MEDIA CENTER MESSENGER

THE PRESIDENT'S LETTER

Valerie Byrd Fort - SCASL President

April is here! I hope you are enjoying the wonderful weather!

The 2009 SCASL Annual Conference was a success! Amanda LeBlanc and her Conference Steering Committee did a wonderful job putting together a conference that was both technology and literacy rich. Look for information about handouts and presentations available online soon.

Congratulations to our incoming officers, who were voted in at conference - Lena Lee, Secretary and Joe Myers, President-Elect. They will start their duties on July 1.

As you make your plan for the summer, please be sure to attend the 2009 SCASL Summer Institute. We are partnering with the Upstate Technology Conference this year to provide this FREE Institute for you to attend. Hope to see you there! Information about registering can be found at this link: *http://www.greenville.k12.sc.us/utc/*

I hope you had a relaxing Spring Break!

Valerie Byrd Fort
SCASL President

JOIN US FOR THE 2009 SCASL SUMMER INSTITUTE: GAMING FOR LEARNING

Jared Seay, *College of Charleston* and *Bob Noe*, *South Carolina ETV (Retired)*

Gaming across America has become a way for libraries to encourage play, socialization, cultural enrichment and learning. Public libraries have become the leader in gaming utilization in the library communities but the academic and school communities are quickly increasing their gaming participation. Electronic and board gaming are both becoming an exciting way for libraries to increase their patron base. There will be hands on time in the library to play games for learning!

The SCASL Summer institute, which is free, is partnering with the Upstate Technology Conference in Greenville this year. **Date: June 23, 2009.**

Time: 1:00 p.m. to 7p.m. There will be a dinner break during that time.

The location: J.L. Mann High School, Greenville, South Carolina.

Free Registration online at: *http//www.greenville.k12.sc.us/utc/*

2008-2009 DATES

April 2009
National School Library Media Month
13-17   National Library Week
16   South Carolina Read In!
30   El Dia de los Ninos/El Dia de los Libros

May 2009
11-12   Library Legislative Day
          Washington, D.C.

June 2009
23   Upstate Technology Conference
          SCASL Summer Institute

November 2009
4-8   AASL National Conference & Exhibition
          Charlotte, NC

IN THIS EDITION

KEEP IN TOUCH

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The *Media Center Messenger*:
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Other important addresses:
SC Dept. of Education: www.sde.state.sc.us
SCLA: www.scla.org
SC State Library: www.statelibrary.sc.gov
ALA: www.ala.org
AASL: www.ala.org/aasl

SCASL MISSION STATEMENT

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

COMING SOON TO A VEHICLE NEAR YOU!

In a climate of economic uncertainty, both school and public libraries are often at the forefront of budget cuts as school districts, local and state municipalities are forced to make tough decisions. Libraries and the roles they play are easily dismissed by those whose policies dictate funding. What may appear as a lack of a cohesive front is one of the many issues that have contributed to this phenomenon. Also, the lack of a broad platform, from which to reach a wide audience has severely handicapped many of our initiatives. In an attempt to address these issues, the Public Awareness Committee, in conjunction with the Public Library Association, will be launching a Support Libraries License Plate later this year.

Semaphore, Inc. (advertising, marketing, branding, public relations and Internet development firm) helped with the design of this license plate. Lena M. Lee, public awareness officer SCASL and Curtis Rogers, SC State Library served as consultants for their respective organizations working with Semaphore staff on the design for this plate. Current law requires that license plates representing a non-profit display the non-profits name on the tag. To make the plate more accessible the generic design requires a legislative act. Representative Branham, Transportation Sub-Committee Chair of the House Education and Public Works Committee, has agreed to sponsor legislation for a library license plate. At this time the cost of the plate has yet to be determined.

Numerous groups, both state and private, have used the license plate as a tool for both fund raising and awareness successfully. As librarians, the Public Awareness Committee feels we can also benefit from the popularity of personal plates while increasing our public profile.

