



# Media Matters

A newsletter for people who care about Library Media Programs



Below is the bill that was passed in 2010. Some Library Media Specialists have asked about their allotment for the current year. The legislature is considering extending this bill for two additional years.

## The 2010 Georgia General Assembly passed HB 908:

For school years 2009-2010, 2010-2011, 2011-2012, and 2012-2013 only, the expenditure controls contained in subsection (a) of this Code section related to direct instruction, media costs, and professional learning shall be waived and shall not apply to nor be enforceable against a local school system, and 2010-2011, 2011-2012, and 2012-2013 for additional days of instruction.



Dr. John D. Barge, State School Superintendent  
"Making Education Work for All Georgians"  
www.gadoe.org

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### Common Core and the Library Media Specialist

Grade:  Subject:

Standards Search Term (optional):

Please click on a state or select one from the menu:

[New! Common Core Standards](#) [Canada Standards](#)



It is important that a Library Media Specialist become familiar with the Common Core Standards. You should already have a close working connection with the Georgia Performance Standards. Check out Britannica's website for the correlation between the two sets of standards



**The Georgia Student Media Festival** is celebrating its 35th anniversary this year! Each year so many students from across Georgia submit outstanding media and technology projects! At the 2010 International Student Media Festival, 328 Georgia entries were recognized as winners with seven (7) as *Best of Festival!*

Additional information about the Georgia Student Media Festival may be found at the following links: <http://www.gait-inc.org/GSMF/GSMFEntryBooklet11.pdf> and <http://www.gait-inc.org/GSMF/index.htm> .

This year the State Festival will be held on **Friday, April 29, 2011** at the Clayton County Schools Professional Learning Center (CCSPLC) in Jonesboro (1087 Battlecreek Road). Please consider this your official invitation to serve as a judge/volunteer at this year's Festival. I'm hoping the date will fit into your busy schedule. We'll need you to be at CCSPLC from 8:30 A.M. to approximately 3:00 P.M.

If you are able to serve as a judge for the Festival, please complete the electronic registration form found at: [http://adminservices.clayton.edu/library/GSMF/registration\\_form.htm](http://adminservices.clayton.edu/library/GSMF/registration_form.htm). If you have questions please feel free to give me a call at: (678/466-4325) or email me at [GordonBaker@Clayton.Edu](mailto:GordonBaker@Clayton.Edu). Please let me know if you can judge by April 20, 2011. You will receive another email giving you specific information.

We are also asking you to bring a laptop. Most of our projects will be in CD or DVD format. If you can bring a laptop, please mark the electronic registration form accordingly at the link above. To see what programs your laptop needs to have, please go to this site: <http://gait-inc.org/GSMF/judges.htm>. You will also find download links at this site. If you would like to bring your own personal ear buds, please do so, if not, we will provide you with a pair.

As you probably know, with events such as this, the more folks we have the more efficiently we can complete the Festival. If you know of others who might be available to serve as judges, please let me know. If you know of individuals who would like to serve as volunteers or runners, please email me their contact information.

Thank you again for your assistance in this important and exciting endeavor. I look forward to hearing from you soon.

Dr. Gordon N. Baker *2011 Georgia Student Media Festival Co-Chair*

Dean of Libraries

Clayton State University

Morrow, GA 30260

678/466-4334 (O); 678/466-4349 (F)

If a child is to keep alive his inborn sense of wonder, he needs the companionship of at least one adult who can share it, rediscovering with him the joy, excitement and mystery of the world we live in. ~

Rachel Carson



**Calling all 2nd - 5th Grade Students!**

**Help protect Georgia's environment in the Georgia Conservancy's 11th Annual Home Sweet Home Habitat Art Contest.**



**This year's theme is "Why should we protect Georgia's Mountain Coves?"**

**Email Karen Garland at [kgarland@teachingconservation](mailto:kgarland@teachingconservation) with additional questions.**

***For more information about the contest or to download the teacher's packet which contains information about mountain coves visit: <http://www.georgiaconservancy.org/uploads/education/Art%20Contest%202011.pdf>***

**Deadline Date:** *(Disregard deadline date on the website and teacher's packet)* Entries must be postmarked no later than Friday, April 15, 2011

In celebration of Earth Day the winner will be announced April 22, 2011.

**Eligibility:** Any 2nd- 5th grade Georgia student

**How Do You Win?**

Create a colorful drawing showing why Georgia's mountain cove forests should be protected.

