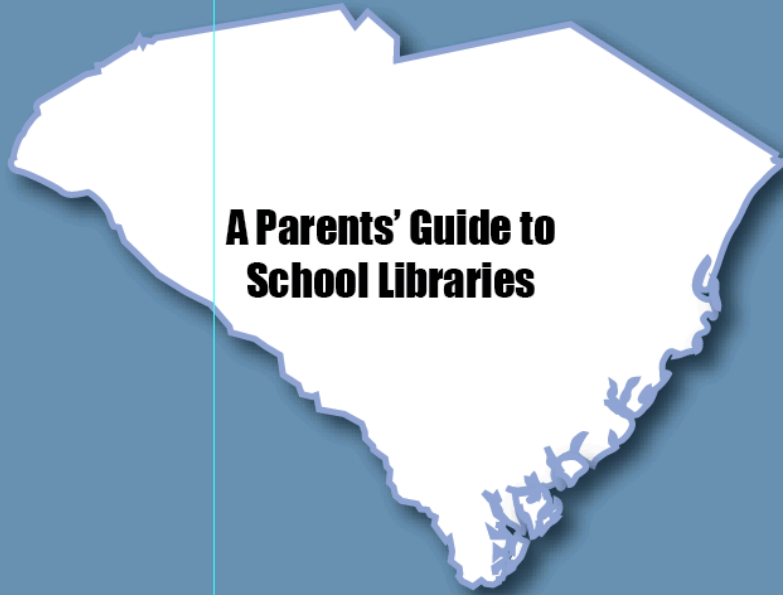


SOUTH CAROLINA POWER!



**A Parents' Guide to
School Libraries**

**David V. Loertscher
with JoEllen Misakian**

South Carolina Power!

A Parent's Guide to School Libraries

Donna Shannon
Martha Alewine
David V. Loertscher

DRUM ROLL!
And, Introducing
Us Cats



Brigham

You don't have
to be so
dramatic, Kid



Wednesday

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South Carolina Power! A Parent's Guide to School Libraries is available two ways:

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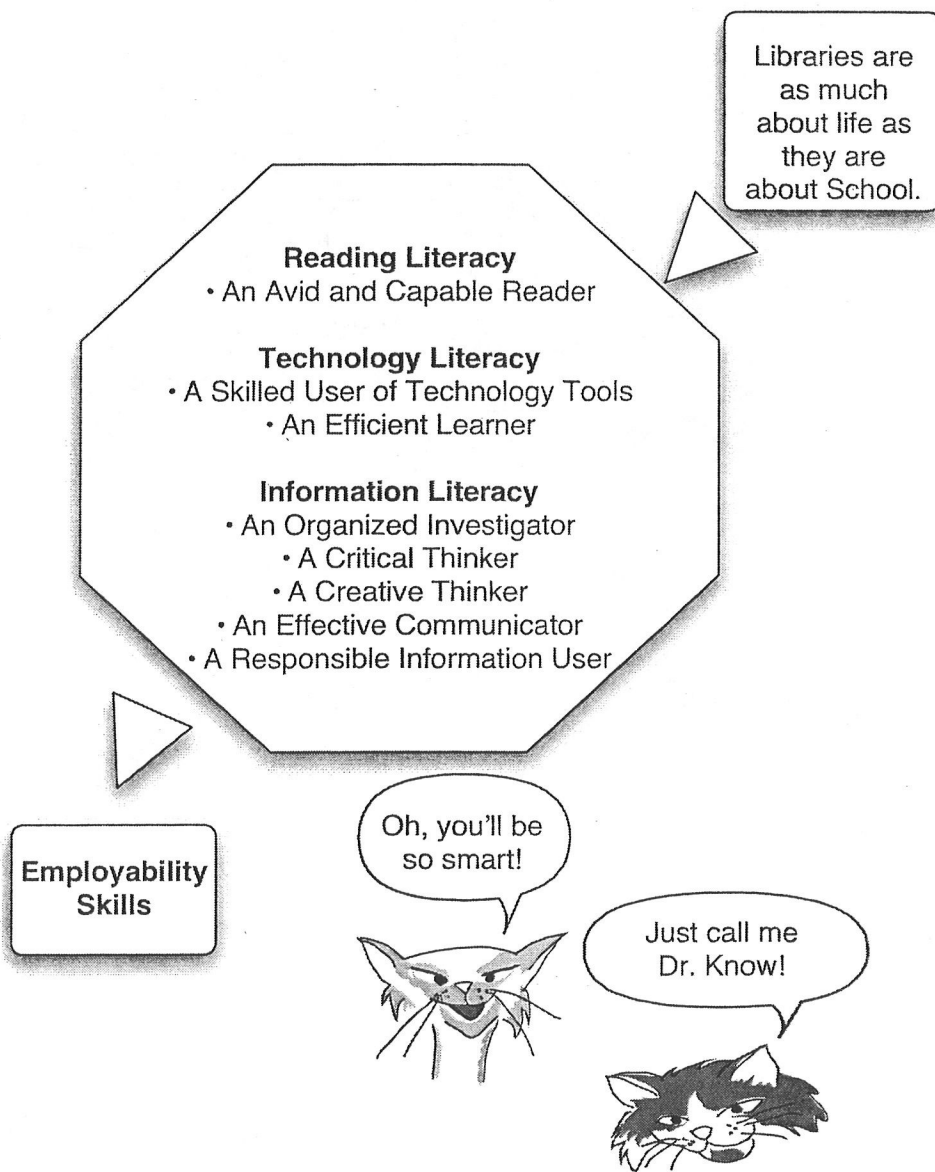
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A School Library Agenda for Your Child/Teen

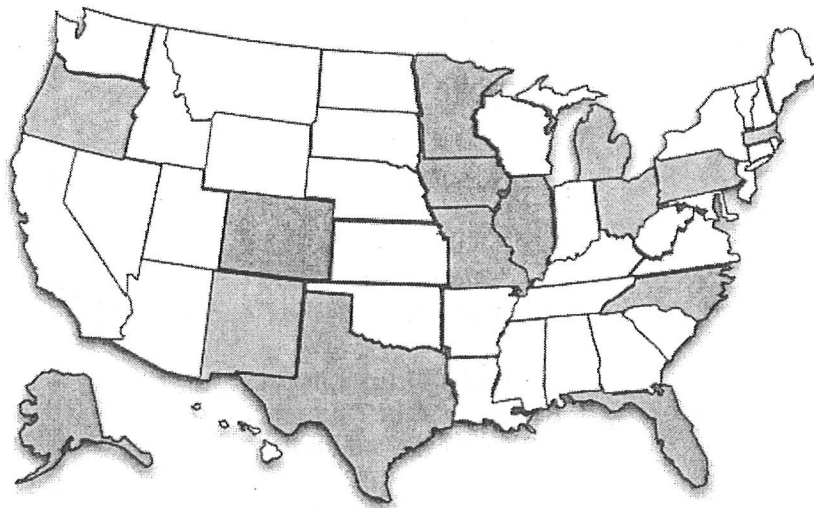
What type of person is likely to be successful in today's information-rich and technology-based world? What type of learner is likely to be successful in the world of the future insofar as we can foresee that world?

When an exemplary library program is in place, every young person can be equipped with:



Research on School Libraries: A National Picture

Since 1999, sixteen states have commissioned studies¹ about the impact of school libraries. In every instance, good school library media programs are linked to higher academic achievement—one part of a healthy educational diet.



Alaska, 2000
 Colorado, 1993, 2000
 Florida, 2003
 Illinois, 2005
 Iowa, 2002
 Massachusetts, 2000
 Michigan, 2003
 Minnesota, 2002
 Missouri, 2003
 New Mexico, 2002
 North Carolina, 2003
 Ohio, 2004
 Oregon, 2001
 Pennsylvania, 2000
 Texas, 2001

It's like milk
 in your cat dish.



Mmm!



¹ For a complete list of these studies, consult <http://www.davidvl.org> under "Research" or the Colorado State Library at <http://www.lrs.org/impact.asp>.

How Does South Carolina Compare to the Nation in School Libraries?

In March 2004, the Federal Government released the report: *The Status of Public and Private School Library Media Centers in the United States: 1999-2000* available at <http://nces.ed.gov/pubs2004/2004313.pdf>.

While the data are old (fed wheels grind slowly), this report the most recent set of national statistics we have. How did South Carolina compare to the nation that year? The following table summarizes some of the most important findings:

Characteristic	Source	South Carolina	Nation
Public schools that claim to have a library	p. 5	97%	91.6%
Private schools in the U.S. that claim to have a library	p. 6	Not reported	62.8%
Public schools that have a certificated librarian	p. 9	94%	75.2%
Number of schools with a full time librarian at the school	p. 19	91%	60.5%
School libraries with paid library aides	p. 23	76.4%	71.6%
Average library expenditures (books and multimedia)	p. 29	\$8,281	\$8,729
Average number of books in the library	p. 29	9,305	10,232
Average library circulation of materials per week	P. 47	649	605

Conclusions:

- Almost all schools in South Carolina have a library staffed with a professional librarian.
- Three quarters of the libraries have both a professional librarian and some type of clerical assistance.
- Spending on materials and its impact on collection size lags behind the national average.
- Circulation of materials is above the national average, which speaks well to library personnel who are obviously stressing access to books and reading.

The Good News and the Bad News:

South Carolinians should be proud that they are leaders in providing libraries staffed with professionals and often clericals to help their children get access to books, information, and technology. However, like every other part of the educational system, it is a quality person, a go-getter, and an educational leader who really makes the difference in the life of your child/teen. As with everything else, the questions remain: Does my child have quality teachers? Does my child have access to quality library media staff? It is not very difficult to find the answer to both questions.

Good advice for every parent and grandparent:

- A school library with lots of books and a dynamic professional librarian makes a difference to your child's/grandchild's education.
- Find out if your school actually has a professional librarian and good budgets to buy materials you child wants to read.
- Even in hard times, if you cut the library, you decrease your child's chances of succeeding in school.

Why a Professional School Librarian?



"You mean we need a person with a Master's Degree in the school library? After all, can't the books just be checked in and out by an aide or even a volunteer parent?"



"I'm afraid not, Kid. The school librarian of today is a teacher who administers a very complex print and digital information environment and serves as an information coach for teachers and students."

Here's a few things professional school librarians do:

1. They help teachers create exciting learning experiences in an information-rich and technology-rich environment.
2. They help every student get the best information to fulfill their assignments.
3. They build and maintain a digital school library open to your children/teens 24 hours a day, 7 days a week from anywhere in the school and from home. And they are interested in "smaller," "safe," and reliable information rather than the whole Internet.
4. They guide and teach students to evaluate information—particularly from the Internet (world wide web): "Who's saying what to me, for what reason, and with what credibility?"
5. They teach students the research process to help them manage "information overload" now and in the future.
6. When teachers bring classes to the library, the librarian serves as a second teacher so that every student gets individual attention.
7. And, by the way, the library is still reading's best friend.

Is your school library staffed by a PROFESSIONAL school librarian? Ask the pointed question: "Are you a credentialed school librarian?" If your school does not have such a person, ask why not and what is being done about it. Research shows that kids who attend schools with a highly-qualified school librarian leading a top-notch library media program do better on standardized tests.



"Trying to staff a library with only an aide is like trying to run a hospital entirely with LPN s."

South Carolina Academic Standards and Information Literacy

South Carolina has developed academic standards that describe what students should know and be able to do in eight subject areas and at each grade level. Guides for Parents and Families about what students should be learning at each grade level are available on the South Carolina Department of Education website. You will find them at <http://www.state.sc.us/eoc/guides-to-scc-standards.htm>.

The state does not have separate standards for information literacy and technology. Instead, these skills and processes are embedded in the academic standards. For example, the English/Language Arts standards include a research strand at every grade level. As part of the research strand, students are expected to learn to "access and use information from a variety of appropriately selected sources to extend his or her knowledge." "Abilities necessary to do technological design" are part of the science academic standards. The state has also adopted the American Association of School Librarians Information Literacy Standards for Student Learning (see below) and technology standards developed by the International Society for Technology in Education.

Information Literacy Standards for Student Learning¹

Information Literacy—The student who is information literate:

- accesses information efficiently and effectively.
- evaluates information critically and competently.
- uses information accurately and creatively.

