

## Transliteracy and the Teen/Tween Novel

How do we recognize a novel? Do we just know one when we see it? More and more, authors for older children and young adults have been pushing the boundaries of what a novel “ought” to look like. Melanie Koss, a professor of literacy education at Northern Illinois University, argues that one reason new forms in fiction are appearing is because of the digital revolution. “Teens are used to getting fragmented snippets of information in their daily lives,” she writes, and so “books are being written to reflect this phenomenon” (77).

Verse novels, a form that sounds like an oxymoron, still seemed edgy a few years ago. Now, these cataloger’s conundrums are proliferating at such an exponential rate that they have become part of mainstream pub-

lishing. Teens clamor for the latest best-selling Ellen Hopkins title, and a slew of other writers, including Karen Hesse, Nikki Grimes, Stephanie Hemphill, Helen Frost, Jen Bryant, and Margarita Engle, have earned critical and popular success primarily as the authors of novels in verse. The spare, segmented, and non-linear qualities of the form support Koss’s argument that current trends in structuring fiction are related to the way information is consumed in today’s society.

Illustrations used to be only for younger readers, but this has changed practically overnight. Visual elements are becoming increasingly common in fictional works for tweens and teens, and are often used in innovative ways. Brian Selznick’s *Wonderstruck* has dual narrators; one story is told through words, the other through pictures. Ransom Riggs’

*Miss Peregrine’s Home for Peculiar Children* includes vintage photographs that are an integral part of the story. And in *Countdown*, Deborah Wiles weaves primary sources such as news clippings, ads, photographs, and large-font quotations throughout the text. The increasing incidence of visual components in novels mirrors the ubiquity of visual images in a digitized world. What is more, since visual literacy is now a curricular goal, educators and parents no longer dismiss images in fiction for teens out-of-hand. In my own experience working in a middle school library, eager and reluctant readers alike are drawn to books that have visual interest.

More recently, authors and publishers have been experimenting with incorporating technology directly into their stories. Patrick Carman, a leader of this trend

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### Special points of interest:

Be sure to check out the Legislative Committee’s Parent Advocacy Program resources in the article on page 5 and on the PSLA website. This looks like an excellent way to promote libraries to your best advocates--parents!

## A Note about Navigating *Learning & Media Online*

This second issue of *Learning & Media Online* is still something new for PSLA and the Editorial Board. We hope that you find it worth your time. The great thing about publishing digitally is that you no longer have to type long URLs into your browser window while squinting at the type on the page. Instead, you can simply click on the outlined boxes around linking text in articles. See below for two examples.

Back issues will be maintained online at Issuu (<http://issuu.com/psla>) so you can refer to them when needed. We hope that in the interest of conservation of resources, you will consider reading on a screen rather than printing out the following pages. One thing that you'll find is the printed versions do not show visible links, so reading where you can click will be most efficient. If you wish to download or print from Issuu and don't want to create a personal account, you may use an account that was created for members: *Username: PSLAmember Password: libraryPSLA* **Please do not change the password or email address for this account.**

We are open to your suggestions and feedback about this new medium. We expect that it will change and grow as we hear from you. Please send feedback to [pslapubs@gmail.com](mailto:pslapubs@gmail.com). We want the online issues to work for you.

### *Publication Guidelines*

*Learning & Media*, the professional journal of the Pennsylvania School Librarian's Association (PSLA), publishes articles that are of interest to library media specialists, library educators, library students and others concerned with the development of school library programs from pre-school through high school. Authors are encouraged to draw on their own experiences and action research as well as their interpretations of professional literature. A theme is announced for each issue, but all articles that relate to the profession are welcome. Manuscripts are accepted year round.

Please email submissions in Microsoft Word (.doc preferred) format to the editor at [pslapubs@gmail.com](mailto:pslapubs@gmail.com). Images should be at the highest resolution possible and in .jpg format. Authors do not receive financial remuneration from PSLA for published articles. Terminology in manuscripts ought to be consistent with PSLA policy and practice, and with the philosophy of *Information Power* (ALA 1998). The journal is published twice per year and circulated to all PSLA members. Manuscripts should follow the Modern Language Association style. The editor reserves the right to edit and revise accepted articles for clarity, accuracy or length. All materials published in *Learning & Media* may be copied or distributed without permission for the non-commercial purpose of educational advancement. Publication in *Learning & Media* does not imply endorsement of the expressed opinions by PSLA. Contact the editor for back issue information.

