as plagiarism throughout the year. I hone my storytelling skills and make the rounds for special occasions, such as telling spooky stories at the end of October. I book my services for assistance with technology integration and skills in the computer lab. If I don't have new books to book talk, I book talk those oldies but goodies to promote literacy. I try to listen to the needs and wants of faculty and students, and I conduct surveys focusing on services and programs and who really uses them. As an example, when the teachers wanted a book exchange set up for them, I found the space, and now they have one.

◆ **Offer alternatives, not whining.**

Nobody likes a whiner. The squeaky wheel may get the grease but it gets no respect. When teachers come in and need materials we don't have, I am honest about our situation and offer to help them find ITV programs and websites that fit the bill. With enough notice, I am able to get materials on interlibrary loan from other schools in the district or check out materials from the public library to be kept on reserve in our library media center. Sometimes, I may have to tell a teacher I'll get back to them, but, with enough notice, I can almost always find a way to provide some resources. There is great danger in telling a teacher

"We can't help you," and not offering an alternative. Teachers who hear this too many times no longer deem the library media center important or useful.

◆ **Get out there.**

I very unapologetically eat lunch every day. Because I don't have an assistant, I plan lunch around the classes I have scheduled. When class sign-up does not interfere, I have lunch at about the same time every day. This time is important for me to connect with my teachers and for them to see me as a person and as a colleague. I am on my school improvement committee and a slew of others. Yes, it is very time-consuming, but people know who you are and opportunities arise for lobbying for your program. Also, I have a library media advisory committee. One of my members actually lobbied successfully for money and a donation for the library media center. I wasn't even present at the meeting where this occurred! Having someone other than the library media specialist making the request really helped. Other ways to let your school community know that you are there include the proverbial newsletter, email updates, a website, faculty meetings, and the newspaper. I have also found one-page monthly reports to be a great way to keep school administration up on my program and have begun sending a newsletter, based on submissions from the library media specialists, to our district superintendent.

◆ **Grab the freebies.**

I do a book fair every year. We are a very small school and rarely make enough money to make a profit except in books. We are so small that the bigger fairs won't even come to our school. So why

do I contend with the trouble and aggravation of doing book fairs? The free books, of course. Most companies allow you so many books just for booking the fair every year. That equals books I didn't have before. I do Books Are Fun in the library media center office. All I have to do is clear the counter tops, set the stuff up on the counters, drop an email to my faculty, and collect the money. For every ten items purchased, the library media center gets one. The teachers love the merchandise, and I get free stuff. You can't do much better than that. I am always trolling for freebies. This summer *Teaching Tolerance* offered free kits complete with video. All you had to do was send in a letter on school letterhead signed by the principal. I couldn't type fast enough. Professional magazines like *Teaching Tolerance* and *T.H.E. Journal* will send their publications to your school free. I keep a wish list of materials for different purposes. You never know when a funding opportunity may arise or come to fruition. Often, if you don't move fast enough with a focused need, the opportunity dries up.

◆ Recruit help.

I have always stuck by that "if you want it done right do it yourself" mantra. I have not had a lot of luck with student helpers in the past. Recent times have made me re-evaluate and forced a few lessons through my thick skull. It is an absolute fact that, when you are alone in the library media center, the job that seemed overwhelming at times when you had assistance suddenly seems completely impossible. This reality led me to quietly rethink using student helpers. I have since come to several realizations. You don't have to have helpers every day during a set time. What works best for me is to pull in students when I have specific projects to tackle. When making ID's for all the students in the school fell in my lap, our school resource officer suggested that his peer mentors could help. They were a blessing. Once I got the system set up, they ran it under my supervision so that I could do necessary things like meet with teachers, assist students, run to the restroom—you get the idea. It is possible to have student helpers without feeling guilty about taking them away from instructional time. Because I am at a high school, I am able to ask students to work during their study hall. I have also found that students in classes like Teacher Cadet and Pro Team are available for the asking. Frequently, teachers of these classes require their students to work as assistants as part of their service learning. Another great person to work with is your

special education teacher. School-to-work transitioning is part of their focus. These students can develop job skills for their portfolios by working in the library media center. I have found several students who help out tremendously with processing books and straightening the library media center. Play to your helpers' strengths. I have a parent who helps roughly an hour in the morning when she can. She is not comfortable at all with computers. So I don't ask her to use one. Instead, when she is here, she shelves books and runs the library store much better than I can. She is a whiz with handling money and really knows the students.

◆ Back up what you ask for.

It is not the time to push hard for money. There just isn't enough to go around right now. Does that mean you shouldn't ask for it? Of course not! But how you ask for money should change. Think carefully and critically about that "just gotta have it." Can you describe why you need to make a particular expenditure in terms of standards and student achievement in a concrete way that non-library media people can understand? If so, lay it out on paper carefully, make sure your proposal is to the point and brief, and propose it. Since my budget was frozen I have been asking for funding for one specific project at a time carefully, describing how and when the purchased materials will be used. I have learned that, if I ask for one thing at a time for a specific purpose, I am likely to get it. If I present my laundry list, my request goes nowhere.

◆ Say "thank you".

If someone gives you something, make sure you send a written thank-you. And, in this case, late really is better than never—obvious, I know, but also easily forgotten. I can honestly say writing thank-you notes would never get done if I tried to do them piecemeal. I schedule thank-you letters as an administrative task for the month of May. Not only do I schedule this task, I make writing them a high priority. I keep a file folder with jotted down notes about who gave what, whether big or small, material or time. Formal thank-you notes are composed, signed, and mailed. I keep copies in another folder for my records. You'd be surprised by how many people have never been sent a thank-you for giving to schools and how delighted they are to receive one. Often receiving a thank-you has a direct impact

on their willingness to give again. If at all possible, take a picture of the donation and send it in to the local paper with a caption or article. Talk up the donation. Donating to schools is good PR and I don't have any qualms about publicly acknowledging gifts. Our mayor found money to donate toward purchasing a new set of encyclopedias for our school. Those encyclopedias were sorely needed. I have made sure to give credit for his efforts to the students and faculty. If your donor wishes to remain anonymous, you can still snap a picture of students using the donation and send it to the newspaper. An anonymous donor graciously writes a check for the nominated SC Book Award titles I select to purchase every year. I make sure I get a picture of students voting or celebrating their participation and send it to the paper. I don't mention the donation at all, which is how the donor wants it, but the donor has stated each year truly enjoying the chance to see the program that check makes possible featured in the newspaper.

◆ **Look for the humor and stay positive.**

When you get to the point where you are either going to laugh or cry, choose laughter. My mother has a new favorite saying: "It came to pass." The point being, of course, that it came to *pass* not to *stay*. Earlier this year as I sat down with my head in my hands facing the ID machine (that had just malfunctioned for what seemed like the hundredth time in the middle of the biggest computer virus wave to ever hit our school), I tried to decide whether to cry or curse. I thought to myself, "It came to pass," and began laughing. The laughter was contagious, and everyone left the library with a smile, even though no ID's were made. Morale is low right now and not just in the library media center. If I see a funny I like, I post it in my office. I keep a warm fuzzy folder in both my file cabinet and my email. Not new suggestions, I know, but simple ones that really work. A joke box or joke spot on the board in the lounge is another tried and true idea. Laughter and a positive attitude may not erase our budget woes, but they surely make life more pleasant. After all, I can celebrate the fact that the shoestring is still intact, and I am still hanging onto my library media program.

Tools for Working with Library Interns

Chuck Baker, Ridge View High, Columbia,
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Working with library interns can be an excellent educational experience. The time and effort spent working with interns can be exponentially rewarded by the knowledge gained and partnerships established.

In preparation for working with interns, there are things a "mentoring" media specialist can do to have the right tools handy.

- Thoroughly **read** the requirements and activity directions as assigned by the intern's academic supervisor.
- Prepare network accounts and access for your intern's use.
- Inform the intern ahead of time of lunch arrangements (cafeteria, availability of refrigerator and microwave), time schedules, parking instructions, phone numbers and directions.
- Provide introductory PowerPoint presentation with staff photos and basic overview of your school.
- Make available your school's latest SACS report, Faculty/Staff Handbook, and Library Policy and Procedure Handbook for your intern to take home or access from your school's Web site.
- Provide documentation (flyers, brochures, etc.) of community and student programs that your media center offers.
- Take the initiative to establish clear, open communication with library interns and their university supervisor.