Independent Learning—The student who is an independent learner:

- is information literate and pursues information related to personal interests.
- is information literate and appreciates literature and other creative expressions of information.
- is information literate and strives for excellence in information seeking and knowledge generation.

Social Responsibility—The student who contributes positively to the learning community and to society:

- is information literate and recognizes the importance of information to a democratic society.
- is information literate and practices ethical behavior in regard to information and information technology.
- is information literate and participates effectively in groups to pursue and generate information.

¹ American Association of School Librarians and Association for Educational Communications and Technology. *Information Literacy Standards for Student Learning*. American Library Association, 1998. For more information about the nine information literacy standards, see the American Association of School Librarians web page at <http://www.ala.org/ala/aasl/aaslproftools/informationpower/informationliteracy.htm>.

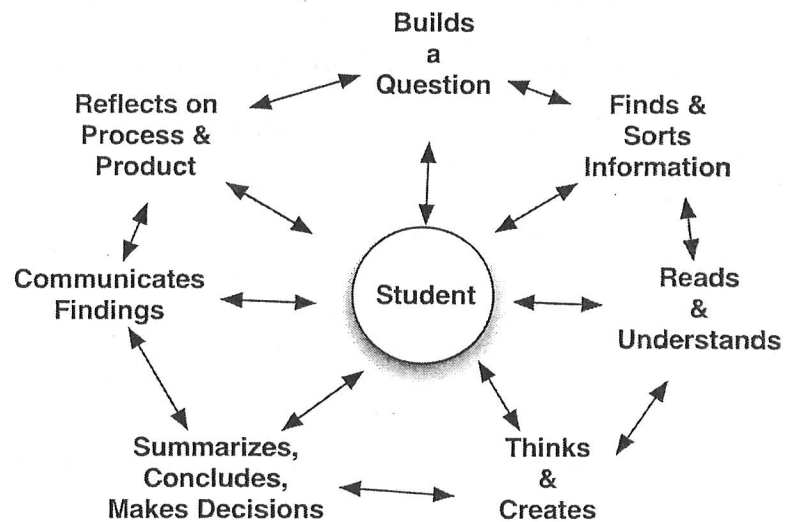
Information Literacy: A Life Skill

Doing research in the world of information whether a kindergartner or an advanced high school senior is what librarians help every student do as they study science, social studies, or any other school topic.

The challenge for the students of today is to sort through all the information and voices crowding into their world. Though overwhelming, they must learn to make sound decisions, evaluate information, and prepare for jobs and careers.

Given a topic, a problem to solve, an assignment, a paper to write, or just a personal quest, the child or teen might follow the process pictured below. It's a messy process, sometimes frustrating, requiring lots of work, and hard thinking.

The Information Literacy Process



You expect me to do all that?



Keep it a secret, Kid, it's called learning.



Helping Your Child/Teen with Information

As young people do various assignments/projects requiring the finding and use of information, parents can help and support what the school librarian is teaching. Here are some ideas as the research process develops.

The Research Task	What the Librarian Teaches	How Parents Can Help
Build a Question	<ul style="list-style-type: none"> Building background knowledge about a topic. The difference between a good question and a poor question. Narrowing a topic. Forming key words. 	<ul style="list-style-type: none"> Find books on the topic with lots of pictures to share together. Explain concepts and define terms. Help narrow a topic to something manageable in the time available.
Find and Sort Information	<ul style="list-style-type: none"> Search strategies. Locating resources. Skim, scan and consider. Evaluate resources. 	<ul style="list-style-type: none"> Ask about the quality of the information being used. Is this source the best information?
Read and Understand	<ul style="list-style-type: none"> Reading strategies. Actively read, view and listen. Reading pictures. Use features of non-fiction text. Note-making. 	<ul style="list-style-type: none"> Keep asking and helping to find the "main ideas" and the "supporting ideas" as reading/viewing/listening occurs.
Think and Create	<ul style="list-style-type: none"> Using graphic organizers. Sorting, comparing, and classifying information. Looking for patterns and trends. Compare and contrast. 	<ul style="list-style-type: none"> Help make logical connections between ideas across the various sources being used.
Summarize, Conclude, Make Decisions	<ul style="list-style-type: none"> How to summarize ideas. Drawing conclusions. Making decisions. How not to plagiarize. 	<ul style="list-style-type: none"> Does the conclusion, decision, or summary follow logically from the information collected?
Communicate Findings	<ul style="list-style-type: none"> Techniques of presenting information in print or multimedia. 	<ul style="list-style-type: none"> Are the ideas presented more important than how flashy the presentation is?
Reflect on Process and Product	<ul style="list-style-type: none"> How to reflect: What I know and am able to do. How well did I do? How can I do better over time? 	<ul style="list-style-type: none"> No matter the grade, what do they know and what are they able to do? How can they do better next time?



Cut and Clip (Plagiarism)—A Major Problem

The number-one complaint of teachers and librarians today is that students cut and clip information from the Internet, books, and other resources and then pass it in as if it were their own work. There are also services available on the Internet where, for a fee, the student can download a research paper to print out and hand in. The impact on learning is devastating. Zero learning.

Replace **CUT** and **CLIP** with:

Cut, Clip, THINK!

Let's get a few things straight:

1. It's OK to cut and clip articles, pictures, quotes, or anything else as you assemble information for a project.
2. Hint: When cutting and clipping, be sure that the source (or citation) follows the information, so you don't lose the author, title, date, Internet URL, etc.
3. When we use information from a source, we cite it properly with the author, title, publisher, date, or Internet URL. If we don't, we have plagiarized.
4. We may quote and summarize the ideas of others, but it is our own creative thought, analysis, and decisions that will be evidence of learning.
5. How to THINK is the true objective of learning and the life-blood of our society.

You can help by asking good questions as your child's/teen's project develops. Question starters will stimulate discussion and perhaps some appropriate advice.

1. Have you recorded the sources as you find information?
2. What is the difference between what this author says and what you think?
3. How did your teacher or librarian teach you to record the sources of the ideas you have gathered?
4. How do you weave yours and other's ideas into a finished product?

Thinking makes my head hurt!



Better than getting your butt kicked, Kid



Judging an Internet Site: A Critical Skill

Use this guide to help decide whether or not the web pages are reliable sources for research. Need help? Ask your school librarian.

URL: _____

Author:	Based on the information you found, rate this source:
Who is the author? (Can't find a name? Look at the top and bottom of the page. Click through other pages on the site looking for an author).	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Credible</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Not Credible</div>
What makes the author an expert on this topic? What do you learn about the author's occupation , years of experience , education , or other facts that make him an expert?	
List any connection the author has to a university, research laboratory, governmental agency, or other reputable organization related to the topic.	

Purpose:	Based on what you found out about the purpose, rate this source:
What is the purpose of the website ? To sell something? To provide information ? To convince you of something? What does the domain name (.com, .gov, .org, .edu, .info) tell you about the purpose of the site?	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Biased</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Not Biased</div>
If only one side of the argument is presented, what side is left out?	
What is another resource or type of resource that might provide the other side of the story?	

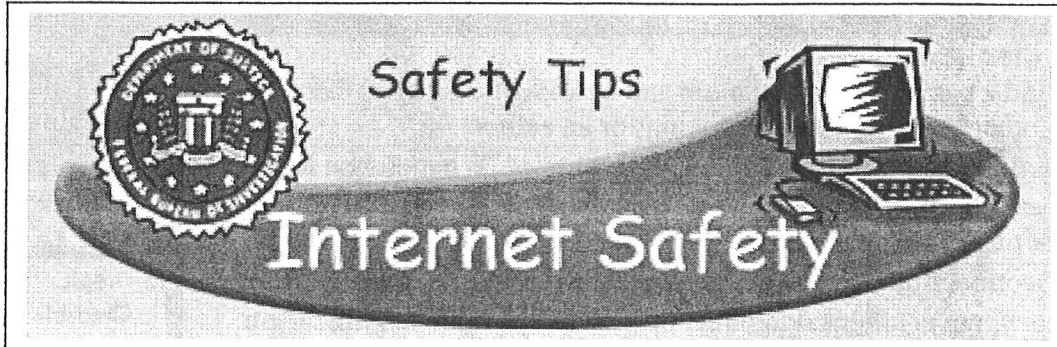
Accuracy:	This information is
Note any obvious errors on the page, including spelling or grammar errors. What does this suggest about care in producing the page?	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Accurate</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Not Accurate</div>
How does the information factually compare to information from other sources you've already read?	

Content and Currency:	This information is
If statistics are provided, how old is the data ?	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Current</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Cited</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Not Current</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Not Cited</div>
How recent is the other information on the page? Does this make the information more or less valuable?	
When was the page written ? When was it last revised?	
Does the author provide a bibliography, works cited page, or footnotes that tell us where he/she got the information?	

Summary:	The best reasons for using or rejecting this website are:
-----------------	---

Internet Safety for Kids

Here are a few tips from the FBI about Internet Safety



There are some very important things that you need to keep in mind when you're on your computer at home or at school.

- First, remember never to give out personal information such as your name, home address, school name, or telephone number in a chat room or on bulletin boards. Also, never send a picture of yourself to someone you chat with on the computer without your parent's permission.
- Never write to someone who has made you feel uncomfortable or scared.
- Do not meet someone or have them visit you without the permission of your parents.
- Tell your parents right away if you read anything on the Internet that makes you feel uncomfortable.
- Remember that people online may not be who they say they are. Someone who says that "she" is a "12-year-old girl" could really be an older man.

You mean, dobermans are everywhere?



File your claws, Kid



To read more about new privacy rules, visit the Federal Trade Commission's web site at <http://www.ftc.gov>. There is a special section just for kids.

Also, download the FBI's "A Parent's Guide to Internet Safety" either in English or Spanish at <http://www.fbi.gov/publications/pguide/pguide.htm>.

Help Your Child/Teen Become an Expert: Start at the School Library

"I've been crazy about frogs since I was a kid. I collected them along with snakes, ants, and other critters, and even joined the Wisconsin Herpetological Society as a charter member—at age 14. Now, as a zoologist-photographer, I get to combine my two great passions. For a guy like me, an assignment to cover Brazil's Atlantic forest was a ticket to Frog Heaven."

—Mark W. Moffett. "Frog Heaven," *National Geographic*, March, 2004, p. 24.

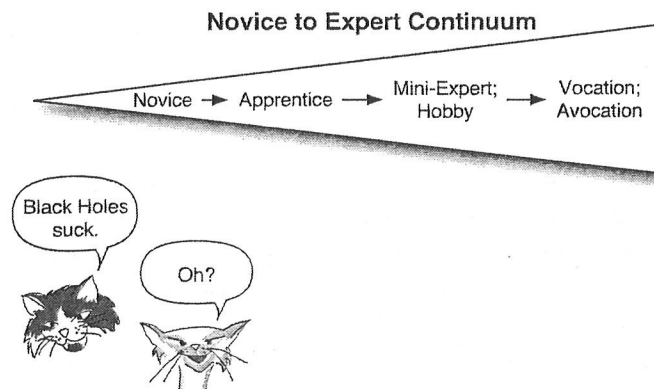
On winning the Academy Award for 2004, Peter Jackson, the Director of The Lord of the Rings movies said, "Thanks to my parents who gave me an 8mm movie projector at age nine."

Depending on the school your child attends, the focus of education may be on gaining basic knowledge about many topics. Projects and research or natural curiosity may lead your child into topics far beyond the expertise of teachers or the school's curriculum.

When your child becomes interested in dinosaurs, science fiction, inventions, the Antarctic, whales, or a myriad of other topics, talk to the school librarian about ways to push the interest into expertise.

You and your child might:

- ❖ Explore the school library first.
- ❖ Explore the public library.
- ❖ Explore the Internet.
- ❖ Link into experts.
- ❖ Gain access to advanced collections.
- ❖ Do experimentation and research.
- ❖ Question all information in libraries. Your child might be in the forefront of something great.



A Critical Thinker

Numerous educators have been interested in the idea of critical thinking in the past decade. Indeed, there is a major body of literature on the topic. Librarians see critical thinking as one of the components of building an information literate person. The objective is to create neither students who are sponges (believing everything they read, view, and hear), nor skeptics (believing nothing they read, view, and hear), but healthy skeptics (using evidence and authoritative sources to judge believability).