## Editorial Board

### Editor

**Michael Nailor**

Danville Area High School  
[nfnfcfl@ptd.net](mailto:nfnfcfl@ptd.net)

### Associate Editor

**Margaret Tassia**

[mrtassia@gmail.com](mailto:mrtassia@gmail.com)

### Online Editor

**Kimberly Brosan**

[kim.brosan@gmail.com](mailto:kim.brosan@gmail.com)

### Kelly Guistwhite

[kguistwhite@wssd.k12.pa.us](mailto:kguistwhite@wssd.k12.pa.us)

### Eleanor Howe

[eleanorhowe@yahoo.com](mailto:eleanorhowe@yahoo.com)

### Allison Mackley

[amackley@hershey.k12.pa.us](mailto:amackley@hershey.k12.pa.us)

### Beth McGuire

[m McGuire@hasdpa.net](mailto:m McGuire@hasdpa.net)

### Christine Metcalf

[cmetcalf@wssd.k12.pa.us](mailto:cmetcalf@wssd.k12.pa.us)

### Lynn Moses

[booklover1223@yahoo.com](mailto:booklover1223@yahoo.com)

### Sonya Smith

[ssmith@ccsd.cc](mailto:ssmith@ccsd.cc)

## President's Message

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It seems strange to be writing my last President's Message for *Learning and Media*. Was it two years ago that I wrote my first message?

The past two years have been full of emotions.

We have seen library programs and library positions on the chopping block across the state. We have empathized with the people who have lost positions and programs, and we have celebrated those

who fought and won. We have provided support to the best of our abilities. We do ask that you continue to report any cutbacks so that we have an idea of what is going on.

Changes have been happening to some of the constants of PSLA.

*Learning and Media* has added an electronic publication to help keep us up and aware.

Membership and Conference registration have

gone on-line, streamlining the process once we ironed out the glitches, and learned from the Count-Me-In fiasco.

The conference format has been rearranged to meet changing needs, increasing expenses, Act 48 requirements, and decreasing attendance. Incoming conference chairs will continue the adaptation of the conference structure.

I would like to thank

all those who have been a support to me and to PSLA through these 2 years.

There are so many wonderful people in this organization. I would especially like to thank my officers and members of the board of directors who have provided so much wisdom and guidance. This is what keeps PSLA strong.

Best wishes,  
Doug

## Transliteracy and the Teen/Tween Novel (continued)

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(sometimes called multi-platform publishing), explains, "For some teen readers – the ones publishing has lost in a rising tide of video games, movies, TV shows, the Internet, and cell phones — this is the kind of experience that will help them enjoy reading again" (Abrams). Carman's *Skeleton Creek* series, for example, includes links to videos that tie into the storyline.

As E-books have become more popular and accessible, the potential for creating a reading experience that seamlessly incorporate other media in new and innovative ways has expanded dramatically. David Leviathan, a best-selling author in his own right as well as an editor at Scholastic involved with the highly successful

multi-platform series *39 Clues* and a new multi-platform series, *Infinity Ring*, to be launched this fall, predicts "a huge future" for books that blend text with technology. He claims that the multi-platform trend in publishing "will make us rethink our definition of what literacy is" (Goodnow).

Rethinking literacy is, of course, exactly what librarians and many other educators have been doing for years. Novels have as-yet unrealized possibilities for promoting not only traditional, visual, and digital literacy, but also almost any kind of literacy imaginable. Not only in e-book form, but in innovative forms of print as well, novels can be vehicles of what the library world calls transliteracy.

The traditional novel is in no danger of extinction anytime soon, but what is especially notable about many boundary-breaking books is that they are much more than novelties (excuse the pun). They are great reads, written by talented authors. A verse novel, Thanhha Lai's *Inside Out and Back Again*, snagged the 2012 National Book Award for Young People's Literature, while Selznick followed up his groundbreaking 2008 Caldecott win for *The Invention of Hugo Cabret* with a Schneider award for *Wonderstruck* this year. Additionally, the authors Scholastic rounded up to write the *39 Clues* series read like a veritable Who's Who of children's and YA litera-

ture. They include veteran funnyman Gordon Korman; a Newbery medalist, Linda Sue Park; and Rick Riordan, the man responsible for the rising demand for children's nonfiction books about mythology. As Carman wisely notes, "no amount of tech wizardry will turn a bad story into a good one" (Abrams).

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Maggie Bokelman  
Librarian, Eagle View Middle School

## Outstanding School Library Program Acceptance Speech

Once upon a time there was a little girl who loved to read. We'll call her Dotty for want of a better name. Dotty's parents, especially her mother, Ruth, read her many books from an early age. Dotty and her sister Marjie would read secretly by flashlight late into the night. Dotty soon learned that not only did she want to devour the printed word, she wanted to organize it and bring others to the throne of literature.

She matured, some would say, and married a bookworm. Dreaming of a career in books she ended up at the University of Pittsburgh with Blanche Woolls as her mentor in library science. Blanche propelled Dotty into a unending enthusiasm for middle school libraries.

But Dotty's plot was interrupted. The young woman and her bookworm husband, Gary, produced 4 baby readers, including Elizabeth her oldest. After several decades of reading children's books to these baby bookworms, Dotty returned to the educational world and began teaching in a room with thousands of books. Now she works with some outstanding librarians, including Dustin Brackbill and Emily Herring. Their department is led by Tom Mitchell, voracious reader, and technological wizard.