To be eligible the artwork must:

Be related to the theme, "Why We Should Protect Georgia's Mountain created on an 8 ½-inch by 11-inch sheet of plain white paper.

Show imagination and creativity.

Be original and the student's own work.

Include a completed entry form affixed with tape to the back of the artwork.

Mailed, unfolded and postmarked by **Friday, April 15, 2011**

**What Can You Win?**

*First Place Winner:*

- ◆ A \$25.00 gift certificate to an art store.
- ◆ Artist's photo and artwork published in the Georgia Conservancy's Panorama member newsletter
- ◆ Artwork will be posted on the Georgia Conservancy website.
- ◆ A goodie bag of nature items.
- ◆ A prize for second and third place, too!

Creekview High School and The Unquiet Library  
Buffy Hamilton and Roxanne Johnson, School Library Media Specialists

*Cordially Invite You to the 2010-11*

## **Exemplary High School Media Program Open House**

***Wednesday, April 27, 2011 from 1PM—3PM***



### **Learn more about:**

- **Our Kindle program**
- **Our collaborative efforts with teachers and focus on learning**
- **Research pathfinders 2.0**
- **Media 21 Program/Learning Model**
- **Multimedia data and annual program reports**
- **The use of social media for participation and advocacy**
- **Technology tools for accessing, creating, and sharing information**
- **Assessment as an essential learning tool**

*Creekview High School is located at 1550 Owens Store Road, Canton, GA, 30115; please email [buffy.hamilton@cherokee.k12.ga.us](mailto:buffy.hamilton@cherokee.k12.ga.us) or [roxanne.johnson@cherokee.k12.ga.us](mailto:roxanne.johnson@cherokee.k12.ga.us) for directions if needed.*

### **Our Research Pathfinders and Library Reports:**

<http://www.theunquietlibrary.libguides.com/>

### **Library Blog**

<http://theunquietlibrary.wordpress.com/>

*We invite you to visit the Freedom Middle School Exemplary Program Open House from 9AM—11:30AM and enjoy lunch in beautiful Canton before visiting our open house in the afternoon!*

## Freedom Middle School

Camille Ward, School Library Media Specialist

*Cordially Invites You to the 2010-11*

# Exemplary Middle School Media Program

## Open House

*Wednesday, April 27, 2011 from 9:00 a.m.-11:30 a.m.*



### Learn more about:

- CCSD Media 21 Program
- Technology initiatives
- Collaborative units
- Reading incentives
- Volunteer recruitment/training
- Stakeholder communication
- Creating a welcoming environment for learners

### Our Media Center Website:

<http://bit.ly/h0mTNM>

### Our FreedomREADERS Blog:

<http://frmsbooklady.wordpress.com/>

*Freedom Middle School is located at 10550 Bells Ferry Road, Canton, GA, 30114; please email [camille.ward@cherokee.k12.ga.us](mailto:camille.ward@cherokee.k12.ga.us) for directions if needed.*

*After visiting our Media Center, have a delicious lunch in Canton and please visit the Exemplary High School Media Open House at Creekview High School from 1:00p.m.-3:30 p.m.*

**Mill Creek High School** media specialists **Julie Hatcher** and **Mary K. Donovan** hope a new program will get students excited about summer reading assignments.

“We just want to encourage reading for the love of reading,” Donovan said.

The program, **MC Reads**, is designed to allow students greater choice in selecting books, remove the pressure of graded assignments and encourage students to read for pleasure. Instead of being the exclusive purview of the language arts department, the new summer reading program involves every teacher, counselor, media specialist and administrator in the school, including Mill Creek Principal Jim Markham who Hatcher and Donovan say has been very supportive.

“MC Reads is, I believe, going to be very special as soon as we can convince all of the kids that reading for themselves can be a joy filled experience,” Markham said in an emailed statement.

For his book, Markham selected *Mr. Midshipman Hornblower* by C.S. Forrester. Donovan and Hatcher said several students have already signed up to take part in a discussion of the book with Markham.

Markham is a long-time fan of the Hornblower series of books.

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If there's a book you really want to read but it hasn't been written yet, then you must write it. ~Toni Morrison



“I read these books over and over again as a teenager,” Markham said. “Forrester has the gift of being able to transport you to the scene being described in his works.”

Each faculty and staff member was allowed to select a book to read over the summer. Books range from young adult titles such as *Harry Potter and the Deathly Hallows* to heavier fare such as *The FairTax Book*.



