

Children & Libraries

the journal of the Association for
Library Service to Children

Volume 4 Number 1 Spring 2006 ISSN 1542-9806



ALSC
Association for Library Service to Children
50 East Huron Street, Chicago, Illinois 60611

Introducing Kids! @ your library®
Reading Buddies • Exploring PUBYAC • Grandparents Raising Grandchildren

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Editor's Note

Books, Movies, and Your Feedback

Sharon Korbeck Verbeten

Some of my favorite movies are based on books, both children's books and adult novels. *To Kill a Mockingbird* by Harper Lee and *Charlie and Chocolate Factory* by Roald Dahl rank up there on my best-ofs list (although I prefer the vintage-wacky Willy Wonka to the modern-trippy Johnny Depp version). In this issue, ALSC's Research and Development Committee explores the connection between children's books and related films—do the movies inspire kids to read the books? It's been a question pondered for a long time, so I hope you'll enjoy the discussion and share your thoughts with a letter to the editor. You'll notice in this issue that we received quite a few letters from readers, and we'd like to get more. If you're inspired by a story—agree or disagree with it—please send me an e-mail. We want to make *CAL* a forum for all our members, so feel free to join in.

Enjoy spring and count your blessings! We'll be doing that, too, as we prepare to head to New Orleans this summer to show our support and do what we can to bring tourism, money, and good will to the Gulf Coast. ☺



Executive Director's Note

Let the Good Times Roll!

Diane Foote

New Orleans's traditional celebration call is appropriate in several ways for my first note in *Children and Libraries*. I personally am thrilled and honored to have joined the most fun division at ALA, and ALSC itself has a great deal to celebrate this year, including the launch of our Kids! @ your library® public awareness campaign, the tenth anniversary of the Pura Belpré Book Awards, and the tenth anniversary of *El día de los niños/El día de los libros* (Children's Day/Book Day).

Let's not forget New Orleans itself. Deputy Executive Director Aimee Strittmatter and I have just returned from a site visit in preparation for the 2006 ALA Annual Conference, and I'm pleased to report that the city is back in business. There's no doubt that a disaster happened there, even in the French Quarter where a few windows are still boarded up. But the place felt vibrant and alive, and we saw signs of renovation everywhere. Without exception, every single person we met, from shopkeepers and taxi drivers to bellmen and hotel managers, upon learning the purpose for our visit, exclaimed, "Thank goodness for the librarians!"

I'm looking forward to seeing you all there in June. ☺

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Circulation

Children and Libraries (ISSN 1542-9806) is published three times per year by the American Library Association (ALA), 50 E. Huron St., Chicago, IL 60611. It is the official publication of the Association for Library Service to Children (ALSC), a division of ALA. Subscription price: members of ALSC, \$20 per year, included in membership dues; nonmembers, \$40 per year in the U.S.; \$50 in Canada, Mexico, and other countries. Back issues within one year of current issue, \$12 each. POSTMASTER: Send address changes to *Children and Libraries*, 50 E. Huron St., Chicago, IL 60611. Members send mailing labels or facsimile to Member Services, 50 E. Huron St., Chicago, IL 60611. Nonmember subscribers: Subscriptions, orders, changes of address, and inquiries should be sent to *Children and Libraries*, Customer Service—Subscriptions, 50 E. Huron St., Chicago, IL 60611; 1-800-545-2433, press 5; fax: (312) 944-2641; e-mail: subscriptions@ala.org.

Statement of Purpose

Children and Libraries is the official journal of ALSC, a division of the American Library Association. The journal primarily serves as a vehicle for continuing education of librarians working with children, which showcases current scholarly research and practice in library service to children and spotlights significant activities and programs of the Association. (From the journal's "Policies and Procedures" document adopted by the ALSC board, April 2004.)

Production

ALA Production Services—Troy D. Linker and Angela Hanshaw; Angela Gwizdala, Christopher Keech, Stephanie Kuenn, and Christine Velez, Production Editors.

Advertising

Benson, Coffee and Associates, 1411 Peterson Ave., Park Ridge, IL 60068; (847) 692-4695; fax: (847) 692-3877; e-mail: bencof@aol.com. The journal accepts advertising for goods or services of interest to the library profession and librarians in service to youth in particular. It encourages advertising that informs readers and provides clear communication between vendor and buyer. The journal adheres to ethical and commonly accepted advertising practices and reserves the right to reject any advertisement not suited to the above purposes or not consistent with the aims and policies of ALA. Acceptance of advertising in the journal does not imply official endorsement by ALA of the products or services advertised.

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Indexing, Abstracting, and Microfilm

Children and Libraries is indexed in *Library and Information Science Abstracts* and in *Library Literature and Information Science*.

Children and Libraries is indexed, abstracted, and available in full text through EBSCOhost. For more information, contact EBSCO at 1-800-653-2726.

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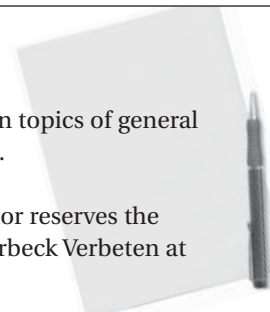
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Letters to the Editor

Letters Guidelines

Children and Libraries welcomes readers to submit letters to the editor on topics of general interest to the profession or as comments on topics covered in our pages.

Letters should be no longer than 350 words and must be signed. The editor reserves the right to edit letters for clarity and space. Send letters to Editor Sharon Korbeck Verbeten at CALeditor@yahoo.com or 820 Spooner Ct., De Pere, WI 54115.



A Most Fortunate Response

On January 13—Friday the 13th—my coauthor Lee Ratzan and I received a handwritten note from author Daniel Handler (Lemony Snicket), commending our article about his books (“Möbius Strips, Klein Bottles, and Dedications: The Mathematics of A Series of Unfortunate Events,” *Children and Libraries*, Spring 2005). The article points out the mathematical concepts hidden in A Series of Unfortunate Events, and Handler responded in kind, writing us a letter in the form of a mathematical equation! Handler’s equation, translated into English, reads “the intellect distributed among the Ratzans, combined with A Series of Unfortunate Events, equals a delighted author.”

This sort of feedback reflects well on us all. A major publisher forwards our journal to a favorite children’s author, who reads it, and takes the time to respond. Although this is just one instance, I think that it helps show that *CAL*, and, by extension ALSC, has important ideas to add to the dialogue on children’s literature. We matter. We’re producing work that’s interesting and exciting.

Lee and I are very excited about this (handwritten notes from Handler are rare), but we couldn’t have reached this point without the support of everyone we’ve worked with at *CAL* and ALSC—from editor Sharon Korbeck Verbeten and the peer reviewers who accepted the article, to ALSC’s Laura Schulte-Cooper who helped juggle copies back and forth, and to Stephanie Kuenn and

her production team at ALA who put everything together. Thanks, everyone! May we have many other equally fortunate events as we work together in the future.—*Jill S. Ratzan*

Arbuthnot Lecture Note

In performance, the 2005 Arbuthnot lecture ended with the words: “Today I feel loved especially.” The version that *CAL* printed in December 2005 went on longer (if that’s possible) because I—and only I—forgot to erase or at least reposition on the disk words intended (though not used) as an introduction; these were inspired by the fact that the Philadelphia Antiques Show was scheduled for the same day, time, and space as the lecture. My apologies.—*Richard Jackson*

Another Plus of Chocolate

Regarding the Research and Development column (“Chocolate and Children,” *Children and Libraries*, Winter 2005), I just had to add another plus for choco-

late. This came from the family dentist more than thirty years ago.

After cleaning my children’s teeth (no cavities, Mom!) he told me if I had to give the kids candy, chocolate was the lesser of the evils since the oil in it does not adhere to teeth. It must be true; they never had a cavity until they were teenagers and started buying their own junk food!—*Pam Schell, Delmar (Del.) Public Library*

Beware of Hidden Dangers in Chocolate

I enjoyed reading the research about offering chocolate as a reward (“Chocolate and Children”). However, I’d like to point out that peanuts are often included in chocolate treats. Peanut allergies appear to be on the rise, and even trace amounts may prove fatal to students or patrons. Many children’s treats include peanuts, sometimes disguised as ground nuts or even hydrolyzed vegetable protein.

Librarians who work with children may

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Candy College Takes Note

Sharon Burdick, confection historian at Candy College at the Chocolate Research and Confection History Library at the Illinois Center for Food Safety and Technology in Summit Argo wrote to thank the ALSC Research and Development committee for its Winter 2005 article, “Children and Chocolate.” She invites ALSC members to learn more about confections and research at the Candy College Library. For more information, call Burdick at (312) 388-0656. ☎

Introducing Kids! @your library[®]



ALSC's Kids! @ your library[®] opens a powerful new chapter in The Campaign for America's Libraries, the American Library Association's multi-year public awareness and advocacy campaign about the value of libraries and librarians in the twenty-first century. The ALSC campaign will launch to the public in fall 2006.

Our goal: *All school-age children will use their public library. Parents will know that taking their kids to the library is one of the best and most important things they can do for their children.*

Our message: *So much to see, so much to do @ your library.*

Our target audience: *Phase 1: Children K–4 and their parents and caregivers.*

Campaign Web site: *Visit www.ala.org/kids for the latest news and announcements, promotion tips, downloadable art, and other tools you can use to reach out to the young people in your community.*

How to Get Started . . .

Think First

You are free to adapt and use the materials on our Web site in a way that works for your library and community. That may be developing a whole campaign or simply using the campaign logo and message to complement your library's existing promotions. Think about how the campaign can support your library's goals—for example, an increase in library card registrations or better attendance at programs.

Start at the Top

Tell your director about the campaign and explain how it might benefit your library. Try to tie in participation with your library's priorities, and chances are greater that you will get the support you need. Ask permission to move forward in developing a plan and budget.

Get a Team Together to Brainstorm

Include representatives from all departments. Almost everyone has contact with children and their parents and may have good ideas to contribute. You might want to include representatives from schools, parent, or youth organizations. This will help to promote a sense of ownership and encourage support for your efforts.

Make a Plan

Having a plan will save you time and money and help ensure that your efforts make an impact. Be ambitious but realistic. For example, you may choose only to focus on first graders or immigrant children the first year. See www.ala.org/kids for a communication plan outline.

Recruit Partners

One of the best ways to get more bang for your buck is to recruit other organizations and community businesses to help deliver the message. Focus on those who can help you reach your target audience, what you would like from them (stories and ads in their newsletter, cash donations, and so on), and what you can offer them in return. ☺

Singing the Praises of Libraries

You go to the library, you walk in the door / It's like walking in a jungle you've got to explore / There's so much to learn, so much to know / There's something calling to you everywhere you go

It's upbeat, catchy, and rings true! There is so much to see and do at your library. Singer-songwriter Bill Harley hit the mark with his lively song “@ your library,” which he wrote especially for ALSC's Kids! @ your library® campaign. The song is just one of many resources ALSC is providing to help libraries reach out to children, their parents, and caregivers.



Singer-songwriter Bill Harley

Harley's sense of humor, love of music, and knowledge of and respect for children shine through in this lively trip to the library set to music. He shares the vocals with a chorus of children, who bring warmth, enthusiasm, and a sense of camaraderie to the song. Harley's back-and-forth repartee with the kids adds a good dose of charm and playfulness.

Harley has created a musical gem with just the right chemistry to appeal to children and adults alike. That's no surprise. As a performing artist, songwriter, storyteller, author, workshop leader, and playwright, Harley has been entertaining families and children for more than twenty-five years. “I started working with kids and music in college, running a day camp, and have been doing it ever since,” says Harley. “I'm fifty now—so there you go. I guess it's my job.”

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It's more than his job. It's his passion, his gift, and his way of life. Harley performs about two hundred shows a year in a variety of venues—from elementary school gymnasiums to educational conferences and concert halls with orchestras. As a performer, Harley strives to build community, to provide a common language for everyone in the audience. “In a live performance, I want my audience to feel like they've experienced something together, as a group of people,” Harley says. “I feel like I've done my job, when I see a kid elbow a parent, or vice versa, about a particular line or song, saying, in a way, ‘See!’ or ‘Hey, that's us.’”

Harley's performance goals are to use song and story to encourage his audience to see the world anew; to give children an opportunity to experience live art; to pass on a love of language and music; and to honor the emotional lives of children and adults alike. His song “@ your library” echoes that philosophy. It portrays the library in a fresh, new light and celebrates libraries as fun and interesting places to pursue personal interests and spend time with friends and family. The song also captures and honors the boundless energy and curiosity of youth.

Don't miss your opportunity to see Harley perform “@ your library” live at the Kids! @ your library® program on Sunday, June 25, 10:30 A.M.–12:30 P.M. in New Orleans. The song will be available to download from the campaign Web site in June for use in your library and community. Various versions will be available, including an instrumental and a public service announcement-length version.

For more campaign resources, visit www.ala.org/kids. ☺

Change and Continuity in Professional Community

The PUBYAC Electronic Discussion List in Historical Context

Kate McDowell

Since the inception of library services to children, librarians have created and recreated professional networks to help them best meet children's needs.

Children's librarians were chronologically second only to catalogers in organizing their own specialty group within the American Library Association (ALA) in 1900.¹ Through networks of formal association in ALA as well as more informal collegial friendships, children's librarians have displayed a commitment to sharing knowledge and mentoring newcomers so that "the professional identity and values that were formed in those early decades were passed along."² Beginning in the 1990s, children's librarians have taken advantage of online communications to strengthen their connections to one another and broaden the affect of their shared wisdom.

Electronic discussion lists have been particularly fruitful grounds for professional community building; a number of them have been created for discussion of public library youth services, school librarianship, and children's literature. The discussion list PUBYAC (acronym for the main topics of discussion: **P**UBLIC libraries, **Y**oung Adults, and **C**hildren) is familiar to many librarians serving youth as one of the most important and enduring examples of this kind of online communication.

Founded as a student project, PUBYAC grew out of a grassroots need for more frequent, even daily, communication among youth services public librarians than was possible through previous communication mechanisms such as regional and

national conferences.³ Whenever they choose, PUBYAC subscribers can discuss anything about their professional work, from decisions about library cards and other policy-related issues to broader, more philosophical themes of purpose and meaning. The value of this group for children's librarians, particularly those at the beginnings of their careers, is immeasurable. Through PUBYAC and other electronic discussion lists, the shared wisdom of experienced librarians is passed down to newer librarians, while the egalitarian format allows practitioners—new and seasoned alike—to share.

One analysis of PUBYAC, performed by Bar-Ilan and Assouline in 1997, examined a month of discussion-list discussions, analyzing the content of the postings. This analysis divided the postings into six categories: reference, library administration and policy, collection management, extension programs, announcements and PUBYAC matters, and other.⁴ Although this content breakdown is useful for understanding what is discussed, to some extent Bar-Ilan and Assouline capture the messages while missing the social meanings. More important, they miss the historical context of youth services librarianship that is critical for understanding the dynamics of discussions on PUBYAC.

Rather than focusing on the discussion list as novel technology, this paper focuses on it as a space of community for children's librarians. This community reflects historical continuity in the core values of children's librarianship established more than a century earlier. Given the long time since the founding of the profession, the many generations of librarians who have since come and gone, and the intervening changes in professional communication, from infrequent conferences to daily e-mails on a discussion list, the resiliency of core values among children's librarians



Kate McDowell teaches youth services and children's literature at the Graduate School of Library and Information Science, University of Illinois, Urbana-Champaign.

is remarkable. These core values include honoring maternal, matriarchal, and sisterly leaders; creating mentoring and consensus opportunities from conflict; and promoting the significance of children's aesthetic experiences.

Origins of PUBYAC and Maternal Metaphors

In her article on children's publishing legend Margaret McElderry, Hearne calls children's librarianship and literature a "matriarchy of cultural activity."⁵ Unlike other feminized professions where women have comprised the bulk of the workers but a minority of the leadership, children's librarianship has been dominated by women at all levels.⁶ Women led the creation of the profession from the beginning; they continue to lead, and they recognize and honor their status as women in doing so, whether emphasizing matriarchal authority, maternal qualities, or the importance of sisterly tolerance and good will. Professional foremother Caroline Hewins hoped that recruits into the first generation of children's librarians might be "elder sisters in large families who have tumbled about among books."⁷ From library school students like Shannon L. VanHemert, who saw a need for a professional discussion list and created PUBYAC as a response, to veteran youth services leaders such as Mary K. Chelton, who participates in PUBYAC, children's librarianship has been dominated by women. This gender composition is often described using metaphors of maternal, matriarchal, and sisterly roles.

In her detailed account of the founding of PUBYAC, VanHemert (now head of the children's department at Columbine [Colo.] Public Library) describes her ongoing role as discussion list moderator using motherhood as a metaphor. She opens with an evocative portrait of the disconnected librarian (written in the second person): "Perhaps you are the only children's or young adult librarian in your library system. You feel isolated. . . . You are unable to attend all ALA conferences, and you feel professionally out of touch."⁸ VanHemert describes the benefits of PUBYAC, which includes providing a space where librarians can "ask questions, discuss problems, share successes and failures, get advice, receive moral support, and argue about all facets of public library work with children and young adults" through immediate dialogue, "without waiting for a professional conference or next month's 'Letters to the Editor.'" She also described an associated purpose—that PUBYAC would "serve as a catalyst to encourage youth services librarians to explore the Internet," a worthwhile goal in the relatively early Internet days of 1992.⁹

Recounting her "frustration that there was no voice for children's or young adult librarians on the Internet," VanHemert describes how she "resolved to fill the void."¹⁰ It is significant that her initial purpose was to create a space for a "voice" where there was none, a purpose that echoes feminist projects of giving voice to women.¹¹ She sought to fill a need for Internet-based community for excluded professionals and, in doing so, echoed the service values of the earliest children's librarians, who invited previously excluded children into public libraries.

In her own ongoing role as moderator, VanHemert calls herself "mother" of the discussion list and compared the work of mod-

erator to "having another child." She describes how, six nights a week, PUBYAC is "put to bed." PUBYAC also occasionally "gets sick," and needs either "home technological remedies" or the "listserv doctor."¹² These maternal images conjure a very different picture than that of webmaster or even moderator, implying instead an ethic of care that extends from the values of children's librarianship into cyberspace. This PUBYAC origin story echoes stories of the founders of children's librarianship, who conveyed a "dynamic image of *powerful* women working to construct a maternal paradigm of service."¹³ VanHemert's maternal role in the construction and maintenance of an electronic discussion list to fulfill a community need extends this historical maternal paradigm of service into the present day.

Matriarchal Leadership

Most of the postings on PUBYAC are colleague-to-colleague, written in an egalitarian format in search of suggestions and shared wisdom for answering the day-to-day issues of working in a public library. However, there are moments when respected members demonstrate matriarchal leadership, putting forth guidelines or templates for good service. In an example of such leadership, Mary K. Chelton, professor at the Graduate School of Library and Information Studies, Queens College, City University of New York, and longtime advocate of youth services, posted a note to PUBYAC regarding appropriate and inappropriate student postings. Chelton's extensive service and well-known name give her a position of authority in the field; her voice has more than the average member's force in laying out ground rules such as these.

In her posting, Chelton stated that students looking for research help should describe the preliminary research they have completed before asking for research or reference help on a discussion list. She also asserted that students should offer to share their research results with the list, just as subscribers do when creating compilations of responses for other discussion list members. Her post emphasized that, whether temporary visitors or permanent residents, students on discussion lists should treat list members with the respect due to colleagues.¹⁴

Her argument is a plea for balance in service, asking that librarians consider larger learning needs as they respond to requests for information. Since librarians are so often working to provide more information and more service, such an argument for restraining the impulse to give an immediate answer to a query can seem counterintuitive. Chelton wrote, "Listservs are also filled with 'enablers' who feel good answering queries like that on lists that they would never answer in person without more clarification, and they just cripple students as far as I am concerned, for their own needs."¹⁵

Chelton's post offers a guideline for best directing group energy toward service goals, while at the same time challenging conventional responses to information requests. Her approach is characteristically direct and serves to remind readers of her long experience in these matters and her unforgettable personality. Her matriarchal leadership encourages discussion list

subscribers to critically examine their own practices as they interact with students in online environments.

Creating Sisterly Mentoring from Conflict

Chelton's post was not in regard to a particular conflict but functioned more as an opinion piece about appropriate list behavior. However, there are times when conflicts erupt in PUBYAC discussions, as in a recent thread regarding a librarian's question about charging money for craft programs. Although the initial question was one seeking advice about how to handle a complaint about such charges, almost all the replies voiced disagreement with the practice of charging fees in public libraries.¹⁶ Respondents offered reasoned arguments (but not attacks) as to why charging was bad policy or philosophically wrong.¹⁷ Strong opinions were voiced on this issue; nevertheless, the debate retained a tone of attempted persuasion, and posters maintained a sisterly respect for differences of opinion. This tone continues a strong tradition of polite discourse within the profession of children's librarianship and in traditional female roles, as might be expected from such a female-intensive group.¹⁸

One librarian offered implicit sisterly guidance by giving a detailed account of the strategies she had successfully used in her own library to justify keeping programs free for the public. She recounted her experience of presenting attendance and circulation statistics to her library's financial authorities, thereby demonstrating the important role of free children's programming in facilitating the overall success of the public library.¹⁹ Although she did not present herself directly as a mentor, she provided indirect advice. Less experienced librarians could use her example as a template for success when asked to prove the value of their own work. Such indirect, sisterly mentoring differs in tone from Chelton's matriarchal statement of guidelines, but both offer useful guidance for discussion list participants and both are rooted in the female-intensive traditions of children's librarianship.

Creating Consensus from Conflict

Occasionally, an issue will arise that requires the PUBYAC group to reconsider their usual practices and question their own procedures. Such moments are also part of the historical tradition of children's librarianship, as in the complex case of conflicts in the 1930s over the relative merits of realism and enchantment in literature for children. In her historical study of these conflicts, Jenkins documented the debates and discussions that marked the evolution of literary criteria among children's librarians. Librarians shifted their criteria for children's literature from valuing fantasy literature over realistic fiction to accepting and valuing realism.²⁰

Although such historical conflicts and resolutions are precursors to issues of today, the difficulty of comparing interactions of the past with the fast-paced exchanges on PUBYAC is substantial. In the past, both presentations at conferences and letters to the editors of journals were apt to reflect the opinions of influential names in the field, reinforcing the authority

of those matriarchal leaders. PUBYAC exchanges offer more opportunities for participation without regard to individual status. Conflicts are mediated by participants in an egalitarian environment, with more sisterly exchanges. Because of the transience of e-mail, relatively minor professional conflicts are more common on PUBYAC than they were in the past (and are today) in the refereed spaces of conferences and journals.

In a recent example of a conflict on PUBYAC, an issue about group procedure arose when a list member requested a consensus regarding anonymity in response compilations. The prevalence of response compilations on PUBYAC underscores the cooperative ethic of youth services librarians. However, there was no initial consensus about whether contributors to compilations should be identified or anonymous. Some members felt that such compilations should include identifying and contact information for the librarians who contributed each of the individual answers. Others were satisfied with leaving each individual component of a compilation anonymous, with only the compiler's contact information provided. One list member explicitly asked that the group come to a consensus regarding the inclusion of identifying and contact information, and suggested that this consensus become part of the formal guidelines for PUBYAC subscribers.²¹

After multiple contrasting replies were sent to the entire group, another list member offered to help create this consensus by setting up a simple survey Web site. The dynamic process of a group that places a high value on consensus in problem solving is evident in these discussions. Such cooperation in setting the rules is an important feature of an egalitarian space such as PUBYAC. It allows multiple perspectives and voices to be heard, and reflects the high value that youth services librarians place on coming to consensus.

The Importance of Children's Aesthetic Experiences

Since the 1890s, children's librarians have used myriad methods in their work of "facilitating the connection between young people and books."²² Early children's librarians promoted the importance of storytelling, author celebrations, reading clubs, and other means of promoting children's aesthetic experiences with books. PUBYAC reflects the continued importance of children's aesthetic experiences—with books and in the library generally—through discussions of children's programming content, techniques, and tricks. Postings reflect a wide range of programs, from traditional preschool story hours, to events celebrating media-inspired characters (Harry Potter looming large among them), to popular activities such as the current knitting trend. PUBYAC is a useful source to watch for such trends in programming, serving both as resource and inspiration for planning library activities.

As part of these programming discussions, librarians offer many recommendations of books that work particularly well in large-group read-aloud situations. Many compilations consist of book recommendations made in response to requests for books relating to a program theme or set of themes. The selection of titles

reflects librarians' awareness of those qualities that make a book work well with a large group of children, including audience participation potential and pictures that are visually engaging from the back of the room. These selection criteria highlight the professional skill of evaluating books in terms of what aesthetic experiences they provide for children. Similarly, in the early twentieth century, "[w]omen librarians often became children's book editors," and therefore worked directly with developing aesthetic criteria and artistic standards for children's literature.²³ Although these professional boundaries are less permeable in contemporary times, discussions of book selection for programs on PUBYAC continue the tradition of children's librarians' engagement with aesthetic criteria. Unlike more formal, published book-review journals, PUBYAC offers a space where practical, use-based evaluations of books can be readily shared.

At the heart of good programming are the informal tips, tricks, and techniques that are difficult to convey in a print-based environment. Such tricks are more readily gleaned from face-to-face observation or mentoring. However, the articulation of basic programming principles is useful and frequently offered on PUBYAC. A recent discussion highlighted the practical importance of keeping the attention of various age levels of preschool children in a story program, a perpetual challenge since this group comprises children at radically divergent developmental stages. Experienced librarians offered advice ranging from practical strategies of room arrangement to the importance of librarian enthusiasm and energy in keeping children's attention and creating an effective program.²⁴

Programming brings both the excitement of performance and the challenge of maintaining some element of control in what can become an extremely chaotic environment. While some on PUBYAC offer tips and tricks, others simply offer reassurance that we are not alone in facing these obstacles. Sharing such consolation, or even commiseration, makes an immeasurable difference in the lives of children's librarians facing the daily challenges of public service. While historically such communication would have to await the delivery of letters or the arrival of a conference, PUBYAC facilitates daily support for daily challenges.

One new librarian, bemoaning the problems in her story hour program, posted her amazement at the pervasiveness of disruptions and behavior trouble (both adult and child behavior).²⁵ A more seasoned librarian wrote back a response that was rife with the dry wit of long public service, saying that, aside from the advent of new interruptions in the form of cell phone rings, the chaos of programming is basically the same as it has been for twenty years.²⁶ Despite these challenging and sometimes humorous difficulties, children's aesthetic experiences remain a vital part of children's librarians' professional concerns. PUBYAC fosters a community of support, brainstorming, and commiseration that keeps the tradition of children's public library programs alive and well.