Lena Lee
Public Awareness Chair
lelee@richlandone.org

BOOK AWARD NEWS

The Results: 2008/2009 Book Award Winners

Picture Book Award
Hero Cat by Eileen Spinelli
Children's Book Award
How to Steal a Dog by Barbara O'Connor
Junior Book Award
Cracker: the Best Dog in Vietnam by Cynthia Kadohata
Young Adult Book Award
New Moon by Stephenie Meyer

Banner Winners
Picture Book Award
  1st Place - *Superhero ABC* submitted by Milly Hart at Heathwood Hall Episcopal School
  2nd Place - *Chickens to the Rescue* submitted by Abby Cleland at 96 Primary School
  3rd Place - *Fancy Nancy* submitted by Mary Louise Brown at McLaurin Elementary School
Children's Book Award
  1st Place - *The Winners Walk* submitted by April Timmerman at Edgewood Middle School
  2nd Place - *Earth Dragon Awakens* submitted by Susan P. Lane at Moore Intermediate School
  3rd Place - *Roxie and the Hooligans* submitted by Blanche Fowler at Oakbrook Middle School
Junior Book Award
  1st Place - *Crossing the Wire* submitted by April Timmerman at Edgewood Middle School
  2nd Place - *The Softwire Virus on Orbis 1* submitted by Lee Jordan at AR Rucker Middle School
  3rd Place - *Crossing the Wire* submitted by Maxine Whitney at Gregg Middle School
Young Adult Book Award
  1st Place - *Sold* submitted by Jackie Rapp at 96 High School
  2nd Place - *New Moon* submitted by Maxine Whitney at Gregg Middle School
  3rd Place - *Copper Sun* submitted by Donna Shuler-Rodin & Melissa Simmons at Timberland High School

Lisa Conrath
SCASL Book Awards Chair
Ewm1573@yahoo.com

PIONEERS BREAKING NEW GROUND FOR THE FUTURE YEAR IN REVIEW OF THE IT COMMITTEE:

I have enjoyed my time as the chair of the Information Technology Committee and would like to thank this year's committee for all their hard work. The members this year were Alice Brice, Diana Carr, Julia Davis, Karen Faulkenberry, Heather Loy, Liz Martin, Susan McNair, Cathy Nelson, Angela Price, Julie Putnam, Gloria Taliaferro, Donna Teuber and Linda Waskow.

Together we have raised the bar for future IT Committees. We were able to offer:

Two webinars:

- Twilight book discussion: hosted by Susan McNair and Karen Faulkenberry, this webinar was conducted in Oct. 2008 and was attended by approximately 25 SCASL members.
- How to Ning: hosted by Julie Putnam this webinar was conducted in March 2009 and was attended by approximately 25 SCASL members.

A Ning (*www.myscasl.ning.com*) was created by Julie Putnam after a suggestion came from the listserv. This was created within hours of the suggestion and now has approximately 323 members. The Ning is a great place to post pictures, videos, start a discussion, and join or create a group. So start SCASL talking, please come on over and join in the fun.

The culmination of a great year was SCASL LIVE, the streaming of three conference sessions on Ustream.

Session 1: Can we work together? Using Collaborative Tools

Session 2: Standards for the 21st Century Learner

Session 3: Let's go Global with Voicethread!!

These sessions are still available to view on our Ning.

Thanks once again for this opportunity to serve and collaborate with all these talented members.

Anne C. Lemieux
IT Chair 2007-2009
anne.lemieux@kcsdschools.net

KEEP UP TO DATE WITH THE LION'S ROAR PODCAST

The Lion's Roar, South Carolina State Library's library news and events podcast, now features special editions so that you can hear from South Carolina authors. Each podcast highlights recent news and information of importance to South Carolina's library community, a featured library-related Website, and upcoming events.

Listeners can directly subscribe or listen to the podcast at *http://feeds2.feedburner.com/sc/rDcW*. Listeners can also subscribe to the Lion's Roar via iTunes. Just search for South Carolina State Library in the iTunes store.

If your library or organization would like to have your news items considered for inclusion in the podcast, please contact Communications Director, Dr. Curtis R. Rogers at *crogers@statelibrary.sc.gov* or 803-734-8928.

