



Media Center

MESSENGER

Newsletter of the South Carolina Association of School Librarians

Volume XLII

November 2004

LIBRARY ADVOCACY: EVERYONE'S RESPONSIBILITY

Jim Johnson, Director, South Carolina State Library

Library literature contains many citations to articles and books on library advocacy. Library association websites are constantly reminding people to write or call their legislators about an issue of particular importance to libraries. We all read these things, but do we do anything about it?

I have been State Library Director for nearly 15 years, and, as such, am the de facto lobbyist for library issues at the State House. I meet with legislators and staff members on a regular basis. I have led delegations to Washington, D.C. to discuss library issues with members of Congress. I have testified before county councils about local library needs.

I am most familiar with the monetary needs and advocacy efforts of public libraries. Let me discuss how public libraries managed to receive a substantial increase in education lottery funds for this year. Then, I'll relate that to the needs of K-12 school library media centers.

Going into the FY05 budgetary cycle, the Association of Public Library Administrators (APLA) and the State Library conducted five regional workshops. At these meetings, it was emphasized that everyone needed to be involved in contacting legislators to support the public libraries' legislative agenda, which was to double the \$1.5 million public libraries receive from the education Lottery for technology purposes. Attendees were informed that letters and other contacts would be needed every step of the way during the budget process.

The first opportunity to contact legislators was when the budget was before the three-member House Ways and Means Subcommittee responsible for the State Library's budget. Each of these members received approximately 500 letters supporting the increase in lottery funding for public libraries. A general rule of thumb is 20 contacts on an issue is a lot. These contacts influenced the subcommittee to recommend a \$3 million appropriation for FY05.

Next, letters were sent to all members of the Ways and Means Committee to ensure that the \$3 million was part of the Committee recommendation. The Committee recommended the \$3 million. Then, letters and other contacts were made with all members of the House of Representatives to alert them to the \$3 million recommendation and to seek their support. The House budget included the \$3 million.

The process continued in the Senate beginning with a Senate Finance Subcommittee, the Senate Finance Committee, and then the full Senate. A substantial number of letters were sent and other contacts made during this period. The Senate budget recommended increasing the \$3 million to \$3.9 million allowing libraries flexibility in spending the funds (up to 50% could be spent for materials). Additionally, on the Senate floor during the last hours of debate, an amendment was offered to provide an additional \$2.3 million from FY04 surplus funds. This amendment passed.

The next step in the process was a budget conference committee composed of three House members and three Senators. Again, pressure was applied. The final budget included \$3 million in FY05 lottery funds, the \$2.3 million in FY04 surplus lottery funds, and the flexibility provision.

This success came because public libraries had one message—increase lottery funding—and were able to sustain support among trustees and friends in contacting legislators.

(Continued next page.)



From the President

Martha Taylor,
martha_taylor@charter.net

It was with great sadness and concern that our executive board received the recent resignation of Robbie Van Pelt as president of SCASL. Robbie has been confronted with family issues that make her service impossible at this time. We all deeply regret that she had to resign from the presidency. I applaud her wisdom and courage in affirming that her first priority must be for her family and herself.

I know that I speak for everyone when I say that SCASL is deeply grateful to Robbie for her excellent leadership and service to our group! It has been my very great pleasure and privilege to work with her for the past several years. I know that over the next few months I will miss her leadership, her wit, her caring, her fellowship, and her dynamic advocacy for our profession and association. Please keep Robbie and her family in your thoughts and prayers.

SCASL is an incredible organization with a proud history. As we celebrate the 30th anniversary of the South Carolina Association of School Librarians, we continue to maintain our rich heritage as we experience new growth and development. We have a solid membership of over 1,200 and a sound financial base. This is the result of a cohesive and dedicated membership that strives for excellence and continual improvement for the profession and our professional organization.

As school library media specialists, we are committed to making each school library media program in South Carolina a place of literacy and learning. SCASL is developing advocacy strategies to promote library media programs as essential components of the teaching and learning process in our schools. SCASL is also working to provide you with excellent professional development to help you be the best you can be with new skills – new insights – new opportunities. I challenge each of us to embrace the great challenges and opportunities by getting actively involved in our professional organization today. The more you are involved, the more you benefit!

Mark your calendars for our annual conference in Florence on March 2-4, 2005, and be ready to register when the Call to Conference arrives. Lawren Hammond and her committee have a fantastic lineup of speakers and events planned. Be sure to read the conference article in this issue for more details and information.

In addition to the annual conference, a summer 2005 AASL Leadership Institute focusing on “Leadership and Collaboration” is being planned. Our goal is for this national workshop to become an accessible and affordable reality for media specialists across our state through SCASL sponsorship.

See you in Florence!

(Continued from page 1.)

This methodology can be used by SCASL as well. What is needed is a legislative program that includes one message that all media specialists can support. The request must be able to be defended. The question “Why do you need these funds?” must be able to be answered the same way throughout the state. It has to be something that will not create an undue administrative burden on the State Department of Education or local school districts. And it has to have the active support of media specialists to involve teachers,

administrators, and parents to make legislative contacts. Like APLA, SCASL will need to be able to inform membership all along the way to initiate these contacts.

Advocacy is hard work, but, as last year’s APLA experience shows, it can be successful. And it needs to be constant. APLA is already working on next year’s campaign. So, there is no rest for the weary. Advocacy is something that must be sustained year after year.

Keep in Touch

SCASL:

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

SCASL listserv:

To subscribe:
Address: listserv@listserv.sc.edu
Subject: Leave blank
Message: Subscribe SCASL-LS
yourfirstname yourlastname
To send a message:
Address: SCASL-LS@listserv.sc.edu
Type: your subject
Type your message and send.

The Media Center Messenger:

Send all suggestions, corrections, articles,
and ideas to jmoggles@direcway.com

Other important addresses:

SC Dept. of Education: www.state.sc.us/sde/
SCLA: www.scla.org
SC State Library: www.state.sc.us/scsl
ALA: www.ala.org
AASL: www.ala.org/aasl

SCASL Listserv is where it's at!

Questions and answers, advice, procedures,
how-to's, do-I's?, names of authors, refer-
ences, general discussion of issues, and
sometimes just plain fun!
If you haven't subscribed yet, why not?

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

Celebrating 30 years! SCASL Trivia

Did you know?

The first Media Specialist of the Year Award was presented to Edna Bedenbaugh in 1986!

The first president of SCASL was Jackie Derrick, 1975-1976.

The first Children's Book Award went to *How to Eat Fried Worms* by Thomas Rockwell in 1976.

Mark Your Calendar

November 15-21, 2004: Children's Book Week
Jan 7-10, 2005: ALA Mid-Winter
March 2-4, 2005: SCASL Conference, Florence, SC
April 2005: School Library Month
April 10-16, 2005: National Library Week
June 23-29, 2005: ALA Annual Conference, Chicago, IL

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*For your convenience you can now
view the Media Center Messenger
online at the SCASL Web site.*



From the State Department of Education
School Library Media Services

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

When *Information Power: Building Partnership for Learning* was published in 1998, I had the good fortune to attend the AASL national training institute. Part of our weeklong training was a workshop on advocacy. I have shared this with you before, but thought this would be a good time to revisit some of that information.

We all know that research has clearly demonstrated the positive impact that school libraries have on student achievement. However, our key decision-makers may not be aware of that research, or perhaps choose to ignore that research, or perhaps discount that research. For whatever reason, school libraries have a very low priority. It's up to each of us to make sure that we are doing all that is possible to garner support, both public and governmental, for school libraries. Simply saying we do good things and students like visiting their school library is not enough.

Before mounting a full advocacy campaign, we must evaluate what our public relations and marketing strategies have been and continue to be. **Public relations** refers to those "...activities by which organizations establish and maintain open communication between themselves and their various publics." What have you been doing to share your "library stories" with your stakeholders? Public Relations means telling your constituents this is who we (school library media specialists) are, this is what we do, for whom, and when. You have to start here so that everyone you look to for support will have a true understanding of just what it is you are about.

Once you have established who you are, what you do, and for whom you provide resources and services, then it's time to consider how you can refine your program to meet the needs of your "customers." **Marketing** is "...directed at satisfying wants and needs through an exchange process." Find out what your customers (patrons) want and need and then tell them how you can respond to those needs. In other words, through your marketing strategies you find out who your customers are, what their needs are, and then describe how you can best meet those needs.

Advocacy [emphasis added] is a planned, deliberate, and sustained effort to raise awareness of an issue or issues. Advocacy is thus an ongoing process whereby support and understanding are built incrementally." If we are honest, then we must admit that, unfortunately, we have not done a very good job of public relations and marketing, which means our key stakeholders don't really know who we are, why we're important, and what we can do for them. We must establish this foundation of understanding before we can expect a full appreciation of what school libraries offer to South Carolina.

The *ADEPT Performance Dimensions for School Library Media Specialists* examines the library media center public relations policy and its implementation. Your public relations policy should be included in your Policy and Procedures Manual. Your professional responsibility is to be a spokesman for your school library in particular and South Carolina school libraries in general. Now is the time to honestly evaluate what you are doing in your school, district, and community to advance school libraries and garner the much-needed widespread support for school libraries in this state.

Reference: American Association of School Librarians. *Advocacy Workbook*. Chicago, IL: American Association of School Librarians, 1998.

Eisegesis of ADEPT Performance Dimensions

Martha Alewine, Consultant, School Library Media Services, malewine@sde.state.sc.us

The ADEPT Performance Dimensions for Library Media Specialists describes the job responsibilities quite well. We all should be proud of, and commend, the work the committee did in writing these Performance Dimensions. Our state professional standards (the ADEPT Performance Dimensions) were written before the national standards were published for National Board Certification for library media specialists; however, upon inspection, you should see a very close resemblance between these two sets of standards. Both emphasize that collaborative planning and teaching relationship between the classroom and the library media center. However, some schools and districts are interpreting these **ADEPT Performance Dimensions for School Library Media Specialists** as a mandate for a **fixed schedule** in the library media center, when, in fact, just the opposite is true.

Granted, one of the components of the ADEPT Performance Dimensions for Library Media Specialists is the teaching role of the library professional and it is a very important component. However, we are not talking about teaching in **isolation** but in **collaboration** with the classroom teacher. Collaborative planning and teaching works best in a supportive school environment, which means the library media center operates on a flexible schedule with administrative and teacher support for an integrated library media program. Only a flexible schedule will truly facilitate that joint/common planning between the classroom teacher and library media specialist to develop units, lessons, and/or activities that integrate content, information literacy, and technology skills.

PD 3: Collaboration for Instruction and Services is the performance dimension that examines a library media specialist's collaborative work with classroom teachers and how the instruction in the library supports, and is aligned with, the classroom curriculum. That support and alignment is not possible unless the library media specialist knows what is happening in the classrooms and the way he or she gains that information is through collaborative planning.

Everyone should read, or re-read, *The ADEPT Performance Dimensions Competent Performance Descriptions*, available on the School Library Media Services web page (<http://www.myscschools.com/offices/tech/ms/lms>). After review, you should see that a competent, successful library media specialist is one who regularly collaborates with classroom teachers to plan, deliver, and evaluate instruction. Please feel free to share this document with your principal, ADEPT coordinator, your fellow library media specialists who may not receive this issue of the *Media Center Messenger*.

We are recommending, and have been for several years, that library media centers operate on a flexible schedule to facilitate that important collaborative partnership between the classroom teachers and the library media specialist. In addition to Performance Dimension 3, *PD 6: Maintaining an Environment Conducive to Inquiry* also points to flexible scheduling. As you read through the Competent Performance Descriptions, you will see the term "open access scheduling" which means using a flexible schedule.

As a resource for collaborating educators, we have developed a *Collaborative Planning Guide* to use when planning instruction. This Guide is also available on the School Library Media Services web page in the "Curriculum Connections" section. You can find it in "Resources for Library Media Specialists" and "Resources for Classroom Teachers." Once again, you are encouraged to share this document.

The Department of Education's recommendations for school libraries, *Catalyst: Setting the Standards for Student Learning Through School Libraries*, emphasizes the collabora-

tion between the classroom teacher and the library media specialist. *Catalyst* outlines responsibilities of the administrator, classroom teacher, and library media specialist in creating a quality, integrated library media program. As you read *Catalyst* (also available on the School Library Media Services web page) you should see the emphasis on collaboration and the recommendation for open access scheduling (flexible scheduling).

ADEPT evaluates the person in the library media center. We also have rubrics for evaluating the library media center and program, *Achieving Exemplary School Libraries*. These rubrics are also available on the School Library Media Services web page in the "Library Media Center Management" section. As you read through these rubrics, you should see here again the heavy emphasis on collaboration between the classroom teacher and the library media specialist and on a flexible schedule in the library media center. The External Review Instrument (used by the Office of School Quality to evaluate and provide technical assistance to unsatisfactory schools) and these media center evaluation rubrics are in direct alignment.

