

- **Change Agent:** have a passion for our work
- **Professionally Committed:** grow leaders; work with legislatures

Producing this list was no easy task. We now proceeded to address the issue of trends that affect our current roles. These were initially identified as: State Standards and Accountability, data-driven trend identification, classroom collections, filtering issues, funding, students becoming producers and creators of technology, the development of the trend towards participatory culture among our students, the diversification of formats of communication (including books), Library 2.0 trends, 24/7 access to information and 24/7 availability, and the changing face of advocacy from preaching to engagement of administrators, among others.

Discussed in-depth was the increasingly diverse student population, a diversity that drives collection development. As for collection development, it is becoming progressively more fee-based with many emerging formats. Also noted was evidence of the greater use of federated search engines. Our profession is encountering competition for speed of delivery of information, and accessibility to information.

Considering these basic trends, what additional factors set the stage for our roles as Library Teachers and how are these roles perceived by our teaching peers, administrators, and the community? These additional factors were now defined by each group, and a summation of those discussions produced.

This is what was finally determined to directly influence our work as Library Teachers:

Resources, both staff and budgets; technology; accountability; preparing students for the workforce; globalization; facilities; learning styles; professional development; increased diversity of students; socioeconomic factors; the “purpose” of education; safety; advocacy; alternative schools; “doing more with less”; collaboration; recruitment, training and retention of future Library Teachers; and more. Our brains were fired-up, and we were thinking as fast as would could around those round tables!!

Time was marching on. We had “lost” Friday evening to the snowstorm, thus it was decided to extend Saturday’s session to 6pm. We were all bleary-eyed by the end of the day. Our next task was to begin a dialogue on what the future of school libraries would look like. We view an engaging video clip on schools in the year 2020, which provided just the right impetus for the ensuing discussion. Each group was challenged to produce a skit, role-play, etc. for the following morning. These performances would outline our perspective of the school library of the future.

And here is where my story, sadly, must end. We were all sworn to secrecy by Julie Walker. Sunday’s activities and resultant discussions are to be cloaked in mystery, with all participants sworn to silence. Alas, the disillusionment of the anti-climactic story. It is with this suspense that I leave you all. AASL has committed to revealing the best part of this story, but when and how remains to be seen. When the time comes, look for Part II of this saga. Until then... the future awaits!

Tribute to Marion Dubrawski

By Audrey Friend, Retired, Lexington Public Schools

Word has come of the retirement of Marion Dubrawski after 46 years as Library Media Specialist for East Boston’s Savio Prep. Marion has had a rich history of leadership within the State and across the Country, having served as President of the Massachusetts School Library Association and the New England School Library Association, as well as New England Regional Director for the American Association of School Libraries and Association for Educational Communications and Technology. She was also a longtime member of the North Shore Library Media Association.

Marion will be spending the winter months in her home in Daytona Beach, Florida, but plans to return to the Boston area for summer visits with her daughter on the South Shore.

Massachusetts Power! A Parent’s Guide to School Libraries

(Reprinted from Forum, Winter 2007)

By Kathy Lowe, MSLA Past-President and Executive Director

This booklet, developed with input from MSLA members and co-authored by Kathy Lowe, provides one-page messages directed at parents to examine the benefits of the school library program. It provides many tips on how to connect with parents and turn them into library advocates.

Each page can be duplicated as much as the librarian likes for the parents of a single school. The information provided is great for newsletters, parent awareness nights, mailings, workshops, and handouts to give visiting parents.

The book and CD are available from LMC Source (www.lmcsource.com) at the cost of \$20 for the book and \$15 for the CD.

Massachusetts Book Awards Winners for 2007

(Reprinted from Forum, Summer, 2007)

By Pat Keogh Retired Library Media Specialist

Recently the Massachusetts Center for the Book announced the winners of the Massachusetts Book Awards for 2007. This award is granted each year "to recognize significant achievements in Commonwealth fiction, nonfiction, poetry, and children's literature." I had the great pleasure of being one of the judges in the Children's Literature category. Chris Rose, teacher and bookseller at the Andover Bookstore, and Jennifer Whitehead, Head of Children's Services at the Clapp Memorial Library in Belchertown were the other judges.