Are We Behind the Times?   by JULIETTE ABATE

Accelerated Reader… The mention of the program sparks a debate. Maybe that's why it was a packed house in both of the concurrent sessions during the SCASL conference in Greenville. Blythe Academy of Languages in Greenville has found another way to improve reading, led by media specialist Margot Stewart and Instructional Coordinator Becky Lauder.

They began their presentation with a quote from "The Case for Late Intervention" in the October 2007 *Educational Leadership*: "Free voluntary reading means reading because you want to: no book reports, no comprehension questions, and the freedom to put the book down when it is not right for you. It is the kind of reading nearly all literate adults do all the time." When the principal said these students are tested enough, they decided to create their own program so that students read different genres, write about their reading, reading becomes its own reward, and it's free.

They gave up on the Accelerated Reader program for many reasons including that AR limited students to reading specific books and genres, students read for the tests only, there was a decline in reading test scores and it was an easily manipulated system. There were also various problems such as AR driving the school reading program, students not reading across the collection, teachers using AR as an instructional crutch, students expecting to be rewarded for reading and, finally the expense of the program. They decided to create a self-selected reading program that offers the rewards of reading in order to increase student achievement and create life-long learners. According to Margot Stewart, "Do you think we met with resistance? You bet we did!"

The entire reading culture of the school had to change. The support of the principal, Dr. Sandra Griffin, was a huge component. They began by putting the media center back into correct arrangement: yes it had been arranged by AR level. They removed any outside labels of reading level, maintained a flexible schedule, and then established a Lexile based reading program. Each grade level decided on the goals, that is, for the number of books, in various genres that children should read per quarter. Instead of using tests they began using response journals; this encourages higher level thinking skills. Then at the end of the year, all students that met or exceeded their MAP reading goal were given $2 to spend at the half-price book fair which was supported by the

PTA.

The results of this program speak for itself. During the first year of implementation about 50% of students in grades 2 thorough 5 met or exceeded their MAP reading goals. The 2008 Report Card absolute rating went up from average to good and the growth rating went from below average to good. Overall circulation went up and non-fiction circulation increased by 15%.
"I think the big thing is intrinsic motivation. We need to go beyond AR and develop intrinsic motivation to read instead of reading for prizes." said Jane Speight from W. A. Perry Middle School. When students are able to choose and read books that interest them, they develop intrinsic motivation. One of the main components of this program is allowing for freedom of choice. The instructional coordinator, Becky Lauder said, "The students were excited about having freedom."

Let's look to AASL's stances on reading.
Position Statement on the Role of the School Library Media Program. "…the importance and value of the freedom to read, view, and listen and sends a message to students that in America, they have the right to choose what they will read, view, or hear and are expected to develop the ability to think clearly, critically, and creatively about their choices rather than allowing others to do this for them."
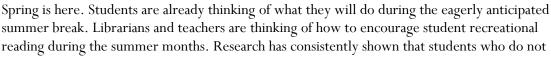
Position Statement for Access to Resources and Services in the School Library Media Program states, "Major barriers between students and resources include but are not limited to imposing age, grade-level, or reading-level restrictions on the use of resources."
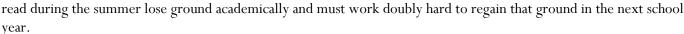
Media specialists who attended the session were inspired and hopeful after hearing Blyth Academy's success story. Will Strait of Spartanburg Day School said, "If the principal can back you up, it can work." So how can you get your principals to back you up? Look at the research and become knowledgeable and show them the data. Another good point to make during these economic times is budget issues; what is the cost of the AR program? In a school of 300 students it would cost almost 6,000 dollars, for start-up, training, maintenance, and hosting. In case of yearly maintenance after that it would cost about 1,600 dollars per year. In times where budgets are shrinking, we need to make sure that our budgets are being used wisely.
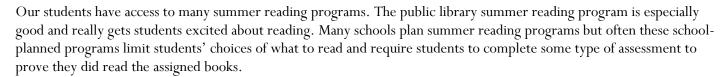
SCHOOL LIBRARY MEDIA SERVICES   by MARTHA ALEWINE

Spring is here. Students are already thinking of what they will do during the eagerly anticipated summer break. Librarians and teachers are thinking of how to encourage student recreational reading during the summer months. Research has consistently shown that students who do not read during the summer lose ground academically and must work doubly hard to regain that ground in the next school year.