At Mt. Nittany Middle School where Dotty is librarian, students eagerly embrace NoodleBib and subscription databases. They read books almost faster than Dotty can get them on the shelf. The school is full of some of the best collaborative teachers and innovators in education. Leading the pack is intrepid library para, Diane Twomley (pictured on left, with Delafield).



The school community is privileged with principals who get it. You know... get libraries. Jason Perrin followed by Brian Ishler - who by the way has read the entire Hunger Games trilogy in spite of the fact that he'd rather read baseball stories. More recently they've been joined by Dr. Bob O'Donnell, superintendent of SCASD -- who was stolen from Cathi Furman. Thanks to Cathi, he gets libraries, too.

One day, Mardi Frye, extraordinary

elementary librarian, decided to nominate the MNMS Library program for an award. And here we are.

On behalf of the MNMS community I want to thank the PSLA Awards Committee and the PSLA board of directors for this wonderful honor. Just the process of preparing for the visitation was a personally challenging and rewarding exercise to self-examine our curriculum and practices at MNMS.

As long as the MNMS students and faculty will have me, we will be a team, researching and reading, adding to the happily ever after ending of this story.

With the exception of the students and faculty at MNMS, all the characters in this story are here, including the director of our community library, Cathi Alloway. These characters along with the MNMS com-

munity have had a profound affect on me personally and thus the MNMS Library Program. Would all these characters please stand and would you all help me thank them for their contributions and for making the trek for this event.

Thank you. May the story never end.

*Dotty Delafield*  
**Mount Nittany Middle School**

## PSLA Legislation Committee Launches Parent Advocacy Program

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Keith Curry Lance, a prolific researcher of school libraries, believes that developing parent advocates is powerful and important in maintaining and saving school library programs and jobs. "Having parents who understand what school libraries do and what school librarians teach can make the difference between staffed and well-resourced libraries and those that are not." Today more than ever, "outside" voices—those of stakeholders who are not on the school's payroll—are more persuasive to school board members and district administrators than those within the school organization.

Most school librarians know the importance of building strong parent supporters but many don't know where to begin or feel that they don't have (the four-letter word) "time." The PSLA Legislation Committee with help from Shannon Resch, school librarian at Park Hills Elementary, South Western School District, launched a pre-packaged program to make it easy for members to begin building a relationship with their local parent organization. Shannon is the PTO President at her daughter's school so she was an excellent resource to co-author the program. PTAs and PTOs most times only hear from teachers and librarians when they want money for a needed resource or program. Recognizing this, we wanted to author a program that would build a longer-lasting relationship of support instead of a one-time ask for a donation. The premise of the PSLA program is to raise awareness and support, not primarily to raise money.

The resultant PSLA Parent Advocacy Program consists of two PowerPoints, librarian resources, handouts, and background articles. One PowerPoint is a training tool for the school librarian called "Developing Parent Advocates." The other PowerPoint is one that will be adapted to use when the librarian presents to the parent group called "Your School Library." The program was launched during a session at the PSLA Conference, but is now

available on the PSLA website for anyone to download at <http://psla.org/index.php/legislation/parent-advocacy>.

### *Implementing a Parent Program*

After watching the training PowerPoint you will know how to research the leaders of your school's parent group and learn the difference between a PTO and PTA. Using the sample text provided, you will send an email or letter to the president of your parent organization to introduce yourself and ask for a time to discuss a presentation. If you do not hear back, wait a week then call the parent leader. Meet at a local coffee shop or ask the parent to drop by your library after school one day. Your primary objective is to set a date to present and share with parents the program of services your library provides and how you teach and help students succeed.

After setting a date to present, adapt the PowerPoint and school library handout, making copies as needed. You can even swap out the photos to include ones of your students, making the PowerPoint more appealing to the parents who will watch it. Then practice your presentation so that you do not exceed the time you requested at the PTA/PTO meeting (usually 20 to 30 minutes). Also, and most importantly, practice your smile as you are talking!

This initial meeting blends public relations and marketing strategies. Public relations is about letting others know what the school library program does and what you teach. Marketing is about letting parents know what you and the program can do for them and their children or teens. This approach is the basis for developing a long-term and, hopefully, lasting relationship that builds parent advocates. Volunteering, fund-raising, and other collaborative activities are likely to follow after parents get to know you and how the program helps students (see "Ideas for Parent-Librarian Collaborations.")

While this "canned" program will help you

get started, remember this is just the beginning. Lasting relationships require frequent communications. For example, inform and invite parents to your special activities during National Library Week or Read Across America Day. Invite the PTA/PTO to Open House or Parents Night, collaborating on the event. PTA/PTO leaders can sign up parents to join their organization; you can show parents how to access the library's online catalog. Have a special evening session to show them how to use the POWER Library databases. Develop a parents page on your library website. Better yet, offer to post PTA/PTO agendas and minutes on the site giving them a web presence (check with your IT people first.)

