



Media Center

MESSENGER

Newsletter of the South Carolina Association of School Librarians

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November 2005

SCASL Salutes Hurricane Helpers

Chuck Baker, Ridge View High, Richland Two, cbaker@rvh.richland2.org

South Carolinians have recently established a proud reputation for helping those in need. The storms that affected the Gulf Coast this hurricane season have brought out the spirit of giving in many of our citizens, libraries, and schools.

Even though it will be a while before the residents in the hurricane damaged areas will be able to sit back and read, many of our SCASL members have helped out in making the possibility of that day a reality. The Hurricane Helpers from South Carolina school libraries include:

- Jean Power tells us that Georgetown High School took donations during 1st period classes, and raised over \$3700.00 to be donated to the Salvation Army. Any student who donated to hurricane relief received a pass to leave for lunch 2 minutes early, putting them at the front of the line. The class that raised the most money received breakfast compliments of the principal.
- Mike Seagle at Cooley Springs-Fingerville Elementary School is collecting change from students and collecting books to send. What is special about their project is that the students who donate books get to write a message in the books letting the people know they are thinking of them.
- CALMS (Colleton County Association of Library Media Specialists) has donated \$100 to LLA for Hurricane Katrina. This group represents all the school librarians of the 11 schools of Colleton County and the Children's librarian from Colleton Memorial Library (The Public Library).
- Lynn Goodwin of North Augusta High School in signed up with ALA to pair with a school. They are currently waiting for notification of the school they will be paired with. Their Student Sophomore Advisory group, under Advisor Karen Williams, will be doing a lot of the work. They will be collecting both money and books to be sent to the school they are paired with.
- Teresa Zuraw of Socastee High School in Myrtle Beach says that their school has a Katrina fund. Their media center has a monthly "Cappuccino Day" fundraiser, and they donated \$200 from the proceeds of their September fundraiser to the Katrina fund.
- Jennifer Kauffman of Monaview Elementary in Greenville decided that the best way to help would be to send money. They just finished having a book fair and will send their vouchers that they receive from Scholastic to a school in Louisiana that needs to purchase books or supplies. This way they can get what they want.
- Kate Byrd of Belton Elementary School held a book drive. Students brought in "slightly used" books. These books went to areas of need in early October.

(Continued on page 6.)



From the President . . .

Lauren Hammond, SCASL President
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Building Bridges to Student Achievement @ your library

What an awesome goal! How well we know the positive role we have in our students' success! Now our challenge is getting that information out to the rest of our educational community as well as to our legislative leaders and our school communities.

In light of this objective, your SCASL leadership is planning another Summer Institute that will assist you in learning how to most efficiently and effectively communicate your media center program's impact on your students' learning. There will be more details in upcoming issues of the *Media Center Messenger*. Also look for concurrent sessions at our upcoming conference in Charleston that can help you get started on your bridge building venture.

Conference registration deadline is Friday, January 13th and will be here before we know it! Be sure to get your registration completed and in the mail on time so you can be in our drawing for 5 prizes again this year. Now that SCASL accepts major credit cards for purchases and registration, payment will be even easier for you or your district to complete. Don't wait until the last minute! Registration costs have risen and late registration will cost even more – a necessary step approved by the SCASL Executive Board so that we can continue to bring our membership one of the best conferences in the nation.

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I would be remiss if I did not again express our sadness as an association regarding the death of Robbie Van Pelt earlier this fall. We have lost one of our strongest leaders and advocates for quality library media programs, but even more so, we have lost a gracious lady and a wonderful friend. Our condolences go to her family and colleagues. Robbie, we will miss your constant smile and encouragement to go beyond the norm in our efforts to build bridges toward success for our students and our profession.



## Big News! Cocky is coming your way!!! Details on page 11.

## Keep in Touch

### SCASL:

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SCASL, P.O. Box 2442, Columbia, SC 29202  
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Web Page: [SCASL.net](http://SCASL.net)

### SCASL listserv:

#### To subscribe:

Address: [listserv@listserv.sc.edu](mailto:listserv@listserv.sc.edu)  
Subject: Leave blank  
Message: Subscribe SCASL-LS  
yourfirstname yourlastname

#### To send a message:

Address: [SCASL-LS@listserv.sc.edu](mailto:SCASL-LS@listserv.sc.edu)  
Type: your subject  
Type your message and send.

### The Media Center Messenger:

Send all suggestions, corrections, articles,  
and ideas to [jmoggles@direcway.com](mailto:jmoggles@direcway.com)

#### Other important addresses:

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

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

**SC State Library:** [www.state.sc.us/scsl](http://www.state.sc.us/scsl)

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

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

### MISSION STATEMENT

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

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Join listserv and stay current with the very latest conference information. Keep up to date by checking the SCASL Web site.

## Calendar

January 20-25, 2006: ALA Midwinter Meeting, San Antonio

March 1-3, 2006: SCASL Conference, Charleston

April: National Poetry Month

April 2-8, 2006: National Library Week

June 22-28, 2006: ALA Annual Conference, New Orleans, LA



From the State Department of Education

## School Library Media Services

Martha Alewine, Consultant, School Library Media Services

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The school library professional community was shocked and deeply saddened recently by the untimely loss of one of our leaders. Robbie Van Pelt, Greenville County district library media supervisor, was a tireless advocate for the library media specialists everywhere. Robbie had an infectious enthusiasm that made working with her exciting and, at times, just a little tiring. We will all miss her smiling face, her excitement about books, children, and school libraries, and her ideas for garnering additional support for library media centers. Robbie leaves a wonderful legacy in Greenville County—updated book collections in all schools, a greater awareness by Greenville educators about the importance of providing students and teachers access to current materials, and the importance of having a district library media supervisor who supports and advocates for school libraries, school library professionals, and for students.

Much has been written on what it means to be a leader. A leader exhibits such traits as being a visionary; having a global perspective yet acting locally; being self-motivated; being flexible; possessing a good attitude; being respectful, passionate, persistent; being able to motivate people; being a good listener; and being a planner. We only have to look at the example set by Robbie to see these qualities and characteristics in action. Robbie was also a professional. A professional is knowledgeable in his or her field and willing to share that knowledge; is driven; is committed; looks for a solution to any situation; is diplomatic; is a cheerleader; is a good communicator; has a positive attitude; and knows when to lead and when to follow.

What will we do to live up to Robbie's example as a leader and a professional? Think of all the initiatives underway on behalf of school libraries across the state. Where do you fit in? Have you decided how you can expand your sphere of influence to garner support for your library media program, for school libraries in your district, for school libraries in South Carolina? I can hear Robbie now as I did so many times when my phone would ring, "Martha, I just had an idea that I think will make the biggest difference in our school libraries," or she would excitedly begin our conversation with "Martha, let me tell you what just happened!" Her closing comment would often be "Is that not the most wonderful thing?!" Her thoughts and actions always revolved around finding ways to improve school libraries. We now have a cheerleader in the wings urging us on to greater things. If you listen, you can hear her saying, "Y'all, just look at the great things happening in library media centers across our state. So what are we going to do next?"

Those of us who knew Robbie as a friend will miss her warm hello and her genuine smiles. Tears blur my vision as I think of how we will continue to miss her friendship and not being able to share successes and failures together. But we will pick up the pieces, smile through our grief, and celebrate the life and the leadership of someone who absolutely loved being a library media specialist. As a professional community we must all say, "Thank you, Robbie, for showing us what a leader can accomplish." Now is the time for all of us in the school library community to join hands as advocates for students and school libraries and not let Robbie's work be for naught.

## From Your Library School

I hope that you have enjoyed a good year so far. Nearly half over already—wow! When you are having fun... (at least I hope you are having fun).

We have had a very exciting year to date and lots of things are going on that I hope you will find interesting and that will eventually serve to support you. I'll list and briefly comment on some of the things we have going on, but if you would like to know more, PLEASE get in touch and I'll be happy to tell you more.

- The PhD proposal has passed all the hurdles inside the University and those of the Commission on Higher Education. We are in the process of completing a grant from IMLS to support our first three years. Policies and procedures have not been finalized, but will be early in the spring. We hope to begin our first class in the fall of 2007.
- We will begin looking for two additional faculty members to support the PhD starting this spring.
- The Children, Libraries, and Literacy initiative was kicked off on 29 September with a statewide media blitz. This \$6 million dollar effort will be fully self sustained by 2008, but we are not waiting until then to become involved in the literacy efforts in South Carolina. We are very excited about its potential for all types of libraries. One of our first efforts will be in the area of early literacy and working with public libraries; however, we are beginning to determine how this effort can extend to all libraries, including school library media programs statewide. For more information go to: <http://www.sc.edu/cmci/news/archive/SLIS05/litinitann.html>
- The Augusta Baker Chair in Children's Literacy was funded by the South Carolina Legislature for \$1.5 million. This was our original goal, but now we have bumped it up to \$3 million to provide not only salary, but a strong operating budget for the scholar who is appointed. That person will be someone with a strong research background and potential who will concentrate on South Carolina, libraries, and children's literacy.
- The BEST Center that has served the University and the Midlands well has had a name change that will describe better its expanded mission. The South Carolina Center for Children's Books and Literacy will build on the firm foundation of the BEST and expand those services statewide.
- The South Carolina Public Library Economic Impact Study—to demonstrate how important public libraries are to the economy of the state and its individual citizens (<http://www.libsci.sc.edu/sceis/home.htm>) has been completed and received a great deal of local and national attention. While we don't suggest that the study was the primary factor, we believe that it contributed to the very successful campaign by public librarians to take the public library funding from some eighty cents to two dollars. This came as the result of the very hard work of all public library administrators and citizens who influenced the state's legislators to make that commitment. Especially important was the work of Jim Johnson, Dwight McInvaill and Todd Stephens.
- SLIS is collaborating with SCASL and the SCDOE to develop a similar legislative strategy to improve funding and support of school libraries. Jim Johnson (recently retired State Librarian and now lobbyist for the SCLA), Martha Alewine (SCDOE Library Media Director), Martha Taylor (SCASL Past- President, and members of the SLIS faculty are the planning team. This effort will require every school library media specialist to become involved as the public library folks did. Keep in mind that in the past 30 years, school libraries have been earmarked for book collection development only ONE time. It needs to be annual!
- Dr. Anne Perrault has joined our faculty. She will be the course architect and liaison to the College of Education for our Information Literacy course that is required of all elementary education majors in the COE. As far as we can determine, we are the only teachers preparation program that requires such a course. We believe that it will have a significantly positive impact on school library media program use when these folks go out into our schools. We are currently searching for another faculty person who will work with the COE service courses and should have that person on board by the fall of 2006.

Thank you for your continued interest in YOUR library school. If we can be of any assistance to you, please don't hesitate to contact us. Or if you have suggestions or just want to chat—give us a yell. See you at Annual Conference, if not before! And be sure to keep up with our weekly news blog, Monday Matters.

**Dr. Dan**

[ddbarron@gwm.sc.edu](mailto:ddbarron@gwm.sc.edu), 800-277-2035

(Continued from page 1.)

- Deborah Davis of St. Andrews School of Math and Science in Charleston County School District is collecting “bucks for books” through her Scholastic book fair. They will use these bucks to buy new books for Katrina victims in Mississippi. Students may also purchase books through the fair and place in a box. All items will be shipped to a friend of hers who will distribute them through her local elementary school to students who have lost everything. Roughly half of the people in her county have lost everything.
- Susan Rowe of Lexington 4 had “a BUCK to BUY a BOOK” campaign. The kids could donate their change from their purchases or whatever they chose to give and the media center matched the donations from the fair proceeds. The books bought with this money and the books for having the fair will go to a school devastated from the hurricane. Susan is going to have to do some research and find a middle school that is ready to take books.
- Sonny Williams and Chuck Baker from Ridge View High School in Columbia sponsored their students’ Patron’s Club book collection for victims of the hurricanes.
- Mary Anne Kohl from Hunt Meadows Elementary School in Anderson School District One placed a huge bucket in the media center during their book fair and posted signs on the doors asking parents to consider purchasing an extra book for a school in Louisiana. Also, PTSO gave each teacher a \$25 voucher to spend at book fair, and 28 teachers donated their vouchers to add books to the bucket. One of their teachers has a sister who teaches in LA, and PTSO gave her a \$100 voucher to spend to replace what she lost. Mary Anne estimates that the book fair generated well over \$1000 worth of books to go to Louisiana.
- Julie N. Hornick of Beech Hill Elementary School in Summerville is saving their good-quality weeds (most of which are multiple copies from their shelves) to send to Texas (address: Braker Self Storage, ATTN: Katrina Book Drive, 2607 West Braker Lane, Austin, Texas 78758). As the TLA said: “Since it will likely be several months—perhaps even a year or two—before libraries are able to take these collections, the Association has partnered with the Texas Mini Storage Association (TMSA) to collect the books and store them in climate-controlled facilities until area libraries are able to receive collections.”
- Claudia Myers from the Berkeley County School District received the following message from the ALA office about assistance with Katrina clean-up in libraries:

“We understand the interest in doing something now, but the best thing is to donate to the library relief efforts at <http://www.ala.org/katrina> “. (Michael Dowling, Director Chapter Relations Office and International Relations Office, American Library Association, 50 E. Huron Street, Chicago, IL, USA, 60611).

SCASL is proud of the many efforts of our schools and school libraries. Undoubtedly, your efforts are appreciated by the many people affected by these tragic storms. If you would like for your school library to participate, please check out the following websites.

For financial donations: <http://www.ala.org/ala/cro/katrina/katrinafinancialdonation.htm>

For new and “gently used” book donations: <http://txla.org/temp/DisasterRelief.html>

For computer donations: <http://www.mlc.lib.ms.us/AboutMLC/NewsKatrinaDamage.htm>

For the Adopt a Library Program:

<http://www.ala.org/template.cfm?section=cro&template=/cfapps/katrina/request.cfm>



The DISCUS Program welcomes Ruth Thompson as the new DISCUS Training Coordinator.

