

INTERCHANGE

Journal of the Oregon Association of School Libraries

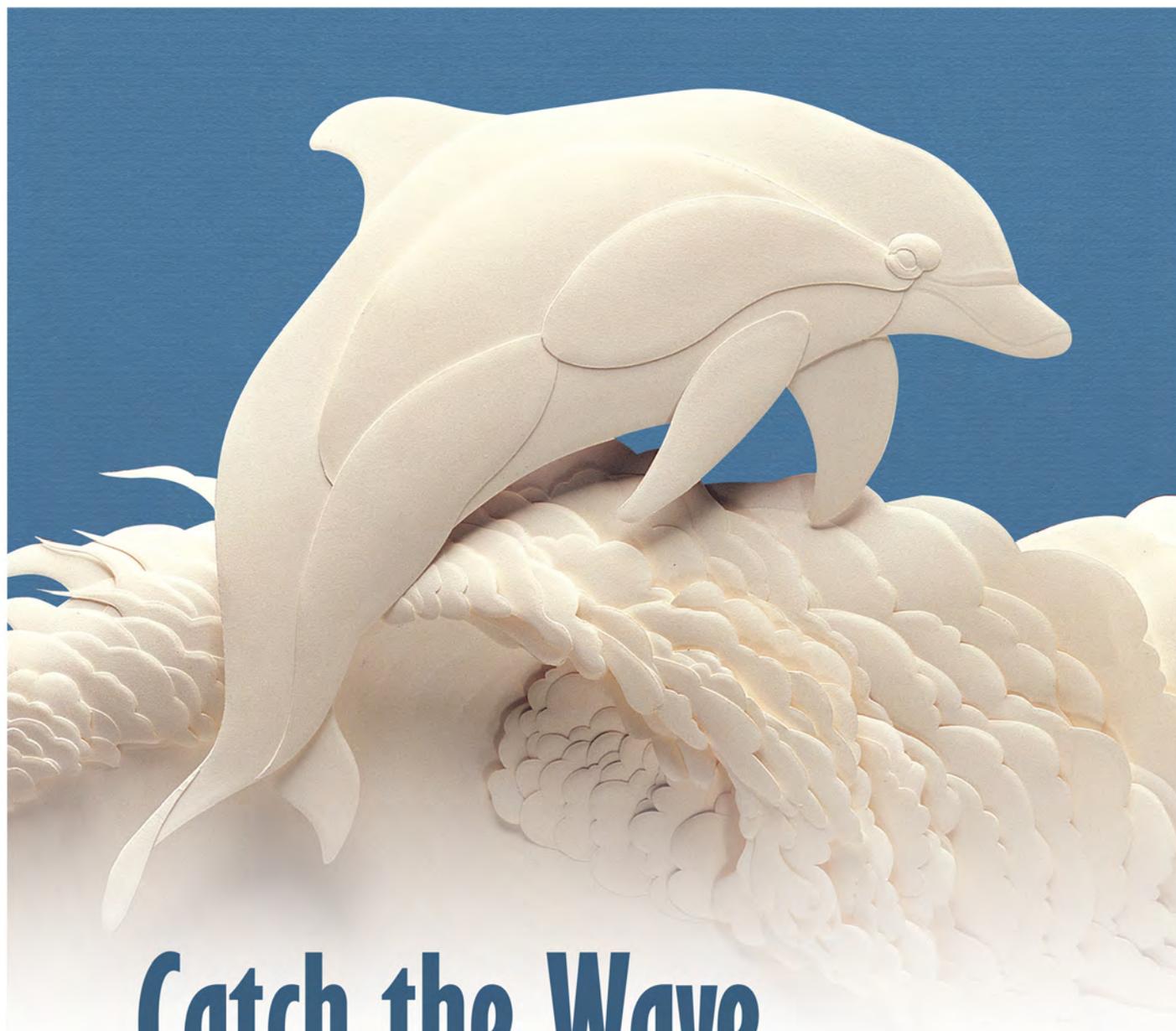
Winter 2011

School Library

Advocacy

shout it from the rooftops
technology
community
principals
stand up
student
walk the walk
administrators
superintendents
department of education
teachers
reading enrichment
parents
legislators
students
speak out
readers
get the word out
go tell-it on the mountain
information literacy





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- OASL provides progressive leadership to pursue excellence in school library media programs by:
- advocating information literacy for all students;
 - supporting the highest levels of library media services in schools;
 - supporting reading instruction and enjoyment of literature;
 - strengthening member professionalism through communication and educational opportunities;
 - promoting visibility in education, government and the community

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INTERCHANGE

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Winter 2011

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Advocate or Advertise: Is There a Difference?

From the Guest Editor, Susan Stone



Advocate, advocate, advocate. These days it seems I spend more time thinking about how and when and where to advocate for school libraries and maneuvering myself into situations where I can advocate for school libraries, than I do being a school librarian. I

didn't know coming into the profession that advocacy would be so important, but it's definitely an essential part of my job. And I'll admit, I both love it, and I hate it.

I love to talk about what students learn in our school libraries. That's advocacy—speaking out in favor of something I believe in. I love to talk about the effect a lit promotion program can have on the reading scores in a building. I get excited to teach new online resources to both students and teaching staff. I'm eager to learn and share how technology tools can enhance learning. I'm a school librarian geek.

I hate that I often feel alone in doing it. I can be piteous in my whining about having to market myself, my program, my services to students, the value of the library to those whom I feel should already know. They should be coming to me, right? Why am I having to tell the administrators, the school board, the department of education how essential a library is for our students, for our teachers, for the community? How did the import of our libraries become so second-class? Whine, whine, whine.

I have found whining does not get me very far.

I used to be in marketing and project management. Becoming a school librarian was a concerted career change. Often one thinks a career change takes one in a new direction, as in different, as in divergent from the prior career. Yet, in my 10 years in education I've found myself considering and implementing marketing and business protocol and concepts on a regular basis. What is my business (library) plan? What are my demographics? Who am I targeting? What perceived need I am trying to fill? Where and how do I best access my resources? My raw materials? How will I sustain momentum? What is my fallback plan? Who are my sponsors? Who are my competitors? What's my budget? How will I advertise?

Wait. Advertise? In marketing, one generally advertises to give information to the public about something, to announce or praise a service or product to induce people to buy or use it, or to call attention to something, give notice, offer advice, to inform. Hmm... sounds a lot like what I do when I advocate for my library program and the instruction I know students need and deserve. I practice my 15-second elevator speech and my 45-second "hallway opportunity" speech in order to inform. I submit my annual review to my principal, and draft and re-draft my 3-minute school board statement in order to call attention to libraries. Am I advocating or advertising? Or both?

In the past, I've found myself feeling stressed and as if I must 'gear up' when it's time to advocate. I've worried that I'm perceived as pleading for recognition of my work, beseeching retention of my job position, and being oblivious to the other more serious issues at hand. I've felt a weighty responsibility for the getting an immediate "right" response, because it's obviously up to me—and only me—to make folks see the light. No wonder it feels stressful. I realized something needed to change.

So I re-kindled my marketing roots and mentally reframed my advocacy activities as advertising activities—and for me it works. I still hone my 15-second elevator speech and craft reports to my administrators, but when I consider that I am simply offering good information about an excellent service for public information and consumption, I'm less inclined to feel anxious, and more inclined to feel generous in my sharing. How else will our higher-ups know about the impact of the library on our students' education if we don't share the fanfare and report the numbers? Heck, one could say we're doing our communities a favor. Yes indeed, they are lucky to have us around. I know I'm lucky to have the rest of you around—because together we give a collective message. Together we can inform, and advise, and advertise and advocate.

Enjoy the articles in this winter issue of *Interchange*. You'll find examples and ideas and tools for your advertising plan or your advocacy campaign, whichever verbiage works for you. Go forth and inform! We'll all be glad you did.



From the... President's Desktop Laptop

by Ruth Murray, OASL President

Advocacy—What you can do for YOU!

Advocacy starts with you, and one of the best places to start is with your boss. Many principals have little idea of what we do all day. It is up to us to become the educators.

A few years back I had the opportunity to attend a Gary Hartzel workshop sponsored by OEMA (now OASL). Gary Hartzell is Professor Emertius of Educational Administration at the University of Nebraska at Omaha. His research interests center on schools as workplaces for adults, with particular attention to workplace relationships. Some of the guidance he gave us at that meeting has influenced me in a big way. It grounded me in the belief that no matter how hard we work and no matter what we do, if we don't let people in power know the "what", we will not build the influence we need. We need to blow our own horn if we expect the support we all need.

