

Children & Libraries

the journal of the Association for
Library Service to Children

Volume 6 Number 1 Spring 2008 ISSN 1542-9806



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

How a Quilt Tells a Story
Storytimes for One-Year-Olds • Bringing in the Boys

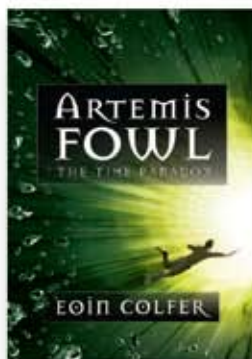
NONPROFIT ORG.
U.S. POSTAGE
PAID
HANOVER, PA
PERMIT NO. 4

The perfect election-year picture book!

978-1-4231-0846-7 • \$16.99 • July

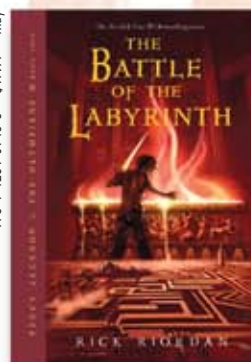


The sixth adventure in one of the most successful fantasy series worldwide



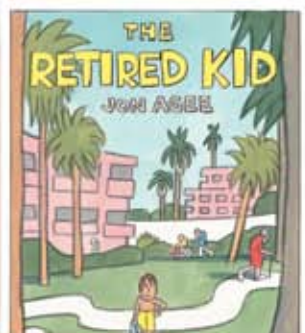
978-1-4231-0836-8 • \$17.99 • July

978-1-4231-0146-8 • \$17.99 • May



The fourth book in the *New York Times* #1 best-selling series

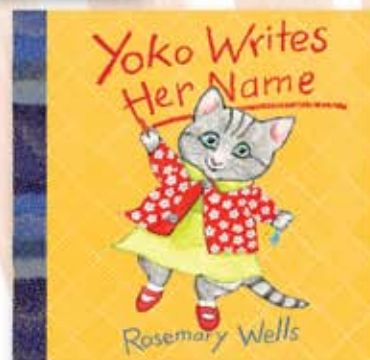
Brian has decided to retire early. VERY early.



978-1-4231-0314-1 • \$16.99 • June

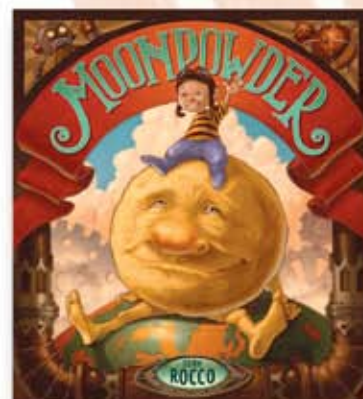
Presenting our Summer 2008 Front Runners

Another instant classic from Rosemary Wells—perfect for back-to-school



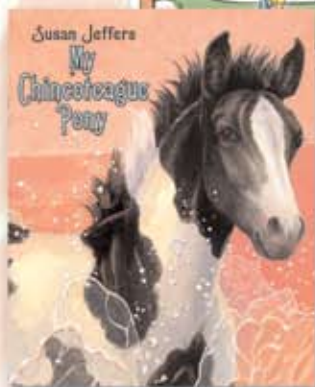
978-0-7868-0371-2 • \$15.99 • July

A richly imagined story about a young boy's quest to find sweet dreams

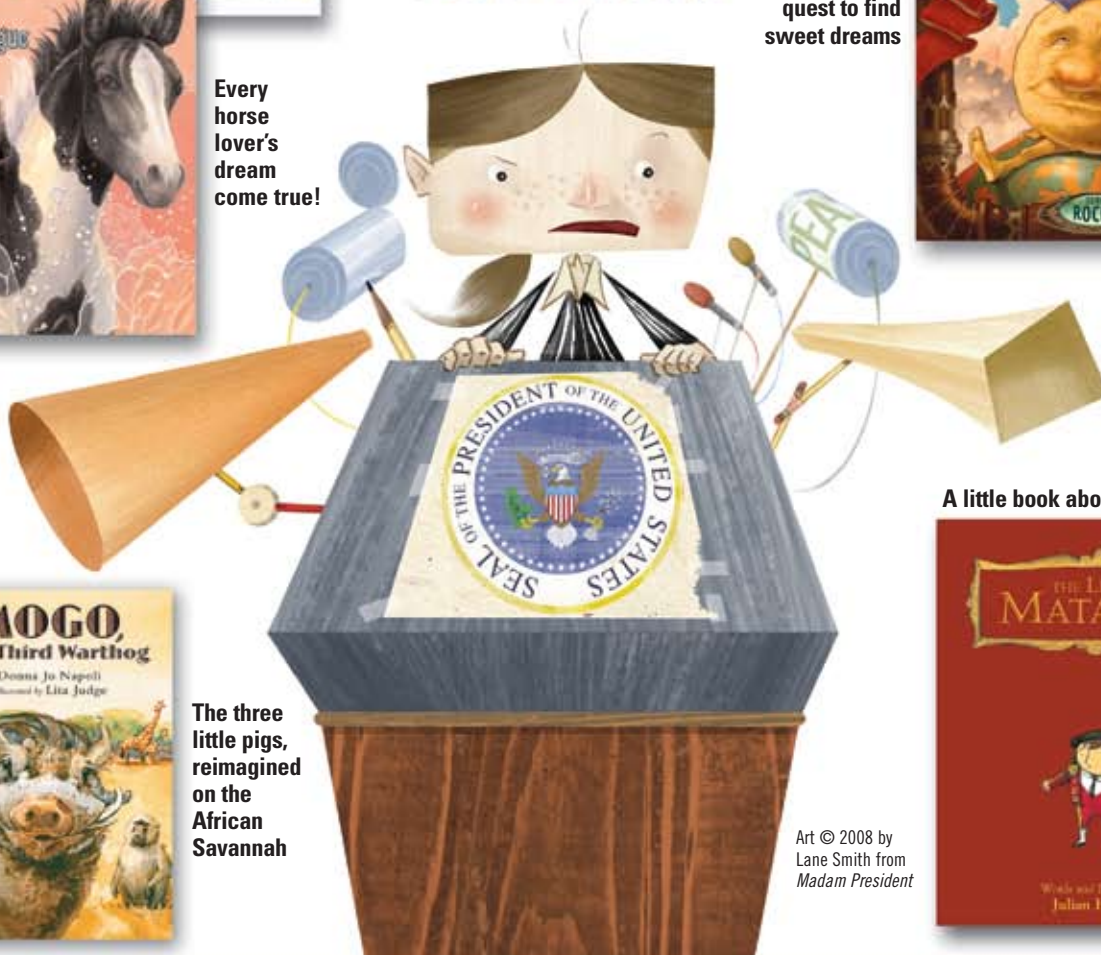


978-1-4231-0011-9 • \$15.99 • May

978-1-4231-0023-2 • \$16.99 • June



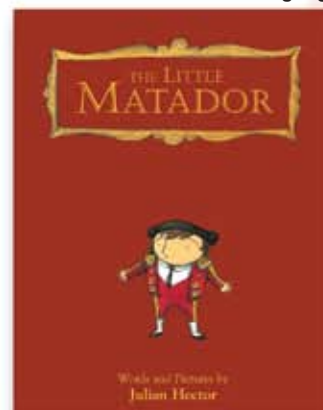
Every horse lover's dream come true!



978-1-4231-0816-0 • \$15.99 • July

The three little pigs, reimagined on the African Savannah

A little book about dreaming big



978-1-4231-0779-8 • \$15.99 • July

Art © 2008 by Lane Smith from *Madam President*

Table OF Contents

Volume 6, Number 1 • Spring 2008

Children
the journal of the Association for
Library Service to Children
& Libraries

NOTES

2 Editor's Note

Sharon Verbeten

2 Executive Director's Note

Diane Foote

FEATURES

4 Bringing in the Boys

Using the Theory of Multiple Intelligences to Plan Programs that Appeal to Boys

Amy Brown and Molly Meyers

10 Tell Me a Patch

An Artistic Story Quilt Collaboration

Susie Wilde with Marguerite Jay "Peg" Gignoux and Julia Gignoux

15 Coping Assistance vs. Readers' Advisory

Are They the Same Animal?

Ya-Ling Lu

23 Wonderful "Ones"

The Key to Successful Storytimes for One-Year-Olds

James Thomas

28 Lighting the Way

Candlewick Grant Aids the Underserved

Martha Simpson

32 What Do You Know?

Applying the K-W-L Method to the Reference Transaction with Children

Amy S. Pattee

40 ALA in the City of Brotherly Love Midwinter Meeting, January 2008

42 Girls Will Be Girls . . . and So On

Treatment of Gender in Preschool Books from 1960 through 1990

Joy Worland

DEPARTMENTS

22 Call for Referees

27 Index to Advertisers

47 Research and Development Column

Helping Children Cope: What Is Bibliotherapy?

Ya-Ling Lu

49 New Books

Professional Resources on Storytelling

Kathryn Miller

50 ALSC News

62 ALSC Jeopardy: Test Your Knowledge

64 The Last Word

Jill S. Ratzan and Lee Ratzan



Cover image of story quilt project, courtesy Hemphill Library, Greensboro, North Carolina.



Editor's Note Energize Yourself!

Sharon Verbeten

What energizes you? I pondered that question as I wrote this editorial for our spring issue, ironically, in February—when the temperature dipped below zero for days on end. I was quickly getting cabin fever, cooped up inside with a sick baby, piles of unfinished work, and the wind whipping at the doorjamb. I needed to be energized! I needed spring!

Fortunately, this issue was getting ready to go to production—and I felt energized just putting it together for eager readers. This issue marks the beginning of the sixth year of *CAL*—it seems hard to believe we've been doing it that long.

When I attend the ALA conferences, I'm always encouraged to hear the feedback from ALSC members on the magazine. Often, it's laudatory. Sometimes, members offer suggestions. And sometimes, if I'm lucky, I can corral a member to pen something for us!

Since we only publish three times a year, and there's a great stretch between issues, it's sometimes hard to stay connected with each other. But I encourage all our readers to e-mail or call me anytime and get more involved with *CAL* and ALSC. And it certainly makes me forget about another snowy day. ☺



Executive Director's Note The K-W-L Method

Diane Foote

If you are like me, you may have wondered what the K-W-L Method of note-taking was the first time you heard about it.

It stands for "What I *Know*," "What I *Want* to Know," and "What I *Learned*," and now I'll try to apply this method to ALSC.

Know: ALSC is an ambitious, exciting, and dynamic association, with more than 4,300 members all working hard to advance our core purpose of "creating a better future for children through libraries."

Want to Know: How can ALSC remain true to its tradition of prestigious media evaluation and awards, worthwhile professional development, and opportunities for librarians to get involved on the national level, while pursuing innovative programs and services?

Learned: ALSC needs to focus on programs and services that meet three criteria: they are of interest to our members, we can implement them effectively, and they aren't readily available elsewhere.

We're interested in hearing from you. Recent surveys conducted by the ALSC Education, Public Awareness, and Children & Technology committees have had remarkable response rates. We hope you'll continue to engage with ALSC on our electronic discussion lists, wiki, and blog, and also at Annual Conference in Anaheim. ☺

Children & Libraries

the journal of the Association for
Library Service to Children

Editor

Sharon Verbeten, De Pere, Wis.

Editorial Advisory Committee

Sharon Deeds, Chair, Decatur, Ga.
Susan A. Cooper, Dover, Del.
Barbara Immroth, Austin, Tex.
Kristin Marley, Indianapolis, Ind.
Rachel McDonald, Auburn, Wash.
Erin Ford Nguyen, Charlotte, N.C.
Ellen Pozzi, Long Valley, N.J.
Jane B. Marino, ALSC President, Ex Officio, White Plains, N.Y.
Sharon Verbeten, Editor, Ex Officio, De Pere, Wis.

Executive Director

Diane Foote

Division Coordinator

Laura Schulte-Cooper

Website

www.ala.org/alsc

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, Karen Sheets, Chris Keech, and Tim Clifford.

Advertising

Bill Spilman, Innovative Media Solutions, 320 W. Chestnut St., PO Box 399, Oneida, IL 61467; 1-877-878-3260 or (309) 483-6467; fax: (309) 483-2371; e-mail: bill@innovativemediasolutions.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.

Manuscripts

Manuscripts and letters pertaining to editorial content should be sent to Sharon Verbeten, editor, 820 Spooner Ct., De Pere, WI 54115; (920) 339-2740; e-mail: CALeditor@yahoo.com. Manuscripts will be sent out for review according to the journal's established referee procedures. See the Winter 2007 issue or www.ala.org/alsc, "Publications & Products" for author guidelines. If you are interested in serving as a volunteer referee for manuscripts submitted to *CAL*, contact Editor Sharon Verbeten at CALeditor@yahoo.com. More information about the referee process is available on the Web at the above address.

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.

Children and Libraries is also available from ProQuest Information and Learning in one or more of the following ways: online, via the ProQuest information service; microform; CD-ROM; and via database licensing. For more information, call 1-800-521-0600, ext. 2888 or online at www.il.proquest.com.

The paper used in this publication meets the minimum requirements of American National Standard for Information Sciences—Permanence of Paper for Printed Library Materials, ANSI Z39.48-1992.

Copyright © 2008 American Library Association

All materials in this journal subject to copyright by the American Library Association may be photocopied for the noncommercial purpose of scientific or educational advancement granted by Sections 107 and 108 of the Copyright Revision Act of 1976. For other photocopying, reprinting, or translating, address requests to the ALA Office of Rights and Permissions.

Laura Vaccaro Seeger

2008 Caldecott Honor Book and Geisel Honor Book recipient for *First the Egg* will bring the opening keynote during dinner on Thursday.

"Breakfast for Bill"

on Friday morning will feature a panel of children's book author/editor teams including Sharon Creech and her editor Joanna Cotler, and William Joyce and his editor Laura Geringer. The breakfast, included with registration, will honor the memory of William C. Morris by bringing librarians together with children's book creators. Morris was a long time ALSC member and friend, recipient of the first ALSC Distinguished Service Award, and an advocate for children's librarians and literature.

Christopher Paul Curtis

author of Newbery Medal-winning book *Bud, Not Buddy* (2000) and Newbery Honor books *Elijah of Buxton* (2008) and *The Watsons Go to Birmingham: 1963* (1996) will join us for lunch and give the keynote on Friday.

Networking Reception

will be held Friday evening at the beautiful Salt Lake City Public Library. Mix and mingle with the following local authors: Mark and Caralyn Buehner, Guy Francis, Jessica Day George, Carla Morris, Brandon Mull, Brandon Sanderson, Michael O. Tunnell, Rick Walton, Carol Lynch Williams and Sara Zarr.

Association Connection

will connect new and seasoned ALSC members with fun and engaging activities throughout the Institute. Don't fear the Wild West, signup now!

**2008****NATIONAL INSTITUTE****Salt Lake City, UT****September 18-20, 2008**

This two and a half day intensive
professional development opportunity with a
youth services focus
will help you trailblaze your path to library success!

Three exciting tracks will be offered Thursday and repeat on Friday so that participants will attend two of the three tracks, including: **Technology and Children's Services, Programming in the New Millennium, Inspiring Lifelong Reading with the Best of the Best in Children's Books and a Focus on 'Tweens and Reading**

Attendees will participate in one of three available Saturday morning workshops, including:
Hands-on Technology Session, Nuts & Bolts of Author Visits, Programming for Young English Language Learners and their Families

ALSC appreciates the generous support of tutor.com for assisting with the Technology and Children's Services track, and the Salt Lake City Public Library for donating the space for Friday night's reception

More information and registration details are available on the ALSC Web site at:

www.ala.org/alscinstitute

Bringing in the Boys

Using the Theory of Multiple Intelligences to Plan Programs that Appeal to Boys

Amy Brown and Molly Meyers

Photos courtesy of Amy Brown

For six years, we have designed library programs based on Howard Gardner's *Frames of Mind: The Theory of Multiple Intelligences*.¹ We noticed that by creating a variety of programs that reach out to kids and their different learning styles, we were appealing to both boys and girls and creating a library environment that was especially attractive to boys. Two popular school-age programs built on these principles are BookTrek and Bookopoly.

In BookTrek, kids learn about countries through stories, songs, informational books, games, crafts, food, and any kind of realia that staff or kids bring in. It's an exciting way for kids to become familiar with a different culture and to have new experiences, like learning a game or sampling food they may not be familiar with. Some memorable BookTrek moments include:

- One mother was shocked that her son ate tofu, a food that she could not get him to eat. After another BookTrek, an excited boy informed his mother that they needed to go to the grocery store right away to buy spicy plantain chips.
- For BookTrek Japan, we used a wooden theater and paper story cards to tell a Kamishibai story. The room was absolutely silent as kids sat quietly enthralled with the paper theater and the Japanese folktale.
- Throughout the years, we've had long-standing teen volunteers help with the program. Two sisters, originally from Syria, wanted to share their culture with the kids and planned a BookTrek on Syria. They even wrote and performed a play about Syrian culture.

Amy Brown and Molly Meyers are Youth Services Lead Librarians at Worthington Libraries in Worthington, Ohio. They presented on this topic at the June 2007 ALA Annual Conference in Washington, D.C.

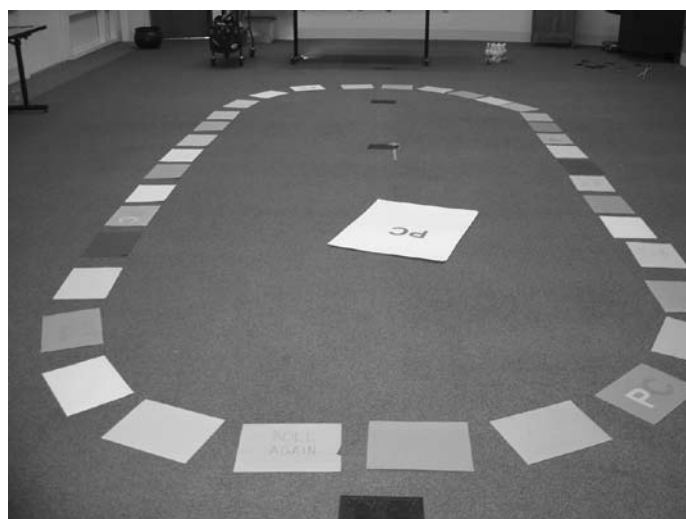


Molly Meyers, left, and Amy Brown of Worthington Libraries in Worthington, Ohio.

From BookTreds to Bookopoly

In Bookopoly, we move beyond the traditional book discussion format by creating a life-sized board game. Kids are divided into teams, and each team becomes a piece on the game board. Teams roll dice and move from square to square around the board completing physical challenges and answering book trivia as they go. This allows kids to physically and visually become a part of the characters and situations found in the book. Here are some examples of physical challenges that teams might be faced with.

- For the book *Hoot* by Carl Hiaasen, kids have thirty seconds to use chopsticks to pull as many alligators out of a shoebox toilet as they can.



The Bookopoly gameboard is made with large pieces of construction paper. Each piece is either blank or has one of three phrases: lose a turn, roll again, or physical challenge. The white posterboard cards in the center have information describing the physical challenges.

- For the book *Charlie and the Chocolate Factory* by Roald Dahl, kids must quickly unwrap Wonka bars to be the first to find the golden ticket.
- For *The Great Turkey Walk* by Kathleen Karr, kids must see how much water they can put in a milk jug turkey in two minutes using paper cups.

After one Bookopoly program, a mother shared how her son would read any book that was chosen for Bookopoly. Although he was usually a reluctant reader, he loved Bookopoly and couldn't wait to pick up the next book.

Multiple Intelligences 101

Why do we like Gardner's *Theory of Multiple Intelligences*? It gives us a broad look at what it means to be smart. Instead of believing that there is only one way to be smart and that intelligence can simply be quantified with an I.Q. test, this theory says there are eight ways to be smart. Gardner's eight intelligences are linguistic, logical-mathematical, musical, spatial, bodily-kinesthetic, interpersonal, intrapersonal, and naturalist. Here are a few key points.

- People have all eight intelligences, but they may not have the same level of skill in each intelligence. For example, one person can be strong in the musical and bodily-kinesthetic intelligences but weaker in the linguistic and interpersonal intelligences.
- No intelligence is more important than another.
- Within a particular intelligence there are many ways for people to be skilled in that intelligence. A boy who is an amazing pianist, for example, may not be a great singer.
- Over time and through experience, people can grow and improve in a particular intelligence.
- Intelligences often work together in complex ways. A boy who is the quarterback of his team would use his logical-mathematical intelligence to choose which play to call, his interpersonal intelligence to help his line mates follow the play, and his bodily-kinesthetic intelligence to execute the play.²

While both boys and girls have all eight intelligences, Michael Gurian points out some gender differences in his book *Boys and Girls Learn Differently! A Guide for Teachers and Parents*. Generally boys are stronger in the logical-mathematical, spatial, and bodily-kinesthetic intelligences. He mentions that both boys and girls have a high level of musical intelligence, but kids who have exposure to musical experiences at a young age are even more skilled in this intelligence.

One point to keep in mind is that sometimes boys can get in trouble for using their spatial and bodily-kinesthetic intelligences because they might be seen as disruptive or fidgety when



Dragon Bowling: This is one of the games that attracts the boys. It is based on Cressida Cowell's book *How to Train Your Dragon*. Set up ten dragon bowling pins in a triangle. Have the contestants bowl with a dragon, throwing underhanded.

they need to move and spatially interact with the learning material.³ What does this mean for libraries? Library programming often focuses on linguistic activities: reading books, creative writing, book discussions, and storytelling. We need to remember to include activities that involve logic, music, visuals, and movement if we want to appeal to boys, and we need to be open to the energy and activity that will ensue in our programs.

The Eight Multiple Intelligences

- Linguistic people like to work with language and can use it appropriately in writing or speaking. They may like to read books, write stories or nonfiction articles, or tell stories or give speeches.
- Logical-mathematical people like to use logic and math to solve problems and puzzles. They may be interested in science, computers, or engineering.
- Musical people love to listen to music and may be able to play instruments, hear rhythms, notice what is in tune and what is out of tune, and critique music and its different styles.
- Spatial people learn better by looking at pictures, graphs, maps, and real objects. They can visualize things clearly and often use that visual element to help them remember and understand the topic that they are learning about.
- Bodily-kinesthetic people have a well-developed connection between their brain and their body and learn better when they are active and able to move. They are often coordinated and can do precise physical movements. They might be dancers, athletes, or doctors using their hands to perform intricate surgeries.

- Interpersonal people like to be around other people. They can read people and discover what their needs are. They may be involved in group organizations, and they tend to be good communicators.
- Intrapersonal people understand their own strengths and weaknesses. They know themselves well and often spend time in self-reflection.
- Naturalist people are highly observant about their environment and can classify and organize what they see. They may be able to differentiate between different types of flowers, birds, or even architectural styles in buildings.

Adding Multiple Intelligences in Programming

Here are some programming ideas for each of the intelligences.

Linguistic

Linguistic activities are probably the easiest for librarians to create, but to make these activities more boy-friendly, several things can be done.

- Read or tell stories that will appeal to boys' interests. Boys like action, fantasy, science fiction, informational texts, sports, and humor.⁴ When picking books for Bookopoly, we also look for books with male protagonists, books with audio versions, books that aren't intimidating because of their size, and books that have movie connections.
- Read or tell stories that include music, physical actions, and visual elements. Margaret Read MacDonald's book *Shake-It-Up Tales!: Stories to Sing, Dance, Drum, and Act Out* and Bill Gordh's *Stories in Action: Interactive Tales and Learning Activities to Promote Early Literacy* are great books to use for interactive stories.



BookTrek Display: This is the wall display used to advertise the BookTrek program.

Logical-Mathematical

- Include logic games or puzzles. For BookTrek China, each child was given a set of tangrams, and they put together different objects out of the pieces. In Bookopoly, teams often have to strategize to complete a physical challenge. For one physical challenge, a team needed to “cross the river.” The river was ten feet of meeting room floor marked off by masking tape. They had three logs or large pieces of construction paper and had to work together to figure out how to get the whole team across while staying on the logs.
- Include statistics or trivia. An important time in BookTrek is when we talk about fun country facts—ranging from what people like to eat to what kids do after school to how big the country is compared to the United States.

Musical

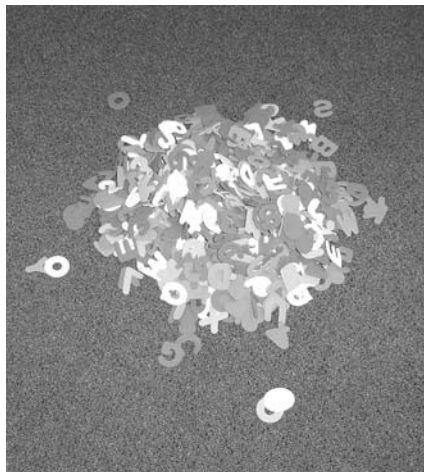
- Add music to a program. Tell stories that have songs in them like *Abiyoyo* by Pete Seeger or *Conejito: A Folktale from Panama* by Margaret Read MacDonald. Teach kids action songs like “Hi, My Name’s Joe” or “The Princess Pat” from *Crazy Gibberish: And Other Story Hour Stretches (from a Storyteller’s*

BookTrek Program Outline for Japan

- Play Japan’s national anthem or other music from Japan and have kids imagine what the song might be about. (musical, spatial)
- Use a wall map or a globe to talk to children about where Japan is located and how far away it is from the United States. (spatial, logical-mathematical)
- Share statistics about Japan, especially what life is like for kids who live in Japan. Ask kids to think about what their life is like and how it might be similar to or different from the lives of Japanese children. (logical-mathematical, intrapersonal)
- Tell a Kamishibai story like *The One-Inch Boy* by Joji Tsubota. (spatial, linguistic, naturalist)
- Teach children Jan-Kem-Po, a Japanese game of paper, rock, scissors. (bodily-kinesthetic, logical-mathematical, linguistic)
- For the craft, have them make origami paper dolls. When doing crafts, kids work together and help each other with the craft. (interpersonal, bodily-kinesthetic, spatial).
- Give the kids a handful of rice in a plastic bag and have them roll it into a rice ball. (naturalist, bodily-kinesthetic)

Bag of Tricks) by Naomi Baltuck. In Bookopoly, if the book that we are using has been made into a movie, we play the soundtrack.

- Bring in musical instruments or help kids create and learn to play their own musical instruments. For BookTrek, we often bring in instruments from that country if we can find them. Kids love to look at them and try to figure out how to use them to create music.



Spelling: Kids work together to spell the word D-R-A-G-O-N out of a tub of foam letters. For an extra challenge, they had to spell the word out of the same color letters.

Spatial

- Add visual elements to your programs. Choosing graphic novels or striking picture books to use in a program will attract these learners. In Bookopoly, we create physical challenges that look like scenes in the book to help give kids a deeper understanding of the book. In BookTrek, we often bring in objects from that culture and have a flag and a globe available. Having those visual elements helps kids relate to the country.
- Find opportunities to create art in your programs. Hands-on activities are a great way to expand a spatial learner's overall understanding of the topic being discussed. Sometimes we put a large sheet of drawing paper on the wall and let kids create a mural based on the topic we are discussing. Also, having kids create a cultural product like an adinkra print from Ghana helps them understand the country in a deeper way.

Bodily-Kinesthetic

- Create opportunities for students to respond to material by moving their bodies. In BookTrek, games are a great way for bodily-kinesthetic kids to learn about a particular country. The physical challenges in Bookopoly also help kids understand the book on a different level. They get to act out certain scenes and feel what it is like to be a particular character. Singing songs with motions are another way to include bodily-kinesthetic experiences in a program. One of our favorites is "My Bonnie Lies over the Ocean" in which kids have to squat down or stand up every time they hear the letter *B*.
- Add dramatic play to your programs. Create a readers' theater where kids can act out a script that fits into the

theme. In BookTrek, we sometimes have kids make certain motions when they hear a word repeated in the story that we are telling.

Interpersonal

- Provide time for teamwork. Create games or activities where kids need to work together to succeed. In Bookopoly, the entire team has to agree on the trivia answers before giving their answer. A lot of the physical challenges are based on teamwork. We've found that interpersonal kids often work hard to see that everyone gets a chance to participate. They encourage their teammates and try to help them succeed.
- Find teaching opportunities for interpersonal people. Whether you let them lead a song that they know, teach a

Bookopoly Physical Challenges for *Harry Potter and the Sorcerer's Stone* by J. K. Rowling

- **Pin the Scar on Harry.** Find a poster of Harry Potter or draw a big Harry Potter face. Make six or seven lightning bolts out of paper, and take double-sided tape or sticky tack and put it on the back of each lightning bolt. Blindfold each participant. Turn them around two or three times and have them try to put the lightning bolt in the middle of Harry's head. (bodily-kinesthetic, naturalist, spatial)
- **Mix a Love Potion for Snape's Class.** Take several types of juice in, and tell them to make the best mixture they can. The program leader will be the judge and will taste each flavor to determine the best love potion. (logical-mathematical, naturalist, intrapersonal)
- **Play a Tune and Put Fluffy to Sleep.** Each member of a team will get a kazoo. Together they must create a song that will put Fluffy to sleep and play it so they can protect the Sorcerer's Stone. (musical, interpersonal)
- **Untangle Yourself from the Devil's Snare.** Have a team form a circle and each person take a hand from someone else across from them. They cannot take the hand from anyone next to them. Each member must be holding two different people's hands. Then have the team unknot themselves without letting go of each other's hands. (linguistic, interpersonal, bodily-kinesthetic, naturalist)
- **Get Harry's Wand Out of the Troll Snot.** Take Metamucil and microwave it until it becomes the consistency of Troll Snot. Add green food coloring. Then put ten sticks in the goo. Have the students each pull a wand out of the snot. (spatial, bodily-kinesthetic, naturalist)



Hiccup's Frisbee Toss: Each child has three Frisbees, which they will try to throw onto the horns of Hiccup's helmet.

dance, or tell a story, they will appreciate the chance to be involved in the program.

Intrapersonal

- Include time for self-reflection and sharing of ideas. During BookTrek, we leave time for kids to talk about the stories that we've read. Through these discussions, kids gain a personal connection to the story and to the country.
- Include time for artistic expression. We've done art and creative writing programs throughout the years, and intrapersonal kids tend to like these programs because they are opportunities for self-exploration.

Naturalist

- Connect activities to the world around them. Bring in natural objects to use in crafts. Tell descriptive stories. Kids who love nature will be drawn to descriptions about the story's setting. An example of a story that naturalist kids might enjoy is "The Twelve Months," a traditional Slavic tale that helps kids learn about nature and what will grow each month.
- Add opportunities for kids to be observant about their environment. If doing an animal program, bring in different

animal pictures and talk about how the various animals are alike or different. For a Harry Potter program, hold a blind taste test and let kids guess the flavor of Bertie Bott's Beans. Kids will have to use their sense of taste and knowledge of their environment to name the correct flavors.

If incorporating multiple intelligences into your programming seems intimidating, don't worry. You probably are already including at least three or four of the intelligences, if not more, in your programming. In story times, more often than not you use seven or eight of the intelligences.