Our students have access to many summer reading programs. The public library summer reading program is especially good and really gets students excited about reading. Many schools plan summer reading programs but often these school-planned programs limit students' choices of what to read and require students to complete some type of assessment to prove they did read the assigned books.

The South Carolina Department of Education's summer reading program, *No Book Left Unread,* is a summer reading program that (a) works with other programs, such as the public library's summer reading initiative, (b) encourages students to engage in self-selected reading, (c) recognizes students, faculty/staff members, and schools for reading accomplishments, and (d) provides books to school libraries and (e) books for students' and faculty/staff members' personal libraries.

No Book Left Unread 2009 kicks off on June 1 and concludes on August 31. All the information you need to participate is now available online at *http://martha.alewine.googlepages.com* and *http://reading-calendars.pbwiki.com*. Over 8000 students participated last summer, reading 15,957,224 pages. Our goal for this summer is 16,000,000 pages with at least 8500 students participating and representing all 85 districts.

The final report is due on September 15, 2009, and the Reader Leader Schools and Individuals will be announced by September 30, 2009. The formal awards will be made at the next conference of SCASL, March 2010, in Charleston. We are excited that our sponsors—Follett Library Resources, The Reading Warehouse, and SCASL—continue to support this reading encouragement program.

I look forward to receiving your school's registration forms and your final reports.

Martha Alewine
School Library Media Services
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FROM THE ADVOCACY COMMITTEE

The SCASL conference in Greenville was a great opportunity to premiere the SCASL Tips book, *What They Didn't Tell Me About in Library School!* If you missed out on purchasing one of these great books at the SCASL store, don't worry! You can still purchase one on *www.scasl.ne*t for ONLY $5! Thanks again to everyone who contributed to and has supported this book.

Jessica Felker, Advocacy Chair
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NEWS LITERACY: ENGAGING 21ST CENTURY STUDENTS IN ISSUES THAT MATTER
by FRANK BAKER

There is a new phrase on the education horizon: *news literacy* and it's gaining steam at least at one institution of higher education and soon in middle and high schools.

There is a general consensus that students don't think critically about the news they consume, whether they get it online, from Jon Stewart, or somewhere else. Now you and I probably still read a newspaper, a news magazine, or watch the nightly local TV/network news. We consider ourselves to be informed. Thomas Jefferson realized the health of a democracy was dependent upon an informed electorate. The health of newspapers has certainly been in decline, with readers flocking to online and other sources. And with the drop in readership, advertisers have disappeared too, leaving the future of print journalism in jeopardy.

But recently, I have been introduced to two *news literacy* initiatives, both designed to address the need to increase critical thinking and civic engagement in young people.

Last November, I was pleased to be among those participating in "Rebooting the News," a three-day event at Temple University in Philadelphia. Attendees came from the fields of journalism, news, education and activism, just to name a few. Among the highlights was hearing details of the newly developed News Literacy college course at Stony Brook University, New York

But recently, I have been introduced to two "news literacy" initiatives both designed to address the need to increase critical thinking and civic engagement in young people.

Last November, I was pleased to be among those participating in "Rebooting the News," a three-day event at Temple University in Philadelphia. Attendees came from journalism, news, education and activism, just to name a few. Among the highlights was hearing details of the newly developed News Literacy college course at Stony Brook University, New York. This is not about journalism education, but rather education for all**.** Working groups had lengthy discussions about what this might look like in American schools and why all of this is critical.

The dean of the college of journalism at Stony Brook is Howard Schneider, the former managing editor of "Newsday." His definition of news literacy is: "the ability to use critical thinking skills to judge the reliability and credibility of news reports, whether they come via print, TV, on the Internet-- reliable information is actionable information— it allows news consumers to make a judgment, reach a conclusion, or take an action."