When working with interns, think of them as future co-workers. Provide them with ID cards that identify them as part of your staff. Introduce your interns at school and district meetings. Making your library interns part of your "team" will get your collaborative efforts off to a good start.

SCASL Honor Rolls



SCASL created the Honor Roll of Administrators and the Honor Roll of Paraprofessionals as a means of recognizing the efforts of special people who support our media center programs and thanking them for those efforts. Administrators can offer more than financial support. They encourage you, collaborate with you, and promote your programs. If this description fits your administrator, nominate him/her to the Honor Roll of Administrators in recognition of those efforts. Paraprofessionals are our constant support. They work tirelessly to complete the daily tasks required, shore us up when our spirits are flagging, and are ever-reliable. To thank your paraprofessional, send in a nomination to the Honor Roll of Paraprofessionals. These nominations are public expressions of your appreciation. Recognition will include listing in the *Media Center Messenger* and the conference program. Nominees also receive a certificate of merit, and a letter of commendation to be sent to their supervisor, superintendent or school board. This program is ongoing throughout the school year and nominations may be sent in at any time. The December deadline makes sure names are in the conference program.

Honor Roll of Administrators

To submit a nomination to the Honor Roll of Administrators, please include the following in your application:

- Your name, position, and address
- Name of nominee and position
- Name and address of school
- Names and addresses of superintendent and chairperson of the school board

On a separate sheet please include the following:

- Description of the activity for which nomination is being made
- One or two sentences for publication purposes summarizing the reason for nomination
- Verification: e.g., agendas, programs, photos, clippings, letters of commendation, etc.

Honor Roll of Paraprofessionals

To submit a nomination to the Honor Roll of Paraprofessionals, please include the following in your application:

- Your name, position, and address
- Name of nominee and position including number of years at current position
- Name and address of school
- Name of supervisor or media specialist and principal

On a separate sheet, please include the following:

- a short description or tabular list summarizing the reasons for the nomination (consider responsibilities, work habits, strengths, and interaction with media patrons)
- At least one letter of recommendation from someone other than the person making the nomination (example a teacher/principal/media patron/etc.)

**To ensure that nominees' names are included in the conference program,
send the completed nominations no later than**

December 5, 2003 to

Tambra Pingle, Public Awareness Chair, 111 Garden Drive, Columbia, SC 29204

SCASL AWARDS

SCASL recognizes excellence in service to our students, in our schools, and to our profession by sponsoring the following awards: Media Specialist of the Year, Administrator of the Year, Distinguished Service Award, Media Paraprofessional Award, and the Nancy Jane Day Scholarship.



Applications for these awards will be accepted until December 5, 2003. Find complete application information at www.scasl.net under the link for Professional Awards or contact Judy Parham, Awards Chair at parhamjs@spart5.k12.sc.us. **Consider nominating someone now!**

Media Specialist of the Year

This once-in-a-lifetime award, first given in 1986, honors a full-time school library media specialist who has made an outstanding contribution to school library media service in South Carolina. Nominees are judged on the basis of exemplary quality library media programs and active membership in SCASL and related organizations and may be nominated by an administrator, teacher, or another media specialist.

SCASL Media Specialists of the Year

- 1985-86 Edna Bedenbaugh, Lexington Elementary
- 1986-87 Barbara Grinter, Cowpens Elementary
- 1987-88 Barbara Clancy, Lonnie B. Nelson Elementary
- 1988-89 Lawren Hammond, Paul Knox Middle School
- 1989-90 Bette Anne Smith, Royall Elementary
- 1990-91 Melinda Hare, H. E. Corley Elementary
- 1991-92 Cecile Dorr, Laurel Bay School #2
- 1992-93 Dorothy H. Pittman, Greenville High School
- 1993-94 Vonnie Smith, Hannah-Pamplico High School
- 1994-95 Louise Smith, Eau Claire High School
- 1995-96 Nitsa Demos, Orange Grove Elementary
- 1996-97 Phyllis Mays, Code Elementary
- 1997-98 Suzanne Baxley, Brooklyn Springs Elementary
- 1998-99 Betty Teague, Blythe Academy
- 1999-00 Anne B. Hood, Johnakin Middle School
- 2000-01 Deborah Ford, Charles Pinckney Elementary
- 2001-02 Judith Parham, James F. Byrnes High School
- 2002-03 Dr. Sandra McClendon, Parker Academy

Distinguished Service Award

The Distinguished Service Award was first given in 1990 and was established to recognize an individual or organization for contributions to SCASL and/or school library media programs throughout South Carolina. Because its emphasis is on service at the state level, an author, illustrator, educator, media specialist, business or organization may be nominated.

SCASL Distinguished Service Award Recipients

- 1990-91 Co-winners:
Dr. Ann T. White, Elizabeth Godfrey
- 1991-92 Peggy Hanna
- 1992-93 Jane McGregor
- 1993-94 Laura Jackson
- 1994-95 Frances O'Neal
- 1995-96 Linda Bartone
- 1996-97 Drucie Raines
- 1997-98 Diane Ervin
- 1998-99 Anne Shaver
- 1999-2000 Not awarded
- 2000-01 Pamela Pritchett Lackey
- 2001-02 Not awarded
- 2002-03 Dr. Dan Barron

Administrator of the Year

Given for the first time in 1979, this award recognizes the responsible and influential role of the school administrator and his/her support of school library media centers. School principals, superintendents, directors of instruction, and other state, county or district administrators who have made unique and sustained contributions toward furthering the role of the library media center and its development in elementary and/or secondary education are honored at the annual SCASL conference.

SCASL Administrators of the Year

1979-80 Dr. James A. Buie, Superintendent, Spartanburg 3
1980-81 Not awarded
1981-82 Chester A. Ray, Principal, Belleville MS
1982-83 Warren Richard Garrett, Jr. Asst. Principal Socastee HS
1983-84 Not awarded
1984-85 Dr. Bobby Nalley, Principal, Loris HS
1985-86 Glenn Wright, Principal, Gateway Elementary
1986-87 Joel West, Dir. of Elem. Ed., Rock Hill 3
1987-88 Dr. Mary L. Beach, Assoc. Supt. for C&I, Richland 1
1988-89 Jean Murray, Principal, Buist Academy
1989-90 Dennis Cox, Dir. of Spec. Projects, Berkeley Co.
1990-91 Julie Smith, Principal, Royall Elementary
1991-92 Dr. Michael McKenzie, Superintendent, Greenwood 50
1992-93 Patrick Hanks, Tech. Coord., Lexington 1
1993-94 Dr. Thomas E. Truitt, Superintendent, Florence Dist. 1
1994-95 Dr. Barbara Neilson, State Dept. of Education
1995-96 Robert Sullivan, Principal, Hannah-Pamplico HS
1996-97 Kathleen G. Harris, Principal, Belle Hall Elementary
1997-98 Diane Driggers, Berkeley County
1998-99 Dr. E. Eugene Sires, Principal, Summerville Elementary
1999-00 Dr. Ray Wilson, Supt., Ware Shoals, Greenwood 51
2000-01 Barbara Parrish, Asst. Supt. Ele. Services, Clover 2
2001-02 Lillie Lewis, Principal, Parker Academy
2002-03 Dr. William Harner, Supt., Greenville County

Nancy Jane Day Scholarship

This scholarship was created to honor Nancy Jane Day, Supervisor of Library Services for the South Carolina Department of Education for 24 years, and is awarded to an SCASL member to reimburse the cost of college courses taken to improve job performance or for graduate credit toward a degree in Library and Information Science.

Nancy Jane Day Scholarship Recipients

1988-89 Anita Davidson
1989-90 Rebecca Harper DeFoor
1990-91 Elizabeth B. Lee & Marsha G. Stewart
1991-92 Catherine Kip Odom
1992-93 Patricia R. Jones
1993-94 Harriet L. Kicker
1994-95 Jennifer E. Johnson
1995-96 D'Etta Broam
1996-97 Not awarded
1997-98 Marilyn Makowski
1998-99 Michelle Goings
1999-00 Lee Padgett
2000-01 Jason Goings
2001-02 Not awarded

Media Paraprofessional Award

The purpose of this award is to recognize the exemplary performance of a paraprofessional who directly supports the media profession, whether at the building or the district level. Applications for this award will be accepted for the first time this year

The Silent School Librarian Shall Perish!