CRITICAL THINKING CONTINUUM

Sponges - - - - - Healthy Skeptics - - - - - Cynics

Becoming a healthy skeptic is one of the life skills librarians try to build rather than an idea just for school. One of the major challenges, for example, is to educate children and teens to evaluate information they find on the Internet. Parents will want help their children ask:

Who is saying what to me, for what reason, and when was it said?



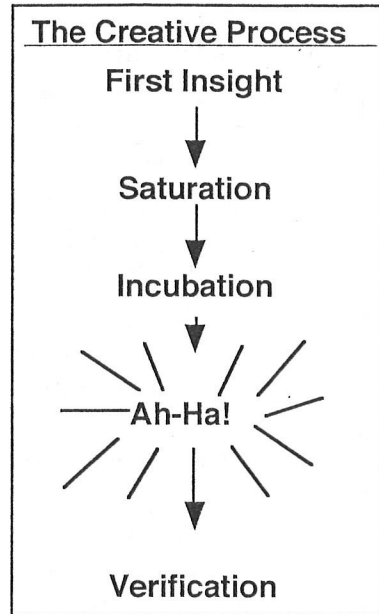
Another way of involving young people is to make them answer questions about a source before they can use it in their projects/research papers. We want the questions to become second nature so that as adults, they discriminate among the flood of messages they encounter.

Evaluative Questions for Judging Quality Information

- Is the source authoritative? (Trustworthiness is a key factor.)
- Is the information current? (Current insofar as the topic requires the latest information.)
- Is the information fact or opinion? (Opinions are fine as long as we recognize them as such.)
- Is the information accurate? (Ah, most difficult to ascertain, such as an Enron report to stockholders several years ago.)
- Is the information easily understood and useful? (This is a critical factor for children and teens who lack the time or skill to plough through complex information sources.)
- Does the provider of the information have an agenda? (Beware of the information source that is really out to sell the reader something or is propagandizing the reader.)

A Creative Thinker

Is your child/teen creative? All have creative capacities and they can be improved. Creativity can also be squashed. Consider the definition at the right¹ and an advertising poem used by Apple Computer.² School libraries are full of creative ideas and books that stimulate creativity. Enjoy.



To the Crazy Ones

Here's to the crazy ones.
 The misfits.
 The rebels.
 The troublemakers.
 The round pegs in the square holes.
 The ones who see things differently.

They're not fond of rules.
 And they have no respect for the status quo.

You can praise them, disagree with them, quote them,
 disbelieve them, glorify them or vilify them.
 About the only thing you can't do is ignore them.

Because they change things.
 They invent. They imagine. They heal.
 They explore. They create. They inspire.
 They push the human race forward.

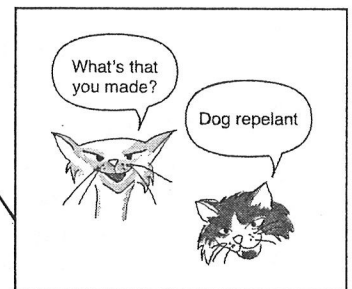
Maybe they have to be crazy.
 How else can you stare at an empty canvas and see a work of art?
 Or sit in silence and hear a song that's never been written?
 Or gaze at a red planet and see a laboratory on wheels?

We make tools for these kinds of people.
 Because while some see them as the crazy ones, we see genius.

And it's the people who are crazy enough to think they can change the world,
 who actually do.

Think different.

c. 1997. Apple Computer Inc.



¹ The creative process is Getzel/Kneller's description in von Wodtke, Mark. *Mind Over Media: Creative Thinking Skills for Electronic Media*. New York: McGraw-Hill, 1993, p. 115.

² © 1997, Apple Computer, Inc. Used by permission.

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Tips for Homework Help

Homework: A Concern for the Whole Family

How to Help: Show That You Think Education and Homework Are Important

- ❖ Set a Regular Time and Place for Homework
- ❖ Remove Distractions
- ❖ Establish Family Quiet Times
- ❖ Provide Supplies and Identify Resources
- ❖ Set a Good Example
- ❖ Be Interested and Interesting

How to Help: Monitor Assignments

- ❖ Stay in Touch with your Child's Teacher
- ❖ Ask about the Homework Policy
- ❖ Be Available
- ❖ Look over Completed Assignments
- ❖ Monitor Time Spent Viewing TV and Playing Video Games

How to Help: Provide Guidance

- ❖ Help Your Child Get Organized
- ❖ Encourage Good Study Habits
- ❖ Talk about the Assignments
- ❖ Watch for Frustration

From: "Helping Your Child With Homework."
U.S. Dept. of Education, Accessed March 2,
2004 at <http://www.ed.gov/parents/academic/help/homework/index.html>

The entire manual is available for downloading in a number of formats.

Know How the School and Public Library Can Help

Resources

- ❖ Know the open hours of both school and public libraries.
- ❖ Know what's available on school library and public library websites.
- ❖ Look for lists of the best websites on your school's library webpage - several well-chosen websites will save countless hours of searching. Some school libraries include links to websites in their online catalogs.
- ❖ Know if there is a "virtual reference service" available—a librarian online to help at any time of day or night.
- ❖ Know what online databases and digital periodical collections can be accessed from home and get passwords needed for access from the school or public librarian.

Advice:

- ❖ Be a supportive guide on the side.
- ❖ Help your child with organizational skills and timelines for the assignments.
- ❖ Help the child meet milestone deadline dates along the way for longer projects.
- ❖ **Don't do the projects for your child!**

The Library and the Textbook

Textbooks constitute a core element in most schools in the United States because they provide structure, standardized content, and guidance for teachers on how to teach a course. Textbooks are extremely expensive sources of information. Check with your school, but many schools budget anywhere from \$60-\$100 per year per student to keep the textbooks somewhat current. With the rise of students who are learning English or who are poor readers, it would not be uncommon to have 60% of a class that can not read and understand the textbook.

A typical teacher faced with 60% of the class who cannot read and understand the textbook has only one alternate information source—the school library. If your child does not read well, then the library is the only hope to provide understandable content. If your child is a very good reader, the library can provide an extensive selection of resources that supplement the textbook with more challenging and thought-provoking materials

Typically, for less than half the budget of textbooks, the library collection will contain:

- Materials written on many reading levels
- Materials on many topics of interest
- Depth of subject treatment vs. the breadth of treatment in textbooks
- Pictures, diagrams, charts, and real objects
- Multimedia such as videos, audio, and computer software
- Periodicals, maps, atlases, and reference books
- Electronic databases on many topics
- A wide variety of perspectives such as cultures and opinions

This textbook is BORING!



Where's your library card?



The point is not to eliminate textbooks. The point is to supplement any textbook with a fine collection of library materials that can support every learner—your child included. Schools with the most at-risk students should have the best libraries if we really expect every child to pass "the test."

Technology is a Link to Learning in South Carolina

Your child's school has access to services from South Carolina Educational Television. Ask your school's library media specialist for more information.



Knowitall.org

South Carolina ETV's Resources for K-12 Students and Teachers

What is available to my child?

Reliable Internet sites correlated to South Carolina Academic Standards including images, videos, and virtual tours.

Learn about South Carolina culture and history as well as science, social studies, and math.

Great SC resources that should not be missed!

SC Literary Map

<http://students.libsci.sc.edu/literarymap/index.htm>
A project of the Palmetto Book Alliance and the USC's School of Library and Information Science. Find biographical information on SC writers county by county. Lists of writers for children and youth and African-American writers are also provided.

EdVenture

<http://www.edventure.org/home.asp>
The largest children's museum in the south.

South Carolina State Museum

<http://www.museum.state.sc.us/>
History of SC, special exhibits, activities, and more under one roof

Riverbanks Zoo and Garden

<http://www.riverbanks.org/>
Learn about the zoo's animals as well as native and exotic plants by exploring the Zoo's website

StreamlineSC

(from ETV)

This standards-based video on demand service available to every school in South Carolina provides over 26,000 video clips related to subjects taught in SC schools. Ask your school's library media specialist for more information about this resource.
<http://www.sctv.org/education/streamline>

School Libraries and Technology Departments

When microcomputers appeared in schools, the person leading the way was usually the school librarian. However, in early computer years, a split sometimes developed between the library and the technology department with its networks and computer labs. Today we see a trend toward merging libraries and computer labs, but staffing is still a problem since no one person can do it all and keep it all running.

Even though school librarians are interested in the network wires, their expertise is in what's ON the wires. Their focus is on:

- ❖ Online databases containing periodicals and factual information;
- ❖ Links to the best Internet sites;
- ❖ Tools students can use to do their assignments;
- ❖ Access in the library, the classroom, and at home;
- ❖ Portability of computers for differing classroom/library uses;
- ❖ Wireless access to library information systems anywhere in the school;
- ❖ Helping teachers create exciting learning experiences using technology as a teaching tool; and
- ❖ Helping students understand how to locate, access, and use information and information technology

No matter how the school is organized, whether libraries and technology staffs are separate or merged, parents will want results rather than excuses.

By asking your child/teen and then interviewing the school librarian, you will be able to ascertain the state of information systems in the school that are needed to support your child's education. Ask about:

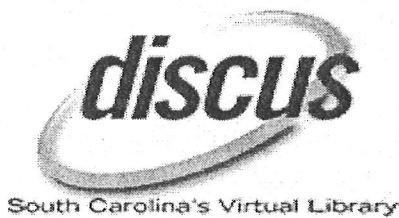
- ❖ The state of computer equipment (age, software, operating systems);
- ❖ If the information systems are reliable and working 24 hours a day, 7 days a week;
- ❖ Equitable access to computers for every child;
- ❖ Software your child needs to do excellent work;
- ❖ Databases and digital periodical collections to find high quality information;
- ❖ Collections of the best Internet sites targeted at school topics and age levels; and
- ❖ Filters to protect against ads and non-instructional information yet open enough to find the information your child needs.

This handheld connects using Bluetooth



Huh?





South Carolina's Virtual Library

What is DISCUS?

DISCUS—South Carolina's Virtual Library gives all South Carolinians *free* online access to the best subscription library resources. DISCUS supplements and expands the print and online resources available to state residents through their school, college and public libraries. DISCUS ensures equal access to information and learning resources regardless of where people live.

What information resources does DISCUS provide?

DISCUS offers a variety of organized resources, called *databases*, which target the information needs of individuals of all age groups, educational levels and interests. These databases include millions of articles from thousands of general magazines, professional periodicals and newspapers. They also include reference material, maps, pictures, student and teacher resources, links to high quality educational Web sites, and much more!

How is DISCUS different from the "free" Internet?

Although access is via the Web, DISCUS resources are different from most "free" Web sites because they include published, credible information. DISCUS resources are produced by reliable publishers, updated regularly, and organized so users can quickly find needed information.

How do I access DISCUS?

All South Carolinians may access DISCUS from computers at their *public libraries, schools and colleges* and at *home*. K-12 school students, parents, teachers and staff access DISCUS at school or at home by going to: scdiscus.org and clicking on *K-12 Users*. Your school librarian can provide the username, password, and instructions for accessing DISCUS from home.

Students and Parents:

Use DISCUS for: homework assignments, term paper research, science fair projects, pictures and maps for school projects, and information on people, places and things of personal interest.

The Digital School Library

More and more school libraries have web pages available 24 hours a day and 7 days a week. Get the URL for your school's library and use it yourself and guide your child or teen to its features. Look for the following kinds of information:

Connections to Assignments	When assignments by teachers involve the library collections, links to those assignments with lots of helps is a common school library web page feature.
Bibliographies to Complete Assignments	Many librarians try to save learners time by posting the best web sites, tips, guides to helpful books, or online databases.
Tips on Research	A wide variety of helps might be available such as tips on citing sources, where to go to find information, helpful experts to consult, and mini-tutorials on parts of the research process.
Online Periodical Collections	The web page should lead students to digital magazines either purchased by the school, the public library, or the state. These digital collections will be invaluable in finding current articles on almost any topic.
Online Databases	Databases might contain all sorts of factual data such as weather information, science data, population statistics, lists of government agencies, or other current factual or experimental data.
Selected Internet Sites	Instead of turning the students loose in the ocean of the full Internet, many librarians select a body of "the best" of the web for use by their students.
Best Book Lists	There are hundreds of recommended lists of good books for kids and teens to read. The librarian might link to some of these and encourage students to post lists of their favorites for others to access.
Published Student Work	Many students create very high quality papers, poetry, fiction, or other projects and these can be posted on the library web site for other students to enjoy.
Connections to Other Libraries	There may be connections to other school libraries, public libraries, academic libraries, state libraries, and national libraries to link students to the best of the entire world.
Homework Helps	Virtual reference—a service providing online help 24 hours a day is beginning to emerge in many communities. The school library web page would link to these kinds of services accessible in your area and appropriate for the level of students.
Connections to School Activities	The library web page would link to the school web page, school activities, sports events, competitions, and important school announcements.
Parent Help Pages	Tips and helpful resources for parents might include emergency information, helping with homework, educational opportunities, and sources for scholarships.
Resources For Teachers	While the teachers could use all the information sources listed above, special helps might include special subject web sites, professional development opportunities, and tips for busy teachers.