Concluding Continuities

Historical research on children's librarians "shows over and again how deeply this women's field has depended on long-term,

anonymous service, flexible role changing, cooperative networking, mentoring relationships, nonconfrontational resistance, and low-profile leadership."²⁷ Electronic discussion list matriarchs like Chelton or "mothers" like VanHemert are unusual in a field of more sisterly relationships among relatively anonymous equals. Historically, such high-profile leaders in children's librarianship had specific mentors, as was the case for the illustrious Anne Carroll Moore, mentored by both Hewins and Wright Plummer.²⁸ Today, children's librarians may have face-to-face mentors in their professors, supervisors, or colleagues in public libraries, or piecemeal mentors for specific advice on PUBYAC, or both. If forums such as PUBYAC have changed anything about children's librarians' practices, they have made the sharing of professional wisdom more accessible and ubiquitous.

Librarians of the past did their best to pass along their knowledge locally, through records of daily trials, tribulations, and successes.²⁹ They wrote down what had happened with children in the library to facilitate communication among themselves, very much like the communication that now occurs on a global scale through professional electronic discussion lists. PUBYAC provides a forum for discussions ranging from issues of daily procedure to philosophical discussions of the purposes of youth services. From the beginnings of the profession to now, children's librarians have taken on the roles of mothers, matriarchs, and sisters; they have used conflicts to build consensus and mentor new librarians; and, most important, they have facilitated children's aesthetic experiences with books. That the values echoed in global cyberspace-based discussions should echo those of librarians from a century ago speaks to the strength of children's librarianship as a profession. ☺

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LETTERS TO THE EDITOR, continued from page 3

want to educate themselves about peanut allergies, and institutions that serve children should have emergency treatment available and a staff member qualified to administer the medication. Most children who are found to be allergic will carry the emergency medication (epinephrine) with them.

The key to safety is to carefully read food labels before offering treats. Have alternative treats such as lollipops available so children won't have to refuse a treat in front of their peers. For more detailed information, see the Allergy, Asthma, and Immunology Society of Ontario brochure online at www.allergyasthma.on.ca/peanut1.htm or visit www.allergicchild.com/peanut_allergy.htm for information about a variety of children's allergies.—*Lillian Moss, New York State school social worker, LIS school media graduate student*

Great Job on Winter Issue

Between the cooking, cleaning, buying, and wrapping for the holidays, I've managed to read the Winter 2005 issue of *Children and Libraries*. What a wonderful post-ALA Annual Conference issue! The article about the mother and daughter first trip to ALA Annual Conference ("It's Never Too Late!" *Children and Libraries*, Winter 2005) was wonderful, "Conference 101" was great, and the Annual Conference photospread was very entertaining.

These articles make the reader want to attend an ALA convention for the fun, the knowledge, and the camaraderie that ensues!—*Terri Kirk, school librarian, Reidland High School, Paducah, Kentucky* &

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- A Trip to a Swedish Library
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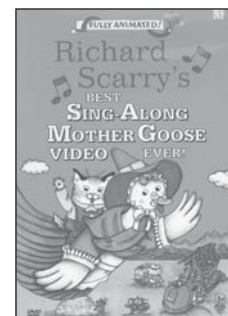
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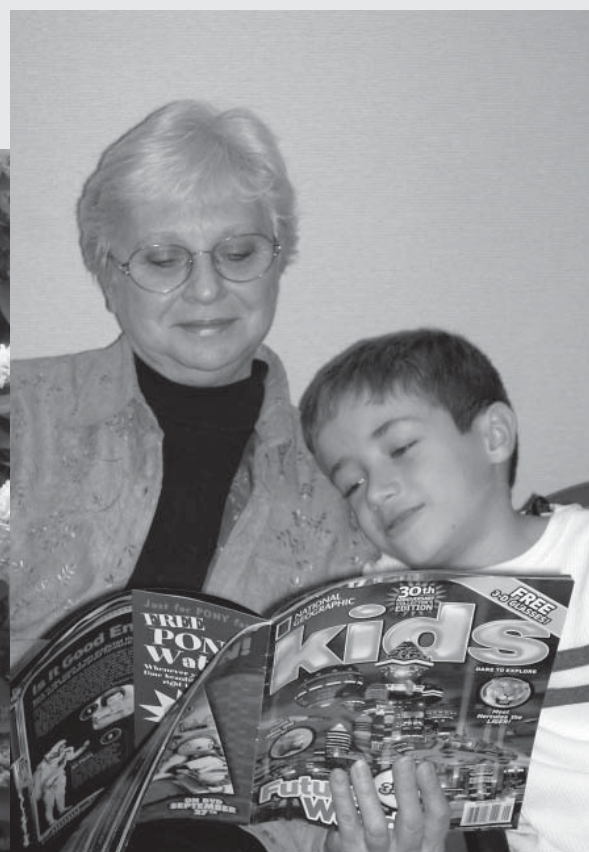
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Old Is New Again

Grandparents Raising Grandchildren

*Adapted from an ALSC program presented
at the ALA Annual Conference in Chicago, June 25, 2005*

Grandparents Raising Grandchildren

The Growing Task Facing a New Generation

Jan Watkins

You may not realize that 2.4 million grandparents in the United States are raising their grandchildren. Where are the children's parents? Many struggle with drug and alcohol dependence or mental illness; others are in prison, suffer economic hardships, or have other challenges that prevent them from taking care of their own children. This is where grandparents sometimes step in, often to keep the children from being sent to foster care. Most often this is an unanticipated family crisis that arrives on their doorstep at the same time that they are experiencing their own set of challenges—most obviously, health issues and fixed incomes.

What about the children? Do they have physical or psychological problems related to their earlier experiences? How are they faring in a new household setting? What other challenges do the grandparents face in addition to health and income? How does the relationship between grandparents and their adult children affect the grandchildren? What about education? It has been many years since grandparents sent their own children to school. Are they able to help grandkids with homework? Are grandparents aware of current educational practices?

Public libraries are an important part of a community, and children's departments focus on the needs of children and their families with respect to learning, reading, and growing. But are you aware of the different types of families in your community?

U.S. Census data on grandparents who are responsible for meeting the basic needs of their grandchildren can be broken down by county and congressional district, among other categories. To find out the number of grandparent families in your library community, visit <http://factfinder.census.gov>.

Additional data are available at www.census.gov/population/www/socdemo/grandparents.html.

Once the basic needs of these children are met, schools and public libraries have an opportunity to support grandparents in the formal and informal education of the children in their care. Once you have found that you have this type of family in your community, how can you go about inviting them into the library? One of the best ways is to connect with other community organizations, such as social services, which may have already formed a talk group for local grandparents.

The next time you plan programs, think about the families who may just need a little encouragement to accompany their grandchildren to the public library. With its early literacy programs for very young children; materials, programs, and homework help for school-aged children; and materials and resources for their own needs and interests, the public library can be a much-needed oasis for grandparents and grandchildren alike.

In citing her own experience, Association of Library Service to Children (ALSC) Immediate Past President Gretchen Wronka said, "Since adopting our granddaughter four years ago, I have found the library to be a personal lifesaver. In my parent role, I have a totally different perspective of the library's great programs that interest this now-eleven-year-old. My husband and I are avid consumers of up-to-date info on how to help us all cope, especially with emerging adolescence.

Jan Watkins is head of youth services at Skokie (Ill.) Public Library.

“The exhilaration and exhaustion of parenting are intensified the second time around for the increasing numbers of us who’ve adopted or are legal guardians of our grandchildren,” Wronka continued. “ALSC’s proactive response to this cultural phenomenon raises our collective awareness of how children’s librarians’ work supports intergenerational nuclear families like mine.”

Editor’s Note: The three essays in this section were adapted from speeches given at ALA Annual Conference in June 2005 in Chicago.

ALSC Booklist Features Positive Portrayals

Check out *Books with Positive Portrayals of Aging and Older Characters*, a PreK–6 booklist. It was created by ALSC as part of a collaborative project with the Center on Aging, Health, and Humanities at George Washington University in Washington, D.C. To see the list, visit www.ala.org/ala/alsc/alscresources/booklists/booklists.htm.

What Libraries Are Doing

Here’s a quick glimpse into what some libraries nationwide are doing to assist grandparents raising grandchildren.

- Librarian Margie Stern said the Delaware County (Pa.) Library System (DCLS) created GrandKits, a day of fun in a big blue bag. These large canvas bags contain educational books, games, toys, and activity ideas that follow a theme. Current themes available at DCLS libraries include dinosaurs, music, the zoo, safety, transportation, gardening, nutrition, kitchen chemistry, bugs, sports, dance and movement, visual arts, and visiting the doctor. The items are geared toward keeping kids from ages two to twelve occupied. Librarians and grandparents from the organization “Second Time Around” (grandparents raising grandchildren) collaborated to select the best age-appropriate, fun, and educational material to include in each of the kits. Thanks to a grant of \$40,000 from the Institute of Museum and Library Services as administered by the Commonwealth of Pennsylvania, DCLS compiled three hundred GrandKits, which can be borrowed for three weeks with a library card.
- Family Place Coordinator Kathleen Hagenbaugh of James V. Brown Library in Williamsport, Pennsylvania, said their library has teamed with a social worker to serve as facilitator for the grandparents group for the past two years. The library provides resources, a space to meet, and marketing. They’ve had difficulty recruiting new members but would appreciate any other ideas colleagues may have. You can contact Hagenbaugh at (570) 323-7705.
- Christine Furrer, a children’s public service assistant at Washington-Centerville (Ohio) Public Library said the library received a \$500 Wal-Mart grant for intergenerational programming. One program included two different nights: a game night with board and card games and a bingo night. While both programs were successful, with about fifty people attending each, Furrer said most of the attendees were parents, not grandparents, with their children.
- Coshocton (Ohio) Public Library received a similar grant from Wal-Mart. Librarian Diane Jones said their program is called Grand Time @ the library. It kicks off on Grandparents’ Day, the second Sunday of September, and continues each month through April. The children’s department and the outreach department team up to provide monthly thematic programs, such as King and Queen for a Day, Spiderwick Chronicles, Holiday Food, Chinese New Year, and Tea Party. They choose subjects of interest to both generations. “We average twenty to twenty-five participants, and fifty for the Grandparents’ Day kick-off event,” Jones said.
- Linda Straube, a student at the Graduate School of Library and Information Science at the University of Illinois at Urbana-Champaign, created a Web site that includes information about Intergenerational Friendship Stories. It can be accessed at <http://leep.lis.uiuc.edu/publish/lstraube/YA404/WebIntroC.htm>. In her research, Straube learned that, according to the U.S. Census Bureau, grandparents raise 6 percent of our nation’s children. That’s almost 4.5 million children and for perspective, it represents about 10 percent of all grandparents. Some groups (such as African Americans) have even higher percentages.

Taking It All In

Lee Madden

My first experience with grandparents raising grandkids came at the University of Chicago Hospitals in Hyde Park when I co-led, with social worker Barbara Smith, a group of five African American grandmothers. We met once a week in Barb's office while the grandkids were in school. All of the women were more than sixty years of age. The children they were raising all had problems related to neglect or exposure to drugs before they were even born. Most troubling were the problems the parents of the grandchildren continued to cause.

These five heroic women had been meeting for many years before I came on board, and the bond they shared outlasted many professional group leaders. They're probably still meeting today.

As a grad student, I conducted research for my dissertation about support groups for grandparents parenting grandchildren. I looked at whether the groups provided social support. I queried grandparents from Kentucky to Michigan, Ohio to Nebraska, including those in rural and urban areas. I realized how important these groups were.

After receiving my doctorate, I worked in community mental health as a child and adolescent psychologist. Armed with the results of my research, I worked to create a group for grandparents raising grandchildren. The Illinois Agency on Aging provided the seed money, and we found a local restaurant willing to lend us space and food discounts.

We contacted schools and other agencies to find the grandparents—often hidden away, alone in their task, thinking they are the only ones in this situation. And the grandparents found their way to us. The grandparents and grandkids met once a

week, sharing dinner and social time; two doctoral candidates supervised the kids in a play group.

Then a wonderful thing happened that I didn't anticipate. Not only did the grandparents make strong connections with each other, the kids also bonded. Knowing there were other kids in similar circumstances set them free. They were able, often for the first time, to share the scary events that brought them to live with their grandparents, and to talk about their lives openly and without shame.

I drove home every week with a smile on my face. We had grandmothers and grandfathers of many races and denominations who all shared a need for affiliation with others in similar situations. Outside the group, they began attending birthday parties together, first communions, cookouts, and sleepovers.

These warm, brave, committed people developed a network where none had existed before, creating a secure environment for themselves and their grandkids. I ran this group for three years, and it was very difficult to leave them.

The Big Picture

Have you noticed grandparents with grandchildren in your library? Many of us can imagine some of the challenges we might face rearing our own grandchildren. According to research literature, the traditional roles of the grandparent are family mediator and emotional supporter, provider of fam-

Lee Madden, Psy.D., is a licensed clinical psychologist in private practice in Oak Park, Illinois.

ily identity, transmitter of family values, indulger of grandchildren, and helper to the middle generation.

Taking on the parenting role later in life conflicts with the traditional grandparenting role. The “off-time” role of parent can leave grandparents socially isolated and without support. Grandparents may reasonably resist these burdens because they may have been looking forward to relinquishing the parental role. They may have less patience and energy for the task and may face the challenges of menopause, retirement, career changes, and a reestablishment of relationship with the spouse or a significant other.

Life-span research suggests that most grandparents look forward to spending happy times indulging their grandkids. But they also look forward to travel, free time for hobbies, more time for friendships, and winding down in their careers. These may not be realized when they take on the task of raising their grandkids. Most grandparents are caught unprepared for this transition.

One study found that 40 percent of grandparents reported changes in their friendships after taking in their grandchildren, and more than half reported having less time for their spouses, friends, recreational activities, and themselves.

In addition, by taking on this added responsibility, grandparents have to give up being grandparents, a role that many love. Parenting is a much different task. But even in the face of these losses, most grandparents step up to the job.

It's easy to see why depression is common in grandparents raising grandchildren. Common stressors may include fatigue, limited social outlets with smaller social networks, health concerns, financial strain, disappointment or guilt about the middle generation, problems with the children's parents, lack of time and privacy, lack of community support, legal issues, and isolation.

The picture isn't entirely dark, however, and there are rewards, including having another chance to raise a child, nurturing family legacies, and getting the love and companionship of a child.

Grandchildren often come to live at the grandparents' house due to a traumatic experience. Neglect and abuse of children is often related to substance abuse. The 202 percent increase in female incarceration at the end of the twentieth century was due in part to substance abuse.

Children of these parents often experience emotional and behavioral problems; teasing, alienation, and bullying by peers; shame and isolation; posttraumatic stress disorder from witnessing parents' arrests or from dangers they encountered.

Getting Support

One study has found that few grandparents raising grandkids get help from other family members. In fact, taking in one child's children often upsets the siblings of the middle generation. And social support, a broad construct not easily defined by researchers, has been slim. For a while, social support was thought to have a favorable or direct effect on an individual, whether or not the individual is under stress. This suggests that an increase in social support will result in an increase in personal welfare that is unrelated to existing levels of stress.

Another model proposes that social support buffers distressed individuals by helping them cope with and adapt to stress. Yet another model posits that it is actually the appraisal of the amount of social support that is beneficial—a person's belief about the amount of support available is more important than the actual support received. You benefit only if you think support is available.

However it works, research shows that a solid base of social support can improve health, increase longevity, and reduce

symptoms of mental illness, particularly among older people.

Grandparent support groups often provide much needed social support, but they can't eliminate all the challenges. What can libraries do? Here are some suggestions.

- Post a list (in English, Spanish, and any other languages spoken at your branch) of books, Web sites, and state agency information geared to helping grandparents rearing grandchildren. Of great interest would be parenting books for both teens and tots, information on the laws for special-needs children, organizations that provide legal services for grandparents, and Web sites with information on child development, learning disabilities, and substance abuse.
- Sponsor grandparents and grandchildren hours. This could include storytime for the kids so grandparents are free to meet each other, browse, or learn how to use the library computer.
- Develop a book club for teens living with grandparents or find a way to match teens with younger kids living with grandparents in a mentoring program.
- Consider hosting a Grandparents' Day. Feature literature of interest to grandparents raising grandchildren or have a guest speaker.
- Keep your eyes peeled for kids with grandparents and make them feel welcome. Talk to them, ask their names, and remember them for next time. Notice whether the child appears to have special needs, and direct the grandparent to helpful books.

Libraries are wonderful places—always safe, always inviting, always interesting. I hope that as you work in your communities, you'll reach out to these brave, self-sacrificing individuals to let them know you care. ☺

Groups for Grandparents Raising Grandchildren

Linda Waycie

Two years ago, I started three grandparents groups in the Chicago area. Through trial and error, I have learned some successful methods of locating and recruiting grandparents for these groups.

What Are Grandparents Looking For?

At a recent meeting, several members discussed their reasons for joining and what they get out of the group. Nancy cares for her five-year-old grandson. “When I was young, I got together with other mothers and their children,” she said. “I thought this group would be a good place to start meeting other grandmothers. Do you have a membership list?”

Mary is the guardian of her seven-year-old grandson. “I never thought I would be caring for a child at my age. It is a big job, and I am not so young,” she said. “I have full responsibility for him, and I am worried about what is going to happen when I get older. His mother rarely comes around, and I just discovered she is going to have another baby. I am *not* going to be responsible for the next child. I just can’t.”

Sue cares full time for her four-year-old grandson. “It was quite a shock to us when my daughter moved back in with us. I am still getting used to the idea,” Sue said. “I don’t remember much about raising children. It was so long ago.”

Grandparents seem to be seeking four main things from the groups:

- friends for themselves;
- understanding from other grandparents in similar situations;
- friends for their grandchildren; and



Grandma Ann shares some creative craft fun with her granddaughters Claire and Kate at a Grandparents Are Special program at Skokie (Ill.) Public Library, July 12, 2005.

- information to help them raise a child in a different world than the one they knew when they raised their own children.

Finding the Grandparents

Starting with community institutions, I called ten area townships and followed up with in-person visits. In certain areas, I

Linda Waycie is outreach coordinator for Children’s Home and Aid Society, a community partner of Action for Children, the child-care resource and referral agency for Cook County, Illinois.

was allowed to distribute flyers. One township was very responsive; I talked with the director of senior programming, who was enthusiastic and allowed me to list our group in her newsletter. I was also invited to speak at the monthly senior luncheon attended by more than five hundred seniors. It was great to make this connection with an established program that offers ongoing workshops, activities, and events.

The local school district was also helpful. I tapped into this resource through our school's Family Involvement Nurturing Development (FIND) program, which is funded by the state's Early Childhood Education Block Grant to fund early intervention programs and preschool children at risk.

My last successful connection was a town newsletter. The newsletter editor used a picture of her own grandchild to draw attention to a small article about the grandparents group meeting once a month in a local school. I encouraged the editor to continue to print the article in other issues.

I have tried other means of recruiting grandparents but learned that most grandparents want a local group; they don't want to travel too far. I continue to spread the word by sending out monthly flyers to park districts, local newspapers, YMCAs, councils on aging, public schools, and senior centers. Don't forget to notify churches, synagogues, human service agencies, and health departments that house social workers and nurses.

Grandparent Resources

Many grandparents are not aware that they can receive monetary help from the state. Ask the local child care resource and referral agency for information about free food money through the federal child and adult food program and other healthcare resources. I also encourage you to contact your local child-care resource and referral agency. The Web site for the national group is www.naccra.org.

Structuring a Group

Based on my schedule and the needs of the members, we meet once a month for an hour during the day. Most of our members want time to share a little about their grandchildren as well as a chance to discuss situations that are troubling or challenging. The first half of the hour is spent on sharing stories and support. The second half is a discussion of a topic chosen by the grandparents.

Recent topics have included: what to expect of children at different ages, nutrition ideas, music for kids, enjoying books with grandchildren, long-distance grandparenting, summer activities, sleep routines, illnesses, guidance and discipline, and children and violence.

To avoid putting on a lecture, I usually begin by asking questions to engage everyone in the topic. The day we talked about reading books, I asked what books they enjoyed when they were children and what books they read to their children. I got an



Grandpa plays a game with his grandson.

unexpected answer when one of the grandmothers told me her mother did not read to her because she was too busy. She did say, however, that she read to her grandchildren and enjoyed it. She wanted her grandchildren to do well in school, so she cuddled with them and read them stories.

Keep Them Coming Back

Here are six tips I've found that keep a group going strong.

1. **Connect with group members. Show interest and offer consistent reminders.** When I talk with them on the phone, I ask them about their family. How many grandchildren do they have and what are their ages? How often do they care for them? How is it going? Monthly flyers announce each meeting; each flyer is the same style each month, lending consistency to help members remember the group. I follow up the fliers with a reminder call several days prior to the meeting.
2. **Ask the grandparents what they want to talk about.** I find information on the topic or find a guest speaker. Keep the program to about thirty minutes; the grandparents want time to share their ideas. Handouts are kept simple and easy-to-read.
3. **Offer free stuff.** I partnered with the Mt. Prospect (Ill.) Public Library; their head of youth services offered to set aside their discarded books for me. Every meeting, I display many books and provide bags for the grandparents to take home a few children's books to share with their grandchildren. At holiday time, we give Toys "R" Us gift certificates.
4. **Serve light refreshments.** I have the coffee pot going and sometimes bring in muffins or doughnuts.
5. **Consider providing free child care.** You may want to provide programming that also includes the children. I hire a babysitter to care for them in a nearby room.
6. **Visit them in their homes.** The grandparents I have visited really appreciate the time, attention, and interest I give them. Maybe consider doing a quick home storytime and bring along a couple of free books. ☺

Chaos Turns to Activism

Adrian Mary Charniak

As a child growing up in Chicago, I was lucky to be surrounded by family, but one lady played an especially important role in my life. With a heavy Czech accent, she was gentle, kind, and the most honest person I ever met other than my mother. We called her *Babi*, Czech for grandmother. Babi taught me to cook, bake, garden, and sew. I decided if I ever became a grandmother, I wanted to be called Babi.

My story as Babi began on a rainy day seven years ago. Awakened at 4:30 A.M. by the doorbell, I found my youngest son asking if I could take his wife to the hospital. “I think it’s time for the baby,” he said. More than half asleep, I readied myself quickly. This was my big day.

Aware of drug and alcohol problems, I braced myself for bad news. At 7:30 A.M., my beautiful grandson was born. It was a perfect picture—for a while. Within a few minutes, teams of doctors and nurses hovered over him. The doctor told me, “Be there for him, Grandma.”

My grandson was born with cocaine in his system. And while I knew that one day he would be in my home, I didn’t know how hard the battle would be to keep him with us. While I thought grandparents had rights, I was wrong. I discovered young people are able to obtain drugs more easily than a grandparent can get assistance to take care of a grandchild.

Because our grandson would have gone to foster care, we spent tens of thousands in legal fees just to state that legally our grandson should be placed with us. But I still had to obtain guardianship.

During this time, our family was in constant chaos, but we finally found support through a grandparents group at a local hospital. I learned that there were more than six million children between the ages of one and twelve living with a grandparent or being



Adrian Mary Charniak reads with her grandson, Joseph Nosal, age seven.

cared for by another family member. I was not alone. So I trekked to a grandparents rally in Washington, D.C. It was one of the best decisions I ever made. Since then, I’ve been working to make the country aware of what I call America’s epidemic.

I am currently a member of the Illinois Task Force for Grandparents Rights and have met with members of Congress. I have spoken before judges, the Cook County Guardianship Desk, and before the White House Council on Aging, the only grandparent to do so. What was once a nightmare has become a positive thing, not just for me but also for so many others. I have found that people are listening to what I have to say.

I also discovered that I travel in good company. George and Martha Washington raised Martha’s grandchildren. Illinois

State Representative Karen Yarbrough raised her grandchildren. And many famous people—including Oprah Winfrey, Jamie Foxx, George Lopez, and Illinois Senator Barack Obama—were raised by their grandparents.

What We Need

Based on my experiences, here are a few things grandparents raising grandchildren could use:

- **A toll-free number for custody assistance.** Ideally, the number would put grandparents in touch with an agency to

Adrian Mary Charniak is a grandmother from Riverside, Illinois. She is the state’s director for the National Committee of Grandparents for Children’s Rights and on the Illinois and Chicago Task Forces for Grandparents Rights.

assist in the process of custody, guardianship, and adoption at no cost. This agency would connect grandparents with a state agency to assist in getting food stamps as well as medical, dental, and schooling information. Early intervention programs are especially necessary for children born with drugs in their systems.

- **Grandfamily homes.** There is one in Boston and one in progress in Chicago. Many grandparents are on a fixed income, and some senior housing complexes do not accept children.
- **Consistent laws, state by state.** In Illinois we have Extended Family Services, which assists in getting guardianship for the

grandparent or caregiver. This service should be available across the country.

- **Proper notification.** Many children enter foster care without their extended biological families being notified, and then a lot are put up for adoption. Many grandparents wanted their grandchildren but never were asked or notified.
- **Temporary Assistance for Need Families (TANF) payments.** The TANF program gives approximately \$100 for the first child and is reduced by \$10 or more for the next. Grandparents are supposed to receive these funds regardless of income, but caseworkers deny many of them. However, the funds can only be received for a maximum of five years.

- **Books written for these children.** We need more books to reflect this lifestyle so children can feel comfortable with the arrangement.

Please share my story with your friends, family, and coworkers. We need the American people to become aware of the plight of grandparents in this situation.

Never say, "It will never happen to me" because it could be your child who was killed in an automobile accident, leaving two children behind, like a grandmother in Idaho.

It could be your child who dies of cancer, leaving a child behind, like grandparents in Glen Ellyn, Illinois.

It could be your child who has been incarcerated, leaving children to be raised with their grandparents, like many grandparents in Chicago.

It could be your child who gets divorced, and neither parent wants the children, so three boys go to live with their grandparents in Kankakee, Illinois.

It could be your child who uses drugs and alcohol. Such situations result in more than fifty thousand children living with their grandparents.

If some day your doorbell or telephone rings, and someone asks you, "Can you please take your grandchild or grandchildren?" remember that the greatest reward you will ever receive is to have your grandchild say, "Babi, I love you. Can you please read me a story?" &

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The Buddy System

Teens and Children Share the Joy of Reading

Elizabeth Lai

When you're trying to get kids to read, sometimes a little buddy system can be the best way. At least that's what we found at our branch of the Toronto Public Library. Our Reading Buddies program brings children and teenagers together for the good of all.

To get the program started, I called the reading circles experts, Family Literacy at Frontier College, a Canadian organization that coordinates volunteers to support literacy. They work with community-based groups and organizations to set up reading circles where children and volunteers read together for enjoyment. These circles create a love of reading and enjoyment of books, according to Dave Page of Frontier College. Developing this love of reading is essential in helping reduce the number of functionally illiterate adults in Canada—currently one of every four adults.

“By helping children get hooked on books today, we are working to prevent illiteracy in the future,” Page said.