Dr. Sandra McLendon, Parker Academy, Greenville, smclendon@yahoo.com

The silent school librarian shall perish! This is indeed an ominous statement. After all, the Southern Association of Schools and Colleges and the State Department of Education have requirements that school libraries must have a certified school librarian on staff. This is true! However, in the past 3 years in South Carolina, there have been massive budget cuts that have dramatically affected the educational environment. District superintendents and school boards are frantically searching for ways and means with reduced funds to offer education to meet the No Child Left Behind mandates and the demands from the State Department so they will not be labeled *Unsatisfactory*. Programs are being examined and reexamined for their worth and value to the school and to the students. If the silent librarian remains silent and does not extol the value of the program and the position, then the position could be lost. Librarians have to "better articulate your instructional role ...to convince education's various stakeholders—administrators, teachers, parents, and students of your integral value to student learning." (SLJ, 9/1/2003)

Librarians/media specialists are often the worst ones to ask to market themselves. By nature, librarians are service oriented individuals who do not thrust themselves into the limelight. They are more comfortable on the sidelines cheering on the students and teachers rather than advancing the good works of the library staff and the library program. We wholeheartedly applaud other librarians who shine in the public relations and even share their points of view. But we are too busy or too overworked or too modest or too meek to become involved in marketing our program. Nevertheless, unless we do become involved in marketing the program and the integral worth of the school librarian/media specialist, the silent librarian will perish.

How can we accomplish this rather lofty concept? We are not public relations experts: we are educators. Exactly; but we can be more forceful in the advocacy of the school library.

Dr. Sandra McLendon was SCASL's Media Specialist of the Year, 2002-2003.

ENVISION—The library/media center must have a vision, and I am not talking about a vision that is isolated from the district's mission or the school's mission. We seek to extend the school library's program to enhance the school's program. A strong and vibrant media program will benefit the students' academic achievement. "Where there is no vision, the people perish." (Proverbs 6:2) To paraphrase this verse, where there is no vision, the libraries perish. Involve your teachers, administration, students, and parents in formulating the library's mission. If the district's goals are to improve student achievement, to nurture a professional staff, and to involve parents, then endorse those same goals in the library. Then publicize those goals to all the stakeholders in the school. Place the mission on your Web page and publish it in your newsletter.

ENERGIZE—The library program should be energized and rejuvenated by the adoption of the mission statement and the subsequent new goals. Many times with budget cuts and reduced allocation this seems to be a daunting task. This is when you work with your library/ media center committee to seek funding through grants or innovative and creative ideas. Write grants! Work with teachers to write grants! Help administrators to write grants! Seek equipment rather than money! Network with businesses and government agencies! Ask for donations! I know! You do not have time to do all of this. Yet, you must in order to survive. At my former school, we all wrote grants—teachers, administrators, me—and we received over \$700,000 in grants in a 3-year period. Yes, it can be done, but it is a team effort. Work with your principals, superintendents, and school boards. In the past 2 years, Dr. William Harner, the superintendent of Greenville County Schools, and the Board of Trustees valued the importance of the school libraries to student achievement so much that they committed over 2 million dollars for purchasing books to create "World Class Libraries." The media specialists communicated the conditions of these books to the superintendent and the board. They did not believe that students could learn effectively with outdated and worn library books. That type of team effort should be applauded!

The librarian can also be creative with programs. Work collaboratively with the teachers. Move around in your school and visit the classrooms to work with the teachers. The library itself should not become a comfortable refuge, but it should always be a welcoming area for the stakeholder. Volunteer to serve on committees where your hard work and efforts will be visible to both teachers and administrators. (Hartzel, Gary, "The Invisible Librarian", 1997)

Solicit assistance from parents who can contribute to your program. Many times parents are just waiting to be asked to contribute because they do not want to be considered forward or intrusive.

When you have all the programs in place, do not be subtle in advertising yourself and the library.

EXCHANGE—When the goals are adopted and programs are developed, share them with the world. Share your programs with the faculty, students, and parents. Send out FYI's to them on Internet sites, new materials, and the latest procedures. Share information either through the listserv, the school and parent newsletters, and faculty or department meetings. Develop mini-lessions to use for professional development during team or department meetings. Do not forget to use the latest technology to share your celebrations. In the Greenville School District, our Media Services Coordinator, Robbie Van Pelt, is constantly celebrating the media specialists' victories and triumphs through email. Use email to celebrate your victories in the media center. Develop a robust school library web page. If you are not a web master, make friends with someone who is.

Also, celebrate special occasions in the media center. Invite the art, music, writing and drama teachers to participate. Have students showcase their talents by displaying their artwork, performing the music and the plays, and reading their original compositions. Invite parents, administrators, and legislators to these celebrations. "Feed them, and they will come." (Siess, Judith, The Visible Librarian, 2003) Remember to invite the local newspapers and television stations to cover the events.

These ideas celebrate the victories on a local level in the schools. Move outward by sharing your ideas and triumphs with educators other than media specialists. Present these projects and ideas at state and national conferences. Submit articles

to state and national journals because this will present your initiatives to educators beyond the local or district level. At first, you might want to co-author the article with another teacher or an administrator. But first determine what has been successful and what needs to be tweaked in your program.

EVALUATE—What educator is not aware of the importance of evaluation in teaching today. Assessment of what is successful and what is not is an ongoing process. Evaluation is an ongoing process where the library/media committee works with you to continuously evaluate and refine the program. Agree on the programs that support the goals. Determine your successes that should be advertised and shared. Examine the disappointments and either modify them or abandon them. In the classrooms, teachers are constantly evaluating, modifying, adjusting. The school librarian has to follow the same procedures to survive. Evaluate the program, the collection, and the personnel. What else can be done to create successful libraries? How can these successes be communicated well to the stakeholders?

School librarians/media specialists are vital to the education communities. "It is time to take off our cloak of invisibility, timidity, complacency, and modesty and reveal ourselves to the world as we really are and can be." (Siess, Judith, The Visible Librarian, 2003)

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Siess, Judith, The Visible Librarian, The American Library Association, 2003.



Emerald High School in Africa!

Emerald High School Library has an Extension in Malawi, Africa

Jackie Ridings, Emerald High, ridingsj@greenwood.net

Virginia J. Pulver, vjpulver@earthlink.net



Malawi is land locked, bordered by Tanzania, Zambia, & Mozambique. At its widest point it's only about 100 miles wide & about 525 miles long. The country is about the size of Pennsylvania or Cuba. About 10 million people live here.

The late Caleb Jeremiah Pulver, of Phoenix, Arizona, was recently honored at an unusual library dedication ceremony that took place in a mountain village in northern Malawi, Africa. Students and staff of Emerald High School in Greenwood, South Carolina, contributed money and books as a memorial to the son of two local teachers, Mark and Virginia Pulver. The donations were used to construct and stock a badly needed library in an isolated region of a third world country in southeast Africa. The project became a reality last May, and now students in Malawi are checking out books from The Emerald Library, founded to honor Caleb J. Pulver.



ated this wonderful project. Mark Pulver teaches TV production and troubleshoots computer problems at Emerald High School. His wife, Virginia Pulver, is a retired Air Force Master Sergeant who taught Air Force Junior ROTC classes at the same high school where her husband works.

"This is a wonderful memorial for our son. Caleb was an avid reader and I know he would love to see a library established in this village," says Virginia Pulver. In 2001, Mark and Virginia Pulver traveled to Malawi to visit her brother, Byron Mawingo Jeys. That visit changed the Pulver's lives and they shared their experiences with the students at Emerald High.

"We have no idea what abundance we have here in America. I want to share what we experienced and find a way to make life better for the people who live in Malawi. Our students and coworkers have heard us talk about Malawi often. I was so gratified to learn the students and our co-workers had undertaken this wonderful project to honor our son with a library," said Virginia Pulver. She continued, "I believe we really can change the world through reading!"

When the Pulver's 26-year-old son died in a motorcycle accident shortly after his 26th birthday in February 2002, the students and staff at Emerald High wanted to pay a special tribute to the young man's memory. Jacqueline Ridings, library media specialist, who knew of the Pulver's desire to help the children in Malawi, suggested the idea of sending books to Christina Callison, SGA President and a student in television production. Through her leadership, several clubs joined in and the idea became a reality. Using the broadcast skills she learned in Mr. Pulver's class to promote the collecting of books for this third-world country, Christina and other student leaders amassed several hundred pounds of books and the money to ship them in a short period of time.

The Emerald Library: Malawi Extension is housed at Nyika Progressive Secondary in the Rumphi District. The Emerald High students collected books, sorted them, packed boxes and mailed over



Mark Pulver loading books from Emerald High School for Malawi into Caleb's Jeep (Nov 2002).