During the "Rebooting the News' event, participants created their own definition of news literacy: "News surrounds us and as such news literacy is an essential life skill for everyone. To paraphrase Thomas Jefferson: Knowledge of current issues is essential to informed citizenship in a democracy. We are concerned about the effects of media messages on children and others. Modern participatory culture makes every citizen a potential creator of news in social media, blogs, email and the web. We believe a literate citizen understands the purposes, processes and economics of news. Therefore, it is time for American education to include the acquisition of 21st-century, critical-thinking skills for analyzing and judging the reliability of news, differentiating among facts, opinions and assertions in the media we create and distribute. News literacy standards can be research based in multiple content areas. It can be taught most effectively in cross-curricular, inquiry-based format at all grade levels. It is a necessary component for literacy in contemporary society."

The second News Literacy project is the brainchild of former Los Angeles Times newsman Alan Miller (a Pulitzer-prize winning investigative reporter.) Miller is recruiting current and former broadcasters and journalists to partner with middle and high school teachers to teach news, news literacy, the First Amendment and more.

Miller says the goal of The News Literacy Project is "to give students the tools to be smarter and more frequent consumers and creators of credible information across all media and platforms. Students (will) learn how to distinguish verified information from raw messages, spin, gossip and opinion and (will be) encouraged to seek news and information that will make them well-informed citizens and voters."

Why is all of this important?

A good question might be, how is news used and/or taught at your school, if at all ? Do teachers know how to properly incorporate the news into English/Language Arts or socialsStudies or other subjects? Does your school or district provide any professional development that might help teachers understand the news process and how to engage students in news literacy activities?

A student advisor to The News Literacy Project wrote recently in the New York Times: "*It is far easier to browse oversimplified headlines on the Internet than it is to pick up a newspaper and read an article in depth."* Ease and brevity might not be the best option for understanding news, especially complicated stories like the recent US economic bailout.

Schools do have options for engaging students in news. A few examples include the excellent Scholastic/NY Times weekly in-school magazine UPFRONT. Weekly Reader's CURRENT EVENTS periodical is another option. CNN offers "Student News," a daily commercial-free newscast aimed at students. *(http://www.cnn.com/studentnews)* Channel One, although much maligned, is a well produced newscast with strong education content.

In these tough economic times, none of the above options may work for you or your teachers. But everyday, the news offers stories and issues that are teachable moments. I hope you might consider how your students receive and understand the news.

If you want to follow developments in news literacy, please go to my web page: *www.frankwbaker.com/rebooting_news_standards.htm*

As always, I welcome your feedback
Fran Baker
fbaker1346@aol.com

SCASL REGIONAL NETWORK NEWS FRANKIE O'NEAL, DIRECTOR

Region 1A.
Oconee County. Congratulations to **Fredda Shaw,** library media specialist at Code Elementary in Seneca, who was the recipient of the Nancy Jane Day Scholarship at this year's SCASL conference in Greenville. **Anderson District 5. Martha Taylor** of McCants Middle School was named South Carolina Media Specialist of the Year at the SCASL conference. The award honors a full-time media specialist on the basis of exemplary library media programs as well as active participation and service to SCASL and other related professional organizations. The presentation was made during the Awards Luncheon at the Annual Conference in Greenville. Other District Five schools and educators were also recognized at the luncheon. They include: McCants Middle School, named a 2008 Reader Leader School with a total of 511,858 read during the No Book Left Unread 2008 Summer Reading Program; Midway Elementary School, named a 2008 Reader Leader School with a total of 228,604 pages read; and Midway was also recognized for having the highest percentage of student participation (38%) of all elementary schools taking part. **Melinda Butler** is the library media specialist at Midway. Sandy **Steely** was named the 2008 Middle School Faculty/Staff Reader Leader in the 2008 Summer Reading Program. Ms. Steely read 29,848 pages during the summer.

Region 1B.
Spartanburg District 5. Wellford Elementary School is the proud recipient of The National Endowment for the Humanities new Picturing America initiative. Picturing America provides an innovative way for citizens of all ages to explore the history and character of America through some of our nation's great works of art. **Melanie Dillard** is the media specialist at Wellford Elementary.