Page's enthusiasm is infectious. Along with our young adult (YA) librarian, I was eager to get the program started, but wondered how it would work. Would children come to the library during the summer? How could we compete against sports, video games, special classes, and summer camp? Some staff were also concerned about the noise and chaos the program might produce.

Then we wondered about the teen volunteers. Should we allow only teens to apply to be volunteers? The YA librarian especially liked this idea since attracting teens to any library program had been a struggle. This was a new concept for us. How would we interview, screen, and select students? How many teens and children should we register? How would we pair them? And why aren't other libraries already operating reading circles?

Bring on the Kids . . .

Deciding on criteria for choosing which children to accept was easy enough—we would take any school-age children

between the ages of six and twelve, including beginning and reluctant readers, disabled children, good readers, and those who did not yet speak English.

Registration was done at the children's department reference desk. From experience with other programs, we estimated that approximately forty children would register. To our astonishment, more than one hundred had signed up by the time the program started, and we took a waiting list of about seventy-five children.

. . . And Now the Teens

Registration of the teenagers was handled by HUB, North York Central Library's YA department and was limited to youth between fourteen and eighteen years of age. To promote the program, the YA librarian sent out flyers in the spring to schools and popular teen hang-outs. Attendance at most teen programs had been low, but surprisingly, a flood of calls came in. Fifty potential teen volunteers signed up.

How would we interview so many teens in a reasonable amount of time? We needed to assess their reading ability, their interest in the program, and—in Toronto's ethnically diverse community—their ability to speak English at a suitable level.

We conducted two one-hour interview sessions with groups of teens. Each teen was asked to fill out an information form and to pick one children's book from a large selection and write a brief report on why they liked or disliked the story and what character they liked the most. They were also asked to choose a passage that best established the tone of the book.

Each interview began with an explanation of the program. We had the teens introduce themselves and talk about the books they had read. As each teen spoke, the interviewers interrupted enthusiastically with comments about school, children's literature, authors, beautiful illustrations, prizewinners, and other relevant topics. In this friendly, interactive, and informal way, we learned something about the applicants and were able to assess their reading abilities.

Elizabeth Lai is a librarian in the children's department of the North York Central Library branch of the Toronto Public Library. She can be reached via e-mail at elai@torontopubliclibrary.ca.

To introduce them to the Reading Buddies challenge, we discussed reading strategies—acting out stories, using expression and sound effects, using musical instruments to beat out the pulse in a poem, and the many other creative ways to make reading fun for young children. A demonstration, using Bernice Carlson's *The Witch on a Windy Night* and Eve Merriam's poem "You Be Good and I'll Be Night," had the teens chanting, clapping out beats, calling, and responding—at first sheepishly and then with enthusiasm and drama.

We encouraged the teens to bring their musical, artistic, and dramatic back-



Erin Dixon, left, and canine buddy Celidh enjoy a story with teen buddy Maya Sokolovski.

grounds to the program and to be patient, encouraging, fun, and creative. With the children's librarian conducting the interview and leading the fun activities, the YA librarian sat unobtrusively, making notes about each interviewee, noting sometimes what they wore or other distinguishing features to help us remember each applicant.

We made our final list of volunteers based on these interviews. We have never had any potentially difficult teens apply, but we had a number of applicants who did not speak English well. This problem was resolved by adding a note about English language skills to recruitment brochures each summer.

These interviewing sessions became our standard method of assessing volunteer

applicants—an excellent way for us to get to know the teens and explain the program and its expectations. It is often surprising to see which teens end up making great reading partners! Many teens seem to have obvious natural rapport with children; often, the more shy teens quietly elicit enthusiasm and continuous involvement from children. It is interesting to note that others—academically excellent, great readers, and potential leaders—sometimes find that reading with children requires too much patience and creativity, and they soon drop out. Once the teen volunteers had been chosen, they attended two hours of training with the Frontier College

coordinator, who conducted a workshop on the teen-child relationship and the importance of reading.

Recently, the YA librarian's e-mail address has been included on the recruitment flyer. We start advertising the program early March. The flyers go to high school volunteer fairs held each year during Volunteer Month

in April. The initial contact with potential volunteers is often by e-mail. We follow up with a phone call and fill out the application with the teen on the phone. This prescreen helps us gauge English verbal skills. It is important that the teens call in person to register. Some parents call to try to register their kids, but we insist that the teens make the call themselves.

Matching Them Up

Before the first Reading Buddies session, I created a list, matched children to teens, and used it to select pairs as they came in. This didn't work out so well. Some people arrived late and a few did not come at all, having changed their minds or gone on vacation without

informing us. It was difficult trying to keep to my list of prematched pairs.

So midstream, midconfusion, I decided to pair partners as the children entered the room, by asking questions about name, age, grade, and school, and then sizing up the child and partnering each with a volunteer. If, near the end of the pairing process there were more children than adolescents, I assigned two children to one youth volunteer. This instinctive, on-the-spot judgment required sharp instincts, but it worked and has remained as the basic design of the program.

Naturally, some of my pairings were a little bit off, but on occasion my instincts have been pretty accurate. One day, I received a call from a mother with a dyslexic preteen. She was looking for activities to help her son with his reading. The eleven-year-old boy was a reluctant reader who really didn't want to be seen with his worried mother, who had dragged him to the program.

That same year, we had a volunteer named Ed whose own reading was at a basic level for a teen. I sensed that he had joined not to practice reading, but to meet the girls, who outnumbered male volunteers two to one. But Ed was a nice guy who could ask questions and make friends in a gentle way. He had a cool style that would match the dyslexic preteen's developing attitude; I knew they had to be together. And they read neat books—Alvin Schwartz's *Scary Stories to Tell in the Dark*, the Informania series on sharks and aliens, and Dorling Kindersley's books on mummies and other weird things. Each week, Ed waited for the boy, and each week the boy came. I was so surprised. It was pretty clear that Ed's style was the reason for this boy's reading, and I made sure all the teens knew about Ed's excellent work with children with learning disabilities.

How the Teens Responded

During the first session we gave, some of the teens were late, others seemed to enjoy themselves, and still others seemed domineering or bored. After the program, some helped put away books

and others dashed off. A few teens came for one session and never came back. It was clear a teen meeting was needed, and our hiring and interviewing sessions needed to be tightened up.

We now hold a meeting with the teens after each session to review what happened, to discuss tactics for interacting with the children, and to explore reading strategies. We also addressed responsibility, commitment, focusing on the children, and creative projects. No one anticipated the extent the program would enhance and encourage teen leadership.

The Program

Reading Buddies runs one hour each week for six weeks during the summer. Once the children have arrived and registered, the librarians pair a teen with each child, and together the buddies find titles to read for thirty-five to forty minutes. After the reading sessions, the buddies devote twenty to thirty minutes to book-related entertainment, including storytelling by the children's department staff, plays and shadow plays by the teens, and the very popular word (or library) bingo. The children also have the chance to enter a drawing, held after each session, for books or donated prizes.

I estimated each child would read a minimum of three short books at each session, so I provided about three times the number of books for each child each

The Reading Buddies program gave me a chance to promote parts of the collection that are seldom read, in particular poetry.

week. If we expected forty children, I supplied one hundred twenty to one hundred fifty titles, at all levels of reading from ABC books to chapter books. We currently average about sixty children per session, so I now provide about one hundred to two hundred titles. The total

Keeping It Fun

Try these ideas to make your program more interesting.

Play word bingo. Create a bingo game using basic words. Have a teen slowly call out the bingo words. Have another write the words on a flip chart or overhead projector so that everyone knows the spelling of the words.

Invite guest speakers. Have speakers from city departments and the local police and fire departments to talk about their work. Display related books. The Toronto Police Service Dog Unit, for instance, gave us a fascinating talk about training police dogs.

Tell stories. Have a teen volunteer "draw" a story. To maximize the effect, use an overhead projector.

Make a craft. Create pop-up books. Draw the characters in a story using oil pastel crayons on large sheets of construction paper. The results are beautiful!

Incorporate animals. Therapy dogs are always a big hit. In Canada, call your local St. John Ambulance or Therapeutic Paws of Canada, or visit www.tpoc.ca, and click on "Paws for Reading." In the United States, contact the Utah-based READ—Reading Education Assistance Dogs, www.therapyanimals.org/read/index.php, for a kit. More U.S. animal therapy projects, such as the Chicago-based volunteer literacy program, can be found at www.sitstayread.org. You can also visit www.google.com/Top/Recreation/Pets/Animal_Assisted_Therapy/Literacy for a list of projects in other states.

Use teen power. Continue to work with teens to create reading-based projects. Show them what has been done, show them library resources, and then let the creativity roll.

Use puppet play. Reading Buddy teen volunteers created shadow puppets using paper and acetate for use on an overhead projector. They added drama and music effects to their wonderful production of Ogden Nash's *The Adventures of Isabel* (Little, Brown, 1991).

Play games. We combined a ball-toss game and ten questions about books read. Players threw a soft ball into one of ten holes and answered the corresponding question. The project was designed by one of our teens and is excellent for keeping reluctant readers or high-energy children interested. See *Games for Reading: Playful Ways to Help Your Child Read* by Peggy Kaye (Pantheon, 1984) for more great ideas.

Act it out. Create plays from stories. Try this favorite: *The Girl Who Wouldn't Get Married* by Ruth Belov Gross (Four Winds, 1983). Or have volunteers build miniature theatres from recycled boxes and stick puppets for the characters. Provide a copy of the book for reading out loud.

Make story kits. In a bag, provide stick or hand puppets and a copy of a book for reading out loud, or include a book of jump-rope rhymes and simple percussion instruments for catching the beat.

For information about literacy volunteers in Canada, visit Frontier College online at www.frontiercollege.ca.

Tips for Keeping Your Program Running Smoothly

- Review punctuality and safety with volunteers.
- Register more children than you anticipate and expect a fluctuating number. Not all children will be there in the summer, so prepare teens to work with more than one child on occasion.
- Protect the security of the children by encouraging parents to stay in the library during all sessions, just in case there is an emergency.
- Include colorful, interestingly designed nonfiction and mythology in your book collection.



Left to right, teen Matthew Chin reads with Elisha Dixon and teen Maya Sokolovski reads with Erin Dixon and Vesakha Candra.

number of titles you promote each summer could easily be four hundred to five hundred by the time book talks and storytelling titles are added to the total.

The Reading Buddies program gave me a chance to promote parts of the collection that are seldom read, in particular poetry, which I showed using an overhead projector and presented using call and response. It is heartwarming to see a large group of people chanting together in an old-fashioned choral reading, enjoying the rhythm and flow of this wonderful form of literature.

Aside from promoting books, you can use a reading-circle program to hand out publicity and summer reading material. This is a good chance to help children complete their summer reading club reading. Hand out club materials each week and watch your statistics shoot up.

The Reading Environment

We hadn't paid much attention to the reading environment, which in this case was a large auditorium, filled with sixty to one hundred or more people on busy days. Teens and children sit on the floor, stretched out, surrounded by hundreds

of colorful books, pop-up books, over-size books, story kits, and musical instruments. Chairs are set up around the room at the back and sides for observers and parents who want to stay in the room with their children.

One year, chairs were set up in formal rows across the room, and the number of books provided was fewer than usual. Complaints followed. So at the following session, the chairs were removed and more books, large and colorful, pop-ups, and games were brought back to restore the original relaxed, informal summertime environment.

In recent years, we have added more book-based games, rebuses, pop-ups, and miniature theatres with stick and hand puppets. Three years ago, we began working with therapy dogs that the children could read to—two wonderful dogs that come each summer from a local nonprofit organization.

Reaping the Benefits

Sometimes Page drops by to see our annual teen play or shadowplay. He is always surprised by the size of the group and the focus of their attention.

“When I visit the Central Library’s Reading Buddies program and I see a large auditorium of children thoroughly engrossed in books, I realize the power of the reading circle model,” Page said. “Here, in the middle of summer, more than forty teenagers are paired up with more than forty young children and together they are immersed in the joys of great children’s literature. What a treat.”

Today, of the fifty circles across Canada, North York Central Library’s group is the largest, with fifty dedicated teen volunteers and 175 registered children. As North York Central Library’s program enters its ninth year of operation, there are about eight Reading Buddies groups across the Toronto Public Library system. We use essentially the same format we used the first year. With the recent Ontario Ministry of Education high school community service program, which requires students to perform more than forty hours of volunteer work in order to graduate, there is no shortage of teenage volunteers.

This year, we plan to integrate a few autistic children into the program who will, along with their instructional therapists, be paired with teen buddies. ☺

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Picture Books and Pancakes

Breakfast Book Club Gets Tweens into Reading

Kim Becnel

The St. Tammany Parish Library's Breakfast Book Club for children ages eight to eleven and their caregivers meets one Saturday morning each month for an hour and a half. The club—which involves sharing food, discussion, and art—has proven to be a wonderful way to get tweens to move from simply enjoying stories in storytime to delving into their themes and applying the books' messages to their lives.

The club has been running for about a year now, and attendance fluctuates greatly. We have anywhere from four to fourteen people at meetings, with fewer in the summer and around holidays.

The book I select largely determines my audience. For *Because of Winn-Dixie* by Kate DiCamillo (Candlewick, 2001), I had many girls and their mothers. For *Mr. Lincoln's Way* by Patricia Polacco (Philomel, 2001), I had a small group of mostly boys. A few children attend every meeting, but children and parents usually pick the meetings based on the text selected. I try to vary my selections in terms of genre, length, and format, including both classics and new fiction as well as books with both male and female protagonists. I also ask my group to make recommendations.

How It Works

I put out flyers detailing the next several months' selections and meeting dates. Families are asked to register for each meeting

and to read the selected book before the meeting date. On book club mornings, we gather in our children's section, eat breakfast, and chat about a book we've all read prior to the meeting. I ask questions designed to get the children talking about the book and connecting it to their own lives.

We typically talk and eat for about forty-five minutes and then spend the next forty-five minutes on a creative project related to the book. These projects encourage children to further develop their reactions to the book and to expand on the ideas we've explored in our discussion through their own artistic expressions.

- For E. B. White's *Charlotte's Web* (HarperTrophy, 1974), we talked about Charlotte and Wilbur's friendship and what qualities made them such good friends. Then, we created cards for our best friends. These cards featured glitter spider webs with words describing our friends and messages inside thanking them for the joys they bring into our lives.
- For *Because of Winn-Dixie*, we discussed how Opal changed during the course of the novel, focusing on how she dealt with the losses she faced. We talked about how Opal missed her mother and examined the list of ten things her father tells her about her mother. For our project, we created family books bound with twigs and rubber bands. Each page was devoted to one member of our families and contained a list of the ten most important things about that person.
- *Mr. Lincoln's Way* prompted a discussion of prejudice and bullying and how best to handle these problems. At the end, we turned our attention to illustrating what each of us felt was the most powerful lesson of the book. We glued these illustrations into foam frames with magnets on the back so that we could hang our pictures at home on our refrigerators to keep the lesson fresh in our minds.

Kim Becnel is children's librarian at the Mandeville Branch of the St. Tammany Parish Library in southern Louisiana. She received an MLIS in May 2004 and a Ph.D. in twentieth-century American literature in May 2005 from the University of South Carolina.




What I've Learned

This program has been so rewarding to everyone involved. I've been thrilled with the increasing levels of engagement and creativity that the children demonstrate at each meeting—and so have their parents! Since the program began, I've learned a lot about how to select the right books and activities, to keep my patrons signing up and showing up, and to facilitate a productive discussion. Here are my best tips:

- Get phone numbers when participants sign up and call them with a reminder a few days before the program.
- To warm up, ask the group to share their favorite moments or characters.
- When the conversation is going well, I try to stay out of it. If discussion strays off-topic, if one person is talking too much, or if the discussion peters out, then I gently refocus the group with another question.
- Silence can be productive. If no one responds to a question, wait a bit. Then wait a little longer. Then rephrase the question, or ask one a bit more general or a bit more specific.
- Encourage adults to participate in the discussion, but if they begin to take over, make a point of addressing your questions to the children and then ask the adults for comments on specific issues.
- Use your group to recommend future titles. Choose a variety with a good sprinkling of award-winners and classics; they tend to provoke good discussion. Also, parents love these selections, and happy parents bring their children to these meetings.
- Choose picture books as well as chapter books so you can discuss illustrations.
- Make a sample art project ahead of time to give the children an idea of what they might come up with. Making samples will also let you know if you need to increase or decrease the difficulty of the project, give clearer instructions, or allow extra time.
- It's a good idea to close the meeting by having everyone share their art projects with the group.
- Have copies of the next month's selection available for check out at each meeting. ☺



Librarian Kim Becnel, center, leads a discussion of *My Chimp Friday* by Hester Mundis (Simon & Schuster, 2002) with Humza Malik, left, and Mark Roberts.




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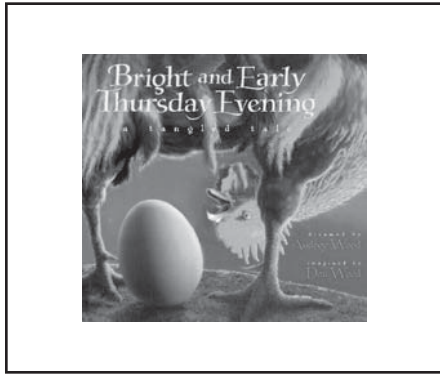
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Don't Judge the Art by Its Medium

Should Computer- Generated Illustrations Be Caldecott-Worthy?

Heather Lane

Heather Lane has a master's degree in information resources and library science from the University of Arizona and has worked as a children's librarian in both the U.S. Virgin Islands and in Phoenix, Arizona.

Most of us have heard the stories—Vincent van Gogh never sold a painting in his lifetime but they now sell for millions of dollars. Paul Gauguin could barely eke out a living selling his paintings yet his art was valued years after his death. Salvador Dali shocked the art world and appalled critics with his modern approach, but today, his paintings are celebrated in museums and exhibits.

What does this have to do with children's books? There is a new art form in children's book illustration today. We are witnessing a renaissance in the art world: the age of the computer as a medium.

I heard recently that there are some good picture books out there with digital illustrations, but some feel they would never win a Caldecott Medal. I asked myself why and could not come up with a satisfactory answer, so I decided to look closely at some examples of computer-generated illustrations to determine for myself if they warrant any awards. I thought if I could find one, *just one*, book that was exceptional and contained illustrations produced or manipulated digitally, I could convince others not to judge the art by its medium.

One thing was apparent from the start—there are different levels of computerized art. One of the most celebrated advocates of the computer in the art world is Lane Smith, illustrator of the Caldecott Honor Book *The Stinky Cheese Man and Other Fairly Stupid Tales* by Jon Scieszka (Viking, 1992). Although this book was not created digitally, his subsequent books were created with scanned illustrations that were manipulated on the computer.

In a 2002 *School Library Journal* article, Smith talks about this process in creating the illustrations for *Pinocchio, the Boy: Or Incognito in Collodi*, also written by Smith (Viking, 2002): "I place it on a scanner (a scanner is like a digital copy machine) and copy, or scan, the image into the computer. I then 'cut out' the shapes with digital scissors and collage them together with digital glue. The computer becomes just another artist's tool, another way to experiment."¹

Smith is a risk taker in his art, but in a

way, this new method is a safety net. He can avoid errors, he can make changes, he can *manipulate* until he has exactly what he envisions in his mind. The results are illustrations full of detail that don't overwhelm the page.

Husband and wife team Don and Audrey Wood are also advocates of using the computer in their work. Their book *Bright and Early Thursday Evening* (Harcourt, 1996) was their first book to feature digital art, as well as that of their publisher. After their son challenged them to try it, the Woods learned the process of creating digital illustrations together using several different computer applications.

Don disproves the misconception that using the computer saves time. He told *Publishers Weekly* that "the process of creating this art stroke-by-stroke on the computer took the same amount of time as creating multilayered oil paintings for my previous books. It really didn't give me the advantage of speed, since I was doing what I'd always done, but with the digital tablet and pencil. It's the same mechanical process—with the extra benefit of being able to play around with what you've created."²

So there you have a little information on the pioneers of this illustration renaissance. What about the coveted award? Do the terms and criteria of the Caldecott award prevent digital art from qualifying? The Caldecott committee must consider "excellence of execution in the artistic technique employed" and "excellence of pictorial interpretation of story, theme, or concept; of appropriateness of style of illustration to the story, theme, or concept; of delineation of plot, theme, characters, setting mood, or information through the pictures."³ Obviously, each book will need to be considered individually to determine if these standards are met.

What I am interested in is the medium, and lo and behold, there *is* a condition concerning media: "The only limitation to graphic form is that the form must be one that may be used in a picture book. The book must be a self-contained entity, not dependent on other media (i.e., sound or film equipment) for its enjoyment."⁴ So, the answer is no: *the terms and criteria of*

the Caldecott award do not prevent digital art from qualifying.

So my next step was to find a book, that one book, whose illustrator has created excellence using the computer as a medium. Of course, there are examples of the use of computer-generated or manipulated illustrations that have no rhyme or reason. Dav Pilkey manipulated photography, paintings, and collage in his books *Kat Kong* and *Dogzilla* (Harcourt, 1993). What resulted was a series of photographs of frightened pets added to acrylic paintings that were, premanipulation, an asset to the story. Then there were the collaborations between Audrey Wood and her son, Bruce. I considered *Alphabet Adventure* (Blue Sky, 2001) and *The Christmas Adventure of Space Elf Sam* (Blue Sky, 1998). These were both colorful and interesting, but they didn't create any sense of emotion, movement, or real reason for choosing this medium.

I was becoming discouraged when I decided to consider the pioneer title, *Bright and Early Thursday Evening: A Tangled Tale* by Audrey and Don Wood. The title page notes indicate that "the illustrations in this book were rendered in Fractal Painter and Adobe Photoshop on a Macintosh Power PC equipped with a Wacom digital art pad."⁵ While this wording was beyond my limited computer knowledge, it told me that this book was, indeed, illustrated digitally.

The Woods even saw fit to dedicate the book to the inventors of digital art—for good reason. The limited poetic text details what seems to be an intricate dream and is accompanied by the fantastic works of a busy imagination. Audrey Wood tells readers that the text was "inspired by a children's language play tradition known as 'tangletalk.'"⁶ This tangletalk is accompanied by images of a digitally created world. In this world, the many fantastical elements change from one scene to the next much like those that appear in dreams.

To consider these illustrations with a critical eye, I used Kathleen T. Horning's cri-

teria for successful illustrations from her book, *From Cover to Cover: Evaluating and Reviewing Children's Books*.⁷ First, I considered continuity and logical progression. Each illustration follows the script on the page without varying in style or perspective, creating a smooth transition from one page to the next. Next, I considered the illustrations' purpose. I found that they not only complement the text, they also clarify the confusing, dreamlike phrases:

- "We all sat down to dance" is accompanied by a picture of the characters sitting in chairs while tossing up their arms and merrily dancing.
- "I didn't do it! I laughed in remorse. 'And I'll never do it again'" is paired with the narrator kneeling in supplication while smiling from ear to ear.

Next is the issue of book design. In this case, the illustrations are two-page spreads with text below giving the effect of captions to the pictures being shown. There is so much action, so much activity (as is common in a dream) that the two-page spreads are perfect. They give the reader ample sights to see without getting off the topic or overwhelming the reader with information.

Last, and certainly not least, I considered the medium. Is it appropriate? Why was it chosen for this book? The story is fantastical, like a dream. It is the opposite of reality. What better way to illustrate this than with the use of computer illustration that allows the artist to display intricate details? These illustrations give astounding detail that would be hard to achieve using pencil sketch, watercolor, or oil paintings. That is what is necessary for this story: detail.

After reading and thoroughly enjoying this book, I felt that I had achieved my goal: I found excellence in a book with computer-generated illustrations. I am not implying that *Bright and Early Thursday Evening* should have won the Caldecott. Surely the winner for 1996, Peggy Rathmann's *Officer Buckle*

and *Gloria* (Putnam) was deserving of this honor.

I am not even asking you to adore the book as I do; everyone has different tastes and opinions. What I am asking is that you consider, just as you would for any picture book, the function of the illustrations: establishing the setting and characters, reinforcing the text, expanding on the story, advancing the plot, and establishing the mood. And please—don't judge the art by its medium. ☺

What do you think? Have you served on a Caldecott Medal Committee and had to make these decisions? Do you have a differing opinion on the impact and import of computer illustration? We'd love to hear your feedback on this and other articles in this issue. Send your comments for publication to Editor Sharon Verbeten at CALeditor@yahoo.com.

References

1. Lane Smith, "How I Learned to Love the Computer," *School Library Journal* 48, no. 11 (2002): 52–55.
2. Sally Lodge, "Don and Audrey Wood Go Digital," *Publishers Weekly* 243, no. 36 (1996): 40.
3. Association for Library Service to Children, "Randolph Caldecott Medal: Terms and Criteria." www.ala.org/ala/alsc/awardsscholarships/literaryawds/caldecottmedal/caldecottterms/caldecottterms.htm (accessed Aug. 11, 2005).
4. *Ibid.*
5. Audrey Wood, *Bright and Early Thursday Evening: A Tangled Tale* (San Diego: Harcourt, 1996).
6. Audrey Wood, "The Audrey Wood Club House," www.audreywood.com (accessed Aug. 11, 2005).
7. Kathleen T. Horning, *From Cover to Cover: Evaluating and Reviewing Children's Books* (New York: HarperCollins, 1997).

Patron Saint of Libraries?

Historic Wisconsin Librarian Made Waves

Stuart Stotts

If there were a search committee for a librarian patron saint, the name Lutie Stearns would certainly appear at the top of any short list.

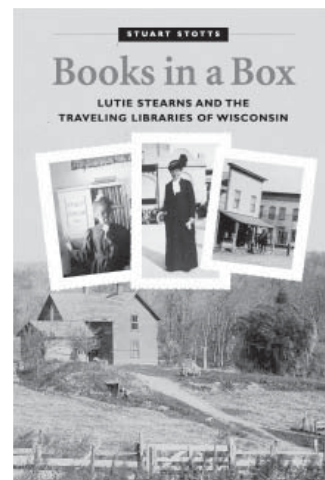
From 1895 to 1914, Stearns worked for the Wisconsin Free Library Commission, single-handedly starting more than fifteen hundred traveling library stations, as well as helping to organize thirty county cooperative library systems and one hundred fifty permanent library buildings.

Traveling libraries were simple wooden boxes, consisting of between thirty and seventy-five books. Most often placed in central commercial establishments like post offices and general stores, the libraries provided books to people who had no other means of obtaining reading material. Like precursors to bookmobiles, the libraries circulated every few months. Stearns often delivered them herself, traveling by stagecoach and train and sleigh to hundreds of farm communities, to industrial towns clustered around Milwaukee, and to every corner of the north woods.