300 pounds of assorted books. The books, shipped M-Mail rate (*Media Mail rate used for books.*), left the Greenwood Post Office in late Fall 2002. They finally reached their destination in May 2003.

During the dedication ceremony, tribal leaders and headmen gave speeches and made remarks in the tradition of Malawian culture. There was singing and a celebration followed the dedication ceremony. When the library opened its doors, the books flew off the shelves.



Brother Byron at the station.

"The books we received ...have helped us open a small library for our school. Pupils have already started reading them and their ...English has started changing for the better," said M.A. Chidumba Mkandawire, Principal of Nyika Progressive Secondary School.

The pioneer school is a small facility in the Northern Region of Malawi in Rumphi District. This is such an isolated area of the country that public bus transportation is even suspended during rainy season. Most of the students come from rural villages in the mountains and have never been exposed to conveniences such as running water or electricity.

Public education is new to Malawi. 1994 marks the first year young people could expect to attend school. Prior to that, only the elite or wealthy could provide educational opportunities for their children. Schools had to be built, teachers acquired and many other expenses mounted. Libraries and books are still a dream in many schools throughout the country.

"We help those pupils who have failed to get selected to Government Secondary Schools. We are thankful for the friendship you have cultivated with this school. Any assistance students of Emerald will offer to this school in future will highly be appreciated," says M.A. Chidumba Mkandawire, headmaster of the school where the library is located.

Upon arrival in Malawi, Virginia Pulver's brother, Byron Mawingo Jeys, distributed the books. He is the Village Headman in an African village and is known locally by the tribal name 'Mawingo.' He was born and raised in a small town in Iowa. After receiving a B.A. and M.Ed., Jeys taught school and worked in programs for the handicapped in Minnesota, California, New Hampshire, and Ohio. In 1985, he went to Malawi to set up a United Nations funded national program of vocational rehabilitation. Later he helped launch a private boys' secondary school. In 1990 Jeys opened a thousand-acre coffee farm on a 5000-foot plateau on an escarpment overlooking Lake Malawi. Soon other people settled around him and a village was born. Jeys became the Chief: Village Headman Mawingomara. In his new position, he has continued to encourage and facilitate growth in the region.

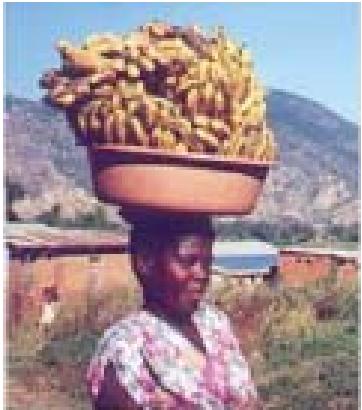
"Normally, the position of a Village Headman is passed from father to son" said G.V.H Nkhalukali, "but Bwana Mawingomara became headman because of his abilities and because he was the first to settle in that part of the township. He has built a mill, a store, a school, a church, and many roads. He really works for the community."

Mawingo said the villagers and students made the bricks to build the library. They also constructed shelves to house the books. Money was needed to buy cement. According to Mawingo, the library will make it easier for children in school to prepare for higher education.

"In the past, students studied literature as part of their curriculum, but they had no books. When they studied *The Diary of Anne Frank*, teachers wrote notes and quotes on primitive chalk boards. Students did not have copies



Malawi women with their children.



Carrying fruit to market.

of the book to study. This book is part of the national exam they must pass so it is significant that they now can actually read the book," states Virginia Pulver.

"In my brother's last letter, he says all the books have been checked out of the library and there is a waiting list upon their return! Imagine an American high school library having such a run on books! Not likely!" quips Virginia Pulver.

"We hope we can sustain a flow of books to this library now that it is established. We have made a good start, but we owe them some follow-up now. I would like to see another shipment go out this fall," says Mark Pulver.

Mr. Pulver hopes to sponsor a school "Book and a Buck" event where individuals will be asked to donate an appropriate book (new or gently used) and a dollar. The money will be used to defray the cost of shipment to the students at this remote school.

"Our son would be so pleased with this project. Let's keep the ball rolling and send some more books," says Mark Pulver.

Note: The Pulver's travel journal is now online and you can access the story of their trip. Check it out at http://home.earthlink.net/~vjpulver/Malawi_files/Malawi_files/frame.htm. You might note that Virginia Pulver is available and willing to visit schools to talk about the country of Malawi. For more information, contact her at vjpulver@earthlink.net

A(ugusta) Baker's Dozen



The 18th annual "A(ugusta) Baker's Dozen—A Celebration of Stories" will be held on **Friday, April 23 and Saturday, April 24, 2004**.

Arthur Yorinks, the founder and director of The Night Kitchen Radio Theater, will be the featured guest. He has written for opera, theater, dance and film, and is the author of many highly acclaimed books for children, including the Caldecott Medal Winner, *Hey Al*. His writing has been noted as one of the most distinctive prose styles in children's literature.

RCPL's annual storytelling festival, co-sponsored by the University of South Carolina School of Library and Information Science, honors the works and achievements of nationally-known author and storyteller Augusta Baker, who moved to Columbia in 1980 and was appointed the Storyteller-in-Residence at USC.

The two-day festival will include several special events:

- Storytelling for Fourth Graders on Friday morning by invitation.
- An evening event with the festival's featured author.
- Storytelling for Families on Saturday. Free and open to the public.

For further information call (803) 929-3474 or visit us online at www.richland.lib.sc.us

Padgett S. Lewis, Public Relations Manager, Richland County Public Library

Book Award News

Patty Tucker, Book Awards Chair, ptucker@sc.rr.com

It's official – there will be a fourth SCASL book award! The eagerly awaited South Carolina Picture Book Award has become a reality. The first nominee list will be ready for the school year 2005-2006. You may wonder why we won't have a list next year. Well, a planning committee is meeting this year to decide criteria and the logo for the award, as well as submitting consideration titles. The first nominee list will be determined by the "official" picture book award committee which will begin meeting in May, 2004.

Two Important Reminders:

Votes are due March 12, 2004!

You may send your tallies either by email or by regular mail. Envelopes must be postmarked March 12, 2004 or earlier. Late votes will not be accepted. Email votes must be received by midnight on March 12, 2004. Late email votes will not be accepted. Tally sheets are located on the SCASL website www.scasl.net under Book Awards. Please send your votes as follows to:

Children's Book Award:

Susannah Hogan, 30 North Avondale Dr., Greenville, SC 29609. Email: shogan35@aol.com

Junior Book Award:

Samantha McManus, John Ford Middle School, 304 Agnes St., PO Box 287, St. Matthews, SC 29135. Email: smcmanus215@earthlink.net.

Young Adult Book Award:

Sue Ann Spears, Midland Valley High School, 227 Mustang Dr., Graniteville, SC 29829. Email: saspears@aiken.k12.sc.us

Book Award Banners

Banners are due March 12, 2004!

Banners must be postmarked by March 12, 2004. If you choose to hand deliver your banner to Suzanne Washick it must be delivered by 3:00 PM on March 12, 2004. Late banners will not be accepted.

The banner is to represent a Children's Book Award Nominee, Junior Book Award Nominee, or a Young Adult Book Award Nominee. It must measure 2'6" by 6', to be hung vertically. It must be made from cloth and have a 2" pocket on the top for the insertion of a dowel rod and three (3) "buttonholes" through this pocket for alternative hanging measures. The banners must have the author and title on the front. To identify the banner, place a 3"x5" card on the back with the name of the designer (individual or group), the class, school, and name of the sponsoring media specialist(s). The banner will be judged on the authenticity of the art as it relates to the book as well as on the artistic quality of the banner. All artwork must be the original work of the child or children involved and must be the work of the students and not an adult. Certificates of participation will be awarded to every participating school as well as a prize of \$25.00 to the first place winner in each of these categories. Send completed banners to: Suzanne Washick, Media Specialist, Stone Academy, 115 Randall Street, Greenville, SC 29609.

Banners must be picked up at the conference; they will not be mailed.

Computerized Reading Programs With or Without Rewards

Brenda Branson, bransonrl@comporium.net

The SCASL and LM_Net listservs have been buzzing with questions and comments regarding different ideas for utilizing computerized reading programs in a positive and effective way.