Students were given a form and allowed to list their top five choices. Books are being assigned on a first-come, first-served basis. This August, when students return from summer break, group discussions will be held for each book.

“There’s no grade attached to it, no project. It’s just plain old discussion,” Hatcher said.

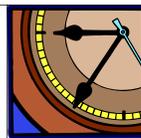
Donovan hopes that by giving students a greater number of choices, participation will increase.

“We found a lot of kids weren’t doing summer reading when it was assigned,” she said. “They were starting off the school year with zeroes or really bad grades.”

With the pressure of grades removed, Donovan and Hatcher hope students will be able to enjoy one of the 198 different book titles being offered this summer.

“Everybody should find something to read that they will like,” Hatcher said.

The time to read is any time: no apparatus, no appointment of time and place, is necessary. It is the only art which can be practised at any hour of the day or night, whenever the time and inclination comes, that is your time for reading; in joy or sorrow, health or illness. ~Holbrook Jackson



## Citing Doesn't Have to Hurt: Citation Help in GALILEO

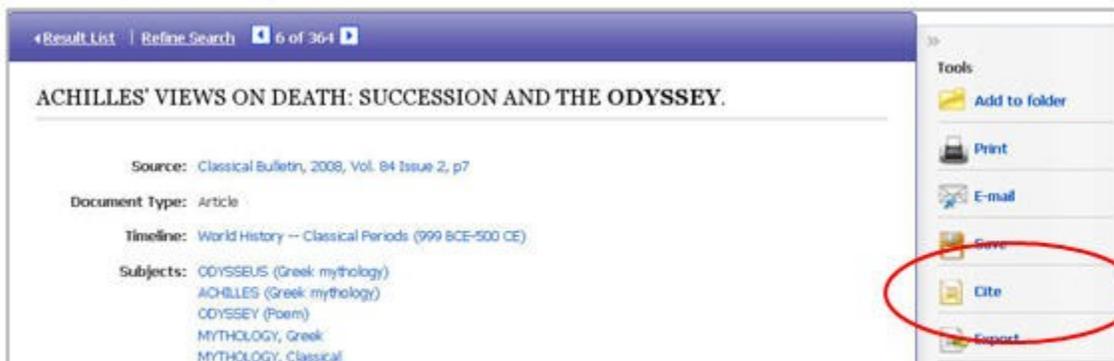
The works cited page or bibliography can be one of the most anxiety-producing parts of a research paper. Many colleges and universities now provide software like RefWorks or EndNote that make building a bibliography a piece of cake. Now, database vendors like Britannica and EBSCO have made citing resources much easier, though the citation tools come with caveats. In addition, a free plug-in called Zotero brings the functionality of RefWorks or EndNote to anyone using the Firefox browser.

In any of the **Britannica** encyclopedias, citations in both MLA and APA style are available for each article. The citation is at the bottom of the page of the article or can be accessed by clicking on the “Cite Article” button.



Each article in Britannica resources has a citation

The **EBSCO** citation tool is indicated differently in different databases. Citations in a number of styles, including MLA and APA, are available for each article or book. In the EBSCOhost interface that is used in MAS Ultra and History Reference Center, a “Cite” icon appears when an article is selected. When multiple articles are added to the folder, the citation tool accessed through the “Save as” icon builds a works cited page from the collection of articles. Literary Reference Center, Student Research Center, and other databases, the citation tool works the same except that the “Save as” icon appears at the article level rather than the “Cite” icon.



In the EBSCOhost interface, look for the “Cite” icon

EBSCO citations are built from the indexed fields of an article. This means if an author's name appears in all caps in the index, it will appear in all caps in the citation. MLA citations are built using single spacing with double-spacing between citations. Students using the citation tool should be warned that they need to check their works cited page against the style guide they are using to ensure the format, spacing, capitalization, and punctuation are correct.

EBSCO Publishing Citation Format: MLA (Modern Language Assoc.):

**NOTE:** Review the instructions at [http://support.ebsco.com/help/7/init=lr0&lang=0&feature\\_id=MLA](http://support.ebsco.com/help/7/init=lr0&lang=0&feature_id=MLA) and make any necessary corrections before using. Pay special attention to personal names, capitalization, and dates. Always consult your library resources for the exact formatting and punctuation guidelines.

#### Works Cited

Blyn, Robin. "O'Brien's THE THINGS THEY CARRIED." *Explicator* 61.3 (2003): 189. *Literary Reference Center*. EBSCO. Web. 2 Mar. 2011.