Here are some ideas from Dr. Hartzel to help us gain the support of our boss and our staff:

- *Volunteer for committees. No matter how good you are, your reputation depends on other people. Committees provide opportunities for you to make contributions that others will remark upon.*
- *Offer to write a column in your supervisor's newsletter to parents. This tactic will increase visibility, open channels of communication, and tie your image more closely to the central mission of teaching and learning.*
- *If you don't already have it, see if you can get a permanent position on the new student orientation program and on the program for the parents of new students.*

- *If you don't already have the responsibility, develop an orientation program for student teachers and for new hires. If there is already a program in place, you should find a way to become part of it.*
- *Write grant proposals and seek other methods of securing outside funding and donations for the school. A person who creates opportunities and funding for programs is noticed and valued, particularly if these efforts also produce recognition for the school.*
- *See if you can be a lunchtime speaker for the Rotary, Lions, Optimists, Soroptimists, Kiwanis, community coordinating council, chamber of commerce, or other local civic group(s).*
- *Develop a 'brag' sheet or book for the boss and counselors to have in their offices. Make it look professional; it is for adult consumption, not student. This can help an administrator or counselor make a solid presentation of the virtues of the school.*
- *If you are in a district where principals attend school board meetings, attend such meetings yourself now and again.*

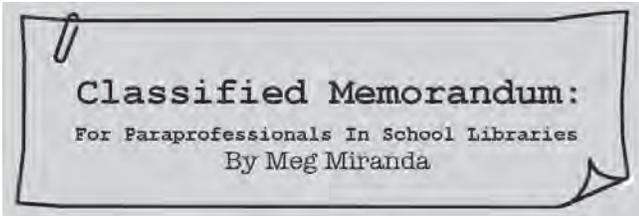
Take the time to build influence within your community to ensure your position for many years to come.

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Ruth Murray is the current OASL president and an instructor at Portland State.



As I sat down to write my column I heard a mournful train whistle in the background as a freight train lumbered through town. It made me sad as I began to reflect on the state of the school library. At each conference I attend, our plight seems dismal. There are more and more cuts. OASL as a group has been fighting hard at the state level. Awareness is growing of the important role that school libraries play in lifelong learning. Yahoo for Bill 8265, but we still have a long way to go.

I love my job as middle school library assistant. And I believe that I do a good job collaborating with teachers and help promote reading and literacy at my school even though I am not a teacher-librarian. However, I truly believe that teacher-librarians have very special talents and skills that most paraprofessionals, quite frankly, don't have. For example, when I took on the task of running my middle school library after 2 years of working as a part-time assistant for a teacher librarian, I had no idea what a "rubric" was. And it took me awhile to catch up on what a PLC (Professional Learning Community) truly involved; now I'm finally learning about CFAs.

Yes, I do a good job but I also advocate for two things. First, the best thing for all schools is to have a teacher-librarian. To really be able to fill the role of teacher, teacher-librarians need to have paraprofessional assistants to help with all the work that needs to be accomplished to keep the library working smoothly. As we all know, there is an enormous amount of work that needs to be done besides checking books out and in. We process new books, repair aging ones, shelve books and read the shelves... the list goes on. Do I think that advocating for teacher librarians in every school will put me out of work? Unfortunately no; with the state of our economy, school libraries are nowhere near being properly staffed.

The second thing that I advocate for is that all paraprofessionals have access to the training, encouragement and guidance that they need to become promoters of literacy.

OASL has taken huge strides to include paraprofessionals in all aspects of the organization. Sessions for paraprofessionals are provided at each annual and regional conference. There is a paraprofessional position on the OASL board. Teacher librarians and paraprofessionals need to continue to work together to let the "outside" community know what a truly important place the school library is. At times our plight may seem dismal, but with continued advocacy, we can get our train running in the right direction.



In Memory of Mary Lou Bayless

Mary Lou Bayless provided years of service to OEMA/OASL as Advertising Manager for Interchange.

Mary Lou's knowledge of state and national issues enabled her to contribute much to her profession and her role as Media and Technology Services Director at Clackamas ESD. She cared deeply about the state of education, particularly about libraries. Mary Lou had a unique perspective that allowed her to see beyond day-to-day library concerns to the bigger picture of our profession. She was a strong advocate for school libraries, school librarians, best practices, and what was good for students and teachers.

Her lively sense of humor and smiling Irish eyes will be missed.

Parade your Advocacy!

The Beaverton School District library staff distributed several thousand donated children's books to kids attending Beaverton's Celebration Parade on September 18th.

Various library staff collected quality, age-appropriate book donations over the last year and then hauled wagons full of books during the parade. The goal in giving a free book to kids along the parade route was to help them add to or start a special collection of books of their own and to get them excited about reading.

For more pictures of the event, follow this link to a video capturing some of the fun during the parade: <http://animoto.com/play/bvV6P4L3m138BzqnK083Vw>.





OASL Goes to Washington DC

by Ruth Murray

Part 1 On June 28, 2010, I was contacted by the president of the American Association of School Librarians,

Cassandra Barnett. As a part of the Affiliate Assembly of AASL, I was told there was a special and secret meeting arranged to speak to Arne Duncan, the Secretary of Education. We were to submit questions we wanted him to answer.

As I searched for the room at the Washington Convention Center in D.C., I could find no one to help me. It seemed the place we were meeting was in a part of the center that wasn't being used. Finally, I spoke to a custodian who told me where to find the room. As I approached, I noticed secret service types all around. One was at the entrance with a checklist of our names. No one was admitted whose name did not appear there. As I entered and took my seat, there was electricity in the air and much chatter about the meeting. I really got a glimpse into what the lives of the 'big shot' politicians must be like.

Our goal at the meeting with Mr. Duncan was to stress the importance of including School Librarians in any discussion of the Elementary and Secondary Education Act. We wanted him to understand that school librarians were teachers. He told us that "without the passage of the jobs bill, education would see a level of destruction as never seen before. Schools would find themselves doing a lot more with a lot less." He told us to use our 'loud librarian voices for lobbying.'

Our wild trip to Washington DC was an experience of a lifetime for me.

We know that in the past the Secretary of Education has been a supporter of school libraries. In an interview in *American Libraries*, he stated, "We don't want people to take a step backwards and there are all kinds of

documented studies that show where you have healthy and strong and vibrant libraries with librarians staffing them that students do better, they read better, their test scores go up."

All in all, it was a compliment to our organization that he took time to meet with us directly. I am an optimist at heart and can only hope he was showing us what he really felt and not 'playing politician' and telling us what we wanted to hear.

By delivering a clear message to Secretary Duncan and state legislators, librarians are hopeful that there will be strong support at the state and national levels for school libraries and the people who make them work.

Part 2 On June 29, 2010, over 1600 library staff members from all over the US braved the 90+ degree heat to play a part in the "largest federal advocacy event in ALA history." ALA delegates representing libraries all over Oregon joined the mass dressed in red to converge on Capitol Hill and extend our voices all the way to the White House and the halls of Congress.

Among those marching were your own friends and fellow Oregon librarians Carol Dinges, Deanna Draper, Jennifer Sypinski, Diane Chaffins, Merrie Olson, Jim Scheppke and many other OLA members. We gathered in Capitol Hill Park to join the waves of advocates moving toward the Capitol. What an exciting moment it was for me as someone who always felt awkward about contacting the very politicians who might make a difference to libraries. I felt empowered with a new strength of leadership and courage to reach out to those who make a difference for libraries and their funding.

We listened to ALA President Camila Alire tell us, "As library advocates in your own states, you represent Americans in every community across this country - people who need their libraries. You have all read the headlines about the funding cuts in libraries across the country. You've lived those cuts." Alire added that the advocacy day was the, "ALA's chance to make sure Congress also knew about the needs of our nation's libraries of all kinds." We heard about issues of banned books, funding LSTA grants, and from Congressional library champions.



Continued next page



After leaving the march, Jim Scheppke (our Oregon State Librarian) led OLA and OSLA delegates (including Carol Dinges, Deanna Draper, Jennifer Sypinski, and myself) to visit Oregon legislators including Representatives

Greg Walden, Kurt Schrader, Peter DeFazio, and Earl Blumenauer, and Senators Ron Wyden and Jeff Merkley, to lobby for all libraries in Oregon. It was somewhat intimidating at first, but we were met with respect. Those we spoke to seemed sympathetic and even optimistic for the most part. By the end of the visits, we felt satisfied we had done what we could to speak out for libraries.

So there it is. Our wild trip to Washington DC was an experience of a lifetime for me. I felt at the end that I was more than ready to use my “loud librarian voice” to urge the state representatives to support our school libraries and to urge YOU to use your “loud librarian voices” to boost the sounds of our voices everywhere in the state.

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Ruth Murray is the current OASL president and an instructor at Portland State.

“By delivering a clear message... librarians are hopeful that there will be strong support at the state and national levels for school libraries...”

High School Library Student Awards

By Nancy Sullivan

Are you looking for a new way to promote your library? Giving library awards might be an idea to try. Below are examples from Madison High School. Use these ideas or create your own awards. A tech media award or some other award might be appropriate at your school. Be creative. The names of the winners will appear on the Promotions page of the OASL website.

Mrs. Sullivan, the Madison High School Librarian, and the Oregon Association of School Libraries wish to recognize and honor the dedication of certain students who exemplify a high degree of self-discipline and motivation in the pursuit of important aspects of information literacy and support of the school library program throughout the year. This recognition, which consists of three awards, will be presented to students who model a strong library presence for a variety of reasons: patrons, library club members, and teacher assistants. Their service and support are invaluable to the daily work of our library.