Through a local survey and compiling responses from the listservs, I found there were many different ideas and many different methods for rewarding students on their participation in computerized reading programs. It was evidenced by comments that most of the schools were happy with their choice of reward system and that it was effective with their students.

Although the software for the reading programs does not require the use of tangible items as rewards, most of the schools surveyed do incorporate some type of reward system. Some may have chosen the more expensive way of purchasing prizes such as trinkets, water bottles, key chains, toys, bookmarks, pencils, tee shirts, and pizza parties, etc. (One school reported spending as much as \$6,000 on prizes annually.) Some schools reward readers with prizes that cost no money such as free passes for homework, free computer-time passes, lunch with the principal, free gum passes, etc. Others reported a reward system of periodically recognizing students schoolwide for having met their goals or reaching a certain point level by placing their names on a "Reading Wall of Fame," announcing their names during morning announcements, and/or at school assemblies.

What I found most interesting were the various explanations of "intrinsic" approaches to the reading programs. It appears there are different interpretations of "intrinsic" rewards. One study stated the definition as "intrinsically motivated actions (that) are performed out of interest and require no incentive other than the enjoyment, interest, and satisfaction that accompanies them." Some schools stated that they leaned more towards the "intrinsic" approach because they do not spend money on prizes such as trinkets and offer only special recognition, or items more academically oriented such as books, extra reading time, extra library time, bookmarks, leading morning announcements, certificates, point level ribbons, pencils,

etc. One media specialist felt their program was less "prize" oriented because their reward system was spontaneous and students never knew when or what the "reward" would be.

One common factor among all schools exhibiting a positive reading program was their major focus on providing their students with an environment conducive to reading. In addition to these survey results, research supports the fact that students are more likely to be motivated to read and are more successful when provided:

- an appealing, first-rate selection of library and classroom books which allow them a quality choice of reading materials
- daily opportunities to read and be read to
- opportunities to talk about and recommend books
- exposure to role models who love to read

Almost everyone responding was very vocal in their defense of and the success of their method of motivating students to read. All schools responding offered some semblance of a reward system for their participating students. Very few commented on being dissatisfied with their school's method of rewarding students and those that were unhappy, were mostly concerned with spending valuable dollars on trinkets and toys as rewards. Schools that provided free passes, extra free activities and special recognition reported equally on having a successful reading program as those offering more expensive prizes. It appears that providing the positive reading environment with great books, reading aloud, reading time and positive role models are the most important factors in any reading program, prizes or not.

So, if the trinkets work in your situation and you've got the money, it's a good thing! If not, there are lots of other very effective ways to motivate students. Be creative, provide the books, and the opportunity to read and you're on your way to creating a successful reading program.

The Integration of Information and Technology

Betty Daniels, Douglas Elementary, Trenton, bdaniels@edgefield.k12.sc.us

Using technology to enhance classroom instruction is the main goal for teachers sending their students out on the World Wide Web. As school library media specialists, we play an important role in helping the teachers to achieve their goal. This involves in-depth collaboration with the teachers in your school. As the information specialist, the staff is depending on you to make their venture on the web easy, educational, efficient, and relevant.

There is a simple template that I use to help teachers decide what it is they want their students to be able to do in order to accomplish the goals they have set forth. The five steps are listed below with a brief explanation of each one. Since I work in a Pre-K through 5th grade school, the steps are very simple but they do cover South Carolina Standards in Reading/English Language Arts.

1. **Lesson/Unit Outcome.** The first question that you will have to answer is “What do I want my students to learn from this activity?” If you do not have a clear cut goal for the activity, the students will not profit from their experiences on the web.

2. **Academic, Research, Technology, and Information Literacy Standards Covered in the Lesson.** All research lessons will require your students to be able to read, process, store, retrieve, and record information accurately. Your students will probably end up with more information than is required for the project and that is where their critical thinking skills will play a part in research. The students will have to know what information to keep and what information to discard.

These Academic and Information Literacy Standards should be covered in any integration lesson. They are found in Reading/English Language Arts – Grade Five:

- IV. (G) Writing — The student will use the writing process to record information accurately and to research and report information.
 - V. (A) Research – The student will synthesize information from a variety of appropriately selected resources.
 - VI. (C) Computer/technology Standards — The student will process, store, retrieve, and transmit electronic information.
(D) Computer/technology Standards – The student will communicate through application software.
3. **Setting the Stage for Success.** A good way to get your students involved from the very beginning is for you to be involved. Pull as much print and non-print material as you have on the topic that you have chosen. Introduce the lesson using the materials that you have collected. It can be books, software, papers, or even a PowerPoint Presentation that you have created to introduce the topic to the students. Pass out all the worksheets and response sheets your students will need to collect the data for their project.
 4. **Choose the Right Resource.** This requires you to have knowledge of where you want your students to go on the web. At our school, we use **DISCUS**, **Knowitall**, **MarcoPolo**, and **WebMarc** which is a part of our library media center collection. Also there are many more sites offered on our server along with other sites on the World Wide Web. Make sure the websites you send your students to are reliable and relevant. (For older students, you will have to do a lesson on picking out reliable sites. You will have to show them that the creator of the website can be biased in his/her presentation of the facts.)
 5. **Assessment of the Lesson.** Know the time frame that will be needed to finish the project. Monitor the students as they move from the teacher-led activity to the student-centered activity. Make sure they understand precisely what it is you want them to gain from this project. Prepare all necessary worksheets that may be needed to record their data. Make sure they understand how you want their presentation presented and the amount of time you are giving them to do the project.

National Boards – Is It Worth the Effort?

Debby Cooper, Kelly Miller Elementary, dcooper@fairfield.k12.sc.us

If the first questions are what are National Boards and why are they important, the first step might be to peruse their web page, <http://www.nbpts.org>. Once there, begin to read about how National Board Certification came about and the goals and standards it hopes to achieve. This quote from that page leaps out. “The National Board for Professional Teaching Standards® is rooted in the belief that the single most important action this country can take to improve schools and student learning is to strengthen teaching” (“National Board for Professional Teaching Standards”, About NBPTS, <http://www.nbpts.org/about/index.cfm>, 11/04/03). Then consider the role of media specialists in the teaching process and it becomes apparent how important it is to participate in the process.

However, when participants are asked about the process, the response frequently is that it was “challenging and time consuming.” If that’s accurate, the next question must be, is it worth it to complete the process? Will you and your students gain from the endeavor?

To attempt to answer some of these queries about National Boards from a media specialist’s point of view, we asked three people who have completed the process to respond to the following questions. The respondents were Penny Hayne (National Board Certified Teacher 2002, Lake Murray Elementary School, School District Five of Lexington and Richland Counties), Harriet Pauling (Fairfield Middle School, Fairfield County) and Kathy Walker (McCrorey-Liston Elementary School, Fairfield County). Both Harriet and Kathy are waiting for scores.

Q - Since completing the National Board packet, have you changed/refined the media program at your school as a result? If so, would you share what you've done?

Penny - I have not changed my media center program because I truly felt as if it was an effective one and met the needs of my community (students, teachers, parents, etc.). Having my “gut feeling” validated by the NBPTS has enabled me to feel more confident about the aspects of my program I feel strongest about. For example, I love curriculum and being involved with it but felt guilty sometimes about how much time this involved. National Board enabled me to see the value of my strengths and that these strengths—curriculum, best practice in reading instruction, collaboration, [and] professional development—are truly important in schools and not how perfect my card catalog might be!

Kathy - I’ve planned more collaborative lessons with teachers. I’m also working to incorporate more technology into lessons and to help teachers do the same.

Harriet – I find that now I look at kids as individuals instead of a group—where they are at that point in time. I look more at levels and talk to teachers more about student levels in class to ensure I’m targeting needed skills.

Q - Considering the amount of time and effort that went into completing National Boards, do you feel that it was worth the endeavor? Why or why not?

Penny - I loved completing National Boards. I had always done literature circles with my kids and had people ask me why. Again, NB validated something I loved to do! Reflecting on one’s practice based on the research literature and best practice was a valuable exercise for me and one I continue to do. NB instructions were clear and to the point and I was not frustrated by the process of writing, editing, and polishing. The assessment center exam questions were fair.

Kathy - Yes, going through the National Board process has helped me revitalize my media program.

Harriet – Deciding whether or not the process is worth the effort or not will be a personal decision for each person that participates. It really depends on what you'd like to get out of it. I think it was worth it. It wasn't just South Carolina involvement. This gives you a chance to see where you fit on a national level.

