

Notes from the State Librarian

School library survey. The State Library's fifth annual survey of Iowa school libraries became available on April 15 and will remain open until June 30. A mailing with instructions and a password was sent to each school library during the week of April 10. A letter from Judy Jeffrey and me explaining the survey was sent electronically to each building principal on April 20.



Why should you take the time to complete the survey?

- You can use survey information for comparative purposes - to analyze your own library activity and use from year to year, as well as to compare your library to others in the state.
- You can use survey information to help you demonstrate the effectiveness of your school library.
- Statewide survey results are being used to document the need for improvement in school libraries in Iowa. The survey return rate is currently 70%, and a higher return rate will provide an even more accurate statewide picture. Your survey response is vitally important!
- Statewide survey results have been used to develop presentations made at conferences and to provide information to the Iowa Library Association, the Department of Education, the Commission of Libraries, and others.

The State Library asks you to complete the survey as part of our mission to advocate for Iowa libraries. The survey results provide us with important data about the condition of Iowa's school libraries – and we rely on you to complete the surveys each year so that the data is accurate. Thanks to all of you for your participation in this important effort.

Survey results are available on the State Library's Web site at <http://www.statelibraryofiaowa.org/ld/statistics/schools/index>.

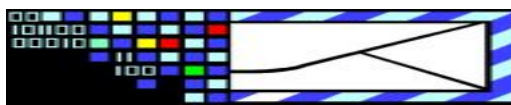
Teacher librarian endorsement language. The State Library's formal proposal to the Board of Educational Examiners to revise the language in endorsement 108, 109, and 174 by substituting "teacher librarian" for "school media specialist" has been approved by the Board. Thanks to the executive boards of the IASL and the ILA for their support of this proposal. The State Library strongly supports Iowa's teacher librarians and your critically important role of developing information literate Iowa students. We believe that "teacher librarian" more accurately reflects your role than "media specialist."

The change in endorsement language is currently working its way through the state's process for changing administrative rules, and will be effective later this spring or summer. The State Library will make an announcement when the process is completed and the rule change is effective.

Mary Wegner

4-20-06

Digital Natives create new spaces!



By Kristin Steingreaber, IASL President

MySpace and Facebook are two very popular websites among high school and college students. According to a **USA Today** report, March 9, 2006, MySpace had 61 million registered users. Although often linked with teens (users have to be 14 or older) 78% of its members are over 18. From a more recent April article, MySpace accounts had grown to 70 million. Facebook accounts number more than 6.1 million college students with 900,000 high schools signing up since last September.

One of the attractions of the social networking websites is the ability to share photographs and comments. Each has a comment wall along with the ability to access private e-mail. High-school students interviewed for this article indicated that MySpace was neat because of the ability to customize and develop the website. You can actually Google for MySpace web designs.

A major concern about the sites, however, is the access and what is posted. Students, in large part, post comments/photos as if no one would ever see or care. "To young adults, Facebook, MySpace and blogging sites such as Xanga and LiveJournal were never meant to be scrutinized or even observed by those in authority." (Page 4A)

Schools are interested in setting boundaries. "Our job is to point out some of the dangers and also the incivility," says Mary Beck Mackin, associate dean of student affairs at the University of Wisconsin-Whitewater. "This generation (will) say things without thinking about the consequences." (Page 4A)

College Athletic Departments are taking a hard look at the sites to protect their athletes (some have been expelled because of material that they posted). Loyola is the first college to ban Facebook, challenged by some as an attack on freedom of speech.

Safety is an important issue. Students need to know that keeping their profiles private and adding only friends they know are important. Students need to be aware also, that false profiles can be created. Former Southern California quarterback Matt Leinart, had a false account created with his name on Facebook. (Page 2C)

But students can also learn a tremendous amount by using technology for writing and communicating. What role can we play to help encourage linking in the digital world, exploring issues and connecting? Look at some positive examples including Joyce Valenza's blog at <http://joycevalenza.livejournal.com/>

Find out more about these social networks by reading articles (Check EBSCOHost, for example), having discussions with teens, creating a link on your library website with helpful information for parents, and setting up your own account. These are all ways to help teens make good choices.