Library Patron of the Year. This award honors a student who shows a high level of enthusiasm for our program. Not only do they read countless books and use other library media, they also encourage others to explore the library by contributing book reviews, recommendations, and contagious enthusiasm for literature in its many forms. Our outstanding patrons have volunteered in fundraising activities and have been helpful during our many special events. We award our patron with a personalized certificate and the gift of a one year subscription to the monthly magazine of their choice.

Library Club Member of the Year. A library club member goes well beyond the level of involvement of an ordinary patron. Member of the Year is awarded to a student who not only attends club meetings, reads and participates fully in book discussions and selections but is also otherwise highly engaged in support of the library club. This award consists of a certificate and a \$50 gift card to Powell’s Books (*What will your local bookstore donate?*).

Library/Textbook Room TA Award. This honor is bestowed upon an individual who shows a high degree of customer service, helpfulness to students and staff alike, and an all-around positive attitude. Without their assistance, the library program would suffer and we could not provide the level of service our school needs. This student’s future plans may include a career in the library or information fields. This award consists of a personalized certificate and a letter of recommendation.

Nancy Sullivan is the school librarian at Madison High School in Portland, and is OASL’s Promotions Chair; also sitting on OASL’s Executive Board. Nancy is teaching a course this winter at PSU: Speak Out! Empowering School Librarians. Check it out. You can reach her with questions at nsulliva@pps.k12.or.us



2010 OASL Award Winners



Hard Work and Showing by Example—Is This Library Advocacy?

By Elin Kordahl, OASL Elementary School Librarian of the Year 2010

As a new teacher-librarian (but experienced teacher since 1986) I've had my head, well, mostly in the books these past four years, developing my school program, not advocating on a wider scale. At first I felt guilty, but now I realize library advocacy comes in many forms.

Advocacy can come in small packages. Our students are terrific advocates. Doing a solid job delivering a quality program is one way to speak up for ourselves, through them.

Partnering and collaborating with our colleagues is another way to champion our field. Many teachers have worked for decades without a partner teacher-librarian. Teachers often don't know what we should and can do for them. Once they know, and see us working as hard as they do, they speak on our behalf. I've had colleagues speak up supporting my program and library programs in general, at PTA meetings, with administrators, at district meetings, and conferences.

Having parent volunteers in the library promotes library programs. While shelving and helping with check-out, they watch and participate in lessons being delivered and information literacy being discussed. They see there is far more to a library program than checking out books.

Maybe all of this seems like "not enough". After all, it is what all of us do every day. Yet, I believe that what we do each day can have the effect of a snowball – rolling toward a lot of advocacy.

I was having a drink with a friend in June. She had been at an event unrelated to the school where I work. She struck up a conversation with a grandparent who was there watching their grandchild. The subject of schools came up. The next thing my friend knows, this grandmother is digging into her purse looking for something. She pulls out and unfurls an Oregonian newspaper column and hands it to my friend.

It was the column about my being selected as OASL's Elementary Librarian of the Year 2010. She said, bragging, "Look. My granddaughter's school librarian is librarian of the year!"

I wish I could find that grandmother, who doesn't know me personally, but had heard about my school and library program and was keen to celebrate with strangers. She would be a good advocate to take along to a school board meeting or to the capitol in Salem.

Teacher-librarians touch many lives. I estimate I have had contact with 2,000 people in my community in my four years: students, parents, colleagues, administrators and, apparently, grandparents.

Advocacy for libraries spreads through the children we teach, teachers and administrators we work with, and their friends and family, and so on. It is an exponential growth of advocacy!

Hard work and showing by example: is that advocacy? Yes.

Elin Kordahl is the Maplewood Elementary School Teacher-Librarian in Portland Public Schools. You can reach her at kordahl@pps.k12.or.us.



Turn on the Lights

By Victoria McDonald, OASL Secondary School Librarian of the Year 2010

Last school year (2009–2010) I had three jobs: Librarian, Literacy Specialist, and freshmen

English teacher. I loved them all, but I was doing a lot of juggling. On one such too-many-apples-and-flaming-swords-in-the-air day last spring, while I was reading multiple choice finals to three separate students who were sitting behind the front desk and trying to check over the library inventory, all three of my administrators entered the library clapping. While it is not unusual for my administrators to come to the library, they are all great supporters of libraries in general, our library program in particular, and reading, it is unusual for them to all come in at once. And although their unwavering support does extend to me, they don't usually applaud upon entering my presence. At first I thought they were just acknowledging the fact that I was keeping everything in mid-air while

managing to smile and patiently help students, but then my principal said, “Congratulations, you have been named etc. etc.”

After my shock subsided and their clapping ended, an amazing thing happened. Actually, the thing that happened means almost more to me than receiving this humbling award. After I stopped saying, “You’re sure?!” and they stopped grinning and assuring, and the library regained its busy quiet, the three kids taking finals behind the desk and all the kids who were either studying at the library tables or working at the library computers stood, as if directed by an unseen hand, and began to clap.

“...truly we advocate for our students and their right to become critical thinkers.”

When I first became the librarian at La Salle there were no computers and the person running the library would keep half the lights off to dissuade students from coming in because the kids, she told me, would take books off the shelves and not put them back correctly. My predecessor was a living example of the old idea that the

person running the library was a keeper of codexes or “sheaves of paper bound within a covering” (Harris par. 2), and those codexes, were to be kept safe. She believed her job was to protect and safeguard the vessels of printed text in her care. And she did indeed keep them safe.

When I took over, just keeping *all* the lights on was seen as a new library program, and kids and classes began coming in. But more things changed in my library of course than just the turning on of lights: computers, wireless access, CD towers, online databases, and ebooks have all served to entice students and teachers to the library. Continuous change and the need to advocate for change and advancement has become more and more important. Our jobs may have changed with respect to the onslaught of technology and access to materials, but the needs of our students haven’t changed all that much. Our students still need us to teach them about accessing, evaluating and using the information found in and through libraries. Our job is to help students become independent and safe and efficient and effective users of information (Eisenberg). While we continue to collect, organize and maintain information in all of its forms, we are also the

jacketed sign-bearer at the front of the group, safely leading everyone through the uncharted informational morass. We must become “information escorts” as Christopher Harris recommends in his article “What Do Libraries Mean in the Absence of Books.” Librarians must be seen as important to accessing information as a terminal is to a jet airliner. And we need to advocate for this role. Our students and the students of tomorrow are and will be inundated with information. Information is no longer limited to the printed page, it is everywhere. Ironically, too often people assume that because information is all around, there is no need for a specialist to serve as a guide. But our students need us more than ever, despite comments to the contrary. Witness these phrases: “I just use Google.” “I’ve never had a problem finding anything on *Wikipedia*.”

If our students are going to move into the world beyond our doors and become a thoughtful and informed electorate, they will need to have a toolbox full of strategies for analysis, evaluation, and synthesis, not just high-speed access and cut and paste skills. While it often seems we are advocating for our own jobs when we are heard to advocate for libraries—which is unfortunate, because truly we advocate for our students and their right to become critical thinkers.

I really believe that students appreciate what the library is and can be, and how librarians serve them in their learning journey. The spontaneous appreciation of the students in my library makes me believe that they have turned on their own lights and will leave La Salle confident in their own abilities to think, reason, and find solutions.

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*Victoria McDonald
Secondary School Librarian of the Year
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OASL Treasurer
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Music and Poetry in the Library

By Ann Gage, 2010 Library Paraprofessional Award Winner

I attended the 2010 OASL Fall conference in Bend. My selection for the Friday afternoon session was “Meet Art and Verse: An Introduction to Amazing Artists and Poetry Play”, a workshop taught by Paige Bentley-Flannery. It proved to be a fun-filled afternoon replete with art extensions, small drama, and a variety of other interactions with literature.

One reason I chose to attend this session was because our library has wanted to include poetry in our story times, but somehow hasn’t been able to manage it. Another reason I chose this session was because of Paige’s integration of literature with the Arts. And one further reason for choosing this session is that our school does not have an Arts program. In fact, the library has been deemed responsible for providing art, technology, and literature appreciation along with the regularly assigned library sciences studies, all in two half-hour segments twice a week per classroom.

We know that brain research supports the fact that, without an Arts curriculum, only half of our students’ minds are being tapped. We also know that the definition of “art” can include music, too. In an earlier GLAD (Guided Language Acquisition Design) training, I had learned that music can be an avenue for teaching core curriculum concepts. Music...hmm...*singing!* Singing generally means songs with words and that means lyrics and lyrics means *poetry*. I figured we could teach music and poetry within our few allotted minutes and we can justify its academic value by teaching library science while we’re at it. Creating some little ditty for memorizing the Dewey Decimal System and other book/library themes now seemed a natural thing to do.

And so, without further ado, are my contributions to that end.

Ann Gage is a paraprofessional at Amity Elementary School.

The Kids Go Searching

(Sing to the Tune of “The Ants Go Marching”)

The kids go searching 0 by 0, Dewey, Dewey
The kids go searching 0 by 0, Dewey, Dewey
The kids go searching 0 by 0, Reference, Generalities
And they all are shelved in order, by number, so we all can find ‘em . . .