We don't start our planning process by thinking about the multiple intelligences. Instead, we pick a theme that we are excited about and choose the activities and stories that we want to use. Then we look at what intelligences are covered within those activities. If we are missing some, we might change an activity or add a story that will incorporate the rest of the intelligences. It doesn't take that much more time, but the rewards are great.

We have a high percentage of boys attending our programs. Boys trust the structure of our programs. They know we will have opportunities for them to interact with the topic in ways that work with their learning style. Our programs might be louder and messier, but we know that if we program for all our learners, boys and girls will enjoy the experience and will see that the library is a fun place to be. ☺

For more information about Howard Gardner's Frames of Mind: The Theory of Multiple Intelligences or about the programs that we have created that illustrate this theory, visit <http://multipleintelligences.pbwiki.com>.

References

1. Howard Gardner's *Frames of Mind: The Theory of Multiple Intelligences* (New York: Basic Books, 1983).
2. Thomas Armstrong, *You're Smarter than You Think: A Kid's Guide to Multiple Intelligences* (Minneapolis: Free Spirit, 2003).
3. Michael Gurian, Patricia Henley, and Terry Trueman, *Boys and Girls Learn Differently! A Guide for Teachers and Parents* (San Francisco: Jossey-Bass, 2001).
4. Michael Sullivan, *Connecting Boys with Books: What Libraries Can Do* (Chicago: ALA, 2003).

Bibliography

Boys and Literacy

- Booth, David W. *Even Hockey Players Read: Boys, Literacy and Learning*. Pembroke Publishers, paper, 2002. 135p.
- Gurian, Michael, and Kathy Stevens. *The Minds of Boys: Saving Our Sons from Falling Behind in School and Life*. Jossey-Bass, paper, 2005. 368p.
- Gurian, Michael, Patricia Henley, and Terry Trueman. *Boys and Girls Learn Differently!: A Guide for Teachers and Parents*. Jossey-Bass, paper, 2001. 345p.

Knowles, Elizabeth, and Martha Smith. *Boys and Literacy: Practical Strategies for Librarians, Teachers, and Parents*. Libraries Unlimited, paper, 2005. 164p.

Sax, Leonard. *Why Gender Matters: What Parents and Teachers Need to Know about the Emerging Science of Sex Differences*. Broadway, paper, 2005. 336p.

Smith, Michael W., and Jeffrey Wilhelm. "Reading Don't Fix No Chevys": *Literacy in the Lives of Young Men*. Heinemann, paper, 2002. 224p.

Sullivan, Michael. *Connecting Boys with Books: What Libraries Can Do*. ALA Editions, 2003. 121p.

———. "Why Johnny Won't Read." *School Library Journal* (Aug. 1, 2004), www.schoollibraryjournal.com/article/CA439816.html (accessed Aug. 8, 2007).

Multiple Intelligences Books

Armstrong, Thomas. *You're Smarter than You Think: A Kid's Guide to Multiple Intelligences*. Free Spirit, paper, 2003. 186p.

Gardner, Howard. *Multiple Intelligences: New Horizons*. BasicBooks, paper, 2006. 300p.

Nikola-Lisa, W. *How We Are Smart*. Illus. by Sean Qualls. Lee & Low, 2006. 32p.

Multiple Intelligences Programming Books

Schiller, Pamela Byrne, and Pat Phipps. *The Complete Daily Curriculum for Early Childhood: Over 1,200 Easy Activities to Support Multiple Intelligences and Learning Styles*. Gryphon, 2002. 608p.

Totten, Kathryn. *Let's Read! Storytime Crafts*. Upstart Books, paper, 2006. 120p.

Trostle Brand, Susan, and Jeanne Donato. *Storytelling in Emergent Literacy: Fostering Multiple Intelligences*. Delmar, paper, 2001. 354p.

Boys Will Read

Facing the challenge of finding books that boys will read? Need help reaching out to them at your library? The children's services division at Queens Library of New York has often faced similar challenges. Here are some tips they share.

- Boys will read when they find things they enjoy, but boys also need to see the men in their lives read regularly too.
- Boys who have positive male role models do better in school, develop more self-esteem, and are less likely to get depressed.
- Let male patrons (boys and men alike) choose their own books and other reading materials. They usually like different reading matter than women—often more humor, more facts, more action, and "scary and yucky stuff." Magazines, newspapers, graphic novels, and biographies of famous people are also popular.
- Boys often need extra help with vocabulary development. They usually start school behind girls of the same age, but reading to youth helps develop their vocabularies and helps them learn to read themselves.
- Get over the gender block. Boys regularly see women reading in school, in the library, and at home. To make reading a "manly" activity, they need to see fathers, uncles, and big brothers reading too.
- Boys don't always like fiction, but they will read about hobbies, sports, science, or whatever interests them.
- Allow boys to develop reading skills by working on the computer. Homework-help websites usually have a lot of reading on them, but so do many game, sports, and entertainment sites. A boy must be a pretty good reader to be a proficient computer user.
- Girls need "quality time" with their dads too; it helps build self-esteem and self-confidence. Sharing books is a good way for dads to spend time with *both* sons and daughters—and they will all enjoy a good silly story.
- There are many picture books and easy readers that your librarian can recommend for younger readers. Series and authors that have proven popular with male readers include Dav Pilkey's Captain Underpants series, Jon Scieszka's Time Warp Trio books, Brian Jacques' Redwall fantasies, and books by Louis Sachar, Gary Paulsen, Jerry Spinelli, Walter Dean Myers, and Gary Soto.



Tell Me a Patch

An Artistic Story Quilt Collaboration

SUSIE WILDE WITH MARGUERITE JAY "PEG" GIGNOUX AND JULIA GIGNOUX



Using art to foster writing, and vice versa, can create some wonderful results. At Hemphill Library in Greensboro, North Carolina, patrons can participate in innovative art programs.

Partnering with Greensboro's Green Hill Center for North Carolina Art, the library has an active art studio located just off the children's room. The studio is staffed by Green Hill, a non-profit art gallery that promotes visual artists of all media.

In 2006, Hemphill Library sponsored an eight-week writing and illustration residency with teaching artist Susie Wilde and Peg Gignoux of Chapel Hill, North Carolina. Here's the inspiring tale of their creative Story Quilt, as told by Wilde.

And the winner is—a storytelling chair!" Applause and cheers erupt at the proclamation. In a previous session, Hemphill Library patrons have compiled a list of original characters, discussed the potential of each, and voted on their favorites. Between sessions, I talked with Peg, the textile artist who will lead them in illustrating their tale. She has weighed in on their choices. "I think library furniture would be easy and fun to illustrate. This should be a blast." That's how a storytelling chair became the focal point of the library's Story Quilt.

In summer 2006, I initiated a writing residency at the library, where I lead sixty-six energetic participants, ages four to sixty-four, in creating an original story representing their multicultural library. Then Peg took over, leading the families in designing a Story Quilt melding words and images in an illustration residency. We then turned the project over to book designer Julia Gignoux, who transformed the work into a picture book.

Peg and I formed TEXTile Partners in 2002, uniting our interests and experiences in leading collaborative adventures in the arts. In each of our previous seven Story Quilt projects, we've found that art and text make excellent partners. The story anchors the illustration process, providing novice artists with a focus and structure that helps them select meaningful design elements. This storytelling chair would open up a whole range of dramatic furniture characters that would translate marvelously in cloth. Creating pictures in fabric clarifies plot and further defines characters.

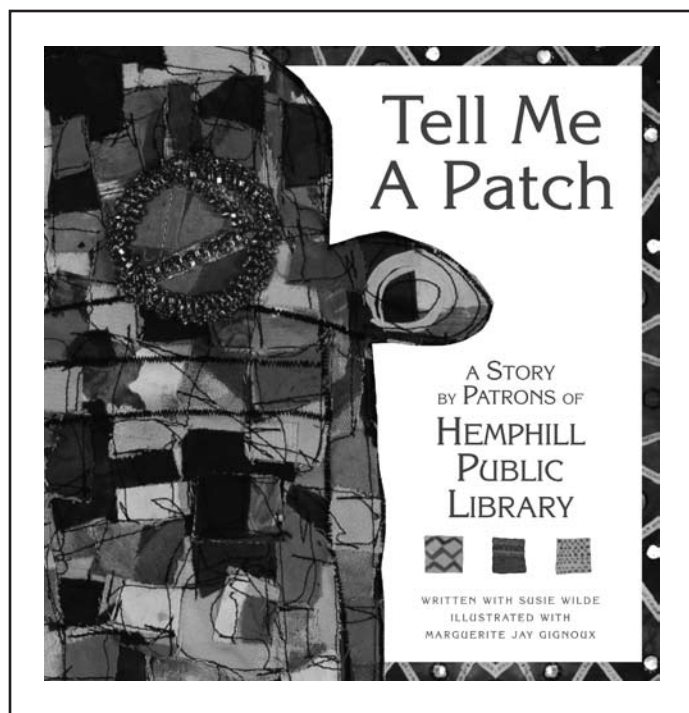
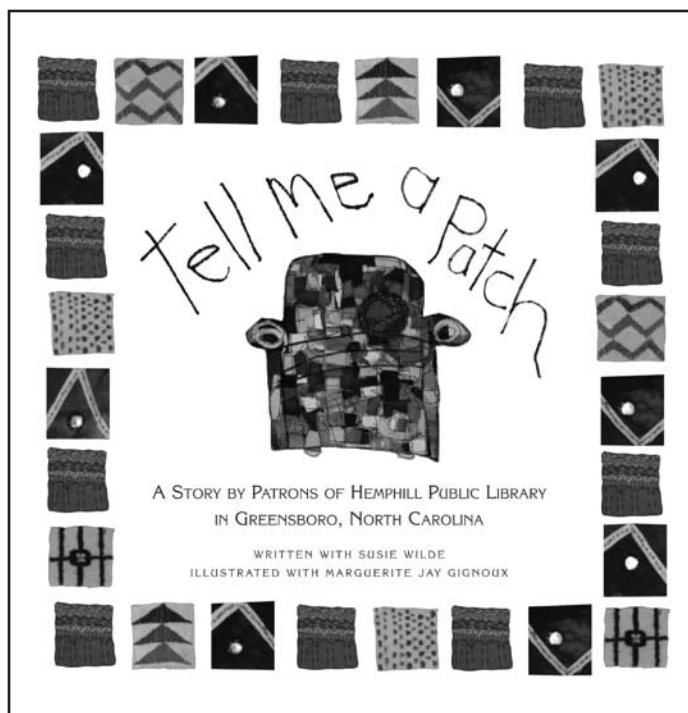
As in past projects, I knew the visual images would give this storytelling chair a personality stronger than words alone could provide. Peg and I have often noted how integrating text with visual art helps participants discover their voices. In addition, the experience builds their confidence as writers and visual thinkers. We have seen how this merging of word, picture, and collaboration unlocks stories and sparks lively discussions, turning a group of people into a community.

The Project Takes Root

The Greensboro Public Library System helped us realize a long-held dream. For years, Peg and I hoped to publish a picture book based on Story Quilts. Familiar with our work, the Greensboro Public Library System was intrigued and willing



Teaching artist and writer **Susie Wilde** has published a picture book, *Extraordinary Chester*, and a book for teachers, *Write-a-Thon! How to Conduct a Writing Marathon in Your Third- to Fifth-Grade Class*. Wilde is a teaching artist who has spent the last fifteen years reading aloud poignant picture books and using these to teach parents, teachers, and students to think and write like writers. She has found a strong visual collaborator in **Peg Gignoux**. Together, as TEXTile Partners, they create Story Quilts for schools, libraries, and art centers. **Julia Gignoux** is a book designer with Freedom Hill Book Design and Production House in Cavendish, Vermont.



to work with our book designer, Julia, at Freedom Hill Design in Vermont. They believed a picture book would reach a wider audience, honor the collective talents of all the project's participants, and create another bridge between art and literacy.

Story always leads. I had ten two-hour writing sessions to go from character creation to final story editing. I started by searching for compelling picture books that would captivate listeners and help them think like writers as we examined the importance of character, motivation, conflict, and resolution. After reading aloud and analysis, we applied the learning, starting down a playful path of wondering.

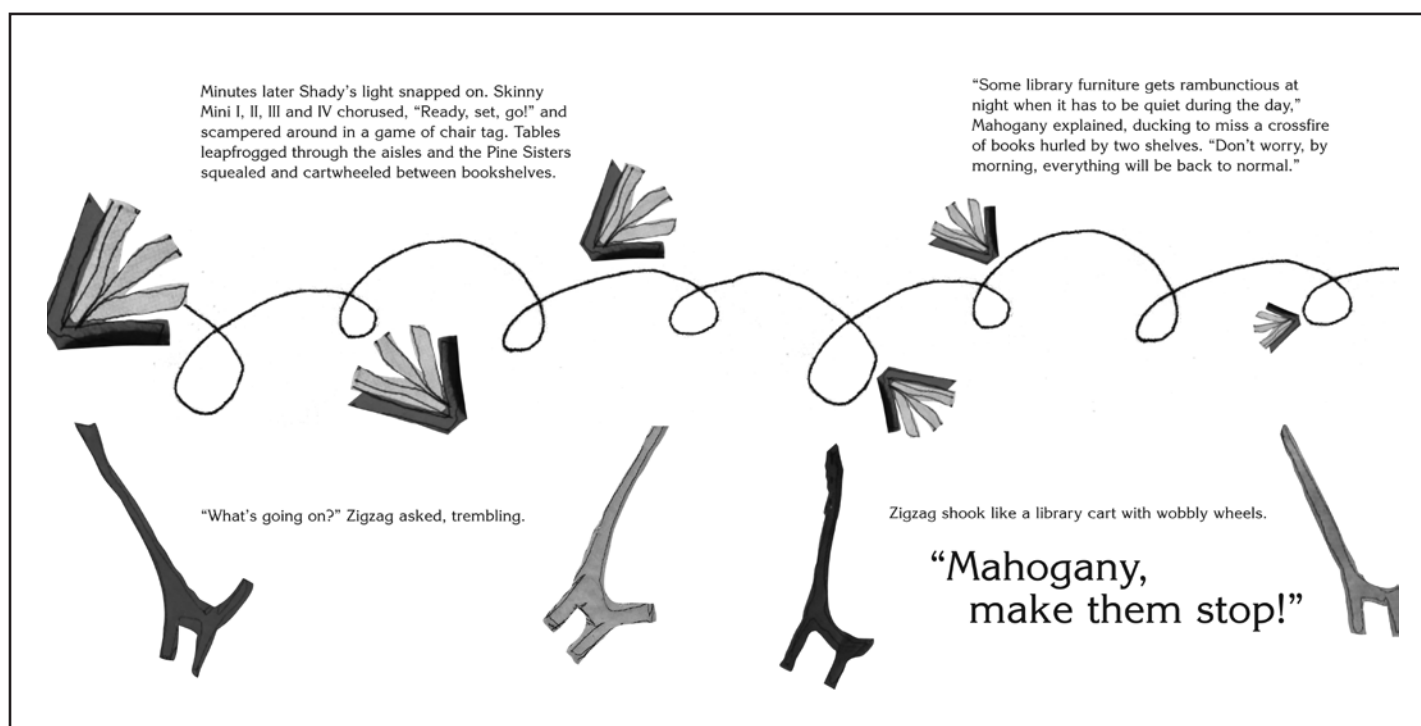
"What's the chair's name?" asked an eight-year-old boy.

"Where does the chair live?" said a six-year-old girl.

"What does the chair want more than anything?" asked a dad.

Answering these and other questions, we teased out the story of Mahogany, a threadbare storytelling chair, and her shy pillow, Zigzag, who felt uncomfortable in a new library.

"Tell me a patch," the nervous pillow would beg when library hours ended and the furniture erupted into wild antics. Zigzag





knew that each patch symbolized a story from Mahogany's well-traveled past and that these tales would lead to tranquility.

Once we'd devised our plot, I divided the group into teams, each charged with developing ideas into a written story scene. The various ages proved a boon—with experience and youth fus-

ing for inventive descriptions. A senior high school student who brought her young twin sisters came up with brilliant names (and later showed herself to be a wizard with textile patterns). A woman who brought her eight-year-old granddaughter contributed juicy verbs. Dynamic youngsters acted out characters to spawn sparkling dialogue. The humor of the rambunctious library furniture and the vulnerability of the fearful pillow gave the story whimsy and heart.

Story complete, the Hemphill writers became illustrators. Peg led them in transforming acres of white cloth into gorgeous lengths of color by dyeing cotton, linen, and silk in gallon-sized bags. Peg provided picture books and art history references to stimulate participants' imaginations. Inspired by the work of Eric Carle, Faith Ringgold, and photographs of the painted houses of Ndebele women of South Africa, the group added simple geometric patterns to the cloth with textile inks. They cut, fused, and collaged these fabrics, creating distinctive yardage from which they fashioned the Story Quilt setting, characters, and details.

Referring to the story text, Peg invited the group to consider the personalities of each of the characters in visual terms. Shady, a bossy lamp, had a tilt to her shade, indicating her persuasive and bullying ways. Mahogany became a colorful patchwork of scraps. Patches embellished with patterns from many lands reflected the multicultural themes of the story.



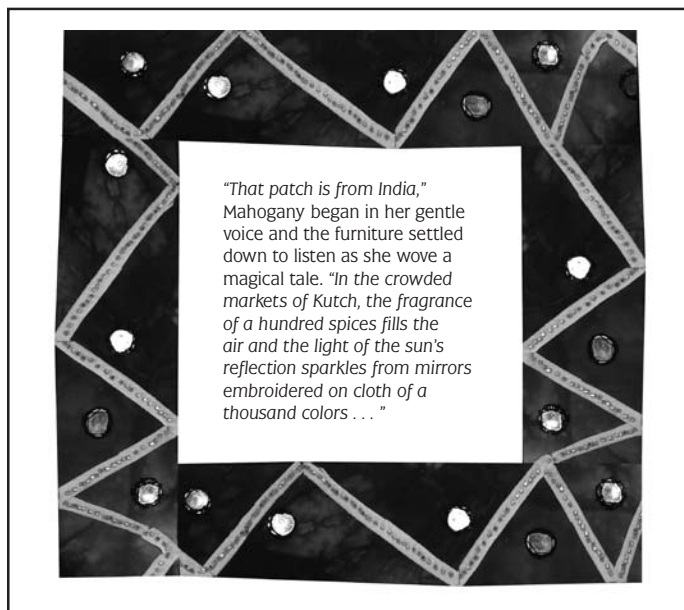
Participants combined and refined their sketches, growing comfortable with sharing the materials and expressing awe at the way their collective energy moved the project forward. They formed friendships while ironing, cutting, and designing, and overcame language barriers as they sat together and sliced bright fabrics into rectangles that would become books for the quilt. They laughed as they fused cloth for Mahogany's upholstered self and debated what shade of green Zigzag should be. Grandmothers, aunts, and dads helped young hands with beading and embroidery. People used the library for research, thumbing through books and analyzing Hemphill's furniture while devising ideas about how to make a particular shape or form. The room buzzed with energy, enthusiasm, and happy determination.

After the residency, Peg returned to her studio and integrated the digitally printed text into the body of the two quilt panels. Inspired by children's drawings, she mimicked their loose lines as she stitched down all the story elements.

Freedom Hill Design transformed the Story Quilt into a twenty-four-page picture book called *Tell Me a Patch*. Book designer Julia Gignoux, the newest member of TEXTile Partners, visited Hemphill Library in the early stages of the quilt design, where she and her seven-year-old daughter, Noelle, participated in several sessions.

Continuing the intergenerational collaboration that characterized the Story Quilt project, mother and daughter read the story aloud together, imagining where its page breaks might occur to create the kind of tension and suspense that makes readers turn pages. They also discussed what images a reader might want to see on each page—which character, moment, and perspective would add rhythm and drama to the story.

"I was armed with technical tools and skills to design and lay out *Tell Me a Patch*, but Noelle brought a pure sense of what was fun and engaging on the page," Julia said.

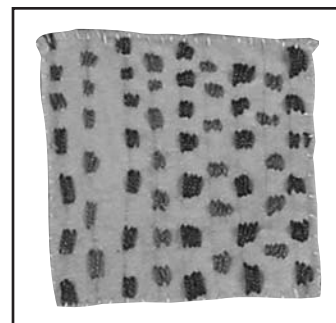


As the book design progressed, Noelle called out directions. "More lightning!" she said, responding to Julia's representation of a stormy night. "Show the books flying!" she recommended.

When it was time for the book to be printed, Julia and Noelle approved the proofs, and the next day, Noelle presented a book to her school librarian with a proud explanation of why she had been absent the day before.

A Proud Project Realized

Nearly a year after the beginning of the project, the families returned to the library for a book signing. Sitting at a long line of tables, children and adults listened as I read the picture book aloud, striding around the room, brandishing the glorious illustrations. Then the author and illustrators, armed with pens, passed out copies and signed their books, exulting at the way their visions had blended into a celebration of collaboration, community, and creativity. 📖



To see more story quilts or contact the teaching artists, visit www.ingignouxity.com.

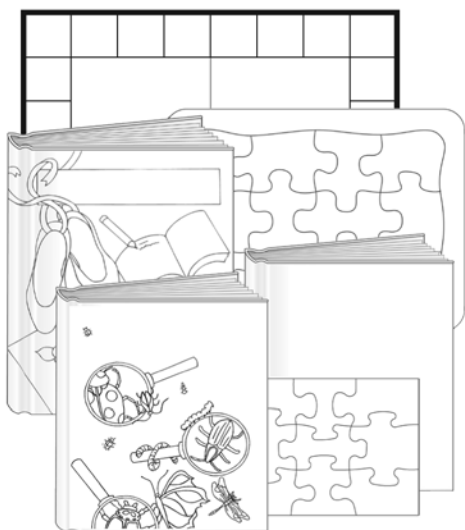
On her computer, Julia graphically isolated characters and images from the quilt photographs and placed them onto the pages in a lively, playful way that would mirror the quilt's tone. She also wanted to honor the meaningful moments she'd witnessed during the process. Julia highlighted a stunning series of patches imitating African Kente cloth, Indian mirror cloth, and Guatemalan embroidery that she'd seen several women stitch one afternoon. She emphasized a colorful stack of tables she'd watched one of the fathers fashion with a group of young boys.

Blank Books Blank Game Boards Blank Puzzles

Quality Products at Affordable Prices

Great for:

Summer Reading Programs
Prizes or Premiums for Contests
User Created Books for Circulation



Treetop Publishing

800-255-9228

www.barebooks.com

Coping Assistance vs. Readers' Advisory

Are They the Same Animal?

Ya-Ling Lu

Do children's librarians provide services to help children cope with problems or issues? The provisional answer seems to be both "yes" and "no."

On one hand, anecdotal evidence suggests that public libraries have provided assistance with helping children cope with personal problems in the wake of national disasters, as is discussed in the following section. But very little research on coping assistance for children has been conducted.

Research relevant to children's services or service evaluations has largely focused on book selection and collection development, storytelling, reference service, and readers' advisory services. Although a few scholars have gently suggested that readers' advisory is not always for recreational reading and that it can be used subtly to solve personal problems,¹ there are still no empirical studies that address how or if readers' advisory—or any other library service—is used to help children with their personal problems.

What kinds of coping questions do librarians get? How do librarians interact with patrons when receiving this type of question? What do the librarians do in this coping context, and what resources do they use? The concept of coping service and

the characteristics pertaining to it are simply unrecognized in the larger library community.

This exploratory study, therefore, aims to fill in some of the gaps in the studies of children's services in the public library by collecting evidence to document the existence of the coping aspect of service in the public library and to explore what librarians have done to help children cope.

Central Concepts and Research Questions

Readers' Advisory Service

Central to this study is the concept and practice of "readers' advisory service." Readers' advisory was heavily practiced in the public library between the 1920s and 1940s; after that, librarians' interest in it seemed to diminish. A renaissance came during the 1980s, and the renewed interest remains to the present day.

Interestingly, the historical picture of readers' advisory that practitioners and researchers have presented has not been static, but rather has kept evolving. Some major characteristics found across the documents are discussed as follows.

First, the scope of the readers' advisory service is constantly changing. Between the 1920s and 1940s, readers' advisory service promoted both fiction and nonfiction reading.² During the 1980s and 1990s, it focused specifically on fiction reading, and most recently, readers' advisory service found its place in meeting fiction and nonfiction readers' reading interests. For instance, in the current edition of Saricks' well-received book, *Readers' Advisory Service in the Public Library*, the author has expanded her definition of readers' advisory from "service for



Ya-Ling Lu is an assistant professor in the School of Communication, Information and Library Studies at Rutgers, the State University of New Jersey. Her research interest mainly focuses on how children's materials are selected, provided, and used to meet children's diverse information needs in differing social and education institutions.

adult fiction readers" to "service for adult leisure readers."

Saricks elaborates, adding that "a successful readers' advisory service is one in which knowledgeable, nonjudgmental staff help fiction and nonfiction readers with their leisure-reading needs."³

Secondly, the primary goal of readers' advisory has shifted more toward its recreational function than its educational one in the past two decades. During its early phases (the 1930s and 1940s), readers' advisory service had a moralistic, didactic tone, and it was considered to be one of the library's major contributions to adult education.⁴ Therefore one of the primary goals of past readers' advisory services was "self-improvement in the readers."⁵ Today, however, readers' advisory is perceived as promoting leisure or recreational reading.

Thirdly, the user groups of readers' advisory service expanded as well. Adults used to be the main users of such services, but currently the beneficiaries of readers' advisory guidance can include adults, young adults, and children.⁶

Finally, because of the interest in promoting reading, the librarian's focus, when interacting with a patron, is "to analyze the interests and tastes of readers" and to recommend books or audio books.⁷ Readers' advisory has thus evolved in its scope and focus and is today centered entirely on the reader, of any age, and his or her interests.

Coping Assistance: Some Anecdotes

Another critical concept for this study is "coping assistance" in the library. Although empirical library research about coping assistance is rare, there are some relevant anecdotes in the wake of two recent national disasters—the tragedy of 9/11 and the disaster of Hurricane Katrina in August 2005.

In the aftermath of 9/11, several discussion lists reported that people asked for books to soothe their sorrow for the loss of a family member or friend, teachers looked for stories to help children escape from a stressful reality, and parents searched for books to cope with their children's fear of flight.⁸ They sought out and read these books not only for the information they contained but also for the potential insights conveyed for solving personal problems.

In response to the tragedy, the American Library Association (ALA) provided a gateway website with a wide range of material—everything from how libraries could help Americans understand and cope with the tragedy to how to provide the specific information and books that different age groups needed.⁹

The New York Public Library launched a series of programs and extensive Web resources, including discussions of books and presentations on depression, anxiety, and grief.¹⁰ The Providence Public Library (R.I.) held a program, "Finding Safety in an Unsafe World," in November 2001 that aimed specifically to relieve teenagers' feelings of anxiety.¹¹

Similar coping assistance anecdotes at local, state, and national levels were found after Hurricane Katrina. For example, the State Library of Louisiana (SLL) created a website containing information about assistance evacuees might need.¹² The Association for Library Service to Children, the Young Adult Library Services Association, and the SLL assembled booklists of recommended books to help children cope with their feelings.¹³

Locally, public librarians reached out to temporary shelters to conduct story times and to provide recreational reading to evacuees.¹⁴ Many libraries created displays of books and audiovisual tapes aimed at helping children deal with their situations.¹⁵ Some libraries provided special read-aloud programs and book discussions, and even brought in counselors to help families.¹⁶

Librarians were not just librarians. "We're social workers here . . . we soothe and comfort."¹⁷ These examples indicate that American libraries have provided services to help their patrons cope with special needs, feelings, and difficulties during periods of large-scale public crises.

Since one could justifiably argue that the responses of libraries to 9/11 and Katrina were simply temporary and exceptional phenomena to national tragedies and that the public library does not provide these services regularly, the main goal of this study is to collect data during public libraries' regular working hours to test the anecdotal evidence to show that library service does involve coping assistance even in ordinary times. Several research questions, therefore, guided this investigation:

1. Do children's librarians provide services or activities to help children cope with personal difficulties during regular working hours? What is the evidence?
2. What are some of the frequently asked questions? What do these questions indicate?
3. What, after all, is this type of library service? To what level is it different from or similar to traditional readers' advisory?
4. How does the children's librarian provide assistance to help children cope?

Research Method

Background and Site Selection

The design of the study began with the question of how to demonstrate the existence of an unrecognized library service in a natural, unobtrusive way. It is a first step of constructing a foundation that could later support a more systematic study of this type of library service.

Because the focus was specific cases, contexts, and local experiences, this study was qualitative in nature, involving a small number of librarians in an intensive study. It examined the questions librarians receive every day and the interactions they

have with patrons, and extracted elements that were relevant to the “coping” aspect of children’s service.

To maximize variations in data rather than provide just one cultural story, the study attempted to reach out to libraries that served diverse populations. Three public libraries in southern California participated in this study because of their interest in this topic. There were four participating librarians, all white females with MLIS degrees. Since none of the libraries had current user profiles, user information was drawn from the Census Data 2000 and other secondary sources.

The population of the city of library 1 is 60 percent white, 25 percent Hispanic, 6 percent African American, 4 percent Asian, and 11 percent “other.” The population served by library 2 is especially diverse, capturing at least 25 percent of each racial and ethnic group’s population—white, African American, Latino, and Asian. Library 3’s population is approximately 62 percent white, 21 percent Hispanic, 18 percent Asian, and a very small percentage “other.”

Data Collection Strategies

This study used three qualitative methods to collect data—observation, log keeping (or journal keeping) by the librarians, and librarian interviews. Observations at the three public libraries lasted for approximately ten to fifteen hours each week for four months. The focus was to record queries or questions the participating librarians received and the ways they responded to the requests.

Each of the libraries had only one information desk open for patrons, meaning that both children and adults had equal opportunities and access to the librarians. The researcher observed participating librarians when they were at their desks (which is usually the point of initial contact) and also in the stacks as they accompanied patrons to locate materials. The researcher wrote down all verbal discourse librarians had with library users, documented sensory expressions and behaviors of the librarians and the users, and collected artifacts and relevant program records.

To compensate for the unavailability of the researcher’s direct observation, the participating librarians kept short logs for this study. Major elements required in the log included the user’s gender, age, and ethnicity, the questions asked, and the librarian’s interactions or responses.

A third and final strategy used in this study was the interview. Participating librarians were interviewed to help clarify data in librarians’ logs and to assess the process of coping assistance service from the librarians’ perspective. The interviews were audio recorded and then transcribed verbatim for data analysis.

Analysis Procedures

To analyze the data, it was necessary to identify which questions librarians received were “coping” questions. Coping questions usually involved looking for information or materials to

deal with personal challenges, difficulties, or problems—such as “I need some books for anger management for my kids,” or “my daughter needs to learn to cope with bullies.”

The questions were then categorized by user group—adult or child. Adults looking for information to satisfy children’s needs were placed under the “child” category because the end users were children. One such example was a mother looking for books for her eleven-year-old daughter about friendship problems.

During the course of this research, no instances emerged about children seeking information on behalf of adults. The researcher categorized the logs kept by the participating librarians and the contents of interviews with them in the same manner.