Kaplan, Steven. "The undying uncertainty of the narrator in Tim O'Brien's The Things They Carried." *Critique* 35.1 (1993): 43. *Literary Reference Center*. EBSCO. Web. 2 Mar. 2011.

Wesley, Marilyn. "Truth and Fiction in Tim O'Brien's If I Die in a Combat Zone and The Things They Carried." *College Literature* 29.2 (2002): 1. *Literary Reference Center*. EBSCO. Web. 2 Mar. 2011.

From the EBSCO citation tool. Note the first title is in all caps and note the format and punctuation warning highlighted in yellow.

**Zotero** is a free Firefox browser extension that captures references from database content, web pages, online newspapers, and other online content and includes tools to manage, store, and cite those references. When Zotero recognizes an article, such as an article from Student Research Center, or a web page, an icon appears in the browser's address bar. When the user clicks on the icon, Zotero automatically imports the citation information for the article. In addition, Zotero includes features for capturing content that isn't already recognized. Users can also attach PDFs, notes, and images to citations. Creating a bibliography is easy, as is adding a bibliography to a word processor with drag-and-drop action. Easy-to-follow guides to Zotero are easy to find on the Internet, including the Zotero website.

#### Useful Links:

EBSCO citation tool guide: [http://support.ebsco.com/knowledge\\_base/detail.php?topic=996&id=4007&page=1](http://support.ebsco.com/knowledge_base/detail.php?topic=996&id=4007&page=1)

Zotero and GALILEO webinar archive (Ensure pop-up blockers are turned off): [http://gbor2.wimba.com/launcher.cgi?room=training\\_2010\\_0715\\_1001\\_24](http://gbor2.wimba.com/launcher.cgi?room=training_2010_0715_1001_24)

Jason Puckett's Zotero research guide: <http://research.library.gsu.edu/zotero>

**Reminder:** GALILEO webinars are quick, easy ways to learn about the features and content available to educators. Learn more and register at <http://help.galileo.usg.edu/librarians/training/online/>

Our greatest natural resource is the minds of our children. ~ Walt Disney

## Learning and the Jungonauts

*Post submitted by Susan Ballard, director of [library media and technology services](#) for the Londonderry (N.H.) School District, chair of Whole Child Partner the [American Association of School Librarians](#) (AASL) Standards and Guidelines Implementation Task Force, and an emerging Jungonaut. Reprinted with permission.*

Some years ago, during a presentation, I mentioned the Cartesian observation: *Cogito, ergo sum*, or “I think, therefore I am.” When break time came, one of the attendees shared his version for the Internet age: *Jungo, ergo sum*, or “I link, therefore I am.” This really struck a chord with me. Upon arrival home, I printed up a sign and slapped it on the side of my trusty computer as a reminder of the power of connectivity.

When I first heard the phrase, I thought of the “link” only as hardware, infrastructure, and files, but today I see how *Jungo, ergo sum* perfectly describes students who interact with ideas, information, and one another through immediate access to digital content, social networking, and virtual spaces. And because of this phenomenon, like the mariners of mythology, Jason and the Argonauts, we find ourselves and our students setting out on a new voyage of discovery. We are linked, connected, and joined up in an adventure of uncertainties and possibilities presented by the digital age.

From our perspective as school librarians, highly qualified to navigate the sea of information in all formats, to organize and manage delivery to the end-user, and provide instruction in the effective, efficient, and ethical use of resources, we struggle to make the best choices. To keep up and do the right thing, we familiarize ourselves with research and best practices. We read professional literature and participate in electronic discussion lists, wikis, and webinars. We attend face-to-face professional development opportunities. We set up RSS readers to ensure we don’t miss anything on a must-read blog or from a favorite news service. We design our library websites to make them relevant and interesting. We use every means to keep abreast of developments and stay on course. But just when we seem to have a sense of direction and an idea of where to head, something new comes along that alters the learning compass.

When this happens, I reach for a set of navigational charts to guide me. AASL’s [Standards for the 21st-Century Learner](#), [Empowering Learners: Guidelines for School Library Programs](#), and [Standards for the 21st-Century Learner in Action](#) set my course and direction. It is no accident that we have branded our implementation of them as [Learning4Life](#) (L4L), as that is what we are striving to achieve.