The emphasis in all these documents is on classroom teachers and library media specialists working together to plan, deliver, and evaluate instruction. These collaborative lessons should link content with information literacy and technology skills to facilitate our students' transfer of learning from one activity to another and from subject to subject.

Many of you are doing creative activities and finding a way around the constraints of a fixed schedule and you are to be commended. However, just think of the boundless possibilities if your schedule were changed tomorrow and you had the flexibility to meet with teachers during their planning times rather than "babysitting" their students. Our goal should be a truly integrated curriculum (content, information literacy, and technology) and that cannot and will not happen until library media specialists and classroom teachers establish professional teaching partnerships.

As you develop local advocacy plans for your library media center, consider scheduling time to discuss the aforementioned documents with your principal, teachers, library media center advisory committee, and other stakeholders. By sharing and discussing these resources, you can ensure that those people who have a direct impact on your program understand exactly how your library media program should be a vital, integral part of your school's instructional program. You can also help them understand their responsibility for that program and the importance of implementing a flexible schedule to facilitate the collaboration and integration we know are so important to student achievement.



Book Award News

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



Hopefully you and your students are busy reading and enjoying the SC Book Award nominees for 2004-2005. Since the annual conference of SCASL is the first week in March 2005, votes and banners are due by February 14th. Listed below are some reminders.

Book Awards

1. Students must read or listen to a minimum of three books.
2. Students vote only for their favorite book. Every vote counts.
3. Media Specialist or teachers tally **all** the student votes and report the number of votes each book receives - not just the winning book.
4. A student ballot and a voting report form are on the SCASL Website under the Book Awards Section. Their use is optional.
5. If you choose not to use these forms, please be sure to send the total number of votes for each book **in the same alphabetical order** as on the voting report form.
6. Votes must be e-mailed or postmarked by February 14, 2005. Please send votes to the appropriate vice-chair as listed below.

Children's

Celeste R. Stone, 534 Center Street, Walterboro, SC 29488, cstone@mail.colleton.k12.sc.us

Junior

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

Young Adult

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

Let's Read, South Carolina!



South Carolina Book Awards Banners



Banners

1. Banners must be original student work and depict a nominated book for the 2004-2005 school year.
2. Guidelines and participation information are included on the SCASL website under the Book Awards section and on the opposite page.
3. Banners must be mailed or delivered to the conference local arrangements co-chair,
Debra Heimbrook, Carver Elementary, 515 N. Cashua Drive, Florence, SC 29501.
4. If mailed, they must be postmarked by **February 14, 2005**. If you choose to hand deliver your banner, it must be delivered by 3:00 p.m. on February 14, 2005. Late banners will not be accepted.

Important Note: Banners must be picked up at the end of conference, following the Book Award Luncheon; they will not be mailed. Please be sure that a representative from your school is assigned this task.

- Each banner is to represent a Book Award Nominee for the current year. It must measure 2'6" x 6', to be hung vertically. It must be made from cloth and have a 2" pocket on the top for the insertion of a rod and three (3) "buttonholes" through this pocket for alternative hanging measures.
- All banners must have the author and title on the front. To identify the banner, place a 3" x 5" card on the back with the name of the designer (individual or group), the class, school, and name of the sponsoring media specialist(s).
- Each banner will be judged on the authenticity of the art as it relates to the book as well as the artistic quality of the banner. All artwork must be the original work of the child or children involved. Banners must be the work of the students and not an adult.
- Certificates of participation will be awarded to every participating school. First, second and third place ribbons will be awarded in each category and, in addition, a prize of \$25.00 will be given to the first place winner in each of the three categories - Children's, Junior and Young Adult.

Thank you for participating in this program.



Book Awards Voting Report Form



Children's Nominees 2004-2005

- The 5,000-Year-Old Puzzle
- Because of Anya
- A Boy at War: A Novel of Pearl Harbor
- Dillon Dillon
- The Gold-Threaded Dress
- Halfway to the Sky
- Handel, Who Knew What He Liked
- The House in the Mail
- I Smell Like Ham
- King's Mountain
- Lumber Camp Library
- Mr. Lincoln's Way
- A Real American
- Ruby Holler
- Surviving Hitler: A Boy in the Nazi Death Camps
- Taking Care of Trouble
- To Fly: The Story of the Wright Brothers
- Uncle Daddy
- A Week in the Woods
- When Marian Sang: The True Recital of Marian Anderson, the Voice of a Century

Send votes to:
Celeste R. Stone, 534 Center Street, Walterboro, SC 29488
cstone@mail.colleton.k12.sc.us

Junior Nominees 2004-2005

- Goddess of Yesterday
- Heir Apparent
- Hippolyta and the Curse of the Amazons
- The Hunting of the Last Dragon
- Just Jane
- Kindling: The Fire-Us
- Once Upon a Marigold
- Pictures of Hollis Woods
- Red Midnight
- The Rope Trick
- Rowan of Rin
- Ruby Holler
- Stand Tall
- Storm Warriors
- Stormbreaker
- Surviving the Applewhites
- Swimming Upstream
- The Thief Lord
- Things Not Seen
- Wild Man Island

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

Young Adult Nominees 2004-2005

- All-American Girl
- Ashes of Roses
- Before We Were Free
- Book of Fred
- Breaking Through
- Bronx Masquerade
- Dunk
- The Gospel According to Larry
- Home of the Braves
- The Lovely Bones
- The Night I Disappeared
- Out of the Fire
- The Pact
- Shattering Glass
- Soldier Boys
- Son of the Mob
- Stoner and Spaz
- Things Not Seen
- This Lullaby
- What Happened to Lanie Garver

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

Reminder: Every vote counts. Please send the total number of votes for each book and report results in the same order as listed above. Thanks for your participation.

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:

Suzanne Washick, Public Awareness Chair,
Stone Academy, 115 Randall Street, Greenville, SC 29609
Email: swashick@greenville.k12.sc.us

**Applications are due no later than
January 10, 2005.**

CALL FOR NOMINATIONS

The Intellectual Freedom Award, alternately given each year by SCASL and SCLA and sponsored by SIRS, will be awarded this year at the 2005 SCASL Conference in Florence, SC. The award is granted to an individual or group who has made an outstanding effort to support and promote the ideals of intellectual freedom.

The winner is awarded a \$500 cash prize and a plaque. In addition, the recipient receives a gift certificate for a one-year subscription to a SIRS product for the library/media program of their choice.

Previous winners include librarians, school board members, and bookstore owners, and nominations are open to all. Nominations should be submitted in writing with appropriate documentation and specific evidence of why the nominee is deserving of the award.

Forward nominations and contact information for the nominee to Andi Fansher, 404 Shannon Drive, Greenville, SC 29615 andifansher@yahoo.com.

The deadline for submission is January 1, 2005.

For further information on the award, please refer to the following Web page:

<http://www.proquestk12.com/about/freedom/scarolin.shtml>

CONSTITUTION AND BY-LAWS

When was the last time you read the association's Constitution and By-Laws? Take a moment and peruse the document at <http://www.scasl.net/constitution.htm>. This is an excellent way to obtain a quick snapshot of the association's structure. If you have comments or constitutional issues you would like the organization to address, please send your comments to any member of the Constitution and By-Laws Committee:

Vicki Moody, Bluffton Elementary,
vvm2983@beaufort.k12.sc.us

Sally Hursey, Boiling Springs High School,
sally.hursey@spartanburg2.k12.sc.us

Kathleen McTeer, Whale Branch Elementary,
km8335@beaufort.k12.sc.us

Carolyn Pearson Jenkins, Chair, Shell Point Elementary, cpj3407@beaufort.k12.sc.us

SCASL Elections Slate



**Vice President /
President Elect:**

Carolyn Jenkins

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

and information literacy. Her experiences in school media have been in elementary, middle, and high schools, and have taken her to districts across South Carolina, including Williamsburg County, Sumter 17, Spartanburg, and Richland One.

Carolyn has been directly involved with implementing technology integration, promoting reader services, writing grant proposals, engaging in collaborative projects with teachers and students, and providing professional development in technology to both local and district teachers.

Professional affiliations include SCASL, National Education Association, S.C. Education Association, AERA, and American Library Association. She has served on SCASL committees and on the SCASL Executive Board where she is presently Constitution and By-Laws chairman.

Honors include multiple Teacher of the Month and Teacher of the Quarter awards, induction into the Claflin University Hall of Fame, and 2000 finalist for the SCASL Media Specialist of the Year Award.

Carolyn's education includes a BA degree in English and the MLIS with 30 hours beyond the master's level. She is a doctoral candidate at the University of South Carolina, completing the Doctor of Education in Curriculum and Instruction.

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



Secretary:

Val Byrd

Valerie Byrd is enjoying her third year as the Library Media Specialist at Dutch Fork Elementary School in Irmo, South Carolina. At DFES, she concentrates on collaborating with classroom teachers and

encouraging students and staff members to read for fun. Prior to receiving her Master's Degree in Library & Information Science, she worked in a variety of book-related jobs, including Barnes & Noble, Waldenbooks, and the Richland County Public Library. She was also an active volunteer for Rolling Readers, USC's Meet in the Middle, and Rachel's Readers.

An active member of SCASL, Val has served as a member of the Information Technology Committee, as a writer for the *Media Center Messenger*, and is currently chairman of the Standards and Guidelines Committee. She is a member of the School of Library and Information Science National Advisory Council, Beta Phi Mu, the Columbia Area Reading Council, the International Reading Association, and the American Association of School Librarians.

Valerie earned a BA from the University of South Carolina in 1999 with a focus on English Literature and Film Studies. While in library school at USC, she was awarded the William M. Trafton III Outstanding Student Award for Leadership.

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

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

SCASL Annual Conference 2005

Teaching - Learning - Connecting



Come and get it!

Get What?

Your very own TLC!

When?

March 2-4, 2005

Where?

The Florence Civic Center, Florence, SC

Things are shaping up nicely for this to be one heck of a conference! Not only do we have David Loertscher, Toni Buzzeo and Steven Layne, but now we know that Doug Johnson and Nancy Pollette, as well as authors and illustrators Betsy Byars (and her daughters!), Fran Hawk, David Nance, Lynn Floyd Wright, and many more will also be presenting for us! Don't forget our very own South Carolina media specialists – the best in the land – will be sharing their expertise, too. So much to see in such a short time – don't miss a minute!

Our conference hotels include: Courtyard by Marriott, Florence; Springhill Suites by Marriott; and the Hampton Inn & Suites. If you contact them early, be sure to ask for the SCASL conference rate. Other hotels nearby include: Holiday Inn Express, Fairfield Inn, and the Red Roof Inn.

The official *Call to Conference* will be mailed in early January. Watch the SCASL web site and the SCASL listserv for updates and information about registration. And remember: be sure to get your registration in before the deadline for a chance at another prize drawing.

Lawren Hammond, Vice President/President-Elect
lhammond@aiken.k12.sc.us

Some good ideas:

IT'S A GOOD THING!

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

Keeping Up With THE BUDGET

Dealing with THE BUDGET is one of my least favorite tasks. Getting an email or phone call from our bookkeeper (a lovely person) always strikes fear in my heart. She usually has a question about a PO, packing slip or invoice which I don't have in front of me. Some people sort PO's by vendors in file folders. You certainly can do a spreadsheet in Excel. Both of these options have drawbacks. I use an ordinary notebook with dividers. Each divider represents a section of THE BUDGET such as books, periodicals, equipment, repairs, fines, pending PO's, etc. The first page after the divider is blank except for the beginning balance for that section in the top right corner. (Notebook paper works fine.) As I submit PO's, I write them on this sheet and subtract the amount from the balance. This way I always know how much I have left in each section and what I've ordered. It works just like a checkbook. This could also be done in Excel. But you can't take it with you to the bookkeeper's office or look at it while on the phone. My phone and computer are not side by side.

When an order arrives, I put a copy of the packing slip with the PO and file them in the appropriate section of the notebook. I make sure that everything in the order is checked off and the date the order was received is written on the packing slip or invoice with my signature. On my balance sheet in the front of the section, I indicate that the order was received. This way if I have to make a trip to the bookkeeper's office, I take my notebook and I have everything I need to answer her questions. I use my notebook when preparing my budget requests for the following year along with my "WANT" file.

When writing PO's, always include the vendor's toll free number and FAX number. Bookkeepers love having this info handy. Also, do not staple things together. Use tape instead. Tape takes up less space and so things lay flatter. When you have to shred things later, there are no staples to remove. (Professional secretary's tip.)

VHS Tapes/DVD's

Some nice person sends you a VHS tape/DVD in the mail with lesson plans or you print the lessons plans off the Internet. How do you connect the two? Use a notebook. Buy a pencil organizer for a notebook to hold the VHS tape/DVD. You can get the pencil holders at Wal-Mart, Staples, or any drug store for about \$1.00. The fabric ones hold up better than the plastic ones.