Great resource: DISCUS: South Carolina's Virtual Library at <http://www.scdiscus.org/>

Find links to digital school libraries in SC at

<http://www.sldirectory.com/libsf/stpages/socarolina.html#scar> and <http://www.school-libraries.net/usa/sc.html>

Equip Your Child/Teen with the Right Tech Tools

Every year computer technology makes advances and the industry hopes we will upgrade our home and school information systems. Some schools have found the money to provide every child a laptop computer linked to school networks, the school library, and the public library. Some schools are exploring linking students to information systems with hand-held devices that double as phones, personal data assistants, and Internet access. Certainly wireless technology is the current favorite system so students have access to information systems anywhere in the school.

What system is pretty basic that will work for your child?

No gourmet catfood for six months, Kid



I'm worth it



- ❖ A basic computer with a current operating system that can access school networks and the Internet: computer, keyboard, mouse, monitor, floppy disk, and a CD-burning drive.
- ❖ A way to connect to the school and the school library network: either a dial-up modem (slow), a DSL line (getting more reasonable but not available everywhere), cable modem, or home wireless system. Speed (bandwidth) is the critical thing (it's like the difference in size between a garden hose or a fire hose in downloading and uploading information).
- ❖ A reliable printer. Nowadays, printers cost little but the ink/toner will be very expensive (industry plot). Find an inexpensive source of supplies and be sure you ask how much it costs to print before you buy.
- ❖ Software. It is best to have the same or similar software package that your child/teen will be using at school. An "office" package" and a graphics program are essential.

What if I can't afford a system like the one discussed above?

- ❖ The school may supply one.
- ❖ Find a place your child/teen can use a computer—school library after-school hours, public library, computer lab.
- ❖ Ask the school librarian for advice. Some schools have programs to help equip students at very inexpensive costs. There will always be, however, costs associated with computer systems, such as supplies, connection fees, and no school we know of will bear those costs.

How old should a child be to have his or her own computer? There is no right answer to this question; the decision is yours as the parent. However, children should have access to a computer in the home, if at all possible. In schools we see children using computers on a daily basis, even as early as the three-year-old and four-year-old child development programs.

The School Library, Reading, and Your Child

Krashen and McQuillan¹ reviewed 100 years of reading research and came to the following startling conclusion: The more a child/teen reads, the better they are at:

**Comprehension, Spelling, Grammar, Vocabulary,
Writing Style, Verbal Fluency, General Knowledge**



**Thus, how well children read is the number one predictor
of how well they will do in school!**

The most powerful reading your child can do is "free voluntary reading"—the kind they want to do rather than what they are required to do. Fiction, nonfiction, comics, newspapers, magazines, stuff on the Web—all contribute.

Here are a few tips for helping a child/teen want to read more:

1. See that your child/teen has and uses a library card (school and public).
2. Demand unlimited checkout privileges at the school library. Your child should be able to check out all that can be handled responsibly.
3. See that there is a bed lamp and a safe place to store borrowed books at home. Even a cardboard box by the bedside will do. Encourage the "read-yourself-to-sleep" habit to form. It is a gift for life.
4. Read to your pre-school child every day. This can continue as long as it is a pleasurable experience—even into teenage years. The child/teen can read to you as their skill develops.
5. Talk about what everyone in the family is reading. Movie/book tie-ins are one strategy (ex.: *Holes* the book vs. *Holes* the movie).
6. If you have reluctant readers, keep looking until you find material they are interested in reading (dinosaurs, skateboards, cars, space, fantasy...).
7. Do everything you can to make reading a pleasant experience. Kids may be getting skilled-to-death at school, so they learn to hate reading.
8. Buy books so that every family member has a personal library. They can often be had from a dime to a buck at sales. Books as gifts are always appropriate.
9. Above all, make reading and reading time a pleasant experience.
10. Remember the school librarian and the public librarian are your best friends in helping your child to become a capable and avid reader.

¹ Krashen, Stephen. *The Power of Reading*. Libraries Unlimited, 2004; McQuillan, Jeff. *The Literacy Crisis*. Heinemann, 1998. Also: Cunningham, Anne E. and Keith E. Stanovich. "What Reading Does for the Mind," *American Educator*, Spring/Summer, 1998, p. 1-8.

* South Carolina Power! © 2005 Hi Willow Research & Publishing. Available at <http://www.lmcsource.com> *





Finding a Good Book for South Carolina Children and Teens

What should we choose at the library? What books should I buy my children? There are so many books and too little time. Where should we start?

Here are some of the best book lists to recommend to your child or teen and the good thing about South Carolina is that every year your child can participate in choosing the best.

There's nothing like curling up with a book and you!



	<h3>Picture Book Award</h3>
	<h3>Children's Award</h3> <p>Third Grade Through Fifth Grade</p>
	<h3>Junior Book Award</h3> <p>Sixth Grade Through Eighth Grade</p>
	<h3>Young Adult Book Award</h3> <p>High School</p>

Find current reading lists and past winners of all the awards at
<http://www.scasl.net/bkawards/history.htm>
 (or ask your school or public librarian).

Celebrate Reading in the Palmetto State

Celebrating reading is appropriate any time. Here are just a few of the South Carolina reading initiatives that promote books, reading, and literacy in South Carolina.

- ❖ **South Carolina Book Festival**
<http://www.schumanities.org/bookfestival.htm>
- ❖ **Palmetto Book Alliance**
<http://www.state.sc.us/scsl/lib/pba/>
- ❖ **Augusta Baker's Storytelling Festival**
<http://www.richland.lib.sc.us/baker.htm>
- ❖ **University of South Carolina BEST Center**
<http://www.libsci.sc.edu/best/best.htm>
- ❖ **Greater Columbia Literacy Council**
<http://www.literacycolumbia.org/>

Celebrate reading almost any month:

February	Library Lovers Month
March	Read Across America Day, March 2 Freedom of Information Day, March 16
April	National Poetry Month School Library Week National People's Poetry Week TV Turn-off Week El día de los niños/El día de los libros, April 30
May	Get Caught Reading Month
September	Library Card Sign-Up Month International Literacy Day, September 8 Banned Books Week: Celebrating the Freedom to Read
October	International School Library Day National Book Month National Storytelling Festival (Jonesborough, TN) Teen Read Week
November	Children's Book Week Family Literacy Day, November 1

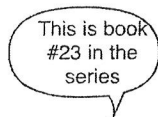
Check out the SC Department of Education's School Library Media Services website for reading activity calendars.
<https://www.myscschools.com/offices/tech/ms/lms/ReadingCalendars.htm>

Advice about Reading and Your Child

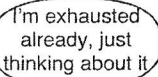
Here are a few common questions about reading and some possible solutions.

1. How do you get a child excited about reading and keep them that way through teenage years? The tried and true methods include:

- a. Read to your child every day from birth.
- b. Make frequent trips to the public library.
- c. Give books as gifts.
- d. Talk about books, and talk, and talk, and talk.
- e. Have something to read all around the house: newspapers, magazines, books—materials that your kids want to read
- f. Make reading a pleasant thing—not the enemy.
- g. Share lots of suggestions for better and better books.
- h. Read what your child/teen is reading and talk, talk, talk.
- i. Maximize access to school and public libraries.



This is book #23 in the series

I'm exhausted already, just thinking about it



2. My child reads nothing but series books.

Should I worry? Probably not. Many of us older folks grew up on Nancy Drew and the Hardy Boys and turned out all right. Children or teens often go through reading phases but get tired of the same hackneyed plots. Instead of fighting against series books, read aloud better books and have access to lots of better titles. Reading *Holes* as a family and then seeing the movie might be one way to introduce variety.

3. My son reads nothing but science fiction and fantasy. Should I worry?

This literature is escapist for many boys and if they are participating in normal life activities, there is little to worry about. Consider reading a title they recommend and having a family discussion.

4. Many of the teen novels seem to be so graphic about dysfunctional families, drugs, sex, and legal trouble. What should we do?

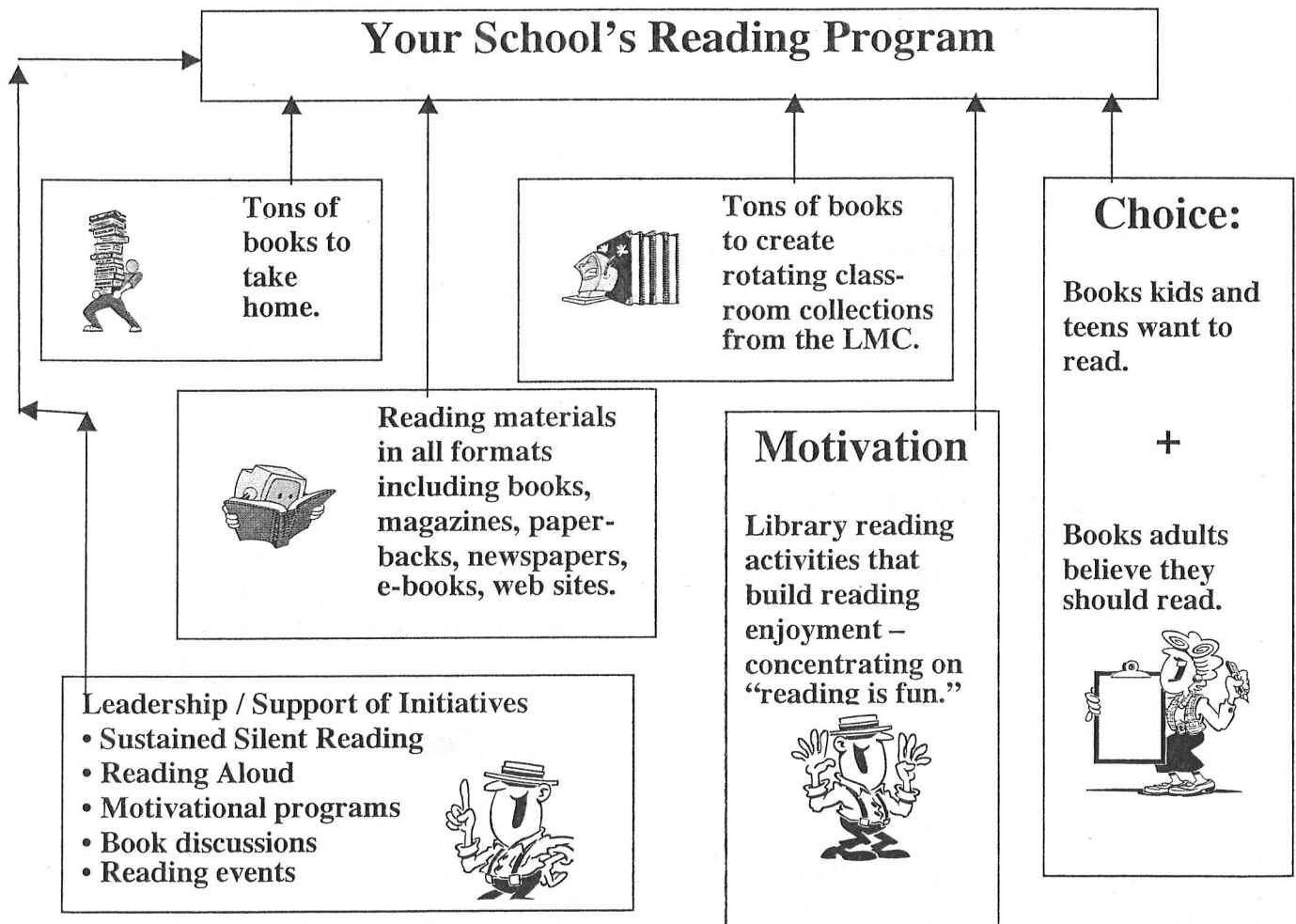
A number of writers treat teen lives realistically in their books. It all depends on your family values whether you want to allow, encourage, or restrict such literature for your own teens. Our best advice is to read what your teens are reading and talk, talk, talk.