### *The PSLA Incentive*

Even if you plan to do a parent presentation in the fall, now is the time to contact the PTA/PTO leader and do a "meet and greet." Establish a time to do your presentation so that it gets on the parent group's schedule of 2012-13 meetings. As an incentive, the PSLA Legislation Committee will send the first 10 PSLA members who schedule a parent presentation a packet of 25 AASL parent advocacy brochures that they can distribute at their session. Just email Deb Kachel at [dkachel@psla.org](mailto:dkachel@psla.org).

As stated in the PowerPoint, the common goal of school librarians and parents echoes the AASL Standards—helping students succeed by creating critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information" ready for 21st century life and careers. Let's show parents what school libraries "bring to the table" and develop some strong school library advocates at the same time!

For more information, visit the PSLA Parent Advocacy page.

Debra Kachel  
*Legislative Committee*

## Monica Sheffo: Winner of Me? A School Librarian? Essay Contest

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When my school librarian Mrs. Schott described the PSLA conference, she likened the experience to visiting your grandparents house. It is a place where you receive a warm welcome whether you're a first time attendee or a PSLA veteran. After my own weekend in Hershey, I couldn't agree more.

When I initially learned of my selection for the Me? A School Librarian? Essay contest, I was faced with a choice. Would I forfeit my winning spot at the conference for my role in our school's musical, which just so happened to fall on the exact same weekend? Ultimately, I chose what would further enhance my future career, and it was one of the best decisions I have ever made.

During the conference, I had the opportunity to meet Mary Ann Stewart, a high school librarian from Oil City who took me under her wing and became a mentor and friend. She perfectly exemplifies a current librarian fostering the growth of the next generation, as well as the true spirit of PSLA. Initially, I was feeling slightly apprehensive about my career choice. Was I settling for something just because I knew I was capable of per-

forming the task? After my weekend at PSLA, I not only left armed with a copious amount of knowledge regarding this profession, I also brought a sense of resolution I hadn't believed could come.

The sessions I attended spawned questions and debates regarding some of the great dilemmas our school librarians are faced with on a daily basis. The constant threat of budget and job cuts, as well as whether they should convert to a one to one program loom over their heads like a dark storm cloud, all while they try to educate their students.

These hot button topics spilled over into the GAC meeting, in which librarians would address their accomplishments over the past year, and their hopes for the following one. I had the honor of attending the meeting, and even contributed myself. Being able to speak as the voice of my generation to such a highly prestigious panel was an empowering moment I will never forget.

That council meeting was among many defining experiences that helped solidify my career decision to become a librarian.

My first session was The Young Adult

Top 40 (or so) presented by the immensely talented Dr. Joyce Valenza and her review panel of librarians. In the seminar, designed to mimic an election, we began by singing the "Librarian Anthem", penned by one of the librarians. The Young Adult Top 40 was a year in review for the best young adult titles presented in an elevator speech format that virtually allowed the librarian's two and a half minutes to sell the rest on their candidate. This was easily my favorite session (the 10 books I won was a great bonus!)

This silliness set the tone for an incredible weekend where all pretenses of librarians being crotchety and uptight were squashed. Instead, I spent my weekend with vivacious, colorful women with a fierce passion for their libraries and their students.

My experiences at PSLA were life altering in many ways. They helped me to mature and rethink my previous reluctance towards becoming a librarian. It would be an honor to join their esteemed ranks one day.

**Monica Sheffo**

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### *Calendar*

**PSLA Leadership Summit**—July 16-17 2012—*Hershey Lodge, Hershey, PA*

**PSLA Board Meeting**—September 29, 2012—*Doubletree Resort, Lancaster, PA*

**Banned Books Week**—September 30 - October 6, 2012

**Banned Websites Awareness Day**—October 3, 2012

**AASL Fall Forum**—October 12-13, 2012—*Greenville, SC or Doylestown or Pittsburgh*

**PSLA Board Meeting**—January 12, 2013—*Sheraton, Harrisburg, PA*

**ALA Midwinter Conference**—Jan. 25-29, 2013—*Seattle, WA*

**PSLA Board Meeting**—May 2, 2013- *Hershey Lodge—Hershey, PA*

**PSLA 40th Annual Conference**—May 2-4, 2013—*Hershey, PA*

**PSLA Board Meeting**—June 1, 2013—*State College, PA*

**AASL Conference**—November 13-17, 2013—*Hartford, CT*

## “The Top Ten Challenged Books...possibly”

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A few months ago I conducted a very brief survey across both the PSLA and SCHOOLS ListServ asking members the following three questions:

1. In the last 5 years, how many books have been challenged?

2. Of those challenges, how many resulted in the removal of the book from the collection?

3. Of all the challenges in the last 5 years, how many were reported to ALA using the Online Reporting Form?

Nearly 200 librarians participated in the survey, and I still cannot decide whether or not I was surprised by the results.