Ruth will be in charge of developing, coordinating and delivering DISCUS training throughout the state. She has over 12 years of public library experience including training delivery and program implementation. She earned her MLIS from the University of South Carolina in 2005. Ruth will be a great asset to the State Library and the DISCUS team.

#### What’s New!

**Literature Resource Center** – A joint collaboration between the DISCUS program and PASCAL. DISCUS provides access to both the public libraries and the K-12 community. PASCAL provides access for its members within the academic community. Literature Resource Center (LRC) provides online access to Contemporary Authors, Dictionary of Literary Biography, Contemporary Literary Criticism, Twayne’s Authors Series, Scribner Writers Series and more.

**Gale Virtual Reference Library (GVRL)** – A selection of 25 reference ebooks are being made available to DISCUS institutions through Gale’s Virtual Reference Center. Implementation will begin the first week of November. Please be on the lookout for more information from your district’s Primary DISCUS Contact.

Amy Duemberger  
[discusoffice@leo.scsl.state.sc.us](mailto:discusoffice@leo.scsl.state.sc.us)



# Robbie Van Pelt

## 1952-2005

A few weeks ago, Robbie Van Pelt, a giant in public education in Greenville County and South Carolina passed away. Quiet in her demeanor, but high energy in getting the job done, Robbie was the Coordinator for Media Services for all ninety schools and centers across the county. She was totally focused and dedicated to improving the literacy of the district's 64,000 students. Her love for service to children could be felt by all who knew her, especially her family, the school board, media specialists, and the district's leadership team. It was my privilege and honor to have worked with her for four years. During those years, because of her leadership and creativity several hundred thousand outdated books were removed from media centers and replaced with new ones. Book collection averages jumped from 1977 to the late 1990's. She implemented a web-based system for students, teachers, and parents to view school book collections from home. Her work brought national recognition to Greenville County and selection as President of the South Carolina Association of School Librarians. Robbie was of tremendous faith, character, and courage. We all learned from her. While Robbie will be dearly missed, her legacy of creating world-class media centers and services across Greenville County Schools will be felt for decades to come.

**Bill Harner, Greenville**

*(Editor's note: Dr. Harner was Superintendent of Greenville Schools and the 2003 SCASL's Administrator of the Year. This letter was also printed in the Greenville News.)*

The media specialists of Greenville County have lost a much-loved friend and leader and we daily feel her absence. As an expression of our deep appreciation for her life and legacy we are working to establish a memorial in her honor that will have lasting impact on school libraries and the children of Greenville County. More details will be available in the next *Media Center Messenger*.

Patty Bynum, Media Specialist  
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# Book Award News



Samantha McManus, Book Awards Chair, [smcmanus215@yahoo.com](mailto:smcmanus215@yahoo.com)

## Book Award Voting

The Book Awards Committee is so excited about this year's book award nominees and we hope you are too! Hopefully, you have students clamoring for the next title on their list and busting at the seams to vote for their favorites. Since this is another early conference year, with the SCASL conference March 1-3, 2006, all votes are due in via e-mail or snail mail by February 14th. To help make things easier, below are a few helpful hints and very important addresses.

### Voting Criteria:

1. Schools do not have to be pre-registered to vote, but school libraries participating in the book awards program must have at least ten (10) of the titles on the nominee list in their voting category.
2. Voting categories are as follows: Picture Book, Grades 4K-3; Children's Book, Grades 3-6; Junior, Grades 6-9; and Young Adult, Grades 9-12.
3. Students must read or listen to a minimum of three titles from their voting category.
4. Students vote only for their favorite title. Every vote counts, so send all votes in...not just the "winner" for your school.
5. The media specialist or a designated teacher should tally **all** student votes and report the total number of votes each book receives prior to the February 14th deadline and mail final totals to the appropriate mailing address below.
6. Student ballot forms and voting report forms are available for download on the SCASL website under Book Awards. If you choose not to use these forms, please send in your final votes in alphabetical order by **title**.
7. **Votes must be mailed or e-mailed to the vice chair of the appropriate book award committee and postmarked no later than February 14th. If votes are mailed to the SCASL post office box, they will not be counted.**

### Send Votes To:

- ✉ **Picture Book:** Lisa Conrath, Hammond School, 854 Galway Lane, Columbia, SC, 29209, [lconrath@hammondschool.org](mailto:lconrath@hammondschool.org)
- ✉ **Children's Book:** Theresa Harmon, Oak Grove Elementary, 479 Oak Drive, Lexington, SC, 29073, [tmharmon@lexington1.net](mailto:tmharmon@lexington1.net)
- ✉ **Junior Book:** Henry Hall, R.H. Fulmer Middle School, 1614 Walterboro Street, West Columbia, SC, 29170, [hlhall1971@alltel.net](mailto:hlhall1971@alltel.net)
- ✉ **Young Adult:** Charlene Zehner, R.B. Stall High, 7749 Pinehurst Street, Charleston, SC, 29420, [charlene\\_zehner@charleston.k12.sc.us](mailto:charlene_zehner@charleston.k12.sc.us)

**Happy Reading!**

## Book Awards Banner

### Banner Submissions:

1. Banners must be original student work and depict a nominated book for the 2005-2006 school year.
2. Guidelines and participation information are included on the SCASL website under the Book Awards section and below.
3. Banners must be mailed or delivered to the following address by February 14th: *Linda Hall, Hanahan Middle School, 5815 N. Murray Avenue, Hanahan, SC, 29406*
4. If mailed, they must be postmarked by February 14, 2006. If you choose to hand deliver your banner, it must be delivered by 3:00 p.m. on February 14, 2006. Late banners will not be accepted.
5. Banners must be picked up at the end of the conference, following the Book Award Luncheon; they will not be mailed. Please be sure that you have a representative from your school or district assigned to this task.

### Banner Criteria:

1. The banner must represent a Book Award Nominee for the current year.
2. It must measure 2'6" x 6', to be hung vertically.
3. It must be made from cloth and have a 2" pocket on the top for the insertion of a dowel rod plus three button holes through this pocket for alternative hanging methods.
4. The book title and author's name must be on the front of the banner.
5. In order to identify the banner and assist the judges, place a 3" x 5" card in each of the lower back corners of the banner. The following information should be included on each card: *School name and mailing address, Name of the designer (individual or group), Category (Picture, Children's, Junior, Young Adult), School Media Specialist and e-mail address.*
6. Each 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.
7. Certificates of participation will be mailed online to each participating school upon request to the Book Award chair. In addition, a ribbon for first, second and third place in each category will be awarded at conference and a prize of \$25.00 will be awarded to the first place winner in each category. The first place award check will be sent to the school media specialist unless otherwise requested. A school may win only one first place award but may receive other award levels.

*The Book Awards Committee is currently working on a judging rubric for the Book Award Banners. The rubric will be published on the website, through the SCASL listserv, and via the Regional Network as soon as it is completed and approved by the Executive Committee.*

# TEXTBOOK ADOPTION

## AN OPPORTUNITY FOR LIBRARY MEDIA SPECIALIST INPUT

*Peggy Harrison, Brewer Middle School, harrisonp@mail.gwd50.k12.sc.us*

This past April I received an invitation to be a member of the Materials Review Panel for English Language Arts, grades 6-8. Once my principal signed off on my participation, my acceptance was in the mail. To say I leaped at the chance to serve on the state ELA textbook adoption for middle schools would definitely be understating my alacrity.

Since the rather paltry stipend was certainly not a significant factor in my decision, just why did I regard this invitation as a golden opportunity? The answer is that my being on this committee was all about visibility and advocacy.

How many times have I heard myself and my fellow LMSs bemoan the fact that “they” never request input from “us,” especially on matters related to literature and reading? Here was a venue where the input from a library media professional was being sought.

Serving on the textbook adoption committee allowed me to discuss best practice and needed resources with middle school ELA teachers, curriculum coordinators, and a literacy coach. During general discussion at the meetings, I never hesitated to state, “Your library media specialist may be able to assist you with \_\_\_\_\_,” or “See if your library media specialist can provide that resource or information.” Being a visible advocate is a bit like proselytizing; the zealous take advantage of every captive audience.

Did I mention that being a visible advocate could also mean doing a lot of work? The boxes began arriving in May. *Have I mentioned the boxes?* Publishers eager to have their materials put on the state adoption list very generously ensure that you will have **all** their textbooks and workbooks at the pertinent grade levels to review—and let’s not forget all those nifty videotapes, CDs, and the like.

Of course, some of those already mentioned boxes also contained the supplemental titles for classroom libraries, in most cases paperback novels, but also some titles in hardcover and some nonfiction titles. With only one publisher requesting that the materials be held apart for eventual return, it was Christmas a month before July. Good literature at a good price—for my school. For me, the price involved pre-selected summer reading and an assignment I could not shirk.

Those supplemental titles were a very important part of the ELA middle school textbook call. In our discussions concerning which textbook programs would be on the state-approved list for adoption by South Carolina schools, we looked very closely at whether and how the publishers addressed that part of the call. The call specifically stated that supplemental titles offered should represent a variety of reading levels, address cultural diversity, and provide the ELA teacher with the books needed for different activities such as literature circles and book clubs. No two publishers interpreted this part of the call in the same manner, but all of the approved programs did include supplemental titles.

As members of a profession that has long advocated a literature-rich environment to promote students’ interest in reading and increase student achievement in reading, library media specialists should welcome this new direction in the state middle school ELA textbook adoption. Some of the publishers addressed this section of the call by offering lists of titles from which ELA teachers would select books. Be prepared to offer your expertise regarding interest levels and age-appropriateness, as these are factors often pushed aside in deference to other criteria.

In fact, if you are a middle school library media specialist, opportunity is loudly knocking. Other grade levels and subject areas are also on the cycle for adoption this school year. Volunteer to serve on one of your school or district adoption committees now! Be visible and be an advocate!

# Collaborating in Three Easy Steps

Jill Altman, Saluda Elementary/Primary, Saluda, [JAltman@saluda.k12.sc.us](mailto:JAltman@saluda.k12.sc.us)

**M**y first foray into the Land of Collaboration occurred about three years ago and I would not characterize it as a raging success. It was a confusing world with no map and no pathfinder. Based on the fact that PACT was soon to begin testing social studies, the social studies teachers were commanded from on high to come up with a research-based project that incorporated PowerPoint and research. My role was simply to teach the students how to do PowerPoint, a task I found extremely frustrating because the students' research skills were so poor. The time allotted in the classroom to do the research was limited as was time spent teaching research skills. I promise, I did offer to help with the research, but, schedules being what they are, we could not make it work. I did give books and suggestions for Websites but I later found that most of the students got their information from the Internet and not from any of the sites I had recommended.

The topics were basic: World War II, Civil Rights, the Cold War, and the Berlin Wall. Students came to me once a week and our goal for each class was to create a PowerPoint presentation consisting of about three slides per student on their topic laid out in chronological order. After looking at their slides, I saw that students had incorrect facts, pictures from popular movies, or, in some case, had included battle noises in their Civil Rights slides. The final presentations (in the presence of parents) went off very smoothly only because I spent an extraordinary amount of time cleaning up the slides.

**T**he next semester when this project was proposed again from on high I spoke up. "PowerPoint is great," I said, "but it is only a tool. These kids need to know how to find information as well as how to present it." Thus began the second leg of my journey into the Land of Collaboration. I got to help with the research, which meant, in this instance, that at least I got to choose helpful books, suggest Websites and spend a little, but only a little, time with the students.

At the end of the project the powers that be and I finally came to an understanding. PACT doesn't test students' knowledge of creating a PowerPoint presen-

tation but it does test students' knowledge of research skills. The next year I was allowed a more flexible timeline (Note: I say timeline, but not schedule) to work with the classes on doing research and they were assigned topics by me that they kept all year long. I created a research log that each child added to each week and I kept each classes' logs in separate folders. We spent one to three weeks on different aspects of research or on different reference items. We covered the library catalog, reference books, DISCUS databases, Website evaluation, online encyclopedias, and specific Websites. I know this doesn't really sound like collaboration but, one day, I found a teacher (Mrs. X) who liked what I was doing with the classes and wanted to do the same thing but on a social studies-related project. Mrs. X and I met and agreed to create another set of PowerPoint presentations for her class. Instead of doing the topics I created in class, they researched their own social studies topics. The students worked in teams to do the research and had to present their facts to us before they could start creating slides. The days I did not meet with them they used reference books or the teacher presented lessons on their topics. We used Streamline to show video clips relevant to their topics and since we discussed the project far enough in advance, I was also able to order some new books on their topics. I even had time to research some good Websites. It was great! At faculty meetings Mrs. X and I praised and thanked each other so dramatically that the other teachers began telling me the topics they were working on and so, gradually, in most of the classes we switched from using my topics in our lessons to using theirs.

In the lonely days before we collaborated, I used to think that teachers just didn't want to bother with the library, but now I really think most of them just didn't know the potential the library can offer. My best advice is—don't give up! The collaboration vibes spread to all my teachers and they finally accept help when they come to the library, whereas before they would come in, look for themselves and say no to our offers of help as if to say that if they couldn't find it why could we?

**C**ollaboration used to frighten me. It definitely takes patience and planning and sometimes intervention on your part. Don't be afraid to step in there and speak up because it is the students who will ultimately benefit and you might find it to be a satisfying experience as well.

# Lizzie Padgett, SCASL Media Specialist of the Year

The following is excerpted from Lizzie's acceptance speech of the award at the SCASL Conference in Florence in March of 2005. Lizzie's email is <lpadget@fle.richland2.org>

Dear Friends,

I am overwhelmed by the great honor you have bestowed upon me! To be chosen to represent you is a truly amazing event.