5. What are librarians doing about the various ways young people are taught to read?

Librarians often don't take sides in the reading wars (phonics, whole language, balanced reading, etc.) because they serve teachers of all stripes. What they do emphasize is the LOVE of reading. Their belief is that there is no one right way to teach reading and that just plain "reading a lot" will compensate for any flaws in a prescribed skill program. If children or teens can read but don't, librarians are not happy about their graduation to aliteracy (a person who can read but doesn't).

If We Believe the Reading Research, What Should the Teacher, the Parent, and the Librarian Provide to "Learn to Read"

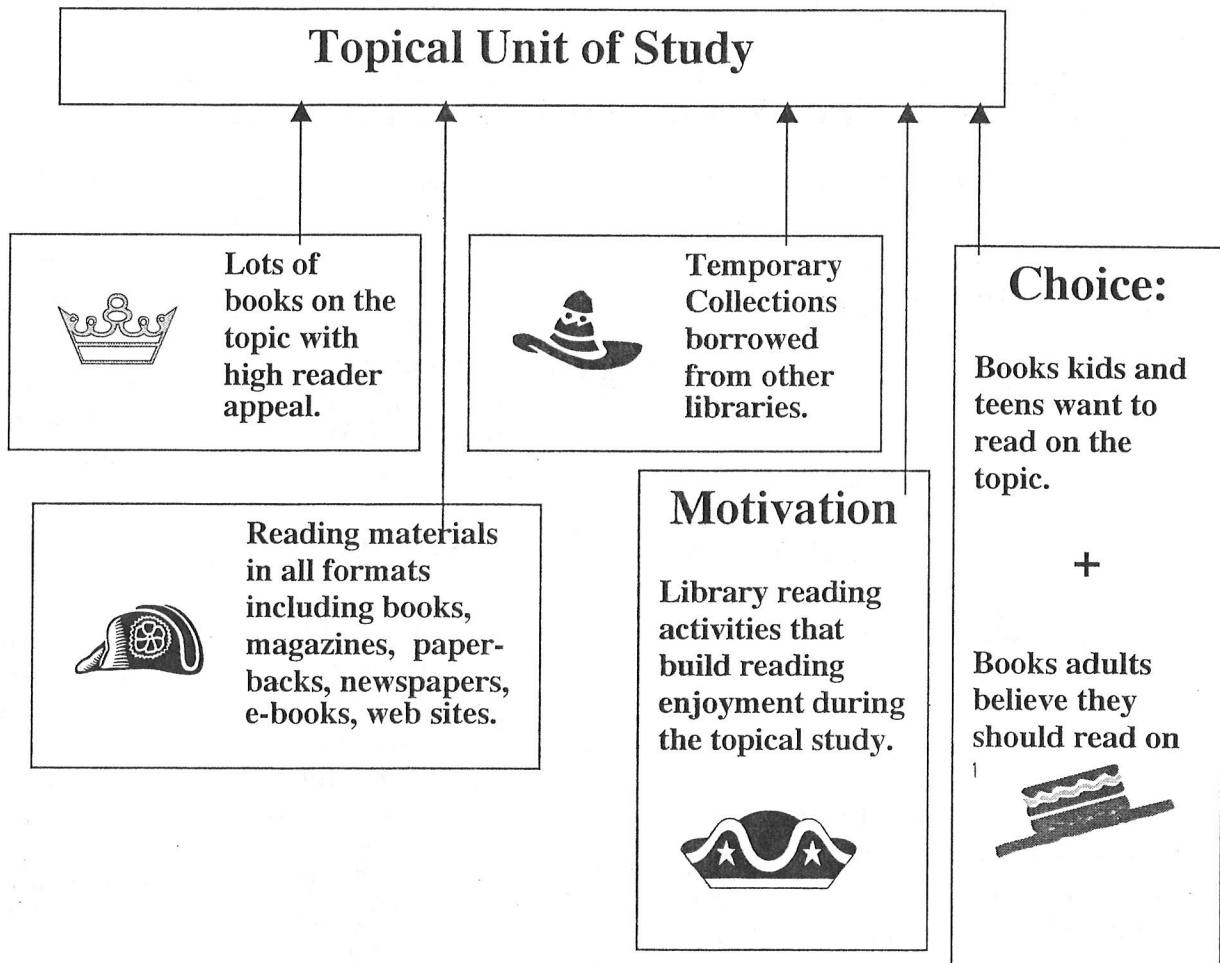
If a school community really believes the research saying that "amount counts," then the school and public library should have an extensive collection of reading materials young people want to read. Many school libraries in the nation have outdated, ragged, and uninteresting reading collections so young people ignore them. When reading collections are large, current, attractive, and easily accessible, good things happen. The best results of library contributions to reading should be most noticeable when young people have few reading materials in their homes, and when they are in the lowest quartile of reading scores. Is your school library program providing the following?



Bottom line: The library contribution to reading should complement whatever program exists in your child's school toward the goal of 100% of avid and capable readers. Does your school's library reading program measure up? Are you as a parent taking advantage of library resources?

If We Believe the Reading Research, What Should Teachers and the Library Media Center (LMC) Provide to "Read to Learn"

As skill in reading builds, the concentration of the reading program shifts to using reading as a tool to learn as well as reading for enjoyment. The school library program has much to contribute to all subject disciplines as content knowledge is expected to mushroom. This will be particularly true in middle schools and high schools where reading is integrated into the entire curriculum and into all departments.



Bottom line: The library contribution to reading in the content areas should stimulate more expository reading and thus more in-depth knowledge and understanding. Does your school's library reading program measure up? Are you as a parent taking advantage of the library resources as your child/teen explores required and non-required topics?

The Reader's Bill of Rights

Daniel Pennac in his wonderful book entitled *Better Than Life*¹ lists the following rights:

1. The right not to read
*
2. The right to skip pages
*
3. The right to not finish
*
4. The right to reread
*
5. The right to read anything
*
6. The right to escapism
*
7. The right to read anywhere
*
8. The right to browse
*
9. The right to read out loud
*
10. The right to not defend your taste

Whoopee,
I'm free!



Yes, but I wouldn't
climb every tree
I saw



¹ Pennac, Daniel. *Better Than Life*. Pembroke Publishers (Canada); Stenhouse Publishers (U.S.) (<http://www.stenhouse.com>) "Anyone who loves to read and wants our young people to develop a similar passion will savor *Better Than Life* – an enchanting, beautifully written and wise book." —Regie Routman.

Reading to Your Child: A Few Tips

Reading time is a special time. Hold your child in your lap. Cuddle. Be close. And this works with a small child, a big child, and more teens than you'd expect. Reading together is a special time and the consequences of togetherness is far-reaching. Here are a few suggestions for that special time.

For Young Children

- ❖ Turn pages, name things, name colors; attention span will be at a minimum.
- ❖ Have frequent, short book encounters—don't worry about short time span.
- ❖ Have some regular times for reading: bedtime, quiet time, every time Grandma comes.
- ❖ Repeat favorites.
- ❖ Always make reading time a pleasant experience.

Developing Readers

- ❖ Repeat sounds, words, and phrases.
- ❖ Use favorite books regularly but introduce new ones also.
- ❖ Use a variety of books to improve the richness of your child's language development.
- ❖ Note that attention spans are growing as well as understanding of story lines.
- ❖ Talk about the story.
- ❖ Remember that children will begin to recognize letters and words. You need not press them to read.
- ❖ Note that listening vocabulary is more developed than reading vocabulary.
- ❖ Always make reading time a pleasant experience.

Please read
me a sto'wy



Purr



Beginning Readers

- ❖ Remember that word and letter sounds can be a regular part of reading, but not the focus.
- ❖ Blend the two readers: you and the child. Sometimes the child reads, sometimes you.
- ❖ Encourage expression by questions, phrasing, and vocally mimicking story characters.
- ❖ Read aloud stories above their reading level to enrich the child's language.
- ❖ Talk about the story; predict what will happen; ask what just happened; ask what they like and don't like.
- ❖ Always make reading time a pleasant experience.

Reading Aloud

- ❖ Use expression in your voice; get excited, sad, loving, or angry as the story requires.
- ❖ Read with fluency. Your listener will pick up on your smooth delivery and the beauty of the language.
- ❖ Act out real parts or have the child do that acting at the appropriate times.
- ❖ Read aloud even if you don't read well.
- ❖ Remember that it's ok to become emotional. Five handkerchief books are great read-alouds.
- ❖ Always make reading aloud time a pleasant experience.

My Child/Teen Hates Reading! Is That Really So?

My child/teen doesn't read:

- ❖ Novels
- ❖ Assigned textbook chapters
- ❖ Any book I recommend
- ❖ Anything that is "required"

However, the other day, I caught that kid reading:

- ❖ The Sports Page
- ❖ An Internet site
- ❖ A rollerblade magazine
- ❖ A comic book
- ❖ A car-repair manual
- ❖ A fashion magazine

What to do:

- ❖ If you discover an interest, feed it.
- ❖ Don't belittle or say such things as—"That's not on your reading level" or "That book is for kids."
- ❖ Don't talk about your child's reading problems or lack of reading interest when family, friends, or strangers are around.

Reading is its own reward.

No need to bribe, beg, threaten, or cajole.

Almost all children/teens will read something they really want to know about. Find the hook.¹ Of course there are exceptions for dyslectic kids or other physical or emotional problems.

If your child/teen really has reading skills issues, find a knowledgeable tutor with a good track record. But mostly, have lots of things your child/teen wants to read at arms length and see that there is a good school and public library close by.

I read 100 books.
You owe me \$100



Nice try, Kid



¹ Fader, Daniel. *The New Hooked on Books*. Putnam, 1977. The classic of the field. Fader worked with kids in prison and got them to read. Check a library. It's now out of print. Also: Krashen, Stephen. *The Power of Reading*. Libraries Unlimited, 1993. One hundred years of research about reading can't be wrong.

Public and School Libraries: A Winning Combination. Take Advantage of Both

We have Benjamin Franklin to thank for beginning the public library movement in this country. He convinced folks to bring their one precious book to a room and allow others to check it out. Give one book, get many. Thus began the Library Company of Philadelphia that turned into our public library system. It is an American gem. Everyone contributes the cost of one or several books through tax dollars and we have the "free" public library.

Today, school library collections serve curriculum needs and public library collections serve more diverse needs for all ages. School libraries reach 90% of the U.S. youth. Half of public library users are children and teens. Using both collections provides both diversity of information and depth in selected topics.

School librarians are anxious to introduce children to the public library. They want students to become acquainted with services for nights, weekends, and vacation periods. Public library collections will be their collection for life.

The public library is three dogs away



It's worth it, Kid



Check out some of the services of the public library that might be vital to your child's/teen's success:

- ❖ Digital collections of periodicals and databases that can be accessed usually from home.
- ❖ Special in-depth collections such as local history.
- ❖ Large fiction and nonfiction collections.
- ❖ Virtual reference services (the general public can ask questions over the Internet and library staff are on duty to help almost any time of day or night).
- ❖ Internet terminals.
- ❖ Special programs such as story hours, term paper clinics, guest speakers, workshops, children's or teen book clubs.
- ❖ Summer reading programs.
- ❖ Comfortable study and reading areas.
- ❖ After school programming; homework help.
- ❖ Special assistance for home schoolers.

When Parents and Books Cross Swords: A Few Tips

The ideas in books have always stirred controversy. The treatment of religion, politics, swearing, sex, violence, and stereotypes such as culture or race can stir anger and resentment as these ideas conflict with parent and family values. One thing to always keep in mind:

There is no such thing as a non-controversial book!

Throughout world history, the ideas in books have been dangerous. Reading the Bible has been banned, books have been burned, and parents have requested that certain titles be removed from libraries.