Catalogs

They're everywhere! They're everywhere! They're everywhere! I have nightmares of being crushed by catalogs. So much for a paperless society! A good rule of thumb is to do something with the catalog the first time you pick it up. (This works for mail too.) Either file it, throw it, or forward it. I've designated the bottom drawer of a file cabinet for my favorite and most used catalogs. I bought box bottom folders with sides to hold the catalogs. I tab them in alphabetical order. This way when the new Demco, Gaylord, Highsmith, Bound-to-Stay-Bound, or Dover catalog arrives, it's out with the old and in with the new. I like to use sticky tabs to mark pages for things I want or have ordered. This makes it easy to double check an order when it comes in.

Catalogs that I don't file are usually forwarded into a teacher's box. If I can, I mark something in the catalog of interest to that teacher. At the very least, I put a sticky note on the cover to say, "Hi", and let them know I was thinking of them. If the catalog comes back and the teacher doesn't want it, it goes in the teachers' lounge/workroom for reading or gets tossed. Keep life simple!

Toys

Yes, I keep a toy on my desk and also one next to the phone. They are for those fidgety folks who need something to do with their hands while talking. This has saved the dignity of a stapler and a tape dispenser, allowing them to remain tools rather than becoming mere playthings. Besides it's a great conversation piece and a good thing.

Working with Your Literacy Coach

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

At the end of my first year at Dutch Fork Elementary School (2002-2003), I found out that my district was in search of one district literacy coach for six of our elementary schools. My first feeling was excitement. Friends of mine in nearby school districts that already had literacy coaches were sharing successes that I wanted in my school (decline of Accelerated Reader use, flexible scheduling, etc.). I had spent my first year at DFES explaining to my principal and teachers that we needed to be doing these things, so I thought a literacy coach was just what we needed. However, when the 2003-2004 school year rolled around, our school's literacy coach was spread among so many schools that she did not have a lot of time to work with me. She was doing good things, though.

So, at the end of that school year, I found out that my district was in search of a full-time literacy coach for EACH elementary school in my district as well as one district level literacy coach. I had mixed feelings. While still excited, I was also a little confused and worried. Why? As I read the job duties of a literacy coach, I noticed a lot of similarities:

A literacy coach is:

- ◆ a lifelong learner
- ◆ a literacy leader in the school community and beyond
- ◆ a collaborative problem-solver
- ◆ an organizer of literacy materials and resources
- ◆ a leader of professional study

(This is from a list of duties given at the SCRI School Leadership Team meeting on September 20, 2004.)

I thought, "WAIT! Those are some of MY job duties as a library media specialist!" In addition, I was hearing about literacy coaches hosting author visits and having other reading celebrations. In general, doing a lot of the same things we do, but not in collaboration WITH the library media specialist. I knew that with all of these common activities, duties, and goals I needed to be more proactive to avoid feeling frustrated or "left out."

We now have a full-time literacy coach and I am very lucky in my situation. Our literacy coach is our school's Teacher of the Year. She has always been open-minded and understanding of how important the school library media program is to student achievement. I also have a supportive administration at the school level. Even though I have a GREAT coach and all of this support behind me, I still feel the need to MAKE SURE they KEEP supporting my program.

I think it is important to first understand what the literacy coach is there for. I have learned that she is someone who can model "best practice literacy" lessons for teachers and help them with guided and shared reading and writing. She also hosts professional study sessions and book clubs (for teachers). Basically, the literacy coach is there for the TEACHERS. Their bottom line: teacher achievement (in that, classroom teachers will be able to have a literacy centered classroom community that will result in student achievement). Library Media Specialists work directly with STUDENTS to achieve their bottom line: student achievement. Since the literacy coach works directly with the teachers, she can be your BEST advocate for the library program. Especially if your administration is not as supportive as you would like. She is someone that can help you reach them.

Here's how:

1. TALK TO YOUR LITERACY COACH!

Don't wait for your literacy coach to talk to you. If you feel that a literacy coach is doing something you should be doing, TELL HER! Our district literacy coach always says, "You don't know what you don't know." The best thing my literacy coach and I do for one another is COMMUNICATE.

2. Do not make yourself feel like you aren't "one of them."

Read "their" literature and apply it for use in the library media center. A lot of the professional literature literacy coaches are using and encouraging classroom teachers to read seems to apply to classroom teachers only. Not so! Flip through one of the titles and some of the chapters will SCREAM "library media center" to you. You can help teachers with a lot of the stuff in those books too. Just take a look through them! A couple of suggestions from my literacy coach: *Strategies That Work* by Stephanie Harvey and *Reading with Meaning* by Debbie Miller. Also try *Reaching Readers: Flexible and Innovative Strategies for Guided Reading* by Michael Opitz and Michael Ford.

3. Study Groups (book clubs).

If you are not involved in the literacy coach's study group, but know one is going on in your school, GET involved. Do not sit back and wait for someone to ASK you to be on the study group. Ask to BE in the study group.

4. Collaborate!

My literacy coach and I have decided to meet together every other week for one hour to talk about what's going on in the classrooms. This is also a time that we can talk about issues that are important to us and that we may be able to help each other with. For example, if you are fighting for other reading incentives than AR, your literacy

coach can help you. Finally, someone who thinks as we do when it comes to AR! My literacy coach and I are also planning to host Family Reading Nights together as well as professional study sessions. We will soon host an "Understanding Reading Levels" session for teachers. We plan to follow it up with one for parents.

5. Help compile booklists.

Our literacy coach is always giving out book lists; you can be a great resource in putting these together.

6. Space

Offer your library media center for professional study groups and workshops that the literacy coach hosts. Make the library visible and stick around! Your faculty, staff, and literacy coach will see you as a supportive member of the literacy community.

7. Help with the book room!

That bookroom is being built to STAY. When the literacy coach is not there anymore, the book room should be. Who is better with organization in the school than the library media specialist?

Finally, look at your literacy coach as a fellow advocate. Literacy and libraries go hand and hand. This is someone who can HELP you get a flexible schedule, build library resources, and support the library media program. You have a FRIEND in your literacy coach; all you have to do is ask!



SCASL HONOR ROLLS

Public relations and advocacy are important parts of every school library media program. Showing our appreciation for those who help us is one simple way that we can promote our programs. A word or note of thanks is often all it takes to win an advocate. Our administrators and paraprofessionals are some of the people who are often missed when it comes to showing our appreciation. Here is the perfect opportunity to distinguish these special people by nominating them to their appropriate Honor Rolls. They will be recognized in the *Media Center Messenger* and the conference program, they will receive a certificate of merit, and a letter of commendation will be sent to their supervisor, superintendent or school board. This program is ongoing throughout the school year and nominations may be sent in at any time. However, the December 3, 2004 deadline makes sure names can be published in the conference program.

Honor Roll of Administrators

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

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

On a separate sheet please include the following:

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

***Send the completed nomination no later than December 3, 2004 to
Suzanne Washick, Stone Academy, 115 Randall Street, Greenville, SC 29609.***

Honor Roll of Paraprofessionals

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

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

On a separate sheet, please include the following:

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

***Send the completed nomination no later than December 3, 2004 to
Suzanne Washick, Stone Academy, 115 Randall Street, Greenville, SC 29609.***

Everyone Has a Story to Tell

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

De te fabula. (The story's about you.)—Horace

What teaching technique is literacy-based, integrated, relevant, and just plain fun across whatever curriculum?

If your answer was **storytelling**, give yourself an **A** for active learning. From my experience, there is no more effective way to involve students in learning than to tell them stories and encourage them to tell their own—their families' or communities'—stories.

We all know the quote about the percentage of learning based on whether the learner is listening, reading, or doing. That useful adage reminds us of the need for learners to fully participate in their learning, and that need points straight to storytelling as effective, albeit covert, instruction.

But, you say, we have to teach the standards. And those preclude the use of storytelling in instruction—why? Read the SC ELA standards. As a middle school library media specialist, I am most familiar with the Grades 6-8 ELA standards, but I have also perused the elementary ELA standards and those for English 1-4 in the high school. Many of the strands welcome storytelling aboard as a method of conveying instruction.

The student audience, of course, transports the listening strand, while the student storyteller drives the speaking strand. And storytelling segues seamlessly into researching the cultures from which the story sprouted, at which point the ELA research strand lugs some social studies standards in its baggage. As the research speeds along, be sure to pick up the primary sources; students can interview family and community about real stories and traditional lore.

At the end of the learning journey, whether the student has been involved primarily as audience, storyteller, or researcher, the ticket to disembarking is writing: recording and creating stories; writing about themes, characters, etc. from stories; and discussing the stories in the context of the cultures to which they pertain.

Using storytelling as instruction presents an almost limitless opportunity for school library media specialists to collaborate with teachers and to integrate the library media program into the curriculum. An ELA teacher, a science teacher, and I collaborated on a unit that had students researching Greek myths side-by-side with the scientific phenomena they attempted to explain. (One of the myths researched was that of Persephone, which accounted for summer and winter.) The science teacher used the information that students found (the scientific explanation about the seasons, in regard to that particular myth) to heighten interest in, and awareness of, the scientific method.

When an eighth-grade self-contained class of special needs students studied South Carolina in the colonial period, I told the students about the notorious Blackbeard, whose true story was as dramatic as the legend. I guaranteed audience participation by having the tallest student stand up and indicating that Blackbeard was taller still, while the height of the average man at that time was only slightly more than mine (definitely vertically challenged). The teacher stopped by several days later to tell me enthusiastically how her students had exceeded her expectations on their assessment for that unit. She exclaimed, "Several of them retold the story in their own words; all of them remembered the locales involved. What a great history and geography lesson!"

Well, **history**, or **her** story, is a narrative, but what about math? How can storytelling dramatize those numerical concepts? One of the math standards for kindergarten students concerns identifying ways that numbers are used in the environment. I stole an idea from *The Day the Numbers Disappeared*, a title published in 1963 whose pictures and examples were outdated but whose premise was still applicable. Students giggled at the scenarios I spun about everyday occurrences hampered by a lack of numbers, and gleefully suggested their own.

For those students who are not in kindergarten anymore, what are word problems, but unfinished stories, just waiting to be dramatized and analyzed? A far more talented, and mathematically knowledgeable, colleague even used narratives to model order of operations and solving simple equations.

Most importantly, whatever the course of study, storytelling just seems to catch the attention of students who often resist or disrupt other methods of instruction. One of the most dangerous students that I ever taught ensured me the best audience I ever had. He was one of a self-contained class of five male students who were emotionally handicapped, as it was termed then. He liked storytelling, and he informed the others that they had better not “mess up the story.” They listened, but none of them as avidly as he. There’s no miracle in this story; he is in prison now for shooting another student when he was in high school, but I still marvel at his interest.

Some years ago, I encountered a young woman who had been a student at my school when it was an intermediate (fifth and sixth grade) school. She was working at the local hamburger joint, and she waited on me. I recognized her, although I did not remember her name. She remembered mine. After her cheerful greeting, this teenage mother informed me, “I used to really love the stories you told us! I pretty much remember them, and I’m telling them to my baby boy.” This surprised me because she had not been a stellar, or even an attentive, student. She had failed to finish high school, but she assured me that she was “fixing to” work on her GED. Two years later, when her baby boy was about five years old, she died in a motorcycle accident. As I read her obituary, I hoped that her son remembered the stories his mother told him.

Wherever there is learning to impart, there is a story to be told. What better way to sneak up on students apathetic or hostile to academics than to disguise instruction beneath storytelling camouflage! What better way to challenge those eager to learn more and to make the connections between their learning and their culture than having them gather, write, and tell stories! What better way to explain and model than to construct or elicit narratives!

And, finally, who better to lead that covert operation using storytelling as stealth instruction at your school than you—the library media specialist!



This project has been made possible by a grant from the Institute of Museum and Library Services.

University of South Carolina
School of Library and
Information Science

Update on the USC School of Library and Information Science IMLS grant project.

“School Library Media Specialists for the Next Generation: Development of an Outcomes-Based Model for Recruitment and Education”

The project is currently in the database development and data collection phase. We have developed a database for tracking students in our school media preparation program and are completing data entry. Program completers (MLIS, Certificate program, and S(pecialist)LIS graduates) who also qualified for school media certification through the School’s school media preparation program between 1997 and 2003 have been surveyed. Beginning July 1, 2004, potential respondents were sent email messages asking them to respond to an online questionnaire. Thanks to all of you who took the time to participate! Your help is really appreciated! Data analysis will begin very soon.

In November a series of surveys of the following groups will be conducted: school library media specialists who have supervised SLIS interns between 1999 and spring of 2004, district-level media coordinators, district-level human resource personnel, and building level principals. From these groups we are collecting data related to the supply of qualified candidates, the recruitment and hiring of school library media specialists in South Carolina, and perceptions of how well prepared USC-SLIS graduates are for assuming the role of school library media specialist.