Findings

Question 1: Does the public library receive any requests to help children cope with their personal problems? What is the evidence?

During the observation period, there were forty cases that concerned coping-relevant issues. Of those cases, only one of them was for an adult; the other thirty-nine requests (98 percent) were for children. The only adult coping-relevant transaction occurred in library 1, where an adult looked for self-help books “to cope with obstacles.”

Given that each participating library had only one information desk open to everyone, and that children and adults had equal opportunities and access to the librarians, this substantial difference indicates that this type of coping service may be of importance, especially to children.

Question 2: What are some of the frequently asked questions?

Coping-relevant questions gathered from observations, the librarians’ logs, and interviews were all coded. Based on their themes or subjects, five major categories of queries emerged—behavior, emotion, relationships, achievement, and empathy.

- **Behavior.** This category contains behavioral issues and concerns and includes those queries related to helping children behave appropriately. A recurring request in this category was manners—stories to teach children to behave. One such example occurred at library 2:

A woman approaches the librarian and asks, “do you have children’s books about being different and needing attention?”

“Can you be more specific? What kind of difference do you mean?” the librarian asks.

“I want my kid to pay attention to what I said. He likes to be different to catch my attention. If I tell him to do this, he will do that. . . . He just doesn’t listen and is getting into trouble.”

Library patrons also looked for books to cope with misconduct. For example, one mother looked for books to help her daughter

Table 1. Coping Assistance: Coverage of Query Topics

Category	Query Topics
Behavior	Potty training—positive thinking Manners—listening to the parent Manners—personality building Stealing—money value Bullying Moral/ethics learning
Emotion	Grief—death Grief—saying goodbye Anger—anger management Anger—expressing anger Jealousy Fear
Relationships	Birth of a new sibling Adoption Absence of one parent Divorce Step-parent Blended family Friendship New classmate Teacher/student relationship
Achievement	Reading difficulties/differences Computer skill—typing Computer skill—filtering
Empathy	Injuries—empathy Physical disabilities—empathy

cope with bullies at school. Another relevant request was from a mother looking for stories to tell her son that “it is okay to wet the bed even if he is being potty trained.”

There were three cases involving requests for books to teach children moral or ethical values—from general ethics-teaching to teaching specific behaviors (such as the importance of “not stealing”). One such example was an elementary school teacher requesting “ethical stories or books” for his ten-year-old students to understand what they should do in certain situations and why. Along the same lines was a father looking for books about money for his four-year-old son because the child was in the bad habit of reaching for his father’s change at the store.

- **Emotion.** This category contains queries that have to do with helping children cope with various feelings or emotions, especially negative ones, such as anger, sorrow, jealousy, fear, anxiety, and so on. Requests for help with grieving for the death of a loved one appeared twice, once for the loss of a grandparent and the other for a pet. Requests for books to deal with anger or to express anger also appeared twice during the observations.
- **Relationships.** Relationship issues within the family, in school, and in society belong to this category. These include parent–child relationships, sibling rivalry, family structure and change (divorce and blended family), friendship problems, teacher–student relationships, new classmates, and

so on. One such example was from a mother. She looked for stories about divorce for her four-year-old daughter. But she did not want books that used the word *divorce* because she had not yet used the word with her daughter, and she felt it was “too much to explain at this point.” Another example was from a nanny asking for stories about little sisters because her charge was expecting a little sister, and she wanted books that would help them talk about sibling relationships.

- **Achievement.** Library patrons also pursued practical skills to accomplish certain achievements. Two issues that stood out in this category were reading difficulties or reading differences and computer skills. This study recorded ten requests that dealt with various problems regarding language or reading difficulties, including underachievement in reading, frustration dealing with learning English (for non-English speaking children), reluctance or resistance to learning English, and so on. Stress from the lack of computer skills, however, is a relatively recent by-product of technology evolution. One of the collected cases describes the following scenario.

The librarian was talking to a Latina girl, probably fifth or sixth grade, about the typing tutorial class. The girl didn’t say much and just looked down at the floor while the librarian was talking to her. She kept shaking her head. When the librarian finished, the girl made a shy smile. The librarian then talked to the girl’s mom, and then to another staff person working here. After she came back to the desk, she told me that she knew the girl and wanted to recommend her to the typing tutorial class because the girl had been frustrated with her slow typing, spending hours per page. But the girl insisted that she had taken it already. “She is unbearably shy and wouldn’t want to talk, so I asked a young staff person to talk to her.”

Another relevant request came from a mother who wanted to know “how to avoid unwanted materials online” because her daughter was “bothered by some nasty messages and pictures.” The librarian showed her how to use the function of a “safe filter” in some popular search engines such as Google and Yahoo!, while pointing out several drawbacks to filtering.

- **Empathy.** Two sub-categories emerged here—“treating people with disabilities” and “understanding injuries.” Issues like these are not concerned with treating or diagnosing illnesses. Instead, they are related to empathy and understanding. In the case of injuries, for example, a kindergarten teacher wanted stories about injuries because one of the girls in her class was injured and she wanted the class “to know how it feels when one gets injured and it’s okay.” The other example came from a Sunday school teacher who wanted books to discuss with children “how to treat people with disabilities.”

Requests like these two were geared to providing children with quasi-experiences—How does it feel if you are injured? How does it feel if you are a disabled person? How should we treat people with disabilities? How should we treat our friend when she got injured? These requests sought to relieve children’s

fear of illness due to misinformation or lack of information. For example, you don't get injured because you did something bad, and it is not contagious, so you won't get injured simply because your friend got injured.

These categories may not be comprehensive due to the small sample size of this exploratory study; however, they help build a framework of information needs to be tested in a follow-up, larger scale study.

Question 3: What do these questions indicate?

The topics generated from the queries collected here are varied, ranging from the specific—such as personal feelings—to the general, such as positive thinking. The topics cover different traditional and current issues children may encounter daily. They can probably be best understood as indices of the diverse information needs of children. As Walter and Kuhlthau suggest in their studies, children have information needs that arise not only from their school assignments but also from their personal lives.¹⁸ Topics collected in this study can be best understood as a set of children's information needs generated from their daily life activities—at home or at school—about themselves and about their relationships with others in society. In other words, what children need from this set of topics can be seen as stepping stones that help them proceed more smoothly with socialization and personal development.

Empathy depends upon the ability to truly respect and appreciate the inevitable differences between people. Being able to get along with others, including family, friends, humans, and nonhumans (for example, computing devices), will likely equip them to function properly in their particular living context. Children learning about how to respond to various emotions will hopefully begin to develop coping skills for dealing with strong feelings.

These cases reveal that our library patrons did make use of public libraries to pursue the ability to see things from different perspectives and to develop the skills to cope with frustrations derived from life challenges.

Question 4: How does the children's librarian provide assistance to help children cope?

Children's librarians displayed a wealth of information behaviors in this particular context. The participating librarians asked a variety of verifying questions during their interviews with patrons, consulted various sources, and provided different levels of recommendations.

Interview Questions

During the study, the librarians repetitively used several clarification or verification skills to pin down the patrons' problems and provide additional recommendations. Here are the three most frequently used interview questions:

1. *"How old is he/she?"* Not all adults brought the children with them, and not all of them identified the children's ages in the beginning. They simply said "I need a children's book about a friendship problem." But a friendship problem could concern any age group. Friendship books for a four-year-old are definitely different from those for an eleven-year-old in terms of format, genre, content focus, and so on.
2. *"Do you want books on this topic or books to cope with this topic?"* There is a huge difference between books "about or on death" and books "to cope with death." Some patrons seemed to be aware of the discrepancy and be certain of their queries; however, some patrons were unaware of the difference between the two and needed to be reminded. Asking leading questions helped clarify the patron's actual need.
3. *"Do you also want adult books on this topic?"* Often, adults sought children's books exclusively to help children cope with personal problems. But the librarians had a different understanding; they believed that adult books could provide additional assistance in many ways. One of the participating librarians commented that adult books gave comparatively more details about a child issue. They may help adults think through a tough family issue by giving pros and cons, they may provide adults with guidelines for the use of some designed activities when helping children, and they may offer new options for adults solving a problem, bringing more flexible solutions in crisis management.

But most adults did not seem to appreciate the possibility of a broader perspective on an issue. They declined the offer simply by saying "a child's book is just fine."

Sources

The librarians consulted five major resources—library catalogs, colleagues, online bookstores, personal experiences, and community resources. In most cases, the librarians were catalog driven. They began with their own library catalog system, the system in the nearby areas, and the systems in remote areas for interlibrary loan (if time permitted).

But not all subject headings or index terms were helpful for retrieving the desired items, especially fiction titles. In such situations, librarians sought advice from their colleagues and inspiration from online bookstores. Online bookstore databases might provide potential titles, and the librarians would come back to their local catalog systems to check availability.

For example, the functions of "similar books" or "people who bought this item also bought . . ." were used by two of the participating librarians, and these databases provided a quick catalog service that might, in fact, be more sensitive or pertinent than the online catalog services currently used by their public libraries. Although book sales might reflect only popularity and not necessarily quality, the librarians would prefer "at least having something" to nothing.

"The final decision is the patron's," commented Librarian A. Some librarians extrapolated from their personal lives and reading experiences. The following two cases illustrate such behavior.

My [the librarian's] daughter had the same kind of thing [ADHD]. . . So I think I know what books work better for kids like mine.

A white father in his late thirties wants books about money for his four-year-old son because the child is in the bad habit of reaching for his father's change at the store. The child is very bright, beginning to read already. . . I look up "money-juvenile literature" and "money-juvenile fiction" and found several books . . . then I remember something I have read before: "The Money Tree," which I like a lot.

Finally, librarians sometimes consulted community resources or agencies for better solutions. It was just another aspect of reaching out, as one librarian pointed out.

We are an information resource here. It isn't just about the books. We certainly represent all the agencies in the city where we are employed. Even if I don't know something personally, I'll go to the phone book and look up the government agencies and make the call for somebody even if I have to say "is this the right agency? So the person [patron] is going to call you."

I want my patrons to be calling to the right places; this is the right number to get somebody. . . I do have a list at my desk that's full of telephone numbers of city connections and things like that. And I think using that as part of my work as a librarian is what I need to do.

Recommendations

What the librarian provided varied, depending on the patron's request. In addition to library materials such as books, audiotapes, videotapes, and DVDs, librarians sometimes recommended a program or an institution to the patron.

In library 2, which has a large number of non-English speaking users, requests to help solve learning or reading difficulties were common. The library had a reading-tutor program created specifically to address this problem, so upon receiving this kind of question, the librarian referred the patron to the program.

Sometimes librarians recommended other city agencies. Librarian J shared one of her experiences of helping a patron successfully through program referral.

I had a patron, a mother, who had a child that didn't behave as a normal child [at] his age. She had another older child, whom she was trying to help in the library, who seemed like a normal-behaving child. But the woman could hardly cope with the smaller one . . . the kid was out of her control, like a wild animal, and she was in tears. I told her there was an infant and family support program, which was part of the school district. They worked with other city agencies and they could forward parents that come to them.

Discussion

What is this coping service then? To what level is the coping service similar to or different from the typical reference service or readers' advisory service? The three services share some common ground because of their nature as types of information services, but they also differ in many ways.

The coping service is not the typical reference service we understand because reference service focuses primarily on "factual information," but most coping-relevant requests, as this study has shown, look for stories and fiction books. This seems to draw coping service closer to the readers' advisory service. But a detailed comparison between the two types of library services reveals their distinctive characteristics.

Descriptions of the categories and comparisons follow.

The user. Both children and adults are the users of the traditional readers' advisory, but children, as discussed, are the main users of the coping service.

Query content. The traditional readers' advisory is interest-oriented. It is for pleasure reading, and oftentimes it deals with a patron's favorite fiction type or genre, author, or favorite book. Questions are along the lines of "I have read all the Harry Potter books; is anything else like it available?" or "I enjoy science fiction; what do you recommend?" But the coping service is problem-oriented—it deals with a patron's personal problem rather than serving his or her recreational needs.

The coping service interaction may be unpleasant, even painful, because the user wishes to cope with something stressful, or something currently beyond his understanding. Examples of questions are "I need children's books on divorce," or "our pet just died. What do you suggest us reading at this point?"

Interaction focus. In traditional readers' advisory, the interactions between the librarian and the patron focus on the understanding of the previous reading experiences of the patron to better grasp a patron's reading interest. "What have you read?" and "what do you like about the Harry Potter books?" are two typical questions used during the traditional readers' advisory. The librarian is trying to discover what the patron may read and enjoy from what the patron has read and liked in the past.

But with coping service the questions are more problem driven. The interactions are more focused on understanding the problems of the patron. A common question may be along the lines of "is this personal or is this for a class?," "can you be more specific?," and "do you want books on this topic or books to cope with this topic?"

Goal. The goals of the two services are also different. The traditional readers' advisory aims to satisfy readers' specific reading interests and needs; the goal of the coping service is to help patrons better understand a problem or direct them to potential solutions.

Table 2. Traditional Readers' Advisory vs. Coping Service

	Traditional Readers' Advisory	Coping Service
User	Adults and children	Primarily children
Query content	On leisure reading interests	On personal problems
Interaction focus	On user's reading experience	On understanding the problem
Goal	To satisfy a reading need	<ul style="list-style-type: none"> • To help understand a problem • To provide solutions to a problem
Librarian's recommendation	Content-driven: library materials	<ul style="list-style-type: none"> • Library materials • Library programs • Other supportive groups
Book selection focus	On literary or artistic values	On the potentiality of problem-solving

Recommendation. Traditional readers' advisory offers reading guidance and advice, so the librarian's recommendation is most often composed of books or a list of books, or other formats of library materials such as audiotapes and videotapes, and is primarily content driven. The coping service, in contrast, is mainly solution driven. The outcome of the recommendation is employed as one of the methods to help patrons solve problems. How the problem can be solved, therefore, dominates the librarian's decision-making and selection of materials. If library materials work better for the problem, they are recommended, but if other agencies or community institutions are more appropriate for services, referrals can be given or a combination of options provided.

Book selection focus. In a traditional readers' advisory, book selection and recommendations are usually based on literary or artistic values. The librarian wants to give patrons the best quality books that meet their interests. But in coping service, literary and artistic values are not as important as the book's potential to help solve a problem.

Apparently, if coping service is another aspect of readers' advisory, the boundaries and expectations of readers' advisory appear to have expanded and have been more complicated than that for which current library literature has provided. This has placed increasing professional demands on children's librarians to advise and guide receptive patrons dealing with emotional, psychological, educational, and social challenges.

Suggestions for Provision of Children's Service

Coping assistance is not simply a temporary response to a national tragedy, and it should not be thus limited. Within the library, awareness must be raised among library staff and librarians about the benefits of this service.

Outside the library, publicity has to be generated to encourage greater awareness and use of this library service in communities, especially in institutions where children are the primary participating subjects. Since some personal problems can be

very sensitive, it is advisable to find partnerships to gain more experiences in collaboration and in setting up new advising programs. Some potential partners include mental health groups, abuse self-help groups, youth groups, families, and so on. They can help establish a similar project and help libraries gain (or expand) access to people who were formerly not library users.

Further, collaboration with other support groups may also help librarians build up better collections in the coping context. Professional library literature usually promotes collection development based on the community's needs and on the literary and artistic values of the materials. But books that deal with coping and healing values can often be overlooked and buried among quantities of unreviewed publications because they are less popular or less aesthetically pleasing.

Trying in vain to find appropriate books or stories for patrons with special needs can become the cause of a librarian's nightmares and disappointments. Children's librarians may acquaint themselves with different types of publications by working with other support groups.

Finally, it would be helpful for librarians to reexamine their duties and responsibilities in another context, that of providing information or reading as a healing tool and not just as an educational or recreational device. Their selection of materials could have a much greater impact on users than they might possibly expect. Through library activities such as storytelling, booktalks, and displays, books addressing sensitive issues could be shared more naturally. Ready-made annotated bibliographies or booklists not only help patrons browse but also support anonymity for those who would like to maintain a maximum degree of privacy.

Conclusion

A story in *The New York Times* reported about how parents approached a children's librarian in Parsippany, New Jersey, looking for books to help young children cope with various issues.¹⁹ This story seemed to be in accordance with the findings of this study.

Thus far, various attributes have been discussed that constitute the coping service in the public library—it exists in the public library, its major user group is children, and it deals with various coping issues in children's daily lives.

This study has shown that children's librarians provide coping assistance in a fashion different from what is defined in traditional readers' advisory. A necessary next step would be a study with a larger sample size. Identifying, naming, and defining this coping assistance service by librarians will help to place future studies of this phenomenon on common ground. ☺

The author would like to thank Dr. Virginia Walter for her encouragement and advice for this study.

References

1. See, for example, Margaret E. Monroe, "Reading Guidance as a Basic Library Service," *Reading Guidance and Bibliotherapy in Public, Hospital and Institution Libraries*, ed. Margaret E. Monroe, (Madison: Library School of the University of Wisconsin, 1971): 1–11; Virginia A. Walter, *Children and Libraries: Getting It Right* (Chicago: ALA, 2001), 30–32; Brian W. Sturm, "Reader's Advisory and Bibliotherapy: Helping or Healing?" *Journal of Educational Media & Library Sciences* 41, no.2 (2003): 171–79.
2. Joyce G. Saricks, *Readers' Advisory Service in the Public Library* (Chicago: ALA, 2005): 4; Bill Crowley, "Rediscovering the History of Readers Advisory Service," *Public Libraries* 44, no. 1 (2005): 39.
3. Saricks, *Readers' Advisory Service in the Public Library*, 1.
4. Judson T. Jennings, *Voluntary Education through the Public Library* (Chicago: ALA, 1929), 13.
5. Saricks, *Readers' Advisory Service in the Public Library*, 2.
6. Ibid., 1; Crowley, "Rediscovering the History of Readers Advisory Service," 38.
7. Duncan Smith, "Talking with Readers: A Competency Based Approach to Readers' Advisory Service," *Reference & User Services Quarterly* 40, no. 2 (2000): 139.
8. For example, see discussions during September 2001 in CCBC-NET, one of the major discussion lists in the United States for issues critical to children's and young adults' literature, <http://ccbc.education.wisc.edu/mailman/private/ccbc-net/2001-September/thread.html> (accessed Oct. 10, 2007).
9. American Library Association, "Resources for Children, Their Parents and Educators: Dealing with Tragic Events of September 11, 2001," www.ala.org/ala/alsc/alscresources/dealingwithtrag/DealingwithSept11Tragedy.htm (accessed Oct. 10, 2007).
10. Laura Hayes, "Coping, View 1: Programs Laudable," *American Libraries* 33, no. 8 (2002): 35–36.
11. Ibid., 36.
12. State Library of Louisiana, "Hurricane Assistance Links," www.state.lib.la.us/links (accessed Oct. 10, 2007).
13. State Library of Louisiana, "Booklist for Children Affected by Hurricanes Katrina and Rita," www.state.lib.la.us/whatsnew/whatsnew_details.cfm?doc_id=574 (accessed Oct. 10, 2007).
14. George Eberhart et al., "Katrina's Terrible Toll: Librarians Rally to Provide Information for a Devastated Gulf Coast Population," *American Libraries* 36, no. 9 (2005): 25; Mary C. LeBouef, "Disasters Strike, Public Libraries Prevail: The Impact of Hurricanes Katrina and Rita on Louisiana Public Libraries," *Louisiana Libraries* 68, no. 4 (2006): 5; Marylaine Block and Ann Kim, "All (Librarian) Hands on Deck," *Library Journal* 131, no. 5 (2006): 22.
15. LeBouef, "Disasters Strike, Public Libraries Prevail," 5.
16. Ibid.
17. Beth Dempsey, "Responding to Disaster," *Library Journal* 130, no. 20 (2005): 8.
18. Virginia A. Walter, "The Information Needs of Children," *Advances in Librarianship* 18 (1994): 111–29; Carol C. Kuhlthau, "Meeting the Information Needs of Children and Young Adults: Basing Library Media Programs on Developmental States," *Journal of Youth Services in Libraries* 2, no. 1 (1988): 51–57.
19. Michael Winerip, "A Childhood Issue? Ask a Librarian," *The New York Times*, May 20, 2007, Parenting Section, in the New York region.

Call for Referees

To make *Children and Libraries* a truly interactive publication, we're looking for ALSC members to serve as volunteer referees for journal articles. Unsolicited articles and those of a scholarly nature must be submitted to at least two referees to judge the submissions on accuracy, style, impact, importance, and interest. Specialists in particular genres (such as technology, literature, intellectual freedom, programming, and so on) are especially needed.

Referees make recommendations to the editor on whether or not manuscripts should be accepted for publication. Interested librarians should contact *Children and Libraries* Editor Sharon Korbeck Verbeten at CALeditor@yahoo.com for more information on the referee process.

Wonderful “Ones”

The Key to Successful Storytimes for One-Year-Olds

James Thomas

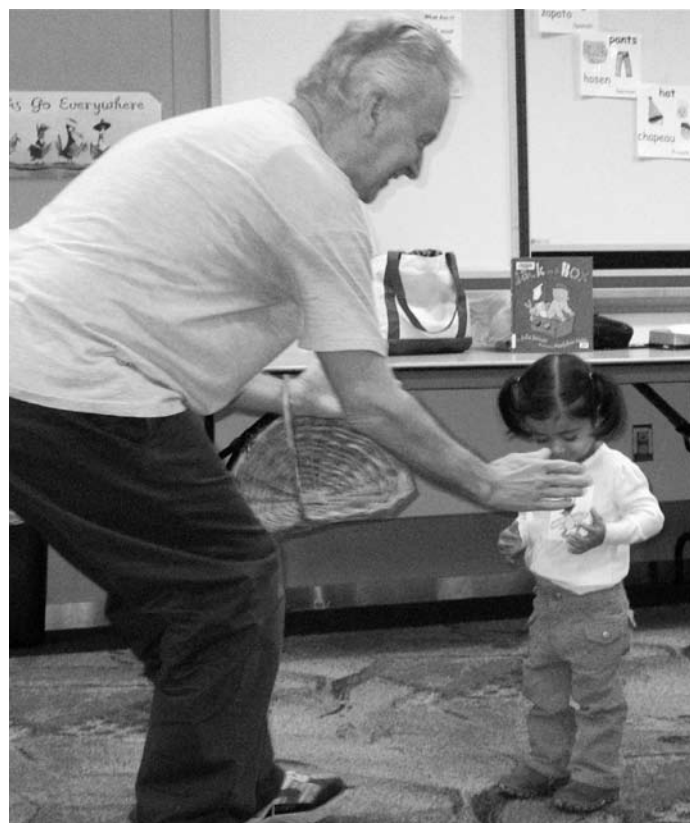
Perhaps one of the most challenging ages among those grouped in early childhood (infants through preschoolers) are the one-year-olds, especially when you want to provide them with a meaningful and semi-controlled storytime. Is this age group really the “wonderful ‘ones?’”

Most parents of children this age avoid placing them in such an environment because of a number of obvious developmental factors: they are “always in motion,” “limited to no attention span,” “noisy,” “lacking in language/communication skills,” and the list goes on. But librarians should know that all of these supposed “disadvantages” may be used to advantage. Working with this age group, though, does require a resourceful, willing professional.

What makes a positive encounter possible and successful? Attributes that come to mind include a break-neck pace; non-stop action; on-the-floor, eye-to-eye contact; a demand for parental involvement (for validation and reinforcement); a loud voice; a willingness to sing even though some of us may not be very good; and a lot of patience.

Identifying an appropriate format along with materials that support this age group is paramount. Young toddlers are

different—*very* different—from two-year-olds in the length of time they will attend and what they are capable of processing. They are still exploring and reacting to their environments and one another. They will not typically be still very long, and if they are, it’s at the beginning and not the end of a session. This means that if anything substantive is to be accomplished, it must be done at the beginning of storytime.



Dilara hands Mr. Jim an object to place in the basket.

James “Mr. Jim” Thomas, “the toddler icon,” has taught on the elementary, secondary, and university levels and is now a practicing children’s librarian with the King County Library System in Bellevue, Washington. He has done postdoctoral work in early childhood as well as research on developmentally appropriate settings and materials for one-year-olds.

James "Mr. Jim" Thomas, "the toddler icon"

Over the past several years, I have had the opportunity to work with young toddlers (ages twelve months to twenty-four months) in a storytime setting. As a result of these programs, I have developed various handouts that parents have found helpful when locating information and book titles appropriate for this age group. To save on the consumption of paper, these materials are available for anyone to print at the right of the wiki page called "SideBar." (www.toddlericon.pbwiki.com)

SideBar

HANDOUTS

Sessions: [#1](#) [#2](#) [Session content](#)

Introduction [basics & booklist](#) [nametag](#)

Counting [books and activities](#)

Colors [board books](#)

ABC [apple and ant](#) [a thru e](#)

Shapes [board books](#)

Foreign Language [hat](#) [chapeau](#) (French) [shoe](#) [zapato](#) (Spanish)

[shirt](#) [chen shan](#) (Chinese) [pants](#) [hosen](#) (German) [sock](#) [calza](#) (Italian)

Songs [Favorite Recording Artists](#) [Stories and Songs for Toddlers](#)

[More we get together](#) [In a cabin in the woods](#)

[Five little ducks went out to play](#) [Head shoulder knee and toes](#)

[If you're happy and you know it](#) [Seals on the bus song](#)

[Tiny little spider](#) [Wheels on the bus](#) [Hokey pokey](#) [Turn Around](#)

[Let's go to the market](#) [Corner Grocery Store by Raffi](#)

[sheets of songs with words](#)

Sign Language [baby sign books](#) ["More milk"](#) ["There's a tiger walking"](#)

["Please change my diaper"](#) [signing with young toddlers making the](#)

[connection](#)

[Pick Me Up!](#) (signing book with CD)

Yoga [books for babies and toddlers](#)

Potty [books for young toddlers](#)

Software [listing](#) [...for babies to two](#)

[Giggles Computer Funtime/sample program](#)

For posting at home [print rich environment: objects](#) [shapes](#)

[Lots of ways to say goodbye](#)

Links [KCLS/Early Literacy/Ready to Read](#) [Nancy Stewart music](#)

[Nancy Hanauer signing for babies & toddlers](#)

[Dewey & Sketch Story Time: Second Season cover](#)

So parents are aware of what I wish to accomplish and will be supportive of my format, I always share with them a printed handout as well as my online wiki (www.toddlericon.pbwiki.com) where my objectives for them and their children and format appear.

Objectives for Children

- establish comfort with the storytime structure and presenter
- provide familiarity with the thirty-minute time sequence
- encourage appropriate interactions of children with one another
- identify personal names and body parts
- introduce language and concepts: alphabet, numbers, colors, shapes
- demonstrate use of gross-motor skills through music and exercise
- promote eye-hand coordination and small-motor skills with signs for concrete objects

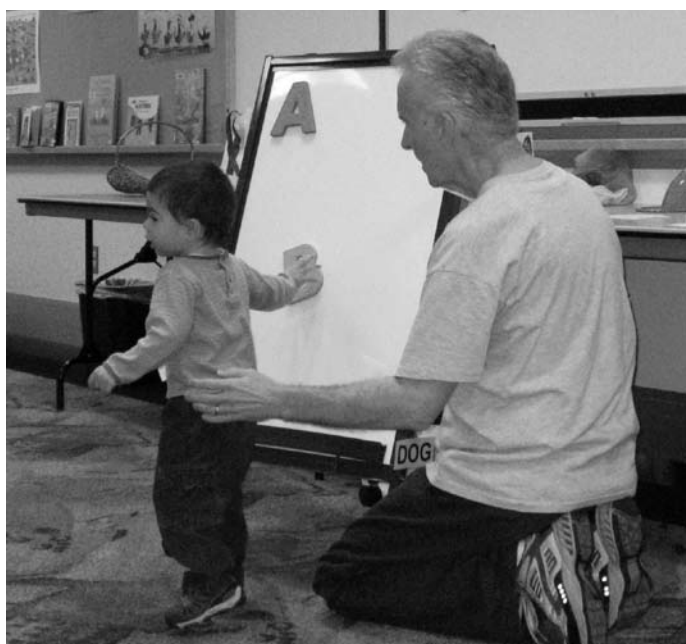
Objectives for Parents and Caregivers

- demonstrate that learning can be fun and enjoyable
- model behaviors for individual interactions and group participation
- suggest book and music titles for ages twelve to twenty-three months
- share information by providing topical handouts for parents to take home
- provide opportunities for communication between parents to promote the development of early literacy skills in the storytime setting

Program Format

For my opening, I welcome parents and children. Parents print the child's name tag. Initially, I share my expectations of parents—sitting on the floor behind the child, doing what I do, turning off all cell phones. At my request, the children place their name tags in the story basket along with mine—typically they come to me at the front, but if they are reluctant, then I go to them. I begin with the song "The More We Get Together," first with the words and action, and then without the words but with actions. I then continue the program:

- **The alphabet.** Identification and arrangement of the first few



David places a "B" on the magnetic board.



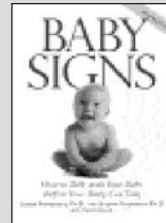
A musical jack-in-the-box captivates the audience.

letters of the alphabet mixed up on a board and moved to the correct arrangement with child and parent input; three to four pictures of concrete objects that match the letter with the printed name of each below; A, B, C handout for parents to take home for posting on the refrigerator.

- **Counting, shapes, and colors.** Numbers placed on a board in incorrect order with child and parent input for correct arrangement; one shape each week using a concrete object such as a slice of bread for square; one small color square made fifteen times sung with "one little, two little . . ." (tune of "Ten Little Indians"); four color scarves singing "red, red, where is red," for example, where I locate a child who is wearing the color and place the scarf on the clothes; when finished, children come to front and return scarves.
- **Clapping for listening and eye-hand coordination skills.** Sequence of four equally spaced, then more complicated each week. Finally, B-I-N-G-O is clapped and sung.
- **Foreign languages.** Five different languages selected using concrete objects, such as *hosen* (German for "pants") handout with words and pictures for parent to take home for posting on the refrigerator.
- **Exercises and songs with motions.** "Head, shoulders, knees, and toes," "Let's Tap our Legs Together," and yoga positions—downward dog, snake, baby bear, porcupine.

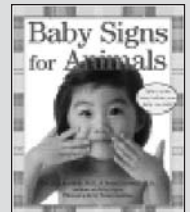
Sign Language Books for Parents to Share with Toddlers

Pick Me Up! Fun Songs for Learning Signs by Robert Berg et al. Sign2Me/Northlight Communications, 2003. 62p. Inspired by *Sign with Your Baby*, which was researched and written by Joseph Garcia.



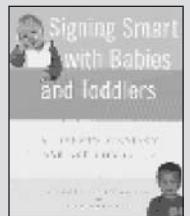
Baby Signs: How to Talk with Your Baby Before Your Baby Can Talk by Linda Acredolo, Susan Goodwyn, and Douglas Abrams. Contemporary Books, 1996. 163p. The best-selling parenting guide featured on *Oprah* and *Dateline* is revised and updated with fifty new signs.

Baby Signs for Animals by Linda Acredolo and Susan Goodwyn. HarperFestival, 2003. 18p. Infants and toddlers can learn how to say what they need, see, and feel long before they can form actual words by using signs from this revolutionary breakthrough in communication.