Schools, teachers, parents, and librarians respect a parent's right to limit the exposure of their children to certain ideas and will try to help both the child and the parent to work on ways to carry out those wishes. The trouble comes, however, when parents insist that certain ideas not be available to other children in a class or school. They might, for example, ask that a book be removed from the library.

Almost all school libraries have a "Materials Selection Policy" that explains how materials of all types are selected for the school library collection. Ask to see a copy of that policy so that you begin to understand how the professional library community tries to deal with ideas and controversial materials of all types in various communities. This policy will usually spell out ways for parents to register objections to materials in an orderly fashion. Remember that if a library removed all objectionable materials, there would be nothing left on their shelves. Here are a few other tips:

1. Help your child understand your family's values and know how to recognize objectionable materials and ideas.
2. Help your child to deal with objectionable ideas and materials when encountered. (Close the book/stop reading; "That's what you might think; that's not what I think," "I don't read that kind of material.")
3. Ask both teachers and librarians for alternatives to books or materials that have been assigned. There are many alternative titles for literally any topic that is being studied.
4. Respect the right of other parents to allow their children to encounter ideas other than those you value.

5. Talk, talk, talk to your children about the ideas they encounter daily in school, with friends, from the mass media, and from books. Give them strength to stand up for what they believe and value.
6. Help children and teens understand that just because everyone else is reading something, it doesn't mean they need to participate. There is nothing wrong with being different.
7. Read the books your children/teens are reading and discuss them as a family.
8. Be sympathetic to librarians and teachers who may understand the specific needs of your child but are also dealing with 500-1000 other individuals and their needs. There is no way to drive on the highway without some risk even though we buckle up and follow all the rules.

The American Library Association (ALA) provides guidance both to librarians and the general public on the topic of intellectual freedom. In their words:

Intellectual Freedom is the right of every individual to both seek and receive information from all points of view without restriction. It provides for free access to all expressions of ideas through which any and all sides of a question, cause or movement may be explored. Intellectual freedom encompasses the freedom to hold, receive and disseminate ideas. It is a core value of the library profession and a cornerstone of democracy.

<http://www.ala.org/Template.cfm?Section=if>

ALA opts for the most freedom, while respecting community values. We live in a world of dangerous ideas. The issue, of course, is when, where, and how our children will learn to handle those ideas. Work with your school, your librarian, teacher, principal, and your community to handle ideas if they conflict with your family's values. Intellectual freedom is a gift from our form of government and it's a reason we choose to live here and not somewhere else.



Helpful sources:

The South Carolina Intellectual Freedom Handbook

"Access to Resources and Services in South Carolina School Library Media Centers" (Appendix I in *Catalyst: Setting Standard for Learning Through School Library Media Centers*)

https://www.myscschools.com/offices/tech/ms/lms/Catalyst_2002.pdf

Picture Books Too Good to Miss

There are so many wonderful picture books for the younger age and for "children" of all ages. Here is a short list of authors and titles:

For Beginners

- The *Curious George* books (in various languages)
- Dr. Seuss books
- Ezra Jack Keats—any titles
- *Inch by Inch* by Lio Lionni
- *Don't Let the Pigeon Drive the Bus* by Mo Willems
- *The Napping House* by Audrey and Don Wood
- *Lily's Purple Plastic Purse* by Kevin Henkes
- *Brown Bear, Brown Bear, What Do You See?* by Bill Martin
- *Click Clack Moo* by Doreen Cronin
- *If You Give a Mouse a Cookie* by Laura J. Numeroff
- Richard Scarry—any titles
- Maurice Sendak—any titles (*Nutshell Library* is one example)
- Rosemary Wells—any titles
- Stephen Kellog—any titles
- Gene Zion—any of the Harry the Dirty Dog books
- Mother Goose books—pick out several with good illustrations.
- *Changes, Changes, Changes* by Pat Hutchins
- David Wiesner—any titles; for example: *Tuesday*.
- P.D. Eastman—any titles such as *Are You My Mother?*
- Lillian Hoban—the Frances books
- Beatrix Potter—all the Peter Rabbit books
- David Shannon—all the David books (he gets in constant trouble!)
- Look for some simple cookbooks designed for small children and help cook!
- Animal books and more animal books; you can never seem to have enough.
- Wordless picture books—ask for them at the library.
- There are alphabet books by the hundreds. Get most of these at the library; animal ABCs are very popular

- Board books are popular because young kids can handle the pages—look for titles on colors, shapes, animals, etc.
- Counting books—many titles
- A child's pictiionary (a beginning dictionary with hundreds of pictures)

For Kids a Bit Older

- Patricia Polacco—any titles (*Pink and Say* is amazing)
- *Why Mosquitos Buzz in People's Ears* by Verna Aradema
- *Goin' Someplace Special* by Patricia McKissack
- *Grandfather's Journey* by Allen Say
- Seymour Simon—any titles about science and space
- *How Much is a Million?* by David M. Schwartz
- *The Red Balloon* by Albert Lamorisse
- Jon Scieszka—any titles
- Gerald McDermott—any titles
- There are many wonderful illustrated editions of fairy tales such as Cinderella, Sleeping Beauty, Hansel and Gretel
- David Macaulay—any books for older readers (*Castle*, *Pyramid*)
- Aesop's Fables—find a collection with pictures you like.
- Chris Van Allsburg—any titles such as *The Polar Express*
- Books of poetry by Shel Silverstein
- Bill Peet—any titles
- Ed Emberley—any titles

Picture Books for Teens/Everybody

- *The Midnight Ride of Paul Revere*. By Henry Wadsworth Longfellow, illustrated by Christopher Bing
- *When Marian Sang* by Pam Muñoz Ryan
- *The Bracelet* by Yoshiko Uchida
- *Crazy Horse's Vision* by Joseph Bruchac
- *Middle Passage* by Tom Feelings

Author Web Sites (find others using Google)

- Eric Carle: www.eric-carle.com

Chapter Books Too Good to Miss

There are so many wonderful chapter books that we could not resist listing some of our favorites:

For Beginning Readers

- Cynthia Rylant—Henry and Mudge series
- Beverly Cleary—any title; still as good as ever
- Marc Brown—Arthur Adventure series
- Betsy Byars—Golly Sister series

For Older Readers

- *Charlotte's Web* by E.B. White
- J.K. Rowling—the Harry Potter books (if witchcraft doesn't bother you)
- *Catherine Called Birdy* by Karen Cushman, among other titles.
- *The Watsons Go to Birmingham, 1963* by Christopher Paul Curtis; also, his *Bud Not Buddy*
- Richard Peck—numerous titles
- Lawrence Yep—any title
- C.S. Lewis—any title
- Madeleine L'Engle—any title
- *Because of Winn Dixie* by Kate DiCamillo—also, *The Tale of Despereaux: Being the Story of a Mouse*
- *A Single Shard* by Linda Sue Park
- *Out of the Dust* by Karen Hesse
- *Holes* by Louis Sachar; also other titles
- Brian Jacques—Redwall series
- *Witness* by Karen Hesse
- E.L. Konigsburg—any title
- Jane Yolen—any title
- Cynthia Voigt—any title
- Lois Lowry—any title, especially *The Giver*
- *The Hundred Penny Box* by Sharon Bell Mathis
- *The Cay* by Theodore Taylor
- *The True Confessions of Charlotte Doyle* by Avi
- *Freak the Mighty* by Rodman Philbrick
- Katherine Paterson—any title
- *Tuck Everlasting* by Natalie Babbitt
- *Shiloh* by Phyllis Reynolds Naylor
- *Souder* by William Armstrong

- *The Incredible Journey* by Sheila Burnford
- Lemony Snicket—any of the Unfortunate Events books
- *Esperanza Rising* by Pam Munoz Ryan
- *Bronx Masquerade* by Nikki Grimes

Non-Fiction Winners

- *The Diary of Anne Frank* (there are many great titles about Anne and her ordeal as well as the Holocaust)
- *Black Potatoes: The Story of the Great Irish Famine 1845-1850* by Susan Campbell
- *An Extraordinary Life: The Story of a Monarch Butterfly* by Laurence Pringle
- *Leonardo da Vinci* by Diane Stanley
- *The Truth About Great White Sharks* by Mary M. Cerullo.
- *The World at Her Fingertips: The Story of Helen Keller* by Joan Dash
- *The Greatest: Muhammad Ali* by Walter Dean Myers
- *Lincoln: A Photobiography* by Russell Freedman
- *Navajo Code Talkers* by Nathan Aaseng
- *Homesick: My Own Story* by Jean Fritz
- *Sadako and the Thousand Paper Cranes* by Eleanor Coerr
- *The Chimpanzees I Love: Saving Their World and Ours* by Jane Goodall
- *Hidden Worlds: Looking Through a Scientist's Microscope* by Stephen P. Kramer & Dennis Kunkel
- *Animals in Flight* by Steve Jenkins and Robin Page
- *Farewell to Manzanar* by Jeanne Wakatsuki Houston and James D. Houston
- *This Land Was Made for You and Me: The Life and Songs of Woody Guthrie* by Elizabeth Partridge

Author Web Sites (find others using Google)

- Lois Lowry: www.loislowry.com

Teen Books Too Good to Miss: Our Favorites

There are so many wonderful teen books that we could not resist recommending some of our favorites:

- *The Outsiders* by S.E. Hinton—still a classic
- Chris Crutcher—any title, particularly good for boys
- *October Sky* by Homer H. Hickam (a good movie-book discussion)
- Richard Peck—almost any title
- *Black Potatoes: The Story of the Great Irish Famine, 1845-1850* (Non-fiction) by Susan Campbell
- Gary Paulsen—almost any title. The *Brian* books are popular with boys
- *Slake's Limbo* by Felice Holman
- *The 7 Habits for Highly Effective Teens* by Sean Covey
- *Stargirl* by Jerry Spinelli
- *A Day No Pigs Would Die* by Robert Newton Peck, and sequels
- *I Heard the Owl Call My Name* by Margaret Craven
- *Hiroshima* by John Hersey—Lest we forget
- Milton Meltzer—many titles
- Maya Angelou—many titles. Don't miss *I Know Why the Caged Bird Sings*
- *Go Ask Alice*—drugs decimate
- *A Hero Ain't Nothin' But a Sandwich* by Alice Childress
- William Sleator—almost any title
- *Deathwatch* by Robb White
- *The Pigman* by Paul Zindell and other teen titles he wrote
- Will Hobbs—many titles
- Walter Dean Myers—many titles
- Cynthia Voigt—many titles.
- *Buried Onions* by Gary Soto
- Isaac Asimov—many titles
- Robert Heinlein—early books; later ones weird.
- Marion Zimmer Bradley—many titles
- Ursula K. LeGuin—any titles
- Anne McCaffrey—the *Dragon* books
- Robin McKinley—wonderful retellings of fairy tales such as *Beauty*
- Orson Scott Card—numerous titles
- Philip K. Dick—many titles
- Frank Herbert—the *Dune* books
- Jane Yolen—any titles

Adult Books for YAs

- Agatha Christie. Yes, still read and worth it.
- Tony Hillerman—Mysteries of the Indian Reservation
- Jane Austin—all writing, a classical favorite
- Sir Arthur Conan Doyle—tough to beat the Sherlock Holmes titles
- *The DaVinci Code* by Dale Brown
- *Gone with the Wind* by Margaret Mitchell
- Louis L'Amour's westerns still appeal
- Steven King—one of the most popular authors with YAs
- John Grisham—any of the legal novels
- Jeffrey Archer—many titles, one of England's best
- *To Kill a Mockingbird* by Harper Lee
- *The Chosen* by Chaim Potok, plus other titles
- Dave Pelzer—The *It* books

Science Fiction/Fantasy

- J.R.R. Tolkien—11 Academy Awards can't be wrong
- Ray Bradbury—many titles

Reluctant Reader? Try Information Books.