*Stuart Stotts is a songwriter and storyteller from Madison, Wisconsin. He is the author of **Books in a Box: Lutie Stearns and the Traveling Libraries of Wisconsin**, available from www.bigvalleypress.com or through national book distributors.*

Stearns began her career as a teacher, but she was quickly hired by the Milwaukee Public Library to do school outreach. Seven years later, she and her friend Frank Hutchins were inspired by Melvil Dewey's American Library Association (ALA) presentation about the traveling library system in New York State. Stearns and Hutchins lobbied the Wisconsin legislature, and by 1897, they were both full-time staff members at the recently created Wisconsin Free Library Commission.



It's hard to imagine the persistence and determination Stearns brought to her work. She would arrive like a traveling salesperson, ready to work the territory in the name of books. She called on the movers and shakers, like the town board or the teachers or the local women's clubs, to drum up support for establishing a traveling library in the community.

In one of her weekly reports, Stearns wrote, "The desire to have a good influence and a decent place to go, instead of the many saloons and dance halls, led me to visit one community no less than twelve times before I could get the town president, also owner of a dance hall, to appoint a library board."

Stearns was also a gifted public speaker, in spite of a devastating stutter. When she left the commission in 1914, she sup-

ported herself for nearly twenty years on the national lecture circuit, where her gifts of oratory were often compared to the greatest speaker of her time, William Jennings Bryan.

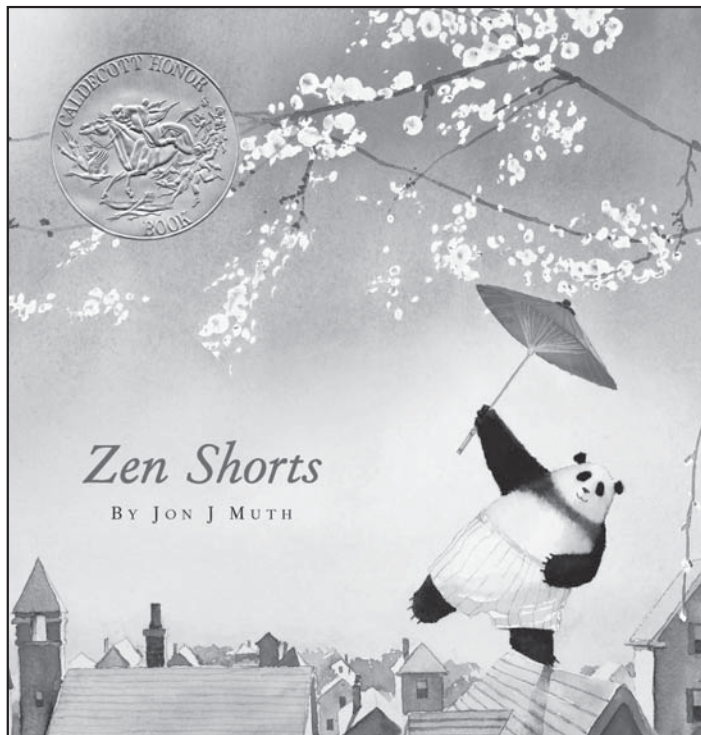
Despite her national reputation, the heart of Stearns' work was the contact with ordinary people and her desire to get books to them, with the hope that they would improve their lives and their communities through what they could learn from reading. In another of her reports, she describes a typical encounter:

In the crowded condition of the schoolhouse, amid the buzz of excitement, more interested folk one never saw. Seventy-four books were issued, together with a quantity of magazines. One small boy proudly announced that every member of his family had a book—his father, mother, two brothers, and a baby sister. Fourteen German books were taken by those who could not read English, while a call for Danish books could not be supplied . . . The people remained long to talk over the books and it was late when we started on our 22-mile return trip.

In a time when libraries are often under financial constraints and budget cuts, it's helpful to remember those who laid the foundations of our wonderful library systems. Stearns' story reaches back into the heart of the turn-of-the-century library movement, with its progressive roots and its desire to build a better world, but it also reaches forward to inspire. Stearns proceeded with determination, passion, intelligence, and a certain cheerfulness that can encourage all of us who care about literacy and access to information for all. ☺

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Remember the Alamo!

ALA Midwinter Meeting
San Antonio, Texas
January, 2006



(Far left) Clifford the Big Red Dog enjoys some reading at the Scholastic booth in the exhibit hall.

(Left) New ALSC Executive Director Diane Foote intently takes notes at the Division Leadership meeting at the ALA Midwinter Meeting.



(Above) Members of the first ALSC Theodor Seuss Geisel Award committee include, left to right, Caroline Ward, chair; Barbara Genco; Leslie Holt (back); Marilyn Sobotnicic; Nancy Green; and Carole Fiore. Not pictured: Lynne Russo.



(Above) This sign featuring a quote from Ralph Waldo Emerson was found on the old main library building in San Antonio, not far from the convention center.



(Left) A family greets a horse-and-carriage driver at the entrance to the city's most famous tourist site: the Alamo.

(Left) ALSC member Shilo Halfen-Pearson brought her five-month-old son, Aidan Pearson, to her meeting of the Membership Committee.

Books As Passports

How Books Can Aid Global Understanding

ALSC International Relations Committee

The following two bibliographies, from the Growing Up around the World: Books As Passports to Global Understanding for Children in the United States project, were compiled by the Association for Library Service to Children's International Relations Committee (IRC). IRC undertook this project in memory of Zena Sutherland, a past IRC member with a long-term commitment to high standards for children's books and a better knowledge of other cultures around the world.

Through these bibliographies, we hope to make books that accurately depict contemporary life in other countries more widely available to American children. The project represents five regions: Africa, the Americas, Asia and the Middle East, Australia and New Zealand, and Europe. The lists focusing on Africa and America are included in this article. The other three lists will be printed in forthcoming issues of *Children and Libraries*. The complete project can be accessed at www.ala.org/ala/alsc/alscresources/booklists/GrowingUpAroundWorld.htm.

Rather than including the best books about other countries written by outsiders to those countries, the list seeks to identify quality children's books written or illustrated by people who have lived for at least two years within those cultures. With few exceptions, books have been written in the last ten years and are currently available in the United States. The lists exclude such genres as fantasy and historical fiction. IRC plans to update the lists annually.

Members of **ALSC's International Relations Committee** who have contributed to the project include: Project coordinator Carolyn Phelan; editor Elizabeth Poe; bibliographers Elizabeth Heideman, Emily C. Holman, Helen Kay Kennedy, Caren Koh, Charlene McKenzie, Andrea Pavik, and Kathy La Rocca; and contributing members Susan Cooper and Jennifer Duffy.

Growing Up in Africa

Cameroon

Bognomo, Joël Eboueme. *Madoulina: A Girl Who Wanted to Go to School*. Boyds Mills, 1999.

Gr. 1–2. Eight-year-old Madoulina has dreams of becoming a doctor, but she must help her mother sell fritters in the marketplace instead of going to school. Happily, a new teacher comes up with a solution to the family's dilemma. Joël Eboueme Bognomo lives in Cameroon.

Njeng, Pierre Yves. *Vacation in the Village*. Boyds Mills, 1999.

Gr. 1–2. Nwemb, a city boy, visits his grandparents' rural village during summer vacation. A relative there introduces him to the simple pleasures of village life. Pierre Yves Njeng lives in Cameroon.

Tchana, Katrin Hyman, and Louise Tchana Pami. *Oh, No, Toto!* Illus. by Colin Bootman. Scholastic, 1997.

Gr. 1–2. Toto, a toddler who loves to eat, creates chaos in the marketplace when he goes with his grandmother to get ingredients for a special soup. A glossary of Cameroonian foods and a recipe for *egussi* soup are appended. Katrin Hyman Tchana was a Peace Corps volunteer in Cameroon; Louise Tchana Pami, now deceased, was a citizen of Cameroon.

Democratic Republic of the Congo

Stanley, Sanna. *Monkey for Sale*. Frances Foster/Farrar, 2002.

PreS–Gr. 1. Luzolo and her friend, Kiese, rescue a captured monkey at the market by trading goods from person to person until everyone has what he or she most desires, and the monkey is theirs to release back into the trees. Sanna Stanley grew up in the former Zaire as a child of missionaries from the United States.

Stanley, Sanna. *Monkey Sunday: A Story from a Congolese Village.* Frances Foster/Farrar, 1998.

Gr. 1–2. A monkey and several village animals create a commotion and amuse the congregation at an outdoor thanksgiving celebration where Luzolo's father is preaching. The story is based on the author's childhood experiences in the former Zaire.

Egypt

Eldash, Khaled, and Dalia Khattab. *In an Egyptian City* (A Child's Day series). Benchmark Books/Marshall Cavendish, 2002.

Gr. 1–2. The typical day of a seven-year-old girl in Cairo is shown as Boushra says her prayers, goes to school, helps her mother shop at the outdoor market, visits her father at his shop, plays with her friends, and eats with her family. Khaled Eldash and Dalia Khattab both live in Egypt.

Ethiopia

Kurtz, Jane. *Faraway Home.* Illus. by E. B. Lewis. Gulliver Books/Harcourt, 2000.

Gr. 2–3. Before he leaves on a trip to visit his mother in Ethiopia, Desta's Ethiopian-American father tells her some of his memories of his homeland. The daughter of missionaries from the United States, Jane Kurtz lived in Ethiopia from the age of two until enrolling in college.

Kurtz, Jane. *The Storyteller's Beads.* Gulliver Books/Harcourt, 1998.

Gr. 4–6. Two Ethiopian refugee girls befriend each other, despite their differences, as they make the dangerous journey out of war-torn Ethiopia in the 1980s.

Laird, Elizabeth. *The Garbage King.* Barron's Educational Series, 2003.

Gr. 4–6. Two youths from differing social and economic backgrounds find themselves in the same street gang of homeless youth in Addis Ababa. They maintain their friendship even after their circumstances improve. Elizabeth Laird is a British citizen who lived in Ethiopia during the late 1960s and has frequently revisited.

Ghana

Asare, Meshack. *Sosu's Call.* Kane/Miller, 2002.

Gr. 1–4. During a storm, a disabled boy saves his fishing village and earns the villagers' respect by calling for help with the chief's drum. Meshack Asare was born and lived in Ghana until moving to London as an adult in 1983.

Provencal, Francis, and Catherine McNamara. *In a Ghanaian City* (A Child's Day series). Benchmark Books/Marshall Cavendish, 2002.

Gr. 1–2. Seven-year-old Nii Kwei lives in his family compound in Accra. During this typical day he does chores, goes to school, plays with friends and family, shops, and eats traditional meals. Francis Provencal and Catherine McNamara both live in Ghana.

Kenya

Lekuton, Joseph Lemasolai (with Herman J. Viola). *Facing the Lion:*

Growing Up Maasai on the African Savanna. National Geographic, 2003.

Gr. 7–9. The author describes growing up with his nomadic Maasai family in northern Kenya. He was the only member of his family to receive formal schooling in Kenya and later in the United States. He currently teaches at an American high school and lives for a portion of each year in Kenya.

Nigeria

Olaleye, Isaac. *Bikes for Rent!* Illus. by Chris Demarest. Orchard Books/Scholastic, 2001.

Gr. 1–2. In a rainforest village, a young boy finally earns enough money to rent a bicycle; however, when he damages it, he must work even more to pay for the repairs. All ends well when the boy learns to make his own bike from discarded parts. Isaac Olaleye was born and raised in Nigeria and currently lives in the United States.

Olaleye, Isaac. *The Distant Talking Drum: Poems from Nigeria.* Illus. by Frané Lessac. Boyds Mills, 1995.

Gr. 2–3. These fifteen poems lovingly portray daily life in a Yoruba farming village in the rain forest of Nigeria.

Onyefulu, Ifeoma. *Ebele's Favourite: A Book of African Games.* Frances Lincoln, 2005.

K–Gr. 2. When Ebele's cousin visits from Senegal, she tries to decide which of her favorite games they should play. Ifeoma Onyefulu was born in Nigeria and moved to London as an adult.

Onyefulu, Ifeoma. *Here Comes Our Bride! An African Wedding Story.* Frances Lincoln, 2004.

Gr. 2–3. A young boy tells about a family wedding in Benin City and the preparatory events.

Onyefulu, Ifeoma. *Ogbo: Sharing Life in an African Village.* Gulliver Books/Harcourt, 1996.

Gr. 1–5. A young girl tells about her "age set" group and also about the "age sets" to which the other members of her family belong.

Onyefulu, Ifeoma. *Saying Goodbye: A Special Farewell to Mama Nkwelle.* Millbrook, 2001.

Gr. 1–3. In this intimate glimpse of an extended family gathering, the author records the funeral of her 102-year-old grandmother and her own son's participation in this event.

South Africa

Beake, Lesley. *One Dark, Dark Night.* Illus. by Paddy Bouma. Cambridge Univ. Pr., 1996.

PreS–K. A boy hears strange sounds in the night and his family imagines the scary creatures that might be outside, but they discover that it is only Nuisance the donkey. Lesley Beake lives in South Africa.

Cave, Kathryn. *One Child, One Seed: A South African Counting Book.* Photographs by Gisèle Wulfsohn. Henry Holt, 2003.

PreS–K. In this counting book, a boy plants a pumpkin seed and, together with his family and friends, enjoys the resulting harvest meal at his homestead. Photographer Gisèle Wulfsohn lives in South Africa.

Daly, Niki. *Jamela's Dress.* Illus. Farrar, 1999.

Gr. 1–2. Jamela's mother buys some fabric for a special dress and Jamela loves it so much that she can't help parading around her Cape Town neighborhood in it. The illustrations in this joyous book are full of details of South African life. Niki Daly lives in South Africa.

Daly, Niki. *Once Upon a Time.* Illus. Farrar, 2003.

Gr. 1–2. A girl in the dry Karoo region of South Africa learns to read with the help of an elderly neighbor.

Daly, Niki. *Where's Jamela?* Illus. Farrar, 2004.

Gr. 1–2. Jamela moves with her mother and grandmother to a house in the suburbs. She is happy to see the same star from her new bedroom window that she saw from her old one.

Heale, Jay. *South Africa* (Festivals of the World series). Gareth Stevens, 1998.

Gr. 3–4. Visits to seventeen major South African festivals portray the multicultural peoples of the country and show how to make wire toys, a kite, *sosaties* (barbecued meat), and sing the South African national anthem. Jay Heale lives in South Africa.

Mennen, Ingrid, and Niki Daly. *Somewhere in Africa.* Illus. by Nicolaas Maritz. Dutton, 1992.

Gr. 1–2. A young boy in Cape Town enjoys his life in the city and visits the library to get books in order to read about the wild animals of his continent. Ingrid Mennen was born in Zimbabwe and educated in South Africa, where she now lives.

Naidoo, Beverley. *Out of Bounds: Seven Stories of Conflict and Hope.* HarperCollins, 2003.

Gr. 4–6. Short stories from each of the decades from 1940 through 2000 highlight the defining moments of South Africa's descent into and rise out of apartheid. The stories feature youth from a variety of racial and ethnic backgrounds. Beverley Naidoo was born in South Africa and immigrated to Great Britain as a student in 1965.

Sisulu, Elinor Batezat. *The Day Gogo Went to Vote: South Africa, April 1994.* Illus. by Sharon Wilson. Little, Brown, 1996.

Gr. 1–2. A child recounts a momentous event in South Africa's history, the day that her grandmother and other relatives were allowed to vote for the first time. Elinor Batezat Sisulu was born in Zimbabwe and now lives in South Africa, where she worked at a polling booth during the democratic elections of 1994.

Stewart, Dianne. *Gift of the Sun: A Tale from South Africa.* Illus. by Jude Daly. Farrar, 1996.

Gr. 1–2. Thulani would rather bask in the sun than milk the cow, so he begins a series of exchanges that at first appear disastrous

but eventually result in a sunflower crop that brings prosperity. Dianne Stewart lives on a sugarcane farm in KwaZulu-Natal province, South Africa. Jude Daly is also South African.

Wulfsohn, Gisèle. *In a South African City* (A Child's Day series). Benchmark Books/Marshall Cavendish, 2002.

Gr. 1–2. On this typical day, seven-year-old Bongani from Johannesburg attends school, helps his aunt at her food stand, shops with his uncle, does chores, plays in his neighborhood, and spends an evening making music with his extended family.

Sudan

Kessler, Cristina. *My Great-Grandmother's Gourd.* Illus. by Walter Lyon Krudop. Orchard Books/Scholastic, 2000.

Gr. 2–3. There is a new well and water pump in Fatima's village, but her grandmother insists on storing water in the baobab tree as in generations past. Fatima reluctantly assists her and, when the pump breaks, their efforts help the whole village. Cristina Kessler has served in the Peace Corps and with other aid organizations throughout Africa; currently, she lives in Mali.

Tanzania

Mollel, Tololwa M. *Kele's Secret.* Illus. by Catherine Stock. Dutton, 1997.

Gr. 1–2. A little boy collects eggs that his grandmother's chickens lay all over the farm. When he finds a hidden nest full of eggs, he is able to accompany his grandmother to market. Tololwa M. Mollel, an Arusha Maasai who grew up on his grandparents' coffee farm in Tanzania, now lives in the United States.

Mollel, Tololwa M. *My Rows and Piles of Coins.* Illus. by E. B. Lewis. Clarion, 1999.

Gr. 2–3. Saruni saves his carefully earned money to buy a bicycle. When his parents learn that he wants to use it to help his mother carry things to market, they reward him with the father's old bike.

Mollel, Tololwa M. *Subira Subira.* Illus. by Linda Saport. Clarion, 2000.

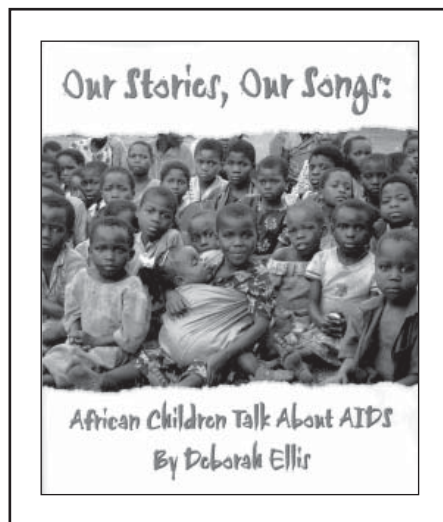
Gr. 2–3. In this variation of a traditional tale, a girl who must look after her little brother learns patience and overcomes her own fears through accomplishing an impossible task.

Stuve-Bodeen, Stephanie. *Babu's Song.* Illus. by Aaron Boyd. Lee and Low, 2003.

Gr. 1–2. A boy who lives with his mute grandfather longs to go to school and play soccer. When a tourist buys a music box made by his grandfather, his dreams come true. Stephanie Stuve-Bodeen lived in Tanzania as a Peace Corps volunteer.

Stuve-Bodeen, Stephanie. *Elizabethi's Doll.* Illus. by Christy Hale. Lee and Low, 1998.

Gr. K–2. Elizabethi cares for her rock named Eva just as her mother cares for her new baby named Obedi.



Stuve-Bodeen, Stephanie. *Elizabeth's School*. Illus. by Christy Hale. Lee and Low, 2002.

Gr. K–2. Although Elizabeth is very excited to start school, she misses her family when she is there. After sharing the things she has learned when she returns home at the end of the day, she decides she can still go to school even though she loves home best.

Zimbabwe

Stock, Catherine. *Gugu's House*. Illus. Clarion, 2001.

Gr. 1–2. Kukamba loves to visit her grandmother's beautiful compound where she helps to mix paints and decorate the walls. When the rains come, their work is washed away and they must start over again, but everyone is happy for the vegetables that will grow and the livestock that will be fed. Catherine Stock grew up in many places around the world as she accompanied her Swedish father, a career diplomat; she attended college in South Africa.

The African Continent

Diouf, Sylviane A. *Bintou's Braids*. Illus. by Shane W. Evans. Chronicle, 2001.

Gr. 1–2. Bintou is a small girl in West Africa who yearns to have beautiful braids like her older sister. When she does a brave deed at the baptismal celebration for her baby brother, her grandmother rewards her with a special hairdo. Sylviane A.

Diouf is of Senegalese and French descent and currently lives in the United States.

Ellis, Deborah. *Our Stories, Our Songs: African Children Talk about AIDS*. Fitzhenry and Whiteside, 2005.

Gr. 6–9. Sadly, to grow up in Africa, especially sub-Saharan Africa, is to be aware of the suffering and death brought about by the plague of AIDS. Deborah Ellis traveled from her home in Canada to Malawi and Zambia in 2003 and transcribed these interviews with children and teens (ages 7–19), all of whom are affected personally by the consequences of such a large epidemic.

Kurtz, Jane, ed. *Memories of Sun: Stories of Africa and America*. Greenwillow, 2004.

Gr. 4–6. Pictures of lives in Africa and in the United States, especially those that attempt to bridge these cultures, make up these twelve stories and three poems. Several are written by African authors who are not well known in the United States; others are written by American authors with African connections.

Tadjo, Véronique, ed. *Talking Drums: A Selection of Poems from Africa South of the Sahara*. Illus. Bloomsbury, 2000.

Gr. 4–6. Poets from seventeen African nations share insights into our universe, the animal kingdom, love and celebrations, people, death, pride and defiance, and the changing times. Véronique Tadjo is an award-winning poet from the Ivory Coast who now lives in South Africa.

Growing Up in the Americas

Argentina

Comino, Sandra. *The Little Blue House*. Groundwood, 2003.

Gr. 3–6. Twelve-year-old Cintia and her best friend Bruno are captivated by the magic and mystery of a little white house that turns blue once a year in their town of Azul. Sandra Comino is an Argentinean writer, literary critic, and professor.

Vidal, Beatriz. *Federico and the Magi's Gift: A Latin American Christmas Story*. Knopf, 2004.

PreS–Gr. 3. When Federico can't sleep on the Eve of Epiphany, he goes into the garden, and sees the Magi riding through the night sky. Will he get back to bed before they see him watching? The watercolor and gouache illustrations glow with details of the boy's home and holiday. Beatriz Vidal grew up in Argentina and now lives in Buenos Aires.

Brazil

Machado, Ana Maria. *From Another World*.

Illus. by Lucia Brandao. Trans. by Luisa Baeta. Groundwood, 2005.

Gr. 4–6. Four Brazilian children who are helping their parents turn an old farm into an inn discover a ghost from a past tragedy. As they read and do research on the identity of the ghost, they discover the history of former slaves on the farm. Ana Maria Machado is the winner of the 2000 Hans Christian Andersen Award. She is a native Brazilian who lives in Rio de Janeiro.

Machado, Ana Maria. *Me in the Middle*. Illus. by Caroline Merola. Trans. by David Unger. Groundwood, 2002.

Gr. 3–6. Through an old photograph of her great-grandmother, Isabel develops an imaginary companion, Bisa Bea, as well as a contact with an imaginary great-granddaughter of her own.

Munduruku, Daniel. *Tales of the Amazon: How the Munduruku Indians Live*. Illus. by Laurabeatriz. Trans. by Jane Springer. Groundwood, 1996.

Gr. 2–6. Divided into three parts, the book tells how a Munduruku boy is chosen and trained to become the religious leader

of his tribe, describes the Munduruku culture, and discusses the author's life. Oil paintings depict the people and the rain-forest setting. The author grew up in Belem, Brazil, and still lives in Brazil. The illustrator is also Brazilian.

Canada

Bowers, Vivien. *Wow Canada! Exploring This Land from Coast to Coast to Coast*. Illus. by Dan Hobbs and Dianne Eastman. Owl Books/Firefly, 2000.

Gr. 3–7. Twelve-year-old Guy writes an entertaining account of his family's road trip across Canada and back, visiting all ten provinces and three territories. Many drawings and photos brighten the pages, while captions and sidebars provide additional information. Vivien Bowers lives in British Columbia.

Ellis, Sarah. *Next Stop!* Illus. by Ruth Ohi. Fitzhenry and Whiteside, 2000.

PreS–K. On a Saturday, Claire helps her father, the bus driver, announce the stops the bus makes as it travels through town. Her mother gets on at the college stop, and the bus continues on its merry

way, taking them all home. Ruth Ohi's colorful illustrations joyfully depict the diversity of urban life. Sarah Ellis lives in Vancouver. Ruth Ohi lives in Toronto.

Gay, Marie-Louise. *Stella, Queen of the Snow.* Illus. Groundwood, 2000.

PreS–Gr. 1. When little Sam ventures out into the snow for the first time, his older sister Stella becomes his guide. Playful and daring, yet protective of her little brother, Stella answers his many questions with imagination as well as information. Marie-Louise Gay lives in Montreal.

Gilmore, Rachna. *A Group of One.* Henry Holt, 2001.

Gr. 6–9. Though her parents emigrated from India, fifteen-year-old Tara is ambivalent about her cultural roots and adamant that she is a “regular Canadian.” After getting to know her grandmother and hearing about her fight in the Indian independence movement, Tara begins to take pride in her Indian heritage as well as her Canadian citizenship. Rachna Gilmore lives in Ontario.

Gregory, Nan. *Amber Waiting.* Illus. by Kady MacDonald Denton. Red Deer, 2002.

PreS–Gr. 1. Amber loves kindergarten right up until the end when she waits for her dad, who often arrives late to pick her up after school. As the minutes tick by, Amber imagines herself telling all the world's fathers not to worry their children this way, and when her dad arrives, she even manages to tell him. Nan Gregory lives in British Columbia, and Kady MacDonald Denton lives in Manitoba.

Kusugak, Michael Arvaarluk. *My Arctic 1,2,3.* Illus. by Vladyana Krykorka. Annick, 1996.

K–Gr. 3. In this picture book, Kusugak introduces the land, people, and especially the wildlife near his home on Hudson Bay. Appended to the counting book is an informative, five-page note in which the author tells of life in Rankin Inlet, with the tundra to the west and Hudson Bay to the east. Michael Arvaarluk Kusugak lives in Nunavut, and Vladyana Krykorka lives in Ontario.

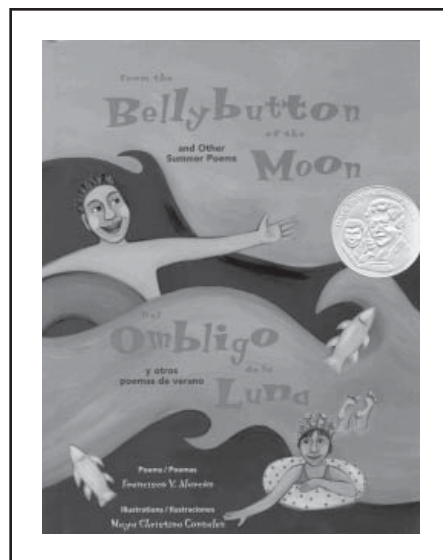
Little, Jean. *Willow and Twig.* Viking, 2000.

Gr. 5–8. Abandoned by their drug-addicted mother in Vancouver, ten-year-old Willow and four-year-old Twig, who

is partially deaf, are taken in by their maternal grandmother and her siblings, who live in rural Ontario. Familial love provides these biracial children a sense of security and belonging. Jean Little lives in Ontario.

Pearson, Kit. *Awake and Dreaming.* Viking, 1996.