Repeat the tune as you increase the numbers and change the Dewey section:

The kids go searching by 100... Philosophy, Psychology
The kids go searching by 200... Religion and Mythology
The kids go searching by 300... Society and Sciences
The kids go searching by 400... Languages & Their Studies
The kids go searching by 500... All the Natural Sciences
The kids go searching by 600... It’s all about Technology
The kids go searching by 700... The Arts & All the ways to Play
The kids go searching by 800... Literature & Poems & Plays
The kids go searching by 900... Geography and History
Dewey!

Read A Book (Sing to the tune of Jingle Bells.)

[Chorus]

Read a book, read a book	Opening a book,
Read one ev’ry day	Will open many doors.
Take the time to read a book	You never know what things
At home, at school, at play-ay!	A book will have in store.
Read a book, read a book	Wonderlands abound,
Read one ev’ry day	Adventure, knowledge, too.
Take the time to read a book	When you take time to read
At home, at school, at play-ay!	Your life will be less blue
	Soooo... [Repeat chorus]

Hans Christian Andersen

(sung to the tune of “God Bless America”)

Hans Christian Andersen
He’s as good as it gets!
He told stories
Full of glory
While he clipped
And he snipped
Silhouettes.
Gentle spirit,
Full of talent,
Children never forget
That we knew
Hans Christian Andersen
A great man yet!
Hans Christian Andersen
A great man yet!



Continued next page



First-Timer Scholarship Winner Says “Pinch Me”

By Bev Whiting

Attending the OASL Fall Conference 2010 in Bend as a “First-Timer” scholarship winner was an incredible opportunity and experience. I will always remember walking into the convention center Friday morning and feeling the energy and excitement and thinking: *pinch me!* The level of commitment and dedication to literacy and education was evident at every turn.

The sessions I participated in were professional, impressively organized and beneficial to the work I do as a media assistant at Putnam High School. The Gale & OSLIS presentations were especially informative and useful. Jerene Battisti and Angelina Benedetti’s “Feast of New Literature for Teens” was extraordinary! I am reading their recommendations (and loving each book) and we are adding excellent new titles to our young adult fiction collection. The author presentations and guest speakers were inspiring, engaging and informative.

It was an amazing two days! I gained new knowledge from all of the presenters and the many other attendees I met. And I’ve shared information with our Media Specialist, Donna Nedelisky, staff and students. Thanks to everyone for making me feel welcome! I appreciate becoming a member of OASL and look forward to next year’s conference.

*Bev Whiting is the media assistant in the Library/
Media Center at Rex Putnam High School, in
Milwaukie.*



Conference Reflection

By Allison Byers

One of the most exciting aspects of the conference for me was the opportunity to see two great young adult authors speak. Ellen Hopkins is one of the most popular authors with the teens I work with, and it was great to bring back signed library books to excited students. I had never read anything by Susan Fletcher, but seeing her speak made me excited to delve into her works.

Going to the Connie Hull grant presentation motivated me to apply for the mini-grant this year, and going to the Oregon Young Adult Network presentation on the best new books for teens led the media specialist and I to purchase several of the books for our library collection.

One of the best things about the conference for me is that it made me seriously research and consider getting my library endorsement for schools, in addition to the Master’s in Library Science I am currently working on. This is something I had thought about but not seriously looked into in the past. I am very appreciative of being given the opportunity to attend this fun and educational event.

Allison Byers works in the library at Centennial Learning Center, an alternative school for 160 middle and high school students in the Centennial School District. Allison received a First Timer’s Scholarship to attend this year’s conference.



“One of the best things about the conference... is that it made me seriously research and consider getting my library endorsement for schools...”

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Reflections on Advocacy

By Debbie Alvarez

Advocacy is a delicate topic that has twisted and turned for me in the past. Finding natural activities in the library that can quickly turn into advocacy if publicized is helpful. I learned to “toot my own horn” from past OASL conference workshops and worked hard to get exposure for various school library activities. Publicity has helped validate my position in the school and additionally provided the principal and community with knowledge about a tiny portion of what the media specialist job entails. Now, my Parent Teacher Organization requests my presentations about online resources for their children and financially supports numerous library activities throughout the year. I’ve also sent out yearly outlines of some of the jobs I maintain as a media specialist to the school community and update it online.

As an advocate for school literacy, I incorporate a community book exchange within our school library that culminates in free books for all students at our spring carnival. Honestly, I take on one little piece of advocacy at a time and then add something new every year while relying on original creations of the past such as monthly school library newsletters for the community and blogs about favorite titles, etc.

Continuing a school-wide Pumpkin Fair in the library for the past 10 years has been entertaining and terrific for community involvement. I give special acknowledgement to students who have literary pumpkins. This past year a student made a pumpkin that was a “clone” of me, including my favorite book—*Inkheart* by Cornelia Funke.

My main strategy now is to maintain consistency and to reflect on promotions as much as I do logistics when planning an event. It helped me to make this a “professional goal” for a few years with the approval of my principal. My main web page that includes the Ridgewood library monthly newsletter and job explanation can be found here: <http://beaverton.nwresd.org/blogs/?q=node/438>.

Debbie Alvarez is the Library Media Specialist at Ridgewood Elementary School in the Beaverton School District, and the Oregon Battle of the Books Chair for OASL. You can reach her at deborah_alvarez@beavton.k12.or.us



Using AASL Resources to Help Advocate for Library Programs

By Cassandra Barnett

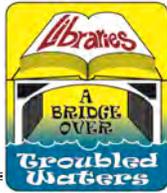
Often we use the word advocacy when what we really mean is public relations. We promote our school library program through marketing strategies such as newsletters, news releases, PSAs, catchy slogans, and special programs. And in these times when school librarians are losing their jobs and school libraries are cutting services or being closed, it is more important than ever that we advocate for our programs. Not only must we continue to promote, we must *demonstrate* how a highly qualified school librarian and a well-stocked school library can positively impact student achievement.

So how do we do that? To get started, take the opportunity to become familiar with *Empowering Learners: Guidelines for School Library Media Programs*, released in April of 2009, which contains the national guidelines established by the American Association of School Librarians and what every school library media program should strive to reflect. The mission statement set out in this document states that:

The mission of the school library media program is to ensure that students and staff are effective users of ideas and information. The school library media specialist (SLMS) empowers students to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information by:

- collaborating with educators and students to design and teach engaging learning experiences that meet individual needs.
- instructing students and assisting educators in using, evaluating, and producing information and ideas through active use of a broad range of appropriate tools, resources, and information technologies
- providing access to materials in all formats, including up-to-date, high quality, varied literature to develop and strengthen a love of reading
- providing students and staff with instruction and resources that reflect current information needs and anticipate changes in technology and education
- providing leadership in the total education program and advocating for strong school library media programs as essential to meeting local, state, and national education goals

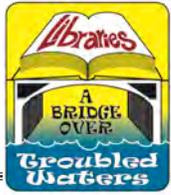
Continued on page 16



2010 OASL Fall Conference

October 8-9, 2010
The Riverhouse Hotel and Convention Center
in Bend, Oregon





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This mission demands a great deal of us as school librarians. We have to actively seek out opportunities to collaborate with teachers to provide those great learning experiences for students. This requires knowledge of the curriculum, instructional design, technologies, and resources. We have to make careful selection of resources and technologies that meet the needs of all our teachers and students. We have to be leaders in the total instructional program of our schools and our districts.

Students who go to schools with active professional school librarians will long remember the learning experiences planned collaboratively by their teachers and the librarian as interesting, fun opportunities to interact with resources in all formats. They will grow up to be our best advocates because they will want the same experiences for their children.

The teachers and administrators in a 21st century school are also advocates of the library. They experience the rewards of collaborating with a librarian to design a powerful unit of instruction that helps students learn how to access, evaluate and use information. They observe the library as a center of learning rather than as a warehouse for resources with a librarian whose main job was checking out books. School librarians will be seen as essential school partners who "...empower students to be critical thinkers, enthusiastic readers, skillful researchers and ethical users of information" (AASL 8).

I invite you to take a look at the advocacy toolkits provided by AASL (<http://www.ala.org/ala/mgrps/divs/aasl/aaslissues/toolkits/toolkits.cfm>). The *Parent Outreach Toolkit*, the *School Library Media Program Health and Wellness Toolkit*, and the *@ your library Toolkit for School Library Media Programs* are just a few of the resources designed to assist in advocacy. The "wellness" toolkit in particular is designed to help you build partnerships with your stakeholders so that the school library program will continue to have the support you need when times are hard. The newest toolkit, *Building Level Toolkit: Implementing AASL's Learning Standards and Program Guidelines in Your School Library*, developed by Kristin Fontichiaro & Melissa Johnston, is designed to help building level school librarians learn more about and implement the national standards and guidelines.

Winners of AASL awards and grants can be held up as models to show the impact of quality school library media programs. The AASL's *National Longitudinal Survey of School Library Media Programs* provides data that we can use for comparison as we build our programs. The latest report can be found here: [http://](http://www.ala.org/ala/mgrps/divs/aasl/researchandstatistics/slcsurvey/2010/slc2010.pdf)

www.ala.org/ala/mgrps/divs/aasl/researchandstatistics/slcsurvey/2010/slc2010.pdf.