Q - Do you think completing the process has made you a more effective media specialist with regard to providing services for your learning community?

Penny - I think National Board has perhaps not made me a more effective media specialist but has caused others to view me as such. Therefore, my advice, input, and counsel appear to be more "valued." Since I love curriculum and instruction, reading practice, and other aspects of teaching, I am included in those professional activities and conversations. I think that's because I am now NB certified. Through this inclusion, I am able to provide more and better services to my community.

Kathy – I believe it has. I'm more focused on student learning and on working with staff and community in all aspects of the media program. I'm constantly thinking about ways to involve our families and other community groups in the activities and programs at the school.

Harriet – Actually, I find that it has strengthened my relationship with the community. I am more in tune with the way I communicate. Rather than focusing on what I'm sending out, I am more interested in what I get back. I find that I now give my e-mail address far more readily. That has resulted in more communication with my students and their parents. I find that I hear my students better; I'm more in tune to the information my students give back to me.

Q - Please offer words of advice to other media specialists completing the National Board process.

Penny - Keep your eye on exactly what NB is asking you to do. Answer the questions thoroughly and reflectively but do not try to "read" too much into what they are asking. Do not feel as if you have to do something "cutesy" on your videotapes. Good, solid teaching combined with respect for the subject matter and the children you are teaching will show through loud and clear.

Kathy - Start early and write out a timeline to help you stay focused. Join a listserv for library media candidates for support.

Harriet - Organize everything you do. Learn to be a succinct writer. Target ideas and be structured. Remember the bottom line—student achievement. Make sure that what you're including clearly indicates how it benefits your students.

For further counsel, contact:

Penny Hayne, phayne@lex5.k12.sc.us
Kathy Walker, kwalker@fairfield.k12.sc.us
Harriet Pauling, hpaulinlg@fairfield.k122.sc.us

Have You Paid Your 2003-2004 Dues Yet?

Don't wait to pay those dues at conference! Membership in any organization requires that you pay at the beginning of the year. Remember that the membership is based on a fiscal year that runs from July 1 to June 30. So pay your dues NOW and support your organization that works so hard for ALL OF YOU throughout the year. This will ensure that you receive the *Media Center Messenger* in hard copy as well as having your name included in the annual SCASL Directory. Do it NOW!



DISCUS Web Site Offers Time-Saving Training Resources

Mary Bull, DISCUS Program Director, South Carolina State Library, mary@eo.scl.state.sc.us

“Oh, if only I had time to _____ .” We can fill in that blank with so many tasks each and every day!

Recognizing that few media specialists have adequate time to create materials to support their DISCUS instruction and promotion to teachers, students and other users, the DISCUS Web site offers a variety of time-saving training and promotion resources. These resources may be freely downloaded, copied and used “as is.” Or you may revise them as you wish to suit your needs.

To locate these resources, choose the *Training* or *Promotion* links in the ***Librarian’s Toolbox*** area of the DISCUS Web site: www.scdiscus.org . These pages include:

- Brochures – use to distribute the DISCUS home access username & password
- PowerPoint presentations – to support your promotional presentations
- Database list & descriptions – to share with your teachers, parents & students
- Database “modules” – concise handouts highlight database content & features
- Practice Questions & Answers – for each set of databases
- DISCUS and database logos – use these in materials you create
- Links – to tutorials, handouts, source lists & promotional materials prepared by the database producers.

New materials and links are added to the *Librarian’s Toolbox* throughout the year. The DISCUS Office welcomes your suggestions about resources you wish to see added. We particularly appreciate your submission of DISCUS training and promotion materials that *you* have created, along with permission to post them to this site for others’ use. Send them to: DISCUSoffice@eo.scl.state.sc.us

19th ANNUAL STONE SOUP STORYTELLING FESTIVAL CALL FOR STUDENT STORYTELLERS

Traditionally, The Stone Soup storytelling festival in Woodruff, South Carolina, has offered local student storytellers the opportunity to perform on stage with internationally renowned storytellers, but beginning with our next festival, April 16-17, 2004, we will accept auditions from students throughout the state.

Those chosen will have the opportunity to tell stories, limited to 5 to 7 minutes, on the stage with our professional performers on Saturday, April 17, 2004. South Carolina students in grades 3 through 12 are eligible. This includes public school, private school, and home schooled students.

To audition the student should submit a 5-minute VHS video telling a story he/she would tell at the festival. Before telling the story they must state their name, school, grade and the name of the parent, teacher, or media specialist contact. This information as well as the telephone number, mailing address, and email address should be included in writing. More than one student at a school may include their story on a single video. To receive the results an email address must be included.

The VHS tape must be received by February 13, 2004. No tapes will be returned. Selected students will be notified via email to their parent, teacher or media specialist contact, by March 1, 2004.

**For additional information visit the Stone Soup Web site at www.infodepot.org/stonesoup.htm
Or contact William Wilder (864) 288-1912 or StoneSoup@mail.com.**

Professional Title Book Reviews

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

In the last issue of the *Media Center Messenger*, I reviewed professional titles that pertain mostly to library media specialists. This time, the titles can be for classroom teachers OR library media specialists. I hope you use this column for collection development for your teachers as well as for yourself. All titles can be found at Thomas Cooper Library at the University of South Carolina or ordered either from Amazon (www.amazon.com) or directly from the publisher. The publisher's web address is listed in the bibliographic information of each title.

Author Day Adventures: Bringing Literacy to Life with an Author Visit by Helen Foster James. Lanham, Maryland: The Scarecrow Press, Inc. 2003 (<http://www.scarecrowpress.com/>)

You can pretty much tell what this book is about by reading the title. What makes it different from any other books I have read about author visits are the quotes and advice throughout the book by actual authors. This is not just some super media specialist's advice and comments on what SHE has done, but it is author's advice and comments on what THEY have done and what they would LIKE to see when they visit a school. Lots of the advice offered is common sense: make sure the students are familiar with the author's works, tell teachers and staff about the visit and make sure they are familiar with the author's works, etc. Lots of advice offered, however, are things I have never even thought of. For example, an idea I will try this year is to give your author a "potluck" lunch in the teacher's lounge. This gives him a chance to meet teachers, gets your teachers involved in the planning process, and makes the author feel "at home." You will also find lists of author's websites and various checklists—even one that will help you make sure you do everything you are supposed to do AFTER the visit, such as write a thank you note.

Reading Essentials by Regie Routman. Portsmouth, New Hampshire: Heinemann, 2003 (<http://www.heinemann.com/>)

In the last *Media Center Messenger* I raved about Routman's Conversations. Now, I am going to rave on about Reading Essentials. A much smaller book with no Blue Pages, but worth every penny spent buying it and every minute spent reading it. This book is geared toward classroom teachers (even more so than Conversations), so there are things that media specialists just will not be able to use. However, it would be a great purchase for your professional collection. When a classroom teacher asks you for advice on something about guided reading or is in need of a handout that might help with reading conferences, this is the book you will run to. Do you have teachers and administrators in your school that have been bound and gagged by Accelerated Reader? Instead of showing them Library Science research by folks they might not recognize, pull out Routman. Page 198 starts with, "A word about computerized reading-incentive programs." She goes over their "research" (programs such as AR) and explains why it is not BEST PRACTICE to use these programs when trying to motivate children to read. You will also find a step-by-step guide to guided reading, new ways for classroom teachers to look at their schedule and lots of other useful information for both media specialists and classroom teachers.

A Teacher's Guide to Using Technology in the Classroom by Karen S. Ivers. Westport, Connecticut: Libraries Unlimited, 2003 (<http://www.lu.com>)

This is a fantastic book to have in your professional collection for teachers to check out as well as in your personal collection for times when you need help troubleshooting. In it you will find some very simple explanations of what a CPU is, a disk drive, and definitions of other "computer terms." You will find troubleshooting tips and many other things that will help you and your teachers with everyday computer STUFF. At the end of each chapter (which include topics such as: Teacher Tools, Meeting the Needs of all Students, and Managing and Assessing Computer Use in the Classroom) are questions, a summary, and activity suggestions. Blackline masters of worksheets, handouts, and checklists are also included which makes this book very user friendly. The book lists and explains the ISTE (International Society for Technology in Education) standards for teachers and students, gives tips on evaluating software as well as lists of resources for information on computers, software, etc.

Stay tuned for more professional title book reviews next time! Happy reading!

Regional News

Frankie O'Neal, Director

Region 1B.