Experts recommend for families:

- Keep the computer in the family room, not the bedroom.
- Learn more about the computer yourself.
- Ask your child for information – they will appreciate the interest.
- Ask to see their MySpace account.
- Be aware if they are closing screens when you come around the computer.

Check out the section on WiredSafety.org on blogs and online diaries at <http://www.wiredsafety.org/internet101/blogs.html> as well as the NetSmartz site <http://netsmartz.org/>

References:

- Brady, Eric. "Facebook profiles try to be cool but are hard to verify." *USA Today* 9 Mar. 2006: 2C. *Newspaper Source*. EBSCO. AEA 15. 30 Apr. 2006
< <http://search.epnet.com/login.aspx?direct=true&db=nfh&an=JOE208073682306> >.
- Kornblum, Janet. "How to monitor the kids." *USA Today* 9 Mar. 2006: 8D. *Newspaper Source*. EBSCO. AEA 15. 30 Apr. 2006
< <http://search.epnet.com/login.aspx?direct=true&db=nfh&an=JOE051429519206> >.
- Kornblum, Janet. "MySpace takes steps to keep kids safe." *USA Today* 12 Apr. 2006: 9D. *Newspaper Source*. EBSCO. AEA 15. 30 Apr. 2006
< <http://search.epnet.com/login.aspx?direct=true&db=nfh&an=JOE030773431006> >.
- Kornblum, Janet. "What you say online could haunt you." *USA Today* 9 Mar. 2006: 1A+. *Newspaper Source*. EBSCO. AEA 15. 30 Apr. 2006
< <http://search.epnet.com/login.aspx?direct=true&db=nfh&an=JOE114788670106> >.

Lots more to consider—Blogs—Are they the future of journalism? <http://archives.cnn.com/2002/TECH/internet/05/09/blog/index.html>
<http://www.usatoday.com/blog-index.htm>

Podcasting for Ordinary Teacher Librarians

By Becky Mather and Robert Reppert, AEA 9

The New Oxford American Dictionary defines podcast as “a digital recording of a radio broadcast or similar program, made available on the Internet for downloading to a personal audio player.” In other words, it’s a digital audio file that’s created, shared, and heard. Robert’s definition of podcasting: you upload an audio file- any audio file- to the Internet, which can then be downloaded to a computer and, if you wish, to any MP3 player- no iPod required. That’s the basic podcast. An enhanced podcast can include images and video as well. And remember- iPods make them portable, but are not required to use podcasts.

“Podcasting 101 for K-12 Librarians” by Esther Krieder Eash (*Computers in Libraries*, April 2006) is an informative primer on podcasting. If you only read one article on podcasting, make it this one. <http://www.infotoday.com/cilmag/apr06/Eash.shtml>

Why podcast?

- Podcasting adds another dimension to schoolwork- makes learning exciting and purposeful.
- It gives children a voice- by publishing to a wider audience.
- Flexible learning- take it anywhere!
- Motivational- a whole new style of learning, where children can take ownership of the learning process.
- Cutting edge technology for the ‘digital native’.
- Reinforcement of learning – learning in a real and modern context.
- Podcasting supports efforts to differentiate instruction for students who need remedial or extended support.

Many college/university professors (including some at the University of Iowa and Iowa State University) record their lectures and make them available as podcasts. Students use them to review their notes and to study for exams. According to Time magazine, medical students are using iPods to learn about heartbeat sounds. Dr. Michael Barrett of Temple University discovered that you have to listen to a recording about 500 times to reliably discriminate between the different sounds made by various heart problems. Barrett produced a CD that mimicked the sounds of six abnormal heart conditions and gave it to a group of medical students, who promptly uploaded the recordings to their iPods. About two hours and 3,000 playbacks later, the students were able to correctly identify 80% of the heart sounds on a test—up from 30% before the practice listening session.