We read from late fall through mid-March and were delighted to honor: *Incantation* by Alice Hoffman as the winner. This first-person narrative told by 16-year-old Estrella provides a fascinating look at the life of secrecy shrouding the village of Encaleflora during the Spanish Inquisition. It is a riveting tale that readers won't forget. The two honor books are *Clementine* by Sara Pennypacker and *Counting on Grace* by Elizabeth Winthrop. *Clementine* provides lots of laughs to early chapter book readers. This feisty character slides from one disaster to



another in one week. *Marla Frazee* generously illustrates the spirited book. *Grace*, another unforgettable character, takes the reader into the North Pownal, Cotton Mill in 1910 Vermont. In a wrenching story of child labor readers feel the vibrations of the machines, the exhaustion of the worker, and the futility of factory life. Enter Lewis Hine, reformer with a camera. Excellent endnotes give further information and a bibliography.

If you would like to see the complete list of winners check out www.massbook.org.

Pat's Picks for Reading

(Reprinted from Forum, Summer, 2007)

By Pat Keogh, Retired Library Media Specialist

Recently I have been reading a number of 2007 titles of interest to elementary librarians. *Joe on the Go* by Peggy Anderson (Houghton) recounts every child's fear-no one has time for him. A reassuring ending makes this a great early reader. For children who prefer true stories *Vinnie and Abraham* by Dawn Fitzgerald (Charlesbridge) shows that fairy tales can come true. Young Vinnie Ream's dreams of becoming a sculptor are realized and she, at a very early age and without formal training, is selected to create the sculpture of President Lincoln for the Capitol rotunda. Author's note and list of resources thoughtfully appended. For an enthusiastic romp through the barnyard from the title page to the end try Janice Harrington's

The Chicken-Chasing Queen of Lamar County (FSG). Glorious collages leap from the pages and complement the text beautifully. Children will recognize the elements of the Red Riding Hood story as Niki Daly unfolds his dramatic *Pretty Salma* (Clarion). This imaginative retelling hooks readers from the endpapers and introduces stunning cultural details. The best cover of the spring goes to Jerry Spinelli's *Eggs* (Little,Brown). This story of two lost (emotionally not physically) kids will grip readers. Deep feelings spill from the pages as these two try to figure out who they are. On my night table at the moment-the much-heralded *The Invention of Hugo Cabret*.

Just say "Yes"....

A Message From Sandy Kelly, MSLA
President

Advocacy, being a leader and sharing your best practices with colleagues can help to advance MSLA and the profession for all of us. You can help to nurture our positions, mentor newer members, help make our jobs easier and keep your executive board from burning out. Please, just say "yes" by emailing me your willingness to help out...

Sandy, please include me in your volunteer database! I can help by:

- Writing articles about something I did in my school for MSLA Forum
- Editing articles for MSLA Forum
- Help at Legislative Day at the State House
- Work on the Book Mark Contest
- Write letters, develop contacts, make phone calls
- Help the Legislative Committee
- Assist Area Directors with meetings and events
- Help plan the annual conference next year
- Help at the registration desk at annual conference
- Share my school newsletters and communications
- Help the webmaster
- Work to help develop the new Academic Libraries section
- Network as a liaison with MTA/AFT
- Write articles for MTA/AFT newspapers
- Data collection and analysis when needed
- Retiree's Special Interest Group (SIG)
- Independent Schools SIG
- Help Area Directors follow up on membership renewals

THANKS...every little bit helps!

skelly@maschoolibraries.org

The ALA Spectrum Scholarship Program and Me

By Alma Ramos-McDermott, Simmons College

I had a 21-year career as an elementary school teacher in Brooklyn, NY, with the last 5 years spent as the school librarian. I loved the position, but felt I needed to get my MLS so that I could better help the students, even though I thought I needed another degree like I needed a hole in the head. In the spring of 2005 I attended Queens College, taking 6 credits in the evening while working full time. This is a schedule I do not recommend to anyone.