Region 4A.
Newberry. In January, librarian **Cerese Long**, and assistant **Amy Wise**, brought life to the old, old West with a week-long series on cowboys. Long and Wise dressed as cowboys and read cowboy books to the students around a campfire while students enjoyed marshmallows and apple cider. In February, Long and Wise presented Fabulous Females from Fairytales which included costumes and puppets. Mid-Carolina High School and Mid-Carolina Middle School are looking forward to a visit in April by the national award-winning teacher/author **Sharon Draper**, whose books include *Tears of a Tiger*, *Copper Sun*, a 2008-09 South Carolina Book Award nominee, *Romette and Julio*, and *November Blues*. **Fairfield.** The Fairfield County media specialists and the Fairfield County Public Library including the Friends of the Library are busy planning the Annual Fairfield County Read-In scheduled for May 1st. The Fairfield Central High School cheerleaders, drama, dance and music departments will provide the entertainment along with lots of reading. Join in on May 1st at the Fortune Springs Park/Old Armory in Winnsboro. For more information, contact **Harriet O. Pauling**, Fairfield Middle School Media Specialist *http://fms.fairfield.k12.sc.us*

CONGRATULTIONS:
Region 3.
York District One. Congratulations are in order! **Libby Childers** was named Teacher of the Year at Hunter Street Elementary School. **Kay Falls** was named Teacher of the Year at Harold C Johnson Middle School

Region 7.
Chesterfield. Congratulations to **LaSandra Grimsley** who has been named Teacher of the Year at Pageland Elementary, and **Pat Banasiewicz,** who has been named Teacher of the Year at Cheraw High School.

CONGRATULATIONS TO ALL!

Elizabeth Padget from Lake Forest Elementary and **Emile Woody** from Wando High School have each been selected to receive a FREE 2010 SCASL Annual Conference registration from all of the scan cards that were returned at conference in Greenville! See you in Charleston, March 10-12, 2010!

During the SCASL Conference this year Capstone Publishers and Watson Library Services gave away an all expenses paid trip to the AASL Conference in Charlotte. Pictured are **Melinda Taylor**, the winning SCASL member, and **David Watson.**

WEEDING WHILE YOU WORK…   by ANGI THOELE

To weed or not to weed? Some may question the necessity of this sometimes dreaded library duty, but there really shouldn't be a question about it at all. Our libraries need to be weeded in order to serve our school community with the best up-to-date resources possible. A good school library is not about quantity. It is about quality! Who cares if you have 30,000+ materials in your collection if what you have is old school? The only library where this would be a good thing is an archive or collection. However, that is not the purpose of a school library. If your collection is not up to date, well then, it's time to get a move on. 'Out with the old and in with the new.' It's time to weed.

So what do you do now? When do you find time to weed? Maybe you only need to weed a few items here and there. Maybe the task you are looking at is so overwhelming you have no idea where to begin.

If this is the case and you feel as if you'll never get your library collection in ship-shape, then breath deep and take things slowly. Your circulation software should be able to run age reports and even give you the ideal age ranges, not to mention that you can consult books like "Less Is More: A Practical Guide to Weeding School Library Collections" and find articles or guidelines available online. There are also online programs that can analyze your collections, such as Titlewise by Follett. Simply upload your files and 'ta da.' There's your information along with two tabs that get straight to the point: Age Sensitivity and Aged Titles. Once you know what you need, or rather what you need to get rid of, then you are ready to begin. You may want to print out the information to guide you. However, you are a professional. Once you know what you need to do, trust yourself to do it. Sometimes if I have the time (ha-ha), I take the list and a cart with me then pull items accordingly. My favorite way is to weed while I work. (You are welcome to whistle while you work as well.) I usually do this while either shelving books or straightening up shelves…weeding not whistling. I can't help but notice the poor, old, decrepit books calling to me for retirement. I try to do this a little each day or a little each week, depending on my current weeding needs. It is much easier to weed in a slow consistent manner over time, than to try to do it all in a week. That would be overwhelming, stressful, frustrating. While this last approach can be accomplished, it is most likely not going to happen during an active school day. So that means time after school or on weekends. It is, however, your choice how you weed your library. It is whatever way works best for you, your life schedule, and your personality.

Now that you know when you will weed, how do you make the decision to weed some of your materials and not others? You need to look at four issues about the materials in your collection: age, content, condition, and format.