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As of December 2011, there are an estimated 121,785 libraries of all kinds in the United States (ALA Library Fact Sheet 1). Since 1990, ALA has been collecting data from libraries and other related institutions such as museums, bookstores and publishers regarding challenged books. From this data, the famous “Top Ten Challenged Books List” is published each year. Some titles that appeared on this year’s list include *The Hunger Games*, *And Tango Makes Three*, and *Twilight*. By ALA’s definition, a challenge is defined as “an attempt to remove or restrict materials, based upon the

objections of a person or group.”

Beginning thirty years ago, libraries began celebrating Banned Books Week during the last week in September in an attempt to draw attention to the problem of censorship occurring across the country. Libraries across the country purchase flashy posters from ALA, order extra copies of the listed challenged books, and plan special lessons to teach about this “issue”.

In 2010, only 348 challenges were reported to ALA, and from this data, the “List” was created. Considering the number of libraries in the United States, furthermore, the number of unique titles circulated, 348 seems very low. And it is. Therefore, while we librarians recognize that censorship in any amount is indeed an issue, there are others who may look to the numbers and think otherwise.

On the 2011 Banned & Challenged Books poster published by ALA for Banned Books Week, it clearly states that “surveys indicate 85% of challenges to library materials receive no media attention and remain unreported.” Furthermore, the ALA website states, “We (ALA) do not claim comprehensiveness in recording challenges as research suggests that for each challenge reported there are as many as four or five that go

unreported.”

I agree completely, as I now have data to support it. (And thanks to all who participated in the survey!)

1. ***In the last 5 years, how many books have been challenged?*** Of the 196 participants, 76 individuals reported facing at least 1 challenge in the last 5 years. The average number of challenges was 2.44. The total number of book challenges reported in the survey is 183.

2. ***Of those challenges, how many resulted in the removal of the book from the collection?*** 26 individuals reported having a book removed from the collection. The total number of books removed from a collection is 49.

3. ***Of all the challenges in the last 5 years, how many were reported to ALA using the Online Reporting Form?***

Surprisingly (or not?), only 11 books were reported to ALA.

So what does this mean for librarians?

- We cannot play the “I thought someone else would call 9-1-1” game. If a challenge occurs in your school – report it. ALA does not require any identifying information when reporting a challenge. The form requires the title, author, type of work, initiator of challenge (parent, administrator, etc.), and current status of material.

- We could potentially be

over/underrepresenting books during Banned Books Week. As librarians, we should be concerned that we are providing correct information and let’s face it – with this data, we could be way off.

- Let’s play offense instead of defense. Should libraries be in a situation in which we are trying to push legislation (as we regularly are) regarding something related to challenged books, I doubt legislators will accept “just trust us... it’s an issue”. Let’s get the accurate data now. Also - consider joining the Intellectual Freedom Committee.

**Censorship  
is an issue.  
You know it.  
I know it.  
ALA knows it.  
Now let’s  
prove it.**

**Heather Kenes Lister**  
*Intellectual Freedom Committee*

## Librarians Revise State ILL Policies

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New guidelines, designed to better serve library patrons in Pennsylvania, went into effect with the recent publication of the 2011 Pennsylvania Interlibrary Loan Guidelines and the 2011 Pennsylvania Interlibrary Loan Procedures Manual. The documents provide updated guidance for the exchange of materials between libraries.

An 18-person committee completed the work on the documents during 2010-11. Selected by the Office of Commonwealth Libraries, the Interlibrary Loan Code and Resources Committee was chaired by Tina LaMark, Assistant Director of Technical Services, Carnegie Library of Pittsburgh.

Virginia Schott of DuBois, librarian at DuBois Area High School, and Dr. Cathi Fuhrman, Ed.D., Library Department Supervisor, Hempfield School District served on the committee.

“Interlibrary loan allows individual libraries to meet the needs of very diverse library populations. As a school librarian I am expected to build a library collection that reflects the research needs of our school curriculum; interlibrary loan gives me the opportunity to serve student and staff needs beyond the curriculum,” said Schott, who stated that she was pleased to be asked to serve on this state-wide committee.

“These documents are designed to address the need for increased flexibility and to better accommodate new technologies,” said M. Clare Zales, retired Deputy Secretary for Commonwealth Libraries, Pennsylvania Department of Education. “They encourage libraries to share resources liberally and advise that restrictions of the past may no longer apply.”

The new documents replace the 1994 Pennsylvania Interlibrary Loan Code and the 1995 Pennsylvania Interlibrary Loan Procedures Manual. Interlibrary loan is a form of resource sharing by which a library requests material from, or supplies material to, another library. The interlibrary loan process is initiated by a user who may request items directly into an interlibrary loan request system or submit that request to interlibrary loan staff who place the request on his/her behalf.

Items possible for inclusions in these requests include bestsellers and popular items, bound volumes of periodicals, multiple copies, recently published titles, and titles owned locally. Each library in the Commonwealth is to develop its own interlibrary loan policy realizing that interlibrary loan is in the public’s interest. Interlibrary loan activity is intended to serve as an adjunct to, not as a substitute for collection development.