It really is all about family, isn't it? We are nurtured by those who love us, and then we continue to grow as we nurture others. In South Carolina we are so fortunate to have such a visible, caring matriarch in the form of Martha [Alewine]. Not only does she have high expectations for each of us, but she provides the tools for us to grow and stretch to meet those expectations.

What about Davis College? Dr. Dan and all the staff at the College of Library and Information Science consistently go "above and beyond" to insure that we have the passion, the tools, the strength, and the resources to make a difference in the lives of our students. These dynamic leaders are just an e-mail away. How many times have we written or called to find the answers to issues in our schools? *They feel like family, and it sure feels good!*

I am fortunate to teach in Richland School District Two. I would like to thank the phenomenal media specialists in my district. They, too, have been a constant source of love and inspiration in the best and worst of times. They bring to our district family a wealth of knowledge and an unquestioned love of all children. I learn so much from these caring professionals.

I teach at Forest Lake Elementary School where a close sense of family prevails. My principal believes unequivocally in high expectations and decisions that are in the best interests of our students. I have the best assistant in the world who comes each day with a positive spirit, lots of hugs, and a great sense of humor. I teach with a caring group of professionals who have taken giant risks and steps to make collaboration a vital part of our curriculum. At monthly Collaborative Conferences we meet with individual grade levels to work on long range planning as we bring technology, literature, information literacy, and writing into standards-driven units of study. These conferences have brought about vital, positive changes in the way we teach. We are a family and the students feel it.

As with any family, there are issues of grave concern for all of us! As in many districts, our aging collections are a dramatic source of concern. Although we write grants, hold numerous Book Fairs, etc., our books are just plain old. We are currently undertaking a detailed collection analysis after which we will weed dramatically. The only problem is that the extensive weeding leaves many, many empty shelves! Where will we find the needed funds to replace the weeded books?

Another poignant concern involves the students themselves. So many of my kindergarten students are coming to school reading deprived. I do not mean that I think that all kindergarten students should be able to read when they enter school, quite the contrary. But I do feel that every child has a right to have someone read to him, at least once in a while. Many of our children have not ever heard nursery rhymes, folktales or even a Golden Book. I feel strongly that we must continue to develop parent education programs so that we can help our parents learn the critical importance of reading as an integral part of their daily activities.

My students need so much of me these days. I love it when they slip up and call me "mom". I love it when they tell me that coming to the media center is the highlight of their day. I love it when they give a compliment like "Mrs. Padgett, you read good!" I always think of Vudoll. Vudoll was an especially difficult second grader. His teacher was at her wit's end with his behavior. He was up for expulsion. Together, the teacher and I decided to give Vudoll a short term reading goal. When he reached this goal, we celebrated fiercely and set the next goal. At first he remained defiant. He was stubborn and unapproachable. But as he began to make progress in his reading goals, his demeanor changed completely. His teacher had to discipline him less and less. He was no longer constantly sent to the principal. One day, he came into the media center and gave me a note. He hugged me and told me to open it when he left. It said "I'm happy. I can read good now. I love you!" As we all know, so much misbehavior stems from frustration due to poor reading skills. I wish that we could duplicate Vudoll's success with all children. We sure try, but it takes so much of us, doesn't it?

And my teachers need so much of me. Our school just received a million dollar technology grant so that we can become a technology magnet school. Every teacher received a laptop, many more computers in their classroom, a projector and a SMART Board. With the advent of this new technology comes even greater challenges. We have to be sure that all teachers have the staff development that they need to use technology effectively in both teaching and learning.

And then there is scheduling. While I am fortunate that my principal believes strongly in flexible scheduling, many of my peers have rigid, fixed schedules. Yet, they are expected to have creative, meaningful lessons that reflect collaborative planning. This is not possible.

And still another issue is test scores! NCLB has brought anxiety to all regarding adequate yearly progress and levels of achievement. Our administrators and teachers are under a great deal of pressure to make academic achievement and gains the top priority. Where do we fit?

Now is the time to make our district and school leaders aware of the important research that validates what we have known all along: a sound, strong media program directly and positively affects student achievement. (This research is readily available on Martha's Web site.)

We have the studies to back us up, but we must take the time to evaluate our existing resources. How do our current media centers compare both in materials and programming? How close are our centers to being world class dynamic facilities? Cross referencing our own practices and resources with what the research proves is necessary for change is a critical first step. Then, we must share these findings with the policy makers and stakeholders in our districts using dramatic means to show that our media centers can have a significant impact on the achievement and the lives of the students that we teach. It is important that we individually take a stand, but think of what we can do as a group.

Thank you for the incredible honor of representing you this year. You are the best! Together we **can** make a difference. **We are family, and it sure feels good!**

## SCASL Presentation Grant Winners

Greta Flinn, SCASL Advocacy Committee,  
[mflinn@acsd.k12.sc.us](mailto:mflinn@acsd.k12.sc.us)

Two of the four \$100 grants sponsored by the SCASL Advocacy Committee have been awarded. As previously announced, these grants are available to SCASL members who are presenting at state level conferences, excluding our own SCASL conference. Proposals submitted for these grants must offer evidence for how the presentation will advocate library media programs or the library media profession.

Leigh Jordan received the first grant. She and a colleague presented at the Writing Improvement Network's Fall Writing Conference at the Greenville Palmetto Expo Center in October. The title of their session was *The Keys to Creating a Culture of Literacy*.

During the session they described how the media specialist and classroom teachers at their school collaborated to create programs that encourage and motivate students to read and write more.

Susan McNair received the second grant. She and Karen Faulkenberry will be presenting at the South Carolina Council of Teachers of English conference at Kiawah Island Resort in January. The title of their session is *How Not to Monkey around with Plagiarism*. Session attendees will learn ways to detect plagiarism in student projects and how to design projects that will not only be difficult to plagiarize, but will improve students' research and high-order thinking skills. Emphasis will be placed on the importance of collaboration between teachers and library media specialists during the entire research process, from designing the project to spotting plagiarized student work.

The SCASL Advocacy Committee congratulates both winners and encourages other SCASL members presenting at state level conferences other than the SCASL conference to apply. Proposals should be sent via email to [mflinn@acsd.k12.sc.us](mailto:mflinn@acsd.k12.sc.us) or [mrgh\\_98@yahoo.com](mailto:mrgh_98@yahoo.com) and should include information regarding the session, the conference, and how the session will promote library media programs or the library media profession.

## BIG NEWS from DR. DAN

*In case you are not subscribed to listserv (shame on you!) the following information was shared with members by Dr. Dan on November 16!*

Good morning!



Our USC Student Government leaders have developed (on their own!) a project to support the Children, Libraries, and Literacy Initiative. Cocky's Reading Express will go on the road December 12-16. Eight students from Student Govern-

ment and Cocky will travel to selected schools and read to K-1 kids.

The students sent letters of invitation to a number of schools.

The books they will read will be selected by Helen Fellers and the "Reading Rooster" from the South Carolina Center for Children's Books and Literacy.

Pat Feehan will conduct a reading techniques session for the students before they hit the road.

The SG students have invited any SLIS students who would like to travel with them to do so. The SG is picking up all the costs for the initiative, but SLIS will assist in any overnight stay and food for our students who would like to go along. If you would like to participate, please contact Tommy Preston, Treasurer and coordinator of the effort, at [preston@gwm.sc.edu](mailto:preston@gwm.sc.edu). I would also like to hear from you if you would decide to participate.

We invite all the school library media specialists from the schools whose principals have responded to participate. If you would get in touch with your principal, that will be lovely. Current students who are near the schools are also encouraged to contact the principal if they would like to participate.

# Need Help Teaching Information Literacy? Try These Resources!

Valerie Byrd Fort, Dutch Fork Elementary, [vbyrd@lex5.k12.sc.us](mailto:vbyrd@lex5.k12.sc.us)

I started teaching a course at the University of South Carolina this Fall, SLIS 220: Using Information Resources. To prepare, I read a lot of professional books, dusted off some texts from graduate school, and looked at far too many websites. Of course, I also had a lot of help from the newest member of the SLIS faculty, Dr. Anne Perrault.

I do not like for anyone to have to “reinvent the wheel,” so I have pulled together for you, a few of the best resources on Information Literacy that I found.

*A few of my favorite books:*

## ***Inquiry Learning through Librarian-Teacher Partnerships* by Violet H. Harada and Joan M. Yoshina**

This book is very good at explaining what an essential question is. It will also help you figure out what an inquiry based lesson looks like and is full of ideas for you to use with teachers and students. I love the research log and I can see how it would work for any age group (elementary through high school). There is a note taking form that includes a section for students to write where their notes and information came from (my students can never remember to do this!). There are rubrics and even checklists for you to use in making sure that all student needs and abilities are addressed (great for those of you seeking National Boards!). Available from Amazon and at [www.linworth.com](http://www.linworth.com)

## ***Make it Real: Strategies for Success with Informational Texts* by Linda Hoyt**

I would have never flipped through this book had it not been for my Literacy Coach. In our school’s study group last year, I was placed in a group that consisted of 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade Science and Math teachers. The first time I looked at this book, I thought it would be great for them, but not so great for me. As we read, I discovered a lot of information that I could use in the Library Media Center. It is stuffed with reproducibles, making it a great resource to have around when planning your lessons. Some of the best include: Using the Table of Contents (students don’t just answer “look and find” questions, they actually have to THINK about what they are doing); Informational Poetry (students can use this form after they read a non-fiction book or go outside to create a poem based on what they read or saw); and Investigation Planning Sheets (students can think about what they have to find out and create a plan for how they will locate the information they need). There are even a lot of clever ideas for encouraging reading (the magic reading glasses are my favorite!) Available from Amazon and at [www.heinemann.com](http://www.heinemann.com)

Of course, I cannot forget to mention *Information Power: Building Partnerships for Learning*, Prepared by AASL and AECT. We all have a copy, we just need to re-read it every now and then!

*Some great websites:*

- We use Big Six (<http://www.big6.com>) at Dutch Fork Elementary School, but I like to know what else is out there. I think it’s important to let teachers know that there are a variety of research models and they should be able to find the one that works best for them and their students. Here are a few of the research models that the students in my SLIS 220 class learned about:

FINDS <http://www.sunlink.ucf.edu/finds/>

The Research Cycle <http://questioning.org/rcycle.html>

I-Search <http://www2.edc.org/FSC/MIH/i-search.html>

- Many of you were lucky enough to hear Alan November speak at Ed Tech. I wasn’t there, but I have certainly visited Information Literacy @ November Learning. Loads of information can be found here, including an information literacy quiz. <http://www.novemberlearning.com/blogs/infolit/>
- Finally, my favorite website is Kathy Schrock’s Guide for Educators. An excellent site for teaching evaluation of sources (she has a great list of “fake” websites), for locating rubrics and PowerPoint presentations, and for finding great websites to use in teaching. A must bookmark for all: <http://school.discovery.com/schrockguide/>

# Irmo Middle School: We Are All About Reading

Terri Catalano, Irmo Middle School, [tcatalano@lex5.k12.sc.us](mailto:tcatalano@lex5.k12.sc.us)

It is an exciting time to be a media specialist at Irmo Middle School. We are a 7th and 8th grade school with approximately 1,100 students, located in District 5 of Lexington and Richland county. Reading is breaking out all over the school and kids are checking out books from the media center in record numbers. You may be asking yourself to what do I attribute this increase in reading? We have implemented, or are in the process of implementing, several programs to increase reading this year and I will outline them in this article. The most important component of our success however, has been a dedicated and overt goal, supported by our principal, to increase our students' interest in books and reading.

Our reading emphasis started last year as the School Leadership Team for Literacy (membership includes: myself, the literacy coach, a language arts teacher, the ESOL teacher, a Special Ed. teacher and the principal) met regularly at school and at the South Carolina Reading Initiative training, which was held quarterly. We identified our goal, to create a community of readers—students, teachers, staff—and brainstormed programs and options to make that goal a reality.

Our most ambitious effort to implement our goal is a school wide program that we devised that includes individual and group recognition, and sometimes rewards, for students and staff for each and every book they read during the 2005–2006 school year. We started by creating an “Irmo Recommends” list of 100 titles and ordering at least 3 copies of each title for the media center (the principal found some extra money and we placed the order at the end of last year). The list was compiled by the literacy coach and me, and includes this year's Junior Book Award nominees. We selected books based on student interest (what has been popular the last 2 years), award winning books and titles that we thought are good reads that our students would enjoy. At last year's staff luncheon, we put on a fun skit for the staff to introduce our reading initiative: Several of us were “stranded” on literacy island and the only way to avoid being voted off was to read a book. We also distributed a paperback copy of one of the 100 titles to every staff member to read over the summer.

As we began this year, we created bookmarks for students to complete when they read any book in the media center. (Although we were “recommending” the 100 titles, we were not limiting students to those books.) The bookmarks ask demographic information on the front of the bookmark, i.e. name, team, Language Arts teacher, name of book and date submitted and the back contains two questions, such as: Would you recommend this book to a friend? Why or Why not? What is the major conflict in the story? How was it resolved? Who was your favorite character? Why? Upon completing the bookmark, the student submits it to the media center, where it is filed until the designated teacher/staff member checks it. Every book has an “expert” staff member who has read the book and reviews the bookmark to ensure that the book has been read by the student. We encourage them not to be the BOOK POLICE: if it is blatantly obvious the student has not read the book, the staff member should talk to the

student and in a positive tone, indicate the student may have missed some good parts of the book and should try re-reading it. For the most part, students get credit and get entered into a database. The database can track the statistics by individual students, classes, teams and grades.