Gr. 4–7. Theo imagines being part of a big, happy family instead of living with her mother, who sometimes keeps her out of school to dance on the sidewalk for money. When she is sent to live with her aunt in Victoria, Theo finds security and even, in a dreamlike altered reality, becomes part of a large family for a while. Kit Pearson lives in British Columbia.



Uegaki, Chieri. *Suki's Kimono.* Illus. by Stéphane Jorisch. Kids Can Press, 2003.

PreS–Gr. 2. Though her older sisters advise her to wear “something cool” on the first day of school, Suki insists on wearing her beautiful blue kimono. Chieri Uegaki lives in British Columbia. Stéphane Jorisch lives in Quebec.

Waboose, Jan Bourdeau. *Morning on the Lake.* Illus. by Karen Reczuch. Kids Can Pr., 1998.

Gr. 1–4. In the morning a boy and his grandfather canoe on a lake, where they watch and listen to loons. At noon they climb a rocky cliff to observe eagle. At night they walk through the woods, where they encounter a pack of timber wolves. A Nishinawbe Ojibway, Jan Bourdeau Waboose grew up on a reserve

in northern Ontario. Karen Reczuch also lives in Ontario.

Wallace, Ian. *Duncan's Way.* Illus. DK Ink, 2000.

Gr. 2–5. The last of seven generations to fish for cod off the Newfoundland coast, Duncan's father has been out of work for eighteen months, and it looks as though the family will have to leave their Newfoundland home. Duncan has a good idea that allows the family to earn a living by using the old fishing boat in a new way. Ian Wallace lives in Ontario.

Colombia

Torres, Leyla. *Saturday Sancocho.* Illus. Farrar, 1995.

PreS–Gr. 3. Maria Lili and her grandmother visit the market, where they trade eggs for all the ingredients they need to make the Saturday *sancocho*. Watercolor paintings convey the liveliness of the marketplace. A recipe for Mama Ana's Chicken Sancocho is included. Leyla Torres is originally from Bogotá, Colombia.

Cuba

Ada, Alma Flor. *Under the Royal Palms: A Childhood in Cuba.* Atheneum, 1998.

Gr. 4–6. The author reminisces about her childhood in Cuba. Family photos are included. Alma Flor Ada was born in Cuba.

Leiner, Katherine. *Mama Does the Mambo.* Illus. by Edel Rodriguez. Hyperion, 2001.

K–Gr. 4. After Sofia's papa died, her mama had no dancing partner. Eduardo, Mama's new friend, can't dance. Illustrations by Cuban-born Rodriguez swirl an authentic flavor of old Havana, the cars, the people, and the spirit of Carnival into the story.

Dominican Republic

Joseph, Lynn. *The Color of My Words.* Joanna Cotler Books/HarperCollins, 2000.

Gr. 5–8. Twelve-year-old Ana Rosa is drawn into her older brother's struggle to resist and protect her coastal town from the government's determination to bulldoze it and build resort hotels. She finds that words cannot save her brother from the forces he fights. Lynn Joseph is a native of Trinidad.

Guatemala

Cameron, Ann. *Colibrí*. Frances Foster/Farrar, 2003.

Gr. 5–7. Kidnapped from her mother when she was four years old, twelve-year-old Colibrí summons the courage to prevent a robbery planned by Uncle and his scheming friend, and escapes to find her own life. Ann Cameron has lived in Guatemala for twenty years.

Carling, Amelia Lau. *Mama and Papa Have a Store*. Illus. Dial, 1998.

K–Gr. 3. In the heart of Guatemala City, Chinese refugees run a store selling buttons, thread, ribbons and sewing goods, paper lanterns, firecrackers, perfume, and soy sauce. Colorful gouache and watercolor paintings by the author portray details of the store and house. Amelia Lau Carling was born in Guatemala.

Carling, Amelia Lau. *Sawdust Carpets*. Illus. Greenwood, 2005.

K–Gr. 3. When the Lau family attends a Chinese cousin's baptism in Antigua, Guatemala, they help make a Guatemalan sawdust carpet for the Good Friday procession. Watercolor illustrations convey the beauty of the procession, the Guatemalan setting, and the interweaving of Chinese and Guatemalan cultures.

Franklin, Kristine, and Nancy McGirr, eds. *Out of the Dump: Writings and Photographs by Children from Guatemala*. Trans. by Kristine L. Franklin. Lothrop, 1995.

Gr. 2–6. Black-and-white photographs taken by children of their surroundings, families, and friends in Guatemala City are accompanied by their narrative descriptions.

Haiti

Lauture, Denizé. *Running the Road to ABC*. Illus. by Reynold Ruffins. Simon and Schuster, 1996.

PreS–Gr. 3. Before sunrise, six children run through the Haitian countryside to get to

school on time. Vibrant acrylic paintings show the children, homes, fields, roads, and finally the school. The author's poetic text captures his Haitian childhood; he now teaches at a New York college.

Williams, Karen Lynn. *Painted Dreams*. Illus. by Catherine Stock. Lothrop, 1998.

K–Gr. 3. Eight-year-old Ti Marie dreams of becoming an artist. When she finds some discarded paints, she fills a wall at the marketplace with her colorful pictures and attracts the villagers to both her art display and her mother's vegetable stall. Karen Lynn Williams lived in Haiti for two years.

Mexico

Alarcón, Francisco X. *From the Bellybutton of the Moon, and Other Summer Poems/ Del ombligo de la luna y otros poemas de Verano*. Illus. by Maya Christina Gonzalez. Children's Book Pr., 1998.

PreS–Gr. 5. Lighthearted poems in English and Spanish describe the author's joyful childhood visits to his Mexican relatives. Maya Gonzalez's colorful paintings make his family and their town come alive. Alarcón lived in Mexico from age six to eighteen.

Johnston, Tony. *Isabel's House of Butterflies*. Illus. by Susan Guevara. Sierra Club, 2003.

Gr. 1–4. Dozens of butterflies resting on eight-year-old Isabel's arms lead her to an idea that will help her family survive an economic crisis and save her beloved butterfly tree. Lush oil paintings depict Isabel's one-room home, family, and village life, with butterflies abounding. Tony Johnston lived in Mexico for fifteen years.

Johnston, Tony. *The Magic Maguey*. Illus. by Elisa Kleven. Harcourt, 1996.

Gr. 1–5. Miguel thinks of a plan that will prevent the landowner from cutting down their village *maguey* plant. Colorful, detailed collages with watercolors, pastels, and cut paper depict the joy and brightness of life in this village.

Ramirez, Antonio. *Napi*. Illus. by Domi. Greenwood, 2004.

PreS–Gr. 4. On a sleepy afternoon, while her mother braids her hair and her grandfather tells stories, a young Mazateca girl notices the colors around her. Domi's watercolor illustrations convey the rainbows Napi describes, the colorful surroundings of her home and village. Antonio Ramirez and his wife Domi, a Mazateca Indian, live in Mexico.

Sanroman, Susana. *Señora Reganona: A Mexican Bedtime Story*. Illus. by Domi. Greenwood, 1997.

PreS–Gr. 4. A child hides in her bed with a flashlight to scare the night, Señora Reganona, away. One night she flies in her dream into the starry sky and makes Señora Reganona play with her. Brilliant watercolors contrast with a night-black border with white letters. Susana Sanroman teaches at a Mexican university.

Peru

Fajardo, Sara Andrea. *In a Peruvian City* (A Child's Day series). Illus. Benchmark Books/Marshall Cavendish, 2003.

Gr. 2–4. Photographs by the author illustrate a day in the life of seven-year-old Jesus Fernandez in Ayacucho, Peru. The book includes a map, a glossary, and some brief history. Sara Andrea Fajardo was a photographer for a Peruvian magazine.

The Central and South American Region

Delacre, Lulu. *Salsa Stories*. Scholastic, 2000.

Gr. 3–6. Carmen Teresa's notebook includes her neighbors' reminiscences about growing up in Cuba, Puerto Rico, Mexico, Peru, Guatemala, and Argentina. She includes recipes from these countries as well as a glossary. Lulu Delacre was born to Argentinean parents and grew up in Puerto Rico. ☺

From Bossy Girls to Bug Eaters

Megan McDonald Draws Inspiration from Childhood

Sharon Korbeck Verbeten

Megan McDonald ate bugs and lived to tell the tale. In fact, McDonald has told many tales—some about crunchy bugs, some about moody little girls—in her years as a children's book author. With more than thirty titles to her credit, McDonald is perhaps best known as the creator of the Judy Moody fiction series, which has sold more than 3.75 million books.

"Sometimes I think I *am* Judy Moody," said McDonald. "I'm certainly moody, like she is. Judy has a strong voice and always speaks up for herself."

The Judy Moody series was introduced in 2000, and forty-six-year-old McDonald is busy on her eighth book of the series. In between the series books, she also writes picture books and nonfiction titles. One of her latest is *Beetle McGrady Eats Bugs!* (Greenwillow, 2005), a tantalizing tale of tasty insect treats . . . and the girl daring enough to eat them.

And that first bite started with the author herself. "If I'm going to do this right . . . I made myself eat a toasted mealworm and a roasted cricket," said McDonald, who lives in Sebastopol, California. Bugs have invaded her life, it seems, since she was a little girl, when her mother got her a field guide and a magnifying glass.

"She didn't want [bugs] in the house," McDonald recalled. "I'd hide [dead moths] in my jewelry box. I really had no idea that bugs would become such a part of my life."

"I love to pick up on things I think kids are interested in too," she said. A winsome pair of insect buddies also spotlighted her 2005 title *Ant and Honey Bee: What a Pair!* (Candlewick).



Megan McDonald

Bugs weren't the only squeamish part of her childhood. The budding scientist in McDonald led her to collect—of all things—scabs! "That was part of the scientist thing when I was little," she said. "If I save it, I can look at it again."

The youngest of five daughters, McDonald's childhood in Pittsburgh, Pennsylvania, provided much fodder for her future career. "That was really a good training ground," she said. "I kind of get inspired by things that happened with my sisters."

New for 2006

McDonald's new releases this year include *Stink and the Incredible Supergalactic Jawbreaker* (Candlewick). This follow-up to the story of Judy Moody's little brother is slated for spring release. More Judy Moody hits in summer/fall when Judy goes around the world in 8½ days and meets a new friend, Amy Namey. Stay tuned.



Did You Know?

- When McDonald was a child, she collected bugs, scabs, fancy toothpicks, and Barbie doll heads.
- Her favorite book as a child was *Harriet the Spy* by Louise Fitzhugh.
- At age ten, McDonald wrote her first story, for her school newspaper. It was about a pencil sharpener.
- McDonald's middle name is Jo. She wanted to change her name to Megan Jo Amy Beth McDonald so it would contain the names of all four sisters from Louisa May Alcott's *Little Women*.
- She is the fifth girl in her family; when she was born, the doctor yelled, "It's a boy!" as a joke.

It's possible some of her sisters' personalities and mannerisms may appear in her stories. "My sisters are delighted for me," she said, "but they like to tease."

Schooled in English and library science, McDonald has worked as everything from storyteller to park ranger. But in every career, she felt the same push. "It's all about connecting kids to books," she said.

The Judy Moody series—with its bossy, moody big-sister heroine—seems to resonate that powerfully. "I'm so lucky to meet fans everywhere I go. The thing that's been amazing to me is how much kids relate to Judy. They treat her like a real person," she noted. "Kids really see themselves reflected in her. Even as adults, we see ourselves in her."

2005 was a banner year for McDonald—with as many as six new books, including *When the Library Lights Go Out* (Atheneum), a tale of puppets coming to life after dark.

As she sets up shop in her house (yes, she can work in her pajamas!), McDonald scribbles down ideas whenever they come, even on napkins. "Ideas can come at any time."

And that well is far from dry. "I always get asked, 'How many [Judy Moody books] are you going to write?' I have sort of a bottomless well for Judy," she said. "I try to make every book something special. As long as I have fresh ideas, I'll keep going."

Her legion of fans will be happy to hear that; after all, getting kids to read is a noble goal. "The most gratifying [thing] is I have so many people tell me [my books] have transformed a kid who didn't like to read into a reader.

"That's the highest compliment." ☺

Want to know more about Megan McDonald? Visit her Web site at www.meganmcdonald.net, where you can take a tour of her studio.

Life Is a Fairy Tale

Festival Shares Tales, Snares Six Thousand

Betsy Diamant-Cohen

Kit Bloom, librarian from the Maryland State Library for the Blind and Physically Handicapped, left, and John Shield, from the Walters Art Gallery, present a program to children from three Baltimore-area schools.



Coinciding with the two-hundredth birthday of Hans Christian Andersen, the Enoch Pratt Free Library in Baltimore, Maryland, celebrated its annual systemwide Fairy Tale Festival in April 2005. More than six thousand people attended 198 programs throughout the month.

The extravaganza featured a carnival-like atmosphere where families could visit a dress-up tent, pin scales on a mermaid, decorate tinderboxes, make ugly-duckling puppets, and write their own fairy tales. Children could listen to bird songs in the nightingale's tent and practice marching like a tin soldier. A preschool princess ball was held, complete with a surprise visit by the honorary queen of the festival, former American Library Association (ALA) President Carla Hayden.

Citywide cultural partners included the Baltimore Museum of Art, the Walters Art Gallery, the Peabody Conservatory, the Maryland Institute College of Art, Art with a Heart, Countdown to Kindergarten Baltimore City, the Maryland State Library for the Blind and the Physically Handicapped, and AmeriCorps. &



(Above) Twelve-year-old DeJuan Baker enjoys dressing like a jester.



(Left) Shelby Thorton feels like a queen at the Fairy Tale Festival.



Disney princesses adorn a cake carrying through the fairy-tale theme.



Mairi Quodomine, children's librarian at Enoch Pratt, tells dragon tales.



AmeriCorps National Civitan Community Corps (NCCC) Northeast Region volunteer Anna McKittrick encourages visitors to try on costumes in the dress-up tent.

Betsy Diamant-Cohen is children's librarian at Enoch Pratt Free Library in Baltimore, Maryland.

Get Floored!

Creating Inexpensive Fun Using Your Floor ... and Your Imagination

Jeri Kladder

Everybody has one. Using it as a programming aid reinforces the information you've shared and gets your audience involved. I'm talking about your floor. Here's how I used the floor in one of my interactive nonfiction school-age programs.

1. Develop an informational program—"Buried Treasure: X Marks the Spot," a pirate theme, was my choice.
2. Create pirate name tags for audience members.
3. Share pirate information from books in your collection—history, lore, language (there are pirate-language Web sites), clothing, the meaning of Jolly Roger designs, living conditions, the disgusting food aboard a seventeenth-century pirate vessel, the pirate code of conduct, biographical sketches, and colorful portraits of real pirates.
4. Use props! Dress up! Consider a pirate hat, eye patch, parrot puppet on the shoulder, and a peg leg.
5. Encourage interaction. Play "match the meaning with the pirate-flag design."
6. Tell stories or read excerpts from the lives of famous pirates—gruesome, swashbuckling, and gory are good. Don't forget the ladies.
7. Create a buried treasure adventure script—"You are treasure

hunters who hear of buried pirate treasure." Narrate the adventure as you or an assistant walks it through—to show everyone how it's done.

8. Line up everyone to walk the adventure as demonstrated. Pace adventurers to approach each obstacle alone. Encourage bystanders to cheer and jeer—in pirate jargon.
9. Instruct each finisher to take one gold doubloon from the treasure chest. "Just for fun, please take one. If you take more, you'll be sore,"—inflict the old pirate curse on greedy participants. Finishers sit around the outside edge of the "map" cheering on the rest. Great audience participation!

The pirate scenario includes torn-paper Caribbean islands, a palm tree (coat rack) with "MOM" carved in its trunk, a whirlpool (masking tape on the floor), rough seas (squirt everybody with water), a sunken pirate ship (masking tape outline) guarded by a pirate ghost (chalk drawing), a plank to walk (on the floor—use a blindfold if your group is old enough to manage without falling), and a shovel to pantomime digging up the treasure chest (a simple decorated box).

Aarrgh!

Participants start at the market in Havana, Cuba, where they sit cross-legged to hear a storyteller tell of Captain Jack the pirate.

- Follow clues—sail to the island where Captain Jack's mother lived ("MOM" carved on a tree).
- Drink water from a coconut shell (ahhhh, refreshing!)
- Uh, oh—whirlpool (spin around three times).
- A fierce storm (squirt them with a little water).



Jeri Kladder, former chair of the Children and Libraries Editorial Advisory Committee, recently retired as children's librarian at the Main Library/Center for Discovery, Columbus (Ohio) Metropolitan Library.

- A sword fight with a pirate ghost (rolled newspaper swords against a life-sized pirate chalk drawing).
- You lose! Walk the ghost ship's plank.
- Swim shark-infested waters (paper cutouts liberally sprinkled around the sunken pirate ship).
- Struggle to the beach. Spot the "X" and dig up the treasure chest.
- Holler "Shiver me timbers!" or other fun pirate exclamation when you find gold. Take your gold doubloon (gold foil-wrapped chocolate coins work well).

Students ages six to twelve have a blast. They love the obstacle-course floor map, and they remember the pirate program long afterward.

Frequently my school-age programs are, at heart, nonfiction programs. I love showing school-age children a *map* of the information I share. Putting information into a story-script context has resulted in repeat program attendance and lots of nonfiction reading. Using a few props and some imagination creates an atmosphere of "Oh, I could do this at home." Our audience sees how to *play* their own stories.

Cost is minimal. Everybody has a floor. Masking tape is inexpensive. It's fun to stretch my imagination to make my book collection into fun for everybody. It's also a great way to create a program that fits in with the summer reading club theme or special nonfiction interests. And these floor-map programs accommodate almost any size group from a dozen to one hundred, though seventy-five is plenty large for my programming room.

The larger the group, the hotter the room gets and the more lively the crowd becomes.

Participants still remember this program, and they return to our programs year after year. They check out books that they might have otherwise ignored or not been aware of. Now, isn't that the point? All this and fun too, from thinking creatively about how to use the floor! 🏴‍☠️

Shiver Me Stories!

Need a few pirate books to get you started? Here are some titles to consider for your young plank-walkers!

Infamous Pirates by Richard Kozar (Chelsea House, 1999)

Real Pirates: Over 30 True Stories of Seafaring Sculduggery by Clare Hibbert (Enchanted Lion Books, 2003)

The Amazing World of Pirates by Phillip Steele (Lorenz, 2003)

100 Things You Should Know About Pirates by Andrew Langley (Mason Crest, 2003)

You Wouldn't Want to Explore with Sir Francis Drake! A Pirate You'd Rather Not Know by David Stewart (Franklin Watts, 2005)

How to Be a Pirate by John Malam (National Geographic, 2006)

WGBH Offers Free Outreach Resources to Libraries

Children's librarians looking for dynamic programming shouldn't overlook their advocates in the world of public TV—WGBH Boston and PBS Kids' programming.

WGBH is the source of nearly one-third of the PBS prime-time television lineup and much of its award-winning, curriculum-based PBS Kids' programming, including *Zoom*, *Between the Lions*, and *Arthur*. But librarians may *not* know that WGBH also offers free educational materials designed for librarians and teachers, those working in formal and informal educational settings.

WGBH offers educational Web sites, videos and DVDs, educator guides, and activities and resources to support library programs. In May, *Arthur* marked a milestone that few children's—or adult—series ever attain: ten seasons on the air. To celebrate, WGBH planned a library-based initiative that returns to the roots of the *Arthur* project—the wonderful world of books, reading, and writing.

Through partnerships between local public television stations and libraries, library-based activities, and parent materials, the outreach will encourage parents to play an active role in their children's literacy development throughout their childhood, not just in the preschool years.

For more information on WGBH outreach—which is free to libraries—contact Mary Haggerty at mary_haggerty@wgbh.org or call (617) 300-4299.

Move over, Shrek!

Dragon, Castle Tower in Topeka for Summer Reading Program

Betty Jean Neal



Enter the castle.



Readrick the dragon.

Imagine a castle magically appearing in the children's room, complete with crocodiles in a moat, a dragon, and a wooden drawbridge! It's not a scene out of *Shrek*, but rather the scene last summer at the Topeka and Shawnee County (Kans.) Public Library.

Dragons, Dreams, and Daring Deeds was the theme of the 2005 summer reading program, and an amazing castle was the centerpiece of the children's room. The castle was originally made by a local greenhouse for a lawn and garden show. When the greenhouse was done with it, the library purchased the castle for \$500 out of the summer reading program budget, funded by the Friends of the Library. The 2005 summer reading program was a success, with more than eight thousand attending 144 programs in two months; 2,346 children took part in reading challenges.

In-house maintenance staff installed the castle, altering it to fit the space. Staff also constructed a wooden bridge to cross into the picture book room, so children had to walk over the drawbridge and into the castle to get their books.

After the castle was installed, blue fabric and faux edging stones created a moat, and children made paper crocodiles to place into the moat. (Sadly, due to lack of storage space, the castle was discarded after its use last summer.)

Betty Jean Neal is youth services librarian at the Topeka and Shawnee County (Kans.) Public Library.

But what's a castle without a dragon? Staff constructed a dragon, and children entered a dragon-naming contest. The winning name was Readrick, and he presided over the summer's activities.

The library's summer programs offered something for Topekans of all ages. Local school districts were contacted for permission to hand out copies of the flyer to all elementary-age students. Staff members counted out eighteen thousand fliers in groups of twenty-five to be delivered to the schools. Staff also made twenty-three visits to local elementary schools to promote the programs.

All ages could get involved. For the first time, they held a reading program for adults. Young adult programming included a live version of *Clue* and programs on art, dreams, swordplay, and Yu-Gi-Oh. In addition, plenty of summer story times were scheduled, including those for children younger than eighteen months (Baby Bookworms).

On Wednesday mornings and evenings, programs featured puppeteers, folk dancers, magicians, yo-yo artists, jugglers, and musicians. Members from the Society for Creative Anachronism offered the opportunity to learn more about the real Middle Ages. The biggest turnout (139 adults and 383 children) was for high-energy juggler-comedian Brian Wendling.

Children from birth through fourth grade received prizes, donated by local businesses, for reading or listening to books for designated lengths of time. Each participant who completed the appropriate levels also received a free book supplied by the Friends of the Library. Trophies were given to the school in each district with the highest percent of student participation. ☺

See the Movie, Read the Book

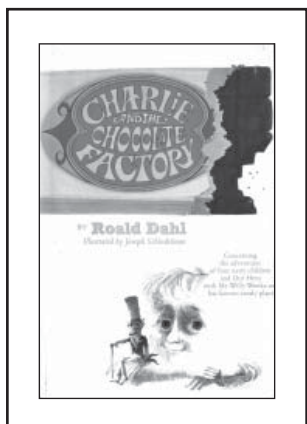
Do Book-based Films Increase Reading?

ALSC Research and Development Committee

Lately, there's been a landslide of films based on children's books—*The Chronicles of Narnia: The Lion, the Witch, and the Wardrobe*; *Curious George*; and *Charlie and the Chocolate Factory*. With such a surge, it's worthwhile for librarians and teachers to ponder if these media are truly *bad* for reading prospects. Can book-based movies get children interested in those books, and vice versa? Do the movies affect the way young readers imagine characters and settings?

What We Know

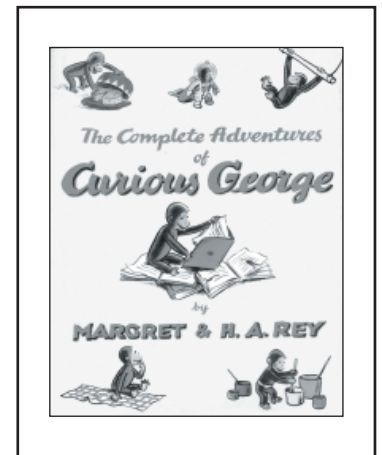
Popular books are the most likely candidates to be made into movies. Do readers see a movie because they like the book? That appears to be so because recently many studios



are optioning children's books, betting that their films will be famous before they are even made.¹ In 2001, NPDFunworld found that 79 percent of Harry Potter readers between ages 6–17 planned to see *Harry Potter and the Sorcerer's Stone*.² In 2003, consumer sales of books in the United States totaled \$23.4 billion; the sale of children's books comprised \$1 billion of that total.³ It makes sense, then, that Hollywood would pay attention to children's reading.

Sales figures show further mutual advantage. Movies bring interest in books upon which they are based, although not so much with the tie-ins, which quickly lose popularity after the

movie.⁴ Lemony Snicket's *A Series of Unfortunate Events* sold thirteen million copies worldwide within five years, but after the movie came out in 2004, the eleven titles and six movie tie-ins sold 8.1 million copies in one year.⁵ Chris Van Allsburg's *The Polar Express* normally sells around 200,000 copies during each winter holiday season, but the movie led to sales of three million copies of the picture book.⁶ *Tuck Everlasting* by Natalie Babbitt regularly sells ten thousand copies each year, but in the year that it appeared on film, sales rose to sixty-six thousand.⁷ In the year it came out on screen, sales of Louis Sachar's *Holes* reached almost \$1.5 million, with the existing paperback selling 710,000 copies, and the movie tie-in version selling 766,000.⁸ After the television movie appeared, the Sarah, Plain and Tall series by Patricia MacLachlan quadrupled in sales.⁹



Furthermore, book-based movies lead to interest in similar books. Beth Bingham of Borders bookstores said that after *The*

The Association for Library Service to Children (ALSC) Research and Development Committee includes Chair Eliza Dresang, Ruth Cox Clark, Gaye Hinchliff, Bowie Kotrla, Barbara Silverman, Rita Smith, and Daylan Stephens, assisted by Danita Eastman.