During 2010-11 the committees, acting as one body, met regularly onsite at the Pennsylvania State Library, Harrisburg, or electronically to draft the documents. Surveys sent to academic, public, school and special libraries provided valuable feedback about the drafts while they were in process. The committees reviewed and discussed each comment and made changes to the documents when possible and applicable.

“The resulting documents continue to reflect—a philosophy that strong and well-defined collections must be available in libraries of all types and sizes,” said Zales. “Interlibrary loan is a service which may be used to expand and broaden access beyond the scope of local collections. However, it should serve

as an adjunct to collections which meet most needs of an individual library’s users.”

The committee included: Tina LaMark, assistant director, Technical Services Carnegie Library of Pittsburgh; Karen Carlson, Interlibrary Loan Technician, State Library of Pennsylvania; Lisa Rives Collens, District Consultant Librarian, Central PA District; Barbara Coopey, assistant head, Access Services, head, Interlibrary Loan, University Libraries, Penn State University; Dr. Cathi Fuhrman, Ed.D., Library Department Supervisor, Hempfield School District; Krista Higham, Access Services Librarian, Millersville University; Alice Lubrecht, Bureau Director, State Library of Pennsylvania; Mary Maguire, District Consultant Librarian, Montgomery County-Norristown Public Library; Annette McAlister, retired, Office of Commonwealth Libraries; Joni L. Melnick, Director of Library Services, Torrance State Hospital; Susan Myers, Reference Librarian, Everett Free Library; Dr. Brandi Porter, Director of the Library, Mount Aloysius College; Virginia O. Schott, librarian, DuBois Area High School; Mary Lou Sowden, coordinator, Keystone Library Network Pennsylvania State System of Higher Education; Joan Stein, head, Access Services, Carnegie Mellon University Libraries; Helen Subbio, Information Services Coordinator, Delaware County Library System; Elizabeth J. Urling, retired, Office of Commonwealth Libraries; and Lizhu Zhong, Corrections Librarian, SCI, Camp Hill.

Both new documents may be viewed online at: <http://pa.webjunction.org/pa-ill>.



## Discover Riches at Pennsylvania Center for the Book

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The mission of the Pennsylvania Center for the Book is to study, honor, celebrate, and promote books, reading, libraries, and literacy to the citizens and residents of the Commonwealth of Pennsylvania. Penn State's University Libraries became the home of Pennsylvania's Center for the Book (PACFTB) in 2000, following the approval of the Library of Congress. We provide valuable literacy and literary resources for the Commonwealth of Pennsylvania through our programs, projects, and web presence. Citizens of all ages benefit from the literacy initiatives of the PACFTB. Increasingly, many of the Center's resources have been utilized by people beyond the Commonwealth's borders, and the Center has come to realize a national presence through its many endeavors. Listed below are the Center's projects designed to promote its literacy mission. <http://www.pabook.libraries.psu.edu/>

### ***Literary and Cultural Heritage Map of Pennsylvania***

One of the PACFTB's signature literature projects is the online Literary and Cultural Heritage Map of Pennsylvania, which showcases over 1300 biographies of writers and other cultural figures from all 67 counties who have given our Commonwealth its rich cultural heritage. The Center is proud to promote locality through the map as we believe that all aspects of literacy can be encouraged when users know that people from their own local areas have succeeded in a variety of endeavors. The interactive map also now includes over

200 feature articles and essays on famous locations, things, and events in Pennsylvania. Features range from articles about American Bandstand to the Heinz Company—fittingly the 57th feature in honor of its 57 varieties slogan—to Zippo Lighters.

Explorations of people and places related to Pennsylvania are just a click away for a variety of age groups. The map is used in education classrooms and libraries from third grade on up to enhance the study of all facets of information about Pennsylvania. The interactive quality of the map certainly appeals to children but it is also a hit with older citizens. A recent group of Penn State Education Alums from the 1940s and 1950s played trivia with the map using clicker technology. The Literary and Cultural Heritage Map of Pennsylvania received a Boorstin Award for Innovative and Creative Reading Promotion Projects from the Center for the Book at the Library of Congress in 2005. <http://www.pabook.libraries.psu.edu/palitmap/litmap.html>

### ***Public Poetry Project***

The Public Poetry Project seeks to make poetry a part of the daily lives of Pennsylvanians by placing poems in public places. In this adult literacy project, the Center produces posters with poems that are sent to locations throughout the Commonwealth including public and school libraries, restaurants, bookstores, coffee houses, college dorm rooms and other businesses. Since 2000, poems by over fifty poets have appeared on the poster series.