Prizes are drawn randomly, awarded for the most class participation, based on competitions between teams, grades, etc. We taped an introduction to the program which we played during morning announcements and I wrote a script for students in the performing arts class that further explained the program. That skit was also taped and shown over morning announcements. We will continue this program all year and offer a variety of incentives and reminders about the program on a regular basis. Students come into the media center and ask about the 100 Book List and ask for recommendations all the time. I have read about 80 of the books so that I can make informed recommendations and I am determined to read all 100 before the end of the year.

A second program that addresses integrating reading into the curriculum in all content areas is our year long staff development topic—Literacy. Teachers were given the opportunity to choose one of four topics, which included literacy, technology, IB and diversity. We have a total of 3 literacy groups, one of which I lead. We are doing a book study of *Subjects Matter* and are working on how to integrate reading beyond the textbook into all subject areas. This has presented me with a terrific opportunity to promote our fiction and nonfiction collection related to the entire curriculum. For example, two of the teachers in my group are science teachers. I have talked about *The House of the Scorpion*, by Nancy Farmer and how to use our periodicals, especially *Kids Discover*, to supplement their lessons.

An upcoming program is a collaboration with a teacher to bring her students to an IB elementary school in our district for a Reading Around the World Day. The students will do a read-aloud featuring 7 different picture books about Christmas, Hanukah and Kwanza celebrations around the world. I created passports that the students will get stamped as they “visit” each country to hear the read aloud. This program will give some of our struggling readers a chance to be successful while getting immediate positive feedback from younger students. If this is successful, we will repeat it later in the year with another theme, perhaps Spring Celebrations.

These are 3 of the major programs that we are piloting this year. Initially, the response has been positive. As the year progresses, we will review and revise as necessary. The Literacy Coach and I have been working closely to organize, implement and monitor the Irmo Reads—100 Titles. We share a passion for reading and have meshed perfectly in temperament and professional philosophy. The other programs, as I mentioned, involve collaboration between myself and several classroom teachers. My overall goal is to keep students reading: For pleasure, not points!

# Race to Read: A Community Event Celebrating Literacy & Fitness

Betsy Long, Doby's Mill Elementary School



fun run/walk. Proceeds from the race were donated to the Kershaw County Public Library. The Lugoff-Elgin area of Kershaw County is a quickly growing community that enjoys the current library facilities in Elgin and Camden. As the community grows, the expansion of current facilities or the construction of a new library facility in Lugoff is desperately needed. While plans are in the works for one of these options, we know that either decision will require a large amount of funding. Although we knew we would not be able to raise a significant amount of money in terms of constructing a new building, we wanted to do something to show our support of the public library. Since two of my hobbies are running and reading, I decided to combine those passions to create a service learning project that allows us to exercise our minds and bodies.

While this event was relatively small, it was a great success. The students, parents, and faculty members who participated are still talking about it. Those who weren't able to make it are making plans for next year. In fact, the child who was first to cross the finish line is already looking for other races in the area that he can enter.

While the event was a success, I have to say that it did require a significant amount of time and prior planning. Since it was the first time I had attempted such an endeavor, I did learn a lot and already know how I can make things much easier for a bigger and better second annual Race to Read. If you would like to organize an event such as this, there are a few things you may wish to keep in mind. **1) Enlist the help of volunteers.** I recruited the public library staff, the local police department, our School Improvement Council, the PTO, community members and business people. I absolutely could not have pulled it off without them. You will need these volunteers to block and direct traffic during the race, hand out water and any other refreshments af-

ter then race, man the registration desk, and cheer on the racers. **2) Solicit business sponsors.** You will incur some costs for the race (tee-shirts, race numbers, etc.). Volunteers can also visit local businesses to ask for sponsorship. For our race, Sub Station II donated a mini-sub tray, Gold's Gym donated a free month membership, and Barnes and Noble of Columbia donated several hardback books. Food Lion and US Foodservice both donated bottled water, and the manager of our local Food Lion came out to the race to hand out balloons



to each racer as he or she crossed the finish line. I was amazed and pleasantly surprised by the number of small business owners and managers who immediately made a donation after hearing my appeal. On the other hand, I was shocked and disheartened that major companies such as WalMart and Dollar General were completely unresponsive in supporting the event. **3)**

**Start planning early.** You will need to ask the permission of your local authorities to hold your event since it may require the re-routing of traffic or may conflict with other events. You want to do this at least a month and a half or two months before the proposed race date. Don't forget to communicate with the local police. If you're blocking any major roads, you will need to contact State Police authorities. Create a race flyer that includes all of the details for the race and get it out in plenty of time to generate interest. If there is to be a race tee-shirt, most companies require that you place your order at least two weeks in advance. We had a student art contest for the design of the tee-shirt, so that had to be initiated (with the assistance of our art teacher) a month before the event.

Planning the Race to Read required a lot of time, but it was well worth the effort to see the faces of the children on race day as they cross the finish line. The Race to Read also strengthens positive partnerships between our school, the public library, and the local community.



# Life Without AR

Liz Martin, Westminster Catawba Christian School, [librarian@comporium.net](mailto:librarian@comporium.net)

We discontinued our Accelerated Reader program this year. I admit it. I advocated for the decision. I am committed to the decision.

Facing a group of second through sixth grade teachers to discuss reading advocacy sent the butterflies turning somersaults in my stomach. The central issue: does Accelerated Reader really improve student achievement? This innocuous question led to my investigation of the impact of computerized testing programs. Then I presented the findings to our teachers and administration.

AR and similar programs such as Reading Counts have become big business staples in the educational community. Magazines and catalogues scream “AR this” or “RC that”. How do we as educators separate commercialism from an informed decision?

Due to the prevalence of these computerized testing products since they catapulted themselves into mainstream education, we have at our disposal longitudinal studies which examine the affects and effects of participation in the programs. There are several crucial articles which discuss the long-term impact of these programs.

I was familiar with Stephen Krashen’s *Power of Reading*, but there are many other resources available which provide information on the impact of programs such as Accelerated Reader. In fact, Renaissance Learning provides studies. After immersing myself in mounds of quantitative and qualitative studies, I found that there are several factors which affect a student’s attitude and aptitude in reading.

1. Time spent reading
2. Variety of reading material
3. HOTS (higher order thinking skills) concerning material read

I sat stunned. NONE of the studies correlates taking a quiz on reading material with improved comprehension or increased pleasure. NONE. The main variable required for an increase in both comprehension and enjoyment was time. Time spent reading materials of the student’s choice. So, if a student is allowed to read what s/he wants to read, s/he reads more, which improves comprehension and attitude towards reading. This was not rocket science after all. Really rather logical.

I thought back to one of the workshops by Karen Lowe on curriculum alignment. Since textbooks cannot address all of the state standards, providing resources for those standards is a primary function of the school library media center. Many of resources will be nonfiction. When students are interested in a topic, they will seek information in their interest area. Non-fiction. Explanations. How things work. Disseminating information. How many points are nonfiction books worth in a computerized quiz program? How many points are fiction books worth? Hmmmm. Food for thought.

Next step. What is the purpose of the computerized testing programs? They were designed as a teacher tool to help the teachers discover where a student is so they can help them get to where they need to go. Teacher tool. Reading teacher tool. Not reading advocacy. Why am I in charge of it? Do any of my teachers look at the individualized student scores to pinpoint weaknesses and strengths? Are they conferencing with students? Does AR do anything that the school reading curriculum does not do? Perhaps most importantly, do the teachers know that AR is for THEM, not me?

Okay, let’s meet and talk about reading advocacy. My role is to encourage a lifelong love of reading. To encourage students to read a book about a topic they have an interest in. So what if the book is easy for them to read! Can they still learn from it? Yes. So what if the book is a challenge? Can someone help them? Yes. Magazine? Newspaper? THEY ARE READING!

What are the ramifications of not using AR? Perhaps most notable is that nonfiction is extremely popular this year. Children are looking at the books for what they contain rather than how many points the book is worth. Magazines are being read. Weeks after author Bill Myers visited our school, I cannot keep his books on the shelf. Have parent and students inquired about AR? Yes. I just smile and tell them we are not using AR this year and they can read any book.

I am exhausted. I have quite a variety of reading advocacy programs going on and it is quite time consuming to juggle them. But when my media center is a hub of purposeful activity, when parents call me at home

at night because they are thrilled with the diverse activities I provide for readers, when teachers come by to tell me what a difference I am making and when my administration compliments my program, it is all worth it!

Each school is unique. My job is to serve my school community. As a reading advocate, I strive to provide multiple opportunities for students to love reading. Community readers, author visits, book tournaments, book clubs. Teachers are to teach students how to read. I am busy encouraging students to read WHATEVER THEY WANT TO READ.

Questions to ask for your school community:

1. Does your school have the problem AR and RC purport to fix?

2. Does the research show that AR and RC fix the problem?

Helpful Resources:

Krashen, Stephen . The Power of Reading. 2nd ed. Libraries Unlimited, 2004 ISBN 1591581699.

Keene, Ellin Oliver, and Susan Zimmerman. Mosaic of Thought. Heinemann 1997 ISBN 0435172374

Jim Trelease website: <http://www.trelease-on-reading.com/>

AskERIC database <http://www.eric.ed.gov/>

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## Orangeburg-Wilkinson High School Gets Real for Teen Read Week!

Samantha McManus, Orangeburg-Wilkinson High School, [smcmanus215@yahoo.com](mailto:smcmanus215@yahoo.com)

My colleagues, media specialist Marchita Phifer and media center secretary Cynthia Bowman, and I were all thrilled to learn that this year's Teen Read Week theme would be "Get Real@Your Library." The theme and the many ideas offered by ALA on the organization's website sparked a great deal of creativity. We quickly decided that we would sponsor a "Get Real Week" and would focus on several areas of interest. Because the week of October 17th, the national Teen Read Week date, began with a workday for our school district we planned activities for four days. Each day focused on a different dimension. We planned a "Get Real Jobs" mini-career fair; a "Get Real Health & Wellness" day on which people from the medical profession along with students from our Technology Center and social service agencies were invited to our school; a "Get Real Involved" day where we welcomed local volunteer agencies to talk to our students during lunch; and a "Get the Real Story" day in which we invited a local storyteller to ply our students with truths, half-truths, and perhaps a little fiction. Once plans were in place, it was time for the media center staff to "get real" and get to work!

Our first reality break was getting everything approved, sending out invitations to community people for each of the four days, and making other arrangements. We were then literally slapped with reality at a department head meeting in which I was informed that Teen Read Week coincided with Homecoming Week...ah, the perils of high school! Needless to say we had to monitor and adjust and move Teen Read Week for the sake of everyone's sanity. The result was an additional week to plan, but because of the schedule change and the short notice, many of the community members we wanted to participate ended up with schedule conflicts. To top it all off, we discovered that HSAP would be administered on the mornings of our newly adopted Teen Read Week. We did persevere however, and had a wonderful time! I even found a use for old filmstrips and our old filmstrip projector. I used them in a display featuring novels and picture books that had been translated into film. The title? "Get Reel@Your Library." We waited for someone to correct our spelling of "reel" but no one bit...perhaps they all got it! Our students, teachers, and guests thoroughly enjoyed all of our activities and are looking forward to more of the same next year!



When we invited the Red Cross to set up a table for "Get Involved Day" we had no idea we'd see an O-W graduate.



Media center secretary Cynthia Bowman has her blood pressure checked while media specialist Marchita Phifer looks on.

# Get Caught Reading!

## Reading Prize Patrol at James Island Elementary School

Beth Hale, James Island Elementary School

“Open a book and READ” or “Turn off your TV and READ!” are the messages of the James Island Elementary School Prize Patrol. Twice a year, students are invited to sign a pledge along with their parents that they will be at home reading (or doing homework) Monday through Thursday, between the hours of 5p.m. and 7p.m. Those of us in the Patrol drive by and check them out at home. This project started last year in celebration of TV Turn Off Week. Students were invited to sign



a pledge that they would turn off their TV and read or do homework during the week of April 25 – 29th. It was such a successful activity that plans were immediately made to have another prize patrol to kick off the new school year. International Literacy Week was selected as the perfect

time. For International Literacy Week, students were not required to turn off the TV, but most winners did in fact have it off! For the first prize patrol, we had 120 pledges and in September participation doubled, with approximately 250! In a school of 470 students, we were thrilled with the response. Word was spreading.

If you are interested in trying this out, here’s how it works. First and foremost, you must recruit some fun teachers to be a part of your prize patrol. I have two fellow teachers (and friends) who make it an hysterical week. Karen Fries is our primary resource teacher and a fantastic videographer and commentator! She adds so much to our ride and video footage. Brooke Maguire is a fifth grade teacher who has enough enthusiasm for all three of us. I entice them both with the promise of a Subway dinner on the last night. They would do it without the dinner, though. We have as much fun as the kids! Filling the car with candy is another good idea. We are more excited after a few handfuls of chocolate. Now that you have your team, send home a pledge form requiring students and parents to sign. Make sure to ask for detailed directions to their homes. Also, it is a good idea to ask if there are any nights during the week when they know they will not be home. We want kids to be reading every night, but understand that our students and parents are very busy and have other commitments. We want everyone to participate, so we want to be flexible. I also add a sentence explaining if we catch students *eating* instead of *reading*, they will still be a winner provided that they were reading before dinner. These notes may seem silly, but we learned after

the first prize patrol things need to be explained clearly and found it is no fun to drive to 4 or 5 empty houses!