Chronicles of Narnia: The Lion, the Witch, and the Wardrobe trailer came out in May 2005, C. S. Lewis books sold three to four times more than in the previous year.¹⁰ Dick King-Smith's publisher notes that each of his books—not just *Babe*—gained in popularity after the movie's release.¹¹ After *The Lord of the Rings: The Fellowship of the Ring* appeared on screen in 2001, *The Hobbit* sold more than two million copies—which was, according to the publisher, the best year the book had since it was published in 1937.¹²

Movie promotions involving the actors and special events can also lead to increased reading. For instance, Just Read Florida! joined forces with *The Chronicles of Narnia: The Lion, the Witch, and the Wardrobe* cast members to promote the book and literacy in general. Cast members read excerpts from the book to show that reading can be adventurous.¹³ Teachers have even encouraged students to watch a movie after reading the book; comparisons can then lead to interesting insights into how books can provide more depth than movies.¹⁴

If one judges by sales alone, it appears that movies can generate interest in books and vice versa. But how do movies affect the quality of the reading experience? There are few serious studies about whether visual media affect readers' imaginations in picturing characters and settings. Ten-year-old Olivia LaTronica said she enjoyed imagining characters in *Holes*, but in the movie, they weren't exactly as she had imagined them.¹⁵ And children have told Katherine Paterson they like her books better than movies based on them because they know a character's thoughts.¹⁶

Mackey is one scholar who has investigated the question of the effect of various media versions on children. Her research is reported in numerous articles and in a book titled *Literacies across Media: Playing the Text*.¹⁷ Although her work is too complex to describe in this column, one early finding is that children create their own version of a tale from various media rather than considering one the *best* or the *original*. She describes this as a "kind of mental collective of stories."¹⁸

What We Can Do about It

Librarians can seek out and encourage research such as Mackey's about the effect of multiple versions of works on children; this raises interesting and complex questions about which we still know little. In other words, we know more about the effect on sales than the effect on interpretation of the story. However, because librarians have been assured that book sales increase, and that therefore, we assume, reading increases, there is no need to regard these other media as the enemy of reading or feel uneasy about doing damage to reading if they are promoted. Movie producers and publishers applaud the cross-media production; librarians who want to promote reading can also join

in this celebration. When book-based movies are released on screen, librarians can promote those books through special displays, book talks, and themed programs. When interest in the book-based movie is high, librarians could provide bookmarks as well as bibliographies of similar books. ☺

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New Books

Cook, Sybilla, and Frances Corcoran, Beverley Fannesbeck, and Roz Goodman. *Elementary Battle of the Books.*

Garner, Carolyn. *Teaching Library Media Skills in Grades K-6: A How-to-Do-It Manual for Librarians.*

The Iowa City Community School District. Edited by Mary Jo Langhorne. *Developing an Information Literacy Program K-12: A How-To-Do-It Manual and CD-ROM Package.*

Pfeil, Angela B. *Going Places with Youth Outreach: Smart Marketing Strategies for Your Library.*

Sullivan, Michael. *Fundamentals of Children's Services.*

Sykes, Judith Anne. *Brain Friendly School Libraries.*

Library Management

Junko Yokota and Kathryn Miller

One of the biggest challenges of managing a library is balancing the varied details of day-to-day management while keeping the big picture and overall goals clearly in mind. These books offer many useful suggestions of both details and overall plans.

Cook, Sybilla, and Frances Corcoran, Beverley Fannesbeck, and Roz Goodman. *Elementary Battle of the Books.* Fort Atkinson, Wis.: Upstart Books, 2005. 178pp. \$19.95 (ISBN 1-932146-09-1).

A popular library-based program for many years, Battle of the Books offers elementary school students the opportunity to engage in a quiz-show competition. Intended as a reading motivation program, participating in Battle of the Books requires students to read books and note details.

The book begins with explanations of the basic rules. Students who have read the books participate as team members, responding briefly to detailed factual questions on various aspects of the books they have read. More than three hundred titles are included; 179 of them are books for grades K-3, and 125 of the books are intended primarily for grades 4 and 5.

For each book, there are five sample questions to illustrate what details students

remember from their reading. There are citations of Web sites related to each book and ideas for reading, writing, and research. In addition, there are ideas for having fun while learning; some of which offer opportunities for deeper thinking about the books than the questions themselves. A public relations section offers suggestions for promoting Battle of the Books as a library program. American Association of School Librarians (AASL) past president Ruth Toor contributes the foreword. (Junko Yokota)

Garner, Carolyn. *Teaching Library Media Skills in Grades K-6: A How-to-Do-It Manual for Librarians.* Number 130. Illustrated by Jaime Crabtree. New York: Neal-Schuman, 2004. 346pp. \$55 (ISBN 1-55570-464-6).

Are you a librarian beginning a library media program at your school? A member of a curriculum committee looking for library skill guidance? Are you looking for new energy and ideas to incorporate into a K-6 library media program? Garner's how-to-do-it manual provides guidance on developing grade-specific library media skill objectives and activities that help students achieve these library-learning objectives.

This 346-page manual and accompanying CD-ROM provide content that can take a library media specialist through a year of lessons. Garner's prescribed lessons and activities are broad enough to allow librarians to incorporate them into their school's own goals as well as

a classroom teacher's specific requests. The manual begins with ten school library media center skill objectives referred to throughout the manual. A mastery rubric for these skill objectives is also included and can take a learner from kindergarten literacy skills through sixth-grade mastery of the school library. This is a prepackaged set of lessons and learning for a school library.

The manual can be used as a school library media program curriculum or for guidance on what should be taught to K-6 students in the school library. This is a valuable resource, complete with handouts and worksheets that will successfully focus a new library media specialist's school year planning. (Kathryn Miller)

The Iowa City Community School District. Edited by Mary Jo Langhorne. *Developing an Information Literacy Program K-12: A How-to-Do-It Manual and CD-ROM Package.* Number 135. 2nd ed. New York: Neal-Schuman, 2004. 432pp. \$89.95 (ISBN 1-55570-509-X).

Library media specialists looking for a guidebook on how to develop a successful library media information literacy program will appreciate the integration of computer skills and Internet-learning

Junko Yokota and Kathryn Miller are on the faculty of National-Louis University in Evanston, Illinois.

in this edition. It begins with directions on how to develop a successful mission statement and standards for a school library program. Also included are valuable assessment techniques and information literacy model guidelines.

In addition to policy development assistance, this manual aids a librarian in lesson preparation. Each lesson covers several grade levels, always providing slight variations on the lesson for the varying age groups, as well as the information literacy benchmarks that each lesson addresses. Lessons range from basic library lessons, including how to use the table of contents, index, and glossary, to lessons comparing an online encyclopedia to a print encyclopedia, including evaluation techniques of online resources.

This is a complex manual that can be used to develop or recharge an information literacy program in grades K–12. Its expansive breadth makes it a valuable professional resource for the library media specialist, as well as a good resource for curriculum-planning teams who want to better understand how the library contributes to the full school curriculum. A CD-ROM is included with easy-to-print handouts and ready-to-use lesson-supportive PowerPoint presentations. Recommended for all school library media centers. (Kathryn Miller)

Pfeil, Angela B. *Going Places with Youth Outreach: Smart Marketing Strategies for Your Library.* Chicago: ALA, 2005. 120pp. \$32 (ISBN 0-8389-0900-0).

Libraries are now in competition with big businesses, including bookstores and coffee shops. With corporate America attracting children and families to its products with easily recognizable logos and mascots, how can a local library capture the American family's attention? This is a hands-on guide that outlines how libraries can successfully navigate their way through the maze of marketing youth programs.

Ideas include how a library can successfully sell its youth programs to community agencies, schools, and other community groups. One example of the helpful resources included is a sample school-planning document, which clearly outlines key contact positions within a school and typical school documents that a library should try to obtain. Assessment methods for both the program itself and the program's marketing techniques are also found in this book.

While *Going Places* addresses marketing, the inclusion of ideas and quotes by library notables such as S. R. Ranganathan draw the reader back to the foundations of library science. A good resource for any library interested in increasing its marketability. (Kathryn Miller)

Sullivan, Michael. *Fundamentals of Children's Services.* Chicago: ALA, 2005. 272pp. \$45 (ISBN 0-8389-0907-8).

This book is recommended for every library offering children's services. Originally developed for an overview class on children's services, *Fundamentals* provides the reader with a comprehensive look at children's services within a public library, clearly defining why children's services are so important, how they fit within the library's overall offerings, and the importance of the youth book collection.

In an easy-to-follow format, the book walks the reader through services typically offered by a children's services department, youth programming ideas ranging from standard to cutting-edge, and administrative issues ranging from budget planning to professional development. A solid index is helpful for readers looking to address a particular aspect of children's librarianship. A first-rate resource helpful for those considering becoming a librarian as well as for the library director trying to justify budget expenditures. (Kathryn Miller)

Sykes, Judith Anne. *Brain Friendly School Libraries.* Westport, Conn.: Libraries Unlimited, 2006. 136pp. \$35 (ISBN 1-59158-246-6).

Reading, brain development, and the library are all interrelated, aren't they? Perhaps implicitly, but the value of that relationship is detailed in this book. Encouraging librarians to use brain-friendly practices in educating children, *Brain Friendly School Libraries* begins with a sampling of background resources on brain research.

The work of brain research intelligence experts Ellen Langer, Bob Sylwester, and Pat Wolfe is used to develop and demonstrate ways school librarians can best adapt brain research within library lessons, planning, and book purchasing. Ideas on how librarians can use brain-based learning principles to interconnect classroom learning, provide thought-provoking workshops to the staff, and uniquely participate in school-wide curriculum planning sessions are provided.

As suggested by the author, the knowledge of and interest in brain research is just one more way that librarian teachers can interact with and enter into valuable teaching relationships with classroom teachers. Brain research is a way to distinguish the school library as a vibrant, ever-changing learning center at the heart of the school. And after all, brains and books are interrelated, at least at the foundational level. (Kathryn Miller)

New Editions

Kan, Katharine L., for Young Adult Library Services Association. *Sizzling Summer Reading Programs for Young Adults*, 2nd ed. Chicago: ALA, 2006. 112pp. \$30 (ISBN 0-8389-3563-X).

ALSC News

ALSC Director Hired

Diane Foote has been named executive director of ALSC. Foote, previously associate editor for *Book Links* magazine, started her new position January 17, 2006.

Prior to joining ALA, Foote held several marketing positions at Holiday House, including director of marketing. In this position, she was responsible for marketing sixty new and more than six hundred backlisted children's trade books per year, including arranging author and illustrator appearances and managing the company's presence at conferences. She also has worked for William Morrow and as an independent editor, reviewer, and marketing consultant. She was acting editor and associate editor for *Book Links* from September 2003 to May 2004 and also reviews children's books for *Booklist*.

Foote is a member of ALA, ALSC, YALSA, and ALA's Ethnic and Multicultural Information Exchange Round Table (EMIERT). She has served on the ALA-Children's Book Council (CBC) Joint Committee and the Coretta Scott King Review Books Donation Grant Committee. She also has been on the board of CBC

and co-chaired the publicity committee for the United States Board on Books for Young People (USBBY). She has been a speaker at ALSC and at the Society of Children's Book Writers and Illustrators.

Foote has a BA in International Relations from Colgate University and is currently completing an MS at the University of Illinois at Urbana-Champaign.

Members of the search committee were: ALSC President Ellen Fader, ALSC President-elect Kathleen T. Horning, Association for Library Trustees and Advocates (ALTA) Executive Director Kerry Ward, ALA Senior Associate Executive Director Mary Ghikas, and ALA Human Resources Director Dorothy Ragsdale.

Board Major Actions

Electronic Actions

The following actions were voted on by the board on the ALSC Board electronic discussion list. The month and year of the vote is in parentheses after each action.

VOTED, to include the Theodor Seuss Geisel Award winner and honor books

automatically on the list of books created by the Notable Children's Books Committee, starting with the first award in 2006. (January 2006)

VOTED, to adopt the revised Strategic Plan. (January 2006)

Midwinter Meeting 2006 Actions

VOTED, to change the introductory paragraph of the Strategic Plan to read: "Envisioned future is a clear and compelling catalyst that serves as a focal point for effort and conveys a concrete yet unrealized audacious vision for the organization. The vivid description is a vibrant and engaging description of what it will be like to achieve the envisioned future."

VOTED, to establish an AASL/ALSC/YALSA Joint Committee on School/Public Library Cooperation, to be added to ALSC Priority Group 7, and to direct the Organization and Bylaws Committee to make sure that the language and structure of the function statement match our organization.

VOTED, to add the following sentence at the end of the function statement for the Research and Development Committee: At Midwinter Meeting review the Strategic Plan's "Assumptions about the Relevant Future" and inform the Board of changes. The revised function statement will read:

To discover areas of library service to children in need of study and development, and to stimulate, and encourage such research. To advance library service to children through the use of research and statistics. To educate children's librarians on the value and use of

Belpré Celebration

This year marks the tenth anniversary of the Pura Belpré Awards, which are presented biennially by the Association for Library Service to Children (ALSC) and National Association to Promote Library and Information Services to Latinos and the Spanish-Speaking (Reforma) to a Latino/Latina writer and illustrator whose work best portrays, affirms, and celebrates the Latino cultural experience in an outstanding work of literature for children and youth. Don't miss the special Belpré celebration scheduled for Sunday, June 25, 1-4 P.M. at Annual Conference in New Orleans. A festive event is being planned to honor the 2006 Medal and Honor Book winners and commemorate the anniversary.

research and statistics. To serve as a liaison to the ALA and division research committees as appropriate. At Midwinter Meeting review the Strategic Plan's 'Assumptions about the Relevant Future' and inform the Board of changes.

VOTED, to change the membership of the *Children and Libraries* Editorial Advisory Committee to include non-attendant members. Membership changes from Chair + three to Chair + six: three attendant members, and three non-attendant members who attend CAL Editorial Advisory Committee meetings when present at conferences.

VOTED, to include a representative from the ALA Washington Office to serve as an ex-officio member on the Legislation Committee. The new membership statement reads: "Six members plus the chairperson. The chairperson to be ALSC's representative to ALA's Legislative Assembly. A representative from the ALA Washington office to serve as an ex-officio member."

VOTED, to change the Legislation Committee membership term from two-year, simultaneous appointments to three-year, staggered appointments to ensure continuity of the committee's work.

VOTED, to change the name of the Planning and Budget Committee to the Budget Committee and delete the following sentence from the function statement: "to review annually at Midwinter Meeting the ALSC Goals and Objectives."

VOTED, to create a Task Force appointed by the ALSC president to examine the William Morris Endowment money, make suggestions, give direction, and bring these to ALSC Board for approval.

VOTED, to instruct Kathy Toon, ALSC Division Councilor, to vote in favor of the ALA dues increase. And to inform the ALSC members of our endorsement.

VOTED, to direct Kathy Toon, ALSC Division Councilor, to vote in the affirmative on the council resolution that

allows for the election of a division representative on BARC.

VOTED, to direct the Organization and Bylaws Committee to: 1) craft a recommendation to make media award committee member terms two-year appointments to include the Annual Conference where awards are given, with attendance at the first Midwinter Meeting and the second Annual Conference optional, and 2) present the recommendation to the Board for vote.

VOTED, to support and cosponsor in name only a program titled "English Only" to be coordinated and presented by Reforma's Children and Young Adult Services Committee at the 2007 ALA Annual Conference.

VOTED, to create an ALSC Early Literacy Task Force appointed by the ALSC president to create an umbrella initiative that addresses the ongoing needs of librarians, libraries, and, most important, young children in the areas of support, advocacy, and education.

VOTED, to create a Task Force to set up terms and criteria for a materials evaluation committee that would compile an annual list of books with high child appeal and popularity for children in grades 3 through 6.

Perkins, Raschka Win Newbery, Caldecott

Lynne Rae Perkins, author of *Criss Cross* (Greenwillow Books), and Chris Raschka, illustrator of *The Hello, Goodbye Window* (Michael di Capua/Hyperion Books for Children), are the 2006 winners of the John Newbery and Randolph Caldecott medals respectively.

Criss Cross follows the lives of four fourteen-year-olds in a small town, each at their own crossroads. This ensemble cast explores new thoughts and feelings in their quest to find the meaning of life and love. Writing in a wry, omniscient third-person narrative voice, Perkins deftly captures the tentativeness and incompleteness of adolescence. In thirty-eight brief chapters, this poetic, postmodern

novel experiments with a variety of styles: haiku, song lyrics, question-and-answer dialogue, and split-screen scenarios.

In *The Hello, Goodbye Window*, written by Norton Juster, a little girl tells us about her everyday experiences visiting her grandparents' house. Raschka's style resembles the spontaneous drawings of children, perfectly mirroring the guileless young narrator's exuberant voice. White space balances the density of the layered colors, creating a visual experience that is surprisingly sophisticated. With a few energetic lines, Raschka suggests a world filled with affection and humor. The richly textured tones of these expressive illustrations convey the emotional warmth of the intergenerational connection.

Four Newbery Honor Books were named: *Whittington* by Alan Armstrong, illustrated by S. D. Schindler and published by Random House; *Hitler Youth: Growing Up in Hitler's Shadow* by Susan Campbell Bartoletti and published by Scholastic Nonfiction, an imprint of Scholastic; *Princess Academy* by Shannon Hale, published by Bloomsbury Children's Books; and *Show Way* by Jacqueline Woodson, illustrated by Hudson Talbott and published by G.P. Putnam's Sons.

Four Caldecott Honor Books were named: *Rosa*, illustrated by Bryan Collier, written by Nikki Giovanni and published by Henry Holt; *Zen Shorts*, written and illustrated by Jon J Muth and published by Scholastic; *Hot Air: The (Mostly) True Story of the First Hot-Air Balloon Ride*, written and illustrated by Marjorie Priceman, Anne Schwartz/Atheneum Books for Young Readers/Simon & Schuster; *Song of the Water Boatman and Other Pond Poems*, illustrated by Beckie Prange, written by Joyce Sidman and published by Houghton Mifflin Company.

Members of the 2006 Newbery Award Committee are: Chair Barbara Barstow, Olmsted Township, Ohio; Susan Bloom, Simmons College GSLIS, Boston; Doris Gebel, Northport-East Northport (N.Y.) Public Library; Steven L. Herb, Pennsylvania State University, University Park; Natalie Hoyle, Central Elementary School LRC, Lemont, Ill.; Jonathan

Hunt, Teel Middle School, Empire, Calif.; Sue C. Kimmel, Gillespie Park Elementary School, Greensboro, N.C.; Anthony Manna, Kent State University, Kent, Ohio; Danita R. Nichols, New York Public Library; Rob Reid, University of Wisconsin, Eau Claire; Vicky Smith, McArthur Public Library, Biddeford, Maine; Kristine Springer, St. Joseph County Public Library, South Bend, Ind.; Alice F. Stern, Winsor School Virginia Wing Library, Boston; Mary M. Wagner, College of St. Catherine, St. Paul, Minn.; and Maida L. Wong, South Pasadena (Calif.) Public Library.

Members of the 2006 Caldecott Award Committee are: Chair Gratia J. Banta, Gratia Arts, Portland, Maine; Nancy Bujold, Capital Area District Library, Lansing, Mich.; Linnéa Christensen, Hennepin County Library, Plymouth, Minn.; Genevieve C. Gallagher, Murray Elementary School, Charlottesville, Va.; Tabitha Hogan, Winfield (Kans.) Public Library; Jeanne Lamb, New York Public Library; Karen Lemmons, Howe Elementary School, Detroit; Andrew Medlar, Chicago Public Library; Kemie R. Nix, Children's Literature for Children, Peachtree City, Ga.; Nicole Reader, Benicia (Calif.) Public Library; Ellen M. Riordan, Enoch Pratt Free Library, Baltimore, Md.; Merce Robinson, Cleveland Public Library; Julie Schwartz, Kirkwood Public Library, St. Louis, Mo.; Sue Sherif, Alaska State Library, Anchorage; and Cheryl Smith, East Chicago (Ind.) Public Library.

Raúl Colón, Viola Canales Win Belpré

Raúl Colón, illustrator of *Doña Flor: A Tall Tale about a Giant Woman with a Great Big Heart*, and Viola Canales, author of *The Tequila Worm*, are the 2006 winners of the Pura Belpré Illustrator Award and Author Award respectively, honoring Latino authors and illustrators whose work best portrays, affirms, and celebrates the Latino cultural experience in children's books. The awards are administered by ALSC and Reforma, the National Association to Promote Library and Information Services to Latinos and the Spanish-Speaking.

Colón has created a new tall-tale heroine, Doña Flor, whose presence fills the pages of this book. She gazes above the mountains, her eye looks through a doorway, and she dwarfs the mighty puma. The spectacular illustrations perfectly match the story and accurately reflect the culture and landscape of the American Southwest. The book was written by Pat Mora and published by Knopf.

In her debut novel, Canales shows, through a series of vignettes, how a Latina child maintains her cultural integrity with pride and humor while living within another culture. Without sentimentality, Canales develops fascinating characters who provide wonderful insights into the Latino cultural experience. The book is published by Wendy Lamb Books/Random House.

The 2006 Belpré Honor Books for illustration are: *Arroró, Mi Niño: Latino Lullabies and Gentle Games*, selected and illustrated by Lulu Delacre and published by Lee & Low Books; *César: ¡Sí, Se Puede! Yes, We Can!*, illustrated by David Diaz, written by Carmen T. Bernier-Grand and published by Marshall Cavendish; and *My Name Is Celia/Me Llamo Celia: The Life of Celia Cruz/La Vida de Celia Cruz*, illustrated by Rafael López, written by Monica Brown and published by Luna Rising/Rising Moon.

The 2006 Belpré Honor Books for narrative are: *César: ¡Sí, Se Puede! Yes, We Can!*, by Carmen T. Bernier-Grand, *Doña Flor: A Tall Tale about a Giant Woman with a Great Big Heart* by Pat Mora, and *Becoming Naomi León* by Pam Muñoz Ryan and published by Scholastic.

Members of the 2006 ALSC/Reforma Pura Belpré Committee are: Chair Barbara Scotto, Michael Driscoll School, Brookline, Mass.; Mariá E. Gentle, Arlington County (Va.) Public Library; Lucía M. González, Broward County Library, Fort Lauderdale, Fla.; Leslie Hauschildt, Jefferson County Public Library, Evergreen, Colo.; Armando Ramírez, San Mateo County (Calif.) Library; Tim Wadham, Maricopa County Library District, Phoenix, Ariz.; and Martha M. Walke, Children's Literature New England, South Strafford, Vt.

Sally M. Walker Wins Sibert

Sally M. Walker, author of *Secrets of a Civil War Submarine: Solving the Mysteries of the H. L. Hunley* (Carolrhoda Books/Lerner Publishing Group), was named the winner of the 2006 Robert F. Sibert Informational Book Award for the most distinguished informational book for children published in 2005.

In 1864, the H. L. Hunley became the first submarine to sink an enemy ship. It then vanished. For 131 years, the Hunley's fate remained a mystery. Walker has crafted a seamless account of historical and scientific sleuthing to reveal the secrets of the Hunley and her crew, all the while demonstrating the interdisciplinary nature of the problem-solving process in our modern world. Walker combines the drama of a wartime shipwreck with compelling scientific writing to create a work of true distinction.

The 2006 Sibert Honor Book is *Hitler Youth: Growing Up in Hitler's Shadow*, written by Susan Campbell Bartoletti and published by Scholastic Nonfiction, an imprint of Scholastic.

Members of the 2006 Sibert Informational Book Award Committee are: Chair Kathleen Simonetta, Indian Trails Public Library District, Wheeling, Ill.; Rose Dawson, Alexandria (Va.) Library; Cherie Dobbs, Detroit Country Day School, Beverly Hills, Mich.; Marcia Kochel, Olson Middle School, Bloomington, Minn.; Penny Markey, County of Los Angeles Public Library; Miriam Martínez, University of Texas at San Antonio; Cecilia P. McGowan, King County Library System, Bellevue, Wash.; Kate McLean, Mary Jacobs Memorial Library, Somerset County Library System, N.J.; and Carol K. Phillips, East Brunswick (N.J.) Library.

Rylant, Stevenson Win Geisel Award

Author Cynthia Rylant and illustrator Suçie Stevenson are the 2006 winners of the Theodor Seuss Geisel Beginning Reader Award for *Henry and Mudgy and the Great Grandpas* (Simon & Schuster Books for Young Readers).

In four simple and joyful chapters, Henry and his sweet-natured dog enjoy a memorable visit with great-grandpa Bill and his buddies at the “grandpa house.”

Stevenson’s distinctive line and watercolor drawings provide an effective and gentle counterpoint to the comprehensible text. The simple sentence structure, along with a design that advances this well-told story, provides a satisfying celebration of family and friendship.

The 2006 Geisel Honor Books are: *Hi! Fly Guy* by Tedd Arnold and published by Cartwheel Books/Scholastic; *A Splendid Friend, Indeed* by Suzanne Bloom and published by Boyds Mills Press; *Cowgirl Kate and Cocoa* by Erica Silverman, illustrated by Betsy Lewin, and published by Harcourt; and *Amanda Pig and the Really Hot Day* by Jean Van Leeuwen, illustrated by Ann Schweninger, and published by Dial.

The members of the 2006 Theodor Seuss Geisel Beginning Reader Award Committee are: Chair Caroline Ward, Ferguson Library, Stamford, Conn.; Carole D. Fiore, Tallahassee, Fla.; Barbara Genco, Brooklyn (N.Y.) Public Library; Nancy Green, Grand Canyon (Ariz.) Schools; Leslie Holt, Holt Consulting, St. Louis; Lynne Russo, San Diego Public Library; and Marilyn Sobotincic, Medina County (Ohio) District Library.

2006 Batchelder Award

Arthur A. Levine Books/Scholastic is the winner of the 2006 Mildred L. Batchelder Award for the most outstanding children’s book originally published in a foreign language and subsequently translated into English for publication in the United States for *An Innocent Soldier*.

Originally published in German in 2002 as *Der Rusländer*, the book was written by Josef Holub and translated by Michael Hofmann. The book tells the story of a young farmhand’s experience as a soldier in Napoleon’s invasion of Russia beginning in the winter of 1811. Betrayed by his farmer, he is conscripted into the Grande

Armée and joins an ill-fated march to conquer Moscow. He becomes the personal servant of a young aristocrat, a life-transforming experience for both of them.

The 2006 Batchelder Honor Books are: *Nicholas*, published by Phaidon Press Limited, written by René Goscinny, illustrated by Jean-Jacques Sempé, and translated into English by Anthea Bell; and *When I Was a Soldier*, published by Bloomsbury Children’s Books, written by Valérie Zenatti, and translated into the English by Adriana Hunter.

Members of the 2006 Batchelder Award Committee are: Chair Karen Breen, Kirkus Reviews, New York; Jenny Brown, *Publishers Weekly*, New York; Louise Capizzo, Falmouth (Me.) Memorial Library; Elise DeGuisseppi, Pierce County Library System, Tacoma, Wash.; and Jennifer Sommer, Wright Memorial Public Library, Dayton, Ohio.

2006 Carnegie Award

Michael Sporn, of Michael Sporn Animation, and Paul Gagne and Melissa Reilly, of Weston Woods Studios, producers of *The Man Who Walked between the Towers*, are the 2006 recipients of the Andrew Carnegie Medal for Excellence in Children’s Video. The video is based on the book by Mordicai Gerstein, and narrated by Jake Gyllenhaal with music by Michael Bacon.

On the morning of August 7, 1974, a young Frenchman stepped out on a high wire strung between the twin towers of the World Trade Center in New York. For almost an hour, astonished onlookers a quarter of a mile below stared up in amazement as Philippe Petit “walked, danced, ran and knelt in salute upon the wire.” This is a powerful story that celebrates the heights of human accomplishment.

The subtle interplay between animation, narration, and musical score in Sporn’s film not only remains true to Gerstein’s Caldecott Medal-winning picture book, but creates a work worthy of acclaim in its own right. Bacon’s versatile score

both evokes quiet moments and builds suspense. As the narrator, Gyllenhaal beautifully captures Petit’s exhilaration and spirit.