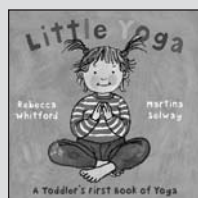
Baby Signs for Bedtime by Linda Acredolo and Susan Goodwyn. HarperFestival, 2003. 18p. Bedtime for infants and toddlers is made easier with this board book featuring the most popular signs used for parent-child communication.

Signing Smart with Babies and Toddlers by Michelle Anthony and Reyna Lindert. St. Martin's Griffin, 2005. 229p. Practical techniques and activities for communicating with your baby or toddler using easy-to-learn signs.

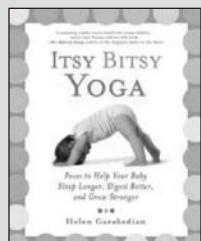


Baby Signing: How to Talk with Your Baby in American Sign Language by Andrea Fixell and Ted Stafford. Viking Studio, 2006. 69p. Easy-to-follow guidance for when and how to get started signing. More than one hundred signs are included for safety, bedtime, and more.

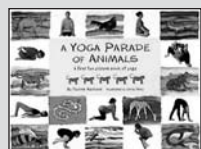
Yoga for Toddlers



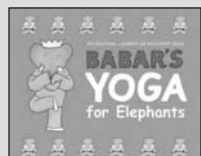
Little Yoga: A Toddler's First Book of Yoga by Rebecca Whitford and Martina Selway. Holt, 2005. 28p. Here is a playful introduction to nine simple yoga exercises for young children. Toddlers will enjoy moving along with "Yoga Baby" as they follow the basic poses. This interactive picture book also includes helpful information for parents and educators.



Itsy Bitsy Yoga: Poses to Help Your Baby Sleep Longer, Digest Better, and Grow Stronger by Helen Garabedian. Simon and Schuster, 2004. 236p. "Through yoga, babies sense their parents' trust and deep commitment to understanding as they move forward in developing their physical, social, intellectual, and emotional skills."

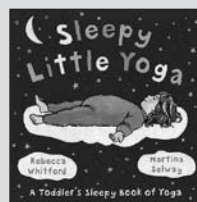


A Yoga Parade of Animals: A First Picture Book of Yoga by Pauline Mainland. Illus. by Chris Perry. Element Children's Books, 1999. 28p. Inspires children to assume beginning yoga positions using the shapes of animals as guides. This book develops a life-lasting awareness of good, relaxed posture, stillness, and inner well-being.



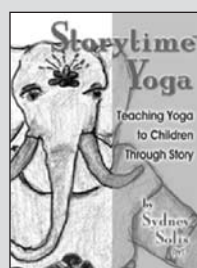
Babar's Yoga for Elephants by Laurent de Brunhoff. Abrams, 2002. 48p. Babar the elephant demonstrates and provides step-by-step instructions for basic yoga techniques and positions,

then shows how he and Celeste use them to relax and have fun as they travel around the world.



Sleepy Little Yoga: A Toddler's Sleepy Book of Yoga by Rebecca Whitford. Illus. by Martina Selway. Holt, 2007. 28p. May be used to calm a young child and to introduce yoga poses. Colorful pages show a toddler in an easy pose opposite an animal in a similar position.

The book is fun to share, even in a group storytime, while letting children do their own thing. A photo spread shows children practicing the postures.



Storytime Yoga: Teaching Yoga to Children through Story by Sydney Solis. Photos by Michele Trapani. Mythic Yoga Studio, 2006. 114p. Teach yoga to children ages 3-11 using oral storytelling! For parents and teachers using multicultural oral folktales scripted with yoga poses. Meditation, relaxation, songs, games, and more.



Twist: Yoga Poems by Janet S. Wong. Illus. by Julie Paschke. Simon & Schuster/Margaret K. McElderry Books, 2007. 39p. A collection of sixteen poems sure to inspire even the youngest yogi!



"Apple and Ant" book holds all the letters of the alphabet with a picture of an object for each.

- **Self-concept development.** Identification of parts of a face.
- **Walking and participation song.** *Brown Bear, Brown Bear, I Went Walking*, or *Let's Go to the Market* using words from books, songs, pictures, and objects posted around the room. Children follow and picture or object is given to them for placement in a collection basket.
- **Songs and fingerplays** (varies each week). "Tiny Little Spider," "Wheels on the Bus," "Five Little Ducks."
- **Sign language.** Teach signs for three songs—"Please Change My Diapers," "More Milk," and "There's a Tiger Walking" from *Pick Me Up! Fun Songs for Learning Sign*.

In closing, we'll sing "Hokey Pokey," either part 1 or 2 for right or left and body parts. Name tags are dumped on the floor in



Nayantara and her mother, Elizabeth, find her hair.

front for children to locate their name and take home, and each child is given a sticker to wear.

The key to making this format work for ten to twelve weeks? Repetition. Slight variations are presented, but essentially I follow the same arrangement week after week. Why? Young toddlers appreciate and respond to sameness and a repetitive format. It provides them with some degree of predictability and comfort know-

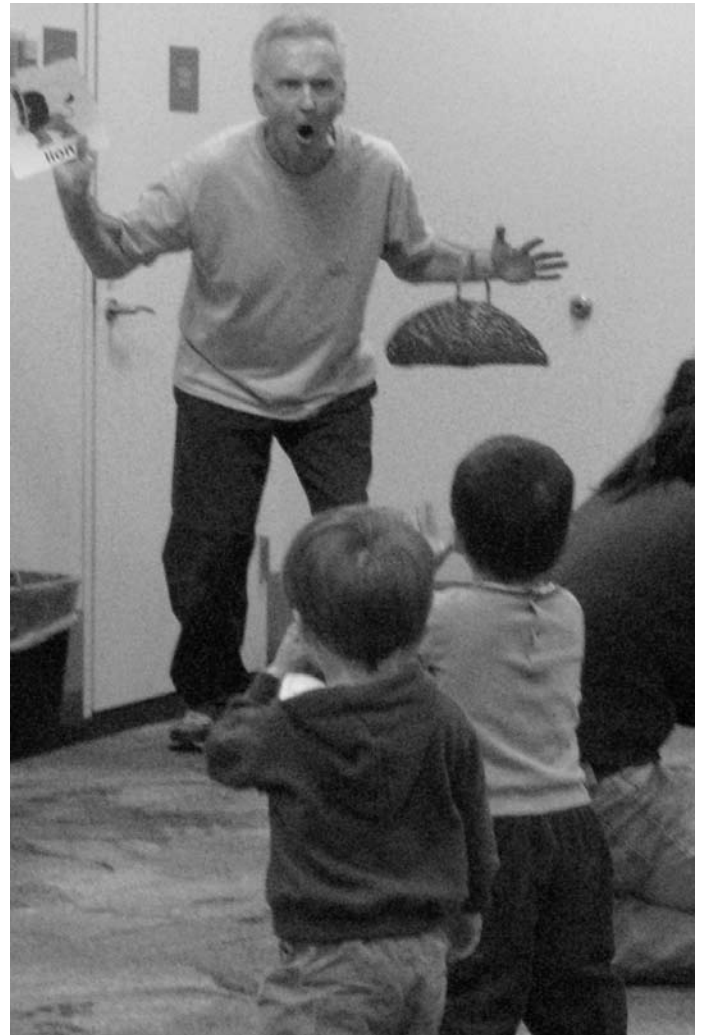
ing the established environment when they return. This is obvious from their increased participation and smiling faces.

After several weeks, I begin to hear comments shared by parents who are so excited that their children "know" the day of the week for young toddler storytime and insist on being taken. And at the end of the sessions I consistently receive written comments:

I had no idea that Sarah was learning to sign while she was at storytime until she actually signed for "more milk" during dinner.

Last night, I found Mark in the hallway "teaching" a spider he found on the wall to sing "The Tiny Little Spider," and he was making all the motions we did in the class.

She has been in your storytime for eight months, and I believe she is actually ready to sit still for longer than one minute and listen in a group to a story being shared. Amazing!



I went walking and saw a lion roaring at me.

So, still think they are called "wonderful 'ones'"? You bet they are! They challenge and delight me, and there are rewards from working with this age group beyond what most would imagine.

I am making a difference that might not show for years, but I suspect many will want to continue their library experiences as a result of something positive they experienced when they were younger. &

Index to Advertisers

ALSC National Institute.....	3
Hyperion.....	Cover 2
Lee Publishing.....	41
Prometheus Books.....	Cover 3

Random House.....	Cover 4
Scholastic.....	32-33
Treetop.....	14

Lighting the Way

Candlewick Grant Aids the Underserved

Martha Simpson

In May 2007, the ALSC Library Service to Special Population Children and Their Caregivers (LSSPCC) Committee was hard at work preparing for the ALA Annual preconference on “The Underserved 20 Percent: Children, Teens, and Adults with Disabilities,” when we received an e-mail from ALSC Executive Director Diane Foote. Candlewick Press had offered to sponsor a one-time grant of \$5,000 in honor of author Kate DiCamillo for a library to implement a project demonstrating “exceptional outreach to an underserved population” and had specifically requested that our committee administer the award. We would be starting completely from scratch. It would be our responsibility to name the award, create the guidelines and evaluation criteria, read and judge the applications, and determine the winner. Did we want to accept this new charge? I posed the question to the rest of the committee, and the answer was a unanimous and resounding “Yes!”

The name for the award was suggested by committee member Barbara Klipper, who thought “Light the Way” implied a unique project that would blaze a trail for other libraries to follow. She also liked the allusion to light since the sponsor was Candlewick Press. Candlewick Press loved the name, especially since many of DiCamillo’s books personify the theme of emerging from the darkness into the light.

DiCamillo endorsed the award, saying “When I was a child from a broken home in search of comfort, librarians handed me a

book. I am proud to join with ALSC today in this ongoing effort to put books into the hands of children who need the books—‘the light’—the most.”

Tackling the Project

Our committee had much to accomplish during our meeting at Annual Conference. We tackled the job of devising the grant criteria, application form, and the timeline for the project. During the next few weeks, committee members wrote a draft of the grant and worked with the ALSC Board and Candlewick Marketing Director Sharon Hancock to develop it.

Since this was a first-time award, we had no idea what to expect, but the response was far greater than any of us had imagined. We received fifty-three applications, including at least one from a librarian who joined ALA to be eligible for this grant. Applications came from cities and rural areas in twenty-nine states across the country, including Hawaii and Puerto Rico.

Most of the applications (thirty-four) came from public libraries. Eight came from traditional elementary, middle, high, or multi-grade schools. Six came from nontraditional schools, including schools within juvenile detention facilities and residential treatment centers for abused or neglected children, schools for children with special needs, and schools for immigrant populations. Five applications were submitted by special libraries in hospitals, community centers, and child care agencies. Many proposals involved collaboration among public libraries, schools, and a wide variety of community agencies.

News of the award somehow got onto a list of grants available to prison populations, and I received many inquiries from people working with teens in the juvenile justice system who had never heard of ALA before.

The Light the Way Grant clearly generated a lot of interest, not only among librarians who already participated in ALA activities, but also from people working in unconventional libraries who were discovering the association for the first time. Reaching out to underserved populations garnered excellent publicity for ALSC as well.

*The 2007–08 LSSPCC committee members are Chair **Martha Simpson**, Head of Children’s Services, Stratford Library Association, Stratford, Conn.; Erin Ford Nguyen, Library Manager, Youth Services, Independence Regional Library, Public Library of Charlotte and Mecklenburg County, Charlotte, N.C.; John B. Harer, Assistant Professor, Department of Library Science and Instructional Technology, East Carolina University, Greenville, S.C.; Barbara Klipper, Youth Services Librarian, the Ferguson Library, Stamford, Conn.; William R. Reed, Cleveland Regional Library for the Blind & Physically Handicapped, Cleveland, Ohio; Danielle Shapiro, Highlawn Branch, Brooklyn Public Library, Staten Island, N.Y.; Kristin Starnes, Corvallis-Benton County Public Library, Corvallis, Ore.; and Jessica Trujillo, Somerset County Library System, Bridgewater, N.J.*

The range of special populations represented was truly astounding. The LSSPCC committee is generally perceived as an advocate for children with physical or learning disabilities, but our policy statement encompasses a much broader vision. The grant applications reflected this. Although we did receive several proposals focusing on children with special needs, by far the largest percentage (almost half) involved programs or services for English for Speakers of Other Languages (ESOL) populations. Most of these were for Spanish speakers, but there were also proposals to help refugees from Somalia and immigrants from around the world. The second largest category centered on helping families living in extreme poverty, including migrant workers. Other populations addressed in the applications included teen parents and their children, children from nontraditional or broken families, and disaster survivors. Of course, there was some overlap within these categories. Outreach plans addressed the needs of unborn children, infants and preschoolers, students of all ages, and their families and caretakers.

Project ideas included preschool literacy, tutoring English-language learners, immigrant assimilation, parenting classes for teen mothers, summer reading programs, a mock Pura Belpré Award, programs for incarcerated teens, building community libraries, services for homeschoolers, computer classes, outreach to parents in WIC offices, adaptive technology, bilingual book discussions and storytelling, vocational training, audio books for children with special needs and ESOL populations, citizenship lessons, celebrating cultural heritage, thematic literacy kits, promoting community awareness, teaching students to make good life decisions, baby sign-language classes, and more. Literacy was a main theme in all of the grant proposals. Every application convincingly targeted an at-risk population in their community, and several communicated what we came to identify as a “critical need.”

To judge the applications, the committee created an evaluation form that closely followed the information requested on the application. Each committee member assigned points to rate how well the applicant had addressed each section. We looked for projects with reasonable and attainable goals that met the needs of a clearly defined target population. We looked closely at the budget and timeline for the project, its accessibility to the target population, the library's efforts to partner with other community agencies, and the program director's means of measuring its success. We did not require libraries to use DiCamillo's books but gave “bonus points” for plans that did.

Candlewick Press raised an additional \$2,080, which enabled us to name two honor awards of \$1,040 each, in addition to the original \$5,000 grant. Candlewick Press donated a complete library of DiCamillo's books and a signed print from her picture book, *Great Joy*, to each of the winning libraries.

The Envelope, Please . . .

An honor award went to Port Isabel Public Library in Port Isabel, Texas, for its Children's Book Club to the Rescue. Submitted by


the Friends of the Library, this school readiness project will enable preschool children of non-English speaking families to acquire literacy skills. The program will involve parent participation, the United Way, Success by Six, and a local daycare, and offer hope to families in an area that has been identified as one of the most poverty-stricken regions of the country.

The second honor award went to the Hancock County Library System in Bay St. Louis, Mississippi, for the Pearlington Library Summer Reading Program. Our hearts went out to this community devastated by Hurricane Katrina. The county's libraries, schools, homes, and other buildings were destroyed in the storm, and most have not yet been rebuilt. Families are still living in FEMA trailers, and the children are bussed to overcrowded schools an hour away. The Pearlington Library, operating from a trailer, will use the money to reestablish a summer reading program this coming June, which will offer a semblance of predictability, security, and stability to children whose world was shattered by the worst natural disaster in America's history.

The winner of the \$5,000 Light the Way Grant was the Rogers Public Library in Rogers, Arkansas, for Bilingual Teens as Teachers and Tutors. This application stood out because of its meticulous planning, wide-ranging impact to students of several ages, and outstanding collaboration among the public library, elementary and secondary schools, the local community college, and community agencies. Americorps volunteers will train bilingual teens to serve as tutors and role models to elementary school students who need help learning English. Most of the Spanish-speaking children are from families of migrant workers who have never been in the public library before. Children will improve their language skills, self-confidence, and cultural awareness so they may succeed in school. Teens will gain leadership, interpersonal, and social skills and be encouraged to consider teaching as a career when they tour Northwest Arkansas Community College.

The committee thought the Rogers Public Library project best exemplified how libraries can positively change lives through outreach to underserved populations and community partnerships.

While reading the grant applications we became more aware of the tremendous need for this award. The grant clearly struck a chord with many public, school, and special libraries anxious to expand their services to help underserved and struggling populations.

The LSSPCC committee, established in 1964, strives to speak for special-population children and their caregivers; to offer leadership in discovering, developing, and disseminating information about library materials, programs, and facilities for special population children and their caregivers; to develop and maintain guidelines for selection of useful and relevant materials; and to discuss, develop, and suggest ways in which library education programs can prepare to serve these children and their caregivers. 

What Do You Know?

Applying the K-W-L Method to the Reference Transaction with Children

Amy S. Pattee

Library literature related to reference services in general and the reference interview, specifically, has typically made library reference work with children into a special case. Ross, Nilsen, and Dewdney's *Conducting the Reference Interview* categorizes "the reference interview with children and young adults" within what the authors call "special contexts" that include telephone interviews, English as a Second Language (ESL) patron interviews, and interviews of patrons with disabilities.¹

Library and information science literature describing information-seeking behaviors has also noted a distinct difference in the information needs and information-seeking strategies of differing populations; in this context, children in particular are deemed "special" patrons. Because library reference work with children often involves not only answering children's questions but also explicit bibliographic instruction, I propose the incorporation of a strategy used by teachers to encourage directed reading of nonfiction texts—the K-W-L Method—into the children's reference interview to address what researchers have called the "special" needs of young people.²

The K-W-L Method can be easily manipulated to speak to children's research needs and, when implemented in the context of the reference interview, validates the young information seeker's request, encourages autonomy, and introduces the user to bibliographic methods.

Children's Reference Transactions

Library and information science research related to children's information-seeking has noted the various ways children's information-seeking processes differ from those of adults. Drawing from theories of child development, researchers argue that children's cognitive growth and development affects how young people conceive of information and of their own information needs. Younger children, in the earliest stages of development, may not even recognize their own information needs

or, if they do acknowledge an information lack, may not be able to articulate these needs. But, as children become increasingly capable of understanding complex information, their ability to conceive of their own information needs and develop research tasks to address these needs increases.

Library information systems are not typically created for library patrons at early stages of development, and children generally require instruction and guidance before they begin to feel comfortable with the library and its organization. Additionally, many of the questions that bring children to the library are not generated by the children themselves; children's homework and school research projects represent "imposed" queries, questions, or problems given to a child by an adult to solve. The above factors are unique to children's library services and can complicate the reference transaction.

Awareness of the factors that can affect a young library patron's ability to find information leads to better and more sympathetic library service to children. Brown writes, "the child as reference client requires skilled and considered assistance,"³ and as such, knowledge of the factors that contribute to children's and adults' different understandings of their information needs, the vocabulary and organization of library systems, and the different contexts of their questions should inform the structure of the children's reference interview. Because, Brown argues, "libraries must deliver a quality reference service to the young to ensure that they do indeed choose to be the clients of the future,"⁴ children's reference services involve not only specialized interviewing techniques but also library orientation and bibliographic instruction.

This orientation and instruction can be built into the reference interview as librarians model the information-seeking process for children and, using the K-W-L Method as guide, help child library users articulate their information needs and select and evaluate material to meet these needs.

Kuhlthau's call for librarians to learn about Piagetian stages of cognitive development, apply this knowledge to bibliographic instruction, and share it with teachers with an eye toward the creation of more thoughtful research assignments likely set an agenda for the application of developmental research to children's library services.⁵ Since then, librarians and researchers have cited the developmental differences between children and

Amy S. Pattee is Assistant Professor in the Graduate School of Library and Information Science at Simmons College in Boston.

adults as one of the key disturbances of the reference interview. According to Piaget, humans progressively develop the ability to think in terms ranging from the concrete to the abstract. Typically developing adults are at the upper range of Piaget's stages and have developed the ability to think in abstract terms and from multiple perspectives, while young people may not have mastered these abilities. This developmental difference between adults and children can affect the reference interview.

"Children are in the midst of developing intellectually, emotionally, and socially," writes Burton. "This difference in development between children and adults leads to a difficulty understanding when communication is attempted."⁶

Similarly, writes Hirsh, "children . . . progress through cognitive and developmental levels that may influence the ways they perform research and make relevance judgments."⁷ Ultimately, because of the developmental differences between children and adults, "children lack the language and reading skills and life experience that adults bring to the information-seeking situation."⁸

This literal difference of mind—between adult librarian and child information seeker—can make a child's reference transaction difficult. Library literature related to children's reference services that acknowledges the developmental stages of childhood emphasizes the librarian's tempering of developmental knowledge with skillful questioning to determine the most developmentally appropriate service and response to children's queries.

Children often have difficulty articulating their information needs because they lack the vocabulary that would allow them to more clearly phrase their questions and because they lack the experience and frames of reference that would allow them to communicate these needs to adults. Citing children's "limited experience of the world" and their "uncertainty about defining or articulating an information need," Walter explains that children are "more likely to experience unmet needs."⁹ Because of children's uncertainty, lack of experience, and undeveloped vocabulary of inquiry, the goal of the reference interview with children is, Sullivan writes, "not just to discover what is the true nature of the question but also to understand what is required to provide an acceptable answer."¹⁰

Bishop and Salveggi offer a developmental explanation for this difficulty that is present in both younger and older children. According to them, younger children (ages two through seven) in what Piaget calls the preoperational stage "think that everyone experiences the world in the way that they do" and that "children at this stage do not think to formulate their questions in a way that a librarian would understand."¹¹

Older children (ages seven through ten) in Piaget's concrete operational stage may "try to mimic the adult way of putting things in order, and thus complicate [their] question unnecessarily."¹² These observations support the need for reference interview techniques that are specific to children and that are geared toward helping them formulate and communicate their questions.

Most library and information systems are created for adult users and can seem incomprehensible to a young person with little knowledge of or experience with the library and its organization. Unless an information system has been deliberately constructed with a child user in mind—like the former Ask Jeeves (now Ask for Kids) Internet search engine—the system usually conforms to adult specifications and, according to Cooper (quoted in Harris and McKenzie), "reflect[s] the typifications of the library and the larger culture rather than those of the information seeker."¹³

The skills required to use a computerized library catalog system—typing, spelling, reading—are certainly not those that all children have mastered. Furthermore, the abstract symbol system of book location can confuse those young people who haven't mastered the developmental task of abstract thinking. Lavery has observed that "children's theoretical knowledge of the purpose and organization of the catalogue and the function of the Dewey system [is] generally insufficient for the task of retrieving useful information" and because "successful retrieval requires . . . an understanding of the library collection and its access points"—an understanding many children lack—the organization of the library itself can be a hindrance to children's information-seeking.¹⁴

Additionally, notes Hirsh, "children's knowledge of the literature is generally more limited"; that is, children's lack of experience with information-seeking informs their narrow perception of the different types of information resources available to them.¹⁵ These issues may be addressed passively through the development of easy-to-read signage, brochures, and pathfinders, and may be more directly addressed during the reference transaction.

Library reference interviews with children may be complicated by what Gross calls the imposition of many of their queries. "The information-seeking world of children is greatly scripted and managed by the world of adults," writes Gross, noting that many of the questions children ask at the library are not the products of their own curiosity; instead, school assignments and research projects inform the content and scope of young people's information-seeking.¹⁶ In these cases, concludes Gross, "the transaction of the query does not end with the answer or resolution but rather when the results of the transaction are returned to the imposer."¹⁷

In the case of the imposed query, the librarian is often called upon to act as interpreter of the initial query, Bishop and Salveggi write, because "the children's librarian lacks the context that produced the question . . . he or she has to try to negotiate the question in such a way that it does not move away from its original meaning."¹⁸ Because this is often not the case when addressing the information needs of adults, or, if this is the case, it is less likely that the adult user will "copy assignments wrong, lose them, or not understand them," it is clear that children's librarians need specific strategies to help with negotiating these types of queries.¹⁹

Because children's reference services involve not only finding the answer to a child's reference question but also leading the child through the process of inquiry and discovery, informa-

continued on page 34

Congratulations to

Winner of the 2008 Caldecott Medal

An ALA Notable Children's Book

An ALA Top Ten Best Book for Young Adults

Brian Selznick

The Invention of Hugo Cabret

An entirely original reading experience
combining elements of the picture book,
graphic novel, and film.

★ "A true masterpiece."

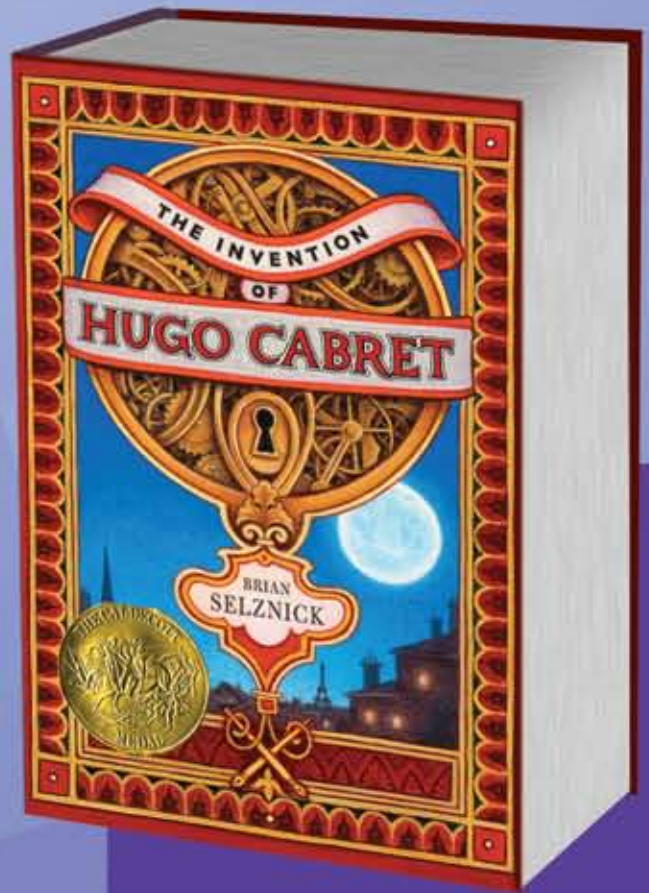
—*Publishers Weekly*, starred review

★ "Shatters conventions."

—*School Library Journal*, starred review

"Captivating...like a silent film on paper."

—*The New York Times Book Review*



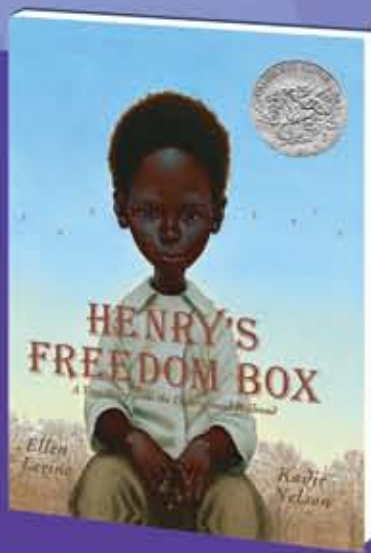
A Caldecott Honor Book

An ALA Notable Children's Book

Henry's Freedom Box

Illustrated by Kadir Nelson

Written by Ellen Levine



★ "A story of pride and ingenuity that will leave
readers profoundly moved."

—*Kirkus Reviews*, starred review



www.scholastic.com



SCHOLASTIC and associated logos are trademarks and/or registered trademarks of Scholastic Inc.

Our Award Winners

A Coretta Scott King
Author Award Winner

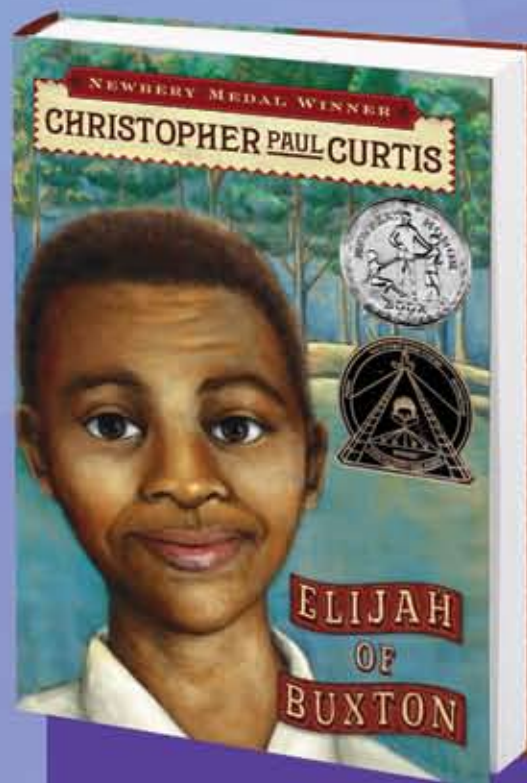
A Newbery Honor Book

An ALA Notable Children's Book

Elijah of Buxton
by Christopher Paul Curtis

★ “Rich, masterful storytelling....
Curtis’s best novel yet.”

—*Kirkus Reviews*, starred review



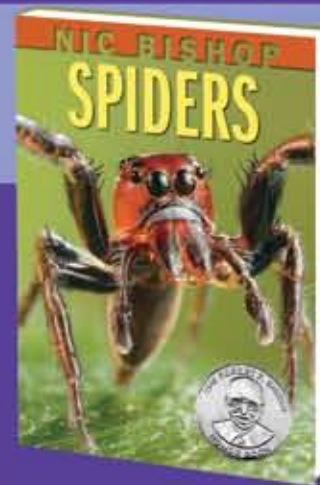
A Coretta Scott
King Illustrator
Honor Book

*Jazz on a
Saturday Night*
by Leo & Diane Dillon



A Robert F. Sibert
Honor Book

*Nic Bishop
Spiders*
by Nic Bishop



★ “The king of all jam sessions... featuring
seven of the genre’s greats.”

—*Publishers Weekly*, starred review

★ “Riveting... Packed with
astonishing facts.”

—*Booklist*, starred review

May Hill Arbuthnot
Honor Lecture Award
Walter Dean Myers



Photo © Constance Myers

continued from page 31

tion literacy and bibliographic instruction are key components of reference work with children. A children's librarian can and should serve as a "teacher and mentor," argues Danley, citing the ALA's *Competencies for Librarians Serving Children in Public Libraries*.²⁰

According to Danley, *Competencies* "describes an information professional who is informed by learning theory and applies it to the library setting, who designs learning experiences to address specific needs, and who guides children to become independent information seekers."²¹ Furthermore, reference work with children can be seen as an example of what Lavery calls "resource-based learning," which "achieves both subject content and information-literacy objectives through problem solving with information tools and operates on the premise that students learn by doing and making meaning as individuals."²²

With this in mind, Ross, Nilsen, and Dewdney argue that librarians are "uniquely positioned to help young people acquire the information literacy skills essential for participation in the new knowledge society" and suggest that librarians "compromise" by incorporating bibliographic or information literacy instruction into the reference process.²³ The K-W-L Method, when applied to children's reference services, encourages the librarian's teaching and mentoring activity as it guides both librarian and child patron through the process of information-seeking and facilitates information-literacy instruction through what Lavery calls "learning by doing."²⁴

The K-W-L Method

The K-W-L strategy is a process model of reading and research developed as a framework for classroom instruction related to children's research and report writing. Developed by Donna Ogle in 1986, the K-W-L Method is intended to facilitate young people's "active reading of expository text" by encouraging them to articulate "What Do I Know" about a topic, "What Do I Want to Know" about the topic and, following reading or research, "What I Learned" about the topic.