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Books are the quietest and most constant of friends; they are the most accessible and wisest of counselors, and the most patient of teachers. Charles W. Eliot

From their perspective, 21st-century students are likely to throw caution to the wind and sail straight ahead without second-guessing a device, service, site, or an app. We marvel at their lack of temerity and defiance of hazards that we regularly anticipate and plan for. “Watch out,” we caution them. “Dangers are lurking, and here there be monsters.” To which they seem to retort, “This is how we learn—by doing, by experiencing, by reaching out to the crowd and participating! What’s wrong with that?” Truth be told, we don’t appear to have an answer, other than we are concerned for their safety and their wallets. But perhaps by trying to reconcile our experience with our students’ natural curiosity, and their growing expertise in using technology and social media, we may find common cause. We must meet them where they are and share our knowledge and wisdom to convince them that they really *do* need to be cautious at times, to be strategic in how they use today’s incredible resources. We can help young people make those resources work for them while spending their time and money wisely.

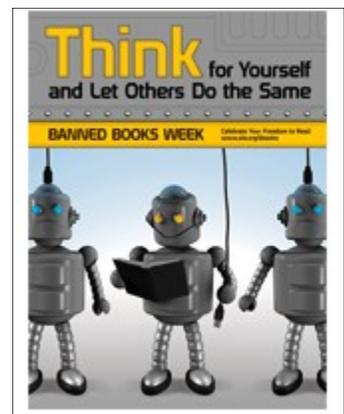
Connecting with the connected means consideration of where 21st-century students learn. They are not so much place-based as virtual-space-based. They learn everywhere. We need to understand their comfort zones and new habitats, and remain connected ourselves. We are not the only ones asking them to pay attention in class anymore. We have serious competition 24/7 from the virtual world-at-large.

So how do we embed the concepts that L4L represents into students’ consciousness? Connecting our services and the global knowledge economy with students offers many challenges, but we have incredible multi-modality tools available to help them access the curriculum and to individualize and transform the learning experience.

There is still a compelling a need for us to travel with and alongside these intrepid Jungonauts, and ensure they complete their quest, find their own personal Golden Fleece and achieve their goals. It is our role as skillful navigators of the education and information world to help them make necessary course corrections on their voyage. Through L4L, AASL is committed to ensuring that learners develop the skills, dispositions, responsibilities, and self-assessment strategies needed to ensure they are learning for life and reach their full potential

Applications are now open for the 2011 Judith Krug Fund Banned Books Week event grants, sponsored by the Freedom to Read Foundation. Four grants in the amount of \$2,500 and \$1,000 grants will be given to organizations in support of “Read-Outs” or other activities that celebrate Banned Books Week (Sept. 24 – Oct. 1, 2011).

Applications for the grants will be accepted through May 13, 2011, and the announcements will be made the week of Aug. 1, 2011. Banned Books Week 2011 will be held Sept. 24-Oct. 1, 2011.



Read more: <http://www.oif.ala.org/oif/?p=1974>

## Marietta Author Inspired by Dr. Seuss Turns Her Rhyme to Baseball

By [Gracie Bonds Staples](#) The Atlanta Journal-Constitution

Reprinted with permission

One night in 1993 as she sat telling her daughter, Jennifer, a bedtime story, Diane Z. Shore discovered how easily characters and plots came to her.

She wasn't sure why the story of a little girl getting a sticker stuck to her tongue popped into her head.



As she concocted the tale in the voice of Sylvester the Cat, her little girl rolled with laughter.

Shore stopped. She knew that if her daughter thought it was funny, the whole world would, too.

"The next morning, I started writing it -- in rhyme," Shore said.

Sitting in a crowded Starbucks the other day, the Marietta author remembered that moment and Theodor Seuss Geisel, the master of children's literature and the inspiration behind much of the success she now enjoys as an award-winning children's author.

Geisel, known around the world simply as Dr. Seuss, would've been 107 on Wednesday.

Growing up, Shore fell in love with the late author's whimsical art and touching philosophy.

"Once a month, we'd get a book and it was usually Dr. Seuss," Shore remembered. "I loved reading stories in rhyme. That's probably what gave me a love for rhythm, fun words and humor."

Shore, 52, didn't set out to become a writer, though. She wanted to be a teacher. But when she entered Eastern Illinois University in 1976, right in the midst of the women's movement, she decided it was time to switch from a female-dominated career to a male-dominated one.

After earning degrees in business administration in 1980, she went on to the University of Illinois and in 1984 got an accounting degree. For the next seven years, she worked as a CPA and auditor.

