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**Founder • Ken Haycock**  
**Publisher • Edward Kurdyla**  
**Coeditor • David Loertscher**  
**Coeditor • Elizabeth "Betty" Marcoux**  
**Managing Editor • Corinne O. Burton**  
**editor@teacherlibrarian.com**

**COLUMNISTS**

Rachelle Lasky Blitz, Barbara Braxton, Sharon Coatney, David Gill, Reid Goldsborough, Sharon Grover, Lizette Hannegan, Suzanne Myers Harold, Sara Catherine Howard, Larry Johnson, Annette Lamb, David Loertscher, Keith McPherson, Kathleen Odean, John Peters, Joe Sutliff Sanders, Joanne Troutner, Betty Winslow

**EDITORIAL OFFICES TEACHER LIBRARIAN**

The Journal for School Library Professionals  
 4501 Forbes Blvd., Suite 200  
 Lanham, MD 20706  
 Phone: 1-800-273-2223  
 Fax: 717-794-3852

E-mail: admin@teacherlibrarian.com  
 Subscription e-mail: journals@rowman.com  
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**ADVERTISING REPRESENTATIVE**

The Goldman Group, 4125 Gunn Hwy., Suite B1, Tampa, FL 33618  
 Phone: 813-264-2772; Fax: 813-264-2343  
 E-mail: tilbrarian@ggpublish.com

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notebook by david loertscher



# new school year, new season, and welcome Betty!

It is with great pleasure that I announce the appointment of Dr. Elizabeth "Betty" Marcoux as coeditor with me for *Teacher Librarian: The Journal for School Library Professionals*. Betty has a doctorate from the University of Arizona and has taught there and more recently at the University of Washington, where she is an assistant professor at the Information School. To members of the American Association of School Libraries (AASL), Betty is known as chair of the writing committee for the 1998 *Information Power* (AASL & AECT) but is also widely known for her work with various cultural groups regarding information access and use. She speaks fluent Spanish and is an advocate for English learners in schools and libraries. Welcome, Betty. We are proud to have you onboard. Please extend your congratulations to Betty at b.marcoux@verizon.net.



And, to our retiring coeditor, Esther Rosenfeld, I wish to express a very deep affection and respect for the work we were able to accomplish together as we took over the helm of *Teacher Librarian*. It has been a wonderful experience working with such a visionary yet practical and organized person.

In this the first issue of our new volume year and the first of the new school year, we address the major need for this profession to rethink totally the model of school library services that has served us well for half a century but is now showing its wear and tear in the age of the Internet and the information behavior of children and teens in this new world. Our first two feature articles propose new paradigms—new ways of thinking—as we begin to embrace the new vision of the AASL learning standards (2007).

We are asked to consider changing our focus to a learning commons model by Sharon Koechlin, Sandi Zwaan, and myself (p. 8). And, we are challenged by Vi Harada and Alison Zmuda to move directly into the center of teaching and learning (p. 15). We also have brief responses from practitioners in the field who are beginning to grasp the new frontiers and possibilities of a learning commons approach. It is a conversation as editors we hope will be front and center in the field as we all evolve.

Then, coming up in the December issue, we will examine the challenge presented by both the Mesa, AZ, school district that has replaced professional teacher-librarians with support personnel. And, we will look at the initiative by mothers in the state of Washington to push a bill for school library funding through their legislature.

As readers, you are encouraged to send 500-word essays about the measures you have been using or recommending to teacher-librarians everywhere regarding the differences a school library program can make in teaching and learning or how to broadcast (advocate) these efforts, not only to make a difference in teaching and learning, but also to broadcast that effort widely. Send your mini-essays to David Loertscher at reader.david@gmail.com.

We will continue as coeditors to straddle both the theory and its translation into practice—the role that *Teacher Librarian* has assumed since its inception. We also carry an international flavor mostly from North America but will encourage more interaction from the entire English-speaking world.

We encourage you our readers to submit articles to us. These can be sent to our managing editor, Corinne Burton at [editor@teacher-librarian.com](mailto:editor@teacher-librarian.com). We also remind our academic readers that our feature articles are blind peer-reviewed, and every article thus reviewed states it for tenure and promotion purposes.

Please note, results from the *Teacher Librarian* Professional Development Challenge and Model Building Contest will be published in our December 2008 issue.

We appreciate suggestions at any time and appreciate the contributions of our esteemed board, our columnists, our managing editor, and our readers.

## REFERENCES

American Association of School Librarians (AASL). (2007). Standards for the 21st-century learner. [www.ala.org/ala/aasl/aaslproftools/learningstandards/AALA\\_Learning\\_Standards\\_2007.pdf](http://www.ala.org/ala/aasl/aaslproftools/learningstandards/AALA_Learning_Standards_2007.pdf).

American Association of School Librarians & Association for Educational Communications and Technology (AASL & AECT). (1998). *Information power: Guidelines for school library media programs*. Chicago: American Library Association; Washington, DC: Association for Educational Communications and Technology.

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E-mail [editor@teacherlibrarian.com](mailto:editor@teacherlibrarian.com) and tell us what topics you would like to read about, and we will seek to publish articles on those topics. Other comments and suggestions are welcomed, too.

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