Much of what is involved in the sample reading lessons is provided by Ogle to illustrate how the model evokes aspects of the traditional reference interview. As students brainstorm to activate "whatever knowledge or structures the readers have that will help them interpret what they read," they begin to formulate categories of known and unknown information.²⁵ As students begin to think of the information they seek in terms of categories, Ogle writes, they become "capable of making connections between the different kinds of resources they already have available in their experiences" and begin to "build a better understanding of the key categories used by authors in many different fields."²⁶

After determining the scope of the known and unknown information, children's questions about the topic emerge to form the basis of "What They Want to Know." Following reading, students record the information from the assigned text that answers their queries. Contemporary teachers and researchers have expanded

Ogle's model to include instruction related to information literacy and the critical consideration of nonfiction resources. Where, Sampson observes, the K-W-L model works by "activating students' prior knowledge and helping them set a purpose for reading and recording what they learned" and, according to Bryan, "help[s] young learners develop appropriate questions for research and organize what they know," both argue that students using the K-W-L Method to guide their reading should be encouraged to document "What They Learned" and to confirm "What They Know" with authoritative sources.²⁷

K-W-L and the Children's Reference Interview

The reference transaction with children can be effectively guided by the K-W-L model because the steps of the information-seeking process and the reference transaction are analogous to the steps of the investigative reading process suggested by the model. Kuhlthau's model of information-seeking identifies seven steps in process—task initiation, topic selection, pre-focus exploration, focus formulation, information collection, search closure, and reproduction.²⁸

This model of information-seeking can be compared to the stages of the reference transaction Ross, Nilsen, and Dewdney identify, which include preparing for the question, negotiating the question or determining the information need, gathering information, assessing or intervening in this information-gathering to provide advice or instruction, and ending or concluding the interview.²⁹ These two models can then be compared to the K-W-L model of investigative reading, which collapses a number of the steps outlined previously in the information-seeking and reference transaction processes (see table 1).

When applied to the reference transaction, Ogle's K-W-L model suggests activities for both the librarian and the patron that can help facilitate the information search process. During task initiation, the librarian may help the child patron "prepare" for his or her question by asking what he or she knows about the topic at hand. By asking what the child patron wants to know about the topic, both child and librarian begin to negotiate the question by selecting, exploring, and focusing more narrowly on the topic. During this process of focus formation, the child and librarian can work together to establish categories of the information being sought and can look forward to using these categories during the process of information collection. While the child, assisted by the librarian, gathers information, he or she may be led to find and assess this information in terms of the information categories generated during the reference interview and in terms of the topics the patron identified during the "what I want to know" question period. The following paragraphs will examine these steps in greater detail and offer suggestions for their application.

What Do I Know?

During the task-initiation and question-preparation stages of the reference interview, the librarian's use of the "what do I know"

Table 1. Comparison of Different Models

Kuhlthau's ISP	Ross, Nilsen, and Dewdney's Reference Transaction	Ogle's K-W-L
Task initiation	Preparing for the question	What do I <i>know</i> ?
Topic selection	Negotiating the question	What do I <i>want</i> to know?
Pre-focus exploration		
Focus formulation		
Information collection	Gathering information	What did I <i>learn</i> ?
	Assessing or intervening in information-gathering	
Search closure	Conclusion	Conclusion

question can help re-create the context of the child's question and therefore can better determine the nature of the material that can best answer his or her information need. All questions emerge from contexts; Gross writes that either a "question arises when [a child] get[s] stuck or . . . cannot move ahead toward a goal without engaging in some kind of information-seeking behavior" or that a question may be imposed and emerge from a context that has been formally articulated or "front loaded" in the classroom.³⁰ Understanding the context of the question is especially important when confronting imposed queries because, Gross argues, the context of these questions are generally not self-generated. By asking a child what he or she already knows about his or her topic, a space for the discussion of the topic in terms of its context as an assignment can emerge. An understanding of what the child knows about his or her question topic, particularly in terms of the vocabulary the child patron uses to describe the context, can help the librarian find the right resource. For example, if, in response to the "what do I know" question, the patron claims to know nothing, the librarian may gently ask where the patron heard about the topic and find the question's context in this response. The following dialogue represents one way the question might be handled from an imposed query perspective:

- Child: *I need to find out about the brachiosaurus.*
 Librarian: Wow, that's a tough one. I'm not even sure I know what a brachiosaurus is! What do you know about it?
 Child: *Nothing.*
 Librarian: If you can tell me where you found out about this brachiosaurus, I could probably help you find out where to find more information about it in the library.
 Child: *My teacher says we all have to do a report on a dinosaur and I got brachiosaurus.*
 Librarian: So, the brachiosaurus is a type of dinosaur?
 Child: *I think so.*

This exchange revealed the context of the information need: the question was imposed by a teacher in the context of a lesson on dinosaurs. Further open questioning could reveal the scope of the child's knowledge about the topic in general and generate information that will inform the selection of material.

While taking time to address what may seem to be obvious to an adult information seeker—what the patron already knows

about the topic—may seem to be a time-wasting step that unnecessarily lengthens the reference transaction, this first step is of particular importance and relevance in the children's reference context. By including a discussion of what the child patron already knows about the topic for which he or she is requesting material within the reference interview, the librarian can come closer to an understanding of the type of material the patron wants. Additionally, by determining what the young patron already knows about his or her topic of interest, the librarian and patron can work to discover the most appropriate query that describes the patron's information need. As researchers have noted, a child's inability to think of his or her information need in terms of a specific query can impede his or her information search. Dinnin writes, "students are frequently more successful finding relevant information if they have a specific question to answer rather than working from a curriculum expectation that is not in the form of a question."³¹ Thus, if the first step of the K-W-L Method leads to the formulation of a concise information query or question, the child patron and the librarian are likely to be more successful in their information-seeking. Furthermore, the practice of asking a child patron "what they already know about a particular subject" is a developmentally appropriate means of addressing independently (or nearly independently) reading patrons that "should make the [reference] interview flow more smoothly" and lead to concise question formation.³²

The astute librarian can use the information provided by the child patron in the information-gathering stage to come closer to an understanding of his or her question. This process of recording what is already known about a topic can illuminate the gaps in this knowledge. Ogle writes, "all of us carry around some vague and ill defined schemata; opportunities to talk about what we think we know, to put our bits of memory in order can really help us discover what we don't know."³³ Ogle's observations resemble Belkin's theory of the "Anomalous State of Knowledge" that guides information-seeking. According to Belkin, "Anomalous States of Knowledge" (ASK) emerge when a user recognizes that his or her "model of some aspect of the external world and of his or her position in it with respect to some particular situation . . . is insufficient, usually in terms of some desired goals, and knows that information is needed in order to reduce uncertainty."³⁴ Belkin's focus on a user's ASK led to the conclusion that an optimal information-retrieval system should be "based on means for discovering and representing the user's knowledge of the problem under consideration,

with special attention paid to the anomalies which prevent specification of need.”³⁵ Therefore the focus on what Ogle calls “What [The Reader or Information Seeker] Knows” becomes an appropriate component of the reference interview, itself a type of facilitated information-retrieval system.

What Do I Want to Know?

Once the child’s knowledge of the topic has been determined, this information can be used to guide the open questioning necessary to focus the query. Sullivan instructs librarians to ask young people “open-ended questions, ones that do not guide the child toward an answer but ask him or her to point the way. Bring in questions of motivation and context and let the child tell you what he or she wants as an end result.”³⁶ Sullivan’s emphasis on negotiating the child’s query in terms of context is especially important because it is the context of the information need that shapes the form of the answer to this need. During the discussion of what the child wants to know, the librarian can use what the child already knows to form a basis for the information search to come. Ogle suggests brainstorming categories of information based on the known material, arguing that “as students take time to think about what they already know about the topic and the general categories of information that should be anticipated, questions emerge.”³⁷ The following sample dialogue continues the reference interview begun above and exemplifies a process of category and question formation:

- Librarian: So, the brachiosaurus is a type of dinosaur?
Child: *I think so.*
Librarian: What do you know about dinosaurs?
Child: *They lived a long time ago and there were a lot of different kinds of them.*
Librarian: Different kinds?
Child: *Some walked, some could fly. Some ate plants.*
Librarian: You know quite a bit about dinosaurs already: when they lived, how they moved, what they ate. What do you think you need to know about the brachiosaurus?
Child: *What you said, I guess.*
Librarian: What?
Child: *When they lived, how they got around, what they ate.*
Librarian: So you want to find out when the brachiosaurus lived, what the brachiosaurus ate, and how it moved around?
Child: *Yes!*

Using information that the child provided, the librarian was able to help the child set an agenda for information-seeking. Now, “finding out about the brachiosaurus” has become a more specific query related to when the dinosaur lived, what it ate, and how it traveled. Much of the above interview involved rephrasing what the child had said. This step is important because, Walter writes, “children are more likely to be able to recognize a search term that is relevant to their inquiry than to be able to generate an appropriate search term independently.”³⁸ Furthermore, as the librarian leads the child in thinking of and naming cate-

ries of information, she is modeling a process of inquiry and, as she continues to scaffold this process, “demonstrates to the child the procedure of focusing on, clarifying, locating, and extracting information. The librarian thinks out loud, demonstrating search strategies that the child can then use.”³⁹

The questions suggested by the “K” and “W” steps of the K-W-L process allow a librarian to uncover the nature of the information needed and to suggest not only a strategy for searching for that information, but also appropriate resource types. Once the child’s question has been articulated, the need for “verbatim declarations” or more synthesized information can be determined. As Brown writes, the type of text an information seeker consults and the strategies he or she uses to find information are related to the type of information needed. Information seekers may be interested in “verbatim declarations” of information, like specific facts or data (Brown uses the example of “the mean annual sunshine hours in Wellington, New Zealand”), or in the incorporation of “several elements that are not physically contiguous or explicitly stated in the text.”⁴⁰ A search for “verbatim declarations” may be similar to what is called a “ready reference” question, and may be better answered with a reference source than with a nonfiction monograph, depending on the need of the user. If the patron needs to know or produce information that seems to require the synthesis of information from multiple sources or the reproduction of a process (for example, if he or she has to prepare a science project), the type of material this patron and the librarian will examine together will be different. This part of the reference interview, in which the nature of the question and the type of information needed is determined, is often the result of collaboration between child patron and adult librarian and, in Danley’s words, “provides the child with the experience of question negotiation” and “gives the librarian the needed information for recognizing the appropriate level of intervention.”⁴¹

What I Learned

In Ogle’s model, the “What I Learned” stage gives readers an opportunity to find materials and search for answers in an appropriate text to the questions they created during the “What Do I Want to Know” phase. But, when applied to the reference transaction with children, this phase of the interview involves not only helping a child find the answer to the questions he or she has formulated, but also instruction in how to find that information in the library. This means that during the “What I Learned” stage of the K-W-L-inspired reference interview, the reference transaction does not necessarily end when a child is led to an appropriate book; librarians should instead make library-skills instruction part of the child’s search for information.

The “What I Learned” phase of the reference transaction occurs when the reference interview with a child becomes a guided information search. Unlike adults, whom librarians may provide some bibliographic instruction to in the context of the reference transaction, children, Harris and McKenzie report, “need an intermediary bridge to help [them] navigate the library.”⁴² During the “What I Learned” phase, the librarian becomes this bridge and guides the child through the process

of locating material on the library's shelves, or via the library's computer system, and extracting information from it.

The questions the child patron was led to create during the "What Do I Want to Know" phase of the reference transaction helped clarify and articulate the child's information need; similarly, these questions can also serve as touchstones during the information-retrieval process, when the child and the librarian are examining books on the library shelves or material in a database. Cooper's study of the information-seeking behavior of a group of seven-year-old children confirmed that "young children are able to successfully use meta-information in textual format to find information if it is presented in a very directed manner."⁴³ Librarians can help young people find material that presents information in such a "directed manner" by encouraging children, as Cooper did, to open and browse through books on the library shelves and to use both visual and textual clues to determine relevance. Cooper's observation that while young children "may have the ability to use textual information and meta-information," few tend to do so when working alone "because they do not feel confident with these forms of information," supports a need for librarians to get involved with a young person's information-seeking process.⁴⁴ This does not mean the librarian selects the material and points to the answer in the text but prompts, leads, and encourages the child in his or her information-seeking. The following dialogue continues the example of the dinosaur search and demonstrates the incorporation of the "What I Learned" step within the reference transaction and information search:

Librarian: Let's see, if we wanted to find out about when the brachiosaurus lived, what it ate, and how it moved, we would need to look at books that include real information. Do you know what these books are called?

Child: *Dinosaur books?*

Librarian: Yes, we'll be looking for dinosaur books, but we'll also be looking for nonfiction dinosaur books: books about dinosaurs with real information. In this library, we keep the nonfiction books over here (walks with patron to the nonfiction section). I use these signs (points to and explains signage) to help me figure out where to go. Now I'm looking at the titles of the books on this shelf . . . *Dinosaur Story*, *The Dinosaurs* . . . judging from the titles, these look like books about dinosaurs in general. Let's see if we look a little further if we'll find books about specific dinosaurs . . . *Triceratops*, *Tyrannosaurus Rex* . . . do you see how all the books about dinosaurs are right next to each other? Isn't that helpful? Do you see any books that look like they might help you out?

Child: *Um . . . maybe this book, The Dinosaurs.*

Librarian: Any over by me?

Child: *Here's one with my dinosaur's name!*

Librarian: It looks like we have two with that name in the title. Let's each take one and see what we can see (takes book, hands it to child, takes second book and opens it). OK . . . I'm opening the book to see the table of contents. This tells me what's going to be inside. Do you have one?

Child: (opens book) *Um . . . I think so.*

Librarian: You found it! What does yours say?

As the librarian and the child walk through the process together, the librarian can model effective search strategies and point out features of the book that can lead to their evaluation of the text for its appropriateness. As they look through each book's contents, the librarian should refer back to the questions the child wants to answer and lead him or her to try and match these questions to content in the text.

Conclusions

Ultimately, the goal of Ogle's K-W-L Method is similar to the goal of the reference interview with children; both help teachers and librarians "honor what children bring to each reading situation and model for their students the importance of accessing appropriate knowledge sources before reading."⁴⁵ Librarians may assume that their young patrons—by virtue of their younger age, perceived lack of cognitive development, and categorization as "special" patrons in general library literature—know little or nothing about the topics about which they inquire at the reference desk. This assumption can lead to inefficient or ineffective reference transactions and to patron dissatisfaction. If, as Belkin and Ogle maintain, the prior knowledge of the child patron is what informs the way he or she understands an information need, it is important to acknowledge the patron's expertise before recommending resources. Young people may have explicit and near-expert knowledge about the topics that interest them; a young person interested in dinosaurs, for example, may know the scientific names of each dinosaur and the difference between carnivorous and herbivorous beasts. The type of material this dinosaur expert would be interested in is likely very different and perhaps more specific or even more "adult" than the type of material a dinosaur novice would request. By determining what the young patron knows about his or her topic of interest prior to information-seeking, librarians acknowledge, legitimate, and honor this accomplishment.

The language a child uses to describe his or her question can provide a librarian essential clues to the question's context and allow the librarian to lead the child to the appropriate resource. Not all questions require detailed explanation of context; Gross writes that "highly formalized, straightforward questions," like ready-reference queries that require verbatim declaration responses, do not necessitate an understanding of context.⁴⁶ More general research tasks, in which children are asked to find information on a topic, can be more problematic. Lavery writes that when assigned to find information on a topic, children "rarely generate their own questions to guide research."⁴⁷ The "What Do I Know" question that reveals an imposed query's context and its nature—particularly if the context is a general-information gathering assignment—can lead to a conversation that would help the child develop questions to guide his or her research.

In the case of the imposed query or homework question, the K-W-L guided reference interview can be especially beneficial because, Kuhlthau writes, "rarely is there enough time for stu-

dents to work through the [research] process under the guidance of librarians and teachers . . . [thus] students are expected to accomplish the major part of the assignment independently.”⁴⁸ Employing the K-W-L Method as a means of structuring the homework-related reference interview can help complete a process begun in the school. The “What Do I Know” question allows the librarian to uncover the context of the information need; in the case of the imposed query or homework question, this context is of particular importance—Gross argues, “it is clear that in many instances questions cannot be fully understood unless the context in which they are developed is also understood.”⁴⁹ Gross also notes that the practice of creating a context for a homework question “is not an unfamiliar tactic in teaching” and that, typically, “in the school environment . . . context is provided as a basis for the question . . . [and] proved clues that allow for recognition in interpreting the relevance of material in which the answer is sought as well as locating needed information when it is presented in any given format.”⁵⁰ The “What Do I Know” question can get to the heart of this context. By asking what the child patron knows about either the topic of his or her initial query (“I need to know about the brachiosaurus”) and asking the young person to elaborate on this knowledge, the librarian can learn what information has been “front loaded” in preparation for the assignment (or imposed query).


But there are times when the context of the imposed query is missing or incomplete; in these circumstances, writes Gross, “the reference librarian might have to help the agent reconstruct or discover the context as part of the search.”⁵¹ This reconstruction could involve a comparison of resources to see what common categories of information tend to be included in resources related to the query. For example, if the patron is uncertain about what, exactly, he or she needs to know about a topic, the child patron and the librarian may compare the contents of books related to the subject and then backtrack to the query. In the dinosaur example, if the student were unsure about the type of information needed, the child and the librarian might look at the tables of contents of two resources about dinosaurs and discover categories of information—habitat, lifespan, food sources—as they appear in more than one resource.

Walter’s observation (that young people are more likely to recognize a familiar search term than to generate the term independently) lends credence to this “fishing” technique of browsing through topical resources. In some cases, the librarian may have to call upon her own knowledge of the question’s context; this circumstance may arise when the librarian “has access to the imposer . . . [for example] when a teacher has alerted the library about an upcoming assignment or because the context has been learned through helping other students.”⁵²

The K-W-L guided reference interview, as a means of information-literacy instruction, provides a way to incorporate bibliographic instruction within the reference context, as Ross, Nilsen, and Dewdney advise. This incorporation of instruction into the reference interview is especially important for young people, argues McKechnie (in Ross, Nilsen, and Dewdney) because “child and adolescent library users deserve the same level of service [as adults]” and adult service often involves

incorporation of these lessons.⁵³ Additionally, the use of K-W-L within a reference context represents a form of scaffolding, a term originally introduced by Wood, Bruner, and Ross that “refers to the process by which adults provide support to a child who is learning to master a task or problem. When adults scaffold a task or problem, they perform or direct those elements of the task that are beyond the child’s ability.”⁵⁴ When used in the context of education, “scaffolding” represents a type of constructive learning, “built by the learner from hands-on experience in realistic settings and enhanced by collaboration with a more knowledgeable other person who performs as a guide.”⁵⁵

Bishop and Salveggi argue that this real-life application of technique is likely to lead to more meaningful incorporation of information-seeking skills. The use of K-W-L in a reference situation is an example of practice informed by educational theory, a combination of theory and praxis Danley says is integral to the practice of the public children’s librarian: “*Competencies* [ALA publication] describes an information professional who is informed by learning theory and applies it to the library setting, who designs learning experiences to address specific needs, and who guides children to become independent information gatherers.”⁵⁶

By causing the librarian to focus initially on the prior experience and expertise of the child, the K-W-L guided reference interview allows children to take “ownership” of their questions and the reference process, prevents the librarian from “taking the control of the interaction away from the child,” and instead allows the librarian to “treat the child and the query in such a way that the child will assume a firmer authority over the quest and maintain the lead in the interaction.”⁵⁷ By emphasizing the prior knowledge of the patron, the K-W-L guided reference interview encourages librarians to respect their patrons and their patrons’ unique knowledge stores and can help prevent the too-early diagnosis of an information need that would lead to an ineffective search. In the case of the imposed query, the “What Do I Know” and “What Do I Want to Know” questions that inform the student’s search can serve as both a check for the information professional—Gross warns that “in situations where information professionals feel they ‘know’ what an identifiable imposer wants, it might help them to listen closely to what the agent has to say before acting on assumptions”—and as a way of developing what Gross calls “a professional stance of contextual empathy,” as the student and the librarian negotiate and renegotiate the query.⁵⁸ If, as Jennerich and Jennerich write, librarians can influence their young clientele in school and public libraries by “help[ing] to alleviate child and adolescent anxiety about libraries” and by “creat[ing] an environment that students can enjoy,” the K-W-L Method applied to the reference transaction—as it encourages acknowledgement and honor of student knowledge and questions and involves meaningful bibliographic instruction—can go a long way toward achieving these goals.⁵⁹ 

References

1. Catherine Sheldrick Ross, Kirsti Nilsen, and Patricia Dewdney, *Conducting the Reference Interview: A How-to-Do-It Manual for Librarians* (New York: Neal-Schuman, 2002), 125–84.

2. Donna M. Ogle, "K-W-L: A Teaching Model that Develops Active Reading of Expository Text," *The Reading Teacher* 39 (Feb. 1986): 564–570.
3. Anita Brown, "Reference Services for Children: Information Needs and Wants in the Public Library," *Australian Library Journal* 53, no. 3 (Aug. 2004): paragraphs 1–46, <http://alianet.alia.org.au/publishing/alj/53.3/full.text/brown.html> (accessed Aug. 27, 2007).
4. Ibid.
5. Carol Kuhlthau, "Cognitive Development and Students' Research," *School Library Journal* 33, no. 11 (Aug. 1987): 46.
6. Melvin K. Burton, "Reference Interview: Strategies for Children," *North Carolina Libraries* 56, no. 3 (1998): 110, <http://0-relayweb.hwwilsonweb.com.library.simmons.edu> (accessed Feb. 26, 2007).
7. Sandra G. Hirsh, "Children's Relevance Criteria and Information Seeking on Electronic Resources," *Journal of the American Society for Information Science* 50, no. 14 (1999): 1,266.
8. Linda Z. Cooper, "A Case Study of Information-Seeking Behavior in Seven-Year-Old Children in a Semistructured Situation," *Journal of the American Society for Information Science and Technology* 53, no. 11 (2002): 906.
9. Virginia Walter, "The Information Needs of Children," *Advances in Librarianship* 18 (1994): 113, 114.
10. Michael Sullivan, *Fundamentals of Children's Services* (Chicago: ALA, 2005), 89.
11. Kay Bishop and Anthony Salveggi, "Responding to Developmental Stages in Reference Service to Children," *Public Libraries* 40 (Nov./Dec. 2001): 355.
12. Ibid. 356.
13. Pam Harris and Pamela J. McKenzie, "What It Means to Be 'In-Between:' A Focus Group Analysis of Barriers Faced by Children Aged 7 to 11 Using Public Libraries," *The Canadian Journal of Information and Library Science* 28, no. 4 (2004): 6.
14. Corinne Laverty, "The Challenge of Information Seeking: How Children Engage in Library Work," *Felicitier* 48, no. 5 (2002): 226, 227.
15. Hirsh, "Children's Relevance Criteria and Information Seeking on Electronic Resources," 1,266.
16. Melissa Gross, *Studying Children's Questions: Imposed and Self-Generated Information Seeking at School* (Lanham, Md.: Scarecrow Press, 2006), 40.
17. Gross, *Studying Children's Questions*, 31.
18. Bishop and Salveggi, "Responding to Developmental Stages," 356.
19. Ibid.
20. Elizabeth Danley, "The Public Children's Librarian as Educator," *Public Libraries* 42, no. 2 (Mar./Apr. 2003): 98.
21. Ibid.
22. Laverty, "The Challenge of Information Seeking," 226.
23. Ross, Nilsen, and Dewdney, *Conducting the Reference Interview*.
24. Laverty, "The Challenge of Information Seeking," 226.
25. Ogle, "K-W-L," 565.
26. Ibid., 569.
27. Mary Beth Sampson, "Confirming a K-W-L: Considering the Source," *The Reading Teacher* 55, no. 6 (Mar. 2002): 528; Jan Bryan, "K-W-W-L: Questioning the Known," *The Reading Teacher* 51, no. 7 (Apr. 1998): 618.
28. Carol Kuhlthau, "Inside the Search Process: Information Seeking from the User's Perspective," *Journal of the American Society for Information Science* 42, no. 5 (1991): 361–71.
29. Ross, Nilsen, and Dewdney, *Conducting the Reference Interview*.
30. Gross, *Studying Children's Questions*, 101.
31. Cheryl Dinnin, "Get Organized! Get Thinking! Get Going!" *Teacher Librarian* 31, no. 2 (Dec. 2003): 14.
32. Bishop and Salveggi, "Responding to Developmental Stages," 356.
33. Ogle, "K-W-L," 566.
34. Nicholas J. Belkin, "Anomalous States of Knowledge as a Basis for Information Retrieval," *Canadian Journal of Information and Library Science* 5 (1980): 136.
35. Ibid. 139.
36. Sullivan, *Fundamentals of Children's Services*, 91.
37. Ogle, "K-W-L," 566.
38. Walter, "The Information Needs of Children," 115.
39. Danley, "The Public Children's Librarian as Educator," 100.
40. Gavin T. L. Brown, "Searching Informational Texts: Text and Task Characteristics that Affect Performance," *Reading Online* 7, no. 2 (Sept./Oct. 2003), www.readingonline.org/articles/art_index.asp?HREF=brown/index.html (accessed June 14, 2006).
41. Danley, "The Public Children's Librarian as Educator," 99.
42. Harris and McKenzie, "What It Means to Be 'In-Between,'" 20.
43. Cooper, "Case Study," 920.
44. Ibid.
45. Ogle, "K-W-L," 564.
46. Gross, *Studying Children's Questions*, 135.
47. Laverty, "The Challenge of Information Seeking," 226.
48. Carol Kuhlthau, "Information Search Process: A Summary of Research and Implications for School Library Media Programs," *School Library Media Quarterly* 18, no. 1 (Fall, 1989), www.ala.org/ala/aasl/aaslpubsandjournals/slmrb/editorschoiceb/infopower/selectkuhlthau2.cfm (accessed Aug. 30, 2007).
49. Gross, *Studying Children's Questions*, 148.
50. Ibid., 135–36.
51. Melissa Gross, "Imposed Versus Self-Generated Questions: Implications for Reference Practice," *Reference and User Services Quarterly* 39, no. 1 (Fall 1999): 58.
52. Ibid.
53. Ross, Nilsen, and Dewdney, *Conducting the Reference Interview*, 147.
54. Judith L. Meece, *Child and Adolescent Development for Educators*, 2nd ed. (New York: McGraw-Hill, 2002): 161.
55. Danley, "The Public Children's Librarian as Educator," 98.
56. Ibid.
57. Ibid., 99.
58. Gross, "Imposed Versus Self-Generated Questions," 57, 59.
59. Elaine Z. Jennerich and Edward J. Jennerich, *The Reference Interview as a Creative Art*, 2nd ed. (Englewood, Colo.: Libraries Unlimited, 1997).

ALA in the City of Brotherly Love

Midwinter Meeting, January 2008

All photos by Sharon Verbeten



City Hall looms large over a busy Philadelphia street.



The Reading Terminal Market, located just across from the convention center, was a favorite gathering and dining spot for librarians visiting Philadelphia.



Dressed in an appropriate orange Richie Rich T-shirt, ALSC Budget Committee Chair Andrew Medlar of the Chicago Public Library campaigned for funds to benefit ALSC programs.



Sue Stonesifer of the Miller Branch Library in Ellicott City, Maryland, speaks at the Division Leadership meeting at the ALA Midwinter Meeting. She is convener of the ALSC Public Library-School Library Partnership Discussion Group.



A metal sculpture depicting Ben Franklin's profile provides a striking backdrop against the Philadelphia skyline.



ALSC President Jane Marino played Alex Trebek and hosted ALSC Jeopardy at the Division Leadership meeting during the Philadelphia Midwinter Meeting.



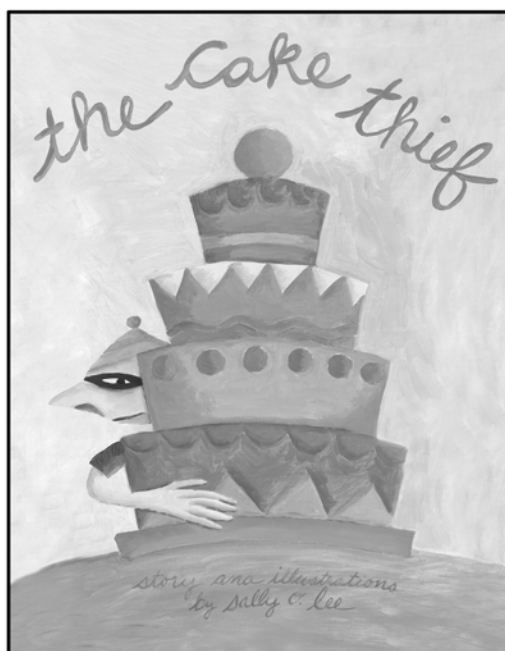
Jeanne Lamb of the New York Public Library addresses the ALSC Legislation Committee.

Lee Publishing

www.leepublishing.net



**Books for
children written
and illustrated
by Sally O. Lee**



Other books include:

Lucy
Drageena's New Shoes
Lucy and Seymour's
Circus
Magdalena finds the
Golden Pear
Lucy, the dancing bunny
Nightie Night, Lucy!
Seymour's Masquerade
Ball
and many more...

www.booksurge.com

info@leepublishing.net

Girls Will Be Girls . . . and So On

Treatment of Gender in Preschool Books from 1960 through 1990

Joy Worland

Between the 1960s and the 1990s, picture books and other books intended for preschool-aged children evolved significantly in terms of their treatment of gender. The most commonly read and often award-winning picture books of the 1960s portrayed gender in very unequal and stereotypical ways. Throughout the 1970s and 1980s, this situation improved, although inequality still existed.

Research regarding preschool and picture books in this time period highlights the impact of these books on young children, the improvements made in the portrayal of gender, and the challenges that still remained at the start of the 1990s. A study of this time period also leads to ideas relevant to a contemporary feminist and multicultural approach to books for young children, including tools to help librarians, teachers, and parents share these books with children.

The Impact

Picture books exert a unique influence on their audience for a variety of reasons. Most significantly, the audience receives

the messages in the text at a point in their lives when they are especially impressionable and when they first begin to formulate ideas about culture, society, and values. Kortenhaus and Demarest state “in most cultures, the most important and effective way of transmitting values and attitudes is through storytelling, and in literate cultures, this process includes children’s books.”¹ Adding to the impact is the fact that children often listen to the same story over and over again, internalizing the message more with each hearing.

In addition, picture books for young children promote ideas with increased impact because of the power of the illustrations. In her article discussing gender-fair picture books, Vandergrift describes the influence of illustrations: “Illustrations complement the texts and may bear equal weight in conveying meaning. Often, text is understated, and it is the illustration that demonstrates a character’s determination and confidence, the importance of everyday objects, or the sense of caring community across generations.”²

Addressing the potential for picture books to convey social or political messages, Clark and Fink write, “picture books have ways of authenticating the experience of ‘silenced’ others that novels lack. If pictures can say thousands of words, some of the books we read provide their strongest testimony through their images.”³ They add “the visual dimension of these books . . . gives authors and illustrators additional ways to express their own resistance to oppression.”⁴ Thus picture books deliver their message twice, with words and illustrations, in ways that books for older children and adults do not.