When I got married and relocated to Boston, I began attending Simmons as a full time student. The price of one 3-credit course at Queens was the price of one credit at Simmons, and since I did not want to spend the rest of my life paying back loans, I began to look for scholarships. I was lucky to stumble upon the Spectrum Scholarship Program, established in 1997 and managed by the ALA Office for Diversity.

The Spectrum Scholarship awards \$5000, plus \$1500 for professional development, to deserving students pursuing degrees in library science. In addition, Simmons matches the award and extra monies are given to scholars from the New England Library Association. I submitted my application and essay, and began the nail biting process of waiting. Over 300 applications are received every year, but only a few can be funded. In July of 2006, I received a phone call that I was selected as a Scholar for the 2006-2007 school years. Due to a large ILMS (Institute of Museum & Library Services) grant, my class of 65 Scholars was the largest class in the Program's history.

As a Spectrum Scholar, I became part of a prestigious group of individuals, receiving numerous requests to tour academic libraries across the country, apply for fellowships, internships, and jobs across the country, and free membership into any ALA division of my choice. Library Directors have also let Spectrum Scholars know that when an application for a job comes across their desk, if the applicant has written that they are a Spectrum Scholar their application automatically will go to the top of the pile. In addition, the scholarship paid for my hotel, round trip flight and food for the annual

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During the Institute, I learned skills on how to become more of a "go getter," how to write a good resume, how to network with success, how to give an "elevator speech," and many more important items.
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Spectrum Leadership Institute, held for 3 days before the Annual Conference, as well as my conference fee. I also applied for, and received, a mentor through the Josey Spectrum Scholarship Program, which is funded by the ACRL.

During the Institute, I learned skills on how to become more of a "go getter," how to write a good resume, how to network with success, how to give an "elevator speech," and many more important items. Besides the funding and job opportunities, the best part of becoming a Spectrum Scholar was becoming part of a family. The electronic list serve for Scholars is active with over 485 past scholars, scattered across the world in various types of libraries. By writing this article, I hope to help future school librarians become aware of the opportunities available to them through the Spectrum Scholarship Program.

Now that I have whetted your appetite for the program, let me give you some facts and information on how you can apply. If you're not eligible, pass the information on to anyone you know who wants to go to library school and meet the qualifications. The Spectrum website states that "the Spectrum Scholarship Program is ALA's national diversity and recruitment effort designed to address the specific issue of under-representation of critically needed ethnic librarians within the profession while serving as a model for ways to bring attention to larger diversity issues in the future." The under represented groups include American Indian/Alaska Native, Asian, Black/African American, Hispanic/Latino or Native Hawaiian/ Other Pacific Islander students.

To be eligible, students must not have completed over 12 credits towards their degree, must be a member of one of the above groups (either one or both parents), and may be a full or part time student. Online applications are required, along with a 300-word essay on a topic

chosen by the Office for Diversity. Applications are accepted between October and March.

Last year, the Spectrum Scholar Program introduced The Spectrum Doctoral Fellowship program. Ten full time scholars wishing to receive their doctoral degree, and who are members of the under-represented groups listed above are eligible to apply to receive full tuition and annual stipends totaling \$20,000. Full details for both types of scholarships are available on the Spectrum website.

The program is funded by "Spectrum Champions" in several different ways. The major fundraiser of 80 scholarships since 2000 is the ProQuest Bash, which is held at the annual ALA Conference. The Medical Library Association and the National Library of Medicine sponsor offers 2 scholarships a year. In addition, the AASL has contributed over \$20,000 towards scholarships since 1997. More information on these "Spectrum Champions" can be viewed at <http://www.ala.org/ala/diversity/spectrum/ourchampions/champions.htm>

Another source of funding comes from members of ALA who add extra money towards the fund when renewing their membership or through individual contributions throughout the year. In addition, the Office for Diversity also receives ILMS grant money, which has paid for over 100 scholarships in 3 years. Individuals may also choose to fundraise, an example of which is a staff member of ALA who runs the Chicago Marathon every year to raise money. I am in the process of wracking my brain to think of a way I can raise money for the program. If you have ideas, contact me at sunshinealma@aol.com.