We are also collecting data from the SC Department of Education and the South Carolina Center for Educator Recruitment, Retention, and Advancement.

Thanks to SLIS faculty who are assisting with this project: Dan Barron, Pat Feehan, Elizabeth Miller, Bob Williams, and Nancy Zimmerman. Chris Nostrant, SLIS Student Services Administrative Assistant has also been a big help!

And thank you to our outside evaluation panel for their participation in the project: Martha Alewine, Sarah Dipner, Elizabeth Harrell, Martha Taylor, Ida Thompson, Robbie Van Pelt, and Mary Walker.

Donna Shannon, dshannon@sc.edu

Reports that “Talk” to Your Principal

Sharmen M. Oswald, Gilbert Middle School, soswald@lexington1.net

Why a report?

When I first contemplated the idea of a usage report for my principals, I immediately convinced myself that I do not have the time. It was after reading *Leadership for Today's School Library* by Patricia Potter Wilson and Josette Anne Lyders that I reconsidered and told myself that I can not afford *not* to offer something to my principals that would give them insight into the library media program and my philosophy of library media services. I viewed a report as a voice and a way to capture their undivided attention. I must admit that the budget cuts looming on the horizon in the early 2000's provided me the impetus to move forward with this endeavor. I was especially impressed with Chapter 1 “Building a Rapport with the School Principal” and Chapter 3 “Keeping Lines of Communication Open with the Principal” in *Leadership for Today's School Library*. Impending budget cuts and staff decrease told me I must be proactive in my approach with my administrative team and especially with my building level principal who held the keys to my budget. In *Enhancing Teaching and Learning* by Jean Donham, she says “Perhaps the greatest impact the principal can have is on integrating the library media program into the school program.” (44) There is no other person who is more paramount to decisions that affect our programs. This translates into what Jean Donham refers to as shared decision making. After all, there are more similarities than differences between principals and library media specialists. For instance, much of our graduate work involves a study of budgets, management, leadership and curriculum. We both have the ‘big picture’ idea of the total school climate and learning environment unlike anyone else. It goes without saying, the importance of the library media program in the overall approach to curriculum in a school is invaluable. That is just one reason I make my reports available to all members of the administrative team. The Assistant Principal for Instruction is one person I especially like to stay in touch with for this reason.

What do I include in the report?

Once I convinced myself that I really needed to do this, my next dilemma was to consider what to include in the report. The report should be useful but not too weighty. After all, principals are very busy folks and need to quickly grasp the meat of what you need them to know so that they are armed and equipped to make decisions that ultimately affect the whole school through the media program. I liked the idea of letting the data talk to my principal, which in turn gave him the ammunition to make informed decisions concerning the media program. Hence, *data-driven decision-making*. Since I had already been meeting monthly with teams throughout my school, I somewhat modeled my first

reports after those meetings. My report would need an agenda so that as my principal and I sat down face-to-face, and because our time is precious, we would stay on task. In fact, I have found that in the four years I have been doing this, my principals would refer to the agenda *after* the face-to-face meeting had occurred. I like the idea of providing a framework for reflection in addition to being able to say “it is in writing”. As my administrative meetings evolved over the years, I felt it was important to make them attractive and came up with the catchy title “Administrators and Media Specialists Staying in touch makes for a good team for everybody!” I also needed to decide how often we would meet. Quarterly seemed to work best, but we did not stick to a strict schedule. Our summer meetings are by far the most effective because both of us are reasonably relaxed and can have meaningful discussion without interruptions. I do want to emphasize to try your best to have a sit-down, face-to-face meeting with your building level administrator, even if you can not do this every time. The impression you leave with your principal is lasting and can not be replaced with a report. You are the key to your media program, and you give life to any report! The following is only a suggestion of what to include in such a report but it is what works for me and my administrative team.

• Agenda

• **Activity Usage Report:** In table format, shows a breakdown of the various monthly activities that have occurred either directly in the Media Center or have been spearheaded by the Media Center and have occurred outside of the four walls of the Media Center. Activities in this report include:

- Check-Out (by class)
- Research (by class)
- Walk-ins/Help with individual selection of reading choices and use of resources
- Media Specialist out of Media Center/Instructional and meetings
- Total Average # students seen (average class size of 25; special education class = 15)
- Internet Lab
- Other (author visits, public library summer reading program promotional, guest speakers, etc.)

• **Circulation Statistics Report:** generated by Follett and shows the hand-to-hand circulation for the month or even for the year, depending on how the report is set up. This is actually called a “Collection Statistics Re-

port” in Follett. Most automation software can generate such reports.

- **A professional article:** In the June 2004 meeting, I included “Libraries Called Key” from *Reading Today*, Feb./March 2004. In the past, I have also bulleted main points from several articles or a long article. Remember, they do not have a lot of time to read a lengthy article much less several articles. Our goal should be to inform, to give them something to chew on. In the January 2003 meeting I included “Taking up the Challenge Safeguarding the Shelves of School Libraries” from *Education Update*, volume 44 number 8, December 2002. This particular article was very timely since the next month we had a book challenge at my school. An example of a bulleted list of main points was the July 2003 meeting at which I pulled information from the Colorado study and others into a document I titled “The Connection: Media Centers and Student Achievement”. This is one way to let the research talk for you.

- **Budget information:** I have my budget in Excel, which makes for a visually presentable document. Through this I am able to show my principal what I’ve spent thus far, and the pie chart clearly shows the percentage spent in each category.

What has come out of these reports?

I must say that I have reaped the most benefits from these comprehensive reports. They provide me a summary in a visual format, which in turn guides me as I reflect on the media program. In addition to the quarterly reports, I complete an end-of-the-year report that captures the whole school year. It was with this report one year that I noticed that our research was down while

our circulation had stayed about the same. The information gleaned from that year’s report was used as I planned my team meetings the next year. That year I introduced the Big6 Research Model to the faculty through individual team meetings, using the data to show that we needed to beef up our research.

When I asked my administrative team what they think about these reports, each stated that they utilize them in different ways. The Assistant Principal of Instruction stated that she liked being able use the report as proof that our school does indeed address our standards and that the media program supports this initiative through its research. She also commented that it was a way to see the collaboration between the media center program and such school-wide initiatives as South Carolina Reading Initiative and Exemplary Writing Awards. Our principal mentioned he liked having at his fingertips a report to share with various teams who come through his office such as Palmetto’s Finest, Blue Ribbon, and SACS Review Team. He also stated he liked having numbers to back up his decisions for expenditures. An example of that is one year he monetarily committed to upgrade the Internet Room adjacent to the media center, starting with the replacement of half of the computers. In the quarterly report I was able to show that our usage of the Internet Room had doubled. Because of this data, he then committed to upgrade the rest of the computers because he could see that his original decision was one that benefited all students and was a wise expenditure of money. I could have presented the same idea, but instead I had the numbers *talk* for me, giving credence to my thoughts and ideas. Yes, these reports are time consuming. Yes, they are another item on my ‘to do list’, but their benefit far outweighs the effort that goes into them.

* * * * *

Ode to Media Specialists

*Holidays are not that far away
and we print this poem courtesy
of Lynne Curtice,
Chester Park Elementary, in
Chester. Does it sound familiar?*



'Twas the week before Christmas break, and all through the school
Everyone was anxious and the weather'd turned cool.
The media center was decorated in festive attire
With seasonal favorites . . . the ones kids admire.
VCR's were buzzing, overhead bulbs a-popping,
Teachers begging for movies, and the wish lists never stopping.
The books had been dusted and scanned all anew,
A long list was compiled of those overdue,
When back at the desk there arose such a clatter,
The COMPUTER went down. What could be the matter?
Things they seemed hectic, so hurried, so rushed.
The laminator was "wrinkling" Christmas drawings and such.
When what to our wondering eyes did appear
But the MEDIA SPECIALIST who made all quite clear.
"Now, don't you all worry, these trials are small;
Remember we're trained to fix and repair all.
Our budget may be straining, our lines may be long,
Our bulbs may be popping and our schedules all wrong.
But no matter the season, no matter the fears,
We're here to assist you year after year."
MERRY CHRISTMAS TO YOU ALL!!!!

OpenOffice

Andrea Baker, Airport High School, abaker@lex2.org

Media specialists are familiar with proprietary software suites. Proprietary means the vendor is in business to make a profit. The code for proprietary products is (with few exceptions) top secret. Proprietary software costs districts, schools, and media centers money in terms of the software itself and licensing fees.

Most media specialists have had students working on multimedia projects ask us how they can work on a project at home if they do not have the proprietary multimedia software installed on their computers. Equal access for students coming from a variety of socio-economic backgrounds becomes an issue when students have limited access to computers at school, yet have deadlines to meet in order to avoid late grades.

Voila! The answer to these budgetary and access dilemmas is OpenOffice. OpenOffice is an example of OpenSource software. OpenSource is diametrically opposite of proprietary. OpenSource means the code is available for all to see and “tweak” in order to make the software better. Software that is OpenSource is free or comes with a nominal fee.

OpenOffice is available for free at www.openoffice.org. Users are asked to select a language, operating system, and location prior to downloading the product. OpenOffice has the full range of software we are accustomed to with proprietary alternatives that cost school districts and students money. The word processor is called Writer, the spreadsheet program is referred to as Calc, the multimedia software is named Impress, and the drawing program is known as Draw.

One of the niftiest features of OpenOffice is the ability of the user to save the file as the proprietary counterpart we are all familiar with. Simply click on file>>>save as, and select the file extension for the proprietary product. The beauty of this feature is that students can seamlessly migrate from a proprietary

software environment to an OpenOffice software environment (or vice versa) without missing a beat. Does it take a little getting used to? Sure. But students adapt quickly.

At Airport High School, we have copies of OpenOffice burned on CDs available for students to checkout. Not all students have Internet access at home so they are unable to go to the OpenOffice URL. We also have OpenOffice installed on all the computers in the Linux Lab.

If you choose to download OpenOffice on your own after reading this article, please be mindful the software is zipped so you'll need a zip utility installed on your computer to complete the OpenOffice installation. The software itself is quite intuitive, but if you need further assistance, simply Google “OpenOffice tutorial” and you will find a plethora of helpful sites. My colleague, Amy Daniels, has written tutorials for Writer and Impress. They are linked off our school site; the URL is <http://www.lex2.k12.sc.us/ahs/OpenOffice%20Tutorial-AHS%20Linux%20Lab.htm>.

Many of our students and teachers have downloaded, installed, and used OpenOffice. Students are appreciative of the fact that there is a product available for free that helps them complete assignments. Come by and see us the next time you are in the Columbia area! We will show you OpenOffice in action, and send you home with free software.

For additional information, contact Andrea at abaker@lex2.org

Because of their efforts in creating the Linux Lab in the media center as described in the September Media Center Messenger, Andrea and her colleague Amy Daniels have been named semi-finalists in Technology & Learning's 2004 EdTech Leader of the Year nationwide search. They will be recognized in the December 2004 Awards Issue.

Three...Two...One...We Have Ignition: Do you have a mission statement?

Kathy Dorkewitz, North Charleston High School, mary_dorkewitz@charleston.k12.sc.us

When I was growing up during the fifties and sixties, the only missions I knew of were ones to outer space. It was an exciting time for pushing to the outer limits of our planet. Today, however, missions are everywhere: we are on a mission in the Middle East; churches are funding missions and sending missionaries all over the world; and in our world, the mission of our schools is trying to reach students to lift the fog of ignorance.

Today's library media centers serve a vital purpose in being beacons of knowledge to their patrons. (Let's face it...some days the fog is really thick.) We are here to serve the people. We are here to help teachers and students make sense of the world. We are here to help seekers of information find the way in their quest. Our mission is information. Our mission is to open the door to knowledge and discovery. Our mission is to be the sunshine that burns away the fog of ignorance. Our mission has to be collection and retention of all sources necessary to serve our populations' information needs.

Do you have a mission statement? I mean it should be obvious to everyone what libraries and librarians do, what their purpose is, shouldn't it? But in our diverse country maybe it is not so obvious to all. After our first memo to the faculty, I had an administrator respond with, "I didn't know you guys did all that."

So we have to construct, rewrite and get approved a mission statement of some sort. Do we develop our own? Do we rewrite one we've seen before and liked? Why can't we just say, "You need to know something and we can find it"? Here is our short, to the point, no-frills, rewritten, and adapted from other statements we've read, reason for being:

The mission of North Charleston High School Media Center is to provide students, faculty, and staff access to a comprehensive collection of information in an organized manner through a variety of media.

Once we have written a mission statement, an advisory committee has to approve it. This body consists of the media center staff, faculty and members of the community. More time and work are needed to get this accomplished because getting a group, any group, together these days is a mammoth undertaking. And there isn't enough time in any day for all of this. But it is something we all have to do.