Research shows that children translate the values and messages in books into attitudes and behavior. Children internal-



Joy Worland will receive her MLIS from the University of North Texas in June. She currently works as a library aide at the University School of Nashville in addition to her work as a French horn player for the Nashville Symphony. She lives in Nashville with her husband, Paul Gambill, their sons Nicholas and Benjamin, and their golden retriever Sebastian.

ize messages in books to the point where they expect the real world to mirror the imaginary world of their favorite books. Their behavior and their expectations of others' behavior often reveal acceptance and conformity to what they have been most exposed to in books.

Oskamp, Kaufman, and Wolterbeek note, "if children's literature displays stereotyped gender roles, it will present restricted role models for children and help to shape their behavior in stereotyped directions."⁵ Kacerguis and Adams take this premise farther, suggesting that exposure to gender stereotyping at an early age influences job choices later in life. "The research literature suggests gender specific socialization practices may channel boys and girls into specific occupational directions."⁶

Discussion of Studies

Several studies of picture books from the 1960s, before the enormous societal changes of that decade began to affect children's books, show high levels of gender stereotyping and sexism in text and illustrations. Many of the books studied were Caldecott Award winners or honor books. Caldecott books not only enjoy status and respect from librarians, teachers, and parents, but they also benefit from enormous distribution and therefore influence a large audience.

A seminal study published in 1972 by Weitzman, Eifler, Hokada, and Ross strongly condemns Caldecott books as well as other highly regarded and highly popular picture books for perpetuating sex-role stereotypes and representing women and girls as inferior to men and boys. When comparing gender representation in titles, illustrations, and characterization, they find females to be vastly underrepresented. "Women are simply invisible. We found that females were underrepresented in the titles, central roles, pictures, and stories of every sample of books we examined. Most children's books are about boys, men, and male animals, and most deal exclusively with male adventures."⁷

Although this may not come as a surprise to readers today, these findings were almost revolutionary at the time because this kind of analysis of picture books was not the norm in that era. The results of this study inspired future similar studies and greatly influenced attitudes toward books for very young children.

The first disturbing issue discussed is the small percentage of female characters represented at all. From there, the authors move on to analyze the treatment of females when they are present. Weitzman et al. describe numerous examples of girls being passive while boys undertake adventures, boys outdoors while girls stay indoors, and boys leading and girls following or being rescued. Even friendship is treated inequitably, with boys portrayed with helpful companions and girls more often alone. "In the world of picture books, boys are active and girls passive. Not only are boys presented in more exciting and adventuresome roles, but they engage in more varied pursuits and demand more independence."⁸

This study critiques the gender-stereotyped portrayal of adults also. Like girls, women consistently play more passive roles in the books studied, often being indoors, doing housework or other service-oriented tasks that are not portrayed as difficult or rewarding. And although these books were published in a time when women were entering the labor force at ever increasing rates, "*not one* woman in the Caldecott sample had a job or profession."⁹ The authors point out that the only woman typically given a leadership role in picture books is the fairy godmother, whose attributes obviously do not translate into realistic ambition for young girls.

Boys and men suffer from stereotyping in picture books of this era as well. Not only are boys pressured to be strong, brave, and nonexpressive emotionally (especially when it comes to tears), but males are also negatively affected by limited ideas of females' potential. "The rigidity of sex-role stereotypes is not harmful only to little girls. Little boys may feel equally constrained by the necessity to be fearless, brave, and clever at all times."¹⁰

The positive results of seeing a broader representation of gender roles is shown in Kolbe and LaVoie's article—"When females were portrayed in roles traditionally assumed by males, both boys and girls increased their perceptions of the number of girls who could engage in these activities,"¹¹ and Kacerguis and Adams—"Both genders are more likely to accept women in nontraditional occupational settings after . . . reading a book in which women are portrayed in such roles."¹²

Other studies of picture books from the same era produced results similar to those in the work of Weitzman et al. Kortenhaus and Demarest write "prior to 1970, children's literature contained almost four times as many boys as girls in titles, more than twice as many boys in central roles, almost twice as many boys in pictures, and nearly four times as many male animals as female animals."¹³ They also refer to the work of M. R. Key, whose research shows females in more passive roles than males, males as more clever and adventuresome, and "numerous examples of function ranking, such as the male portrayed as older, taller, in front of, or leaning over a seated female."¹⁴

Fortunately for the readers of picture books, things generally improved in the years following the publication of Weitzman et al.'s work. This was partly due to changes in society as more women entered the labor force, combined work with parenting, and the ideas of the Women's Movement became more mainstream. The Women's Action Alliance and Feminists on Children's Media produced materials "meant to produce more egalitarian images of female characters."¹⁵ In *The Oxford Encyclopedia of Children's Literature's* "Critical Approaches to Children's Literature" entry, Stephens and McGillis write that feminist analyses of gender inequality during this era "prompted a demand for equal representation of female and male characters and for the eradication of depictions of girls as less active or less enterprising than boys."¹⁶

Studies of picture books from the 1970s and into the 1980s show that these efforts to improve gender representation were

effective to some extent. Kortenhaus and Demarest write, "children's literature published after 1970 shows a more equitable distribution of male and female characters in all categories."¹⁷ Researchers analyzed representation in titles, characterization, and illustrations. Although results varied depending on which aspect was studied, in general gender treatment had improved.

Referring to an earlier study, Clark, Lennon, and Morris write "Williams et. al. (1987) found that female characters had steadily gained greater visibility in Caldecott award winners in the period between 1974 and 1985."¹⁸ Kortenhaus and Demarest support that progress had been made. "The increased female representation in titles, central roles, and pictures would appear to indicate that authors of the 1980s are more aware and sensitive to women's changing roles."¹⁹

Because the analysis of gender portrayal is complex and somewhat subjective, results are not always straightforward. When improvements exist in one area, such as a higher frequency of female characters, other areas may continue to be inequitable. When studying Caldecott medal and honor books from 1972 to 1979, for example, Kolbe and LaVoie found "while the data show some shift from the sexism previously present in young children's books, this change occurred in the frequency of female pictures and characters, not in role and characterization."²⁰ This indicates some degree of progress, as it allowed girls to see characters of their gender. It still falls short of an accurate portrayal of female experience and potential, however, since girls did not have the opportunity to see themselves in a variety of roles, engaging in a range of activities, and embodying character traits that mirrored reality. And the possibility of role model behavior or examples of what to strive for remained rare or nonexistent. "There are ways other than frequency counts for sexism to reveal itself."²¹

While numerous statistics showed progress, almost all of the researchers still found picture books to be lacking in real gender equality. Some of the progress seemed to be in superficial ways, such as simply including more females in the text or illustrations. This is a relatively easy step to take compared to changing content, characterization, and tone. "The way in which these females are pictured is still sexist and biased,"²² suggesting that the early improvements avoided the more complex issues of female representation. In terms of impact on the young audience developing values influenced by these books, characterization and attitude are much more significant factors than frequency. But overall evidence did show that despite these limitations, a trend toward equality and nonstereotypical treatment had begun.

Several studies support the idea that improvements were made in terms of equal gender representation in picture books in the 1970s and early 1980s, but progress slowed during the 1980s. This was perhaps due to the more conservative social climate of the 1980s. Author bell hooks writes, "When [the] contemporary feminist movement was at its peak, sexist biases in books for children were critiqued. . . . Once we ceased being critically vigilant, the sexism has begun to reappear."²³ This suggests that

there may have been more of a sense of complacency about sexism in the 1980s, or perhaps a feeling that the goals encouraged by the 1960s feminists and highlighted in Weitzman's call for more egalitarian picture books had been achieved.

In any case, gender treatment in picture books in the 1980s was still an improvement over the 1960s. Clark, Lennon, and Morris write, "the general pattern, in terms of visibility, then, is that, among Caldecotts, female characters made substantial gains until the early 1980s, after which they experienced some falling off on some dimensions of visibility, but some continued gains on others."²⁴ Kortenhaus and Demarest apply this to nonaward books: "There has been a gradual decrease in sexism in non-award books over the decades from the 1940s to the 1970s, and . . . the trend leveled off in the 1980s."²⁵ Researchers seem to agree that progress was made in terms of less stereotyped and unequal gender representation in the years from 1960 to the late 1980s, but that there were still some inequities.

Although these books were published in a time when women were entering the labor force at ever increasing rates, not one woman in the Caldecott sample had a job or profession . . . the only woman typically given a leadership role in picture books is the fairy godmother, whose attributes obviously do not translate into realistic ambition for young girls.

Influence of Research Results

The years of the late 1960s through the 1980s saw significant change in the treatment of gender in picture books. The prevalence of nonsexist picture books today is partly due to the progress made in those years. Much of that progress stemmed from the approach taken by liberal feminists for whom "a major practical goal has been to rid society of the false belief that women are, by nature, less intellectually, emotionally, and physically capable than men."²⁶ Weitzman et al. hoped for material that could "provide a more positive image of a woman's potential—of her physical, intellectual, creative, and emotional capabilities [and] present a less stereotyped and less rigid definition of male roles by encouraging boys to express their emotions as well as their intellect."²⁷

From a contemporary perspective, while appreciating the progress that approach inspired, its limitations suggest the necessity for broader goals. In their encyclopedia entry, Stephens and McGillis point out that the principles of second-wave feminism, which advocated for girls' rights, included "little apparent incli-

nation to investigate the implications of more complex conceptions of gender and subjectivity or links between feminist theory and queer studies, postcolonialism, or transnationalism."²⁸ Vandergrift suggests a more inclusive approach, also, writing, "the female protagonist, however, no matter how feisty or independent, is not necessarily representative of feminist thought."²⁹ A goal for her is "the development of a literature for young people that will help build the foundation for a gender-fair, multicultural world."³⁰

Both the article by Vandergrift and the article by Clark and Fink cited in this paper include lists of books that portray broad feminist and multicultural themes appropriate for young children. Vandergrift's selections span historical themes, folklore, and stories of people oppressed by race or circumstances. She points out how effective these books can be because they can be read aloud quickly and repeatedly due to their brevity, making them useful in group settings and for young children. This creates the possibility for librarians, teachers, or parents to initiate group discussion and analysis.

The appendix to the Clark and Fink article supplies annotations for the books discussed in the article. Topics represented in this list include Contemporary American, Historical American, and Historical Non-American. The diversity of these topics and the ones in Vandergrift's list supports the idea of books for young children portraying ideas inclusive of feminism, multiculturalism, and other forms of resistance to oppression. Like the Vandergrift list, the Clark and Fink list serves as a useful tool for librarians, teachers, and parents looking for guidance regarding books of this nature.

Two more contemporary examples indicate the progress that has been made in widening the horizons of books for young readers. In 2002, the Feminist Task Force of the Social Responsibilities Round Table of the American Library Association began the Amelia Bloomer Project. Named for the famous nineteenth-century women's rights activist, the project aims to identify "appealing feminist books for young readers from birth to 18."³¹ The project publishes each year a list of books divided by age groups deemed by the committee to embody "significant feminist content, excellence in writing, appealing format and age appropriateness for young readers."³² In the vein of Vandergrift, the goals of the committee are to find books that go beyond merely presenting strong female characters and to endorse books that "portray females who exemplify personal empowerment while still being aware of the global challenges and opportunities."³³ This is a contemporary tool that can support the goals formed years ago—goals inspired in part by the research discussed in this paper.

An organization with multicultural, inclusive goals for picture books and a catalog of books fitting that description is Barefoot Books. Founded in 1993, Barefoot Books' mission is to "celebrate art and story that opens the hearts and minds of children from all walks of life. . . . Taking our inspiration from many different cultures, we focus on themes that encourage independence of spirit, enthusiasm for learning, and sharing of the world's diversity."³⁴ With its emphasis on multicultural material, the books offered by this company fit well with the previous lists and tools discussed.

Conclusion

Picture books exert an enormous influence on impressionable young children, who are just starting to form values and attitudes about society. The most popular and respected picture books of the 1960s perpetuated gender stereotypes that limited audiences' abilities to form broad ideas about the potential for both males and females. Due in part to the work of liberal feminists, picture books generally improved their treatment of gender through the 1970s and 1980s, although challenges still existed.

The increased profile today of multicultural, feminist picture books stems partly from the work of researchers at the end of last century who highlighted the problems with earlier books and inspired changes. The contemporary challenge is to continue building on the progress already made and move toward the possibility of offering young children literature that is free of stereotypes and is truly egalitarian, inclusive, and empowering to readers. ☺

References

1. Carole M. Kortenhuis and Jack Demarest, "Gender Role Stereotyping in Children's Literature: An Update," *Sex Roles: A Journal of Research* 28, no. 3/4 (1993), www.findarticles.com/p/articles/mi_m2294/is_n3-4_v28/ai_13810759/pg_1 (accessed Feb. 23, 2007).
2. Kay E. Vandergrift, "Female Protagonists and Beyond: Picture Books for Future Feminists," *Feminist Teacher* 9, no. 2 (1995): 4.
3. Roger Clark and Heather Fink, "Picture This: A Multicultural Feminist Analysis of Picture Books for Children," *Youth and Society* 36, no. 1 (2004): 114.
4. *Ibid.*, 104.
5. Stuart Oskamp, Karen Kaufman, and Lianna Atchison Wolterbeek, "Gender Role Portrayals in Preschool Picture Books," *Journal of Social Behavior & Personality* 11, no. 5 (1996): 2.
6. Mary Ann Kacerguis and Gerald R. Adams, "Implications of Sex Typed Child Rearing Practices, Toys, and Mass Media Materials in Restricting Occupational Choices of Women," *The Family Coordinator* 28, no. 3 (1979): 373.
7. Lenore J. Weitzman, Deborah Eifler, Elizabeth Hokada, and Catherine Ross, "Sex Role Socialization in Picture Books for Preschool Children," *American Journal of Sociology* 77, no. 6 (1972): 2.
8. *Ibid.*, 1131.
9. *Ibid.*, 1141.
10. *Ibid.*, 1138.
11. Richard Kolbe and Joseph C. LaVoie, "Sex-Role Stereotyping in Preschool Children's Picture Books," *Social Psychology Quarterly* 44, no. 4 (1981): 373.
12. Kacerguis and Adams, "Implications of Sex Typed Child Rearing Practices," 372.
13. Kortenhuis and Demarest, "Gender Role Stereotyping," 7.
14. *Ibid.*, 2.
15. Roger Clark, Rachel Lennon, and Leanna Morris, "Of Caldecotts and Kings: Gendered Images in Recent

- American Children's Books by Black and Non-Black Illustrators," *Gender & Society* 7, no. 2 (1993): 228.
16. John Stephens and Roderick McGillis, "Critical Approaches to Children's Literature," *The Oxford Encyclopedia of Children's Literature* (New York: Oxford Univ. Pr., 2006), 365.
 17. Kortenhaus and Demarest, "Gender Role Stereotyping," 7.
 18. Clark, Lennon, and Morris, "Of Caldecotts and Kings," 228.
 19. Kortenhaus and Demarest, "Gender Role Stereotyping," 11.
 20. Kolbe and LaVoie, "Sex-Role Stereotyping," 373.
 21. Kortenhaus and Demarest, "Gender Role Stereotyping," 8.
 22. Ibid., 10.
 23. bell hooks, *Feminism Is for Everybody: Passionate Politics* (Cambridge, Mass.: South End Press, 2000), 23.
 24. Clark, Lennon, and Morris, "Of Caldecotts and Kings," 234.
 25. Kortenhaus and Demarest, "Gender Role Stereotyping," 7.
 26. Clark, Lennon, and Morris, "Of Caldecotts and Kings," 228.
 27. Weitzman et al., "Sex Role Socialization," 1,147.
 28. Stephens and McGillis, "Critical Approaches to Children's Literature," 365.
 29. Vandergrift, "Female Protagonists and Beyond," 4.
 30. Ibid., 7.
 31. Feminist Task Force of the Social Responsibilities Round Table of the American Library Association, *Amelia Bloomer Project 2002*, <http://libr.org/ftf/AmeliaBloomer2002.pdf> (accessed Feb. 25, 2007).
 32. Feminist Task Force of the Social Responsibilities Round Table of the American Library Association, *Amelia Bloomer Project 2006*, <http://libr.org/ftf/bloomer2006.html> (accessed Feb. 25, 2007).
 33. Ibid.
 34. Barefoot Books, www.barefoot-books.com/us/site/pages/621_generic_.php (accessed Feb. 25, 2007).



OUR NATIONAL AMBASSADOR

Author Jon Scieszka recently visited the Little Shop of Stories, an independent children's bookstore in Decatur, Georgia, to promote his book *Smash! Crash!* It's the first title in the new Jon Scieszka's Trucktown series.

Scieszka is the author of the Caldecott Honor Book *The Stinky Cheese Man and Other Fairly Stupid Tales*, among other hilarious tales. He was recently named the National Ambassador for Young People's Literature.

He is also the founder of the nonprofit literacy initiative, Guys Read (www.guysread.com). For more information on Scieszka, visit him online at www.jsworldwide.com.

Photos courtesy of Sharon Deeds.



Helping Children Cope

What Is Bibliotherapy?

Ya-Ling Lu

Children's librarians wear many hats—human search engine, program designer, outreach professional, cataloguer, teacher, artist, storyteller. But ask a children's librarian whether or not the library provides specific services to help children cope with personal problems, such as the loss of a loved one, fear, moving, or bullying, and you are likely to get one of two answers—"yes, we occasionally have this kind of request," or "no, that's bibliotherapy. We aren't qualified to give medical advice, nor do library patrons ask for it."

It's difficult to argue which assertion is more prevalent when there is little evidence in library research for what kind of "coping assistance" actually occurs in libraries. Perhaps even more problematic is the underlying assumption that providing any coping assistance is equivalent to performing bibliotherapy.

What exactly is bibliotherapy? Is providing coping assistance bibliotherapy, and, if so, should children's librarians provide this service? These questions are the focus of this article.

What We Know

The research reviewed here refers to the multifaceted use of the term "bibliotherapy" and to some relevant library services. To date, most studies on bibliotherapy have been conducted in the fields of education and psychology. Bibliotherapy used to be discussed by medical librarians, but a keyword search for bibliotherapy in Library Literature showed only thirty-nine articles from 1995 to 2005, which suggests that there is currently very limited use of the term "bibliotherapy" in this field.

Bibliotherapy

Definitions of bibliotherapy exist along a broad spectrum. At one end of the spectrum stands the most rigid definition in

which medical aspects are emphasized. "Bibliotherapy is a clinical treatment in which a trained facilitator or therapist uses a selected work of literature to guide discussions with the participant(s), with the aim of integrating their "feelings and cognitive responses" and consequently affecting change."¹ At the other end is a fuzzier definition. "Bibliotherapy is sharing a book or books with the intent of helping the reader deal with a personal problem."² As no formal qualifications for bibliotherapy exist today, what bibliotherapy is and who is qualified to perform it are still controversial issues.

Bibliotherapy and Librarianship

In the United States, bibliotherapy first received recognition in the early twentieth century when librarians, working with physicians, used books to treat the mentally ill. In the 1930s, Alice I. Bryan, a pioneer librarian and bibliotherapist, published several classic articles suggesting the use of bibliotherapy to cope with mental health as well as life and personal problems.³ Her idea of applying bibliotherapy to daily life problems had a great impact on its subsequent research and practice. It was also during this period (1939) that the Hospital Division of the American Library Association established the first committee on bibliotherapy and thus it finally earned an official status in American librarianship.⁴

After World War II, the scope of bibliotherapy expanded beyond the medical sphere, and teachers, nurses, and social workers began using it in their practices. From the 1940s through

*Prepared by the **ALSC Research and Development Committee**, which includes Crystal Faris, Gaye Hinchliff, Mona Kerby, Bowie Kotrla, Ya-Ling Lu, Alice Neve, and Suzanne Stauffer.*

the 1960s, articles about bibliotherapy continued to appear in various library journals, and there was significant graduate research that explored its theories and practices. During the 1980s, interest in bibliotherapy turned to the use of self-help books for changing negative behaviors and for helping children with developmental problems.⁵ This would have seemed a perfect time for children's librarians to apply the concepts of bibliotherapy, but librarians' interest in it waned during that time. Fewer librarians went to the ALA bibliotherapy meetings in the early 1990s, and eventually the ALA Bibliotherapy Committee disbanded. Few articles on bibliotherapy have been published in library literature since then.

Librarian's Discomfort with Bibliotherapy

What's wrong with bibliotherapy in a library setting? Perhaps the terminology itself is what is most problematic for nonclinical practitioners because it is easily associated with licensure and medical treatments. Some scholars, who take only the medical-oriented definition, argue that only mental health professionals are qualified to perform bibliotherapy, and based on the same argument, they still question the librarian's legitimacy to perform bibliotherapy.⁶ To avoid controversy, many alternative terms have been proposed, but none has persisted long enough to be prevalent.

Coping Assistance in the Public Library

Although empirical library research about coping assistance is rare, there are some relevant anecdotes. In the aftermath of the tragedy of September 11, many people asked for books to help soothe their sorrow. Teachers looked for stories to help children escape from a stressful reality, and parents searched for books to cope with their children's fear of flying.

In response to the tragedy, ALA provided a website with a wide range of materials, from how libraries could help Americans understand and cope with the tragedy, to how to provide specific types of information, including books for differ-

ent age groups.⁷ The New York Public Library launched a series of programs and extensive Web resources, including book discussions and presentations on depression, anxiety, and grief.⁸ The Providence (R.I.) Public Library held a program, "*Finding Safety in an Unsafe World*," that aimed specifically to relieve teenagers' feelings of anxiety.⁹

Similar coping assistance anecdotes at local, state, and national levels were found after the devastating Hurricane Katrina. These included websites containing information about assistance that any evacuee might need, lists of books that might help children cope with Katrina, and book displays, book discussion, and storytelling aimed at helping children deal with the situation.¹⁰ An empirical study done in three California public libraries found that coping assistance in the public library could occur in ordinary times; that is, times not marked by national crisis. The same study also showed that coping assistance in the public library was not limited to book recommendation (or readers' advisory); children's librarians provided nonclinical programs that helped children understand or cope with certain issues. Some examples included discussion clubs such as "Girls' Talk" or "Boys' Talk," and "therapy dog" that helped struggling children with their frustration in reading.¹¹ These examples indicate that the American library has been providing services to help patrons—including and perhaps especially children—cope with a multitude of special needs, feelings, and difficulties.

What We Don't Know

The lack of research on coping services for children in public libraries renders this a particularly interesting topic. None of the aforementioned services used the term "bibliotherapy" to describe what the librarians did. Most services were simply cast under the rubric of "information service."

Unfortunately, because the helping and healing aspects of library work have gone undocumented, how these services have been conducted goes unrecognized and their importance hasn't been researched.

We also don't know the effects of coping assistance on children.

What, Then, Can Librarians Do?

Because we are committed to children's information needs, we actively provide them with many types of media resources. By providing various library and information services, we can help meet the different needs children have, including the daily challenges they encounter. In the end, librarians do not need to focus solely on the medical aspects of bibliotherapy. Instead, our attention should be drawn to the potential healing power inherent in reading and through participation in relevant library activities.

When providing coping-assistance services in the public library, the librarian's first challenge is to know how far she or he can go. This issue can probably be best approached by policy-making. There should be some confirmatory policies telling librarians what they can and cannot do in various circumstances, just as is done now in guidelines for answering medical and legal reference questions. ALA should consider guidelines and standards that distinguish clinical bibliotherapy from librarian-led coping assistance.

Within our library, we can do some critical evaluation ourselves to reexamine our duties and responsibilities—to provide information or assistance as a coping tool, and not just as an educational or recreational device. We should work with parents and teachers to find evidence that coping assistance is, in fact, effective. Our library programs and collection could have a much greater impact on the patrons than what they initially expect. Through library activities such as storytelling, book talks, or displays, books addressing sensitive issues could be shared more naturally.

It is time to reexamine our self-consciousness as professional information-service providers. Providing healing or coping information, after all, is but one task that we do to meet our patrons' information needs. It is a task we must not put off—a task that will require us to don yet another hat. 🐼

References

1. Arleen McCarty Hynes and Mary Hynes-Berry, *Bibliotherapy the Interactive Process: A Handbook* (Boulder, Colo.: Westview Press, 1986), 17.
2. Beth Doll and Carol Doll, *Bibliotherapy with Young People: Librarians and Mental Health Professionals Working Together* (Englewood, Colo.: Libraries Unlimited, 1997), 1.
3. Alice I. Bryan, "Can There Be a Science of Bibliotherapy?" *Library Journal* 64 (Jan. 1939): 773-76.
4. Rhea J. Rubin, *Using Bibliotherapy: A Guide to Theory and Practice* (Phoenix: Oryx Press, 1978), 15.
5. Jean A. Pardeck and John T. Pardeck, *Young People with Problems: A Guide to Bibliotherapy* (Westport, Conn.: Greenwood Press, 1984), 3-5.
6. See, for example, Alice G. Smith, "Will the Real Bibliotherapist Please Stand Up?" *Journal of Youth Services in Libraries* 2, no. 3 (1989): 241-49.
7. American Library Association, "Resources for Children, Their Parents and Educators: Dealing with Tragic Events of September 11, 2001," www.ala.org/ala/alsc/alscresources/dealingwithtrag/DealingwithSept11Tragedy.htm (accessed Oct. 10, 2007).
8. Laura Hayes, "Coping, View 1: Programs Laudable," *American Libraries* 33, no. 8 (2002): 35-36.
9. Ibid., 36.
10. State Library of Louisiana, "Hurricane Assistance Links," www.state.lib.la.us/links (accessed June 10, 2007); State Library of Louisiana, "Booklist for Children Affected by Hurricanes Katrina and Rita," www.state.lib.la.us/whatsnew/whatsnew_details.cfm?doc_id=574 (accessed Oct. 10, 2007); Mary C. LeBouef, "Disasters Strike, Public Libraries Prevail: The Impact of Hurricanes Katrina and Rita on Louisiana Public Libraries," *Louisiana Libraries* 68, no. 4 (2006): 5.
11. Ya-Ling Lu, "How Children's Librarians Help Children Cope with Daily Life: An Enhanced Readers' Advisory Service" (Ph.D. dissertation, Univ. of California, Los Angeles, 2005).



New Books

Bair, Linda and Jill Andrews. *Fee Fi Fo Fum: Puppets & Other Folktale Fun*. Lohnes, Marilyn. *Storytime Puppet Zoo: Simple Puppet Patterns and Plays*.

Professional Resources on Storytelling

By Kathryn Miller

Bair, Linda, and Jill Andrews. *Fee Fi Fo Fum: Puppets & Other Folktale Fun*. Fort Atkinson, Wis.: Highsmith, 2005. 144p. \$16.95 (ISBN-10: 1-57950-039-0; ISBN-13: 978-1579500399).

"Fee! Fi! Fo! Fum! I smell the blood of an Englishman." You probably know the first lines of this popular folktale. The authors use folktales such as this as the basis of this book. Combining puppets with fun folktales creates a recipe for great storytimes that children and parents are sure to remember (and maybe even recreate at home).

This book is logically organized into three sections, with appropriate folktales in each—"Animals" contains

such folktales as "Henny Penny" and "The Tortoise and the Hare"; "People" includes "The Boy Who Cried Wolf" and "Rumpelstiltskin"; and "Places" relates folktales to geography themes, including the forests in "Baba Yaga" and stores in "The Elves and the Shoemaker."

Each folktale and storytime includes ideas on how to present the story to the listeners, directions and patterns on how to make puppets, games, folklore, science, and additional group activities. This book will enhance a repertoire and bring memorable storytimes to young learners. With the puppet and program ideas, young learners may even remember the third and fourth lines of the title folktale: "Be he 'live, or be he dead, I'll grind his bones to make my bread."

Lohnes, Marilyn. *Storytime Puppet Zoo: Simple Puppet Patterns and Plays*. Fort Atkinson, Wis.:

Upstart Books, 2005. 152p. \$17.95 (ISBN-10: 1-93214-615-6; ISBN-13: 978-1932145158).

So your storytelling audience is back again, ready to be entertained with great new stories and program activities? Try puppets! Lohnes' book provides librarians and classroom teachers (and parents) with twenty-five animal puppet patterns. Along with the patterns and easy-to-follow instructions, Lohnes, a Canadian children's librarian, provides lists of picture books that can be incorporated into a storytime featuring a particular animal.

If you are new to puppetry, the book also includes information on how to maneuver a hand puppet, make animal voices, and create simple puppet stages. This easy-to-follow book will bring new ideas and storytelling opportunities to your library or classroom.

Board Major Actions

Electronic Actions

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

VOTED, to place two bylaws changes on the 2008 ALSC ballot: one, to enable members to serve more than one time on the Nominating Committee; two, to stipulate that chairs of the Caldecott, Newbery, Sibert, and Wilder Award Selection Committees be appointed rather than elected, with an increase of one elected committee member and a decrease of one appointed committee member to balance out this change to an appointed chair, and to include Wilder among the committees with members who are elected as well as appointed. (January 2008)

VOTED, to approve the ALSC-L electronic discussion list revised policy. (February 2008)

Midwinter Meeting 2008 Actions

VOTED, to accept the recommendations of Mary Burkey, 2008 Odyssey Committee chair, for changes to the Odyssey Award procedures as follows:

- a) Clarify age range: "The audiobook is intended for either young adults or children, who are defined as persons up to and including age 18; works for this age range are to be considered. Adult titles are ineligible."
- b) Add publication date language: "The committee will consider and vote on

titles published within their assigned calendar year, January 1 to October 31, in addition to those published between November 1 and December 31 of the previous year. A title may only be submitted once and cannot be reconsidered the next year." (Board recommends that practices for continuity from chair to chair be written down in administrative documents.)

- c) Removal of the final clause ("with adaptations of materials remaining true to, expanding, or complementing the work") of the sentence in bullet three under "Overall Rating." Bullet three will now read: "Excellence of execution in the aural techniques of the medium."

VOTED, to approve the Budget Committee's FY2009 preliminary proposed budget.

VOTED, to approve the following transfers from the ALSC net asset balance to endowments: in FY2009, \$20,000 to Arbuthnot, \$20,000 to Rollins, and \$9,000 to Children's; 2010 allocation to be determined at a later meeting. Transfers are in keeping with the Budget Committee recommendation to maintain eight months of average monthly expenses.

VOTED, to add the following proposed change in Bylaw X.1. to the ALSC ballot for membership vote in spring 2008. The proposed new wording is "no later than the Midwinter Meeting of the American Library Association, the ALSC Vice President/President-Elect appoints a Nominating Committee of four members plus the chair to select candidates for election the following year. No member of the Board of Directors shall be appointed to this committee. Members may serve more than once on the Nominating Committee, but not

Professional Development Opportunity

The ALSC National Institute will take place September 18–20, 2008, in Salt Lake City, Utah. Educational tracks on Thursday, Friday, and Saturday will focus on technology and children's services, programming in the new millennium, and inspiring lifelong reading with the best of the best in children's books. "Breakfast for Bill," featuring a panel of children's book creators, will be held Friday morning to remember Bill Morris, longtime ALSC member and advocate for children's librarians and literature. In addition to educational tracks, ALSC's Association Connection program will feature engaging networking activities for those new to the Institute.