Just because kids don't read novels doesn't mean they have to be non-readers. Try nonfiction (information books). There are now better information books for children and teens than at any time in the history of publishing. Visit the school and public library and a large bookstore to find books on:

- ❖ Space and space exploration
- ❖ Animals, animals, animals
- ❖ "Eyewitness Books" published by Dorling Kindersley
- ❖ Insects—the more close-up photos, the better; giant spiders; snakes
- ❖ The morbid—terrible and sick things that have happened
- ❖ Projects, experiments, things to make like slime
- ❖ Sports non-fiction—record books, how to play, equipment, biography
- ❖ Disasters—How I died climbing Mt. Everest; shipwrecks; earthquakes
- ❖ The Human Body
- ❖ *The Guinness Book of World Records* and derivative titles in their series.
- ❖ Cars, rollerblades, snowboards, motorcycles.
- ❖ Drawing
- ❖ Cut-away picture books showing the insides of castles, submarines, pyramids.
- ❖ Cookbooks (experiment with them)
- ❖ Wars
- ❖ Airplanes and missiles
- ❖ The latest technology toys.
- ❖ Rocks, minerals, and jewels
- ❖ Diseases
- ❖ Coping with death and loss
- ❖ Jokes and riddles

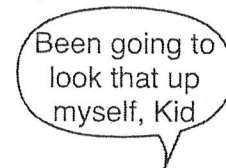
This list will never end. Once your kids get started on a topic, they will exhaust every library and bookstore in town!

Essential book: Jobe, Ron and Mary Dayton Sakari. *Info-Kids: How to use nonfiction to turn reluctant readers into enthusiastic learners*. Stenhouse, 2002.

Self-Help at Your School and Public Library

Need help as a parent or as a child/teen? Try the school and public library. Here are just a few of the topics available for the asking.

1. Hobbies and recreation.
2. Career information for all ages.
3. College and university information.
4. Scholarships, grants, and other monies for education and training.
5. Guides to parenting.
6. Lists of social agencies that can help with all types of family problems.
7. Sex, drugs, alcohol, child abuse.
8. Sexually-transmitted diseases—prevention, reality.
9. Legal information.
10. Books and resources for teen parents.
11. Information on divorce or other dysfunctional family problems.
12. Divorce and its affects on children and teens.
13. Gay and lesbian issues.
14. Cultural issues such as surviving as a minority in a majority environment.
15. Materials in the languages you speak and read.
16. Family finances.
17. Information on major family purchases such as buying cars, appliances, homes, and insurance.
18. Medical information.
19. Books about dieting, bulimia, anorexia.
20. Books to cheer me up, make me laugh, comfort me, or just a good read for the beach.



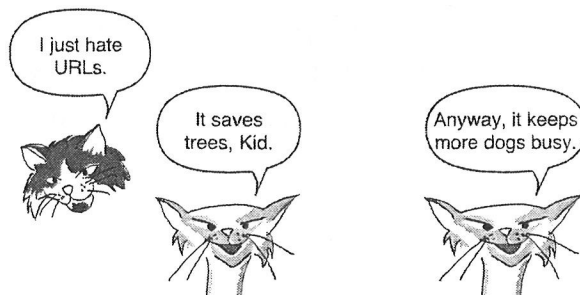
**P.S. Parents are encouraged to use the school library
just as they use the public library.**

You pay for both of them through your taxes.

Best Books Lists for Your Child/Teen

There are hundreds of best books lists for children and teens. Here are just a few of the recommended lists.

1. Association of Library Services for Children (American Library Association) Sponsors the famous Caldecott, Newbery Awards and Pura Belpre, plus Coretta Scott King Awards.	http://www.ala.org/ala/alsc/alsc.htm
2. Young Adult Library Services Association (American Library Association)	http://www.ala.org/ala/yalsa/yalsa.htm
3. <i>Booklist</i> . Books for Youth; Adult Books for Young Adults; Media (Audio, Video, CDs)	http://www.ala.org/ala/booklist/booklist.htm
4. <i>Bulletin for the Center of Children's Books</i>	http://alexia.lis.uiuc.edu/puboff/bccb/
5. Suggested K–12 reading lists for elementary, middle, and high school students selected by SC school library media specialists	https://www.myscschools.com/offices/tech/ms/lms/ResourcesforStudents.cfm
6. International Reading Association	http://www.reading.org/
7. National Council for the Social Studies	http://www.socialstudies.org/resources/notable/
8. National Science Teachers Association	http://www.nsta.org/ostbc
9. <i>Horn Book</i> Parent's Page	http://www.hbook.com/parents.shtml
10. <i>Children's Literature Choices</i> (annual Top Choices List)	http://www.childrenslit.com/clc.htm
11. <i>Outstanding Science Trade Books for Children</i> (National Science Teachers Association)	http://www.nsta.org/ostbe
12. <i>School Library Journal</i> best books lists	http://www.slj.com/ search for "Best Books"
13. Carol Hurst's Children's Literature Site	http://www.carolhurst.com
14. Children's Literature Web Guide	http://www.acs.ucalgary.ca/~dkbrown/
15. History of Children's Literature web site by Kay Vandergrift	http://www.scils.rutgers.edu/~kvander
16. Internet School Library Media Center	http://falcon.jmu.edu/~ramseyil/multipub.htm
17. New York Public Library: 100 Picture Books Everyone Should Know	http://www.nypl.org/branch/kids/gloria.html
18. Jim Trelease's Book Lists	http://www.trelease-on-reading.com/video_biblio.html#pagetop
19. Celebrations – African American History Month	http://www.nypl.org/branch/kids/february.html
20. Books aligned to South Carolina Social Studies Academic Standards	https://www.myscschools.com/offices/cso/Social_Studies/lps.htm



School and Public Libraries are Free, Free, Free!

Remember that you and your family can use school and public libraries for free! That means, that as you work and pay taxes, some of your tax money goes to support libraries. It is one of the most wonderful things about living in America. Check the South Carolina State Library website for a list of public libraries in South Carolina:

<http://www.state.sc.us/scsl/colibs1.html>



I went to the library. They gave you books for nothing. You had to bring them back, but when you did, they let you take others.
- Barbara Cohen, *Gooseberries to Oranges*, 1982

School and public libraries will have:

1. Tutoring programs to help both parents and children
2. After-school programs for homework, tutoring, and extra learning
3. Computer terminals to use the Internet and the digital library
4. Programs that teach, help, or entertain, such as storytelling
5. Books, books, and more books
6. Books in different languages
7. Books to help learn the English language
8. Newspapers and magazines
9. Information to help solve my problems
10. Materials to help your children with their school work

School and public libraries are the best bargain around!

Responsibility, Fines, and Bringing Books Back

A perennial problem in every library is lost, missing, and overdue materials. No other issue makes so many library enemies. The digital library has advantages because physical items do not have to circulate. Nevertheless, just as soon as children come to Kindergarten, they have the opportunity to check out books, take them home, and bring them back. An amazing feat indeed! Teachers often remark that getting anything from school to home and back to school is a miracle.

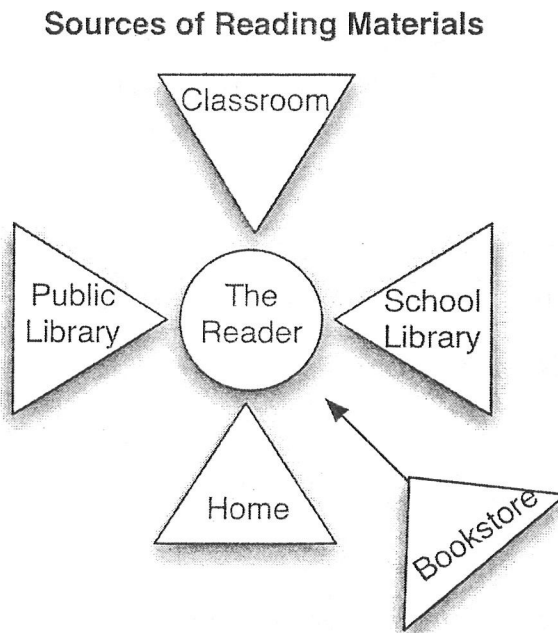


We all try to help children and teens learn responsibility. Yet they must have books to read—and lots of them. How can we do both? If, for example, a child doesn't handle materials very well, shall we deny access to books? **NO!** There is no alternative. Literacy must always win. Children and teens must have lots of books in their possession if they are to learn to read and continue reading. And they need to learn responsibility.

Here are a few suggestions:

1. Get acquainted with the librarian and understand policies related to circulation, lost books, fines, and check-out periods. Make special arrangements.
2. Do the same for public library materials.
3. Have a family conference at the beginning of the school year about library books, textbooks, notes, and other things that must go from school to home to school. Set up a reminder system so that everyone helps everyone else.
4. Have a few special places at home where library books are stored - a box beside the child's bed, a box in the family room where books are generally shared, a special "library" shelf, or personal book cases.
5. Have an appropriate container—a bag, backpack or wheelie cart to transport items to and from school with identification on it.
6. Teach children how to care for books or other materials. The school librarian will probably do this, so you can review those tips.
7. Decide as a family what to do about lost books and fines. Since the solution is not to cut off book borrowing, how can the whole family help? Can children earn the fines or replacement cost? How?
8. If a book is lost, don't shout. It happens to most of us at one time or another. Figure out a solution. Dwell on that solution, not the lost book.
9. **THE MAIN OBJECTIVE IS TO BUILD A LIFE-LONG READING HABIT, and second, to be responsible.**

Classroom Collections, School and Public Libraries



Where should children/teens have access to reading materials? "Everywhere" is the simple answer, yet sometimes things happen in schools that prevent logical programs from happening. Sometimes parents can help.

The classroom collection has become quite popular in the past few years with funding coming from states and the federal government—sometimes at the expense of the school library budget.

The advantage of the classroom collection is that it is close at hand for students to use while school and public libraries are either down the hall or some distance from the school.

The disadvantage of the static classroom collection is that it is too small, becomes uninteresting soon after the school year begins, and cannot hope to compete with the larger collections close by.

There is a simple solution—create rotating collections from the school library and perhaps the public library in the classroom. Every few weeks, a fresh supply of materials replaces an older set. Such an arrangement can work with students taking the leadership to check out and return collections to and from the library in the school or public library.

The goal is to have something fresh to read at arms length so that more is read. And this translates into a reading habit—producing higher achievement. It works. It can work in your child's/teen's classroom.

"Adequately stocked and staffed school libraries are essential, even when classroom collections number into the hundreds of books. School libraries will always have resources that are unavailable in the classroom (at least well-stocked school libraries will). The library will have a deeper and broader collection of texts (and other information resources) than can be supplied to any given

Money, Money, Money: What You Can Do

It would be nice to report that school libraries cost very little and could be run by volunteers. "If it's too good to be true, it's too good to be true." Good information systems cost money. And what's free on the Internet—well, you get what you pay for.

First, ask the librarian how much per student the school/district spends for library materials. Enter that figure here: _____

Second, ask how much per child is spent from federal, state, and other sources for the library. Enter that figure here: _____

Total spent per student for library materials: _____

Consider this:

Just to stay afloat, a library needs to add one book per student per year. (\$20-\$30 a book)

To build a collection, the library needs to add two books per student per year (\$40-60 for two books)

How much money would your school library need to either build or just maintain its collection over and above what it gets now?

Here are a few things you could do:

1. Talk to the administrators about increased funding for the library and get a commitment from the school to do it.
2. Talk to community organizations that would be willing to help.
3. Work on a grant for the library.
4. Support Book Fairs and other library fund raisers.
5. Contribute \$20-30 each year for a birthday book for your child.
6. Ask grandparents to do the same.
7. Ask your child to "earn" the cost of a book and contribute it to the library.



Volunteering at the School Library

Many parents or grandparents would like to help and wonder what they can do for the school library.

1. **Subject Expert.** From firemen to business executives, chemists to homemakers; many students doing topical research could benefit by parental expertise. Volunteer to be a person students can interview, be a tour-guide of your place of employment, or supply answers to questions by email. You might be asked to be a guest speaker or a resource person in the library when students are doing research or just be available by telephone or email.

2. **Help with the Nitty-Gritty and More.** There are seemingly hundreds of jobs in any library begging to get done if you have one or several hours to devote. Some are familiar tasks, such as shelving or repairing books, but others might require more expertise such as:
 - a. Trouble-shoot a student's problem accessing library databases.
 - b. Outline/write a grant.
 - c. Help a child read or understand a web site.
 - d. Organize a reading celebration; head a library fund-raising campaign.
 - e. Serve as a library advocate on a PTA parent council.
 - f. Carry a bill through the state legislature to fund library databases for every child in the state.
 - g. Be an artist-in-residence based in the library.
 - h. Do storytelling or reading aloud for classes as they come to the library.
 - i. Serve as a one-on-one tutor in the library.
 - j. Help students make a library quilt to be auctioned for the library fund.
 - k. Find experts to help students with sophisticated research.
 - l. Find sources for free or inexpensive supplies needed by the library.
 - m. Repair a piece of equipment.
 - n. Help paint the library or repair a worn spot in the carpet.
 - o. Install anti-theft devices on the library computers.
 - p. Lead and organize/train the parent volunteers for the library.