Do you have a mission statement for your school library/media center? Don't you want everyone to know that your purpose goes beyond, "SHHH...that'll be a fifteen cents overdue fine!"

A(ugusta) Baker's Dozen April 22-23, 2005

Christopher Paul Curtis, author of *The Watsons Go to Birmingham-1963*, *Bud, Not Buddy* and *Bucking the Sarge*, released in September, will be the featured guest for the 19th annual A(ugusta) Baker's Dozen: A Celebration of Stories, Friday, April 22 and Saturday, April 23, 2005 in Columbia.



Curtis will deliver the Augusta Baker Lecture at 7 p.m. on Friday, April 22 at The Koger Center for the Arts, and will sign books immediately after the event, as well as on Saturday from 11 a.m. to 2 p.m. at the Storytelling for Families (location to be announced). These events are free and open to the public.

For more information, visit <http://www.richland.lib.sc.us/baker.htm>.

MAY WE TAKE YOUR ORDER, PLEASE?

Calling all retirees!

You still have time to turn in your "order" for what you would like to see presented at our session for retirees during spring conference of SCASL. This is **your** meeting, so please let us know what you would like. We need your input ASAP...Lawren Hammond is holding a space for us!

Send info to

Joan Kruger,
2450 Mineral Springs Rd.,
Lexington, SC 29072
or mjk2450@att.net

Books, Butterflies, Birds, and Blooms

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

Doby's Mill Elementary School is a beautiful new school in Lugoff. While our facility is clean and very attractive, there were no landscaping efforts undertaken when the school was built. From the large Media Center windows, all one could see was dirt, weeds, and a HUGE satellite dish, which we are thankful to have, but it frankly does nothing for the view.

Thanks to an EIA grant awarded last year, my third grade students and I were able to create an outdoor classroom for our entire school to enjoy. This was a year-long, cross-curricular project that got all students involved in a hands-on learning experience. I worked closely with the classroom teachers to determine what the students were learning in class so that my lessons would be in sync with the classroom instruction. Prior to planting, the students researched plants, birds, butterflies, and other animals that are native to South Carolina. We also read and discussed several books on gardening, composting, butterflies, and soil.

Although the reading and researching were great fun, hands down, the best experiences for me and the students came when we moved our classroom outdoors. In the fall we tested the soil, planted shrubbery, and buried spring flowering bulbs. It was such a delight to see the beautiful flowers pop up when spring rolled around. Once the fear of frost had passed, we began to plant at a frenzied pace. We planted Carolina Jessamine, lantana, hibiscus, Confederate Jasmine, and butterfly bushes, just to name a few. The children got so excited about this project that they would come in at recess to check the progress of the plants, to water, and to weed. After the rainy summer we had, our garden is now in full swing. It's so much fun to see last year's third graders check on "their" plants and comment on their growth. Not only did the students learn valuable science and research skills through this project, they truly developed a sense of pride in our school. I thoroughly enjoyed the experience and am currently thinking of new ways to generate funds for another gardening project at our school! Below are a couple of photos of my third grade students enjoying their gardening experiences.



Promote Library Programs Through Your School News Program

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

Your school news program is a great place to promote your school library programs and services. Here are just a few ways that you can do it.

Commercials: Let your students create commercials for your book fair or to promote other library programs. The commercials serve to increase the interest of the viewing students but they also increase the interest of those students who are making the commercials.

Class News Reports: Use video clips to show instances involving collaborative teaching. The students will enjoy seeing themselves on the news, their teachers will enjoy having their great teaching shown to their peers, and other teachers may seek out collaborative opportunities because of what they saw on the news.

Book Talks and Author Studies: Include book talks and author studies done by the students. Let them select library books and promote them through the book talks and then display those books in a special area of the library. You will find that you won't be able to keep them on the shelf.

Make your school news program work for you. It's a great opportunity to showcase your library to the school.



Patty Bynum

SCASL 2003-2004 Media Specialist of the Year

It was a great honor for me to receive the SCASL Media Specialist of the Year award at our annual conference last March. It is especially humbling when I realize that all that I do as a media specialist I have learned from others. I received my Masters in Library and Information Science from USC in 1993, and the Internet in schools at that time was in its infancy—we all had a tremendous amount to learn about how electronic resources would change our jobs so dramatically. During the eleven years I have worked as an elementary and middle school media specialist in Greenville County, technology has done more to revolutionize our profession and invigorate our own learning experiences than any other element of our jobs. And yet we must always bring our primary focus back to the needs of our students, for this is the heart of education and what drew us to be school library media specialists in the first place. There were other types of librarianship that we could have chosen, but we chose to be school librarians. I continue to believe that we have the best job there is!

I attended a regional Department of Education Workshop in Orlando, Florida last July as a representative of the media specialists of South Carolina. This was part of the “Teacher-to-Teacher Initiative” created by the U.S. Department of Education to support teachers and build upon their successes, in conjunction with the *No Child Left Behind Act*. U.S. Secretary of Education Rod Paige spoke to over 200 educators, and we attended outstanding workshops taught by classroom teachers who had had success in closing the achievement gap in their schools. I was the only media specialist in attendance in Orlando, as far as I knew, but I felt that our commitment to reading, literacy, and information literacy instruction had much to offer many of the sessions I attended. Much was said about the need to teach the skills underlying the content, to make connections with reluctant readers by providing outstanding contemporary literature choices to them, and how the lower one-third of the students cannot be overlooked in everyday instruction—these student should be our focus to make sure they are engaged and learning. Media specialists around the country were invited to attend these regional meetings because of conversations between the ALA and the Department of Education concerning the vital role we have in translating education research into practices that work in the classroom. More information on the Teacher-to-Teacher Initiative can be found at <http://www.ed.gov/teachers/how/tools/initiative/factsheet.html>

As we look forward to the remainder of this school year I would like to share with you some “rules of the road” that I try to follow to guide me along the way:

- spend time with positive teachers and administrators—be a positive person yourself;
- be a part of some type of professional learning community, critical friends group, book club, or teachers’ group that meets regularly, where you can be supported in your desire to improve your craft of teaching;
- be active on at least one listserv that brings new ideas to what you do as a media specialist;
- be knowledgeable about the link between strong library media programs and student achievement, and let teachers and administrators at your school know about it;
- read a new book each month;
- learn how to create a web page and let your school and community know what is going on in your library; (My web page can be found at: <http://www.greenville.k12.sc.us/league/libweb/suplib.htm>)
- find your niche at your particular school and make a contribution in areas where you feel comfortable. We are all different and have different interests and talents. Be who you are!

Regional News

SCASL Regional Network

Director: Frankie O'Neal

Non-Public: Galena Gaw

Retired Section: Joan Kruger

Region 1A.

Coordinator: Carolyn Segers

Anderson 1: Annete Christy

Anderson 2: Pam Wright

Anderson 3: Deborah Jordan

Anderson 4: Pam Owens

Anderson 5: Carolyn Segers

Oconee: Paige Sandifer

Pickens: Dawn Sheriff

OCCONEE COUNTY. New media specialists are **Melissa Farmer** at Westminster Elementary School and **Carol Hardin** at Tamassee Middle/High School. James M. Brown Elementary and Tamassee Elementary Schools hosted author **Michael Finklea**. **ANDERSON DISTRICT 2.** Wright Elementary School media specialist, **Pam Wright**, recently received an Award of Excellence from the South Carolina chapter of the National School Public Relations Association for her school webpage. **Kate Byrd**, media specialist at Belton Elementary School, also received an Award of Merit for her school web page. **ANDERSON DISTRICT 5.** Thanks to the support of **Superintendent Betty Bagley**, **Assistant Superintendent Dr. Jeff Wilson**, and the Anderson 5 trustees, each elementary, middle, and high school library media center received generous special funding for collection development. **Sally Wimberly**, a Westside High School media specialist and also the district library coordinator, presented a district-wide collection analysis to district administration and trustees last spring highlighting areas of need. ♦ **Illustrator Chris Soentpiet** visited two schools in October, Midway Elementary, **Mary Anne Kohl LMS**, and Concord Elementary, **Daniel Beach LMS**. He has illustrated many books including *Coolies* and *So Far From the Sea*, former book award books.

Region 1B

Coordinator: Sue Fitzgerald

Cherokee: Jan Sarratt

Greenville: Nieves Lehmann

Spartanburg 1: Nancy Gaulden

Spartanburg 2: Sally Hursey

Spartanburg 3: Judy Mamroth

Spartanburg 4: Robyn Prince

Spartanburg 5: Judy Parham

Spartanburg 6: Mary Jane Michels

Spartanburg 7: Peggy Trageser-Kay

SPARTANBURG DISTRICT 4. Robyn Prince, Woodruff Elementary, had an article published in the November 2004 issue of *School Library Media Activities Monthly* entitled "Hot Reading Topics: One Media Specialist's Take." Woodruff Elementary hosted illustrator **Michael P. White** November 1. **SPARTANBURG DISTRICT 5. Wendy Rollins**, Beech Springs Intermediate, received a National School Public Relations Association Award of Excellence for a Media Center Bookmark for use during orientation. ♦ **Jean Kristinik** retired from Wellford Elementary. ♦ Author **Will Hobbs** will visit Hill Middle School, **Stacy Symborski LMS**, in March 2005. **Spartanburg 6.** Local storytellers **Evelyn Parks**, **Dixie Page** and **Melissa Edwards** entertained students at Dawkins Middle School, **Letitia Moore LMS**, during Teen Read Week. **GREENVILLE. Jean Demars**, Armstrong Elementary, along with her first grade teachers used an Alliance Grant to fund a Read Aloud Workshop designed to show first-grade parents how to be successful read-aloud parents. Each parent who attended the workshop received a copy of Mem Fox's book *Reading Magic* to help guide their journey in "Making Reading Magic." Spanish speaking parents were accommodated by their ESOL teachers. ♦ **Patty Bynum**, from League Academy, received a \$300 grant from the SC State Council of the International Reading Association for "Teachers as Readers." The focus is literature circles and encouraging teacher participation in Family Book Nights held at the school.

Region 2.

Coordinator: Lyn Wolfe

Abbeville: Greta Flinn

Edgefield: Jean Pecker

Greenwood 50: *Vacant*

Greenwood 51: Linda Martin

Greenwood 52: Patricia Henderson

Laurens 55: Darrell Satterwhite

Laurens 56: Janice Meeks

McCormick: Lyn Wolfe

Saluda: Joye Taylor

GREENWOOD 52. April Timmerman is media specialist at Edgewood Middle. **LAURENS 56. Juliana Hooper** demonstrated the Smart Board at Clinton High School to area media specialists, computer associates, and classroom teachers. She explained about the grant application for discounting the cost of the Smart Board and the software to go along with it. **Theresa Robinson**, a fourth grade teacher at M. S. Bailey Elementary, who wrote a grant, is receiving the Smart Board for her classroom. ♦ **Janice Meeks**, and reading specialist **Joanne Stewart**, at M. S. Bailey Elementary, received a grant for \$1700 for the implementation of the reading program entitled "Elect to Read", in which students will be awarded incentives for reading and logging certain numbers of books. **MCCORMICK SCHOOL DISTRICT.** Construction of a new school that will house McCormick Elementary and McCormick Middle Schools is slated for completion by mid-December. The one media center serving both schools will have **Lyn Wolfe** as its media specialist. ♦ **Beverly Hall**, previously at McCormick Middle, has moved to the McCormick High School. ♦ **Beverly Hall** and **Lyn Wolfe** underwent "Training the Trainer" training at ETV in September and learned about the new statewide program which will provide downloadable video and images correlated with South Carolina's curriculum standards which are easy to use, and copyright friendly for five years. Statewide use of this program, a contract agreement between SCETV and Unitedstreaming, should be formally announced in November. **SALUDA DISTRICT 1. Erin Shealy** is media specialist at Saluda Middle School. ♦ Hollywood Elementary School hosted storyteller **Bob Linsenmayer** during Children's Book Week. **ABBEVILLE. Angie Ferguson** at Cherokee Trail Elementary School was named "Distinguished Reading Teacher" for her school. This award is decided by Piedmont Reading Council members for their school site.

Region 3.

Coordinator: Betty Jordan

Chester: Teresa McKenzie

Lancaster: Debbie Hegler

Union: Pam Sloss

York 1: Caylen Whitesides

York 2: Nancy Kivette

York 3: Betty Jordan

York 4: Susan Cassels

YORK 1. Poet and photographer **Charles R. Smith, Jr.** visited Cotton Belt Elementary and Hunter Street Elementary in October. He offered both large and small group presentations, as well as a writer's workshop with selected grades.

Region 4A.

Coordinator: Harriet Pauling

Fairfield: Harriet Pauling

Lexington 1: Dupre Young

Lexington 2: Janie Doyle

Lexington 3: Judy Derrick

Lexington 4: Pam Livingston

Newberry: Jessica Felker

Region 4B.