Featured speakers include award-winning authors such as Laura Vaccaro Seeger, Sharon Creech and her editor Joanna Cotler, William Joyce and his editor Laura Geringer, and Christopher Paul Curtis.

Registration opened on May 1, 2008. For additional information, visit www.ala.org/alscinstitute.

more than three times, and not more than once in five years, except for chairs, who may serve a chair term within five years of a term as a member of this committee."

Schlitz, Selznick Win Newbery, Caldecott

Laura Amy Schlitz, author of *Good Masters! Sweet Ladies! Voices from a Medieval Village* (Candlewick Press), and Brian Selznick, illustrator of *The Invention of Hugo Cabret* (Scholastic Press), are the 2008 winners of the Newbery and Caldecott Medals, respectively.

In *Good Masters! Sweet Ladies! Voices from a Medieval Village*, thirteenth-century England springs to life using twenty-one dramatic individual narratives that introduce young inhabitants of village and manor; from Hugo, the lord's nephew, to Nelly, the sniggler. Schlitz's elegant monologues and dialogues draw

back the curtain on the period, revealing character and relationships, hinting at stories untold. Explanatory interludes add information and round out this historical and theatrical presentation.

From an opening shot of the full moon setting over an awakening Paris in 1931, *The Invention of Hugo Cabret* casts a new light on the picture book form. Hugo is a young orphan secretly living in the walls of a train station where he labors to complete a mysterious invention left by his father. In a work of more than five hundred pages, the suspenseful text and wordless double-page spreads narrate the tale in turns. Neither words nor pictures alone tell this story, which is filled with cinematic intrigue. Black-and-white pencil illustrations evoke the flickering images of the silent films to which the book pays homage.

Three Newbery Honor Books were named: *Elijah of Buxton* (Scholastic Press) by Christopher Paul Curtis; *The Wednesday Wars* (Clarion) by Gary D.

Schmidt; and *Feathers* (Putnam) by Jacqueline Woodson.

Four Caldecott Honor Books were named: *Henry's Freedom Box: A True Story from the Underground Railroad* (Scholastic Press), illustrated by Kadir Nelson, written by Ellen Levine; *First the Egg* (Roaring Brook/Neal Porter), illustrated and written by Laura Vaccaro Seeger; *The Wall: Growing Up Behind the Iron Curtain* (Farrar/Frances Foster), illustrated and written by Peter Sís; and *Knuffle Bunny Too: A Case of Mistaken Identity* (Hyperion), illustrated and written by Mo Willems.

Members of the 2008 Newbery Award Committee are Nina Lindsay, chair, Oakland (Calif.) Public Library; Yolanda Foster Bolden, Forsyth County Public Library, Winston Salem, N.C.; Barbara Jones Clark, Birmingham Public Schools, Southfield, Mich.; Monica Edinger, The Dalton School, New York, N.Y.; Carol A. Edwards, Denver Public Library; Tami Chumbley Finley, Bettendorf (Iowa) Public Library; Kathleen Isaacs, Pasadena, Md.; Bonnie Kunzel, Germantown, Tenn.; Cindy Lombardo, Cleveland (Ohio) Public Library; Martha V. Parravano, *The Horn Book Magazine*, Boston; Michael Santangelo, Brooklyn (N.Y.) Public Library; Victor L. Schill, Harris County Public Library, Houston; Dean Schneider, Ensworth School, Nashville, Tenn.; Luann Toth, *School Library Journal*, New York, N.Y.; Maureen White, University of Houston–Clear Lake, Canyon, Tex.

Members of the 2008 Caldecott Award Committee are Karen Breen, chair, *Kirkus Reviews*, New York, N.Y.; Ilene Abramson, Los Angeles (Calif.) Public Library; Marilyn Ackerman, Brooklyn (N.Y.) Public Library; Irene L. Briggs, Prince George's County Library, Hyattsville, Md.; Jos N. Holman, Tippecanoe County Public Library, Lafayette, Ind.; Joan Kindig, James Madison University, Charlottesville, Va.; Debbie McLeod, Johnson County Library, Shawnee Mission, Kan.; Sue McCleaf Nespeca, Youngstown, Ohio; Rhonda Puntney, Lakeshores Library System, Waterford, Wis.; Sue Rokos, Mohawk Valley Library System, Delanson, N.Y.; Ken Setterington, Toronto (Ontario) Public

Batchelder Goes to VIZ Media

VIZ Media is the winner of the 2008 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 *Brave Story*.

Originally published in Japanese in 2003 as *Bureibu Sutori*, the book was written by Miyuki Miyabe and translated by Alexander O. Smith. It tells the story of a boy named Wataru whose chaotic life leads him to enter the videogame-infused world of Vision to alter his fate. This complicated quest, with a real-world rival, and fierce and friendly creatures, unleashes a future Wataru could not have anticipated. The wisdom and power Wataru gains on his journey enables him to embrace the transformed reality to which he returns.

Two Batchelder Honor Books also were selected: *The Cat: Or, How I Lost Eternity* (Milkweed Editions), written by Jutta Richter, illustrated by Rotraut Susanne Berner, originally published in German as *Die Katze*, and translated by Anna Brailovsky; and *Nicholas and the Gang* (Phaidon Press), a collaboration between writer René Goscinny and artist Jean-Jacques Sempé, originally published in French as *Le petit Nicolas et les copains*, and translated by Anthea Bell.

Members of the 2008 Batchelder Award Committee are Fran Ware, chair, Montgomery County Public Library, Rockville, Md.; Annette Goldsmith, doctoral candidate at Florida State University College of Information, Tallahassee, Fla.; Anna R. Healy, The Rochelle Lee Fund, Chicago; Ginny Moore Kruse, director emeritus, Cooperative Children's Book Center, University of Wisconsin–Madison; and Susan Poulter, Nashville (Tenn.) Public Library.

Live Oak Wins First Odyssey

Live Oak Media, producer of the audiobook, *Jazz*, has won the first-ever Odyssey Award for Excellence in Audiobook Production. The award is given to the producer of the best audiobook produced for children and/or young adults, available in English in the United States. It is jointly administered by ALSC and the Young Adult Library Services Association and is sponsored by *Booklist*.

Jazz takes the readalong to new heights as James "D-Train" Williams and Vaneese Thomas perform the work of Walter Dean Myers. Original music accompanies each poem's performance, resulting in a rhythmic representation of mood and tone. Separate tracks for the selections and lively inclusion of a glossary and timeline create a dynamic audiobook; part poetry, part nonfiction, and wholly authentic.

Each of the five Odyssey Honor citation titles displays exemplary production qualities. Such qualities range from the authentic dialects of *Bloody Jack: Being an Account of the Curious Adventures of Mary 'Jacky' Faber*, *Ship's Boy*, produced by Listen & Live Audio; to the dynamic performance of *Dooby Dooby Moo*, produced by Scholastic/Weston Woods; from the masterful characterization in *Harry Potter and the Deathly Hallows*, produced by Listening Library; to the mood-enhancing musical sound effects of *Skulduggery Pleasant*, produced by HarperChildren's Audio and the accurate accents of *Treasure Island*, produced by Listening Library.

Members of the 2008 Odyssey Award Committee are Mary Burkey, chair, Olentangy Local Schools, Columbus, Ohio; Jerene D. Battisti, King County Library System, Issaquah, Wash.; Francisca Goldsmith, Halifax (Nova Scotia) Public Libraries; Sharon B. Grover, Hedberg Public Library, Janesville, Wis.; Natalie Hoyle, Lemont-Bromberek School District 113A, Lemont, Ill.; Teri S. Lesesne, Sam Houston State University, Huntsville, Texas; Merri Lindgren, CCBC, University of Wisconsin–Madison; Connie C. Rockman, Stratford, Conn.; Sylvia Vardell, Texas Woman's University, Denton, Texas; and *Booklist* consultant Sue-Ellen Beauregard, Chicago.

Library; Megan Smith, Cumberland County Public Library and Information Center, Fayetteville, N.C.; Vicky Smith, McArthur Public Library, Biddeford, Maine; Roger Sutton, *The Horn Book Magazine*, Boston; and Roberto Zapata, San Antonio (Tex.) Public Library.

Morales, Engle Win Belpré

Yuyi Morales, illustrator of *Los Gatos Black on Halloween* (Holt), and Margarita Engle, author of *The Poet Slave of Cuba: A Biography of Juan Francisco Manzano* (Holt), are the 2008 winners of the Pura Belpré Illustrator Award and Author Award, respectively.

A rhyming text describes spooky monsters of many types gathering for a ball in *Los Gatos Black on Halloween*. But the rollicking fun is interrupted by the scariest creatures of all in a surprise ending that will delight readers of all ages. Morales' eerily glowing illustrations capture the blend of traditional Halloween and Día de los Muertos symbols, matching the humorous interplay of Spanish and English in the text. Historical allu-

sions and whimsical figures delight the eye in this timeless story, written by Marisa Montes.

The Poet Slave of Cuba: A Biography of Juan Francisco Manzano, a collection of haunting poems, uses multiple voices to illuminate the daily terror and hypocrisy of the slave system. Celebrating Manzano's irrepressible spirit and creativity, this book is based on Manzano's autobiographical notes and poems. After witnessing young Manzano's harsh punishments for reading and writing, readers will marvel at his enduring strength and persistence to attain freedom. The book is illustrated by Sean Qualls.

Two Illustrator Honor Books were selected: *My Name Is Gabito: The Life of Gabriel García Márquez/Mellamo Gabito: la vida de Gabriel García Márquez* (Luna Rising), illustrated by Raúl Colón, written by Monica Brown; and *My Colors, My World/Mis colores, mi mundo* (Children's Book Press), written and illustrated by Maya Christina Gonzalez.

Three Author Honor Books were named: *Frida: ¡Viva la vida! Long Live*

Life! (Marshall Cavendish) by Carmen T. Bernier-Grand; *Martina the Beautiful Cockroach: A Cuban Folktale* (Peachtree), retold by Carmen Agra Deedy, illustrated by Michael Austin; and *Los Gatos Black on Halloween* (Holt), written by Marisa Montes, illustrated by Yuyi Morales.

Members of the ALSC/REFORMA Pura Belpré Committee are Jean Hatfield, chair, Alford Regional Branch, Wichita (Kans.) Public Library; Adrián Barrientos, San José (Calif.) Public Library Biblioteca Latinoamericana Branch; Hope Crandall, Washington Elementary School, Woodburn (Ore.) School District; Judith V. Lechner, Auburn University, Ala.; Lisa Lintner-Sizemore, Louisville (Ky.) Free Public Library; and Jamie Campbell Naidoo, University of South Carolina School of Library and Information Science, Columbia.

The awards are administered by ALSC and REFORMA, the National Association to Promote Library and Information Services to Latinos and the Spanish-Speaking.

Carnegie Honors "Jump In"

Producer Kevin Lafferty, along with executive producer John Davis and co-producers Amy Palmer Robertson and Danielle Sterling, are the 2008 recipients of the Andrew Carnegie Medal for Excellence in Children's Video for the production of *Jump In!: Freestyle Edition*. The video, originally aired on the Disney Channel, is a Disney DVD and features Corbin Bleu of *High School Musical* fame.

Pulled in two directions, Izzy Daniels must find a balance between his passion for boxing and his promise to help his friends with an intense double-Dutch jump roping competition. *Jump In!* combines themes of friendship, hard work, and individuality with energizing hip-hop and impeccable choreography.

Members of the 2008 Carnegie Medal Committee are Wendy Woodfill, chair, Hennepin County Library, Minnetonka, Minn.; Roxane Bartelt, Kenosha (Wis.) Public Library; Sarah S. Erwin, Kirkwood Public Library, St. Louis, Mo.; Carol Hopkins, Puyallup (Wash.) Public Library; Ellen Jepson, Appleton (Wis.) Public Library; Rita Lipof, Broward County Library, Ft. Lauderdale, Fla.; Martha Lund, Columbus Metropolitan Library, Gahanna, Ohio; Brandy Sanchez, Missouri State Library, Jefferson City, Mo.; and Amanda Williams, Austin (Tex.) Public Library.

Sís Wins Sibert Medal

Peter Sís, author and illustrator of *The Wall: Growing Up Behind the Iron Curtain* (Farrar/Frances Foster) was named the winner of the 2008 Robert F. Sibert Medal for the most distinguished informational book for children.

In his deeply felt memoir set in mid-twentieth-century Prague, Sís contrasts the constrictive walls of the communist state with his personal quest for artistic freedom. Black-and-white drawings accentuated with sharp punches of red are brightened with splashes of color as hope gradually takes hold. Sís takes us from his childhood—when fear, suspicion and lies permeated everyday

life—to the "Prague Spring" of 1968 and beyond, a time when "everything seemed possible."

Two Sibert Honor Books were named: *Lightship* (Simon & Schuster/Richard Jackson), written and illustrated by Brian Floca; and *Nic Bishop Spiders* (Scholastic Nonfiction), written and illustrated by Nic Bishop.

Members of the 2008 Sibert Medal Committee are Caroline Parr, chair, Central Rappahannock Regional Library, Fredericksburg, Va.; Viki Ash, San Antonio (Tex.) Public Library; Patty Carleton, St. Louis Public Library; Connie Champlin, Centerville, Mass.; Rosalind Chang, San Francisco (Calif.) Public Library; Judy Freeman, Highland Park, N.J.; Maren Ostergard, King County Library System, Issaquah, Wash.; Susan Pine, New York Public Library; and Barbara Scotto, Children's Literature New England, Brookline, Mass.

Willems Selected for Geisel

Author and illustrator Mo Willems is the 2008 winner of the Theodor Seuss Geisel Award for the book *There Is a Bird on Your Head!* (Hyperion). In this humorous account of Elephant Gerald and Piggie's ongoing friendship, Gerald learns that there is something worse than having a bird on your head—having two birds on your head! Trying to help her friend, the always-playful Piggie ends up with a problem of her own.

Willems' balanced design of color-coordinated speech bubbles, expressive cartoon art, and familiar vocabulary create an engaging, laugh-out-loud experience for young readers. The charming characters, whimsical tone, and accessible language come together in this fresh and memorable celebration of friendship.

Four Geisel Honor Books were named: *First the Egg* (Roaring Brook/Neal Porter), written and illustrated by Laura

Myers Named Arbuthnot Lecturer

Walter Dean Myers, widely acclaimed author of picture books, novels, poetry and nonfiction for children and young adults, will deliver the 2009 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 scholarly contribution to the field of children's literature.

Writing for children as early as the late sixties, Myers launched his career with the picture book *Where Does the Day Go?* His career as a young adult author started in 1975 with the publication of *Fast Sam, Cool Clyde, and Stuff*. More than eighty books later, Myers is best known for his gritty, realistic fiction novels that explore the contemporary teen world, notably *Fallen Angels*, *Scorpions*, and *Monster*, which won the first Michael L. Printz Award, honoring excellence in young adult literature.

He is also a two-time Newbery Honor medalist, a two-time National Book Award finalist, a five-time Boston Globe-Horn Book Honor recipient and a five-time Coretta Scott King Award winner for outstanding contribution by an African American author or illustrator. Myers received the Margaret A. Edwards Award for "lifetime contribution to young adult literature" in 1994.

Members of the 2009 Arbuthnot Honor Lecture Committee are Amy Kellman, chair, Pittsburgh, Pa.; Bruce Farrar, Harris County (Tex.) Public Library; JoAnn Jonas, Chula Vista (Calif.) Public Library; Ellen Riordan, Enoch Pratt Free Library, Baltimore, Md.; and Sue Sherif, Alaska State Library, Anchorage.

Vaccaro Seeger; *Hello, Bumblebee Bat* (Charlesbridge), written by Darrin Lunde, illustrated by Patricia J. Wynne; *Jazz Baby* (Harcourt), written by Lisa Wheeler, illustrated by R. Gregory Christie; and *Vulture View* (Holt), written by April Pulley Sayre, illustrated by Steve Jenkins.

The members of the 2008 Theodor Seuss Geisel Award Committee are Cindy Woodruff, chair, Gilman School, Baltimore, Md.; Kristine Casper, Huntington Public Library, E. Setauket, N.Y.; Lesley Colabucci, Millersville University, Lancaster, Pa.; Heidi M. Daniel, Houston (Tex.) Public Library; Rose Dawson, Alexandria (Va.) Library; James Irwin, Nichols Library, Naperville, Ill.; and Robin Smith, Ensworth School, Nashville, Tenn.

Smith Honored with DSA

Dr. Henrietta M. Smith is the 2008 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.

Smith began her library career as a children's librarian at the New York Public Library. She later became a school media specialist for the Broward County Florida School System and a media consultant for Broward County. At Florida Atlantic University, she was an instructor in the College of Education, and she has also spent time as a storytelling consultant in Albuquerque, N.Mex.

Smith's work with the Coretta Scott King (CSK) Book Awards has been monumental in the awards' continued significance in highlighting inspirational and educational children's literature. When the awards celebrated their twenty-fifth anniversary, Smith wrote the book *Coretta Scott King Awards Books: From Vision to Reality*, to commemorate the event. All of the proceeds from Smith's book were donated to the award.

Smith has been an active ALA member across many divisions for more than forty years. She's been on the ALSC Legislation Committee and Oral History Committee, as well as the YALSA Quick

Picks Committee and the AASL Cultural Diversity Task Force, just to name a few. Her dedication to library services to all children and young adults is clearly illustrated by her continual service.

Members of the 2008 Distinguished Service Award Committee are Steven Herb, chair, Pennsylvania State University, University Park; Kathy Ann East, Wood County Public Library, Bowling Green, Ohio; Richard K. Farley, Marshall Cavendish Corporation, Tarrytown, N.Y.; Carole D. Fiore, Tallahassee, Fla.; and Mimi Kayden, Greenwich, Conn.

Bechtel Winner Named

The 2008 Louise Seaman Bechtel Fellowship was awarded to librarian Mary Elizabeth Land, Abbeville County (S.C.) Library System.

The fellowship is designed to allow a qualified children's librarian to spend a month or more reading and studying at the Baldwin Library of Historical Children's Literature, part of the George A. Smathers Libraries at the University of Florida, Gainesville. The fellowship is endowed in memory of Louise Seaman Bechtel and Ruth M. Baldwin and provides a stipend of \$4,000.

While at the Baldwin Library, Land will pursue her study, *Home for the Holidays: The Depiction of Holiday Themes in Books for Children*. By reading materials that portray holiday traditions, images, themes, and values from different time periods, Land will study how literature affects children's expectations and memories of family holidays.

Land has served with the Abbeville County Library System for more than five years. She is directly responsible for children's services and has been instrumental in the library's collaboration with Abbeville County First Steps, which aims to prepare children to reach first grade healthy and ready to succeed. Over the last two years, Land was able to secure a \$25,000 LSTA federal grant to combine children's programs with the First Steps Learning Bus, a mobile preschool classroom. This project helped bring the

library to children in the most rural parts of the community.

Members of the 2008 Louise Seaman Bechtel Fellowship Committee are Denise E. Agosto, chair, Drexel University, Philadelphia, Pa.; Ernie J. Cox, St. Timothy's School, Raleigh, N.C.; Candace E. Deisley, Albany, N.Y.; Floyd C. Dickman, Ostrander, Ohio; and Mary Elizabeth Pruitt, Denton (Tex.) Independent School District.

Wayne County Wins BWI Grant

Wayne County Public Library, Goldsboro, N.C., is the 2008 recipient of the ALSC/BWI Summer Reading Program Grant. The \$3,000 grant, donated by BWI, provides financial assistance to a public library for developing outstanding summer reading programs for children.

Wayne County Public Library's 2008 summer reading program theme, "Catch the Reading Bug," incorporates a community garden, located on the library grounds, as a meeting place where diversity is celebrated. Librarian Shorlette Ammons-Stephens is working with community organizations, such as the Wayne County Cooperative Extension and the Goldsboro Parks and Recreation Department, to foster a respect and understanding for individuals with special needs, families whose first language is not English, and "at-risk" youth.

The program kicks off with an intergenerational and multicultural Community Planting Day celebration. Following the kick-off, participants can attend weekly hour-long programs for a period of six weeks. Program activities will include journal writing, as well as a variety of other artistic experiences, incorporating the garden as a source of inspiration and creativity. Youth involved in the program will receive their own gardening journal and a special home gardening starter kit, including a recipe book and a book on good bugs and wonderful worms.

"The dimensions of this project include literacy opportunities through the development of a collection of gardening, health, and nutrition literacy resources, workshops, journaling, cultural aware-

ness, and hands-on gardening experiences,” said Ammons-Stephens. “This will allow participants to increase their level of physical activity and empower participants to take an active role in their own health and wellness.”

Members of the 2008 ALSC/BWI Summer Reading Program Grant Committee are Mary R. Voors, chair, Allen County Public Library, Fort Wayne, Ind.; Jerene D. Battisti, King County Library System, Issaquah, Wash.; Barbara Hawkins, Fairfield (Conn.) Public Library; Holly Jin, Skokie (Ill.) Public Library; Anne Elisabeth Robert, Jacksonville (Fla.) Public Library, South Mandarin Regional; Victor Lynn Schill, Fairbanks Branch Library, Houston, Tex.; Margie L. Stern, Delaware County Library System, Media, Pa.; Ruth Toor, Basking Ridge, N.Y.; and Marilyn L. Zielinski, Toledo-Lucas (Ohio) County Public Library.

Light the Way Winner Named

Rogers (Ark.) Public Library is the recipient of the “Light the Way: Library Outreach to the Underserved” grant, sponsored by Candlewick Press in honor of author Kate DiCamillo and the themes represented in her books. The library will receive \$5,000 to continue its exceptional outreach to underserved populations.

Rogers Public Library’s program, “Bilingual Teens as Teachers and Tutors,” will have Americorps volunteers train bilingual teens to serve as tutors and role models to elementary school children who need help learning English. Many of the children involved are from Spanish-speaking homes of migrant families who do not frequently use the public library. The program’s goal is to help children improve their language skills, self-confidence, and cultural awareness—allowing them to succeed in school.

Honor awards were given to Port Isabel (Tex.) Public Library and Hancock County Library System, Bay St. Louis, Miss. Port Isabel Public Library’s project, “Children’s Book Club to the Rescue,” will enable preschool children of non-English-speaking families to gain literacy skills. Hancock County Library System’s project, “Pearlington Library Summer Reading

Hayes Winner Selected

The 2008 Maureen Hayes Award recipient is Robert Louis Stevenson Elementary School, San Francisco. The award, sponsored by Simon and Schuster Children’s Publishing, 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.

Stevenson librarian K. E. Hones will bring in Milly Lee, a local Chinese American author, to speak with all fourth- and fifth-grade classes about her books on the Chinese American experience in the United States and the San Francisco Bay Area. The students will plan and coordinate the visit by writing bilingual information for families and local press releases, planning pre- and post-author-visit activities, and researching immigration and Chinese American history. The ethnic makeup of Stevenson includes more than 63 percent Chinese students.

“Our fourth- and fifth-grade students have never had the opportunity to experience a real author visit,” wrote Stevenson teachers in the Hayes Award application. “A visit with Milly Lee would be a wonderful event for students, teachers and families. Many of our families are first generation immigrants from Asia. After the visit, we hope students will go home and discuss Lee’s book *Landed* and students can learn and share in their family stories.”

Members of the 2008 Maureen Hayes Award Committee include Floyd C. Dickman, chair, Ostrander, Ohio; Crystal Faris, Kansas City (Mo.) Public Library; Judith Rovenger, Westchester Library System, Tarrytown, N.Y.; Deborah L. Wright, Newport News (Va.) Public Library System; and Michelle Fadlalla, Simon and Schuster, New York.

Program,” will establish a summer reading program in the Pearlington Library, which, due to Hurricane Katrina, is currently operating out of a FEMA trailer.

Members of the 2008 Library Service to Special Population Children and Their Caregivers Committee, which administered the award and chose the winners, are Martha Simpson, chair, Stratford (Conn.) Library Association; John B. Harer, East Carolina University, Joyner Library, N.C.; Barbara Klipper, Ferguson Library, Stamford, Conn.; Erin Nguyen, Public Library of Charlotte and Mecklenburg County, N.C.; William Reed, Cleveland (Ohio) Public Library; Danielle Shapiro, Brooklyn (N.Y.) Public Library, Highlawn Branch; Kristin Starnes, Corvallis-Benton (Ore.) County Library; and Jessica Trujillo, New Brunswick (N.J.) Free Public Library.

Tandem Grant Winner Announced

Children’s librarian Lisa M. Shaia was awarded the 2008 ALSC/Tandem Library

Books Literature Program Grant for her program “Superhero Club” at the Bristol (Conn.) Public Library.

Sponsored by Tandem Library Books, the grant is designed to honor a member of ALSC who has developed and implemented a unique and outstanding reading or literature program for children. It provides a grant of \$1,000 to support the winner’s attendance at the ALA Annual Conference, to be held in Anaheim, Calif., June 26–July 2.

“Superhero Club” encouraged children to use their imagination by creating a superhero alter-ego, complete with a costume, accessories, superpowers, and a sidekick. Each club member then drew a comic book starring his superhero and at the end of the session, used his superhero powers to compete against supervillains in an obstacle course.

The program, which ran for five weeks last spring and eight weeks last summer, introduced club members to the superhero genre and encouraged them to read

from the library's growing graphic novel collection. It is Shaia's hope that introducing young readers to pleasure reading, such as comic books and graphic novels, will keep them interested in reading through their 'tween and teen years and into adulthood.

"I believe this program is so successful because the superhero genre transcends age, race, sex, and children's interests," said Shaia. "The club provides children with a way to use their imagination that they don't get a chance to do any other way. Instead of watching a television show or playing a video game, they can create a persona and lose themselves in their own story."

Members of the 2008 ALSC/Tandem Library Books Literature Program Grant

Committee are April Rachelle Roy, chair, Kansas City (Mo.) Public Library; Natalie Arthur, Johnson County Public Library, Whiteland, Ind.; Marna L. Elliott, Somerset County Library System, Kingston, N.J.; and Jerri J. Heid, Ames Public Library, West Des Moines, Iowa.

Four Penguin Winners Named

ALSC has awarded four children's librarians with the 2008 Penguin Young Readers Group Award. The award consists of a \$600 grant, sponsored by Penguin Young Readers Group, for winners to attend their first ALA Annual Conference. To be considered for the award, applicants must have less than ten years of experience as a children's librarian and work directly with children. Also, the award is

only available to first-time conference attendees.

The winning librarians are Barbara J. Head, Multnomah County Library, Portland, Ore.; Cheryl Fishman, Boynton Beach (Fla.) City Library; Sara Jeffress, Tuzzy Consortium Library, Barrow, Ala.; and Madeline Walton-Hadlock, San José (Calif.) Public Library-Cruz Alum Rock Branch.

Members of the 2008 Penguin Young Readers Group Award Committee include Alison O'Reilly, chair, Austin (Tex.) Public Library; Rita Auerbach, New York, N.Y.; Beth Blankley, Alvin Sherman Library, Nova Southeastern University, Fort Lauderdale, Fla.; and Tracy-Lyn Van Dyne, Connetquot Public Library, Bohemia, N.Y.

2008 Notable Children's Books

Younger Readers

Agee, Jon. *Nothing*. Illus. Hyperion.
Bang-Campbell, Monika. *Little Rat Makes Music*. Illus. by Molly Bang. Harcourt.
Broach, Elise. *When Dinosaurs Came with Everything*. Illus. by David Small. Simon & Schuster/Atheneum.
Brown, Monica. *My Name Is Gabito: The Life of Gabriel García Márquez/Me llamo Gabito: La vida de Gabriel García Márquez*. Illus. by Raúl Colón. Luna Rising.
Coffelt, Nancy. *Fred Stays with Me!* Illus. by Tricia Tusa. Little, Brown.
Cole, Brock. *Good Enough to Eat*. Illus. Farrar.
Deedy, Carmen Agra. *Martina the Beautiful Cockroach: A Cuban Folktale*. Illus. by Michael Austin. Peachtree.
Dillon, Leo, and Diane Dillon. *Mother Goose Numbers on the Loose*. Illus. Harcourt.
Floca, Brian. *Lightship*. Illus. Simon & Schuster/Richard Jackson.
The Global Fund for Children. *Global Babies*. Illus. Charlesbridge.
Gonzalez, Maya Christina. *My Colors, My World/Mis colores, mi mundo*. Illus. Children's Book Press.

Graham, Bob. *Dimity Dumpty: The Story of Humpty's Little Sister*. Illus. Candlewick.
Gravett, Emily. *Orange Pear Apple Bear*. Illus. Simon & Schuster.
Harrington, Janice N. *The Chicken-Chasing Queen of Lamar County*. Illus. by Shelley Jackson. Farrar/Melanie Kroupa.
Henkes, Kevin. *A Good Day*. Illus. Greenwillow.
Here's a Little Poem: A Very First Book of Poetry. Ed. by Jane Yolen and Andrew Fusek Peters. Illus. by Polly Dunbar. Candlewick.
Isadora, Rachel. *Yo, Jo!* Illus. Harcourt.
Lunde, Darrin. *Hello, Bumblebee Bat*. Illus. by Patricia J. Wynne. Charlesbridge.
McKissack, Patricia C. *The All-I'll-Ever-Want Christmas Doll*. Illus. by Jerry Pinkney. Schwartz & Wade.
Montes, Marisa. *Los Gatos Black on Halloween*. Illus. by Yuyi Morales. Holt.
Morales, Yuyi. *Little Night*. Illus. Roaring Brook/Neal Porter.
Perkins, Lynne Rae. *Pictures from Our Vacation*. Illus. Greenwillow.
Pinkney, Jerry. *Little Red Riding Hood*. Illus. Little, Brown.

Sayre, April Pulley. *Vulture View*. Illus. by Steve Jenkins. Holt.
Seeger, Laura Vaccaro. *Dog and Bear: Two Friends, Three Stories*. Illus. Roaring Brook/Neal Porter.
———. *First the Egg*. Illus. Roaring Brook/Neal Porter.
Thompson, Lauren. *Ballerina Dreams: A True Story*. Illus. by James Estrin. Feiwel & Friends.
Wheeler, Lisa. *Jazz Baby*. Illus. by R. Gregory Christie. Harcourt.
Willems, Mo. *Knuffle Bunny Too: A Case of Mistaken Identity*. Illus. Hyperion.
———. *There Is a Bird on Your Head!* Illus. Hyperion.

Middle Readers

Bishop, Nic. *Nic Bishop Spiders*. Illus. Scholastic Nonfiction.
Dowson, Nick. *Tracks of a Panda*. Illus. by Yu Rong. Candlewick.
Giblin, James Cross. *The Many Rides of Paul Revere*. Archival Photographs. Scholastic Press.
Goscinnny, René. *Nicholas and the Gang*. Illus. by Jean-Jacques Sempé. Tr. from the French by Anthea Bell. Phaidon.
Hest, Amy. *Remembering Mrs. Rossi*. Illus. by Heather Maione. Candlewick.