School Safety and Volunteers
Safety concerns are paramount in all schools. Don't be surprised in today's world if there is a fair amount of red tape and scrutiny involved in volunteering in any school or being on school grounds during school hours.

Please don't meow when you see me in the library today.



I wouldn't dream of it, Kid



Advocate for the School Library

Most school children live with their school library for 3-6 years. They have little voice in what goes on there, how large the collection is, who the staff are, or how the place operates. They need advocates.

You may be surprised but many librarians feel frustrated as they try to provide first-rate information systems for very little money. Can you imagine a winning football or basketball team without a parent's booster club? Neither can we. Likewise, a single voice in the school pleading for better information systems, materials, and staff is often unheard. Librarians need advocates.

I see you're meowing at Tabby, again.



She's on the school board, Kid.



Advocacy requires constant and steady pressure over time. There is no such thing as an instant or one-time library fund allocation that solves all the problems. Parents who demand the best education for their children must demand over and over and over.¹

Adequate funding and staffing are probably the two most at-risk factors in good school library service. As budgets fluctuate, and the pressure for cuts increases, libraries regularly face decreasing budgets. Your child's or teen's critical information system may be at risk. Suppose the library online database bill is not paid every year or there are not sufficient funds to purchase new library books. It's like gas in the school bus. No gas. No go. What does it cost your child when the only information available is outdated or simply non-existent? What is the cost of ignorance and misinformation?

Advocacy requires strong, steady voices. It requires accompanying the librarian to the board meeting presentation of library needs; requires vigilance; requires speaking to administrators regularly. Yes, good school libraries cost money. Plenty of it. There is no alternative. No free lunch. No instant solution. Sorry, the Internet is not the answer.

**How well your child reads and handles information will predict academic achievement. It's that simple.
The school library is an essential key.**

¹ Helpful publication: *Toolkit for School Library Media Programs: Messages, Ideas And Strategies For Promoting The Value Of School Library Media Programs And Library Media Specialists In The 21st Century @ Your Library*. American Library Association, 2003. Available at <http://ala.org>

* South Carolina Power! © 2005 Hi Willow Research & Publishing. Available at <http://www.lmcsource.com> *

Students Say that the School Library Helps

In a recent research study in Ohio, kids had good things to say about the best school libraries in their state.¹

"I needed help doing a project for government that had to do with presidents and they had so many books and then the librarian helped me find web sites. But then they gave me ways of sorting through all the ideas to extract the key points so I could get my head around it all."

"I needed to write a paper and I went to the Library where I was ultimately able to write a paper successfully. My ideas were a mess and talking to the librarian gave me a way to organize my ideas and present the argument. I did really well!!! I've never forgotten that—used it to do many other assignments."

"I remember when I came up to the school library for math. We turned the library into a co-ordinate grid. It was soooooooooooooooooo cool!!!!!!! And I could know about grids in my tests."

"It helped me find info on racism for a 10th grade project, and made me really think about that, especially I didn't realize how racist some of my ideas were."

"We had a big research project my sophomore year of high school. I had to do my report on heart attacks and the library helped me out with PowerPoint and finding information. I actually learned the food I eat is not so good for me, so I've made a few changes there."

What about your school's library?

When you as a parent demand a good school library, you are saying loudly: "I want my child to succeed!" If your child has a good teacher and a good school library, the door is wide open to success. Ask, encourage, advocate, demand—It's your child's life and opportunity window.

Students, teachers, and parents: Above all, don't accept the argument that "We can't afford it." Remember the saying "A Mind Is a Terrible Thing to Waste!"

¹ Todd, Ross. *Student Learning Through Ohio School Libraries: The Ohio Research Study Review of the Findings, 2002-2003*. PowerPoint Presentation, Feb., 2004. (at: <http://www.oelma.org/studentlearning.htm>) 13,000 students in 39 schools that had "excellent" school libraries were polled about the help they received from the library. The overwhelming majority had very positive things to say.

Bilingual Children/Teens: How Can the School Library Help?

Many students in South Carolina schools are learning English. The school and public library can help. Here are a few tips:

1. Check out books from school and public libraries in both languages. Have many of these books in your home. They can be checked out for free.
2. Books from the public and school library can be checked out free as long as your child brings them back on time. If books are not back on time or lost, there might be a fee. Help your children/teens be responsible.
3. Reading a lot in English will help your child learn English fast.
4. Read in English with your child/teen. Teach each other as you read.
5. Find lots of "picture" books at the library about the topics your child is studying in school. Look at the pictures together and name what you see in English.
6. Have a bilingual dictionary handy such as a Spanish-English, English-Spanish dictionary. You can look up words in either language for help.
7. If your teen cannot understand the textbook, find a children's book on the topic. It will help your child get the main idea about the topic.
8. Meet and talk to the librarian often. When the librarian understands what you and your child need, you can expect help.
9. Ask the librarian for help in finding web sites both in English and the child's first language.
10. Ask the librarian to let your child watch videos on the topic the class is studying. The visuals in the film will help the child understand the concepts being taught.
11. If you do not have many books in your home, ask the librarian to help you find inexpensive or free books your child would like to read.
12. See that your child can visit the school library several times or more per week.
13. Take your children to the public library often.

School Library Staffing: Good News, Bad News

The school library has become a complex information hub of the school—not the small book room of yesteryear. Here is the staffing scoop:

Every school library needs:

At least one full-time professional librarian.

Why: The librarian will be a teacher; a teacher of reading; a teacher of information handling and research skills; a coach of technology; a co-creator of exciting learning experiences with your child's/teen's teacher. When the majority of their day is spent on these tasks, your child will receive an important boost. Research demonstrates that it is the professional who makes the actual difference in achievement.¹

At least one full-time paraprofessional/clerical

Why: These people keep the warehouse running in its myriad and time-consuming functions of circulation, retrieval, shelving, discipline, materials processing, traffic control, facility monitoring and decorating. Nothing works if nothing is organized.

At least one full-time technical assistant

Why: This person keeps the networks, computers, web sites, communication systems, student access, filters, passwords, equipment and software maintenance and upgrades. When it doesn't work, it's a zero!

Rationale

The trio of library staff will provide an unbeatable team in working across the school to provide equity of access to information, supportive help for every child and teacher in dealing with information and technology, and will be reading's best friend. The bad news is that a full team is expensive. To hire only a clerk or aide to "run the library" negates the impact of the place and your child will suffer; but the suffering is often in silence: books not read, poor research habits, rampant plagiarism, surfing the Pacific Ocean web of the Internet, and, ultimately low test scores. The more your child needs help in school, the more critical the school library will be. Note: In schools over 1,000 students, staffing needs are greater. See also *Catalyst: Setting the Standards for Student Learning through School Library Media Centers* (Appendix D) for staffing recommendations.

¹ The Alaska Study can be read at <http://www.davidvl.org> under research.

Great Quotes About Libraries and Reading

Books were my pass to personal freedom. I learned to read at age three, and soon discovered there was a whole world to conquer that went beyond our farm in Mississippi.
—Oprah Winfrey

I started reading. I read everything I could get my hands on... By the time I was thirteen I had read myself out of Harlem. I had read every book in two libraries and had a card for the Forty-Second Street branch. —James Baldwin

No entertainment is so cheap as reading, nor any pleasure so lasting. —Lady Mary Wortley Montagu, letter 1753

You don't have to burn books to destroy a culture. Just get people to stop reading them.
—Ray Bradbury

My most prized possession was my library card from the Oakland Public Library. —Bill Russell, basketball player

It was unlawful, as well as unsafe, to teach a slave to read. —Frederic Douglass, *Escape from Slavery*

I cannot live without books. —Thomas Jefferson

Any book that helps a child to form a habit of reading, to make reading one of his deep and continuing needs, is good for him. —Richard McKenna

Reading aloud is the best advertisement because it *works*. It allows a child to sample the delights of reading and conditions him to believe that reading is a pleasurable experience, not a painful or boring one. —Jim Trelease, *The New Read-Aloud Handbook*, p. 9.

To me, nothing can be more important than giving children books. It's better to be giving books to children than drug treatment.
—Fran Lebowitz, *The Columbia World of Quotations*. 1996.

When I got my library card, that was when my life began. —Rita Mae Brown

What in the world would we do without our libraries? —Katharine Hepburn

I have always imagined that Paradise will be a kind of library. —Jorge Luis Borges

It is a man's duty to have books. A library is not a luxury, but one of the necessities of life.
—Henry Ward Beecher

Did it ever occur to anyone that if you put nice libraries in public schools you wouldn't have to put them [15 year-olds] in prisons? —Fran Lebowitz, *The Columbia World of Quotations*. 1996.

I went to the library. They gave you books for nothing. You had to bring them back, but when you did, they let you take others. —Barbara Cohen, *Gooseberries to Oranges*. 1982.

Whatever the cost of our libraries, the price is cheap compared to that of an ignorant nation. —Walter Cronkite

Reading is to the mind what exercise is to the body. —Richard Stele

If we would get our parents to read to their preschool children fifteen minutes a day, we could revolutionize the schools.
—Superintendent of Chicago Public Schools, 1981.

The man who does not read good books has no advantage over the man who cannot read them.
—Mark Twain

Some books are to be tasted, others to be swallowed, and some are to be chewed and digested. —Francis Bacon. *Essays*. 1625.

Good books may not save the world but they are one of the reasons the world is worth saving. —Bernice E. Cullinan

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- ❖ Hydrick, Janie. *Parent's Guide to Literacy for the 21st Century*. National Council of Teachers of English, 1996.
- ❖ Kropp, Paul. *How to Make Your Child a Reader for Life*. Broadway Publishing, 1995.
- ❖ Codell, Esmé Raji. *How To Get Your Child to Love Reading*. Algonquin Books, 2003.

School Libraries

- ❖ Loertscher, David V. *Reinvent Your School's Library in the Age of Technology: A Guide for Principals and Superintendents*. Hi Willow, 2002.
- ❖ Loertscher, David V. and Douglas Achterman. *Increasing Academic Achievement Through the Library Media Center: A Guide for Teachers*. 2nd ed. Hi Willow, 2003.
- ❖ Lance, Keith. "What Research Tells Us About School Libraries." White House Conference on School Libraries, June 4, 2002. at: <http://www.ims.gov/pubs/whitehouse0602/whitehouse.htm>
- ❖ American Association of School Librarians. Issues & Advocacy page. At: <http://www.ims.gov/pubs/whitehouse0602/whitehouse.htm> See the "advocacy" link for materials on how to promote a good school library media program at your school. There are also other valuable resources on information literacy and intellectual freedom.
- ❖ *Information Power: Building Partnerships for Learning*. by the American Association of School Librarians and AECT. American Library Association, 1998. This book contains the national standards for school libraries and is available from the American Library Association at: <http://www.ala.org/>

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- ❖ Rose, Colin and Malcolm J. Nicholl. *Accelerated Learning for the 21st Century: The Six-Step Plan to Unlock Your Master-Mind*. Dell, 1997. A wonderful read not only to understand what school librarians mean by information literacy, but also to stimulate your own adult mind about how to learn best in an information world. Terrific.
- ❖ Koechlin, Carol and Sandi Zwaan. *Build Your Own Information Literate School*. Hi Willow, 2003. Commonsense methods of teaching novices, apprentices and info-stars how to tackle information and win. Excellent for teachers, librarians, and parents.

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- ❖ *National Education Technology Standards for Students*. International Society for Technology in Education, 2001. At: <http://www.iste.org>. These standards explain what young people should know about technology as a basis for success in the 21st century.
- ❖ Pflaum, William D. *The Technology Fix: The Promise and Reality of Computers in Our Schools*. ASCD, 2004. Available at <http://www.ascd.org/>. Pflaum documents his visit to 20 schools around the country—some that had excellent technology integration and some that did not. He tries to understand why some schools are successful and others not, then gives his recommendations. An eye-opener.

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