<http://www.time.com/time/health/article/0,8599,1150017,00.html>

Podcasts have lots of potential for us as teacher librarians. Here are a few ideas:

- “Tell Me a Story” (*School Library Journal*, Sept. 2005) describes how media specialist Sarah Chauncey of Monsey, NY, creates podcasts based on snippets of picture books. Check it out at <http://www.grandviewlibrary.org> Click on “various grade levels”, and then choose a podcast to listen to.
- Louisa/Muscatine Elementary School in Letts, Iowa uses iPods to assist IEP students with testing; podcasts of concerts and reading projects are uploaded to the iTunes Music Store. Even kindergarten students are involved!
- Use podcasts to promote your library services.
- Booktalks on the IASL award books.

Basic tools needed to create a podcast (all free or very inexpensive):

- You will need a computer; an Internet connection; an email address; a microphone; recording software, such as Audacity, a free download at <http://audacity.sourceforge.net/> Visit <http://www.atomiclearning.com> for tutorials using Audacity.
- If you intend to include sound effects or music, have these saved on your computer first. (Remember copyright laws!) Choose MP3 files only. <http://www.freeplaymusic.com> is a source of free music downloads.

For step-by-step instructions, visit our website: <http://www.iasl-ila.org> Make podcasting one of your summer projects!

Iowa Resources - Make Connections with Students and Teachers!

By Kristin Steingreaber, IASL President

Last fall, I had an opportunity to explore Grant Wood's studio in Cedar Rapids during a trip to the Exhibit at 5 Turner Alley and the Cedar Rapids Art Museum. It was a fascinating exhibit seeing first-hand, his mother's "hot-dog stand" that he built in their studio/home, the large stained glass window in the current City Hall and the murals around town created for this special exhibit.

As teacher-librarians, you can collaborate with classroom teachers to make that Iowa unit as rich as possible. Starting resources—how many can you add to this beginning list?

Grant Wood

Studio 5 Turner Alley -

<http://www.grantwoodstudio.org/>

Grant Wood - Cedar Rapids Exhibit will be back on display Sept. 2006 -

<http://www.crma.org/exhibitions/exhibitions.htm>

American Gothic house in Eldon -

http://www.iowahistory.org/sites/gothic_house/gothic_house.html

NPR special on American Gothic -

<http://www.npr.org/programs/morning/features/patc/americanogothic/>

Persistent link to article from EBSCO - History Behind the Painting, NPR

<http://search.epnet.com/login.aspx?direct=true&db=fh&an=6XN200211181107&site=src>

Iowa History Online

<http://fp.uni.edu/iowaonline/main.htm>

Have you seen their list of books to read <http://fp.uni.edu/iowaonline/6.htm> ? Do you have them on display or have a way to borrow them for units? What books would you add?

Dig Iowa!

Iowa doesn't have a state paleontologist, but we have a state archaeologist and artifacts are housed in Iowa City. In 2001, the Des Moines Register ran an article about the discoveries around the state due to highway projects. A ceramic pot from A.D. 900 to 1150, for instance, was discovered in Woodbury County, at U.S. Highway 75 bypass. Search the *Des Moines Register Archives*, using the Advanced Search: 8/19/2001 "Dig Iowa - Excavation of Highway Projects Uncover Clues to Past".

<http://www.desmoinesregister.com/apps/pbcs.dll/fonpage>

Local communities in Iowa - what are the connections? For example, Chris Murphy, Burlington, has created a website with his postcard collection depicting the history of his city at <http://www.burlingtonbythebook.com/>

More Iowans -

April 2006 - Aldo Leopold Month in Iowa.

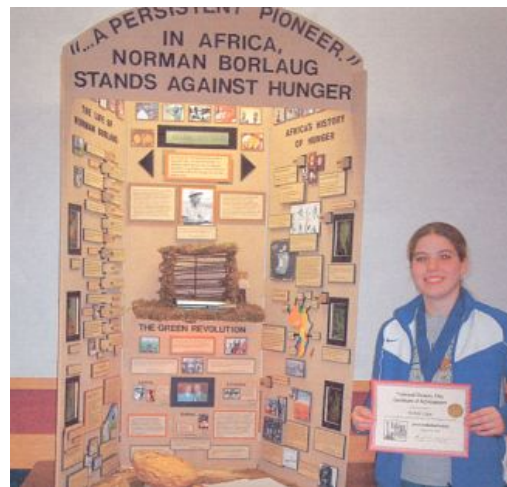
<http://www.leopold.iastate.edu/>

Teacher Librarian Sue Inhelder, Marshalltown, helped her students find valuable research on Norman Borlaug, Nobel Peace Prize winner.