Coordinator: Elizabeth Gregory

Lexington 5: Marilyn Gramling

Richland 1: Rita Black

Richland 2: Beth Lee

RICHLAND 1. The district had its fourth Reading Rocks in September. It garners more and more community support. ♦ **Brenda Milton** is at Burnside, **Joan Rutherford** at Burton/Pack, **Willie White** at Carver/Lyon, and **Tambra Pingle** at Gibbes Middle. **Diana Carr** is at Mill Creek, **Louise Smith** at Olympia, and **Cynthia Peck** at Southeast Middle. **RICHLAND 2. Patty Tucker** is the media specialist at the district's newest school, Kelly Mill Middle. **Sonny Williams** joins **Chuck Baker** at Ridge View

High School after finishing his MLIS in May. **Blondie Bell** retired from Ridge View. **Lyn King** and **Wanda Brown** of Richland Northeast High School won a \$6,000 SDE Group Grant to focus on improving reading skills entitled "Reading for Personal and Academic Success," emphasizing reading initiatives across the curriculum involving 9th and 10th grade teachers of science, math, English and social studies.

Region 5A.

Coordinator: Mary Lou Wallace

Aiken 1: Patsy Davis Allendale: Denis Parker
Aiken 2: Lawren Hammond Barnwell 19: Donna Taylor
Aiken 3: Cindy Snell Barnwell 45: Heidi Lewis
Aiken 4: Heather Loy Barnwell 29: John Riney
Aiken 5: Donna Rosencrance

AIKEN COUNTY. New media specialists are **Valerie Hoffman**, Paul Knox Middle School; **Serena DuBose**, Belvedere Elementary; **Charish Saunders**, Langley Bath Clearwater Middle School; and **Mary Saladyga**, Busbee Elementary School. ❖ **Susan Moyer**, North Aiken Elementary, received \$45,000 for her school library through a "Reading First" grant. The money purchased 3,000 new books. ❖ **Mary Lou Wallace**, East Aiken Elementary, helped write the application for a Comprehensive School Reform grant which her school received. She got \$15,000 for her library in 2003-2004 and an additional \$15,000 for the library in 2004-2005. ❖ **Katherine Bledsoe**, Greendale Elementary School, hosted two authors in October, **Bob Barner**, author of *Dem Bones, Fish Wish, and Bugs! Bugs! Bugs!* and **Julie McLaughlin**, author of *Hungry Mr. Gator*. **BARNWELL 45.** **Morris Herron** is the media specialist at Barnwell Primary School (formerly Barnwell Elementary School). **Jennifer Kauffman** is the media specialist at the newly built Barnwell Elementary School.

Region 5B.

Coordinator: Anita Hutto

Bamberg 1: Cynthia Tucker Orangeburg 3: Helen Willingham
Bamberg 2: Steven Reed Orangeburg 4: Wendy Blevins
Calhoun: Julia Fanning Orangeburg 5: Verlinda Gunter

Region 6.

Coordinator: David Hardee

Clarendon 1: Rebecca Marshall Lee: Mary Miller
Clarendon 2: Lynda Lee Sumter 2: Carolyn Buckner
Clarendon 3: Penny Kemp Sumter 17: Anita Vaughn
Kershaw: Susan Prettyman

SUMTER DISTRICT 2. **Michael Duffy**, CLIS student and library media specialist at Shaw Heights, is a fine tenor and performed in the recent production of "Rogers and Hammerstein's A Grand Night for Singing" for Sumter Little Theatre. ❖ Author **Lynn Floyd Wright** spoke with district media specialists in the September in-service meeting.

Region 7.

Coordinator: Debra Heimbrook

Chesterfield: Angela Fittro Florence 3: Gayla Williams
Darlington: Judy Hall Florence 4: Marie Youmans
Dillon 1: Liz Herlong Florence 5: Pam Hyman
Dillon 2: Ann Carlson Marion 1: Dena Rouse
Dillon 3: Ginger Brown Marion 2: Robin Horne
Florence 1: Debra Heimbrook Marion 7: Elaine Hite
Florence 2: Vonnice Smith Marlboro: Teresa Reid

CHESTERFIELD. **Gayle Davis**, Cheraw Primary School, and her assistant **Lois Poston** hosted the 2nd Annual Chesterfield County School District's Fall Expo in September. Vendors from throughout South Carolina and even North Carolina and Georgia displayed their books and other products. **FLORENCE 1.** **Michael Finklea** visited the students at Dewey L. Carter Elementary, **Cynthia Collins** LMS. ❖ Several media specialists from the district were invited to speak to preservice teachers at Francis

Marion University in October. **Gaye Brown**, North Vista Elementary; **Debra Heimbrook**, Carver Elementary; **Deloris McKnight**, Southside Middle School; and **Cynthia Sneed**, Timrod Elementary, made the presentation. The students enjoyed the "sweet" treats and the information that was adapted from the article in the September *Media Center Messenger*, highlighting Executive Board Exercises. ❖ Carolina Elementary, **Laura Newman** LMS, was host to the sister pair of **Janet Stevens** and **Susan Stevens Crummel**, author and illustrator respectively. They entertained the entire school body of first through sixth graders. **DILLON 2.** The district has been awarded \$211,464. through a federal grant under the Improving Literacy through School Libraries statute. A committee comprised of the district's media specialists: **Ann Carlson**, **Linda Dutton**, **Ruthann Wooten**, **Donna Newton**, **Marcia Bethea**, **Sarah Stubbs** and **Paula Yohe**, Director of Technology, wrote the grant. **Martha Alewine**, School Library Media Services consultant from the South Carolina State Department of Education provided assistance and will serve as the project evaluator. **MARLBORO.** New media specialists are **Joyce Roberts** at Blenheim Elementary/Middle School and **Ron Williams** at Wallace Elementary. **Deborah Polston** is the new media specialist at Bennettsville Elementary.

Region 8.

Coordinator: Sabra Bell

Georgetown: Grier Rivers

Horry: Sabra Bell

Williamsburg: Elaine Culick

HORRY COUNTY. **Colleen Smith** reports that North Myrtle Beach Primary Media Center has received the Model Library Award from Reading Renaissance for the past 2 school years. **WILLIAMSBURG COUNTY.** **Sara Huggins** is now at Chavis Middle School and **Rhonda Coleman** is at Cades-Hebron Elementary. **LaSandra Grimsley** is at W.M. Anderson Primary School upon the retirement of **Judy Morris**. ❖ **Elaine Culick**, Kingstree Elementary, is overseeing the move of the school library media center to a new facility in November. ❖ **Kathleen DuRant**, library media specialist at Greeleyville Elementary School, gave a presentation on the BIG6 Research model recently to educators from throughout Williamsburg County School District.

Region 9A.

Coordinator: Linda Buchanan

Charleston 1: Kim Livingston

Charleston 9: Michele Bryan

Charleston 2: Debbie Stroman

Charleston 3: Beth Hale

Charleston 10: Melanie Crumpton

Charleston 20: Beth McGuire

Charleston 4: Joyce Smith

Charleston 23: Richard Amble

CHARLESTON COUNTY. Fraser Elementary School received a "Reading First" grant sponsored by the U.S. Department of Education for the purchase of \$25,000 worth of new books and AR quizzes. Fraser is one of the schools in the district without a media specialist. ❖ **Jennifer Thrift**, is the new LMS at Pinckney Elementary, and **Christine Harley** is LMS at Toole Military Magnet. This year Toole is getting great support from their business partner, Meade-Westvaco, in conducting their "25 book campaign," part of the America's Choice school project. Meade-Westvaco supplies both tutors and financial support for the media center. **Alfreda Hawkins** is now media specialist at C.C. Blaney Elementary. **Zina Watkins**, graduating from USC in December, has taken her first job as a media specialist at Corcoran Elementary. **Lillian Deguire** moves to Hursey Elementary from Ellington. **Mary Cockrell** is now at James Island Middle School and **Marilyn Rees** is at Midland Park Elementary. Marilyn comes from St. John's, Newfoundland through the Visitors International Faculty Members program and will stay at least 3 years in Charleston County. Newly graduated **Stephanie Edwards** joins Ellington Elementary as LMS. **Debbie Palmer** is media specialist this year at North Charleston Elementary. Debbie is National Board certified in Early Childhood and is past president of the local chapter of SCIRA. **Pat Liebentritt** is at Pinckney Elementary.

Region 9B.

Coordinator: Lynne Dubai
Berkeley: Linda Hall
Dorchester 2: Cindy Ritoch
Dorchester 4: Joyce Pearson

DORCHESTER 2. Gin-g Edwards, media specialist at Alston Middle School, received a Trident Foundation Grant for this school year. **BERKELEY COUNTY. Sylvia Garland**, previously the media assistant at Devon Forest Elementary, is now the media specialist at Pinewood Prep School in Summerville.

Region 10.

Coordinator: Celeste Stone
Beaufort: Lynn Douglas Simmons Hampton 2: Audrey Koudelka
Colleton: Celeste Stone Jasper: Karin Kadar
Hampton 1: Caril Baker

BEAUFORT. Maria Cahill and **Betty Middleton** retired. **Mary Hope Roseneau** is media specialist at Lady's Island. **Carolyn Jenkins** is media specialist at Shell Point Elementary. **Lisa Mellard** resigned from Shanklin Elementary School and **Jan Hartz**, who had been serving as the Reading Recovery Specialist there, has assumed that position. **Sharon Harvey** is now LMS at Hilton Head Elementary School with the aid of **Barbara Vaughan. Deborah Martin** will oversee the media program in both St. Helena Elementary and St. Helena Early Learning Center. **Debbie Rhoad, Sandy Bedosky, and Helen Reynolds** are LMS's at the brand new Bluffton High School. **Cara McDaniel** will head the program at Hilton Head High School. ♦ Beaufort High National Board Certified Media Specialists **Audra Alexander** and **Leah Roche** will be teaching a short course in Media Literacy in the new Freshman Academy rotation. Audra and Leah, as well as **Lynne Douglas-Simmons** of H.E. McCracken Middle School are participating in Frank Baker's Media Literacy Bulletin Board Project. They have agreed to do 5 bulletin boards on Media Literacy and share photos and results with Frank at his website <http://medialit.med.sc.edu>. ♦ **Olivia Padgett** is now LMS at Colleton County High School in Walterboro. **Catherine Douglas** from Washington State is the new LMS at Hendersonville Elementary. ♦ **Celeste Stone** was chosen as PTA Teacher of the Year for 2003-2004. She served for 2 years as Vice President of the PTA at Northside Elem. School. ♦ **Donna Breece** was the LMS at Colleton County High from 2000 to 2002, then spent two years in Spain as the Library Chair for the American Red Cross. This year she is at Forest Hills Elementary in Colleton County.

Teachers of the Year reported to Regional News:
Stella Carmody at Forestbrook Elementary, Horry
Robyn Prince, Woodruff Elementary, Spartanburg 4.



Richland One celebrated its annual RIF Rocks.

In Newberry:

Pomaria-Garmany Elementary's School Wide Reading Rally reading is at the top of the "to do" list for Pomaria-Garmany Elementary students and teachers. Christi Vinson, the school's media specialist, is working with teachers to bring this about. The second Friday of every month teachers plan a read-aloud, a writing assignment and activities that go along with the month's topic. The student body dressed like hippies on "We're Hip on Books" day and will be sampling different green foods on "Pickled Green Over Books" later in the school year. The writing committee of which Christi is a member has come up with monthly topics such as: Get Hooked on Reading, Crazy About Books, Sweet on Books, Rock 'n' Read, Reading Rodeo, and Sock It to Me With Books.



"Hip" students participate in "We're Hop on Books."

In York:

Hilary Mullins, media specialist at Cotton Belt Elementary received a \$2,000 EIA Teacher Grant to fund a program called HOLA – Helping Our Learners Achieve. In this case the learners are our Hispanic students. The money has been used to purchase bilingual picture dictionaries for students in the ESOL program and regular English/Spanish dictionaries for the classrooms. Take-home bilingual book kits, consisting of a small tape recorder, bilingual book, and a tape of the book in English were created from the grant funds. It is hoped that the students *and* parents will share the book in English and then read it in their native language. The book kits will be available in the media center for English speaking students also.

In Lancaster:

Leigh Jordan, A.R. Rucker Middle School, uses book passes to encourage students to read. She writes, "Book passes are like book previews. Each student is given a book—a really high interest book works best—and they spend about two minutes looking at the book's cover, reading the back of the book or the bookflaps, or reading the first paragraph to develop their initial reactions to the book. To organize their ideas/first opinions, they use a chart. When time is up, students rotate books and the process repeats. After about 8 passes, the students choose their top favorites. Then we discuss the top picks and why they were chosen. This helps me not only learn about the books the students like, but it also helps the students see who else in the group might want the same book."

