The School Library System Newsletter
April 2010

Pat's Desk Talk:

A Voice in the Wilderness or Beating Your Head against a Brick Wall

We all talk and talk and talk but wonder if anyone is listening. Does anyone care if they follow copyright law? Do they think they'll get caught or do they believe they are safe because they are "using it for educational purposes." No matter how frustrated we get we can't give up. We post the information on our websites and in teacher lounges. We offer to teach classes to the students. We do whatever we can think of to help our patrons use their resources in an ethical way.

One of the methods we have to help patrons use safe material is to show them sites that provide access to legal materials. For instance, the royalty free music in Soundzabound, accessible through the media service's Webmax, is a great place to start.

But what about resources for photos? How about the website Pics4Learning? http://www.pics4learning.com. It is a copyright-friendly image library for teachers and students. Photos from Pics4Learning consist of thousands of images donated by students, teachers, and amateur photographers. Unlike many Internet sites, permission has been granted for teachers and students to use all of the images that have been donated to the site.

Creative Commons is another way people are trying to grant more open permission(s) for use of their work but it is more complex than a site like Pics4Learning. CC licenses give levels of permission from "use it any way you want" to "if you're using it for commercial purposes you have to pay me." Contributors to CC work to increase the amount of creativity (cultural, educational, and scientific content) in "the commons" — the body of work that is available to the public for free and legal sharing, use, repurposing, and remixing. It is an area that we (librarians) should be watching but sites that use CC images like Flikr sometimes are blocked, giving us our age old problem to deal with once again.

Sharing sites we find within our SLS network is a good way to increase our pool of "legal" resources. Send good site information to us and we will send it out and post on the SLS website.

Contact us:

Patricia Skelly	*(315)793-8504*	*pskelly@oneida-boces.org*
Mary McCormick	*(315)793-8505*	*mmccormick@oneida-boces.org*
Kenn Runninger	*(315)793-8506*	*krunninger@oneida-boces.org*
Anne Nassar	*(315)223-4707*	*anassar@oneida-boces.org*

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Notes from Kenn:

Submit One Title Per Request

When placing an EILL request, please submit a separate request for each title you would like, even if it is by the same author. Each request needs to have its own ILL ID # should there be a question about the request, for processing the item when it arrives as well as for returning it. This is impossible to do when there is more than one title on a request. Also, a separate request for each title insures it is counted in your statistics on CIDER which is very important. Thank you for your cooperation!

Requests for Books with a 2010 Publication Date

Most libraries, whether they are academic or public, will not interlibrary loan a new book for a minimum of three (3) months to a maximum of one (1) year from date of publication. This of course makes them very difficult and rare to obtain. For example, Mid-York's lending restrictions state that they do not ILL books less than one year or more than 100 years old. Every attempt will be made to fill requests for books with a 2010 publication date, but keep in mind that the likelihood of being successful in getting them is slim.

Mary's Notes:

New Feature

This month marks the debut of our new *Letter to the Editor* feature. Send your questions, comments, complaints, good ideas, etc. to my attention, and we will publish them. Maybe you have a great idea to share, maybe you're looking for advice, or maybe you just need to vent to your colleagues. We will review and publish your thoughts, and share the results with the sender and with the entire cohort in the following month's Newsletter.

We are looking forward to hearing from you. Send those emails!

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Anne's Notes:

The Librarian and Information Science News (http://lisnews.org) is having a librarian joke contest. However, they are vague about what the "cool" prizes are. Thus far, the best cataloging joke submitted is this:

What's a variable control field's favorite playground game?

Follow the leader.

Also submitted is this venerable chestnut:

How many catalogers does it take to change a light bulb?

One, but they have to wait and see how LC does it first.

These jokes, I'm sure you'll agree, are dismal. Can you do better? The gauntlet has been thrown down.

Letter to the Editor

Dear Editor,

Ooooh!! I'd like to vent a bit!! As well as a question....how do other librarians handle or how do they SHOW their principals exactly how much work they do?? My principal had the nerve to say to me the other day (after she tried to give me more work to do!) "You are not THAT busy!" I am constantly on the move. I tutor after school, have homework help, don't even TAKE a lunch because I constantly have students and teachers in need of something that just cannot wait. I verbalize these things to my principal; I hand out and discuss the things that I bring back from workshops and meetings. **What MORE can I do??!!**

Signed,
Steaming in the Elementary

Dear Steaming,

Sad to say this is not an uncommon problem. Some of our colleagues are lucky enough to have administrators who are fully aware of what they do in a day and comprehend the depth of their responsibilities. But many still think of librarians as someone who only checks out and shelves books. You are on the right track. Education is the way to go.

Ross Todd, our keynote for Leatherstocking 2010, takes it a step further though. He says to truly show our value we need to show student product or student outcome. Showing what we do all day isn't the way to show our impact. He works with librarians to move to a new model showing our impact on student learning. That is where our true value lies.

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I believe we need a two-pronged approach. One is educating administrators on what we do as Information Specialists in a world facing an information glut. How we collaborate with classroom teachers to build inquiry based lessons that meet the NYS learning standards. How are we impacting the lives of our students?

The second prong of the approach is the student impact. Showing what students have accomplished either the formal class lesson final project or a one-on-one personal student accomplishment.

Perseverance is the name of the game. More than ever in these tough economic times, we need to be out there displaying, showing, inviting in for presentations of student work. We cannot afford to be the quiet library dutifully doing his/her job waiting for someone to notice us. It's time to toot-our-own-horns but we need to do it with meaningful data, artifacts, and performance.

Spring/Summer Calendar

C3: May 20

Ad. Council May 20

Using Network Technology to Reach and Teach July 13,14,15

Podcasting and Jing July 20

Project Look Sharp: Integrating Media Literacy & Critical Thinking into the Curriculum July 22

Visual Thesaurus: Virtual Reference July 27

SMART-4Day Intensive July 19,26, Aug. 2, 9

Media and SLS Administrator Training Aug. 5

So Many Books…So Little Time Aug. 12

Board Games for Learning & Why We Need to be Part of the Digital Universe Aug. 19

To register for workshops email Mary McCormick: mmccormick@oneida-boces.org

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