Shore married in 1990 and, in 1994, shortly after her son Sam was born, toyed with the idea of returning to work as a CPA but decided it wouldn't allow for a flexible schedule.

One night while telling her daughter a bedtime story, Shore created the story about the little girl getting the sticker stuck on her tongue. "I had taken Jennifer to the doctor that day, and the doctor gave her a sticker."

Soon after writing it down the next day, Shore sent "Sticker Tongue-Tied" to Dutton publishing. Three months later, she got her first rejection letter, then another and another and another.

"It wasn't as easy as I thought," Shore said.

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She soon joined the Society of Children's Book Writers and Illustrators. "I started going to those conferences and learned I was doing everything wrong," she said.

The mother of two eventually enrolled in writing classes, where she learned the fine points of developing characters, the use of vivid verbs and alliterations.

Shore was told to give up trying to publish in rhyme because publishers were uninterested in prose that wasn't easily translated.

She discovered it was easier to write for a magazine. She started studying and writing poetry and then selling it to various magazines, including Highlights for Children, Cricket, Spider and Jack & Jill.

Now when she wrote a cover letter for her books, she threw in a line about having been published in magazines.

By 1996, the tenor of the rejection letters had started to change. A compliment was thrown in here and there. Some asked for something else or for revisions.

Shore's confidence was building, and her writing was improving. She tucked "Sticker Tongue-Tied" into her drawer, but she continued to write in rhyme. Six years and 385 rejection letters later, Shore signed her first book contract, and in 2003 "BUS-A-SAURUS BOP," a rollicking rhyming read-aloud, was published by Bloomsbury. In 2004, it won the 2004 Children's Choice Award.

The story of the dinosaur bus was followed by "Look Both Ways," which won the 2007 Kansas State Reading Award; "This Is the Dream," which catalogs events before, during and after the civil rights movement; and "This Is the Feast," the story of the first Thanksgiving.

Her favorite title, which was inspired by her son and daughter, is a HarperCollins I-Can Read: "How to Drive Your Sister Crazy," which last month was awarded the 2011 New Jersey Garden State Book Award.

Just a week ago, "This Is the Game," about America's favorite pastime, baseball, and how it has changed, hit bookstore shelves.

But you won't find Shore at any bookstore signings.

As she has done for the past six years, she will be crisscrossing the country instead, inspiring children to read through her hilarious and widely popular "A-Rockin' and A-Readin!" school presentations.

On Monday, Shore was at Mountain Park Elementary in Roswell, where she conducted three writing workshops to help prepare fifth-graders for the upcoming writing assessment exam.

"I love being with the kids because I get to return to my love of teaching," she said. "Visiting schools is my favorite part about being an author. The kids give me such great ideas!"

## Cyber Ethics

The explosion of social networking and the ubiquitous sharing and posting of so much information online have changed the way we communicate. Everyone must understand their responsibilities for conducting themselves online. An important component of that is Cyber Ethics. Cyber Ethics refers to the code of responsible behavior on the Internet. We should all employ the basic tenets of Cyber Ethics to be good "cyber citizens."

### **Who Should Be Concerned About Cyber Ethics?**

Cyber ethics must be taught and reinforced at every level of computer use—from the novice user just learning to navigate a computer and the Internet, to an information professional whose job requires significant use of online resources. In the same way that each culture teaches its citizens the ethics of business, education, government, etc., those who use the Internet should apply ethical practices in every aspect of its use.



### **Why Should We Be Concerned About Cyber Ethics?**

The power of the Internet means that anyone can communicate at anytime, with anyone, anywhere. While this has undeniable benefits, there can also be negative consequences. Anonymous posting to blogs, websites and social media can encourage bad behavior by eliminating the need to stand behind the words used.

A significant issue of increasing concern is cyber bullying. What were once comments confined to the school yard or hallways are now magnified by the power and anonymity of the Internet. Developments in electronic media offer new forums for bullies, and the actions can range in severity from cruel or embarrassing rumors to threats, harassment, or stalking. The effects can be far-reaching and long lasting.



### **What Are The Rules Of Ethical Cyber Activity?**

The basic rule is do not do something in cyber space that you would consider wrong or illegal in everyday life.