If you want to know more information, go to the ALA Spectrum Scholarship website at <http://www.ala.org/ala/diversity/spectrum/spectrum.htm>.

Library Leadership Massachusetts 2007

By Robin Cicchetti, Concord – Carlisle Regional High School, Concord

Library Leadership Massachusetts 2007 was a unique professional development opportunity co-sponsored by the Massachusetts Board of Library Commissioners and the Massachusetts Library Association. On July 15 – 18th, sixty-five librarians from every conceivable branch of librarianship came together at The College of the Holy Cross in Worcester, and participated in an amazing, transformative, inspiring experience.

Facilitated by professional leadership consultants Maureen Sullivan and Jack Siggins who specialize in library development, the institute set clear goals for the participants. We were told that we would emerge with a better understanding of the critical role strong leadership plays in successful libraries, would have a better understanding of ourselves as leaders, and that we would be more astute in identifying our strengths and weaknesses in the roles of leadership, and goal setting; and that we would acquire the skills we needed to assist us in creating a common vision, empowering all involved, and in establishing a learning, inquiry-based culture.

Of the sixty-five participants, there were six school librarians (Bruce Cramer of J.E. Burke High School, Janice Bissett of Melican Middle School, Robert Helmer of Jackson Mann School Library, Susan Ross of Greenfield High School Library, Julia von Ranson of Boyden Library at Deerfield Academy and myself, Robin



Cicchetti of Concord-Carlisle Regional High School Library.) We joined academic librarians, archivists, librarians from public, corporate and special collection libraries, and more. We were continually impressed by how much we all had in common. As stories were shared and problems discussed, a true sense of collegiality quickly emerged.

This was the second Leadership Institute and members from the last one joined our group as mentors and guides throughout the process. The next Library Leadership Institute will be held in 2009, and I strongly urge everyone to make the time to participate. Housing at Holy Cross was incredibly comfortable, with participants having private, air-conditioned rooms in the senior housing complex. The rooms were set up in suites with bathrooms, kitchens and communal living room seating, and were all spotlessly clean. Meals were taken at the

Holy Cross dining hall, and provided additional opportunities to meet and come together as a group. The food was terrific with lots of choice, and options for vegetarians and vegans.

The experience was further enhanced by a few very special events. An opening formal dinner and words of welcome from the President of the Mass. Board of Library Commissioners (MBLC) was elegant and truly set the tone for the Institute. The MBLC is clearly investing in its professionals by providing opportunities for us to accept leadership opportunities within our various and diverse organizations, and giving us the skills to accomplish this task. This sentiment was repeated during the formal closing banquet. Another unique event was an evening reception, hosted by the college, in the very beautiful Holy Cross Library. This was another opportunity to meet others in the field and compare notes and ideas.

In the evening the loosely structured information sharing sessions with plenty of time to hang out in the lounge or on the terrace overlooking Worcester; and partake in liquid refreshments of various sorts, share predictions on the ending of Harry Potter, and laugh together, contributed toward a really fun social experience with peers in the field.

I emerged from this experience energized, inspired, creatively charged, and with a list of contacts and resources that I know will continue to be a part of my professional life.

Emerging Leaders Program

(Reprinted from Forum, Winter 2007)

By Kathy Lowe, MSLA Past-President and Executive Director

Bob Roth is one of six school librarians in the United States to be chosen by the American Library Association as an Emerging Leader.

ALA President Leslie Berger's new initiative will enable the 100 new librarians in the program to "get on the fast track to ALA and professional leadership". Bob is Library Director at The English High School in Boston and co-chair of MSLA's Legislative Committee. His participa-

tion as an Emerging Leader is sponsored by the American Association of School Librarians (AASL).