Let's talk about age. What is the magic number? Well that depends on the type of book. The acceptable date for non-fiction items may vary by the subject. Follett's software Titlewise states five years as good while three is best. The acceptable age for fiction can be much higher. Remember you are the professional. You make the final decision for your school library keeping the students' best interest in mind. If you are an elementary school librarian with a copy of "Make Way for Ducklings" which has a copyright date of 1941, does that mean you need to get rid of it? No, it is still a fine story, not to mention a Caldecott Award winner. But do you still need the 1941 printing with the old two or three-color ink cover art? If you are a book collector or archivist, then maybe yes. But you need to purchase a new copy for your library! There are many old stories that are reprinted in nice, new books with jazzed up cover art to appeal to our readers today.

Then there are the books in your collection that you and your students are just plain scared to open because they are *sooo* old. The old white-penned or stamped call letters hint at a book's age. If you dare open it the pages may fall out because the glue has disintegrated. (Seen this…) Some materials are so old bugs may crawl out. (Yes, I've experienced this too… and it was NOT fun!). Maybe you have some books that are so ancient and unused that the layers of dust are enough to make my allergies scream out for mercy and send me running for my inhaler. Well, if this is the case, go get yourself a pack of dust masks from the Home Depot and get to work, because these books have to go! If you don't want to touch them I guarantee your students don't want to either. We all know that the cover of a book is a major selling point for kids. I have watched my students over the years. They would rather walk out empty handed than choose a book that looks old. You know what I'm talking about--that old-timey font and the very noticeable yellow pages that were once white. Maybe you are thinking, "But if I take them out of the

IS YOUR HEAD IN THE CLOUDS? TECHNO-TRENDS TO WATCH
by CATHY NELSON

E-Reading

Electronic books are rapidly rising in the attention getting area of school library. While I'm not so sure they are cost effective yet, they have me coveting them on many fronts. Kindle, Sony E-reader, and even apps to read on your mobile phone, they are generating a lot of interest. Is this the key to getting today's youth to read? I cannot envision myself curling up on a cold rainy day or stretching out on the beach with my favorite e-reader. Still, I'd like to have one…

Pocket-sized Everything

There is a trend for everything to downsize. Smart phones are now small enough to fit in our students' pockets. Laptops are now small enough to fit in a man's inner suit pocket (and they have a cute little name too—NetBooks!) There is a new kind of projector that even fits into the palm of the hand. Some of these items certainly would make those who love their gadgets while they travel very happy. I myself REALLY want a new smartphone and a netbook. Just have 2 problems—no financier and no idea exactly what I want. I just know I want one of everything. Budgets do tend to get in the way.

Cloud Computing

I have heard this term thrown around quite a bit in the last few days. So what exactly is it? Cloud computing is what makes a small netbook or a smartphone so attractive. No longer do you store your data on your computer or laptop. You store them online. The cloud reference is about using the Internet for a storage place. Many people are turning to online storage solutions. More and more are turning to programs online like picture storing sites (Flickr, PhotoBucket, others) as well as video storage (YouTube.) There are also entire applications, like Apple's MobileMe to manage online cloud computing. Drop Box and Box Net are great too. Most of these offer a free portal that is limited in size with an added cost for unlimited. Google offers their Google Apps package free, and you can have access to a word processor, a presentation program, and a spreadsheet just to name a few. All that is required is a Google Account. (Google Apps is also set up for great online real-time/same time collaboration, another lure to their package.) Consider how the Google Apps can level the playing field for students who do not have access to expensive word processing or presentation programs that schools utilize at their homes. These tools enable students to be productive no matter where they are—as long as they have a connection.

Gaming & the Library

While I'm not a big fan of gaming in general, more and more I hear kids asking for gaming books and magazines. I have read that school librarians are beginning to use gaming as a way to attract students back to the library. Gaming (both board games and video or online games) seems to be in the spotlight in current literature, primarily for its ability to encourage higher order thinking skills. After seeing Liz Martin's session at our recent SCASL Conference, I can see that I need to reconsider gaming, and perhaps use it to not only bring back a segment of my school population that has abandoned the library, but also to encourage some thinking outside the box and construction of problem solving skills, all using the vehicle of gaming.