SPARTANBURG COUNTY. District 6. **Amber Keeran** is now the media specialist at Jesse S. Bobo Elementary. **Letitia Moore**, media specialist at R.P. Dawkins Middle School, scheduled a week-long celebration of Teen Read Week including visiting authors **April Pulley Sayre** and **W. Howard Stuart** and local newspaper and TV journalists and reporters. **ANDERSON 5. Meng Sheridan** at Whitehall Elementary School has been awarded a grant sponsored by Target Store Community Giving Program for a reading incentive program "Read Across the Region—Roadrunner Reader Program." **Martha Taylor**, McCants Middle School and SCASL President, attended the AASL conference in Kansas City earlier this month. **OCONEE COUNTY.** The Oconee County Media Specialists participated in an all day training session learning about MarcMagician Software. They also were privileged to host a ten-day author visit with poet **Brod Bagert**.

Region 2.

GREENWOOD 2. Patricia Henderson, media specialist at Ninety Six Elementary School, boasts a brand new 2,788 sq. ft. media center and school. The students and teachers moved in last November, but this is the first official full school year.

Region 3.

ROCK HILL. District 3. Author **David Hammond** visited Richmond Drive Elementary School in October. Mr. Hammond co-authors the daily Plexors, puzzles that are syndicated in numerous newspapers. Students critiqued his latest work, a fairy tale, that will soon be sent for publication. Book lunches are a regular thing at Mt. Gallant Elementary. In October, fourth grade students attended a book lunch in the media center. Students qualified by reading *Because of Winn Dixie* by **Kate DiCamillo** and having a talk with **Lucy Cate**, media specialist. **Dr. Randy Bridges**, superintendent of District 3, was a guest. Later, sixteen fifth graders attended another lunch on *Poppy* by Avi and thirteen third graders qualified for the lunch on *Riding Freedom* by Pam Ryan. A book lunch for each grade 1-5 is scheduled for Children's Book Week. Book lunches at the Children's School hosted a visit by author **Michael Finklea** on October 30th. His presentation focused on the writing process and the importance of rewriting and rewriting. For Teen Read Week, Northwestern High School had their annual Research Trivia Question Contest with daily quizzes. Six students a day were awarded prizes. At Sullivan Middle School in Rock Hill, the theme for Teen Read Week was "Open Mic Poetry". Students used magnetic words to create poems or brought in one they wrote, or read a favorite.

Region 4A.

Lexington 3. Congratulations to **Amy Bedenbaugh**, Batesburg-Leesville Primary School. She was named Teacher of the Year. **Anne Stone**, Batesburg-Leesville Middle School, is happy to report that she has received

42 new computers: 12 within the media center and 30 for the media center lab. **FAIRFIELD. Kathy Walker**, McCrorey-Liston Elementary School, will conduct the Flat Stanley Learns About South Carolina History project again this year. Over 125 classes have signed up to participate. Third grade students from all over South Carolina will study the history of their communities and use originally designed Flat Stanleys to share their research with students at other schools.

Region 4B.

RICHLAND ONE. Eau Claire High School media specialist, **Carla Daniels**, and media assistant, **Jane Davis**, sponsor an after-school book club for over 30 students. The club meets once a month and provides books to students to keep for home libraries following each reading and discussion. Two field trips are planned for the year.

Mary Lou Benton and **Donna Teuber** presented at the National School Boards Association Conference in Anaheim, California. The title of their presentation was "Leadership, Collaboration, and Information Technology! Increase Student Achievement Through Dynamic Media Center Curriculum Connections." **LEXINGTON 5.** Library media specialists are conducting several workshops for the Language Arts teachers on District Elementary Professional Development days. Workshops focus on literature, media literacy and technology integration. B Students at Dutch Fork Elementary School are involved in a schoolwide reading initiative called Reading for Real Reasons. **Valerie Byrd**, library media specialist, celebrates with classes that read the most books per grade level each nine weeks. Media specialists **Evelyn Newman** and **Lorna Dawes** at Dutch Fork High School celebrated Teen Read Week by hosting a Reading Cafe. Students enjoyed refreshments while reading in the cafe. Split Pea Soup, from the University of South Carolina, worked with classes writing and reading poetry. Split Pea and the school's September poetry writing winners also shared poetry with students.

Region 5A.

AIKEN COUNTY. Patsy Davis, Aiken Middle School, received a \$500 grant from Exxon for Accelerated Reader prizes.

Region 5B.

ORANGEBURG. District 5. Nancy Carswell, North Elementary School, was recently awarded a \$5000 grant from the Laura Bush Foundation for Libraries. Over 6,000 libraries nationwide applied for this prestigious grant. North Elementary was one of three schools in South Carolina, and 132 schools nationally to receive funding. The focus of the grant will be to provide quality early childhood literature which parents may check out and share with their little ones at home. **Anita A. Hutto**, a former classroom teacher, is the new media specialist at Bowman Middle/ High School. **Marketa Phieffer** is a new media specialist at Orangeburg-

Wilkinson High School. **CALHOUN COUNTY.** At Calhoun County High School in celebration of Teen Read Week media specialist **Mary Jo Springs** emphasized the genre of poetry and set up a display of poetry books recommended on the Teen Read Week web site. Once the kids discovered the newest novels written in poetry form, they scooped them up. At John Ford Middle School, new principal **Melinda Merritt** began the school year bursting with ideas to promote literacy and reading. **Samantha McManus**, media specialist, with her assistant **Debbie Barwick** have been busy putting ideas into action. With Mrs. Merritt's support, Samantha was able to arrange John Ford's first ever author visit with author **Michael Finklea** in October. Mr. Finklea, who publishes through a small book company known as Ozark Publishing, talked to grades five through eight about the writing process, the importance of persistence, and shared a chilling recitation of the first chapter of his best seller *Creepers*. John Ford had even more reason to celebrate in October. For the first time in ten years, the media center raised over \$1,000 during the book fair. They are really proud of their success. Samantha has paired with science teacher Becky Haigler to kick off a Box Tops for Education collection campaign. All money from Box Tops will go toward updating the library media center collection and the purchase of new technology for the school.

Region 6.

LEE COUNTY. **Vicky Haynesworth** is the new media specialist at Lower Lee Primary School. **Shannon Fennell** started at West Lee Elementary School in January 2003. The other media specialists are **LaSandra Grimsley**, Mt. Pleasant Middle School; **Linda Estridge**, Dennis Intermediate School; **Brenda Milton**, Bishopville Primary School; and **Mary Miller** at Lee Central High School. **LaSandra Grimsley**, Mt. Pleasant Middle School, and **Linda Estridge**, Dennis Intermediate School, attended Authors on the Beach in Myrtle Beach. **Mary Miller's** husband, Lee Central High School, built a working lighthouse that is the focal point of the media center. The theme, borrowed from SCASL, is "A Beacon to Literacy and Lifelong Learning."

Region 7.

DILLON 1. **Liz Herlong**, media specialist at Lake View High, welcomed **Elnora Cox** as her media assistant. **DILLON 2.** District media specialists attended the EdTech conference in Myrtle Beach. They are also the first district in the state to use a new search tool called Pinpoint from Sagebrush to search not only the card catalogs from each school but also DISCUS and the Internet. You can check it out on the district web page www.dillon2.k12.sc.us. **DILLON 3.** The district has been awarded a library grant in the amount of \$240,940 from the US Department of Education. The grant is entitled "Improving Literacy through School Libraries" and will be used at Latta High School, Latta Middle School, and Latta Elementary School to improve reading achievement by improving school library services and resources. **MARION 1.** Media Specialist **Anne Hood** was instrumental in Johnakin Middle School's recent

success in receiving a Middle School Literacy Grant of \$50,000. **MARION 7.** Creek Bridge Middle/High School students have moved into a brand new building this year. They have a state-of-the-art library media center. The school district has been awarded a technology grant that will provide a teacher creation center in each of the district's school library media centers. Each station will include a state-of-the-art multimedia computer, scanner, digital camera, digital video camera, video editor and LCD projector. **FLORENCE. DISTRICT 1.** Three media specialists from the district were recently chosen as Teacher of the Year for their schools. They are **Amy Rhodes**, Briggs Elementary, **Susan Lane**, Moore Intermediate, and **Sharon Howarth**, Wilson High School. **DISTRICT 2. Superintendent Dr. Steve Quick** allocated additional funding to upgrade the book collection at Hannah-Pamplico High School. After compiling the data on the age of the books and presenting research on the impact that school libraries have on student achievement, the school and district administrators agreed to support the proposal to focus our collection development efforts to best meet the needs of our students and teachers with up-to-date quality print materials. Media specialist at the High School is **Vonnie Smith** and **Bernard McDaniel** is the principal. **DISTRICT 3:** New media specialists are **Ella Plumber**, Ronald E. McNair Jr. High, and **Laura Ward**, J.C. Lynch Elementary. **Michelle Crout** is now at Scranton Elementary. B Lake City High School media specialist **Kaye Bates** is the recipient of a \$5,000.00 Laura Bush Grant. **Joyce Moore**, media specialist at Main Street Elementary received a \$6,000 grant from the State Department and is serving as chairman of the newly formed Picture Book Awards Committee for South Carolina.