<http://www.normanborlaug.org/>

They were rewarded for their research when the producer of the video provided a free copy, as well as permission to use the clips. Contact Sue for details.

SINHELDER@marshalltown.k12.ia.us



Rachelle Edgar, Marshalltown Senior, competed at the State History Day competition, May 1, 2006 where she qualified for National History Day in College Park, MD, June 11. She will also display her work at the State Gala on May 12 at the State Historical Society.

Patti Miller, traveled from Drake to Mississippi during the summer of 1964 to join the Civil Rights movement. Her story may soon be available through IPTV as a film, although video clips are currently on this site. <http://www.keepinghistoryalive.com/about.html>

The Burlington Hawkeye covered her story as well. Check their free archives - "Iowan captures summer of 1964", 2/14/2006. Search <http://archive.thehawkeye.com/>

Also connect at The African American Historical Museum and Cultural Center of Iowa. <http://blackiowa.org>

Iowa Hall of Pride - have you seen this exhibit? Teacher-librarian Marcia Meller, Centerville Junior High, has been a major contributor of research, and text for items in the Exhibit. <http://www.iowahallofpride.com/>

Iowa Connections– continued from page 11

Travel Iowa - <http://www.traveliowa.com/>

Gerry Rowland, State Library of Iowa, is an avid canoeist and has put eight years of his stories on the website – Des Moines River Paddling at <http://www.desmoinesriver.org>



He recommends the following as well:

Nate Hoogeveen's book, **Paddling Iowa**, is a treasure of Iowa paddling experiences.

The Paddlesport Expo in Indianola is “a great place to hear about paddle experiences and places.” (Feb 10-12) <http://www.canoesportoutfitters.com/iowaexpo.html>

Iowa River Revival March 4-5 <http://www.iowariversrevival.org/>

<http://www.paddlingiowa.com/>

Iowa White water Coalition <http://www.iowawhitewater.org/>

DNR water trails <http://www.iowadnr.com/watertrails/index.html>

And finally, consider this. Depending on the state you grow up in, that will be the state you explore the most in that fourth or fifth grade research unit. (See Arizona’s State Standard below.) You could be the inspiration behind your school really exploring all states! This summer, you might start by checking out new states for your students to discover in your library next fall!

*From Arizona’s State Standard – “By grade 4 students are expected to differentiate between secondary and primary sources and to “distinguish fact from fiction in historical novels and movies.” The historical content focuses on Arizona: the legacy of prehistoric Indians, Spanish and Mexican colonization, statehood, the Indian wars, and the cultural contributions of Hispanics and newcomers from other parts of the U.S.”

<http://www.edexcellence.net/institute/publication/publication.cfm?id=320&pubsubid=946>

The Hello, Goodbye Window: Collaboration at Its Best

By Pat Braunger, Grant Wood Elementary, Iowa City

When a first grade student at Grant Wood Elementary School in Iowa City explained what was happening in the first page of narrative in The Hello, Goodbye Window, teacher librarian, Pat Braunger knew that students were ready for a level of discussion about art and literature that weren’t in her lesson plan. The first grader explained that illustrator Chris Raschka showed a little girl’s arms and hands, but not the character’s entire body, at the gate outside the large house “because the illustrator is showing us that the little girl is going into the yard and into the story and the illustrator is inviting us into the story too.”

“This year’s Caldecott Award book is a masterpiece,” says Braunger. But she did not always feel that way. When she first read the book she thought she understood Norton Juster’s narrative. Raschka’s illustrations, however, puzzled her. “I was sure I was missing many levels of meaning beyond the narrative,” Braunger said. “I reread and studied the book the way I always do– one literary element at a time. But I wasn’t satisfied.” What is the problem or conflict? Why does the little girl have no name? Does she change? How will I know? Is point of view or perspective as seen from The Hello, Goodbye Window important? Why is there a dinosaur in the window? How can I decide what is important?