The media specialists in Florence District One are busy planning the upcoming SCASL conference in March, 2005. Committee chairs are in place; any and all media specialists from the areas surrounding Florence are invited to assist with the conference. Contact Betty Anne Smith, BSmith@fsd1.org, Gaye Brown, GLbrown@fsd1.org, or Debra Heimbrook DHeimbrook@fsd1.org if you would like to help.

Vital Statistics



Congratulations on the following births:

A girl to **Deanna Kitchen**, Devon Forest media assistant.
A girl to **Colleen Hitchcock**, Woodruff Middle School.
A boy, adopted by **Cindy Symonds**, Round Top Elementary, and her husband.
A girl to **Jill Altman**, Saluda Elementary.
A boy to **Joye Taylor**, Hollywood Elementary.

Congratulations on their marriage to
Stacy Symborski, D.R. Hill Middle School, and her husband **David**.



Sympathy is extended to:

Catherine Thompson-Nesbitt, Nevitt Forest Elementary, on the recent death of her husband.

Deborah Cooper, Kelly Miller Elementary, on the loss of her mother.

Rita Black, Richland District 1, on the loss of her husband.

Joyce Moore, Book Awards Chair, on the loss of her husband.

The Standards & Guidelines committee needs YOU!!!!!!

We are in the process of updating the Information Literacy Standards Alignment project found on Dr. Donna Shannon's webpage at <http://www.libsci.sc.edu/shannon/StandardsAlign/index.html>

If you are interested in helping, please contact me.

Valerie Byrd, Chair,
vbyrd@lex5.k12.sc.us or val_byrd@yahoo.com

Another idea for getting the word out about Pre-service...

Why not talk to a class of induction teachers in your district? Call the district contact and ask if you can come and talk to the new group of teachers in your district for about 15 minutes one afternoon. You can let the new teachers know about the opportunities available for them in the school of library and information science as well as talk to them about the media specialist's role in the school community.

For more information, contact
Jessica Felker, Pre-Service Chair,
jessieruth25@yahoo.com

Region 9A.

Moving into an entirely new building at Wando High School has proven challenging, according to **Principal Lucy Beckham**. Among other issues was the surprise of having a new vendor-installed security system in place before the media center staff had input. Sure enough, the new system is 3M and the old one was Checkpoint. The change necessitated the total retagging of all materials in the collection.



Entrance to the new Wando High School Media Center.



Check These out!

Fairfield County. Kathy Walker, McCrorey-Liston Elementary, sent out information about the 2004-05 Flat Stanley project (*Flat Stanley Learns about South Carolina History*) via SCASL listserv. If you missed it, you may contact her at flatstanleys@aol.com

Fran Hawk, Clark Corporate Academy, Charleston, described her forthcoming book on the Hunley published by Sleeping Bear Press as being "lavishly illustrated." She has offered the book as a fund raiser in various schools and will come as a guest speaker discussing the writing process and for presentations on cross curriculum topics.

Young Students Ask SUPER Questions!

Starting research with Kindergarten and First Grade

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

Where do pumpkins grow? How do jellyfish have babies? What do bats sound like? Students in kindergarten and first grade generated these questions and many more! We are researching using the Super3, a younger version of the Big 6. The Super3 steps are simple: PLAN, DO, and REVIEW. I always call what we are doing research and explain what that means. The students really respond to the word. I had a first grade teacher tell me that she overheard a student in her reading center say they were going to research cows! What a thrill!

In the planning stage we discuss what we are going to do. With kindergarteners, I start simple. We just researched pumpkins. To start, I explain to the students that we will be researching pumpkins. We are going to examine a pumpkin, ask questions about the pumpkin, then read a true book about pumpkins, and finally share facts about pumpkins. Students pass the pumpkin around and each one gives a question. I always write “question words” like why, how, where, what, etc. on the board. Some students are very observant. For example, a kindergartener asked what the brown patch at the bottom of the pumpkin was. Imagine how excited she was when she learned that was where the flower used to be! After reading the book, we re-read the questions and see if we have found the answers in the book. Sometimes we do, sometimes we don't. Then I ask a few volunteers to share pumpkin facts with the teacher when class is over.

For first grade, we dig a little deeper and create a project associated with the topic. For example, we just finished researching bats. To start, I explain that we are going to research bats and that we are going to make our own bats with bat facts to display in the hall! We then each give a question about bats. With first graders, I try to introduce big questions, not just yes or no questions. If a student gives a yes/no question, we

try to change it into a big one. Then we DO – read our non-fiction books, and record the facts. The next class meeting, I give each student the fact they gave me the week before and



we work on our project. For the bats, students were given Ellison cutout shapes and challenged to create a bat. Then the students wrote their fact on the bottom of the paper. To REVIEW we share our facts as a class! Finally, the work is placed in the hall outside the library. It is now filled with a huge colony of bat facts! It is wonderful for the kids to see their work, but even better for the teachers and parents to see the work we are doing in the library!

I generally associate the research with the time of year. Coming up this winter we will research polar bears and penguins. In March, we do a huge potato unit complete with planting potato eyes and observing the growth until the end of the year. Finally, at the end of the year, to prepare for our “By the Sea Day,” we research jellyfish, sharks, dolphins, crabs and more. The jellyfish facts are written on colored paper with long tentacles (a great use for extra laminating film)!

Time will tell what kind of researchers these kindergarten and first graders grow into. I feel confident they will be more effective and that they will enjoy it! If you are interested in more about the Super3, Check out <http://www.big6.com/kids/K-2.htm>. I'd love to hear other projects you may be doing with your students both young and old. You can email me at margaret_hale@charleston.k12.sc.us. Happy researching!

Computers, the Internet, and Student Research

Cathleen Moore, Myrtle Beach Intermediate, cmoore@mbi.hcs.k12.sc.us

The English Language Arts standards for fourth and fifth graders cover the topic of research. Experience has shown that when fourth and fifth graders are told to do research on a topic, their first stop is the computer. Most often the students decide to immediately head for Google.com, Ask Jeeves, or Microsoft Search. The standards do not state that fourth and fifth graders must use the free Internet to do their research. The use of DISCUS for research in fourth and fifth grade should be strongly considered for a variety of reasons.

Students are required to use the Internet with teacher guidance and support to communicate with others and to demonstrate the ability to use a variety of resources, including technology, to access information (4-WI6.2; 5-WI6.4).

“DISCUS databases are large, organized, electronic collections of articles, books, and other types of information, including pictures, maps, and more, that may be easily searched to find just the information you need.” (“DISCUS Toolkit for Librarians.” www.scdiscus.org. 16 May 2004.)

The Internet is the delivery system—the WWW is on a completely different track than DISCUS, but they use a common delivery system. Remember, .com stands for commerce. The “free” Internet, for the most part, is made up of people trying to make money, meet people, or satisfy a need to see one’s personal interests made public. One can find quality Websites (.gov, .edu., org) but the search is very complicated and rarely age appropriate. DISCUS resources target the age group and the typical subjects covered in the curriculum.

Many of the DISCUS databases include step by step research helpers—*SIRS* is wonderful. Teachers may check under the “Search Tips” tab for more information. Some, such as *SIRS*, include worksheets.

Students are also to demonstrate the ability to construct questions about a topic (4-RS1.2) and to continue to ask questions to guide research inquiry (4-RS1.1).

Students who read an encyclopedia article or non-fiction book about a topic gain background knowledge and are better able to construct the divergent question.

Using the DISCUS databases to find information that supports prior knowledge and also increases students’ knowledge can be done using the age appropriate resources.

Students demonstrate the ability to gather and organize information from a variety of sources, including those accessed through the use of technology (4-RS2.2; 5-RS2.2). Students continue conducting independent

research using available resources, including technology (4-RS2.4; 5-RS2.4).

All DISCUS articles may be printed, many using special printer icons to put the article in a more printer friendly and readable format. Highlighting details can be taught as well as notetaking in the margins to help students connect articles to each other.

The DISCUS databases provide jumping off points with bibliographies (many Grolier Encyclopedia articles include them), with lists of periodical articles to peruse, bibliographies online, and current events.

Our HCS Technology Standards for 4th and 5th grades state “All students will use electronic and online resources as tools for learning” (standard 9). Standard 9f: “Access specific sites using Internet addresses.” Standard 9g: Search for information using a keyword approach.” And standard 9h: Evaluate the accuracy, relevance, and bias of electronic information sources.”

DISCUS can be used to evaluate:

Accuracy— who publishes the material? Are they an established entity? In DISCUS every article has a citation.

Relevance — Comparing dates of articles to current events—News articles are always dated.

Bias— is a little harder to do in DISCUS, but a good way to show this would be to compare an obviously biased (like the KKK “race relations” website) to an article in Infotrac about the KKK.

Boolean, keyword, subject, title, author, and journal name can all be searched in the various DISCUS databases.

Use an Internet address: URLs can be explained by using *SIRS Discoverer’s WebSelect*. The <http://www.scdiscus.org> web address can also be used as the model to go right to a site!

The OPAC (Online Public Access Catalog – or the library catalog) includes many previewed web sites for many of the curriculum standards in E/LA, math, science, and social studies. The topics may be searched for on the OPAC using Boolean, keyword, author, title, and subject searches.

The new E/LA textbooks include Internet activities, all of which can be accomplished using DISCUS or the OPAC.

Science standards, both 4th and 5th grade, state “Research and describe,” “Research and investigate,” or “Research and identify.” All research and investigation can be done with DISCUS and through the OPAC.

Math standards do not include a research standard. Math topics are covered by DISCUS and through the OPAC.

All activities that are proposed in the social studies field draft could be undertaken using DISCUS databases and encyclopedias. The library connection guide, printed from the OPAC and in a notebook, includes web sites that can be accessed through the OPAC.

These are some materials that are not included on the “free web”: high quality reference books such as *Dictionary of American Biography*, *Encyclopedia Americana*, *Grolier Multimedia Encyclopedia*, *Kids Discover Magazine*, *Odyssey*, etc.; Nonfiction that is edited by experts; any book, fiction or nonfiction that is still under copyright protection; magazines published before 1990 – many of which include eyewitness accounts of incidents such as Kent State or Vietnam War; current history (newspapers are allowed to only display freelance writers’ stories for a certain time period and then may archive it or sell it to a database subscription service to compensate the freelance writers.)

What can be found on the free Internet is sometimes confusing to students. Web sites sponsored by a KKK splinter group about Black history; a web site about Velcro explaining how Velcro is grown as a crop; web sites about animals that do not exist, including pictures; and the list goes on.

We would like to suggest that search engines and directories be used only under direct supervision with the teaching of how to use the search engine/directory being done prior to searching.

Appreciation to Judith Head, Reference Librarian/DISCUS Training Coordinator, judith@leo.scsl.state.sc.us; Ashley Gasperson, Technology Teacher, Myrtle Beach Intermediate, Agasper@mbi.hcs.k12.sc.us, and Heather Loy, Media Specialist, Wagener-Salley High School, hloy@aiken.k12.sc.us; for their comments, suggestions, and expertise.

The Caleb Library Project

Do you remember the Caleb Library Project? In 2003, the library in Malawi, Africa, was dedicated to Caleb Pulver whose parents are teachers at Emerald High School in Greenwood. Caleb died in a motorcycle accident in 2002 and the students and faculty at Emerald High School in Greenwood chose this project to honor the young man. Caleb was interested in the children of Malawi where his uncle lives and works and so was formed the idea of a library. Through much local support and donations, the library finally came to be. It is a simple place as you can see, but it provides books to school children who had none before and it is very significant in the community. Caleb’s mother traveled recently to Malawi and describes the interior of the simple but important building. “The library is a small building lined with shelves and with tables and chairs scattered around the center of the room. . .it has a metal roof and glass in the windows. . .there is a sign outside that identifies it. . .” The sign includes the name of Emerald High School.



Reflections from a First Year Media Specialist:

“Toto, We’re Not in Library School Anymore”

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

For those who are following my induction year experience, you may recall that in my last column I indicated that the “hard work of graduate school” was behind me and I was ready to begin my work as a media specialist. What was I thinking? The hard work behind me?? Sure I don’t have homework, per se. And nobody is “grading” me - unless you count the formal observation process. However, let me share with you some examples of the first days and weeks of my foray into the world of a middle school media specialist: conduct library orientation classes for 500 students; produce, distribute and keep records of ID’s, originals and duplicates for 1100 students (I don’t remember ID’s being mentioned in library school); troubleshoot technology problems daily; become familiar with, analyze and initiate a development plan for a 20,000 volume collection; become familiar with the entire curriculum of the school (OK, they did mention that in library school); assist individual students with book selection, and research and keep them productive and on-task; produce Webliographies and bibliographies and other resources for teachers as needed; publish a monthly newsletter; prepare and teach information literacy classes as part of curriculum integration; attend meetings before and after school; serve on the SACS committee; set up book displays; do a complete inventory of every computer in the school; move equipment, and the list goes on.