The poems chosen are by poets

with a connection to Pennsylvania—either by birth or a long period of residency. The resulting series reveals much about Pennsylvania as a place, but it reveals, also, just as much about the work and expansive qualities of poetry. Each spring, Penn State's University Libraries host a reading celebrating and featuring that year's brand-new public poetry poems and posters. The PACFTB website includes video clips of the poets reading their poems at the Public Poetry Reading. The online poetry posters and video clips provide a tangible poetry resource for high school students and adults. <http://www.pabook.libraries.psu.edu/activities/ppp/index.html>

### ***Family Literacy***

To shape the future readers of Pennsylvania, the Center provides book lists, educational guides, lesson plans, and resources for families of young children and those who work in language and literacy development. The Family Literacy Activities curriculum includes a Research Foundation for Objectives and Resources. There are Guides for Parents and Caregivers with three components: 1. Getting Started to help adults read to young children; 2. Stepping into Books to help 18- to 36-month-olds begin playing with words and 3. Growing into Books to help 3- to 5-year-olds learn.

Additional materials include sections on Family Fun Night Programs, Book-Centered Integrated Lesson Plans, Especially for Trainers and Especially for Parents. The Book-Centered Integrated Lesson Plans in-

## Discover Riches at Pennsylvania Center for the Book

clude an adult literacy lesson plan, a lesson plan to use with children, a parenting lesson plan and an interactive lesson to use with parents and their children. The PACFTB has added four new Book-Centered Integrated Lessons (that's 16 lessons) in 2011.

The Pennsylvania Center for the Book's Family Literacy Activities website continues to be featured by the Collaborative Summer Library Program (CSLP), a national consortium that makes reading materials available at little or no cost. This year the program is being used by thousands of libraries in 50 states across the nation. <http://www.pabook.libraries.psu.edu/familylit/>

### *A Baker's Dozen*

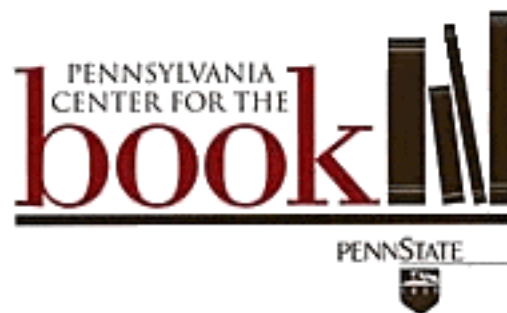
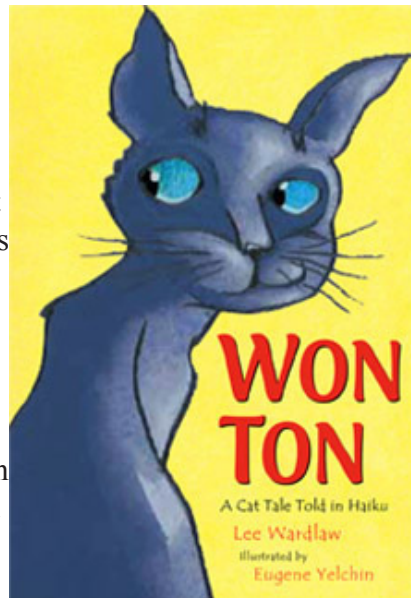
Each year the PACFTB selects A Baker's Dozen—thirteen of the best fiction and nonfiction picture books to support family literacy and to create a love of books and reading with preschool children. A Baker's Dozen has been an integral part of the PACFTB Family Literacy web site programming for nine years—that's over 100 titles since 2004. For each Baker's Dozen book selected, the Center adds value by creating a literacy activity to use with children and an activity to use with families to teach them literacy strategies. We assess from 1000 to 1500 children's books and book reviews each year to find titles that fit the finite criteria that determine the Baker's Dozen titles.

Thousands of Baker's Dozen bookmarks with the titles are printed each year and sent to edu-

cators and librarians across the Commonwealth and the nation. A listing of all of the Baker's Dozen titles since 2004, along with activities for using the books with children and their families, is a continued resource of value to all of those promoting literacy with the very young. <http://www.pabook.libraries.psu.edu/familylit/bakers-dozen/2009/index.html>

### *Lee Bennett Hopkins Poetry Award*

The Center administers the Lee Bennett Hopkins Award (LBH), which was established in 1993. It is presented annually to an American poet or anthologist for the most outstanding new book of children's poetry published in the previous calendar year. Selected by a panel of nationally recognized teachers, librarians, and scholars, the Lee Bennett Hopkins Award for Children's Poetry is the first award of



its kind in the United States. One member of the Hopkins Award Jury is always a member of the Pennsylvania School Librarians' Association (PSLA) and the award is presented each spring at the Pennsylvania School Librarians' Association Conference.

Video clips of poets receiving the LBH award at PSLA can be found online at the PACFTB's website and YouTube channel. A wealth of exceptional poetry titles and poets to share with young people in classroom and library settings can be found at the PACFTB.

<http://www.pabook.libraries.psu.edu/activities/hopkins/index.html>

### *Letters About Literature*

The annual Letters about Literature (LAL) writing event is a literacy program administered by the Center for the Commonwealth of Pennsylvania. The program invites student writers in 4th through 12th grade to write to an author, living or dead, to express how a book has influenced them or changed their view of the world. The program, co-sponsored by the Center for the Book in the Library of Congress, and Target stores, is very popular with students and their teachers from across the Commonwealth. Evidence of that popularity is the fact that Pennsylvania rated in the top four out of the fifty states for the most letters submitted last year. LAL winning letters from previous years can be read on the PACFTB website and can be shared with students in classrooms and libraries. Pennsylvania has been fortunate to have two National Honor Winners in the last three years.