Members of the 2006 Carnegie Award Committee are: Chair Susan Pine, New York Public Library; Joan Atkinson, University of Alabama SLIS, Tuscaloosa; Janis Cooker, St. Mary’s County Library, Lexington Park, Md.; Diane Janoff, Queen’s Library, College Point, N.Y.; Maeve Visser Knoth, San Mateo County Library, San Carlos, Calif.; Sharon McQueen, University of Kentucky SLIS, Lexington, Ky.; Elizabeth A. Sahagian, Fairfield (Conn.) Public Library; Kate Schiavi, Louisville (Ky.) Free Public Library; and Kay Weisman, Willowbrook Elementary School, Glenview, Ill.

Henkes to Deliver 2007 Arbuthnot Lecture

Kevin Henkes, Caldecott Medalist and renowned creator of picture books and novels for children, will deliver the 2007 May Hill Arbuthnot Honor Lecture. Each year, an individual of distinction in the field of children’s literature is chosen to write and deliver a lecture that will make a significant contribution to the world of children’s literature.

Henkes began his career in children’s literature in 1981 at the age of nineteen with the publication of *All Alone*, his first picture book. He has published seven novels and more than twenty picture books, as well as a number of board books for young children. He was awarded the 2005 Caldecott Medal for *Kitten’s First Full Moon* and received a Newbery Honor for the novel *Olive’s Ocean* in 2004 and a Caldecott Honor for *Owen* in 1994.

Members of the Arbuthnot Committee are: Chair William Teale, University of Illinois at Chicago; Sharon Grover, Arlington (Va.) Public Library; Ginny Gustin, Sonoma County Library System, Santa Rosa, Calif.; Anitra Steele, Mid-Continent Public Library, Independence, Mo.; and Kathryn Whitacre, The Free Library of Philadelphia, Pa.

2006 Notable Children's Books

Younger Readers

- Agee, Jon. *Terrific*. Illus. Hyperion/Michael di Capua.
- Arnold, Katya. *Elephants Can Paint Too!* Illus. Simon & Schuster/Anne Schwartz.
- Arnold, Tedd. *Hi! Fly Guy*. Illus. Scholastic/Cartwheel.
- Beaumont, Karen. *I Ain't Gonna Paint No More!* Illus. by David Catrow. Harcourt.
- Bloom, Suzanne. *A Splendid Friend, Indeed*. Illus. Boyds Mills Press.
- Del Negro, Janice. *Willa and the Wind*. Illus. by Heather Solomon. Marshall Cavendish.
- DiCamillo, Kate. *Mercy Watson to the Rescue*. Illus. by Chris Van Dusen. Candlewick.
- Ehlert, Lois. *Leaf Man*. Illus. Harcourt.
- Graham, Bob. *Oscar's Half Birthday*. Illus. Candlewick.
- Grey, Mini. *Traction Man Is Here!* Illus. Knopf.
- Guy, Ginger Foglesong. *Siesta*. Illus. by René King Moreno. HarperCollins/Greenwillow.
- Hicks, Barbara Jean. *Jitterbug Jam: A Monster Tale*. Illus. by Alexis Deacon. Farrar.
- Juster, Norton. *The Hello, Goodbye Window*. Illus. by Chris Raschka. Hyperion/Michael di Capua.
- Karas, G. Brian. *On Earth*. Illus. Putnam.
- Kerley, Barbara. *You and Me Together: Moms, Dads, and Kids around the World*. Illus. National Geographic.
- Mora, Pat. *Doña Flor: A Tall Tale about a Giant Woman with a Great Big Heart*. Illus. by Raúl Colón. Knopf.
- Muth, Jon J. *Zen Shorts*. Illus. Scholastic.
- Park, Linda Sue, and Julia Durango. *Yum! Yuck! A Foldout Book of People Sounds*. Illus. by Sue Ramá. Charlesbridge.
- Priceman, Marjorie. *Hot Air: The (Mostly) True Story of the First Hot-Air Balloon Ride*. Illus. Simon & Schuster/Anne Schwartz.
- Richardson, Justin and Peter Parnell. *And Tango Makes Three*. Illus. by Henry Cole. Simon & Schuster.
- Rohmann, Eric. *Clara and Asha*. Illus. Roaring Brook.

- Rylant, Cynthia. *Henry and Mudge and the Great Grandpas*. Illus. by Suçie Stevenson. Simon & Schuster.
- Sayre, April Pulley. *Stars Beneath Your Bed: The Surprising Story of Dust*. Illus. by Ann Jonas. HarperCollins/Greenwillow.
- Seeger, Laura Vaccaro. *Walter Was Worried*. Illus. Roaring Brook.
- Shannon, George. *White Is for Blueberry*. Illus. by Laura Dronzek. HarperCollins/Greenwillow.
- Silverman, Erica. *Cowgirl Kate and Cocoa*. Illus. by Betsy Lewin. Harcourt.
- Van Leeuwen, Jean. *Amanda Pig and the Really Hot Day*. Illus. by Ann Schweninger. Dial.
- Willems, Mo. *Leonardo the Terrible Monster*. Illus. Hyperion.
- Winthrop, Elizabeth. *Squashed in the Middle*. Illus. by Pat Cummings. Henry Holt.

Middle Readers

- Alarcón, Francisco X. *Poems to Dream Together/Poemas para Soñar Juntos*. Illus. by Paula Barragán. Lee & Low.
- Anderson, M. T. *Whales on Stilts*. Illus. by Kurt Cyrus. Harcourt.
- Armstrong, Alan. *Whittington*. Illus. by S. D. Schindler. Random House.

- Birdsall, Jeanne. *The Penderwicks: A Summer Tale of Four Sisters, Two Rabbits, and a Very Interesting Boy*. Knopf.
- Borden, Louise. *The Journey That Saved Curious George: The True Wartime Escape of Margret and H. A. Rey*. Illus. by Allan Drummond. Houghton.
- Burleigh, Robert. *Toulouse-Lautrec: The Moulin Rouge and the City of Light*. Illus. Abrams.
- Collard, Sneed B. *The Prairie Builders: Reconstructing America's Lost Grasslands*. Photographs by Sneed B. Collard. Houghton.
- Delano, Marfé Ferguson. *Genius: A Photobiography of Albert Einstein*. National Geographic.
- Erdrich, Louise. *The Game of Silence*. Illus. HarperCollins.
- Giovanni, Nikki. *Rosa*. Illus. by Bryan Collier. Holt.
- Goscinnny, René. *Nicholas*. Tr. by Anthea Bell. Illus. by Jean-Jacques Sempé. Phaidon.
- Greene, Stephanie. *Queen Sophie Hartley*. Clarion.
- Himmelblau, Linda. *The Trouble Begins*. Delacorte.
- Holm, Jennifer L. and Matthew Holm. *Babymouse: Queen of the World!* Illus. by Matthew Holm. Random House.

2006 Notable Computer Software and Online Subscription Services

Computer Software

- Alphabet Track, Eye Track, and Phoneme Track. *SEMERC*
- Charles W. Morgan: Voyages of the Past, Present and Future. Mystic Seaport Museum
- Essay Express: Strategies for Successful Essay Writing. FableVision
- Britannica 2006. Encyclopaedia Britannica

Online Subscription Service

- Grolier Online*. Grolier.

Members of the 2006 Notable Software for Children Committee are: Chair Kirsten Cutler, Sonoma County Library, Rohnert Park, Calif.; Diana Berry, Oak View Elementary School, Decatur, Ga.; Becki Bishop, Bassett, Va.; Ann Crewdson, King County Library System, Issaquah, Wash.; Nancy J. Johnson, Western Washington University, Bellingham; Don Latham, School of Information Studies, Florida State University, Tallahassee; and Bina Williams, Bridgeport (Conn.) Public Library.

- Johnson-Davies, Denys. *Goha the Wise Fool*. Illus. by Hag Hamdy and Hany. Philomel.
- Kerrin, Jessica Scott. *Martin Bridge, Ready for Takeoff?* Illus. by Joseph Kelly. Kids Can Press.
- A Kick in the Head: An Everyday Guide to Poetic Forms*. Ed. by Paul B. Janeczko. Illus. by Chris Raschka. Candlewick.
- McKissack, Patricia C., and Onawumi Jean Moss. *Precious and the Boo Hag*. Illus. by Kyrsten Brooker. Simon & Schuster/Anne Schwartz.
- Menchú, Rigoberta with Dante Liano. *The Girl from Chimel*. Illus. by Domi. Trans. by David Unger. Groundwood.
- Napoli, Donna Jo. *The King of Mulberry Street*. Random House/Wendy Lamb.
- Russo, Marisabina. *Always Remember Me: How One Family Survived World War II*. Illus. Simon & Schuster/Anne Schwartz.
- Sabuda, Robert, and Matthew Reinhart. *Dinosaurs: Encyclopedia Prehistorica*. Illus. Candlewick.
- Say, Allen. *Kamishibai Man*. Illus. Houghton/Walter Lorraine.
- Sidman, Joyce. *Song of the Water Boatman and Other Pond Poems*. Illus. by Beckie Prange. Houghton.
- Singer, Marilyn. *Central Heating: Poems about Fire and Warmth*. Illus. by Meilo So. Knopf.
- Taback, Simms. *Kibitzers and Fools: Tales My Zayda Told Me*. Illus. Viking.
- Turner, Pamela S. *Gorilla Doctors: Saving Endangered Great Apes*. Illus. Houghton.
- Williams, Mary. *Brothers in Hope: The Story of the Lost Boys of Sudan*. Illus. by R. Gregory Christie. Lee & Low.
- Winter, Jeanette. *The Librarian of Basra: A True Story from Iraq*. Illus. Harcourt.
- Winter, Jonah. *Roberto Clemente: Pride of the Pittsburgh Pirates*. Illus. by Raúl Colón. Simon & Schuster/Anne Schwartz.
- Woodson, Jacqueline. *Show Way*. Illus. by Hudson Talbott. Putnam.
- Blumenthal, Karen. *Let Me Play: The Story of Title IX, the Law That Changed the Future of Girls in America*. Illus. Simon & Schuster/Atheneum.
- Bolden, Tonya. *Maritcha: A Nineteenth-Century American Girl*. Illus. Abrams.
- Broach, Elise. *Shakespeare's Secret*. Holt.
- Bruchac, Joseph. *Code Talker: A Novel about the Navajo Marines of World War Two*. Dial.
- Canales, Viola. *The Tequila Worm*. Random House/Wendy Lamb.
- Carvell, Marlene. *Sweetgrass Basket*. Dutton.
- Dowell, Frances O'Roark. *Chicken Boy*. Simon & Schuster/Atheneum.
- Ellis, Deborah. *Our Stories, Our Songs: African Children Talk about AIDS*. Fitzhenry and Whiteside.
- Fleming, Candace. *Our Eleanor: A Scrapbook Look at Eleanor Roosevelt's Remarkable Life*. Illus. Simon & Schuster/Anne Schwartz.
- Frank, Mitch. *Understanding the Holy Land: Answering Questions about the Israeli-Palestinian Conflict*. Illus. Viking.
- Freedman, Russell. *Children of the Great Depression*. Illus. Clarion.
- Fünke, Cornelia. *Inkspell*. Tr. by Anthea Bell. Scholastic/Chicken House.

2006 Notable Children's Recordings

- Artemis Fowl #4: The Opal Deception*, Listening Library.
- A Bear Called Paddington*, Harper Children's Audio.
- Blues Journey*, Live Oak Media.
- The Cay*, Listening Library.
- Chronicles of Ancient Darkness #1: Wolf Brother*, Harper Children's Audio.
- Giddyup!*, Prairie Dog Entertainment.
- The Goose Girl*, Full Cast Audio.
- Gregor the Overlander*, Listening Library.
- Ish*, Weston Woods.
- Judy Moody Declares Independence*, Recorded Books.
- The Last Apprentice: Revenge of the Witch*, Harper Children's Audio.
- The Man Who Walked Between the Towers*, Live Oak Media.
- The Minister's Daughter*, Listening Library.
- The Old Country*, Listening Library.
- A Pack of Lies*, BBC/Chivers Children's Audio Books.
- Private Peaceful*, Recorded Books.
- Raven's Gate*, Recorded Books.
- Revenge of the Whale: The True Story of the Whaleship Essex*, Audio Bookshelf.
- Scat Like That!* Rounder Records.
- Some Assembly Required*, Razor & Tie.
- Songs from the Neighborhood*, Memory Lane Syndication.
- The Star of Kazan*, Recorded Books.
- Tiger, Tiger*, Listening Library.
- Urchin of the Riding Stars*, Listening Library.
- Will You Sign Here, John Hancock?* Weston Woods.

For the annotated list of recordings, including recommended age levels, visit www.ala.org/alsc, click on "Awards and Scholarships" and "Children's Notable Lists."

Members of the 2006 Notable Children's Recordings Committee are: Chair Mary Burkey, Olentangy Local Schools, Columbus, Ohio; Teresa Beck, Stratford (Conn.) Library Association; Carrie Harding, Heart of Texas Literature Center, Howard Payne University, Brownwood; Martha V. Parravano, *The Horn Book Magazine*, Boston; Mary Puleo, Everett (Mass.) Libraries; Louise L. Sherman, Leonia, N.J.; Elisabeth Simmons, Kirkwood Highway Library, New Castle, Del.; Glenna Sloan, School of Education, Queens College, Flushing, N.Y.; and Ellen R. Spring, Rockland District (Me.) Middle School.

Older Readers

- Armstrong, Jennifer. *Photo by Brady: A Picture of the Civil War*. Illus. Simon & Schuster/Atheneum.
- Bartoletti, Susan Campbell. *Hitler Youth: Growing Up in Hitler's Shadow*. Illus. Scholastic.

- García, Laura Gallego. *The Legend of the Wandering King*. Tr. by Dan Bellm. Scholastic/Arthur A. Levine.
- Giblin, James Cross. *Good Brother, Bad Brother: The Story of Edwin Booth and John Wilkes Booth*. Illus. Clarion.
- Gruber, Michael. *The Witch's Boy*. HarperTempest.
- Guys Write for Guys Read*. Ed. by Jon Scieszka. Illus. Viking.
- Hale, Shannon. *Princess Academy*. Bloomsbury.
- Hiaasen, Carl. *Flush*. Knopf.
- Holub, Josef. *An Innocent Soldier*. Trans. by Michael Hofmann. Scholastic/Arthur A. Levine.
- Howe, James. *Totally Joe*. Simon & Schuster/Ginee Seo.
- Jurmain, Suzanne. *The Forbidden Schoolhouse: The True and Dramatic Story of Prudence Crandall and Her Students*. Illus. Houghton.
- Krull, Kathleen. *Leonardo da Vinci*. Illus. by Boris Kulikov. Viking.
- Lester, Julius. *Day of Tears: A Novel in Dialogue*. Hyperion/Jump at the Sun.
- Mwangi, Meja. *The Mzungu Boy*. Groundwood.
- Nelson, Marilyn. *A Wreath for Emmett Till*. Illus. by Philippe Lardy. Houghton.
- Nye, Naomi Shihab. *A Maze Me: Poems for Girls*. Illus. by Terre Maher. HarperCollins/Greenwillow.
- Perkins, Lynne Rae. *Criss Cross*. Illus. HarperCollins/Greenwillow.
- Riordan, Rick. *The Lightning Thief*. Hyperion.
- Salisbury, Graham. *Eyes of the Emperor*. Random House/Wendy Lamb.
- Staples, Suzanne Fisher. *Under the Persimmon Tree*. Farrar/Frances Foster.
- Stauffacher, Sue. *Harry Sue*. Knopf.
- Varmer, Hjørdis. *Hans Christian Andersen: His Fairy Tale Life*. Trans. by Tiina Nunnally. Illus. by Lilian Brøgger. Groundwood.
- Walker, Sally M. *Secrets of a Civil War Submarine: Solving the Mysteries of the H. L. Hunley*. Illus. Carolrhoda.
- Wilson, Jacqueline. *The Illustrated Mum*. Delacorte.

- Yee, Lisa. *Stanford Wong Flunks Big-Time*. Scholastic/Arthur A. Levine.
- Zenatti, Valérie. *When I Was a Soldier*. Trans. By Adriana Hunter. Bloomsbury.
- Zevin, Gabrielle. *Elsewhere*. Farrar.

All Ages

A Family of Poems: My Favorite Poetry for Children. Ed. by Caroline Kennedy. Illus. by Jon J Muth. Hyperion.

For the annotated 2006 list and past Notable Children's Book lists, visit www.ala.org/alsc, click on "Awards and Scholarships" and "Children's Notable Lists."

Members of the 2006 Notable Children's Books Committee are: Chair Rita Auerbach, New York; Meaghan Battle, Farmington (Mich.) Community Library; Sharon Deeds, DeKalb County Public Library, Decatur, Ga.; Caitlin E. Dixon, Schoenbar Junior High School Library, Ketchikan, Alaska; Christina Dorr, Alton Darby Elementary School, Hilliard, Ohio; Carol Goldman, Queens Borough Public Library, Jamaica, N.Y.; Ginny Moore Kruse, Madison, Wis.; Katie O'Dell, Multnomah County Library, Portland, Ore.; Vicky Smith, McArthur Public Library, Biddeford, Maine; Karin Snelson, Seattle; and Lisa Von Drasek, Bank Street College of Education, New York.

Kayden Receives DSA

Mimi Kayden, HarperCollins Books, is the 2006 recipient of the ALSC Distinguished Service Award. The award honors an individual ALSC member who has made significant contributions to, and had an impact on, library service to children and ALSC.

Kayden, a consummate liaison between writers, illustrators, librarians, teachers, and the world of children's literature, has brought authors, illustrators, and librarians together for more than forty years. A graduate of Wellesley College, this well-read individual always recognized the value of introducing fine literature to children at the earliest age possible. In working with authors and illustrators, she kept this vision. As a marketing representative in publishing houses from Harper & Row, to Dutton,

2006 Notable Children's Videos

- Boxes for Katje*, Spoken Arts.
- Ella the Elegant Elephant*, Spoken Arts.
- Ellington Was Not a Street*, Weston Woods.
- Ish*, Weston Woods.
- The Journey of Oliver K. Woodman*, Nutmeg Media.
- Kidnapped*, WGBH Boston Video.
- Kids Talkin' about Death*, National Film Board of Canada.
- The Man Who Walked between the Towers*, Weston Woods.
- Peep and His Pals*, WGBH Boston Video.
- Portion Distortion: Seeing the Healthy Way to Eat*, Human Relations Media.
- Rainbows in the Sea*, Earthwise Media.
- Roberto the Insect Architect*, Weston Woods.
- Stars! Stars! Stars!* Weston Woods.
- Wild about Books*, Weston Woods.

For the annotated list of recordings, including recommended age levels, visit www.ala.org/alsc, click on "Awards and Scholarships" and "Children's Notable Lists."

Members of the 2006 Notable Children's Videos Committee are: Chair Lucinda Whitehurst, St. Christopher's Lower School, Richmond, Va.; Patricia (Pabby) Arnold, East Baton Rouge Parish Library, Baton Rouge, La.; Corinne Camarata, Port Washington, (N.Y.) Public Library; Molly Collins, Seymour Library, Brockport, N.Y.; Helen Foster James, San Diego County Office of Education, San Diego; Jennifer Knoerzer, Suffern (N.Y.) Free Library; Cindy Lombardo, Tuscarawas County Public Library, New Philadelphia, Ohio; Linda Zeilstra Sawyer, Skokie (Ill.) Public Library; Danielle Shapiro, Brooklyn (N.Y.) Public Library; Lisa Marie Smith, Vernon Area Public Library, Lincolnshire, Ill.; and Susan Wray, Joplin (Mo.) Public Library.

Penguin, North-South Books, and at last back to HarperCollins, she has maintained the highest standards in introducing books to users of all ages and stations in life.

Kayden has served on a number of ALSC committees and the ALSC board. She has aided program-planning committees over the years by providing access to the authors and illustrators she so passionately believed in.

Members of the 2006 Distinguished Service Award Committee are: Chair Therese Bigelow, Kansas City (Mo.) Public Library; Randall Enos, Ramapo Catskill (N.Y.) Library System; John Peters, New York Public Library; Marilyn Payne Phillips, University City (Mo.) Public Library, and Henrietta Smith, University of South Florida, Tampa, Fla.

First Hayes Winner Announced

Jennifer Smith of Northern Kentucky University has been selected as the 2006 recipient of ALSC's Maureen Hayes Award. The award is designed to provide up to \$4,000 to an ALSC member library to fund a visit from an author or illustrator who will speak to children who have not had the opportunity to hear a nationally known author or illustrator.

The W. Frank Steely Library, in cooperation with Artemus Elementary School, and the Ohio Kentucky Indiana (OKI) Children's Literature Conference, will bring well-known author Eric Kimmel to Artemus Elementary School, in the Appalachian region of Kentucky, in November 2006.

"A visit from Eric Kimmel, national author and storyteller, will provide a very unique opportunity for our students," said Artemus principal Bill Dixon. "We believe that it is important to provide as many educational opportunities to our students as we possibly can, but without additional funding sources, we often are not able to provide the needed money."

Members of the Hayes Award Committee are: Chair Floyd Dickman, Columbus, Ohio; Crystal Faris, Waldo Community Library, Kansas City, Mo.; Judith Rovenger, Westchester Library System, Ardsley, N.Y.; and Deborah Wright, Newport News (Va.) Public Library System.

The Maureen Hayes Author/Illustrator Visit Award was established in 2005 with funding from Simon & Schuster Children's publishing to honor Maureen Hayes, Simon & Schuster/Atheneum, for her lifelong efforts to bring together children, authors, and illustrators.

2006 Penguin Awards

Four librarians have been named winners of the 2006 Penguin Young Readers Group Award. The recipients are: Bradley E. Debrick, Johnson County Library, Blue Valley Branch, Overland Park, Kans.; Holly Jin, Skokie (Ill.) Public Library; Roxanne Landin, Ferguson Library, Stamford, Conn.; Joanna Ward, Temple City Library-County of Los Angeles.

Each librarian will receive a \$600 grant, donated by Penguin Young Readers Group, to attend the 2006 ALA Annual Conference in New Orleans. Recipients of the annual award must have one to ten years of experience as a children's librarian, work directly with children, and have never attended an ALA Annual Conference.

Members of the selection committee are: Chair Patti Gonzales, Los Angeles Public Library; Beth Blankely, Alvin Sherman Library, Fort Lauderdale, Fla.; Juanita Foster, Rockford Road Library, Crystal, Minn.; Alison O'Reilly, Hauppauge (N.Y.) Public Library.

Two Librarians Receive Bechtel

Children's librarians Jacquelyn S. Rogers and Mary G. Marshall have been selected as the 2006 recipients of the Louise Seaman Bechtel Fellowship.

The Bechtel Fellowship allows qualified children's librarians to spend a month or more reading and studying at the Baldwin Library of Historical Children's Literature, George A. Smathers Libraries, University of Florida, Gainesville, which contains a special collection of eighty-five thousand volumes of children's literature published mostly before 1950. It provides a stipend of \$4,000, which must be used between January and September 2007.

Rogers, Buckhead Branch, Atlanta-Fulton Public Library, will study "The Child Illustrated: Social Roles Revealed through Dress Depicted in the 19th and 20th Century Children's Literature."

Marshall, Addison (Ill.) Public Library, will study "The Anatomy of a Book Collection: Ruth M. Baldwin and Her

Sign up now for the ALSC National Institute

September 14–16, 2006

Hilton Pittsburgh, Pittsburgh, Pa.

- Optional free preconference—Legal Issues Affecting Policies in Children's Services
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- Three program tracks—Authors and Illustrators, ALSC National Initiatives, and Emerging Technology
- Saturday workshops—Dynamic School-Age Programs; Storytime Programs Transformed!; and Welcoming Special Needs Children @ your library®

Early Bird Registration rate of \$310 available to ALSC members only through June 30, 2006. For complete hotel and registration information, visit www.ala.org/alsc, click on "Events & Conferences."

Quest to Build a Historical Children's Book Collection (1953–1990)."

Members of the 2006 Bechtel Fellowship Committee are: Chair Debby Gold, Cuyahoga County Public Library, Parma Heights, Ohio; Denise Agosto, Drexel University, Philadelphia, Pa.; Sana P. Daliva, Kahului (Hawaii) Public Library; Nancy Gifford, Schenectady County (N.Y.) Public Library; Cecily Pilzer, Georgetown Day School, Washington, D.C.

BWI Grant Winner Named

Ouachita Parish Public Library of Monroe, Louisiana, is the 2006 recipient of the ALSC/BWI Summer Reading Program Grant. The \$3,000 grant, funded by BWI, provides financial assistance for public libraries to develop outstanding summer reading programs for children. The grant also recognizes ALSC members for outstanding program development.

The winning program includes participation of local organizations, Families Helping Families and ARCO, which are highly involved in the program supporting inclusion of families with children with special needs. This year's themes are "Paws to Read" for ages birth to eleven and "TSI: Teen Scene Investigation" for ages twelve to eighteen. Highlights include many theme-related programs, signed story times, increased use of therapy dogs, and therapeutic horse riding. Family participation in the summer reading program will be promoted through billboards, a special needs organization newsletter reaching approximately four thousand families, and other highly visible publicity. All participants including prereaders and youth with special needs are inspired to read ten or more books or audiobooks and participate through read-aloud programs.

Members of the 2006 ALSC/BWI Summer Reading Program Grant Committee are: Chair Jill Walker, Baker & Taylor, Bridgewater, N.J.; Jerene Battisti, Renton (Wash.) Public Library; Alison Grant, West Bloomfield Township (Mich.) Public

Library; Jean Hatfield, Johnson County Library, Shawnee Mission, Kans.; Victor Schill, Harris County Public Library, Houston; Anitra Steele, Mid Continent Public Library, Independence, Mo.; Ruth Toor, Basking Ridge, N.J.; MaryVoors, Allen County Public Library, Fort Wayne, Ind.; and Wendy Woodfill, Hennepin County Public Library, Minnetonka, Minn.

Brodie Honored at KSU

Carolyn S. Brodie, professor at Kent State University School of Library and Information Science (SLIS), was one of three professors to receive the Alumni Association's Distinguished Teaching Award. The award recognizes excellence in the classroom and is presented annually to faculty members who exhibit extraordinary teaching in the classroom and a devotion to touching the lives of students.

Brodie, a longtime ALSC member, has devoted her seventeen-year KSU teaching career to building and creating the SLIS specializations in children's library materials and services; young adult library materials and services; and school library media centers. Today these youth programs are well-known statewide and are nationally recognized. Brodie has additionally been a co-recipient of more than four million dollars in grant funding for KSU-SLIS, primarily working in partnership with colleague Dr. Greg Byerly.

Along with the honor, Brodie received \$1,500, which she donated to the James E. Cook Memorial Scholarship fund, which provides financial assistance each year for a student dedicated to working in young adult library services.