The most obvious observation from this list of responsibilities is the constant “doing” that I engage in every day. What you can read between the lines is the limited time to reflect and evaluate. And that is probably the biggest difference between work and graduate school. Despite the time crunch and multiple responsibilities while in school, I still worked on papers, did research, wrote drafts and final products and had time to reflect on what I was learning. In fact, in many cases reflection was assumed to be at least as important as the primary learning. Although I still believe that to be the case, the time crunch on most days just allows me to stay one step ahead of the students and teachers without the opportunity to think about a particular lesson, interaction or activity. This may be partly due to my status as a first-year media specialist with a corresponding learning curve. Or it may just be what happens when you working in the area that you hope is viewed as the instructional hub of the school and that strives to promote literacy while making the entire learning community effective users of information. And when the entire learning community is approximately 1300 strong, not including parents, that is an ambitious undertaking, even for 2 media specialists.

The second observation from the aforementioned list is the sheer physicality of the job. It is tiring. You are on your feet all day and moving around constantly. Get in shape and buy comfortable shoes. As another first year

specialist and good friend of mine Karen Tisdale said, “The good news is that I had to buy new pants – in a smaller size.” So there is always a silver lining – you may lose weight and you have an excuse to buy new shoes.

Several experiences in the first few months have been particularly rewarding. One is that I am part of the school’s literacy team, which in turn is part of the statewide South Carolina Reading Initiative. I work at the school level as part of the leadership team which includes the principal, literacy coach and several classroom teachers. To be part of the team whose objective is to promote a culture of literacy while also representing our profession and contributing the unique and specialized knowledge of media specialists is both rewarding and invigorating. In discussions about what we want to do at our school, it is apparent that I have the opportunity to not only impact student learning, but to create a new paradigm describing the role of the media center. In fact, to quote my principal at a recent SCRI training session, “The media center is one of our greatest untapped resources in the school.” The expectation that my colleague and I are to be seen by all classroom teachers as their collaborative instructional partner, and that the media center is the instructional nucleus of the school and not just a warehouse of books, has been one of the most gratifying aspects of my first few months. That doesn’t mean the real world doesn’t require me to do the types of things that have nothing to do with those laudable and obtainable goals (ID’s being one of the most egregious examples)– but there isn’t a job anywhere that doesn’t have tasks that we would rather not do or that seem to divert us from our true purpose. Just remember, every job description doesn’t have “other job responsibilities as required” for nothing.

Another experience that allowed me to both teach and learn was the opportunity to work in a true collaborative partnership with a 7th grade science teacher to infuse information literacy into the curriculum. The teacher gave me a specific project that she wanted the students to complete (create an African animal storybook), the standards she was addressing and then allowed me to create the lesson, teach it, work with the students through the locating, gathering and synthesizing of information and help the students assemble and create the final product. The assignment of this project followed closely on the heels of an information literacy in-service presented by Ida Thompson and some of her staff, for all the media specialists in my district. The session was both inspiring and informative and I was able to apply the resources and expertise they shared almost immediately for the storybook project. At this writing I am still working on this lesson so I do not have a final summary of how everything turned out, but it will be a project in which reflection and evaluation are integral parts of the process.

Golden Rules for a Successful Volunteer Program

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In addition to the literacy coach, another professional that I have the opportunity to collaborate with regularly is the technology coach. I am fortunate to be in a school that has both of these specialists whose work dovetails effectively with the work of the media specialist. As you can tell by what I have written to this point, or you already know from firsthand experience yourself, the work of a media specialist encompasses such a wide range of activities and seems never ending most days, so having the opportunity to work with these colleagues provides not only professional alliances that make my job more manageable but give me insight from and regular contact with other members of the school. And one of the most common complaints, or drawbacks more specifically, to being a media specialist, even when there are 2 of you, is that there is nobody else quite like you in the school. Although by no means is the comparison perfect, the similarities with these coaches is close enough to form a bond that is different from that of the classroom teachers and professionally satisfying.

So what about the individual students? I have talked a lot about the forest, but what about the trees? Well, the single most gratifying experience is the student who asks me to recommend a book or wants to talk about a book he or she has just finished. At heart I am the stereotypical book-loving, favorite pastime is reading, librarian. And there are few things better than sharing that with a student. We are strongly promoting the South Carolina Junior Book Award program and hope to participate in the voting this year, perhaps even submit a banner. We are advancing booktalks as an effective way to promote reading and teachers are starting to request them for their classes. We will be working with the literacy coach to start bookclubs, perhaps to reach a variety of constituencies, including boys and parents. Middle school students are a unique group and having interned in an elementary school and a high school, I naturally ended up in a middle school. They are social, energetic, sassy, (OK, that may be a euphemism for rude at times) but also vulnerable. My middle school is 7th and 8th grade only and they do have one foot in middle school (7th grade) and one foot in high school (8th grade). They are going through the most dramatic physical changes since their first year of life, often without self-confidence that is developed enough to make that transition easy for either themselves or those around them. I am still navigating the terrain and sometimes have flashbacks to my own middle school experience – which can produce feeling of empathy for the students even when they are trying, and extreme gratitude that I am no longer 13 years old.

Overall, the first few weeks have been what I expected, only more so. It is challenging, never boring, rarely repetitive and there is no place else I would rather be. Not even Kansas.



1. Actively recruit within your established community organizations. Planned communities, churches, service clubs, and social clubs are starting points. Encourage your exemplary volunteers to recruit individuals.
2. Establish your needs and requirements. Make sure these needs and requirements are crystal clear to the volunteers. Each volunteer should be aware of the time involved and the procedures that are to be followed, as well as, the tasks that they will be requested to complete.
3. Paint a true picture of the students and staff with whom the volunteers will come in contact. Volunteers who might expect perfect conditions and/or students might be shocked and drop out quickly, disrupting your established schedule.
4. Respect your volunteers. Acknowledge their presence each time they volunteer. Remember they are giving their valuable time to help you. No matter how busy you might be, you need to take the time to make the volunteers know that they are needed and welcome.
5. Value your volunteers. Remember that they have families, commitments, and health issues that may pull them away from your schedule. It isn't fun. It isn't easy. But it is life, so be flexible. A substitute backup list is great; however, staff should be ready to resume any duties turned over to a volunteer at any moment.
6. Communicate regularly with your volunteers. Keep in touch with your volunteers. Give them gentle reminders of schedule changes, such as assemblies, programs, etc., as well as holidays and vacation days by phone or email.
7. Do not overwhelm the volunteers. Provide adequate training, and then back it up with written guidelines and procedures. Break tasks into manageable parts.
8. Share in the volunteers' successes and celebrations both at school and in their personal lives. Even a "Happy Birthday" or "Congratulations" on the new grandchild lets them know you care.
9. Volunteer absenteeism may be a signal of ill health. Call to see how your volunteer is feeling.
10. As in all things, follow the Golden Rule - Do unto others as you would have them do unto you.

Things to Come: Anticipating future needs for information services

Joe Myers, Goose Creek Coordinator of Media Services, LMS Howe Hall Elementary, JoeMyers@berkeley.k12.sc.us

“Everything that can be invented has been invented” Charles H. Duell, Commissioner, U.S. Office of Patents, 1899.

French philosopher Weil Simone writes, “The future is made up of the same stuff as the present”. If you stand at your circulation desk today and look around what do you see? Books, computers, televisions, telephones, hand-held scanners at the circulation desk, barcodes, videotapes, digital cameras and other types of equipment. Library media centers have always provided our students with information in the print medium. Now we can offer them information and resources never dreamed about.

I remember when I did my high school term paper in the 1970’s. There were no computers. We watched a filmstrip on resources and note cards. The librarian explained indexes and reference materials and I was taught how to use the card catalog. I went to the South Carolina *Caroliniana* Library and viewed *The State* newspaper on microfilm. I spent hours on a typewriter making the perfect paper to be handed in. Never did the librarian question the quality of the information we used. We trusted the books, magazines and newspapers to give us the information we needed to complete our papers. Our main concern was having enough information.

Until the advent of personal computers, information had been housed within our four walls waiting to be used. Library media specialists carefully selected good balanced information. No single device has changed the delivery of and access to information as the personal computer has done. With the advent of the Internet and informational databases, we have full text at our fingertips. Yet with all of the electronic full text information out there, we must now shift our concerns to the quality of information. Media specialists are facing a greater challenge than just the quantity of information. Information literacy is now more important.

We are all struggling with students (and teachers, etc.) who believe that the Internet is the be all to end all, be all of information. I’m sure you’ve heard “Everything is on the Internet.” As you slowly unclench your teeth, you calmly explain that that is not the case. My standard response is “Would you trust a doctor to perform open heart surgery on you if all his information came from the Internet?” The answer is “No”. So the question now is “How do we make students information literate?” What has happened to that time when we (media specialists) introduced the research process to students? The answer varies from block scheduling to standardized testing and curriculum standards. Now more than ever it is an ongoing process for media specialists and teachers to recognize that the world has changed since we were students. That learning is much different than when we were in school and the future of information is now in the present.

We have to figure out the best way to help students become information literate. How can we help students read, locate, evaluate, analyze, manipulate, present and learn to use information effectively and efficiently? Whatever new technology gizmo comes our way is not as important as how information is used. The future is for media specialists to be information literacy trainers. Our task is to make sure that our students have the skills to manage information in order for them to succeed. We need to determine what tools will help our students become information literate and what is the best way to deliver that instruction to them. Handouts, web pages, PowerPoint presentations, instructional class time, etc. should be used to teach students about information literacy. Practice in this process needs to be repeated over and over! We need to remember, too, that our teachers also need to be information literate as well. Our task then becomes presenting this to students in a way that permits teachers to reap the benefits of information literacy personally and professionally.

Anticipating what new technology may come in the future is not as important as making sure our students are information literate in the task of making them successful in the real world now and for years to come.

It pays to get your registration sent in on time! You get a discounted rate on conference registration and 5 lucky media specialists get their registration for FREE! The winners of our random drawing are:

Margaret Harrison - Brewer Middle

Anne Edge - Wade Hampton High

Kaye Thomas - Rosemary Middle

Kathryn Kinard - Redcliffe Elementary

Emily Davis - Springfield Elementary

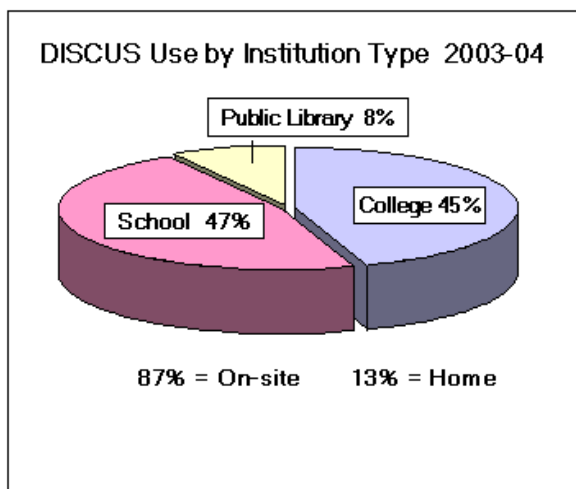
Congratulations to our winners and thanks to everyone who made sure that their membership dues were in by October 1.



Change Service Requested

Keep DISCUS Growing – Join the Promotion Campaign!

Thanks to the ongoing efforts of media specialists and librarians across the state, DISCUS use reached an all-time high during 2003/04. Users obtained over **6 million** articles and other items from DISCUS, an 11% increase over the previous year. While most usage could be tracked as being made on-site at schools, colleges and public libraries, over 787,000 items, or 13% of the total, were obtained by users from their homes or other off-site locations. Another milestone was reached this past year as use by schools surpassed use by colleges for the first time since DISCUS was launched as a pilot program in 1998.



Training, user support, addition of requested resources and other enhancements to DISCUS have all contributed to its success. DISCUS has grown from offering four databases during its pilot year to its current array of 20 databases that provide a more comprehensive core of essential information and learning resources for state residents of all ages and interests.

Not wanting to rest on these achievements, however, DISCUS promotion efforts have been redoubled this fall with the launch of a statewide promotion campaign. The campaign is targeted primarily to the more rural areas of South Carolina where DISCUS use needs further development. Central to the campaign is the placement of 50 billboards across the state with the message, "Got Homework?" The billboards are supported by a public service program of the Outdoor Advertising Association of South Carolina, with some costs borne by federal Library Services & Technology Act funds.

Bumper stickers and postcard fliers themed to the campaign, as well as other DISCUS promotional items, are also available for distribution through schools, colleges and public libraries. All materials are free. To order, contact:
DISCUSoffice@leo.scsl.state.sc.us Please join in promoting DISCUS in your community.



To learn more about **DISCUS – South Carolina's Virtual Library**, visit the Web site: scdiscus.org or contact: Mary Bull, DISCUS Program Director, (803) 737-7736; mary@leo.scsl.state.sc.us