Now for the fun stuff...five winners and five alternates are selected at random every night. We have other teachers draw the names after school of those to be visited, and we number the pledges drawn 1, 2, 3...Alt. 1, Alt. 2, Alt. 3, etc. If we are not familiar with the address, we look it up on Yahoo Maps, so we don’t get lost. Now it is time to get rolling. We go to each address just like the Publisher’s Clearinghouse Crew. Don’t forget to tie balloons to your car! Tiptoe up the walk while whispering a running commentary to the camera—for example, “Here we are at the house of Ashley Jones...I really hope she is reading.” When the door opens, we announce we are the Reading Prize Patrol and make loads of noise! If the student has been caught reading, they are given balloons and a beach bucket or gift bag filled with books and treats! We also bring along a bag of paperbacks for brothers and sisters whose names were not drawn, but who were still reading. They get to select a book from the bag. Twenty winners are visited during the week. Video footage is taken every night and shared with the students during *Good Morning James Island*, the school’s morning news program. The whole school loves seeing the winners surprised at their homes. They also really enjoyed watching me fall on some wet porch steps last April! (Don’t worry, just a small bruise and a little embarrassment.) Another favorite clip was when the prize patrol debuted our theme song “I Love Prize Patrol” to the tune of Joan Jett’s “I Love Rock and Roll.” (Email me for full lyrics!) Parents are also included in the fun. One mom told the prize patrol that we made her night. Another mom was just as excited as her son to see us arrive—they were both caught reading in their living room! Students were reading on their porches, on their lawns, and in their homes waiting for a possible visit from the prize patrol. Students waved as the prize patrol rolled through the neighborhoods!



Although labor intensive and demanding (it is a very tiring week), a prize patrol is a wonderful addition to the media program and the entire school. It is an ideal outreach program that not only encourages children to read, but parents to read with their children. Our Reading Prize Patrol delivers community involvement, family literacy, and a really, really fun week.

# REGIONAL NEWS

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## Region 1A.

**Anderson. District 1.** **Martha Reubert** is new at Pelzer Elementary and **Mary Ann Kohl** is at Hunt Meadows Elementary. **Monique German**, Powdersville Middle, and **Becky Bridges**, Spearman Elementary, received a \$1000 grant from the Dollar General Corporation to help with the district "Spring Into Literacy" Festival this April. **Becky Bridges** is implementing a \$2000 EIA grant to use the South Carolina Children's Picture Book Award nominees to meet the standards for grades 1 and 2. **District 5.** **Jenny Jones**, Calhoun Academy of the Arts, has been awarded a grant for the second year. This project will promote family reading and parental involvement during non-school hours. "Books for Breakfast" will be a fall family reading morning that will showcase reading as a family and "Good Night Moon, Good Night Calhoun" will be a spring family reading night that will showcase bedtime reading. Jenny will collaborate with the instructional facilitator to plan and to implement two parent workshops on reading and the various services of the media center.

## Region 1B.

**Greenville County.** **Pamela Hill**, Woodland Elementary, hosted Australian author **Steve Isham** in October. He visited with kindergarten through second graders. His newest book, *Joey the Roo*, which comes with a stuffed kangaroo, was quite popular with students and teachers alike. **Sandy Bailey**, Northwest Middle School, has been certified as an Irlen Screener for reading difficulties. This is an amazing method for students who may have been misdiagnosed as having dyslexia or ADD/ADHD. **Ada Campbell**, Washington Center, will be published in the ninth edition of *Who's Who Among America's Teachers, 2004-2005*. **Alice Littlejohn** and **Rebecca Huskey** are the new media specialists at Crestview Elementary. **Jennifer Kauffman** is the new media specialist at Monaview Elementary. **Spartanburg 3.** **Beth Patterson**, Middle School of Pacolet, received a \$5000 Dollar General Grant. The grant is being used to encourage reluctant readers. During Children's Book Week students enjoyed a visit from **Michael White**, the illustrator of the *Library Dragon*. He visits **Kelly Buster** at Arcadia Elementary and **Gail Brewer** at Lone Oak Elementary in November.

## Region 3.

**York.** **Ann Hawley** retired from Jefferson Elementary and **Debbie Howell** moved into Ann's position. **Michael Avery** is at Hickory Grove-Sharon. **Carol Podmore** entertained her top Accelerated Readers (50 students and 4 teachers) with the twelfth annual Literary Luncheon in May at York Jr High. Local playwright **Laura Pfizenmayer** was the very entertaining guest speaker.

## Region 4A.

**Fairfield.** **Harriett Pauling** has been selected as one of Fairfield County's Reading Teachers of the Year. **Kathy Walker**, McCrorey-Liston Elementary, will be facilitating the *Flat Stanley Learns about South Carolina History* project for third grade students again this year. Third grade teachers should be encouraged to participate in this fun project. **Deborah Cooper** is now at Fairfield Intermediate and **Brenda Boyd** is new at Kelly Miller Elementary. **Lexington. District 1.** **Mike Stacey** has been named Director of Middle Schools and Media Coordinator for the district. **Heather Langdale** is the new Pelion Middle School media specialist. **Susan Cathey**, Saxe Gotha Elementary, received a Michelin Golden Apple Teacher Grant. The grant will be used to purchase audio books to address the needs of ESOL students, students with different learning styles, and students with learning disabilities. New media specialists are **Mary Haddon** at Dutch Fork Middle School and **Tara Oakey** at River Springs Elementary. **Sheri Carpenter** is the second media specialist at Chapin High, a new position.

## Region 4B.

**Amy Whitfield** and **Crystal Smith** are at the newly opened Blythewood High School Cyber Center. **Cara McDaniel** is at Dent Middle School. Recently married, **Rachel Connelly DiMaria** is at North Springs Elementary. **Lisa Fisher** is at Keels Elementary filling the slot left by retired **Barbara Powell**. **Brooke Compton** is at Conder Elementary replacing **Margaret Utsey** who retired in the spring. **Shelly Moore** is at Kelly Mill Middle School. **Gail King** started her first full year at Killian Elementary.

## Region 5A.

**Aiken County.** Author **Mary Triola** visited Wagener Salley High School and A.L. Corbett Middle School in April to discuss her book, *Merlin's Door*. New assignments this year: **Heather Loy** is now at Wagener Salley High, and **Eva Bennett** is at A. L. Corbett. **Cheryl Curtis** is at Oakwood Elementary School. **Rhonda Criss** is at Hammond Hill Elementary. **Liz Knapp** opened the library in a new school, Mossy Creek Elementary. **Mary Lou Wallace** has partnered with the resource teacher at her school, **Ann Whitten**, to open a parent resource library in the media center at East Aiken Elementary School. Funds from a grant purchased LeapPads and Quantum Pads and books and cartridges to use in them. The parent resource library also includes 336 Leap Frog games that parents can check out and play with their children. **Barnwell School District 45.** **Denise Parker** is now the LMS at Barnwell Elementary.

## Region 5B.

**Calhoun County.** Several schools enjoyed author **Sherry Fair** and the subject of her books, Spatz, beloved Sheltie, during October. They visited Sandy Run Elementary, **Tami Huggins** LMS, and Guignard Elementary, **Susan Morris** LMS, to read aloud her book *Spatz: The Scratching Sound* and to field questions from the audience. They also appeared at Guignard's Family Literacy Night. **Mary Jo Springs**, John Ford Middle, hosted Sherry and Spatz for visits from all English classes and an intensive writing seminar for eighth grade English students. **Julia Fanning** at Calhoun County High sponsored a Writer's Workshop for 80 students in which Sherry and Spatz emphasized character development in writing and gave tips on getting published. **Orangeburg. District 5.** **Samantha McManus**, Orangeburg-Wilkinson High, received a \$5,000 Laura Bush Foundation Grant to purchase library books. **Ashley Paddock** is the new media specialist at Whittaker Elementary School. **Regina Taylor**, Robert E. Howard Middle School, has been nominated for the 2005 edition of *Who's Who Among America's Teachers*. She was also named "Teacher of the Year" at her school for the 2005-2006 school year. In addition, Regina was one of the four finalists for the District Teacher of the Year this school year.

## Region 6.

**Sumter. District 2.** **Laura Diggs** is the new LMS at R. E. Davis Elementary. **Kathleen Durant** is new at Furman Middle. **Louise Kay** is new at Manchester Elementary. **District 17.** **Jane Ferguson** is at Alice Drive Elementary School. **Cheryl Curtis** is at Kingsbury Elementary. District librarians have started work on a "Librarians' Survival Guide" covering a variety of topics and will share their results when the work is complete. **Lee County.** **Roberta Wider** is at Dennis Intermediate School. **Patricia Studkes** is at Bishopville Primary. **Mary Miller** at Lee Central High School was awarded a Laura Bush Foundation Grant for \$5000 to buy library books. **Clarendon.** **John Skelley** retired from Manning Jr. High. **Linda Baswell** is LMS there. **Kershaw County.** **Cynthia Shell** is the new LMS at Camden Elementary and **Cindy Sparks** is at North Central Middle.

### Region 7.

**Dillon 2.** East Elementary School, **Ann Carlson LMS**, hosted author **Kate Salley Palmer** in October. The day included presentations to students at each grade level and a workshop for teachers. **Marion 1. Edna Earle Rouse**, Marion High School, with two ELA teachers, was recently awarded a grant "Above and Beyond Reading." **Marlboro.** Marlboro County School District was recently awarded an Improving Literacy Through School Libraries Grant in the amount of \$189,983. The district's proposed Literacies for Life-Long Learning initiative will target all of the district's schools by improving library collections with new resources, extending media center hours beyond the regular school day, and by implementing a centralized web-based circulation system (Destiny). **Latalia Heyward** is the new media specialist at Blenheim Elementary/Middle School.

### Region 8.

**Georgetown County.** New media specialists to the district are **Heather Dennis** at Carver's Bay Middle School and **Gary Sparks** at Georgetown High School. **Allen Pritchard** of Waccamaw High School sponsors the WASA (Waccamaw Association of Space and Aviation), which has qualified for the third year to compete in the national Team America Rocketry Challenge. The club meets in the library workroom twice a week working on aviation projects. New media specialists are **Paul Keller** at D.P. Cooper Elementary and **Cynthia McClorin** at Greeleyville Elementary.

### Region 9B.

**Dorchester 2. Julie Hornick**, Beech Hill Elementary School, arranged for books to be sent to schools that were devastated by Hurricane Katrina in Louisiana and Mississippi. **Gin-g Edwards**, Alston Middle School, received an EIA grant this year entitled "South Carolina History: Alive and Well". She will be working with the 8th grade teachers utilizing historical fiction books to correlate with the time period of history that they are studying in their classrooms. **Julie Mize**, Rollings Middle School of the Arts, wrote a grant entitled Success Productions with her theatre arts teacher and guidance counselor for \$6,000. It will be used to purchase video editing software and other digital AV equipment.

### Region 10.

The new media specialist at Jasper County High School is **Kermetta Shipman**. **Sherri Lemacks** is the new media specialist at Black Street Elementary School in Walterboro. **Hampton District 1. Sally Williams** is the new media specialist at Varnville Elementary, **Bess Strong** is at Brunson Elementary and Ben Hazel Primary. **Carole McGrath**, Wade Hampton, received an EIA grant this year for a collaborative project integrating social studies, technology and literacy called "Silhouettes in History." Wade Hampton was also the recipient of another EIA grant, "A Novel Approach" which will bring award winning author **Sharon Draper** to the school.

## 100 PerCenters!!!!

**The following districts had 100% paid membership as of October 1!  
Congratulations, all!**

Region 1A. Anderson District 2, Anderson District 3  
Region 4A. Fairfield, Lexington 1 and Lexington 3  
Region 3. York (Clover)  
Region 4A. Richland 1  
Region 5A. Barnwell 29  
Region 7. Dillon 1, Dillon 2, Dillon 3, Florence 4,  
Marion 1 and Marion 7

## Vital Statistics



### ARRIVALS

A girl, Shelby Anne, to Charish Saunders, media specialist at Langley Bath Clearwater Middle School.

A girl, Graceanna Lucas Smith, to Sissy Smith, media specialist at West Florence High School.

A girl to Jackie Crawford, media assistant at Johnakin Middle School

A boy, Nolan, to Ali Wienke, Wren High School.

A new baby to Jane Fritts, Ford Elementary, Laurens 55

Two-year old Mary Clare from China to Sherrell Blankensip-Brown, of Mellichamp Elementary, and her husband.

### DEATHS

Gayanne Mraz Hall died September 25, 2005. Gayanne retired five years ago and had been the media specialist at Rosewood Elementary in Rock Hill for twenty years.

Sympathy is extended to Lizzie Padget, Media Specialist of the Year, on the passing of her mother in September.

Sympathy is extended to Joe Myers, LMS and Coordinator of Media Services in Goose Creek, on the passing of his mother in November.

## Hurricane Aid

**In Horry County, Cathleen Moore** at Myrtle Beach Intermediate School will accept donations of Scholastic Book Fair vouchers for school libraries being rebuilt in the aftermath of Hurricane Katrina. **Jill Saia** from the Louisiana governor's office will distribute the vouchers to school libraries in need. Donations accepted through the first week in January. Send vouchers to Cathleen Moore, Myrtle Beach Intermediate, 3301 Oak Street, Myrtle Beach, SC 29577.

Questions? Contact Cathy: [cmoore@mbi.hcs.k12.sc.us](mailto:cmoore@mbi.hcs.k12.sc.us)

### WINNERS!

Congratulations to the following SCASL members whose names were drawn as recipients of a free registration to SCASL's 2006 conference in Charleston. They are:

Sylvia Witherspoon, Clarendon, Scott's Branch Elementary  
Judi Wagher, Edgefield, Merriwether Elementary  
Beth Melton, Chesterfield, Plainview Elementary  
Susan Prettyman, Kershaw, Camden High  
Gayle Copeland, Laurens 56, Eastside Elementary

# Congratulations to All!!!



**McColl Elem/Middle School** was one of 30 schools out of 167 HP Technology for Teaching recipients across the country chosen to showcase our students' work at NECC in Philadelphia this past June. We were the only school in South Carolina chosen to present. All expenses for this trip were paid for by ISTE and Hewlett-Packard. We were among the first schools across the country to be awarded this grant which provided for 5 notebook computers; 5 multimedia projectors; a digital camera; scanner-fax-copier in one; stipend for 5 teachers including media specialist; membership for each in ISTE; a mentor who worked with us throughout the school year; on-line staff development; and thousands of dollars worth of professional materials. Our year-long projects integrated technology into the science and math curriculums for grades 3-6 while addressing state standards in all content areas. I read about this grant in a magazine and applied for the heck of it, never thinking we would win. The whole experience has been the highlight of my professional career!!!