## Discover Riches at Pennsylvania Center for the Book

The National Honor Winners each received a \$1000 grant to give to the library of their choice. Xio Torres from Reading, PA and Thanh Nguyen from Lancaster, PA chose their school libraries to receive the LAL grants. LAL National Winners are awarded a \$10,000 grant to give to the library of their choice. Wouldn't it be wonderful to be the school librarian of a LAL National Winner? <http://www.pabook.libraries.psu.edu/activities/LAL/index.html>



**2012 Winners Letters about Literature** Jordyn Donnelly, Joseph Feffer, Emma Casey.

### *A Few Good Women*

Advancing the Cause of Women in Government, 1969-1974 (AFGW) is a curriculum for grades 6-12 that highlights an oral history project at the Penn State University Libraries. The project features forty-five oral history interviews of men and women who were involved in an initiative that emerged from the administration of President Richard M. Nixon to recruit and advance women to government positions.

The AFGW curriculum website uses the oral histories, biographies,

audio and video segments, and digitized historical documents and images to highlight the events of the time period while tracing the impact on women in politics and government today. The AFGW online curriculum includes a mock Facebook activity for students researching the women from the time period, Readers Theaters, Essential Questions, a WebQuest, Concept Maps of the 1970s time period, timelines, a glossary, suggested readings and other resources. Video clips include interviews and presentations by Penn State Archivists on the development of the oral history project and explaining how students might go about conducting research using primary and secondary sources. Lesson activities are still be added to the AFGW curriculum with the hope that the curriculum will be completely finished in time for Women's History Month in March 2012. <http://www.pabook.libraries.psu.edu/afgwc/afgwc/home.html>

### *Lynd Ward Graphic Novel Prize*

The Lynd Ward Graphic Novel Prize is presented annually to the best graphic novel, fiction or nonfiction, published in the previous calendar year in the United



States by a living United States citizen or resident. The inaugural winner in 2011 was Duncan the Wonder Dog by Adam Hines. Judges

named one honor book *Set to Sea* by Drew Weing.

The PACFTB partnered with the Pennsylvania Humanities Council to broadcast Weing's acceptance speech to teens across the Commonwealth. The teens participated in the Teen Reading Lounge (TRL), a new interactive book discussion series created by the Pennsylvania Humanities Council to encourage teens to read and talk about literature that matters to them. The internet broadcast of Weing discussing how he created *Set to Sea* can be seen at the PACFTB Ward Graphic Novel Prize website.

<http://www.pabook.libraries.psu.edu/activities/ward/index.html> Pennsylvania Reading programs and other book news including the announcement of book awards and author obituaries are posted on the website. Publishers and bookstores can also be found online at the PACFTB. Find the PACFTB on Facebook and stay up-to-date with all of our many literacy and literature initiatives.

Karla M. Schmit  
Steven L. Herb

*Karla M. Schmit is an Education and Behavioral Sciences Librarian and Assistant Director of the Pennsylvania Center for the Book at Penn State.*

*Steven L. Herb is Head of the Education and Behavioral Sciences Library and Director of the Pennsylvania Center for the Book at Penn State.*



## LEARNING & MEDIA ONLINE

This journal will be published at the request of the PSLA Board of Directors and include items that are more timely and pressing to get into the hands of members. All members are invited to contribute information to the newsletter. Submissions should be sent electronically.

Questions? Call or email Kimberly Brosan  
Phone: 570-323-8411 x 3219  
pslapubs@gmail.com

**Pennsylvania School  
Librarians Association**

**Find Us Online**  
<http://psla.org>

*The mission of the Pennsylvania School Librarians Association is to enable every student to effectively pursue information and develop ideas as they construct and share knowledge through independent and class-based explorations in excellent school library programs. Professional development for school librarians will facilitate student learning and ensure access to information for all. Our ultimate goal is to develop competent, confident, and inquisitive learners.*

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## Academic Achievement: School Librarians Are Key



Mark your calendar for PSLA's 40th Annual Conference May 2-4, 2013 at Hershey Lodge. "Academic Achievement: School Librarians are Key" has been selected as the theme.

**Keynote Speaker:** Judy Moreillon, author of *Collaborative Strategies for Teaching Reading Comprehension: Maximizing Your Impact*, and *Coteaching Reading Comprehension Strategies in Secondary School Libraries: Maximizing Your Impact*. Judi also has 2 children's books that will be out Spring 2013. Judi Moreillon's CyberHome.



**Author Presenter:** Matt Phelan, author of graphic novels *Storm in the Barn*, and *Around the World*; Illustrator of *Always, I'll be There* and many more.