Vital Statistics



Congratulations to **Susan Matkovich**, media specialist at Berkeley Elementary School, on the birth of her daughter Isabel Matkovich September 23, 2003!

This summer **Mary Anne Greenwood Kohl**, Midway Elementary, was married and honeymooned in Germany.

Lexington 3. Belated congratulations to **Amy Bedenbaugh**, Batesburg-Leesville Primary School, on the birth of her daughter, Catherine.

Sue Ann Spears, Midland Valley High School, was married on September 20, 2003 to Jonathan William Beym.



Nellie Smith, former media specialist at Midland Valley High School, died in October, 2003.

Region 8.

HORRY COUNTY. New media specialists are **Gail Dale** at North Myrtle Beach Elementary and **Barbara Schlidt** at St. James High School. Both are new schools that opened for the 2003-04 school year. **Nancy Regin**, Myrtle Beach Middle, received an \$8,600 grant from the Chapin Foundation to purchase materials aimed at helping ESOL students improve their reading skills. Items purchased include Spanish language books and periodicals, bilingual books, books on tape, and high interest-low level books. There are also listening stations available, as well as cassette players for the students to check-out. Materials will be made available to the students and their families. A reception is planned for the students and their families to familiarize them with the new materials.

Region 9.

CHARLESTON. **Paula White** has joined the staff at A.C. Corcoran as media specialist, having previously worked at libraries in Spartanburg, Charlotte, and the State of Oregon. Last March the Charleston County School Board announced the availability of grants from the Lawrence G. Derthick, Jr. Memorial Trust Fund. The grants are made on a matching basis and must "serve school-age youth." The fund, created in 1977, derived from a teacher retirement fund account that existed prior to the state teacher retirement system. During the past twenty years, more than \$200,000 have been distributed to community groups and agencies. This year **Deborah Davis**, West Ashley Intermediate School, applied for a grant and she has received word of approval for \$1170.26 from the memorial trust. The funds (matched by the school's PTA) will be used to purchase 4 copies of each of the children's and junior book award books and their corresponding AR tests. Students will participate in the Book Awards Program and the Banner Program. **Kim Livingston**, recently graduated from SLIS, is now at McClellanville Middle School. **Lisa Schaffer**, Pinckney Elementary School, was elected "Teacher of the Year" for her school.

Region 9B.

DORCHESTER 2. **Gin-g Edwards**, media specialist at Alston Middle School, is holding a special monthly event for students who have met reading goals in their classes. The first event was a student/faculty basketball game highlighted by music from the Alston band; next a Halloween storyteller featuring ghost stories for those students who qualify. More events are planned for the school year. **BERKELEY.** **Eleene Levander** reports that the renovations at Cross High are close to being completely finished and her media center now has all new shelves, thanks to her lobbying efforts! Renovations at Hanahan Middle School are complete with a new media center. **Linda Hall** has started a Friday book talk program where students who have read one book and tested in AR every two weeks come down to the Media Center during their reading class to talk books and eat popcorn! The first nine weeks showed great results with AR points doubling from last year at the same time.

A great idea posted on SCASL listserv:

Camp Read at Flowertown

Sherry O'Cain, Flowertown Elementary, Dorchester 2
malomarr@yahoo.com

In recognition of both National Family Literacy Day and Children's Book Week, we transformed the library into Camp Read. I asked our staff to let us borrow sleeping bags, tents, and any other campy stuff they had...we even got a canoe! Our schedule is almost completely flex, so we tried to have classes sign up in pairs for buddy reading. They came in, grabbed a book from a bin (we pulled good ones ahead of time), found a spot, and started reading. It really was a blast. My only expense was purchasing items to make a cheap trail mix...they got a tiny cup on their way out.

And still another idea:

A Storytelling Evening

Frankie Adkins, Ware Shoals High,
fadkins@gwd51.k12.sc.us

I learned about Tellabration! at the National Storytelling Festival. It is sponsored by the National Storytelling Network and takes place on the Saturday before Thanksgiving all over the world. I am sponsoring one here at Ware Shoals on November 22nd at 7:00 in the evening. This one will benefit the "Christmas is for Kids" project sponsored by the Ware Shoals High Student Council, which provides Christmas presents for children who will not otherwise have anything special for Christmas. Refreshments will be served and admission will be a new unwrapped toy or \$5. This will be the debut of the Purple & Gold Storytellers' Guild, made up of WSHS students and teachers.

You may visit www.tellabration.org for more information.

Great Ideas are posted on SCASL Listserv all the time!!! Have you subscribed yet?

(Jill Altman planned an excellent activity for her AR program involving an exchange of information with other towns in South Carolina. She described it briefly on the SCASL Listserv looking for other schools to participate. The response was so overwhelming that she later posted the following description of the activity. To date she has not been able to start the program as you will see but plans to begin early next year. —Ed.)

Due to the tremendous amount of cataloging and organizing involved with our school's new guided reading program, I haven't been able to start my AR program yet. The kids are reading and taking tests but I haven't begun the prize awarding or postcard program. We are planning on starting after the Christmas break and I can't wait to start fresh with it next fall. Sometimes things have to be put to the side until other things are finished. When I started planning the AR program in July I didn't know we would catalog and process nearly 45,000 items by November! I am keeping the list of people who emailed me from the listserv expressing interest and others can be added. I think it will be a fun program and good for the kids.

—Jill

Here's what I posted to the SCASL Listserv:

Wow, I couldn't believe how many responses I got about my AR program, "Read Across South Carolina." I had so many requests for more info I'm just going to send it to the list.

I have two libraries, one for K-2 and one for 3-5 so I will be modifying it a little up or down depending on age levels. My plan is to have displays around the library about different counties/towns in SC. Each display will also be a certain point level for AR, for example, display one is the start-

ing point and is, of course, Saluda. This is where the kids will get to put their nametags (in our case, motorcycles) when they reach 5 AR points. Oh, and they are going to be called Rip Roarin' Readers! The display will have pictures and facts about Saluda.

When they reach 10 AR points they get to move to another display which will be another county/town and there will be info about that place too. That is where the postcards come in. Everyone who reaches a new 10 point level each month will get their name in a hat and I'll draw out several to get to write postcards to that town featured. It will be continual since everyone is at a different level all year. Return cards will be put on the board.

I'd like people to send postcards that have local pictures or are school related. We actually have a school postcard but I'm going to the town museum to beg for some of their postcards also. Anyway, for every 10 AR points there will be another display to culminate in Myrtle Beach, and the participants who reach that final destination will get to have a beach party at the end of the year here at school.

I'm going to have displays at both libraries and I'm not picky about what towns we visit though I do want to have the major ones in there as well. A lot of my kids have never been anywhere so I thought it'd be fun and educational. I'm thinking of presenting this at SCASL (though probably not till next year) so I'm going to take lots of pictures. I'm going to encourage the students to write a short note about what they are reading and books they recommend and maybe something they like about their town/school. I will post a list of participants. Originally I was only going to have 10 displays since most of my kids don't reach 100 points (and my space is limited) but we may do more if this motivates them.

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- ★ Come learn, share, and celebrate how important what you do **@Your Library** is to student achievement!
- ★ Discover how to use the Big6 Information Framework with Michael Eisenberg.
- ★ Examine the new South Carolina Media Center Program Rubric with Martha Alewine.
- ★ Visit with many talented authors, illustrators, and literature/reading experts.
- ★ Learn from your peers what strategies and programs really work!
- ★ Help us launch the **@Your Library** School Library Campaign here in South Carolina because:

- * **School library media programs are critical to the learning experience.**
- * **School library media specialists are crucial to the teaching and learning process.**
- * **School library media centers are places of opportunity.**

Robbie Van Pelt, SCASL Vice-President/President-Elect,
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