While in Philadelphia, I received word that the School District of Marlboro County had been awarded the literacy grant that Debbie Polston, Teresa Reid, and I wrote. There were 2 awards given in South Carolina and 80 nationally. We are busy now implementing our "Literacies for Lifelong Learning" grant across the district. I can testify to the fact that it pays to write for grants!

*Virginia McCraw, Marlboro*

Drucie Gullion, SCASL President 1982-83, was awarded the Life Time Achievement Award at the SCLA conference. Jim Johnson, former South Carolina State Librarian, also received the honor.

**Broome High School**, Spartanburg 3, was presented the 2005 Technology Innovative Programs (TIPS) Award from the South Carolina Association for Educational Technology for the program "Sport: More than a Game", a research project developed by **Dr. Sheila Oliver**, media specialist at Broome High School. Using print and online resources, students conducted research on various topics such as the dietary needs of athletes, how the athlete can prevent sports-related injuries, and the role of the fan in sports. Students presented their findings in PowerPoint presentations and written essays. Some students interviewed faculty members who played a sport in college or high school. Interviews were recorded with digital audio recorders and uploaded to the Internet. Teachers whose classes participated in Sport: More than a Game are Erin Greenway, Carmen Jeffers, Ben Martin, LaTunya Means, and Bess Wilson. The TIPS award is presented each year at EdTech (the annual conference of the SCAET) and is given to elementary, middle, high school, and district programs that implement innovative uses of technology in education.

### TEACHER OF YEAR

Regina Taylor at Howard Middle School in Orangeburg 5 has been named Teacher of the Year for 2005-2006. She was also one of four finalists for District Teacher of the Year.

## Margaret Ehrhardt Student Scholarship

Applications now being accepted.

Do you have a graduating library media center volunteer whom you would like to honor? The Margaret Ehrhardt Student Scholarship honors a high school senior media center student volunteer who has made an outstanding contribution to South Carolina school librarianship, school library media services, and/or SCASL.

Nominations are made by the student's library media specialist. Please note that nominating library media specialist *must* be a current member of SCASL.

In order to nominate a student, the library media specialist must send a letter of recommendation and a letter from the student completed according to the directions provided below. Label all sections. Do not exceed space limitations indicated. Font size must be no less than 12. Do not send folders or binders. Applications may be sent either by mail or email attachment. Applications will not be returned. Faxes will not be accepted. The scholarship funds will be sent to the winning student's institution of choice.

### Letter of Recommendation

The nominating LMS will write a letter of recommendation that describes the duties routinely performed by the student nominee, his/her length of service, and what the student has accomplished to make him or her outstanding. (Not to exceed two pages.)

The following information should be included:

1. Name of Nominating Library Media Specialist
2. School District
3. School Name
4. School Address
5. Telephone Number
6. Library Media Specialist's Email Address

### Student Letter

The student nominee will write about how he or she feels that libraries have enriched his/her life and how being a volunteer in the school library media center has impacted his/her education and personal growth. (Not to exceed two pages.)

The following information should be included:

Name of Nominee

1. School Name
2. Home Address of Nominee
3. University or College Student Plans to Attend

Completed applications should be sent to:  
Patty Bynum, Awards Committee Chair  
6 Holgate Drive, Greenville, SC 29615  
pbynum@greenville.k12.sc.us

**Applications are due no later than  
January 10, 2006.**

# The Russians Are Coming! Maybe!

Sandy Stearns, Colleton County High, [sstearns@mail.colleton.k12.sc.us](mailto:sstearns@mail.colleton.k12.sc.us)

You have probably noticed an increasing influx of foreign teachers at your school and school district. With the ever-increasing shortage of teachers, personnel directors are looking beyond the oceans for certified, highly qualified teachers. Colleton County High School first felt the impact four years ago when a Romanian chemistry teacher showed up. Now we have four Romanians, and one each from Cameroon, Zaire, India and Nepal. And there are more foreign teachers throughout our district. They come with unique problems which media specialists are the perfect people to solve.

First of all, these folks are experiencing "culture shock". They have come unprepared for our culture. When I went to India in 1969 with the Peace Corps, I was taught Indian culture before hand. I knew to remove my shoes as I entered someone's home and before going into a temple. I was prepared. Culture shock can express itself in many different ways from not knowing what the food is in the cafeteria to not understanding directives from the principal. These teachers may not know when they've committed a faux pas. They need someone to help them. Teachers are treated with more respect and education is highly valued in other cultures. So these new folks are often shocked by the behavior of students and the lack of desire to get an education. They are amazed at what we waste, especially food. Common everyday practices that are habits for us, will have to be pointed out to them. Things such as locking the classroom door when no one is in the room or locking up your pocketbook. Indians and Nepalese have a way of nodding their heads from side to side which indicates "yes" or that they are following the conversation, which students and teachers could mistake as a "no". In African classrooms, students stand and greet the teacher at the beginning of class. Here teachers greet the students as they come to class. When I lived in India, the library in my school was locked and students were not allowed to use the books. In the public schools, there were no libraries and students were required to purchase their textbooks. Getting an education is a privilege. Cultural differences can be overcome with sensitivity, understanding, and some anticipation on your part to explain situations ahead of time.

Secondly, there is a language barrier. Most foreign teachers have learned British English. Americans communicate with colloquialisms and idioms which don't always translate so the meaning is lost. In England a torch is a flashlight. While most of these teachers will have good conversational English skills, they may be lost with the more complicated grammatical forms such as present progressive tense. They also may use some grammatical forms incorrectly. Just like us, they use what they are most comfortable with and understand. Their vocabulary may not include educational terms we use everyday. When explaining library procedures, go slowly and check for understanding frequently. Providing a written copy of your procedures is a good idea. It allows them the opportunity to review in private. Make sure you give them the written copy, telling them where to find it on the web page is not good enough. Using the term "you know" as a pause in an

explanation is not good. They truly don't know. Remember that everyone has a different level of understanding and different levels of English. English is one of the more complicated languages to learn and is only about 85% phonetic. Tamil, an Indian language, is 100% phonetic and has a much larger alphabet. (I confess, in two years, I only learned to read a few words of Tamil.) CFU (Checking For Understanding) is imperative because many of these teachers do not know that they don't understand, so they are not asking questions for clarification. As media specialists, we're used to repeating ourselves and rewording explanations so others understand. (Yes, a little tongue-in cheek humor here.) Just don't get too creative. Remember KISS-Keep It Simple.

Thirdly, foreign teachers won't know ordinary educational things. They don't know about the "teacher store". So a Saturday afternoon at the "teacher store" to spend the \$250 is an adventure. Helping them spend the money wisely can give you a headache, but be patient. You're doing a good deed and the teachers will thank you profusely. You may have to advise them on health insurance or at least guide them to the right office at the district office. If something needs repair in the classroom, your endless source of knowledge will be beneficial. These teachers will be amazed at the resources Americans have from streaming video to bulletin board paper. Lesson plans, long range plans, class calendars, progress charts, bulletin boards, whiteboards, class rules, learning charts, grading rubrics, videos, TV's and computers in every room will overwhelm them. The paperwork required will astound them. They are not prepared for what all is expected. As a media specialist, you are unique in your knowledge and are probably one of the few people a foreign teacher can rely on as a source of everything.

Lastly, put yourself in their place. Would you leave family and friends and move to another country with only your clothes? That takes not only a sense of adventure, but courage. Foreign teachers have no support system so the school must fill that void. As media specialists you can be the key that connects these teachers. You will know how to round up furniture, how to explain tornado drills, and how to share Thanksgiving and Martin Luther King Day. As media specialists you are cognizant of the valuable resource foreign teachers are for our students. They do come prepared to share their culture with us. This is an opportunity not to be passed up. Although they are hired to teach chemistry and geometry, they are willing to teach students how to wrap a sari, taste carrot halva, and learn about Ganesh. Since the media center is the center of the school, you are the most important resource foreign teachers and the school has.

\* \* \* \* \*

*Some bio information on Sandy:*

*Sandy Stearns was a Peace Corps volunteer in Southern India from 1969 to 1971. She taught teachers how to teach English in the public schools and taught English in the public schools. Upon her return, she moved to Walterboro, South Carolina from Houston, Texas and has been here ever since.*

# Banned Books Week

Andi Fansher, Intellectual Freedom Chair, [andifansher@yahoo.com](mailto:andifansher@yahoo.com)

Banned Books Week was observed this year during the week of September 24 through October 1, 2005. The Intellectual Freedom Committee sponsored a contest which encouraged SCASL members to share their ideas for celebrating this event. The first three respondents received 100 of ALA's Banned Books Week bookmarks for their participation. Those winners are Mary Hadden from Dutch Fork Middle School, Ada Arthur from Ft. Johnson Middle School, and Lois Gualandi from Ashley Hall.

Some of the great ideas that were submitted included Deborah Neill's idea of displaying many banned books in a central location and then allowing students to vote for their favorite "Dangerous Book". Samantha McManus created a display of books in their cafeteria and designed her own "Freedom to Read" bookmarks that included the First Amendment on the back. Samantha also collaborated with a ninth grade teacher on a lesson about Fahrenheit 451. Marci Fletcher Yates works with a social studies teacher to teach First Amendment rights and then works with the students to role-play different scenarios involving intellectual freedom. At Dutch Fork Middle School, Mary Hadden uses crime scene tape to draw attention to banned books and "Wanted" posters for authors who write banned books.

Thank you to all of those folks who participated. Most all the responses received conveyed the same message—to educate students on their rights and to draw attention to the fact that there are book challenges going on every day. Keep reading the listserv and the *Media Center Messenger* for upcoming details about a contest this spring for students to participate in that will be sponsored by the Intellectual Freedom Committee. Remember, every day is a good day to celebrate your freedom to read!

Here are some of the responses I received!

Last year I put up a display of banned book titles on the wall outside the media center. Students voted on their favorite "dangerous book." We drew 6-8 winning names and gave prizes of books to them. The display on the wall covered about 30 feet and got lots of attention! —*Deborah Neill*

I create a "Freedom to Read" display in our cafeteria area (there is a glassed in case we use) featuring some of the titles that have been banned in the US, perhaps some literature on Banned Books, etc. I also create "Freedom to Read" bookmarks and place the 1st amendment on the back. In the library media center, I have a huge table display. This year, I am working with a 9th grade teacher on Ray Bradbury's *Fahrenheit 451*. They will read the novel as a class, do activities, have discussions, and come to the media center to research banned book titles, articles using DISCUS, and then have further discussion. We will talk about the challenged materials process in our district as well. This meets the criteria for me, however, since the Bradbury title was in our "We the People" bookshelf that we received through that grant. Throughout the year, I do book talks, talk about freedom to read and learn, etc. This is only my second year at this school, so I'm still feeling out everything and evolving my program.

—*Samantha McManus*

Top Ten Reads: Make ballots for students to list 10 books that they would like in their elementary/middle/high school media center. Draw one each day and award a paperback book of their choice from a selection or whatever you have in your stash! Puts a positive spin on Banned Books. Combine all the ballots and post a list of favs! Our students love drawings.

—*Carolyn Buckner*

I am trying to find some ideas on the ALA website. I will spotlight some books on the broadcast and on my bulletin boards. I would like to do some book talks with a few classes in my school. I am new to the high school level.

—*Caitlin Creagan*

Besides doing a display on Banned Book Week in our front display case—chains around those books in our center that have been on the BB list, articles from local/state book reconsiderations or banning, etc., I also do a cooperative unit with our sixth graders on censorship. Students in groups of 3-4 chose a selection off of the Banned Book List they are interested in reading and reviewing. The Social Studies teacher is stressing First Amendment rights during this unit. After reading the book the group is responsible for researching why it has been banned or challenged in libraries. Using the information to document their position, each group is to role play one of the scenarios: a school board review or a public library governing board review. After the group presentation, it is open for comments or questions from the "community" (class.) A vote is then taken to keep the book on the shelf. This unit seems to make the First Amendment more meaningful for our readers.

*Marci Fletcher Yates,  
Mason Preparatory School Charleston*

I have done various things at various times. I have put up a bulletin board "We read banned books" with titles of popular books included. Once I made buttons with the same slogans and gave them to faculty to wear. Also have given book marks. Once in elementary we read part of a banned book on our morning news show.

—*Susan Gray, Travelers Rest High School*

I put out a display of all the books in our collection that are on the list of most frequently banned books. I put in my newsletter something about the First Amendment and encourage students to read the books someone, somewhere, wants to keep them from reading. I save newspaper articles about plagiarism and use them to emphasize the importance of giving proper credit to sources.

—*Frankie Adkins, Palmetto High School*

I put up a display of books with the heading "Read a Banned Book." The display never fails to prompt the question "What's a banned book?" which gives me opportunity to show students the list of frequently banned books and authors. They are always surprised that their "favorite" book from 4th (or whatever) grade is included. They ask "Why?" and I ask them to tell me why they think it might have been challenged. I supply bookmarks they can fill out to express their opinions about why the book was challenged.