To help you gather data to share with the decision makers in your district, take advantage of *A Planning Guide for Empowering Learners*, the online program evaluation, planning, implementation, and advocacy tool designed to help school librarians implement the AASL program guidelines. AASL and Britannica Digital Learning have co-published this tool which is available for a small yearly subscription. This guide includes the *School Library Program Assessment Rubric*, a tool that allows school librarians to evaluate the existing program. The planning guide will help you involve your stakeholders in the program planning process, develop action plans with measurable goals and objectives, and chart your implementation progress. You can save and edit your program plans, producing worksheets, charts, and graphs that can be shared with stakeholders in advocating for your school library program. For more information on subscribing to the planning guide and how to use it, go to <http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/planningguide/planningguide.cfm>.

We as school librarians must demonstrate that our programs have an impact on student learning so that students, parents, teachers, and administrators will never consider closing the library or firing a librarian. It is important that students, parents, teachers, and administrators join the librarian as contributing partners and that all have ownership of the library program. When the library program is so essential to effective instruction, no one will imagine being able to function without it.

Work Cited:

American Association of School Librarians. *Empowering Learner: Guidelines for School Library Media Programs*. Chicago, ALA, 2009.

Cassandra Barnett has been an elementary and secondary school librarian for 33 years and is currently at Fayetteville High School Library in Fayetteville, Arkansas. She has presented at state and national conferences on topics such as storytelling, collaboration with teachers, supporting classroom book clubs, and national standards and guidelines for school libraries. She is very active in the American Association of School Librarians and has served in a number of capacities, including president. As a member of the AASL Standards for Learning Task Force, she helped write the new national standards and the National Standards for the 21st Century Learner in Action



Advocacy – It’s Not About You

by Kristin Fontichiaro

This fall, I moved from K–12 to academia, and my department, the School of Information, moved from antique quarters into the University of Michigan campus’s newest building, North Quad. Though the architecture is new, it is built around a façade carried over from the building that once rested on that site (see the photos at http://michigantoday.umich.edu/2007/10/nquad_photos.php). Yes, the School of Information, a center for the future of libraries and information, is built on the site that was once a Carnegie Library in Ann Arbor. It’s such a wonderful metaphor for libraries: the new being built upon the successes of the past.

There’s more to that story. It turns out that years before Carnegie money built a library on that site, the school system wished to hire a librarian for the school there. It was 1866, the year after Appomattox. And though they warned her to bring needlework, for surely she would be idle for much of the day, Miss Nellie Loving took her career in a different direction. She became a fearless, tireless advocate for access:

For the next 39 years, she ran the school library for the students and the city alike, opening the collection to everybody and evangelizing for the cause of reading. She would say to boys: “I don’t care what you read, but read! Read!” She lent books to the YMCA. She went to the fire station and urged the firemen to borrow in bulk. “The men seemed to appreciate the interest and suggestion,” she reported, “but they have not called for any books... If they desire them only a fraction as much as I long for them to have them, we would be sending books to them every week.” (Tobin 2007)

Impressive, especially considering that she was the *school* librarian, not a public librarian! And those firefighters? They sure were fast on the scene when a fire broke out in 1904 at the school. Between the firefighters and those reluctant-reading boys, they managed to save over 8,000 books (Tobin 2007).

That is advocacy: when *others* step forth to support what *you* do. Nellie Loving was beloved in Ann Arbor not because she sought support for herself or her library, but because she believed in the power of others and reached out to them.

Fast forward a hundred years or so. Times are tough for school librarians in Oregon and in my own state of Michigan. Our libraries may not be beset by flames, as Nellie’s was, but by budget cuts. It’s undeniable that there are fewer in our ranks than there were just a few years ago. In hard times, it’s easy to be on the defensive and to argue for the importance of libraries and librarians. After all, we are passionate about what we do and the services we provide.

But here’s the thing: no matter how accurate our arguments or impassioned our pleas, speaking up for our programs, our staff, and our facilities to stakeholders never seems to come off quite as objectively brilliant as we intended. Rather, too often we are seen as shameless self-promoters, self-marketers who sometimes come off as defensive or even angry.

Let’s back up a step.

Why did we choose to become librarians? Rewind your mental VCR and think back to library school. Why did you want to enter library school? Surely not to talk about yourself and how valuable you are. No. A great majority of us entered this profession because of deep-rooted beliefs in the power of service, the democratic ideals about pooled resources, a desire to support others, and a hunch that being a librarian could better position us to help others flourish.

When tough times come in the present day, let’s return to that core value and use that as the heart of our advocacy efforts. Let’s advocate for our students instead of ourselves.

If the landscape of school libraries has been markedly altered, the landscape for K–12 students has altered, too. Their class sizes are larger. Their need for physical movement may be constrained by more seat time and less recess. Their curiosity about the natural world may be unmet as science curriculum time has been shrunk to make room for more standardized test preparations. Their love for discovery may be overshadowed by lectures, worksheets, or limited discussion time. They may be hungry. They may be worried, vulnerable, or frightened. They may come from homes where access to text – whether print or digital – is limited, or, alternatively, they may flounder in a world of unlimited, unmediated, or unverified content. They may be treading water, unable to move from information on the page or screen to synthesis and comprehension.

Advocate for them in the work you do every day. In your instruction, nurture their discovery and curiosity. Stretch their thinking and introduce them to the delight

Continued next page

of seeking answers to authentic questions. Share your space, where they can spread out after being in cramped classrooms. Validate their worries, concerns, and questions with your collections and your kindness. Help them develop oars to navigate the information rapids, not overly-simplistic assignments that, like life jackets, keep students' heads above water so they cannot ever learn to swim. Support their teachers with professional development that grows and combine their expertise and skill. Give their parents the guidance they need to develop their "digital spine" (Hurst 2010) and their role as partners in developing their children's digital citizenship. Lobby for increased school funding or innovative restructurings that return more holistic support to students.

When we collaborate to support and guide our students every day—when we help them grow—advocacy for our jobs and for our libraries comes along as a bonus. Advocacy isn't a brochure, a poster, or a bookmark. Advocacy isn't a once-a-year-when-budgets-are-on-the-line activity. Advocacy is what Nellie did daily, and it is what you do every day, too. Continue to show administrators what great school libraries and school librarianship look like so that when times improve, and budgets grow, they will choose you once again.

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Kristin Fontichiaro was OASL's 2010 keynote speaker. A clinical assistant professor at the University of Michigan School of Information, she blogs about school libraries at blog.schoollibrarymedia.com. You can find her OASL slides at www.fontichiaro.com/presentations.html.



Saving School Libraries One Legislator at a Time

by Carol Dinges

Since saving our school library programs by hiding in the stacks and hoping that those wielding the budgetary axe can't find us doesn't seem to be working out all that well, we intrepid librarians have summoned our courage to become politically active and convince those in power that our students' reading skills and information literacy depend on their access to a quality school library program. And this new approach seems to be working, judging by the overwhelming legislative support for the Quality School Libraries bill introduced and passed in the last session.

Let's Lobby!

The Oregon State Legislature is now in session, and, as always, they hold the fate of our school libraries in their voting hands. A new bill will be introduced in this session, establishing a Task Force on School Libraries, whose charge it is to make evaluations and develop recommendations to provide quality school libraries. It will be important for us to take an active role in getting this legislation passed.

Rallying political support for school libraries requires lobbying, convincing senators and representatives that it is in their best interests to support our cause. While organizations hire professional lobbyists to do this, "grass roots" lobbying by concerned citizens can be, in fact, more effective. Legislators recognize the difference between a professional whose job it is to provide them with information and an individual who has taken the time to talk to them purely out of concern for the issue at hand. This is not to say that the services of a professional lobbyist are not vital to getting legislation introduced and organizing support, rather that one person cannot get the job done alone.

The idea of walking into a senator's or representative's office to lobby for a bill intimidates most of us, but it needn't. Legislators want to hear from us, because we're the voters who put—and keep—them in office. Preparation is the key: know your audience and know your issue, and you will be successful.

Continued next page

Know your audience:

Successful persuasion, which is what lobbying is, starts with understanding the concerns and values of the person you're trying to persuade. A legislator's primary concern is keeping his/her constituents happy, so you'll need to find out who those constituents are. Is the district primarily urban or rural? Are they conservative or liberal? Do most have children in public schools?

Don't assume that someone representing a rural, conservative district populated primarily with older residents whose children are no longer in school won't support your issue and isn't worth talking to. Au contraire; this senator or representative can become a staunch supporter of your cause if you can point out how your issue can help the plight of small, rural school districts, which are often particularly hard hit with program cuts that put their students at a disadvantage. It's a matter of tailoring your message to focus on the audience's concerns.

Know your issue:

Learn about the various aspects of the bill or issue that you're going to talk about. How do the various aspects of the issue affect different constituencies? If the bill involves funding, particularly in these lean times, how will the results of that legislation be worth the cost? Specific examples are important—you'll need to help the legislator see exactly what you're talking about.