Professional collaboration was the key to understanding the book. When literary elements and traditional strategies did not unlock the meaning for Braunger she consulted Art Teacher Marijo Mihalopoulos. “I knew it was not just my artistic imagination that made me see hands waving from the bushes on the title page and the letters ‘m’ and ‘d’ in the bushes later in the book,” said Mihalopoulos. Her understanding of art elements, especially color, form, and line, combined with Braunger’s understanding of literary elements, began to reveal the levels of meaning they both knew were present in the book.

“I began to understand character, setting, and point of view when I worked with Marijo to understand how Raschka used color, form, and line,” said Braunger. Together, art teacher and teacher librarian discovered that the conflict is first revealed not from the narrative, but through the illustrations on the dedication page and title page.

Mihalopoulos and Braunger wanted to share their love of the book, so they prepared a study guide for teacher librarians, art teachers, and classroom teachers. "It is the combination of pleasing narrative and stunning art that creates this masterpiece," said Mihalopoulos. "It's like a mystery. You can't really understand the art unless you understand the narrative. Overlook the artistic elements and you'll miss the literary elements."

The first two pages of the study guide, covering the critical dedication page and title page, are reprinted below. If a copy of the book is not available, you can preview the at <http://www.teachingbooks.net/slideshows/previews/juster/HelloWindowPreview.html>

<p>Dedication page</p> <p><u>Notes about the art</u></p> <p>Artists often repeat color, form and line because it makes you stop, look, and think.</p> <p>FORM strikes the reader first on this page, through triangle and circles. The triangle within a circle, as we have here, is a Renaissance device.</p> <ul style="list-style-type: none">• the three heads form the first triangle, three sets of eyes form a second triangle.• the combined figures and the brush strokes surrounding them form a circle;• <i>movement</i> is in a circular motion, enveloping the three figures, complemented by the outside environment. <p>LINE often shows perspective and movement, but in this case, line is used to show emotional detail. Note the man's hands. They seem to be a part of the circle as they hug both woman and child. Note repetition of line in background that seems almost like hands.</p> <p>COLOR. Look at the vivid blue in the picture – the man's eyes, and above his head the same color echoing his own face with prominent nose, mouth and ear. Look at the browns, especially the little girl's intense brown eyes – as intense as the man's blue eyes.</p> <p>In the pages to come, look for movement, repetition of line and shape, and color, as we have looked here.</p>	<p>Questions about the Dedication Page</p> <p><i>What is happening in this picture?</i></p> <p><i>Who are these people?</i></p> <p><i>How do they feel?</i></p> <p><i>Why might they feel this way?</i></p> <p><i>What has happened?</i></p> <p><i>Predict what might happen next.</i></p>
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Title Page

Notes about the art

FORM. Notice how there are now two masses of color (two adults in one, child in the other) where once there had once been a compact, embracing circle. Notice that the man is vertical. The woman is leaning toward the little girl, with her hand extended. The little girl is enveloped in white, free of the environment that is a part of the larger color mass. The adult figures plus the blue-green background form a triangle directing our eye to the little girl.

LINE: As on the previous page, line is used to show emotional detail. Notice the outline of the woman's hands, the little girl's hands, and the brown, finger-like leaves that also seem to be waving goodbye.

The horizontal fence line leads us from the adult figures to the separation, to the little girl, to the gate and off the page (into the story).

COLOR: Squint your eyes. Note how the color of the figures shows separation from the background. Again, brown is a very important color. Father's blue eyes are still very striking, and they are echoed in the blue masses that move the eye toward the little girl. The movement of his eyes and the woman's eyes further move our eye to the little girl.

Questions about the Title Page

What is happening in this picture?

How does each character feel?

How does the picture 'go with' the title?

What do you predict will happen next?



*If you have a great collaborative activity that you would like to share, please contact
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IASL, Iowa Association of School Librarians, a subdivision of ILA

Website: <http://www.iasl-ia.org>

Listserv: iasl@iowalibraryassociation.org

Discussion Board: <http://proj1.aea15.k12.ia.us/phpBB2/>

Becky Mather, IASL Publications Chair, Editor - May 5.2006