—*Lois Gualandi, Ashley Hall, Charleston*

7th grade ELA classes are reading Peck's *The Last Safe Place on Earth* and 8th grade is reading *Fahrenheit 451*. We have the posters and will feature on our morning news show a PowerPoint or titles that have been challenged. With each class I see during that week, I will discuss intellectual freedom. In the past the kids have really gotten into the discussions and are always amazed that people want to legislate what kids read.

—*Ada C. Arthur, Ft. Johnson Middle School*

At Dutch Fork Middle School, we are creating a banned books display with crime scene tape. Flyers that list the top ten most challenged authors will be available for students to take. The books of the authors will also be displayed with Wanted posters "Wanted: Authors Who Write Challenged Books."

—*Mary Haddon, Dutch Fork Middle School*

# Places to check for a lost book

(Does any of this sound familiar?)

Remember that the library book has a spine label.  
Where was the last place you remember having the book?  
Describe the book: how big? Colors? Thick or thin?  
What do you remember about the cover?  
Is it hardcover or paperback?  
If you're not sure, ask the librarian.

## **Around the House:**

In the car (also check under the seats)  
Under the baby's car seat  
In the trunk of the car  
Under the spare tire  
In the other car  
In the garage  
Behind or under the washing machine or dryer  
In the stroller bag  
In the recycling bin  
In my folder or binder  
In my backpack. In my other backpack.  
In my sibling's backpacks  
On top of the piano. In the piano bench  
Ask the housekeeper  
In the reclining chair (between the arm and the seat cushion)  
Under or in back of the sofa (also check under cushions)  
Under (or on top of) the kitchen (or dining room) table  
Behind the refrigerator (fell off of the top)  
In the freezer  
On top of, behind, or under the oven & dishwasher  
On my bedroom bookshelf  
(Check all the books turned around backwards and behind other books on the bookshelf)  
On one of the other bookshelves  
On/in my desk at home. Check sibling's desk  
Under my bed. Under my sister or brother's bed  
Between my sheets at the foot of my bed  
Between my bed and the wall  
Between the mattress and box springs  
In the trundle bed. In the crib  
On top or behind the dresser  
In the dresser drawers  
In the closet (check all closets)  
Under the dirty clothes  
In the toy box  
In the bathroom  
On the back porch  
In the dog house  
In the tree house  
In the back yard  
In the basement  
Packed with the Christmas decorations  
Under the TV stand  
On top of the VCR/DVD player or stereo  
In the magazine rack or on the coffee table  
Under the rug

## **Around Town:**

At the doctor's or dentist's office  
At the local public library  
At the church/temple/mosque library  
At the babysitter's, grandma's, daycare/afterschool care  
At my friend's house (we did homework together)

At my other parent's house  
At Mom or Dad's work place  
Wherever we went on errands recently (bank, etc.)  
On the boat, airplane, train  
**At School:**  
On the school bus, at the bus stop  
On the classroom or teacher's bookshelf  
In my neighbor's or friend's desk (Ask their permission first.)  
Way back on the top shelf of my school locker  
In the cafeteria, gym, band room, etc.  
At the school office  
At the school office or library where my older or younger sibling attends school.  
Ask teacher. Maybe s/he returned it when I was sick.  
Ask the librarian - maybe it's on the school library shelf - got put away without being checked in.  
In the school library "Hospital" box - maybe it's being mended  
At the "Lost and Found" barrel/box/bin  
Ask friends if they've seen it.

*Thanks to Judy Mamroth, Clifdale Elementary, Spartanburg.*

*I thought I'd share a poem that one of my students wrote about the library. She gave me permission to share it with you all.*

Heather Loy, Wagener-Salley High  
Schoolhloy@aiken.k12.sc.us

## **Ode to the Library**

*by Tara McGowan*

Library, oh library, how I love thee,  
Library, oh library, my favorite place to be!  
A smiling librarian, there to say "welcome."  
Pointing to the books, she says I can pick some.

Oh the choices I have before me!  
I want to read all the books that I see!  
Books are stacked to the ceiling from the floor.  
I read and read, but still want more!

I learned everything I never thought I'd know,  
But then the bell rings and I have to go.  
So I'll check out a book and take it home.  
A piece of the library is now my very own.

Library, oh library, how I love thee,  
Library, oh library, my favorite place to be!

## From the South Carolina State Library

Having moved from Kansas to South Carolina at the end of June, I've now been here about four months. I'm beginning to figure out a few things about living here:

- 1) When the forecast says "chance of rain" DO NOT leave your umbrella at home.
- 2) No one back in Kansas believes me, but I have told them that it IS possible for the humidity to be 100% — and it's not raining!
- 3) Drivers here believe that speed limits are only suggestions — at least on the interstates.

While some of the cultural and geographic differences have been surprising, I have not been surprised by South Carolina libraries—except in a positive way. It is evident that librarians here give their all to provide good service, regardless of the type of library. And that is the key to library survival in the future — convenience, content, and customer service.

We do have some challenges before us: looming retirements of staff in many libraries; minimal history of resource sharing/ interlibrary loan; lack of a statewide (union) catalog; low literacy rates; continued tests to intellectual freedom and attempts to censor materials; our tendency as a profession to be slow to change.

Work has begun on all these issues, but it will require all our best efforts to be successful. I look forward to meeting you, getting to know you, and working with you to address these challenges. I will be joining you at SCASL in Charleston in March.

I want to be sure that all of you know that the State Library has added Gale's Literature Resource Center to the array of DISCUS databases available. LRC includes: *Contemporary Authors*, *Dictionary of Literary Biography*, *Contemporary Literary Criticism*, *Twayne's Authors Series*, *Scribner Writers Series* and much more. Also, 25 e-reference books have been added to DISCUS. Training for all of the new resources is planned for early 2006. Watch for details!

I hope you will feel free to contact me.

Patti Butcher, Director  
South Carolina State Library  
[patti@leo.scsl.state.sc.us](mailto:patti@leo.scsl.state.sc.us) or 803-734-8666.



## RCPL Teen Idol Gets Rave Reviews

Nineteen area teens recently competed for cash and prizes and a chance to be the RCPL Teen Idol for 2005. Ashley Allen, a tenth grader at Irmo High School, was named the 2005 RCPL Teen Idol on October 20 at the Main Library in downtown Columbia. Allen, who sang "Summertime" acappella, received a \$100 cash prize, a Wild Things t-shirt and a trophy.

Catherine Fields, an eleventh grader at Ridge View High School, was the runner-up. Fields received a \$25 gift certificate to Best Buy and a Wild Things t-shirt for her rendition of "Somewhere Over the Rainbow."

The nineteen finalists were selected during three auditions and judged on four criteria: Vocal Quality, Song Selection, Projection and Stage Presence.

Other finalists are: Thadd Abbott; Ashley Shante Archie; Andrea Bickley; Scharan B. Clarke; Lauren R. Corvi; Maria Culbertson; Corretta Davis; Vaneisha Dyer; Akeenya Germany; Brittany Gray; Ava Hatfield; Corrie Jolly; Maggie Malloy; Antia Martin; Tempestt A. Martin; Michael Steele; and Brittany Stevens.

RCPL Teen Idol was made possible by Geiger O'Cain Advertising and the Friends of RCPL.

## Save the Date for A(ugusta) Baker's Dozen April 21-22, 2006



The 20th annual A(ugusta) Baker's Dozen—A Celebration of Stories will be held April 21-22, 2006. Sponsored by the Richland County Public Library and the University of South Carolina School of Library and Information Science, the event brings to life the world of storytelling and children's literature and honors nationally-known author and storyteller Augusta Baker. Ms. Baker moved to Columbia in 1980 and was appointed Storyteller-in-Residence at USC.

The two-day festival features storytelling for nearly 2,000 fourth graders on the grounds of the Robert Mills House on Friday morning and a public event on Saturday with regional and local storytellers.

For more information, visit  
<http://www.richland.lib.sc.us/baker.htm>  
or call (803) 929-3474.

# Read! Write! Observe!

by Dawn James and Dayna Lewis

## Media Center and English Class Collaborate to Host Author for Instructional/Motivational Program

Aynor, SC – It was a homecoming of sorts for Aynor High School alumnus, R. Dean Johnson when the school's media specialist, Dawn James, and Sophomore English teacher, Dayna Lewis, co-hosted the author and award winning Hollywood producer for a student focused "Meet-n-Greet."

Lewis' students had recently been assigned the task of reading a selected chapter from Johnson's book, "Life. Be There at Ten 'Til." Entitled, "Toughskins," the chapter dealt with Johnson's own high school experience in which he endured the teasing and humiliation from others because of his weight. As an overweight adolescent, he wore the Husky size Toughskins label from Sears. However, as Johnson points out in his book, he didn't internalize the fear and hurt. Instead, he became the label he wore to endure and find his way through those difficult teen years.

"Labels can do many things for people," the Los Angeles-based Johnson comments. "If you're the President of the United States, such a title can get you a great table in a restaurant. If you were on the Titanic in 1912, the label of FIRST CLASS may have saved your life." Johnson continued by saying that the assignment of a label by peers or others didn't define him. Rather, it inspired him. Indeed, Johnson now resides in Los Angeles and is a partner with actress Tiffani Thiessen in their company, Tit 4 Tat Productions. The duo recently produced the Thiessen-directed film, "Just Pray," which premiered this past February on the 2005 film festival circuit.

The film has enjoyed critical praise and has been an award winner at several of the festivals. In addition, the movie has been selected for showing at such acclaimed festivals as Robert DeNiro's Tribeca Film Festival, the Seattle International Film Festival and several Academy of Motion Picture Arts and Sciences qualifying festivals.

***Observe the world around you . . .practice writing every day. . .  
and READ! READ! READ!***

Johnson wrote the screenplay and uses a clip from the movie to challenge the students' thinking and writing ability. In the class exercise, students assume the role of a character from the film and then draft the dialogue they feel would be voiced by the character. Johnson then plays the scene in its entirety to see and compare the actual screenplay monologue to what the students write.

***"Labels can do many things for people. . .if you're the President of the United States, such a title can get you a great table in a restaurant. If you were on the Titanic in 1912, the label of FIRST CLASS may have saved your life."***

Johnson is adamant in his support of literacy's impact on the writing process. READ! READ! READ! From books to magazines to newspapers, Johnson explains that reading allows and encourages students to develop their own voice and unique style of expression. He offers, "When you read, you develop and strengthen your vocabulary. You begin to differentiate between writing styles and you eventually find your sense of comfortability in writing and expressing that which you feel inside."

He also tells two brief stories of a recent visit to McDonald's and allows the students to vote on the most interesting of the two. A unanimous vote by the class for their favorite is then followed with a Q & A of what elements make one story more moving and poignant than the other. In the end, the difference between the two requires students to become observant and to hone their writing skills. And most importantly, by reading every day, writing and self expression will be greatly enhanced.

The students' enthusiastic response to the presentation was equally echoed by James and Lewis. James commented, "This was a win-win situation for everyone and we were thrilled to be able to successfully identify a speaker who could creatively integrate the virtues of our curriculum with inspiring and motivating visual and artistic mediums." She continued, "Mrs. Lewis and I were thrilled to identify an author who champions literacy, inspires kids and serves as a role model for achievement." Lewis concurred, "It was a wonderful and provocative exercise in writing and listening. The students were encouraged on so many levels to excel in their lives and reading was featured as the cornerstone of such success."

For more information on Johnson, his book and his schedule availability, you may contact Dawn James at Aynor High School (843-358-5122) or contact Johnson directly at [rodejo@aol.com](mailto:rodejo@aol.com).

### Legislative Committee Report

#### Advocacy

On November 5, 2005, the SCASL Executive Board authorized the Legislative Committee, chaired by Martha Taylor, to develop a legislative plan to be discussed at the January 7, 2006 Executive Board meeting. The Committee, with the assistance of SCASL Legislative Liaison Jim Johnson, will present information on a legislative message, advocacy training for SCASL members, an annual legislative calendar, and other items that will make SCASL more effective in lobbying for legislative support for school library-media centers.

The SCASL Archives consist of Executive Board minutes, documents, printed material including pamphlets and brochures, photos of conferences and individuals and pertinent business papers, as well as copies of past *Media Center Messengers* going back to the origins of SCASL. This boxed material has finally found a permanent and accessible home in the prestigious South Caroliniana Library at USC! The Archives and History Committee has worked on the project for several years and negotiated the move this past summer. The committee will continue to organize and maintain this significant material that will maintain the history of our organization.

*Mitzi Burden, Chair  
Archives and History Committee*

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#### Support for Hurricane-Devastated Libraries

On November 5, 2005, the SCASL Executive Board on November 5 approved a contribution of \$500 to assist the hurricane devastated New Orleans Public Library. Jim Johnson, SCASL's Legislative Liaison, is coordinating an effort of library organizations composed of the Association of Public Library Administrators, the South Carolina Library Association, the Friends of South Carolina Libraries, and SCASL to raise funds for the NOPL. All 13 locations were damaged resulting in nearly \$13 million in building damage, \$6.5 million in contents damage, not including computers. The staff of 216 is currently down to 19. Johnson is asking individual SCASL members to consider donating at least \$10 to the effort. Contributions can be sent to FOSCL, PO Box 11121, Columbia, SC 29211.

At the same meeting in November, the SCASL Executive Board also approved a contribution of \$500 to the AASL fund for assistance to school libraries in the Hurricane Katrina/Rita devastated area. This is in addition to the \$500 contribution to NOPL.



Signing the formal agreement for the deposit of SCASL materials in the Caroliniana. Seated (l) Kathy Sutusky, Executive Secretary of SCASL, (r) Mitzi Burden, Chair of the Archives and History Committee. Standing (l) Joan Kruger and (r) Laura Jackson, committee members. (Not pictured is committee member Joyce Moore.)