If you're going to talk about specific legislation, be clear about whether it's a House or Senate bill; representatives do not deal with Senate bills, and vice versa. Don't expect them to be interested in legislation they will not be voting on.

Plan what you're going to say:

It's important to keep your message short and sweet and crystal clear, so advance planning is critical. Introduce yourself; if you're a constituent of this legislator's district, be sure to mention

Library Legislator Day!

Salem, Oregon
February 7, 2011

Join us!

Watch your e-mail for announcements, ideas and talking points!

If you cannot join us, ask a parent, a friend, a principal to advocate for our school libraries!

that, and explain the bill or issue you want to talk to them about, including the number of the bill, if applicable. A brief handout outlining the details of the bill can be given to him/her, as well.

Plan a couple of specific examples that illustrate the importance of the bill or issue to the legislator's constituents. Hypothetical examples aren't nearly as convincing as specific incidents that illustrate your point. If, like me, you tend to forget what you were going to say when you get nervous, have your own notes with you to use as reminders.

Be sure to ask if he/she has questions for you. This is where it pays off to have studied the issue in advance so that you can give clear, specific answers. Don't be put off guard by difficult or argumentative questions, such as, "Why is this more important than supporting _____?" This doesn't happen very often, but if it does, don't argue. Smile, answer in a positive tone, and try to focus on common ground. Remember that your goal is to get support, and heated arguments rarely accomplish this.

What if the legislator isn't available to talk to you?

Don't be put off if you find yourself talking to a legislative aide rather than the legislator, which is often the case on the national level. Legislative aides are the ones who research and summarize the issues for senators and representatives—they can be the most effective people to talk to.

Remember, legislators prefer talking to ordinary citizens, rather than professional lobbyists, so don't worry about being "polished." Just talk from your heart. You're a voter—they want to make you happy. And don't forget that parents can be very effective lobbyists for our cause, too.

The economic crisis shows no signs of receding, especially where school funding is concerned, and we all know what that can mean for our library programs. Jim Scheppke, Oregon State Librarian, recently released statistics on school library staffing since 1980, showing that the bad news continues to get worse. In 1980 there was, on average, one licensed school librarian for every 547 students; now that librarian serves 1761 students. And that's an average—in many districts the situation is far worse (I'm the only one in my district, serving more than 4000 students).

No more cowering in the stacks—let's get out there and advocate.

Let's save our schools one legislator at a time!

Carol Dinges is the library media specialist at Lebanon High School. Carol is also OASL's immediate past president.

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School Library Advocacy Yearly Checklist: Chalk It Up and Check It Off!

By Nancy Sullivan



I love checklists. I love communication. Advocacy involves communication. Communication on a regular basis is crucial when it's with people who decide what's important when it comes time to fund programs. So I use a checklist to both remind myself and to keep track of my communications—that is, my advocacy. I make sure I'm not missing anyone (even my math department is on my list) and I keep this checklist handy, checking boxes as I go. As you might imagine, the frequency of my communiqués decrease as I move down the list. For example, I expect to have monthly communication advocating for library programs with All Staff and the Principal, but I only advocate once or twice a year with national representatives.

	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
1. All Staff											
2. Principal											
3. English											
4. Social St.											
5. Science											
6. Math											
7. PE/Health											
8. Art/Music											
9. Forgn. Lang.											
10. ESL											
11. SPED											
12. PTSA/PTO											
13. Alumni											
14. School Bd.											
15. Neighborhood											
16. City/County											
17. State											
18. National											

Some examples of communiqués I use in my advocacy:

- **Aug.** All Staff – Welcome packet including an updated library brochure, reminder of policies, procedures, etc.
- **Sept.** Principal – Monthly meeting (this happens every month)
- **Oct.** Science – How to access full text articles in *Science* magazine through Gale with direct ties to current units
- **Nov.** Art/Music – Host a gallery walk, performance, installation to showcase students and get them in the library
- **Dec.** ESL – Bring ELLs into the library for a scavenger hunt with prizes
- **Qtr. 1** PTSA – Present at the November PTSA meeting to talk about what is happening in the library and ask for support
- **Sem. 2** State – Contact legislators and update them about the importance of strong school library programs

Nancy Sullivan is the school librarian at Madison High School in Portland, and is OASL's Promotions Chair, also sitting on OASL's Executive Board.

Nancy is teaching a course this winter at PSU:

“Speak Out! Empowering School Librarians.”

Check it out. You can reach her at nsulliva@pps.k12.or.us



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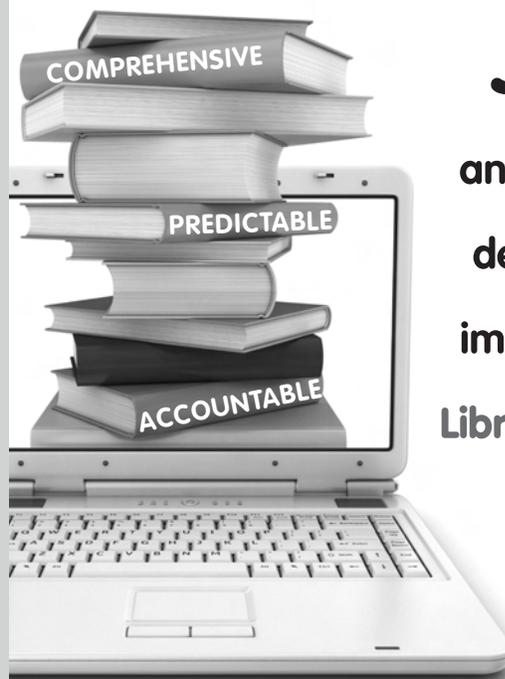
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Information and technology literacy for all students is too important to be hit-and-miss. Teacher-librarians must step up and commit to developing and implementing library information and technology programs that are

- Accountable (measured and reported)
- Comprehensive (reaching all users)
- Predictable (consistent over time)

WORKSHOPS – WEDNESDAY/THURSDAY

- Classrooms in the Cloud: Netbook & Google
- Creating Collages with Adobe Photoshop
- eAudiobooks Orientation
- Google Lit Trips Meet Library of Congress Maps
- Google Lit Trips? YEAH! Show me HOW!
- Library of Congress: Books as Hooks to Primary Sources
- Library of Congress: Creating Primary Source
- The Classroom Computing Cyber Circus

SESSIONS - THURSDAY/FRIDAY

- Access Denied! Blocked Sites or Blocked Opportunities?
- InfoQuest: A New Twist on Info Literacy
- Library of Congress: Advanced Searching
- Library of Congress: Literacy Tools for the Classroom
- Library of Congress: Professional Development Opportunities for Educators
- Library of Congress: Teacher Resources
- LIT Programs

To see more Teacher-Librarian presentations, visit www.ncce.org for the most up-to-date information. Early bird Summit registration deadline: January 31, 2011. After January 31, fee is \$225. *Workshops and Summits are optional and an additional registration cost is required.



Unlocking the Secrets of the Library of Congress: One Teacher's Experience

By Sara Suiter

“So if this is a library, where are all the books?” I have been working at the Library of Congress for almost three months and have heard this question asked on more than one occasion. Sometimes it comes from local fourth grade students participating in the Library’s new LOC Box school program, but I have also heard it murmured by visitors standing in the Great Hall of the Thomas Jefferson building.

A quick peek into the Main Reading Room or a stroll through one of the Library’s exhibits suggests the magnitude of the Library of Congress collections of nearly 142 million items; books, of course, but also maps and photographs; sound recordings, manuscripts and motion pictures, among others. But with the high-quality, digitized content available at www.loc.gov, those who may never come to Washington can still gain access to the treasures of the nation’s library. That includes teachers and their students.

I began my career in education as a Washington, DC, public charter school teacher. Like every first-year teacher, I soon realized that any background research to support my instructional planning would need to be conducted in the evenings or on the weekends – there was simply not enough time in the school day.

I knew about the Library of Congress and remembered hearing about www.loc.gov; however, it seemed that every time I tried to search for a photograph or manuscript to use in my classroom I came up empty-handed. Although I believed the Library of Congress was a valuable resource, the difficulty of navigating the website outweighed its usefulness.

It was not until I discovered the Library’s ‘Teachers Page’ and completed the ‘Finding Primary Sources’ online module that I learned the key entry points for researching the Library’s digitized collections and felt confident navigating the website. I attended a week-long teacher institute hosted by the Education

Outreach division at the Library of Congress where I learned how to find ready-to-use classroom materials on the Teachers Page and strategies for using primary sources in my instruction.

The Library of Congress Teachers Page provides a range of resources for teachers that promote teaching with primary sources. Classroom materials available on the Teachers Page provide easy access to the most relevant primary sources from the Library’s collections, making research and planning more efficient. The most popular resources available on the Teachers Page are the Primary Source Sets. These sets of selected primary sources focus on specific topics and include background information, teaching ideas, and tools to guide student analysis.

In addition to providing useful classroom materials, the Library is committed to facilitating the professional growth of educators through programs at the Library and online. For teachers new to teaching with primary sources, or for those looking to boost their expertise, the professional development section offers self-paced online modules that cover topics such as analyzing maps or supporting inquiry with primary sources. A professional development builder enables teachers to plan, customize, and deliver professional development programs to fellow educators.