Continued on next page

When determining responsible behaviors, consider the following:

- Do not use rude or offensive language. Don't be a bully on the Internet. Do not call people names, lie about them, send embarrassing pictures of them, or do anything else to try to hurt them.
- Do not copy information from the Internet and claim it as yours.
- Adhere to copyright restrictions when downloading material, including software, games, movies, or music from the Internet.
- Do not break into a computer belonging to someone else.
- Do not use a password belonging to someone else.
- Do not attempt to infect or in any way try to disable or corrupt a computer belonging to someone else.

We were taught the rules of “right and wrong” growing up. We just need to apply the same rules to cyber space!

#### **Resources For More Information**

Computer Crime & Intellectual Property Section -- United States Department of Justice

<http://www.justice.gov/criminal/cybercrime/cyberethics.htm>

Microsoft Safety & Security Center

<http://www.microsoft.com/security/online-privacy/cyberethics-practice.aspx>

Cyberbullying Prevention Lessons- NCSA and CyberSmart!

<http://cybersmartcurriculum.org/cyberbullying/nca/>

Teaching your children acceptable behavior on the Internet

[http://us.norton.com/library/familyresource/article.jsp?aid=pr\\_cyberethics](http://us.norton.com/library/familyresource/article.jsp?aid=pr_cyberethics)

Cyber Citizen Partnership

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

## A pointed budget message hits the mark

### *From the Portland (Maine) Press Herald*

Some might have looked at the long lines of people waiting to testify on Gov. Paul LePage's proposed budget and decided it wasn't worth it.

After all, you can wait hours for your turn to speak.

And when they finally do invite you up to the microphone, you get only three minutes.

And while there may be strength in numbers, it's easy to wonder after a while whether those weary legislators on the Appropriations Committee -- or any of us, for that matter -- are truly capable of absorbing all that testimony over one full day, then another, then another ...

I got that feeling Wednesday afternoon as I sat at my desk with headphones on, listening online as a seemingly endless procession of Maine citizens decried all that's wrong with the governor's \$6.1 billion spending package for the next two years.

Some, understandably, sounded nervous.

Others apologized in advance because they had colds.

Still others, bless them, tried to cram too many words into too little time and had to be gently coaxed into conclusion by Sen. Richard Rosen, R-Bucksport, the committee's co-chair.

Then along came Kelley McDaniel of Portland -- No. 48 on the day's speaker list.

She's a part-time librarian at King Middle School -- and a very good one at that.

She drove to Augusta with her 11-year-old daughter, Aedin, in tow because Aedin is on King Middle School's debate team, loves politics and dutifully met her mother's condition that she write a letter to each of her teachers explaining why listening to her mom testify at a state budget hearing was at least as important as a day in school.

Talk about a teachable moment.

If politics these days is all about what the experts call "driving the message," McDaniel spent all of her precious three minutes in the fast lane.

She told the committee that she recently won a national "I Love My Librarian" Award from the Carnegie Corp. and The New York Times -- an honor that included a check, made out to McDaniel, for \$5,000.

"I plan to report that money on my income tax and I expect to pay taxes on it," she told the lawmakers. "Even though I donated the money in its entirety to the public middle school where I work."

Continued on next page

You heard that right.

She gave the whole five grand, after taxes, to her school.

If you live in Portland, that's your school, too.

It was only the beginning.

McDaniel said she's "happy to pay those taxes" because the way she sees it, taxes are "like membership dues" for being a citizen of this great state.



She said that while she gets lots of things (education, health and safety, arts and recreation) in exchange for those "dues," she realizes "I may not personally benefit from everything that tax money is used for."

She has no problem with that. As McDaniel put it, "I try to trust that elected officials will spend money to the best benefit of society and not just to a handful of individuals."

Then, without missing a beat, she turned her attention to the budget.

She talked about how, over there, the budget contains \$200 million in tax cuts -- including an expansion of the estate-tax exemption from \$1 million to \$2 million -- that largely would benefit Mainers who aren't exactly scraping to get by.

And how, over here, that loss of state revenue is more than offset by \$413 million in various curtailments on benefits earned by retired state workers -- many of whom, like McDaniel has at King Middle for the past 11 years, served long and nobly in Maine's public schools.

Observed McDaniel, "I don't understand the rationale for this proposal."

She said she doesn't buy the idea that the tax cuts, putting significantly more money back into the pockets (or portfolios) of Maine's wealthy, will stimulate the economy.

Citing reports from the Congressional Budget Office, McDaniel said "the best way to stimulate the economy is to give modest increases to the poor. Wealthy people tend to hold on to their money, while poor people tend to spend it as they get it."