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## LETTERS ABOUT LITERATURE

Letters About Literature is a national reading-writing contest for students that provides students an opportunity to reflect on a book they have read in a new and personal way. To enter, readers write a personal letter to an author, living or dead, from any genre—fiction or nonfiction, contemporary or classic, explaining how one of the author's works inspired them or changed their way of thinking about the world or themselves. Students compete in one of three levels. Grades 4-6 compete in Level 1. Grades 7-8 in Level 2, and Grades 9-13 in Level 3. Entries must be postmarked by December 1, 2005.

This contest provides an opportunity for the media specialist to work with teachers in helping students select appropriate books for the contest. Teachers are encouraged to allow children to select the book they want to write about for the contest.

The Letters About Literature contest is co-sponsored in South Carolina by the Center for the Book in the Library of Congress and the Palmetto Book Alliance. National winners will receive a paid trip to the Fall, 2006 National Book Festival as well as cash prizes. State winners will be invited to an award ceremony and will receive cash prizes.

For complete information, contact Jane Connor, [janec@leo.scscl.state.sc.us](mailto:janec@leo.scscl.state.sc.us)

# Writing – Two Voices

By Katie Grainger & Nancy Nelson

Members of Nancy Nelson's Library Media Club at Carolina Forest High School in Myrtle Beach are really into poetry. In March they sponsored a program of poetry readings, poetry written by the school's students. The reading below was part of the program and is meant for two readers, the first voice is the student. For more information on this program, contact Nancy at [nnelson@cfec.hcs.k12.sc.us](mailto:nnelson@cfec.hcs.k12.sc.us)

**I just don't understand.**  
**I just don't understand.**

Teachers.  
Students.

I hate writing.  
Why do we have so much homework?  
They need to learn to write.

I don't know what to write.  
You obviously weren't paying attention:  
write about what you know.

It's too early in the morning for a grammar lesson.  
You have to change your comma to a semicolon.

Are you going to the show this Friday?  
I'd give anything to be able to talk and write at the same time.

Am I going to offend anyone by writing this?  
Don't write anything you don't want your grandchildren repeating.

Who in the world knows how to cite an internet source?  
Didn't I send you to the library to get an MLA book?

**Is it 3:25 yet?**  
**Is it 3:25 yet?**

I did it!  
You need to type your work. What were you thinking?

Nothing.  
Just my point! Kids these days!

What if my margin is just a little off?  
Margins must be one inch, in Times New Roman 12 point.

It's only 5 points.  
Stop whining. That's not the right format.

I wrote it already. Why do I have to revise it?  
If you were on a job, it would need to be letter perfect.

This looks good enough to me.  
Elevate your diction: make every word count.

Whatever! I'll do it at home.  
You can't watch American Idol, talk on the phone, and complete your homework at the same time.

**I can't wait for summer vacation!**  
**I can't wait for summer vacation!**

**No more writing!**  
**No more whining!**

# Poetry Celebrations

Betsy Long, Doby's Mill Elementary School,  
[betsy\\_long@bellsouth.net](mailto:betsy_long@bellsouth.net)

As you know, April is National Poetry Month. There is even a National Young People's Poetry Week (April 10-16). Over the past couple of years, our school has hosted poetry celebrations during the month of April that have been very popular and successful. Truth be known, I've never really cared much for poetry. I know, I know, I'm not supposed to say this about any form of literature, but it's true. Sure, I enjoy Shel Silverstein, laugh out loud when reading Brod Bagert, but given the choice of what I would most like to read, poetry would rank close to the bottom. However, I discovered that many of my students love poetry, both reading it and writing it. In order to encourage their interest, my faculty and I have developed several activities and events that we host every April. Below you'll find a few of these activities with their descriptions.

- Poetry Reading Night: Every month, the media center hosts a Family Reading Night. During the month of April, we host a Poetry Reading Night instead. This is a performance at which our students (usually one or two from each class) read either their favorite poem or a self-written poem in front of an audience.
- Dress as Your Favorite Nursery Rhyme Character Day.
- Put a Poem in Your Pocket: Students who write poems or simply enjoy poetry are encouraged to appear on the morning news show with a poem in their pocket, pulling it out, and reading their poem on the air. This is maddeningly popular, with far more students who want to read poems than there are days in the month of April.
- Poetry Tree: Since we do have so many students who love to write their own poetry, we came up with the idea of the Poetry Tree. With very limited wall space for display, we set up an artificial Christmas tree on which we hang student written poems for all to see.
- We have also hosted guest poets from our faculty, staff and local community. This year, we're hosting a performance by Poetry Alive! The students and faculty are very much looking forward to this event.

While poetry may not be my genre of choice, I have learned from my students that poems can be fun and exciting. Who knows, maybe I'll even pen a poem to read at this year's Poetry Reading Night or show up with one in my pocket for the morning news show. I could be a poet who just didn't know it!

# The Tale of the Fresh-Faced Librarian

Barbara Montgomery, Pontiac Elementary, Richland Two,  
*bmontgom@pe.richland2.org*

Once upon a time there was a young librarian who was eager to do just about anything to bring children into the library. She planned the best programs and prepared the best reading lists filled with titles she had personally read herself. One thing she learned to do was tell stories. She practiced and became very good at storytelling. Why, she got so good that folks in her town were calling her the Story Lady, but she knew not to quit her day job. She planned many fun programs and invited children to come, and, my!, did they come. But, alas, things had to change because this librarian began working in a school library media center as she became a media specialist.

It was at this point when things really began to turn. The librarian, *oops!*, media specialist began managing things like lesson plans, fixed schedules, Accelerated Reader, standards, curriculum, and daily bus duty. She worked so hard she worked herself into National Board Certification. These things consumed so much of her time she had very little time left to read reviews, read good stories, or learn new ones to tell. Pretty soon no one knew that this fresh-faced librarian could even tell stories because it became her secret. She hid it well but her face wasn't so fresh anymore.

Does this sound familiar? If it does, stop right now and promise to not let yourself get into this kind of a rut. Our students deserve better. Begin to revive that storytelling fever within by checking out some new or not so new resources, form a group of other not-so-fresh faces and vow to share stories and other resources with each other. Attend storytelling events that you hear about and invite others to go with you. Get to know some public librarians. Join the National Storytellers Association. Start teaching this skill to your students or Sunday School class. You don't need to get a booking agent, just start small. Once you have planted the seed and nurtured it the right things will happen. I promise!!

Some resources to get you started:

Lipman, Doug. *The Storytelling Coach: How to Listen, Praise, and Bring Out People's Best*. Little Rock: August House. 1995

Schimmel, Nancy, *Just Enough to Make a Story: a Sourcebook for Storytelling*. Sister's Choice Press. 1982.

Barton, Bob, and David Booth. *Stories in the Classroom: Storytelling, Reading Aloud and Roleplaying with Children*. Portsmouth, NH: Heineman. 1990.

Harrison, Annette. *Easy-To-Tell Stories for Young Children*. Jonesborough, TN: National Storytelling Press, 1993.

Holt, David, and Bill Mooney. *Ready-To-Tell Tales: Sure-Fire Stories From America's Favorite Storytellers*. Little Rock: August House. 1994. Includes stories from many cultures.

Livo, Norma, ed. *Joining In: An Anthology of Audience Participation Stories and How to Tell Them*. Cambridge, MA: Yellow Moon Press.

## From the Public Awareness Committee

### Newspaper Release

*The following article was submitted to The State Newspaper in October.*

Media specialists do more than circulate books! Today's library media center is a technological cornerstone that helps support classroom teaching and learning. And today's media specialist is an invaluable information resource.

Here are two initiatives that some library media specialists across our state are currently using with students:

Streamline SC, ETV's free video-on-demand resource is used in almost 90% of the state's school districts. The service has over 40,000 video clips, 2,800 images, an interactive quiz center, plus a "today in history" calendar. This extensive video database, which can be accessed by keyword, subject, grade level, and curriculum standard, is available to South Carolina teachers and students. Users can even search for content using South Carolina curriculum standards.

DISCUS, a digital library for South Carolina users, offers homework help for every subject and age group. Users have FREE online access to the best subscription library resources. What's in DISCUS? Magazines, newspapers, professional journals, encyclopedias, dictionaries, reference books, and more. . .

Want more information on these resources? Ask your librarian or media specialist.

*This message is brought to you by the South Carolina Association of School Librarians Public Awareness Committee.*

## Standards and Guidelines Committee Report

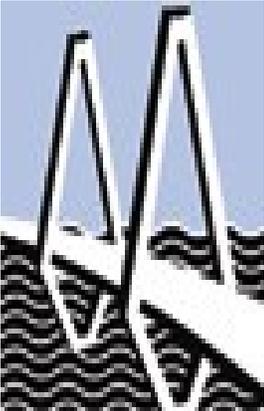
Work on aligning the 2005 South Carolina social studies standards with the information literacy standards is being worked on by six committee members. Our expectations are to have the first draft ready by November 15 and a final draft by January 15, 2006. We expect publication in time for the 2006 SCASL conference.

Cathleen Moore, Chair  
*cmoore@mbi.hcs.k12.sc.us*

**South Carolina Association of School Librarians Conference  
March 1-3, 2006**

Embassy Suites, Charleston Airport Convention Center,  
North Charleston, South Carolina

## **Bridging Student Achievement @ Your Library**



**Join us in Charleston for an exciting professional development experience!**

**A number of professional development opportunities await you at the pre-conference sessions. Just look at these wonderful options!**

- Phillip Crawford, author and Library Director of Essex High School in Vermont, will present *Graphic Novels 101*.
- Wayne Martin will present another hands-on *Digital Video Production* experience.
- Mike Etheridge will offer a fun workshop on *Storytelling*.
- Donna Thompson will give a hands-on *Streamlinesc* update.
- Andrea Thrope and Janet Caldwell will present *Are you a Know-it-all*.
- Becky Becker will have a delightful *puppet show* and take you behind the curtains.
- Hear authors Kate Jerome, Sally Walker and Fran Hawk share how to bridge their Hunley books to student achievement and then tour the Hunley!

Join us for a *Harbor Scholarship Dinner Cruise* as we tour the Charleston Harbor and see a night view of the new Charleston Bridge on March 2, 2006.

Keynotes include Gail Bush and David Loertscher. Don't miss Ashley Bryan, illustrator, author, and storyteller. Staff development opportunities await you on poetry, collaboration, book clubs, reading, using lexiles, collection development, media literacy, tolerance, character education, technology, storytelling....

***Pat Conroy will keynote the Book Awards Luncheon.***

Hotel information is found on the opposite page as well as under *Conferences* at [www.scasl.net](http://www.scasl.net). And look for Martha Taylor to launch the conference website that will carry all conference details including the ***Call to Conference***.

**Make your plans now to attend! See you there!**

*Carolyn P. Jenkins, Vice-President/President-Elect  
cpjenkins30@hotmail.com*



**Charleston Convention Center**

5055 International Boulevard, N. Charleston, SC 29418

**South Carolina Association of School Librarians**

**Tuesday, February 28th, 2006-Thursday, March 2, 2006**

Room Rate: \*\*\$144.00 Single/Double \*\*\$144.00 Triple \*\*\$144.00 Quad Occupancy

\*\*Room Rate includes Full Buffet Breakfast each morning and 2 hour cocktail reception each evening in the hotel atrium

\*\*Please note, 300 complimentary parking places are offered on a first come, first serve basis for overnight guests in the Embassy Suites parking lot. Additional parking is offered at \$4.00 per parking space.

Reservations may be made in the following ways:

\*Via Telephone, call toll free 1-800-EMBASSY or 1-800-362-2779 or call the hotel directly at 1-843-747-1882.

\*Via mail by completing the form below and mailing to the above address.

\*Via Facsimile by sending to 1-843-725-1300.

\*Via internet at [www.airportconventioncenter.embassysuites.Com](http://www.airportconventioncenter.embassysuites.Com) "Group code" is SSL.

Reservations must be received by **Sunday, January 29th, 2006** to receive the discounted conference rate. Should requested accommodations not be available, the nearest available rate and accommodations will be assigned. Cancellation must be received 14 days prior to arrival. Check in time is 3:00pm/Check out is 12noon. Room tax is currently 12%.

**Please reserve accommodations for:**

Name \_\_\_\_\_ Company \_\_\_\_\_

Address \_\_\_\_\_ Phone \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Number of Occupants \_\_\_\_\_ Sharing Room With \_\_\_\_\_

A guarantee of one night's deposit or credit card is required for your reservation. For deposits, please enclose a check or money order payable to the Embassy Suites Hotel. Please complete the following information:

One night's lodging and tax is enclosed. Total enclosed \$ \_\_\_\_\_

Credit Cards Accepted:

- Visa
- Mastercard
- American Express
- Diners Club
- Discover

Credit Card Number \_\_\_\_\_ Expiration \_\_\_\_\_

Name Embossed on Card \_\_\_\_\_ Signature \_\_\_\_\_

Type of Accommodations Requested:

- King
- Double
- Non Smoking
- Smoking

Arrival Date \_\_\_\_\_

Departure Date \_\_\_\_\_

Estimated Arrival Time \_\_\_\_\_

Method of Arrival \_\_\_\_\_

Do you wish to receive written confirmation?  Yes  No



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## SCASL Welcomes Our Business Associates

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

Baker & Taylor, *William Wood*  
Davis and Associates, *Ralph M. Davis*  
Hart, Inc., *Chris Christy*  
Scholastic Book Fairs, *Laura Carroll*  
Follett Library Resources; *Joe Keeton, John Bach,*  
*Karen Swift & Jennifer Choiniere*  
Soundzabout Music Library, *Martha Stewart*  
Pieces of Learning, *Tyler Young*  
Sylvan Dell Publishing, *Donna German*  
Becky's Box of Puppets, *Becky Becker*

# Happy Holidays to All!



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