In my current capacity as the Library of Congress Teacher-in-Residence, I continue to consider the Teachers Page a valuable resource. Prior to joining the Education Outreach division, I taught third grade in a dual-language immersion public charter school in Washington, DC, where I integrated Library of Congress primary sources into my teaching. On a recent visit to my school, I had the opportunity to experience the power of using primary sources in the classroom.



Luis and Gladis look for details in their map pieces and record their observations on the Primary Source Analysis Tool.

Continued next page

While discussing our upcoming NCCE workshop, *Maps Past and Present: Google Lit Trips Meet Library of Congress Maps*, my colleagues and I decided to visit my former students to gather video footage. Now fourth graders studying the explorers, the students were perfect candidates for the lesson we planned to use -- Drake's West Indian Voyage. The students worked individually and in small groups to analyze maps of four ports-of-call on Sir Francis Drake's 1588 West Indian voyage. After gathering details from the maps, each group wrote a short story describing what was happening in their map.



A small group works to assemble their map and add new details to their Primary Source Analysis Tools.

Although I worked with this group of students last year, the two days we spent working on the maps lesson were eye-opening. What impressed me most were the connections the students made between the details they noticed in the map and their prior knowledge. Each hypothesis they made was supported by evidence they observed in the map. By focusing on three skills—observing, reflecting, and questioning—each student was given the opportunity to notice details and connect what they saw with their prior knowledge. In a class of mostly English Language Learners, this meant my former students were not constrained by content knowledge and, therefore, felt confident enough to take risks.

As the first primary grades Teacher-in-Residence, I hope to encourage other educators to incorporate primary sources into their teaching by developing innovative curriculum units aimed at a younger audience. The tangible links that primary sources provide to historical content are important for contemporary K–12 students.

We invite you to join us at the Northwest Council for Computer Education 40TH annual educational technology conference in Portland, Oregon, March 1-4, 2011, to discover some of the treasures of the LOC. Or visit the Teachers Page and sign up for e-mail updates to learn about joining us for a teacher institute in Washington, DC.

Resources

Library of Congress website: www.loc.gov

Library of Congress Teachers Page: www.loc.gov/teachers

Classroom materials section: www.loc.gov/teachers/classroommaterials

Primary Source Sets: www.loc.gov/teachers/classroommaterials/primarysourcesets

Professional development section: www.loc.gov/teachers/professionaldevelopment

Drake's West Indian Voyage lesson plan: <http://myloc.gov/Education/LessonPlans/Pages/lessonplans/drake/index.aspx>

Northwest Council for Computer Education: www.ncce.org

Sara Suiter is currently serving as the 2010–2011 Library of Congress Teacher-in-Residence. She is working with the Education Outreach team to help teachers incorporate the Library's digitized primary sources into high-quality instruction. Before coming to the Library, Sara taught third grade at a dual-language immersion public charter school in Washington, DC. Drawing on her teaching experience, Sara is working to develop innovative online educational content that will enable educators to more readily use primary sources in the elementary classroom. She can be contacted at ssuiter@loc.gov.

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Intellectual Freedom

by Leigh Morlock,
Intellectual Freedom Chair

At the OASL Fall Conference this year, Ellen Hopkins was the speaker at the Friday night dessert. Even better than the cheesecake was Ms. Hopkins' topic: intellectual freedom. The power in her presentation came not only from *her* words, but from those of her readers. Ms. Hopkins shared letters from readers whose lives, they said, were actually saved by her books. These readers know firsthand what Susan Fletcher declares in *Shadow Spinner*: "Words are how the powerless can have power."

Ellen Hopkins and other authors of her ilk give their readers power—sometimes even the power to survive. At the least, they give them a sort of literary scrying mirror, a way to glimpse into a future that shows, to quote columnist and activist Dan Savage, "It gets better."

With all the recent news of anti-gay bullying leading to teen suicide—at least three documented suicides in September alone—there may never be a more critical time for teens to believe it really does get better. And in this critical time, we as librarians can make a difference. We can make these books available to the students who need them. We will fight to make them available if we need to. We need to show these kids it does get better. That they are not alone in the hell, as Stephen Levine says, of wanting to be somewhere different than where you are.

Putting books on our shelves that deal with real issues that connect with real teens—sexuality, alcoholism, abuse—means we may face challenges from parents, teachers, or administrators. Confrontation isn't fun for anyone; it can be downright scary. Librarians do what we do because we love literature and we love kids—not because we're looking for a brawl. It will take conviction and courage. Courage, to paraphrase Mark Twain, is not the absence of fear, but is finding a way to *resist* our fear and do what needs to be done. So, let's talk about the single best way to become courageous advocates even if we're quivering on the inside: being prepared.

Start by having a school-board approved Materials Selection Policy that includes the Library Bill of Rights. Just reading the Library Bill of Rights can be inspirational. Article 1 is particularly useful in arguments in favor of books that serve your student community: "Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the

origin, background, or views of those contributing to their creation."

Article 2 is terrifically empowering: "Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval."

Also have handy the Reconsideration Policy, which states that complaints must be in writing, complainants must identify themselves and why they are objecting, and complainants must have read the entire work they are challenging.

When you are faced with a challenge, stay calm and listen to the complaint carefully, gathering as much information as possible. Be respectful and take all challenges seriously. Explain the selection and reconsideration policies and procedures. If the complainant wishes to continue with the challenge, provide the reconsideration form. Do *not* remove the material until the reconsideration process has been completed and a decision has been made regarding the challenge. Advise administrators and staff of all requests for reconsideration. Document the challenge and report it to the Intellectual Freedom Clearing House.

You are not alone in facing these challenges. There is a ton of support out there! Just for starters, check out the Internet for these organizations: OASL Intellectual Freedom Committee, ACLU, Oregon Intellectual Freedom Clearing House, and the National Coalition Against Censorship.

To boost your resolve, read testimonials on author websites. Ellen Hopkins has wonderful, inspiring letters from teens on her site. One reader writes, "Your books have not only changed my life, but they've changed my entire perspective on life. *Impulse* got me through a personal experience and helped me believe that life *is* worth living." (<http://ellenhopkinsdedicationwall.blogspot.com/>)

Teen suicide happens because someone believes his life isn't worth living. Books can help him believe otherwise.

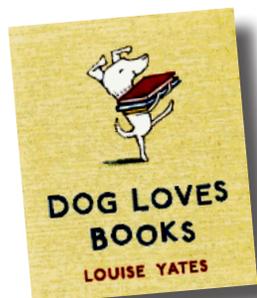
Download all documents, including the Library Bill of Rights, review the detailed challenge process and more at these sites: <http://www.ala.org/ala/issuesadvocacy/intfreedom/librarybill/index.cfm> <http://www.oregon.gov/OSL/LD/intellectual.shtml>

Leigh Morlock is librarian at Health and Science school in the Beaverton School District, and teaches at PSU. Reach her at: lamorlock@hotmail.com.



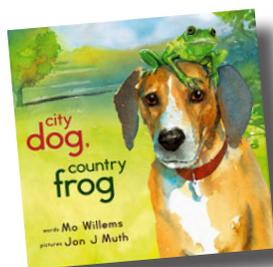
New Favorites

Book Reviews by Joann Lumm



Yates, Louise. *Dog Loves Books*. Illus. 2010. Alfred A. Knopf, an imprint of Random House. 32p. \$16.99 978-0-375-086449-0 Ages 4–9. Since Dog loves books so much, he decides to open a bookstore! However, much to his surprise, people come in looking for directions,

for coffee, but not for books. To pass the time while waiting for customers, Dog reads his beloved books in which his imagination transports him to magical lands filled with adventure. When a customer does come in, Dog knows just what to suggest, due to his prolific reading! Louise Yates's adorable illustrations, rendered in pencil and watercolor exude so much pluck from the little white dog that he is sure to become a favorite with young children. The pastel drawings depicting the clever little dog show how characters in a book do come to life in the mind of the reader. Dinosaurs, kangaroos, and space aliens "inhabit" Dog's bookstore as he reads his books. The pastel pink, light blue, and lavender background watercolor washes sweeten the pages of this motivational book for young children who will learn that you are never alone when you have a book.



Willems, Mo. *City Dog, Country Frog*. Illus. 2010. Hyperion, and imprint of Disney Book Group. \$17.99. 58p. 978-1-4231-0300-4 Ages 4–7. Starting in the spring, City Dog meets Country Frog, who shows

him how to really live. Their loving friendship continues during the summer and the fall until the winter when City Dog faithfully waits for his absent friend. The next spring, a briefly saddened Dog resiliently picks up his frolicking with a new friend. Due to Willem's signature use of spare text, children will naturally elaborate and make inferences from the compelling, spectacular, emotion-filled illustrations

that capture the souls of a little frog and a large dog. Muth's skillful use of watercolor washes brilliantly captures the ambiance of each season through his remarkable ability to show how light changes over the year, e.g., the deep oranges and blues in the fall, the blues and lavenders in the winter. His adept depiction of water reflections showcases his exceptional skill in this medium. Readers will be endeared to the friends' love depicted with Frog holding a leaf over wet Dog, Frog resting happily on top of Dog's head, and a close-up of Dog giving a froggy smile. The theme of friendship and how it changes with time is captured in this stunning book.