Batchelder Suggestions

The Batchelder Award Committee encourages ALSC members who discover an excellent translated book for young readers up to fourteen years old to submit their suggestions to the committee. Eligible books must be originally pub-

lished in a foreign language in a foreign country and then published in English in the United States in 2006. Citations should be emailed to cawilson@comcast.net. Additional information about the award and past winners can be found on the Awards and Scholarships page of the ALSC Web site.

Awesome Science Books

Four authors and an illustrator of children's science books won the 2006 AAAS/Subaru SB&F Prize for Excellence in Science Books for recently published works that promote scientific literacy, are scientifically sound, and foster an understanding and appreciation of science in readers of all ages.

Prizes are awarded in four categories. The 2006 recipients are:

Children's Science Picture Books: *Stars Beneath Your Bed: The Surprising Story of Dust*. April Pulley Sayre. Illus. by Ann Jonas. HarperCollins, 2005.

Middle Grades Nonfiction Science Books: *The Prairie Builders: Reconstructing America's Lost Grasslands*. Sneed B. Collard III. Illus. Houghton, 2005.

Popular Science Books for High School Readers: *Invisible Allies: Microbes that Shape Our Lives*. Jeanette Farrell. Farrar, 2005.

Hands-On Science/Activity Books. *The Amateur Naturalist*. Nick Baker. National Geographic, 2005.

The winners were selected by a judging panel, and will receive a cash prize of \$1,500 and a plaque. The Prize for Excellence in Science Books is co-sponsored by the American Association for the Advancement of Science (AAAS) and Subaru. For more information on these or other AAAS awards, visit www.aaas.org/aboutaaas/awards.

2006 ALA Annual Conference Schedule

(as of May 15)

See www.ala.org/alsc, "Events & Conferences," for the complete list, including room numbers and speakers.

*Denotes closed meeting.

Thursday, June 22

2-4 P.M.

ALSC Executive Committee Meeting

4:30-6 P.M.

AASL/ALSC/YALSA Joint Executive Committees

7-9:30 P.M.

ALSC Preconference. Opening Session & Reception, "Spinning Straw into Gold: Leadership Potential to Management Results"

Friday, June 23

8 A.M.-5:30 P.M.

ALSC Preconference. The preconference will encourage youth services librarians to examine their leadership styles and strengthen their management skills. Through plenary sessions and small group discussions, participants will assess their personal leadership style and learn management techniques to maximize strengths, overcome weaknesses, and interface with colleagues. Speakers include Marilyn Manning, CSP & CMC; Virginia Walter, UCLA; Ginnie Cooper, executive director, Brooklyn Public Library; and Andrea Davis Pinkney editor, author, wife, and parent.

9 A.M.-4 P.M.

United States Board on Books for Young People (USBYY)

Saturday, June 24

8-9 A.M.

Priority Group Consultants

8-10 A.M.

2007 Newbery*

ALSC Connections. Are you a new member of ALSC? Is this your first national conference as a children's librarian? ALSC Connections is the place for you. Meet other new mem-

bers, ALSC officers, and learn how to get involved in the division at this informal coffee and tea break.

8:30-10 A.M.

Promoting Nonfiction Books in the Library. This program is designed to help librarians in their quest to develop fully rounded lifetime readers and work with savvy information seekers. Betty Carter, a former Sibert award committee member, will give an overview of the roles nonfiction plays in the lives of children and children's librarians. Three children's book authors of nonfiction—Elaine Landau, Joanne Ryder, and Elaine Scott—will address issues arising at various age levels and authors' responses to children's needs.

The Scoop on Magazines for Kids: Who's Behind and What's Inside the Covers, and Why Librarians Should Be Paying Attention. Intense subject specialization, vivid writing, and interactivity drive publishing of magazines for kids today. Susan Patron, juvenile materials collection development manager at LAPL and author of "Miles of Magazines," (*School Library Journal*, March 2004) hosts a panel of magazine insiders who will speak from the perspectives of editor, writer, and historian as they explore this booming trend in children's literature and the impact on libraries. Discussion will explore how magazines can turn kids into reading addicts, fill gaps in print collections, and satisfy assignment demands and how, historically, kids' magazines have long been a proving ground for publishing innovation.

9:30 A.M.-12:30 P.M.

Division Leadership

10:30 A.M.-NOON

2007 Geisel*

10:30 A.M.-12:30 P.M.

2007 Carnegie*

1:30-3:30 P.M.

Hayes Award*; Nominating Committee*; Organization & Bylaws Committee; 2007 Arbuthnot*; 2008 Arbuthnot*; 2007 Batchelder*; 2007 Caldecott*; 2007 Geisel*; 2007 Newbery*; 2007 Wilder*; 2007 Sibert*; Notable Computer Software for Children

Tapping Resources: Serving Children through Partnerships. Youth services librarians will be inspired to return to their communities and form partnerships with local organizations, by providing not only the reasoning why the extra work is worth the effort, but also the practical aspects to forming partnerships.

Tomás and the Library Lady, A Play Adapted for the Tenth Anniversary of Día. This play is adapted from Pat Mora's book, *Tomás and the Library Lady*, and was first performed at the tenth anniversary celebration of *El día de los niños/El día de los libros* in April 2006. The production is a result of a collaboration between Childsplay, considered one of the top children's theaters in the country, and the Maricopa County Library District. The performance will be followed by a panel discussion with Pat Mora; playwright José Cruz González; Childsplay's artistic director and founder, David Saar; and Tim Wadham, Maricopa County Library District.

1:30-4:30 P.M.

Passports to Global Understanding: International Children's Books and Publishing. How can we promote international children's books? ALSC International Relations Committee members will discuss the development of its Growing Up around the World

bibliography. Representatives from USBBY will present highlights from the 2006 USBBY Outstanding International Books list. Children's authors will speak on the creation of books that foster international understanding among children of the world. An editorial panel discussion follows, featuring editors who publish international titles. There will be Q&A throughout the program. Speakers: Junko Yokota, National Lewis University; Helen Kay Kennedy, Kent District Library; Emily C. Holman, Ocean County Library System, Toms River; Elizabeth Heideman, Falls of Schuylkill Branch; Deborah Ellis, author; Rukhsana Khan, author; Ifeoma Onyefulu, author and photographer; Susan Stan, Central Michigan University; Joan Atkinson, University of Alabama; Karen Levine, author; Emma Dryden, Atheneum Books for Young People and McElderry Books, Simon & Schuster; Anne Hoppe, HarperCollins; Stephen Roxburgh, Front Street Books; and Margie Wolfe, Second Story Press.

1:30-5 P.M.

Notable Children's Recordings

2-5:30 P.M.

Board of Directors I; Notable Children's Books

4-5:30 P.M.

Books between Cultures: How Stories Help New Americans Find Their Balance. What are the tensions facing kids growing up between two worlds? How does pop culture push against them? What are the best books for kids caught between two or more cultures? This presentation will inspire you to serve kids who are struggling to feel at home in our communities. Using a personal, engaging slideshow that requires audience participation, author Mitali Perkins shows how a story—and a caring librarian—can make a difference.

May Masee: Pioneering Editor of Youth Literature. Due to the popularity of last year's program "The Story of *The Story of Ferdinand*," Sharon McQueen returns with a sequel presentation

focusing on that book's pioneering editor. The years 1919 through 1933 formed a pivotal period in the field of children's publishing. During that time publishing houses established separate children's divisions. Two of the first three of these divisions were formed by one woman: May Masee. Focusing on such classics as Marjorie Flack's *The Story About Ping*, Robert McCloskey's *Make Way for Ducklings*, and the Madeline books of Ludwig Bemelmans, this highly visual presentation promises to be as engaging as last year's offering.

8-10 P.M.

Stories for a Saturday Evening. Take a break from the hectic days and nights of programs, exhibits, and meetings. Kick your shoes off, settle back, and join us for an evening of storytelling that will relax and energize you for the rest of the conference. Speakers: Margaret Read MacDonald, Anne Pellowski, Toni Simmons, and Donna Washington.

Sunday, June 25

8-10 A.M.

2007 Caldecott*; 2007 Wilder*; 2007 Sibert*; 2007 Distinguished Service Award*

8-11 A.M.

All Committee Meetings I & II

8:30 A.M.-NOON

ArtsReach at the Library. Learn how Louisville Free Public Library expanded arts programming through a partnership that capitalized on best practices of both institutions for award-winning results. Presenters will discuss outcomes of this partnership for unique staff development including: exposure to a wide range of artists and the experiences they provide; networking with artists and community centers; development of successful grant programs; thinking outside the box to develop continuum arts experiences; and model programs targeting at-risk audiences: Kids Comedy Club, Drumming Across Africa, Juggling Arts, Library Art Car, and Community Photography for Teens.

10:30 A.M.-NOON

Nominating Committee*; Budget Committee

Learning about Poetry from the Poets Themselves. As popularity of poetry for young people gains momentum, we can benefit from examining what poets themselves reveal about their own lives and writing processes. A panel of four poets, Pat Mora, Sonya Sones, April Halprin Wayland, and Janet Wong, will discuss how a writer's life experiences bubble up in the poetry she or he creates. They offer a range of work for children and teens, as well as a variety of cultural perspectives.

The Whys and Hows of Audiobooks for Children. Research has shown that the use of audiobooks with reluctant readers can dramatically improve their overall reading interest and ability. Teri Lesesne, professor, children's and young adult literature, Sam Houston University, shares research and successful case studies. Three widely different leaders in audiobook production demonstrate the strengths of their particular approaches: Arnold Cardillo of Live Oak Media (readalongs), Bruce Coville of Full Cast Audio (full cast), and Timothy Ditlow of Listening Library (single voice).

10:30 A.M.-12:30 P.M.

Kids! @ your library® Campaign. The Kids! @ your library® public awareness campaign is ready to roll across the country! ALSC has joined other divisions participating in ALA's successful Campaign for America's Libraries. The initial audience focus of the project is children kindergarten through fourth grade and their parents and caregivers. Kit materials were designed to meet the needs of libraries of all sizes and types. Performer and storyteller Bill Harley will debut a special song that he created especially for the campaign along with sharing some special stories. Come and hear how you can promote your library to your school-age patrons and their parents.

10:30 A.M.-2 P.M.

Notable Children's Videos

1-4 P.M.

Pura Belpré Tenth Anniversary Celebration. The Pura Belpré Awards are celebrating ten years of continuous success! The 2006 award-winning authors and illustrators will be joined by past recipients in a *fiesta para todos*. Enjoy the acceptance speeches, view the new Pura Belpré video, clap and dance to the music of noted children's book author and performing artist José-Luis Orozco, and meet your favorite Latino children's author or illustrator during the author-signing session that will follow the awards ceremony. Speakers: Oralia Garza de Cortés, Los Angeles Universal Preschool; Ellen Fader, ALSC president; John Mason, Scholastic; Ana-Elba Pavón, REF-ORMA president; Barbara Scotto, Pura Belpré Selection Committee chair, and 2006 Belpré-winning authors and illustrators.

1:30-3:30 P.M.

Bechtel Award*; 2007 Newbery*; 2007 Sibert*

More Than Words: Communicating with Your Staff. First in a new series of programs that addresses the competency of communication. A communication specialist will address general communication principles and communicating with staff. The discussion will include typical problems and ways to solve or prevent them. Then a panel of three librarians from three different sized libraries and the keynoter will serve as "consultants" to issues and situations raised by the audience. Panelists will include Mary Fellows, Upper Hudson Library System, and managing librarians from both a small and large library.

1:30-5 P.M.

Notable Children's Recordings

1:30-5:30 P.M.

2007 Caldecott*

2-5:30 P.M.

Notable Children's Books

3:30-5 P.M.

All Discussion Groups I & II

6:30-11 P.M.

2006 Newbery/Caldecott Banquet

Monday, June 26

7-10 A.M.

AASL/ALSC/YALSA Joint Youth Council Caucus

8-9:15 A.M.

ALSC Awards Program. Join your colleagues for the annual presentation of the Batchelder, Carnegie, Geisel, and Sibert Awards. Continental breakfast provided.

9:30-10:30 A.M.

Membership Meeting. Join ALSC president Ellen Fader and fellow members to hear about the past year's accomplishments and new initiatives. Our 2006 professional awards winners will be recognized.

10:30 A.M.-12:30 P.M.

Charlemae Rollins President's Program: Raising Readers—The National Early Literacy Panel Report. What is the most up-to-date and influential research on early literacy education? How might it impact our daily work and the ALSC/PLA Every Child Ready to Read @ your library® project? Timothy Shanahan, president of the International Reading Association and chair of the National Early Literacy Panel, will report on the panel's recently released synthesis of early literacy research. A reactor panel of Every Child national trainers will connect the research to library-based early literacy work.

1:30-3:30 P.M.

2006 Preconference Planning; 2007 Preconference Planning; Kids! @ your library® Campaign Task Force; Notable Computer Software for Children

Distinguished S*E*R*V*I*C*E Means R*E*S*P*E*C*T. Welcome three recipients of ALSC's highest honor, the Distinguished Service Award, as they recall their service to the division. Therese Bigelow, Kansas City Public Library, moderator. ALSC Distinguished Service Award Winners: Mimi Kayden, HarperCollins Publishers (2006), Virginia Walter, UCLA School

of Education and Information (2004), and Julie Cummins, author and consultant (2003).

Lyrics to Literacy. Join Debbie Clement, singer, songwriter, teacher, performer, author, and illustrator and Carole Peterson, singer, songwriter, teacher, and performer as they explore the connections between recent brain research, the arts, music, and reading. Through song, story, rhythm, and chant, learn techniques to develop early literacy skills. Participants will learn how to enhance self-esteem, strengthen reading readiness and language development, and promote brain growth. Both presenters will expose participants to puppets, props, costumes, movement, dramatics, and sign language. Learn original songs designed for Storytime Fun. Come prepared to sing, laugh out loud, and move.

2-5:30 P.M.

Notable Children's Books

5:30-7:30 P.M.

Third Annual ALSC Poetry Blast. Poetry should be heard and not just seen. Poetry Blast celebrates the wonder and excitement of this aural tradition, featuring contemporary North American poetry for children by poets both new and established. The audience will find this enlightening and energizing event a perfect way to end a conference day. Hosted by Barbara A. Genco, Brooklyn Public Library, and author Marilyn Singer. Information about current and forthcoming books of poetry will be available. Poets include: Arnold Adoff, Jaime Adoff, Brod Bagert, Calef Brown, Juanita Havill, Bobbi Katz, Heidi Mordhorst, Joanne Ryder, Diane Siebert, Marilyn Singer, Jonah Winter, Janet Wong. Program subject to change.

Tuesday, June 27

8-10 A.M.

Budget Committee

2-5:30 P.M.

Board of Directors II

Association for Library Service to Children
2006 National Institute – September 14-16, 2006
Hilton Pittsburgh, Pittsburgh PA

CHILDREN'S SERVICES TODAY AND TOMORROW

Take advantage of this youth services focused continuing education opportunity to recharge and network with other library professionals!

Special Events

Included in registration fee.

Susan Campbell Bartoletti

A Newbery Honor and Sibert Award-winning author will open the Institute at the Thursday Dinner and Opening General Session.

David Wiesner

Two-time Caldecott Medalist and Caldecott honoree will keynote the Friday luncheon.

Friday Night Reception

at the Carnegie Library of Pittsburgh.
Includes a vendor fair to explore new technology products for youth in public libraries.

Advance Registration Fees

\$310 ALSC Members (through 6/30/06) • \$350 ALSC Members (7/1/06 - 8/23/06)
\$365 ALA Members • \$395 Non-members • \$260 Students

*An **Early Bird Rate** is available to ALSC Members through June 30, 2006. Join ALSC now and save! *Only registrations postmarked by June 30, 2006, will be eligible for the early bird rate. Advance registration closes 8/23/06.*

Onsite Registration Fees

\$365 ALSC Members • \$395 ALA Members • \$420 Non-members • \$275 Students

SPECIAL HOTEL RATES!

The Institute tracks and half-day workshops will take place at the Hilton Pittsburgh. A block of rooms has been reserved until August 23, 2006. Mention the "**Association for Library Service to Children 2006 Institute**" to receive the special conference rate of \$129 s/d occupancy. *To make your reservation, please call 1-800-HILTONS (445-8667) or by visiting www.ala.org/ala/alsc/alscevents/eventsconferences.htm*

For registration information and to access full program descriptions visit ALSC's Web site at www.ala.org/ala/alsc/alscevents/06Institute.htm or call (800) 545-2433, ext. 2163 for information.

Optional Free Preconference Legal Issues Affecting Policies in Children's Services

Thursday, September 14

Space is limited. Registration required. Must also register for Institute to attend.



All-Day Program Tracks

Friday, September 15

Track One - Authors and Illustrators
Artists and Writers Are Real People- Host Them @ your library®!

Track Two - ALSC National Initiatives
Morning Session: Engaging Your Community in Día Partnerships

Afternoon Session: Introducing the Kids! @ your library® Campaign

Track Three - Emerging Technology
Go, Go Gadget!? Technology Trends and Children's Services- What You Need to Know



Half-Day Workshops Saturday, September 16

Designing Dynamic School-Age Programs

Storytime Programs Transformed! How To Incorporate Early Literacy Skills from the "Every Child Ready to Read" Project

Welcoming Special Needs Children @ your library®



Saturday Afternoon Optional Tours

Additional cost: \$35.00

Price includes boxed lunch and transportation.

Children's Museum of Pittsburgh
or

Greater Pittsburgh Libraries Bus Tour



ALSC is a division of the American Library Association



From now until September 1, join ALA, ALSC, and libraries across the country as they Step Up to the Plate @ your library®!

This baseball trivia contest promotes 21st century literacy skills and will reward one lucky library user with a trip for two to the National Baseball Hall of Fame!

Librarians who participate could win a \$100 bookstore gift certificate, an ALA Graphics gift certificate, a copy of Lawrence Hogan's *Shades of Glory: The Negro Leagues and the Story of African-American Baseball*, or copies of *Satch and Me* by Dan Gutman.



Free downloadable promotional materials make it easy to bring this program to your library.

Register today at www.ala.org/baseball.



Get Your Name in Print

Submit an Article to *Children and Libraries*

Children and Libraries (CAL) is the official publication of the Association for Library Service to Children (ALSC), a division of the American Library Association (ALA). CAL is a vehicle for continuing education of librarians working with children, and showcases current research and practice relating to library service to children and spotlights significant activities and programs of the association.

Manuscript Consideration

Submit manuscripts that are neither under consideration nor accepted elsewhere. Send four copies of the manuscript to the CAL editor at the address below. (One copy if sending by e-mail.) Editor will acknowledge receipt of all manuscripts and send them to at least two referees for evaluation. Accepted manuscripts with timely content will have scheduling priority.

Manuscript Preparation

For information on formatting your manuscript, editorial style, guidelines for text and art, and copyright forms, contact the editor at the address given.

For citations, use endnotes as described in the 15th edition of *The Chicago Manual of Style*, sections 16–17.

Submit manuscripts and text (including references, tables, notes, and bibliographies) to the editor by e-mail as a rich text or Microsoft Word file attachment, copy the text directly into the body of an e-mail message, or send on a CD. Illustrative material (such as high-resolution digital images) MUST be sent via CD. CDs must be PC-formatted.

Full length features (e.g., scholarly, research and “best practice” articles): fifteen to twenty pages, double-spaced.

Short features (e.g., interviews with authors, librarians, or others involved with library service to children): three to ten pages, double-spaced.

The Last Word: 500–750 words, double-spaced.

Long and short features should be well researched with themes relevant and of interest to children’s librarians and all those involved and interested in library service to children.

“The Last Word” is an end-page feature that will run in each issue and highlight brief, light, or humorous essays from children’s librarians, such as: a humorous story about a library experience; a short trivia quiz or puzzle about children’s literature; a brief, creatively written insight on library service, children’s literature, or programming; a very short question-and-answer interview with a popular author; a funny story about what kids are overheard saying in libraries. “The Last Word” will be a place for children’s librarians to share these stories and get their names in print. Please send your ideas or finished stories to the editor.

Attach a cover sheet indicating the title of the article and the full name, title, affiliation, phone number, fax number, e-mail address, and complete mailing address of the first author. Include a 200-word abstract.

Place tables on separate pages. Notations should appear in text for proper table and figure placement (e.g., “insert table 1 here”). Provide a title and caption for each table and figure.

Supply charts and graphs as spreadsheet programs or as graphics (TIFFs or high-resolution JPEGs). Camera-ready copy is also acceptable. You need not provide graphs in final form. If you prefer, you may provide a rough version, or even a sketch. If so, please mark all data points clearly. We will create the graphic. You will have a chance to review the graphic when you review your typeset pages during the proofing stage.

Photos can also be included with manuscript. Color or black and white photos are acceptable.

We also can accept digital images of at least 300 dpi resolution. (Pictures from the Web are not of sufficient quality for printed material because their resolution is too low.) Photos will be returned to author(s) after publication.

Submit either Microsoft Word or WordPerfect files. Double-space the entire manuscript, including

quotes and references. Insert two hard returns between paragraphs. Number all pages.

Use a minimal amount of formatting in files. Specialized formatting may be lost in translation from one program to another; mark specialized formatting with text instructions, such as <extract>. Do not use the automatic footnote/endnote feature on your word processing program; create endnotes manually at the end of the article.

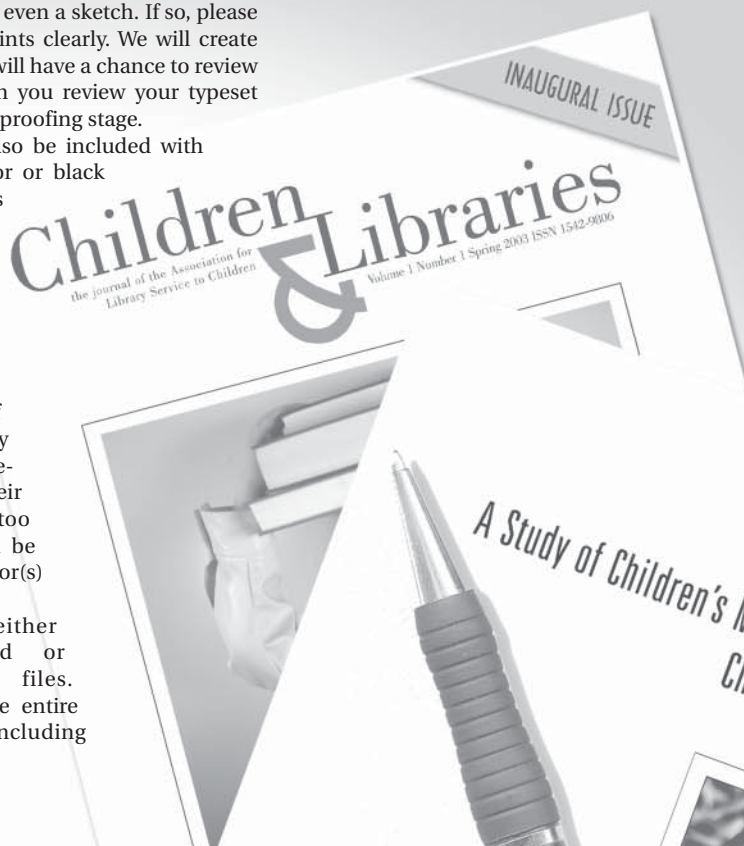
If sending a disk, label it with the first author’s name and all file names.

Writing and Bibliographic Style

Children and Libraries follows the 15th edition of *The Chicago Manual of Style*. Authors are responsible for accuracy in the manuscript, including all names and citations. Editor may revise accepted manuscripts for clarity, accuracy, and readability, consistent with publication style and journal audience.

Address

Send correspondence and manuscripts to Sharon Korbeck Verbeten, CAL editor, via e-mail to CALeditor@yahoo.com.



THE LAST WORD

Even on Floor, Librarian Influences Readers

Mona Kerby

I remember the day I died, or at least the kids thought I did. You sure can learn a lot—and get a lot of laughs—from the minds of kids.

For many years, I was the librarian at Little School in Arlington, Texas, and staff would often recall our favorite stories involving kids at the school when we were feeling stressed or needed a good laugh. We knew the stories so well that as soon as we'd say the first line, we'd smile and begin to feel better.

One story we liked to retell was the one about the day our beloved sixth-grade teacher came out of the bathroom after lunch and noticed something lumpy in her slacks.

From the bottom of one leg, she started pulling out an extra pair of panty hose. Then there was the time she left the bathroom with her dress hiked up in the back—stuck in the waist of her panty hose—and walked down the hall followed by two workmen who, politely, never said a word.

But ever after that, whenever the men were in the building, they always inquired about her health.

When it was my turn to tell a story, I'd remember the year I had been sick for a week (that was the last time I did *not* get a flu shot). Our principal never

While I wasn't hurt, I was flat on my back on the library floor. The girl grabbed her book, nonchalantly stepped over me, and said, "Well, I guess Mrs. Kerby is dead." And then she walked out the door.

Our principal raced in and told me to go home and rest. He never gave me the cold shoulder again when I called in sick.

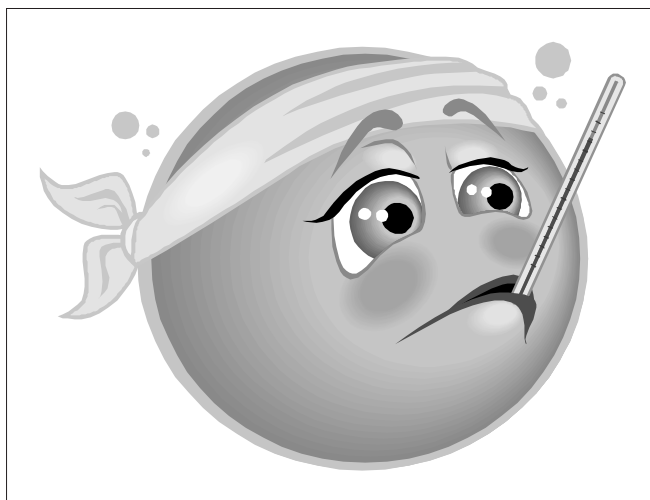
I tell the story often, recalling in particular my influence on kids and reading. I still smile, thinking of how I managed to influence my students to read. ☺

Mona Kerby is associate professor and coordinator of the School Library Media Program at McDaniel College in Westminster, Maryland. She is the author of *Reading Fun: Quick & Easy Activities for the School Library Media Center* (Scarecrow, 1998) and other nonfiction titles. For more information on Kerby or her books, visit www.carr.org/authco/kerby.htm.

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liked us to be absent, so I returned to school, still feverish.

As I was standing at the circulation desk with a new fifth-grade girl who was checking out her book, I began to feel lightheaded, and before I knew it, crumpled and fell to the floor.



Got a great, lighthearted essay? A funny story about children and libraries? Books and babies? Pets and picture books? A not-so-serious look at the world of children's librarianship? Send us your Last Word to Sharon Korbeck Verbeten at CALeditor@yahoo.com.