Bob will attend workshops with 100 other Emerging Leaders from all types of libraries at the ALA Mid-Winter meeting in Seattle in January. Training will continue online for six months and culminate at the ALA Annual Conference

in Washington, D.C. in June. For more information about the ALA Emerging Leaders Program, please visit http://lb.princetonlibrary.org/emerging_leaders.html

Conference Envy: First Day Back

(Reprinted from Forum, Summer, 2007)

By Doc Roth, English High School, Boston

Amelia saw Horace when he returned to Boston from ALA Midwinter in Seattle. "How'd it go?" She asked him.

"Good."

"No, really. I want the details."

"You're a glutton for boredom, Amelia," he said, "or you're looking to go for a drink."

Before one could say "Chardonnay," school was out and Horace and Amelia, joined by Parquet and Desmond, were ordering snacks and drinks at Doyle's Café. "I really blew it," said Amelia. "If I'd known, I'd be a librarian and romp to conferences while someone else tries to instill a sense of history in high school students."

"It's not all glamour," Horace said. "I walk more at conferences than on the Walk for Hunger. I pack different clothes for daytime and evening. And some librarians, I'm sure, change more often than that for different events or for comfort."

"Sounds glamorous to me. Bring on the wardrobe," Amelia said.

"Yes," added Parquet. "And far better than staying here to explain the use of a participle to an English language learner still struggling with adjectives and adverbs."

"A conference in Seattle isn't all glory," Horace said. "For one thing, the city is built on a hill, nearly a mountain. To go from one event to another, you need to be in shape for the Appalachian Trail."

"You get no sympathy here, Horace," Desmond chimed in. "I heard you mailed back three boxes of free books and other goodies from publishers. The exhibit hall must have been massive."

"Sure, it was great," Horace countered, "if walking through acres of sales reps and commercial displays is your idea of a good time."

"Sounds like shopping--with free samples all over the place," Amelia observed. "Like I said, I chose the wrong part of the teaching profession."

"There's responsibility, too," Horace said.



"As if you find that any kind of hardship," Amelia replied.

"The responsibility defense, forget it," Added Desmond.

"Give it up," said Parquet. "You had a great time, admit it."

"Did you enjoy college?" Horace asked.

"No concerns except learning, socializing and athletic training, a group of friends studying the same things I am, and the feeling that I can accomplish anything if I just go for it," Parquet responded. "Those were the best years of my life."

"I totally agree," Amelia agreed.

"All right, so you might like ALA conferences," Horace conceded. "But there are responsibilities for running the organization as well as continuing education workshops and lectures to attend."

"So you have to learn about the best new books for teens, poor baby!" Said Amelia who had looked through the conference program Horace left on his desk.

"And you get to work on teaching and learning committees or book award committees or with the latest legislative initiatives about copyright or library funding." Parquet, too, had seen Horace's conference program.

"Don't think you can get out of this by telling us to bring our classes to the library where you'll collaborate and share what you learned."

Desmond cut off that defense. "The best thing you could do now is call the waitress over and buy us a second round."

"Audrey, one more round, this one on me." Then Horace turned to the three teachers and said, "You can still do it. This is Boston after all. You can get a library master degree in this town without missing a day in your classroom."

"With temptation like that," Parquet said, "You must be hiding your tail and your horns."

"The ironic thing," said Horace, "is that you are classroom teachers and you see the value of library conferences. You would go if you could. Yet many library teachers who could attend blow it off completely. The AASL, the American Association of School Librarians, is one of the largest divisions of the ALA and yet it has a relatively small turnout at conferences -- and less than twenty five percent voter turnout in ALA elections."

"I told you I picked the wrong profession," Amelia said. "I could be a real leader among school librarians."

"We need everyone, leaders and followers. With more participation, school librarians would have a stronger voice in ALA. We need more involvement throughout our ranks." Horace said.

"Pick a city with fewer hills," said Desmond, "and you might get a better turnout."

"Anyway, come by the library tomorrow, Parquet. In Seattle a publisher gave me a complimentary copy of the Teacher's Edition of Bridge to Terabithia. It should be ready to go on the shelf tomorrow."

"English teachers get all the goodies." Said Amelia.

"How about books on the environment and alternative sources of energy that combine high school interest level with a lower reading level? This should be right for many of your students, Amelia."

"So everyone's going to the library tomorrow."