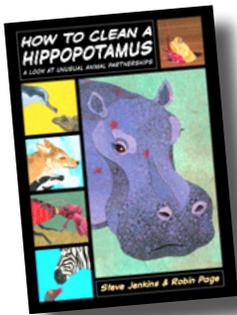


Brown, Peter. *Children Make Terrible Pets*. Illus. Little, Brown. 2010. \$ 16.99. 36p. 978-0-316-01548-6

Ages 4–8. Once again, the remarkable Peter Brown has created hilarious characters in this very funny juxtaposed story about a bear, Lucy,

who asks her mother if her found boy, Squeaker, can be her pet. Although the mother bear warns Lucy that "children make terrible pets," Lucy tries to train him. Although Lucy and Squeaker enjoy eating, playing, and napping together, the boy (who only says, "Squeak") proves difficult in other areas. Brown perfectly captures the exuberance of the bear through expressive renderings and lively text: "OH! MY! GOSH! / You are the cutest/ critter in the/ WHOLE forest!" Brown's boxy renditions of bears (reminiscent of Yogi Bear) adorned in clothes, e.g., an adorable flowered skirt and pearls, boldly fill each sepia-toned page. His use of exaggerated features and diminished grounding lines creates visually interesting illustrations. In one sequence, Lucy wears a kangaroo outfit with Squeaker in her pouch! As stated by Brown, "the illustrations for this book were rendered in pencil on paper, with cut construction paper and wood and a wee bit of digital tweaking." The text appears in turquoise boxes or in word balloons, making it a good choice for developing readers.

NEW FAVORITES • BY JOANN S. LUM • NEW FAVORITES • BY JOANN S. LUM • NEW FAVORITES

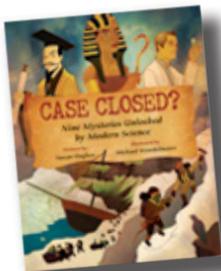


Jenkins, Steve & Robin Page. *How to Clean a Hippopotamus: A Look At Unusual Animal Partnerships*.

Houghton Mifflin Books for Children, an imprint of Houghton Mifflin Harcourt. 32p. \$16.00. 978-0-547-24515-7

Ages 6–10. How do the egret, a long-legged bird, and the waterbuck, a large antelope,

help each other on the African grasslands? How do coyotes and badgers catch more prairie dogs if they hunt together? In this accessible book exploring symbiosis, children will understand through articulate language and spectacularly sequenced collages how some of the world's most unusual animals coexist. "The sea anemone and the clownfish, with its immunity to the anemone's poisonous tentacles, are one of the best-known examples of animal symbiosis. But this relationship is more complex than it might appear." Using an enlarged comic book format, artistic yet telling collages and text in panels combine to tell of the many unusual animal relationships exhibiting symbiosis. For example, four frames explain how an oxpecker pulls ticks off of the giraffe. At times, other similar relationships are highlighted. Three additional pages at the end give precise information about the size, habitat, and diet of each of the fifty-four animals mentioned. The exquisite, colorful collages of cut and torn paper permeate every inch of this magnificent, artistic science book.

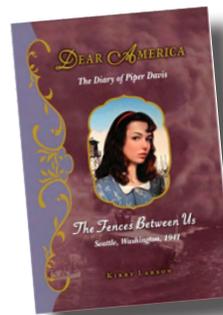


Hughes, Susan. *Case Closed? Nine Mysteries Unlocked by Modern Science*. Illus. by Michael Wandelmaier. Kids Can Press. 2010. \$17.95. 88p. 978-1-55453-362-6

Ages 8–12. In this highly unusual picture book, mystery enthusiasts and science fanatics will feel

like they are part of the team that unravels fascinating mysteries from the past. Nine stories that have tantalized historians, archaeologists, and scientists are unlocked through both traditional methods and modern technology. The mystery of the missing ancient Pueblo people last seen around 1300 AD is solved through the use of a computer simulation program; the mystery surrounding Anastasia, a Russian princess

last seen in 1918, is solved through the use of DNA testing; the missing pharaoh, Hatshepsut's mystery is understood through the use of a CAT scan on the mummy. The format (Introduction, Background, Case Open, Mystery Solved?) repeats for each of the nine mysteries, creating a cohesive frame for both the reader's understanding and future retrieval. The ample illustrations, annotations, occasional photographs, and glossary integrate and illuminate the dense text. Through the use of amazing, colorful illustrations mimicking actual photographs and maps, this distinctly different book is sure to intrigue and entice both the enthusiastic as well as the reluctant science and/or history readers.

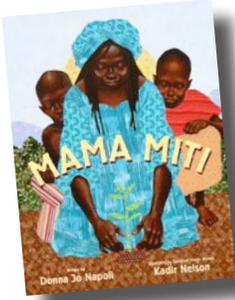


Larson, Kirby. *The Fences Between Us: The Diary of Piper Davis (Dear America)*. Scholastic, \$12.99. 316p. 978-0-545-22418-5

Ages 8–14. In this riveting and gripping story, unfolding across two school years in the fictionalized life of thirteen-year old Piper Davis, the

events leading to Pearl Harbor and the subsequent Japanese internment come to life. Following the Dear America format, young Piper writes in her journal chronicling her life as a daughter of a Baptist pastor to the Japanese, first in Seattle, Washington, and then at the Minidoka Relocation Center in Eden, Idaho. Piper's life in school, her brother joining the Navy, her sister's marriage, and her American Japanese friends' cruel mistreatment unfold through Larson's thoughtful writing. Through the rich historical and cultural context (e.g., air raids, Pearl Harbor details, Victory Gardens, Sky Bar candy, Tangee lipstick), Larson thoroughly transports readers to the WWII era. The coming-of-age subplots e.g., Piper's young crush with Bud, rebellion against her father, slowly develop through this must-read book. Themes of friendship, racism, integrity, loyalty, and nationalism unfold naturally within the context of the early 1940s. At times, Larson states some conclusions, but mostly through Piper's growing maturity and the well-developed secondary characters, readers will understand the rippling effects of war. Extensive historical notes and photographs at the end of the book provide elaborated WWII information.

Continued next page



Napoli, Donna Jo. *Mama Miti: Wangari Maathai and the Trees of Kenya*. Illus. by Kadir Nelson. Simon & Schuster. \$16.99 36p. 978-1-4169-3505-6.

Ages 5–10. Inspired by the life Wangari Maathai, the 2004 Nobel Peace Prize recipient, acclaimed author Napoli and award-winning

illustrator Nelson collaborate in this stunning picture book. From a young age, Wangari learned to love and respect trees from stories that had been passed down from her elders. Distraught women with hungry families, sick cows, and starving goats come to the wise Wangari for help. Wangari tells each woman to plant a particular tree to solve her woes, and then she gives a blessing. “Plant a tree. A mukawa. Its thorns will keep out predators. / Thayu nyumba-Peace, my people.” The full-page illustrations, rendered in oil paints and printed fabrics on gessoed board, often spill onto the opposite white page displaying the oral narrative text. The vivid pairing of intense colors and rich textures transports readers to the beautiful country of Kenya. The proud and tenacious faces of the Kenyan people, rendered in deep brown paint, are showcased against the vibrant colors, e.g., magentas, intense greens, and bright turquoises of their dress in each of the complicated collages documenting the inspirational spirit of the people and of the land.



Harrison, Cora. *I Was Jane Austen's Best Friend: A Secret Diary*. Illus. by Susan Hellard. 2010. Delacorte Press, an imprint of Random House. 342p. \$17.99. 978-0-385-73940-5

Ages 13 and up. Using actual people and events from the life of the teenage Jane Austen, Harrison has skillfully penned

a fictional story of family, friendship, and love. Jenny Cooper, Jane's orphaned cousin, risks her life, and more significantly, her precarious reputation when she embarks on an urgent mission to mail a letter to save her deathly ill Jane. Jenny's chance encounter with a handsome captain on the dark, infamous streets of Southampton, sets a potential scandal in motion. Now living with the Austen family, Jenny blossoms in her new life filled with loving, numerous cousins and Mr. Austen's students. This page-turner is cleverly told in a comprehensive, first-person diary form involving many interesting characters, most notably Captain Williams whose voice is “*velvet-smooth like chocolate.*” Although Jenny's diary is in common English with charming sketches, Austen's characteristic language is sprinkled throughout in the form of story writing that she gives to Jenny e.g., “*Lovely and fair one, 'said the noble youth, 'not withstanding your forbidding squint... I cannot refrain from expressing my raptures ...*” Although Harrison allows readers to revel in the girly aspects of the period, she also exposes Jane's heartbreak of her family's rejection of her mentally handicapped brother, George. This multilayered book will appeal to all Austen fans longing for romance, secret love, and fancy balls.

===== **NOTICE** =====

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INTERCHANGE

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