Then McDaniel, as those experts might say, "re-framed the issue."

"I don't think it's a moral decision, because taking money from people who don't have much money and giving it to people who have more money than the people you took it from seems, well, greedy," she said. "Greed is frowned upon in every major world religion -- and I don't think agnostics and atheists look too kindly upon it, either."

Continued on next page

She wondered aloud, "Is this about a quid pro quo? A gift from elected officials to wealthy people who have donated, or will donate, to election and re-election campaigns?"

Finally, as the clock wound down, McDaniel dropped the hammer.

"It's not economically sound. It's not morally sound. And I think you know that," she said. "I would be embarrassed to support something so ludicrous -- taking from the poor to give to the rich.

"Maybe you're testing us, checking to see if we, your constituents, are really paying attention, really listening," she continued. "I hope that's what's going on, because the alternative involves me losing faith in representative government, in democracy and in you, the elected officials."

Not once did her voice waver.

Not once did she cross the line between on-point and off-the-wall.

And not once did she sound like she was feeling sorry for herself.

Truth be told, McDaniel decided to testify in honor of her stepfather, a retired high school social studies teacher who, like so many in this state, struggles to fit rising health care costs into a painfully fixed income.

After McDaniel finished, the packed hearing room erupted into applause. Rules being rules, Chairman Rosen reminded them that cheering is not allowed.

But as McDaniel gathered her daughter for the ride home to Portland, a proud young Aedin said she noticed something about her mother's testimony that she hadn't seen with the other speakers.

"All of the people on the committee -- they weren't on their computers or looking at their papers while you were talking," Aiden told her mother. "That's because you were using your teacher voice."

A teacher voice.

Now more than ever, it's worth a few minutes of Maine's time.

*Reprinted with permission from Bill Nemitz of the Portland (Maine) Press Herald*



Modern cynics and skeptics... see no harm in paying those to whom they entrust the minds of their children a smaller wage than is paid to those to whom they entrust the care of their plumbing. ~

John F. Kennedy

Kennesaw Mountain High  
School Exemplary Open House



Sherri Holcomb and  
Tammy Kay Brunson

Students completing online survey



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A teacher who is attempting to teach without inspiring the pupil with a desire to learn is hammering on cold iron. ~Horace Mann



# April 2011



## Georgia Department of Education



Sunday      Monday      Tuesday      Wednesday      Thursday      Friday      Saturday

March						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

May						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**1**  
1970: Nixon signs legislation banning cigarette ads on TV and radio

**2**  
Hans Christian Andersen is born-1805  
Ponce de Leon discovers Florida -1513

**3**  
1860~ Pony Express begins



**4**  
Martin Luther King Jr. is assassinated-1968  
Maya Angelou is born-1928

**5**  
1984: Abdul-Jabbar breaks points record  
Birthday of Booker T. Washington ~ 1856-1915

**6**  
1896~ First modern Olympic games

**7**  
1770~ William Wordsworth is born

**8**  
1974~Henry Aaron sets homerun record



**9**  
1939: Marian Anderson sings at Lincoln Memorial



**10**  
1906: The Gift of the Magi is published. Who wrote it?

**11**  
1970: Apollo 13 is launched to the moon. What happened?

**12**  
Beverly Cleary~1916-

**13**  
Fort Sumter surrenders-1861

**14**  
Eudora Welty is born: 1909-2002. Where did she live?

**15**  
Birthday of Leonardo da Vinci: 1452



**16**  
Apollo 16 departs for moon-1972

**17**  
Ford Mustang debuts at World's Fair-1964

**18**  
1989: Chinese students protest against the government

**19**  
1775: The Revolutionary War begins

**20**  
1902: The Curies isolate radium



**21**  
Charlotte Brontë--1816-1855

**22**  
Birthday of Henry Fielding: 1707-1754

**23**  
Birth and death of William Shakespeare celebrated-1564 (born) 1616 (died)

**24**  
Library of Congress established-1800

**25**  
1859: Ground broken for Suez Canal. Where is the canal located?

**26**  
Nuclear disaster at Chernobyl-1986

**27**  
Birthday of August Wilson: 1945-2005

**28**  
Harper Lee~1926- What books has Harper Lee written?

**29**  
First African-American college chartered-1854

**30**  
1803~ Louisiana Purchase

When a book and a head collide and there is a hollow sound, is it always from the book? ~  
Georg Christoph Lichtenberg