Final Thoughts

While I have not used any gaming in the library, I have experienced other trends discussed here, either in person or with another user. I must confess: even though I adore my Apple MacBookPro laptop, I do believe my next computer hardware investment will not be a $2K computer, but instead be a Netbook less than $400. The ability to manage all my files in the clouds and its low cost make it extremely affordable and interesting to consider. With the low cost of Netbooks, I wonder if schools or libraries will ever consider these as an alternative to the expensive tools that are purchased? Only time will tell.

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LOVE YOUR LIBRARY

In celebration of National Library Week, April 12-18, 2009, you can take a moment to share how you have benefited from using the library. Personal stories can make a difference in funding for public libraries statewide and ensure that every citizen has access to quality resources and information.

Simply visit *www.statelibrary.sc.gov*, click on the **Love Your Library?** link, and fill out the online form – it's that easy!

Just like you, thousands of people all over South Carolina use their public libraries to access the information they need to improve their lives, find jobs, and to help their children learn and stretch their imaginations. Share your library story today!

The campaign is an initiative of the South Carolina State Library (*www.statelibrary.sc.gov)* and the Association of Public Library Administrators (*www.scapla.org*).

WEEDING *Continued from page 9*

collection my number of materials will go down." Yes, it will, but that is going to actually be a good thing because then you will be able to show a need for new books, a need that was not there before because you kept these old nasty books that no one wants to use. If your shelves were fat but unused, it isn't helping your students out.

Well-Worn & Loved - We just talked a little about the condition of your materials in the previous paragraph but it all was the result of age. Now let's talk about when to weed because of the material's condition without regard to age. What can make a book's condition bad enough to put it in File 13? Mold/mildew, coloring, pencil and pen markings, spills, food, torn pages beyond repair or just too many repairs, period, are a few of the signs to retire these materials. You only have one copy left of Lio Lionni's "A Color of His Own." It is a must for Miss Paige Turner's annual author study. Almost every page is taped at some point, most of them along the bottom edges toward the spine from all of the page flipping over the years. When you have basically used an entire roll of tape over time to fix a book, it is time to say goodbye and buy a new copy. (It also may be time for you to come up with an idea for pages that don't tear, patent it, become a millionaire, and make librarians all around the world rejoice! But until indestructible pages are created it is time for this book to be weeded.)

Mold Pox & Mildewitis - I have had a book come in from Mary Beth who had accidentally left it on her front porch, to sit there in the sun and rain, finally returning it with a lovely case of what would seem like chicken pox. Instead of these spots being red they are black with uneven ever-growing edges reaching out in a great-googly-moogly somewhat hairy mess. This book has caught a bad case of mold/mildew. Don't even think about it! Put this book out of its misery and save your library. It is better to weed this book and any others bitten with the mold/mildew bug then find the funds to replace the materials. As I said previously I have allergies. My mold/mildew allergies are the worst. In fact I am so attuned to it that I can smell this destructive growth, reacting immediately. It's different from the dust. With mold, my eyes begin to water, my nose runs for the hills, and my head aches for freedom from this fungus.

Please look in the next MCM issue for more information on weeding, focusing on content and format. If you have any interesting stories to share about this type of weeding please email me at *athoele@lex5.k12.sc.us* so I can include them. Weeding guidelines can also be found on ALA's Website along with the school library media specialist section of the SC DOE site, administered by Martha Alewine. The latter site has a nice straight-forward document called "Guidelines on Weeding**."** I love the ending quote. **"Remember: Final decisions on weeding rest with the library media specialist."**

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This is only one example of a non-computerized reading program. The possibilities are endless.
Ideas:
- SCASL Book Award Nominees
- Governor's Honor Roll (20 book campaign)
- 25 Book Campaign
- Silent Sustained Reading
- Themed Programs

We all need to remember how and why we fell in love with reading as a child. We all have a responsibility not to be the book-level police, but to inspire students to love reading and become life-long learners. All we need is some creativity and teamwork to create a program that works even better for our students.

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