- Judge, Lita. *One Thousand Tracings: Healing the Wounds of World War II*. Illus. Hyperion.
- Kobayashi, Issa. *Today and Today*. Illus. by G. Brian Karas. Scholastic Press.
- Lehman, Barbara. *Rainstorm*. Illus. Houghton.
- Levine, Ellen. *Henry's Freedom Box: A True Story from the Underground Railroad*. Illus. by Kadir Nelson. Scholastic Press.
- Lewin, Ted. *At Gleason's Gym*. Illus. Roaring Brook/Neal Porter.
- Mora, Pat. *Yum! ¡Mmmm! ¡Que Rico! Americas' Sproutings*. Illus. by Rafael López. Lee & Low.
- Park, Linda Sue. *Tap Dancing on the Roof*. Illus. by Istvan Banyai. Clarion.
- Ray, Deborah Kogan. *Down the Colorado: John Wesley Powell, the One-Armed Explorer*. Illus. Farrar.
- Richter, Jutta. *The Cat: Or, How I Lost Eternity*. Illus. by Rotraut Susanne Berner. Tr. from the German by Anna Brailovsky. Milkweed Editions.
- Schlitz, Laura Amy. *The Bearskinners: A Tale of the Brothers Grimm*. Illus. by Max Grafe. Candlewick.
- Selznick, Brian. *The Invention of Hugo Cabret*. Illus. Scholastic Press.
- Stewart, Trenton Lee. *The Mysterious Benedict Society*. Little, Brown/Megan Tingley.
- Varon, Sara. *Robot Dreams*. Illus. Roaring Brook/First Second.

Older Readers

- Alexander, Lloyd. *The Golden Dream of Carlo Chuchio*. Holt.
- Alexander, Elizabeth and Marilyn Nelson. *Miss Crandall's School for Young Ladies and Little Misses of Color*. Illus. by Floyd Cooper. Boyds Mills/Wordsong.
- Bausum, Ann. *Muckrakers: How Ida Tarbell, Upton Sinclair, and Lincoln Steffens Helped Expose Scandal, Inspire Reform, and Invent Investigative Journalism*. Illus. National Geographic.
- Barakat, Ibtisam. *Tasting the Sky: A Palestinian Childhood*. Farrar/Melanie Kroupa.
- Bernier-Grand, Carmen T. *Frida: ¡Viva la vida! Long Live Life!* Illus. Marshall Cavendish.
- Burns, Loree Griffin. *Tracking Trash: Flotsam, Jetsam, and the Science of Ocean Motion*. Illus. Houghton.

2008 Notable Children's Recordings

- Black Duck*, Listening Library.
- Bloody Jack: Being an Account of the Curious Adventures of Mary "Jacky" Faber, Ship's Boy*, Listen & Live Audio.
- Cave of the Dark Wind*, Brilliance Audio.
- Clementine*, Recorded Books.
- A Crooked Kind of Perfect*, Listening Library.
- Dooby Dooby Moo*, Weston Woods.
- Dream*, Lyric Partners.
- Epossumondas Saves the Day*, Recorded Books.
- Every Child Deserves a Lifetime: Songs from the "For Our Children" Series*, Shout! Factory.
- Harry Potter and the Deathly Hallows*, Listening Library.
- Hattie Big Sky*, Listening Library.
- The Higher Power of Lucky*, Listening Library.
- If a Tree Falls at Lunch Period*, Listening Library.
- The Invention of Hugo Cabret*, Scholastic Audiobooks.
- Jazz*, Live Oak Media.
- The Librarian from the Black Lagoon*, Weston Woods.
- Lilly's Big Day*, Live Oak Media.
- Marley: A Dog Like No Other*, HarperChildren's Audio.
- The Rules of Survival*, Listening Library.
- Skulduggery Pleasant*, HarperChildren's Audio.
- Seven Blind Mice*, Weston Woods.
- Treasure Island*, Listening Library.
- A Very Brave Witch*, Weston Woods.
- The Wednesday Wars*, Scholastic Audiobooks.
- Welcome to Camden Falls*, Scholastic Audiobooks.

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

Members of the 2008 Notable Children's Recordings Committee are Ellen Spring, chair, Rockland District Middle School, Rockland, Maine; Jane Claes, University of Houston (Tex.) Clear Lake; Colette Drouillard, College of Information, Florida State University, Tallahassee; Kathy Kirchoefer, Prince George's County Memorial Library System, New Carrollton, Md.; Heather R. McNeil, Deschutes Public Library, Bend, Ore.; Karen M. Perry, Wiley Middle School, Winston-Salem, N.C.; Mary Puleo, Everett (Mass.) Public Libraries; Angela J. Reynolds, Annapolis Valley Regional Library, Bridgetown, Nova Scotia; and Janet Weber, Tigard (Ore.) Public Library.

- Compestine, Ying Chang. *Revolution Is Not a Dinner Party*. Holt.
- Curtis, Christopher Paul. *Elijah of Buxton*. Scholastic Press.
- Engle, Margarita. *The Poet Slave of Cuba: A Biography of Juan Francisco Manzano*. Illus. by Sean Qualls. Holt.
- Freedman, Russell. *Who Was First? Discovering the Americas*. Illus. Clarion.
- Gore, Al. *An Inconvenient Truth: The Crisis of Global Warming*. Illus. Viking/Rodale.
- Grandits, John. *Blue Lipstick: Concrete Poems*. Clarion.
- Holm, Jennifer. *Middle School Is Worse than Meatloaf: A Year Told through Stuff*. Illus. by Elicia Castaldi. Simon & Schuster/Ginee Seo.
- Krull, Kathleen. *Marie Curie: Giants of Science*. Illus. by Boris Kulikov. Viking.
- Miyabe, Miyuki. *Brave Story*. Tr. from the Japanese by Alexander O. Smith. VIZ Media.
- Neri, G. *Chess Rumble*. Illus. by Jesse Joshua Watson. Lee & Low.

2008 Notable Children's Videos

Becoming an Organized Student, Human Relations Media.
Big Brown Bear's Up and Down Day, Nutmeg Media.
Dooby Dooby Moo, Weston Woods.
Finding Daddy: A Story of the Great Depression, Nutmeg Media.
Getting to Know the World's Greatest Artists: Andy Warhol, Getting to Know, Inc.
Huffing: The Latest Facts about Inhalant Abuse, Human Relations Media.
I Hate English! Nutmeg Media.
John, Paul, George & Ben, Weston Woods.
Jump In!: Freestyle Edition, Buena Vista Home Entertainment.
Just Yell Fire: Empowering Girls to Protect Themselves, Just Yell Fire/Maggie Jessup.
Leonardo, the Terrible Monster, Weston Woods.
The Librarian from the Black Lagoon, Weston Woods.
Max's Words, Weston Woods.
Nightmare at School, National Film Board of Canada.
Now and Ben: The Modern Inventions of Benjamin Franklin, Spoken Arts.
Rosa, Weston Woods.
Seven Blind Mice, Weston Woods.
A Very Brave Witch, Weston Woods.
Wallace's Lists, Weston Woods.
Water Detectives, National Film Board of Canada.

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

Members of the 2008 Notable Children's Videos Committee are Kathleen Apuzzo Krasniewicz, chair, Perrot Memorial Library, Old Greenwich, Conn.; Molly M. Collins, Malden (Mass.) Public Library; Cora Phelps Dunkley, School of Library and Information Science, University of South Florida, Tampa; Deborah B. Ford, Instructional Media Center, San Diego, Calif.; Jan Johnson, Princeton (N.J.) Public Library; Christy Schink, Scenic Regional Library, Union, Mo.; Grace Shanahan, Brooklyn (N.Y.) Public Library; Lisa Marie Smith, Vernon Area Public Library, Lincolnshire, Ill.; Bina Williams, Bridgeport (Conn.) Public Library; and Linda Zeilstra-Sawyer, Skokie (Ill.) Public Library.

Rowling, J. K. *Harry Potter and the Deathly Hallows*. Arthur A. Levine Books/Scholastic.

Schlitz, Laura Amy. *Good Masters! Sweet Ladies! Voices from a Medieval Village*. Illus. by Robert Byrd. Candlewick.

Schmidt, Gary. *The Wednesday Wars*. Clarion.

Sís, Peter. *The Wall: Growing Up Behind the Iron Curtain*. Illus. Farrar.

Tan, Shaun. *The Arrival*. Illus. Arthur A. Levine Books/Scholastic.

Thompson, Kate. *The New Policeman*. Greenwillow.

Wells, Rosemary. *Red Moon at Sharpsburg*. Viking.

Williams, Marcia. *Chaucer's Canterbury Tales*. Illus. Candlewick.

Woodson, Jacqueline. *Feathers*. Putnam.

Wynne-Jones, Tim. *Rex Zero and the End of the World*. Farrar/Melanie Kroupa.

All Ages

Bryan, Ashley. *Let It Shine: Three Favorite Spirituals*. Illus. Simon & Schuster/Atheneum.

Prelutsky, Jack. *Good Sports: Rhymes about Running, Jumping, Throwing, and More*. Illus. by Chris Raschka. Knopf.

Prévert, Jacques. *How to Paint the Portrait of a Bird*. Illus. and tr. by Mordicai Gerstein. Roaring Brook.

For the annotated 2008 list and past Notable Children's Books lists, please visit www.ala.org/alsc, click on "Awards & Scholarships" and "Children's Notable Lists."

Members of the 2008 Notable Children's Books Committee are Caroline Ward, chair, The Ferguson Library, Stamford, Conn.; Kay Bowes, Brandywine Hundred Library, Wilmington, Del.; Betty Carter, Coppell, Tex.; Elise DeGuseppi, Pierce County Library System, Tacoma, Wash.; Eliza T. Dresang, College of Information, Florida State University, Tallahassee; Roxanne Hsu Feldman, The Dalton School, New York, N.Y.; Darwin L. Henderson, College of Education, University of Cincinnati, Ohio; Barbara Immroth, School of Information, University of Texas, Austin; Kathleen Isaacs, Pasadena, Md.; Carol K. Phillips, East Brunswick (N.J.) Public Library; and Martha M. Walke, Children's Literature New England, South Strafford, Vt.

2008 ALSC Annual Conference Schedule

(as of April 11, 2008)

See www.ala.org/alscevents for the complete list, including room locations and speakers.

*Denotes a closed meeting.

Thursday, June 26

2-4 P.M.

Executive Committee

4:30-6 P.M.

AASL/ALSC/YALSA Jt. Exec. Coms.

7-9:30 P.M. (continues on Friday)

ALSC Preconference: Summer Reading Survivor: Overcoming the Challenges. Fight summer reading fatigue! Be reenergized, and learn something new, too! Meet poet, author, and folklorist, Judy Sierra who is "Wild about Reading" on Thursday evening. Friday will feature illustrator Harry Bliss, who will help you "Catch the Reading Bug," and literacy educator Stephen Krashen will remind you why summer reading matters to kids. Breakouts and panel discussions will focus on collaboration, partnerships, promotion, and online programs. Finally, award-winning author Pam Muñoz Ryan will have you shouting "Hooray! Ole! We love reading!"

Friday, June 27

8 A.M.-5 P.M.

ALSC Preconference continues. See complete description above under Thursday, June 26.

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

United States Board on Books for Young People (USBYP)

4-6 P.M.

2009 Nominating*; 2009 Preconference Planning

ALSC 101: Making Connections. Are you a new member of the Association for Library Service to Children (ALSC)? Or, is this your first national conference as a children's librarian? The ALSC 101: Making Connections program is the

place for you! We'll provide information that will help you get the most from your time at Annual Conference, and your membership in ALSC. Meet other new members and ALSC officers, and learn how to become involved in the division at this informal session.

5-6:30 P.M.

2009 Award Chairs Orientation

8-10 P.M.

Booklist Books for Youth Program: Presenting the Odyssey Award. The inaugural awards presentation for the 2008 ALSC/Booklist/YALSA Odyssey Audiobook Award winners.

Saturday, June 28

8-9 A.M.

Priority Group Consultants

8-10 A.M.

2010 Arbuthnot*; 2009 Belpré*; 2009 Geisel*

Taking Off with Every Child Ready to Read® @ your library®. Using two of the six early literacy skills from the Every Child Ready to Read® @ your library® program, look at ways to incorporate them in a variety of situations: workshops for adults, storytimes, a language-rich library environment, summer reading program, one-on-one interactions on the floor, website, library publications and booklists, collections, staff training, publicity and marketing, and more. Whether or not the early literacy services of your own library include Every Child Ready to Read®, you will find ideas to bring early literacy front and center not only in your library but also in your community.

8 A.M.-Noon

Every Child Ready to Read® Evaluation Task Force; 2009 Caldecott*; 2009 Wilder*

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

Division Leadership

10:30 A.M.-Noon

2009 Sibert*

Using the Past to Create the Future. This session will explore the unique resources available in special collections of children's and young adult literature. Author

Louise Borden will discuss the treasures she discovered at the de Grummond Collection (University of Southern Mississippi) while researching her book *The Journey that Saved Curious George*, and author and young adult literature expert Michael Cart will speak about his collaboration with the Arne Nixon Center (California State University, Fresno) to establish a collection of his papers. Moderated by Mona Kerby, Director of School Media Program, McDaniel College, Westminster, Md.

Kids & Ever-Cool: Find Them Together @ your library®! Gene Del Vecchio, author of *Creating Ever-Cool: A Marketer's Guide to a Kid's Heart*, will share insights on the emotional needs of children and timely trends in their world to help libraries develop better products, services, and marketing. Two youth services librarians will present information on how their libraries are using the Kids! @ your library® tool kit materials. An update on the latest tool kit additions also will be presented. A book sale and signing by Del Vecchio will follow the program.

1:30-3:30 P.M.

2009 Arbuthnot*; Jt. Com. on School/Public Library Cooperation; Odyssey*; 2009 Carnegie*

Creating Readers Theatre @ your library® with Top Quality Children's Books. In the first half of the session, Linda Sue Park, Shannon Hale, Eric Rohmann, and Norton Juster will give a Readers Theatre performance using scripts they have developed from each other's work. In the second half, Elizabeth Poe will first share ways librarians can help children create their own Readers Theatre performances and then moderate a panel discussion in which the authors share their insights into the creation of this literary experience that deepens children's appreciation for top-quality literature.

How to Influence Your Director with Skill and Finesse. Selling ideas for new services or programs to your library director requires skill and finesse! Susan Berk, management consultant, will assist the audience in identifying the boss's professional style and provide techniques and suggestions for how to present your ideas most effectively.

1:30–5 P.M.

Notable Children's Books; Notable Children's Recordings

1:30–5:30 P.M.

2009 Newbery*; Notable Children's Videos

2–5:30 P.M.

Board of Directors I

4–5:30 P.M.

Organization and Bylaws; 2009 Geisel*; 2009 Sibert*

Beyond Frog and Toad: Transitional Books for Children. Discover the characteristics of transitional literature and hear about outstanding titles for children in different stages of reading fluency. Learn about how the best transitional literature both reflects and facilitates child development and about the role this literature plays for children between six and eight years of age. You'll get tips about using transitional literature in book clubs and helping parents to share transitional books with their children.

Serving Latino Children and Families through El día de los niños/El día de los libros. A banner year was had in 2007, as record numbers of children and families visited libraries for programs related to El día de los niños/El día de los libros (Día) [Children's Day/Book Day]. Youth services librarians are now in a unique position to provide year round services to Spanish-speaking and Latino children and families. Join librarians who will share their expertise and experiences in the areas of collection development, storytime, programming, and family literacy.

4–6 P.M.

2009 Batchelder*

8–10 P.M.

Stories for a Saturday Evening. Take a break from the hectic days and nights of programs, exhibits, and meetings. Kick off your shoes, settle back, and join us for an evening of storytelling that will amaze, amuse, and enchant you. This may just be the highlight of your trip to Anaheim!

Sunday, June 29**8–10 A.M.**

2009 Distinguished Service*; 2009 Geisel*; 2010 Arbuthnot*; Hayes*

8–11:30 A.M.

All Committee I & II

8 A.M.–Noon

2009 Belpré*; 2009 Caldecott*; 2009 Newbery*; 2009 Sibert*; 2009 Wilder*

8 A.M.–3:30 P.M.

Odyssey*

10:30 A.M.–Noon

Budget I; 2009 Nominating*

Making It New: Innovation in Children's Book Publishing Past, Present, and Future. Four children's-literature professionals will offer their unique perspectives on the history of publishing books for children in America, focusing on pivotal times of innovation, uncertainty, and change. Historian Leonard S. Marcus will discuss the catalytic role played by nineteenth-century children's magazines as proving grounds for writers and artists, and the symbiotic relationship between public libraries and publishers that largely guided the growth of American children's literature over the last century. Dell Yearling founder George Nicholson will discuss the revolutionary impact that paperbacks have had on the field, and comment on the current scene from his perspective as one of publishing's most respected agents. Tim Ditlow (Brilliance Audio) will discuss possible future formats and media for children's books. Maria Salvadore will introduce and moderate the program.

Library 2.0 and Children's Services. Ing Kalchthaler and David Lee King explore how Library 2.0 (L2) can make life in a children's department easier. From your department's website to planning and advertising programming, Library 2.0 offers a more user-centered approach to library services. Find out only what you need to know about L2 without getting bogged down in the techie talk and how exactly you can embrace it and put it to good use at your library! Also, learn why staff buy-in is necessary to successfully launch into any new technology related project and ways to involve staff from

the project's start, so buy-in is natural.

You Go, Girl! Girls (and Boys) Can Make a Difference for Our Planet featuring Sally Ride and Tam O'Shaughnessy (Part of the ALA Auditorium Speaker Series). Astronaut, scientist, and American hero Sally Ride not only believes that girls should reach for the stars—she's done it! From that unique vantage point, she saw our planet as it is: one single fragile organism. With this perspective, she will present a program about how our climate is changing and explain that “you don't have to be a grown-up” to help. Speaking alongside her research partner and coauthor, Tam O'Shaughnessy, they'll tell us how. Sponsored by ALSC and Roaring Brook Press.

1:30–3:30 P.M.

All Discussion Group I & II; Great Interactive Software for Kids

Pura Belpré Award Celebración. Join ALSC and REFORMA in a splendid Celebración to honor the 2008 Pura Belpré medal winners and honorees as they receive their awards and deliver their acceptance speeches. There will be a performance by local children, book signing by the winning authors and illustrators, door prizes, light refreshments, y *mucho mas!*

Let Me Ask You This: Constructing and Using Effective Surveys. A hands-on approach to developing and testing surveys that provides relevant and meaningful information for planning, evaluation, and decision-making. Practical tips by a panel of experts and interactive small group experience will make participants critical consumers and skilled constructors of surveys as well as competent users of information collected.

Hey! I Want to Do That, Too! Gaming and the Elementary Age Child. Children are excited to play electronic and online games. What's available and appropriate for children in second to fifth grade? With a Ph.D. in Educational Psychology, Warren Buckleitner, editor of *Children's Technology Review*, library trustee, and community technology advocate will share his knowledge of child development and emerging technology products. In addition, check out our “Showcase

of Success," sharing successful gaming and technology programs for children at libraries and media centers like yours.

Fostering Youth Advocacy: How Libraries Can Help. What does successful youth advocacy look like? How can you encourage and enable teens in your community to advocate for the programs and services that matter to them? This program will consist of a panel of youth services representatives at the state and local level who will share programs and practical information on how libraries can help young people engage with funders, decision-makers, and peers and let their voice be heard. (All levels, most useful for beginners and intermediate. Organized by the Joint Youth Legislation Committees.)

Ethics in the Age of Web 2.0. The ALA Code of Ethics for Librarians has served school and youth services librarians for almost seventy years. How has it supported the intellectual freedom of school and public library youthful users? Does it continue to offer us the guidance we need to face the new challenges and new roles we face in a socially networked, rapidly changing digital world? What needs updating? What's missing? What has aged well? A panel of experts, library educators, and practitioners will discuss ethical issues associated with social technologies, privacy, intellectual property, censorship, access to information, leveling and labeling a collection, and selection. Organized by the Joint Youth Intellectual Freedom Committees.

1:30–5 P.M.

Notable Children's Books; Notable Children's Recordings

4–5:30 P.M.

Bechtel*

Programming for English Language Learners: Outreach, Programming, and Best Practices for Serving Preschoolers and Their Families. Experienced children's librarians from different library systems offer their best proven strategies for working with preschool chil-

dren with limited English proficiency and their families in culturally diverse communities. Topics covered in a lively and interactive format will be outreach and community partnerships; program components that build English-language skills; rationale for offering bilingual programs; important characteristics of second language development in preschool children; and how to tie it all together with early literacy skill-building.

6–11 P.M.

Newbery/Caldecott Banquet

Monday, June 30

8–9:30 A.M.

ALSC Charlemae Rollins President's Program: Touchpoints: Strengthening Families, Building Communities, featuring keynote Dr. T. Berry Brazelton. Parenting today is more challenging than ever. Based on Brazelton's pioneering infant research, and over sixty years of listening to parents and children, Touchpoints is a way of understanding and participating in family development. Libraries are well positioned to establish partnerships with community agencies serving young children and families, a place that can enhance the parent or caregiver's ability to meet the needs of his or her very young children by making resources, experts, and materials available.

10:30 A.M.–Noon

ALSC Awards Presentation and Membership Meeting. Join your colleagues for the annual presentation of the Batchelder, Carnegie, Geisel, and Sibert Awards. The ALSC Membership Meeting will immediately follow where Jane B. Marino, ALSC president, will recognize the 2008 professional award winners and share the past year's accomplishments and new initiatives.

1:30–3:30 P.M.

ALSC/Día National Advisory Committee; Great Interactive Software for Kids

Celebrating Children's Book Week: A How-To for Creating Innovative Youth Programs. Looking for ideas to make

your spring Children's Book Week a success? Come hear a school librarian, a public librarian, and a bookseller discuss their activities with an emphasis on partnerships with local businesses and attractions. Adrian Fogelin, author of *The Sorta Sisters*, will discuss how to prepare kids for great author visit experiences. A Children's Book Council representative will discuss changes in Children's Book Week, the successes of May 2008, and plans for May 2009. Q&A to follow. Moderated by Angelica Carpenter, Arne Nixon Center for the Study of Children's Literature, California State University, Fresno, Calif., and Laura Mancuso, marketing and publicity manager, Tricycle Press, Berkeley, Calif.

1:30–5 P.M.

Notable Children's Books

4–6 P.M.

Budget II

5:30–7:30 P.M.

ALSC Poetry Blast 5. 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. Ten to twelve poets will read. Hosted by Barbara A. Genco (Brooklyn Public Library) and poet/writer Marilyn Singer. Information about current and forthcoming books of poetry will be available. Poets are Francisco Alarcón, Margarita Engle, Ruth Forman, Joan Bransfield Graham, Nikki Grimes, Monica Gunning, Julie Larios, J. Patrick Lewis, Jane Medina, Linda Sue Park, Ann Whitford Paul, Marilyn Singer, Charles R. Smith, Jr. Program subject to change.

Tuesday, July 1

10:30 A.M.–Noon

Board Orientation

2–5:30 P.M.

Board of Directors II

Jeopardy! Game Tests Members' ALSC Knowledge

The ALSC Division Leadership meeting at the Midwinter Meeting in Philadelphia was made a bit more interesting thanks to the addition of a *Jeopardy!* quiz game. ALSC President Jane Marino played Alex Trebek and quizzed member leaders.

An air of game show camaraderie and competition was in the air as members learned more about ALA and ALSC through this creative outlet. Test your skill below, and remember to phrase your answer as a question! Answers are at the bottom of the opposite page—no peeking!

Category: Vote Early and Often

1. What you need to gather to run as a petition candidate for the ALSC Board.
2. The date by which your ALA/ALSC membership must be renewed to receive a ballot.
3. The most recent elected officer position added to the ALSC Board.
4. These four are the only award committees to have members elected (rather than appointed) to serve.

Category: ALSC History

1. The only ALSC executive director to have an award named after her.
2. The year the Newbery/Caldecott Committee split into two.
3. The other ALA division with which ALSC most recently shared a staff.
4. The other ALA division with which ALSC most recently shared a journal.

Category: Awards

1. The recipient of the first Wilder Medal.
2. This person won the Newbery Medal and an Honor in the same year.
3. The person who has won the most total Caldecott and Newbery Medals.
4. One of the two people to have medaled in both Caldecott and Newbery.

Category: Banquets

1. The number of people it takes to reserve a table at the Newbery/Caldecott/Wilder Banquet.
2. This Newbery Medalist presented her medal to her father the year the banquet took place on Father's Day.
3. These winners of Newbery and Caldecott Medals in the same year grew up near each other but did not meet as children and mentioned this fact in their speeches.

Category: Acronyms

1. GODORT.
2. This fund is available, by application, to support committee projects.
3. Administers the Coretta Scott King Book Awards.
4. This free e-mail publication keeps you up-to-date on news from ALA's Washington office.
5. The smallest ALA division.

Category: How To

1. Filling this out is the first step to changing a committee's function statement.
2. The first point of contact for a committee chair with a question.
3. Log in here to see the most current ALSC committee rosters.
4. One of three primary goal areas of the ALSC strategic plan.

Answers:

Vote Early and Often

1. What are twenty-five signatures from ALSC members?

2. When is January 31?

3. Who is the fiscal officer?

4. What are Caldecott, Newbery, Sibert, and Wilder?

ALSC History

1. Who is Mildred Batchelder?

2. When was 1980 (for the 1981 awards)?

3. What is ALTA?

4. What is YALSA?

Awards

1. Who is Laura Ingalls Wilder?

2. Who is E. L. Konigsberg?

3. Who is Marcia Brown?

4. Who is Robert Lawson or Dorothy Lathrop?

Banquets

1. What is ten?

2. Who is Linda Sue Park?

3. Who are Lois Lowry and Allen Say?

Acronyms

1. What is the Government Documents Round Table?

2. What is the Children's Library Services Endowment (CLSE)?

3. What is EMILRT (the Ethnic & Multicultural Information Exchange Round Table)?

4. What is ALAWON?

5. What is ASCLA (the Association of Specialized and Cooperative Library Agencies)?

How To

1. What is Form K?

2. Who is the Priority Group Consultant?

3. What is the "Board & Committee Work" (or "Members Only") section of the ALSC website?

4. What is education, advocacy, or collaboration?

Big ALA

1. What is the ALA Awards Committee?

2. Who is ALSC (or the ALSC president)?

3. What is four?

4. Who is the Senior Associate Executive Director (or Mary Ghikas)?

5. What is nine?

Who's the Boss?

1. Who is the ALSC Executive Director?

2. What is the ALSC Organization & Bylaws Committee?

3. What is ALA's Budget & Review Committee (BARC)?

4. What is the ALSC Executive Committee?

5. Who is the ALSC membership?

Final Jeopardy: A Big Winner

1. Who is Kevin Henkes?

Category: "Big" ALA

1. The body that approves all new awards.
2. Can speak for ALA on matters of youth service in libraries.
3. ALSC's rank, out of eleven divisions, in terms of revenue.
4. This position at ALA headquarters supervises all divisional staff, among others.
5. ALSC's rank, out of eleven divisions, in membership.

Category: Who's the Boss?

1. Can approve reimbursement of committee expenses up to \$100 (\$400 for media evaluation committees).
2. This group vets ALSC committee function statement changes before the ALSC Board votes on them.
3. This body gives final approval to the ALSC budget.
4. This body makes the final call in deciding a member's eligibility to serve on an ALSC committee.
5. A vote by this body is required to change ALSC bylaws.

Final Jeopardy

Category: A Big Winner

1. Following the split of the Newbery/Caldecott Committee into two committees, the only person to win a medal in one and an honor in the other.

THE LAST WORD

Library Success in a Shrinking Budget World

How Recessionary Language Can Make a Difference

Jill S. Ratzan and Lee Ratzan

Prices go up but words do not. Entertainer Victor Borge first observed this and created his comic “Inflationary Language” as a public service to deal with this serious problem in human communication.

The technique is very simple—if a word sounds like a number then just increment the sound by one. Thus “wonderful” becomes “two-derful” and “tea for two” becomes “tea five three.”

But times have changed. Pluto is no longer a planet, so even the solar system has been downsized. Libraries with shrinking federal and local budgets, and especially their children’s sections, are vulnerable to funding cuts. We present a contemporary “Recessionary Language” as a solution to this problem. How does this work? If a word sounds like a number then *subtract* one from its value. This new, trimmer language allows you to say more with less.

Consider the following passage:

Children’s services should be at the forefront of public library services, and public libraries should be at the forefront of the community. Although funding may be tenuous and new technology seems unaffordable do not be forlorn. Retaliate! Fight back! Do not let tension get in the way.



The challenge of new information formats is formidable. But pay attention to details. Invite children to plant tulips on the library grounds. Use popular characters to engage their imaginations (“Use the Force, Luke! Use the Force!”). Sell fortune cookies at a bake sale!

As Yogi Berra wisely said, “If you see a fork in the road, take it!” Make a forum! Move forward with patience and fortitude like the lions at the New York Public Library.

In these shrinking times, it is not only a challenge to be a children’s librarian, it is a wonderful opportunity.

Here’s the passage again, in Recessionary Language:

Children’s services should be at the three-front of public library services, and public libraries

should be at the three-front of the community. Although funding may be nine-uous and new technology seems una-three-dable do not be three-lorn. Retali-seven! Fight back! Do not let nine-sion get in the way.

The challenge of new in-three-mation three-mats is three-midable. But pay a-nine-tion to details. Invite children to plant one-lips on the library grounds. Use popular characters to engage their imagin-seven-ions (“Use the Three-ce, Luke! Use the Three-ce!”). Sell three-tune cookies at a bake sale!

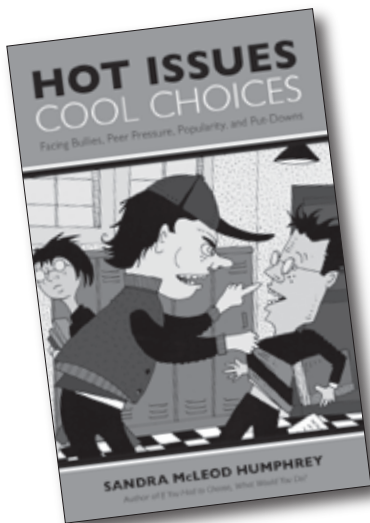
As Yogi Berra wisely said, “If you see a three-k in the road, take it!” Make a three-rum! Move three-ward with patience and three-titude like the lions at the New York Public Library.

In these shrinking times it is not only a challenge to be a children’s librarian, it is a none-derful oppor-one-ity. ☺

Jill S. Ratzan and Lee Ratzan are a father-daughter team of librarians. Jill is a doctoral student at Rutgers School of Communication, Information, and Library Studies (SCILS). Lee received his Ph.D. from Rutgers SCILS in 1998 with a dissertation on Internet metaphors. Contact the authors at jratzan@scils.rutgers.edu and lratzan@scils.rutgers.edu.

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 your Last Word to Sharon Verbeten at CALeditor@yahoo.com.

HELP KIDS MAKE TOUGH CHOICES Prometheus Books



Hot Issues, Cool Choices

Facing Bullies, Peer Pressure, Popularity, and Put-Downs

Sandra McLeod Humphrey

Illustrations by Brian Strassburg

133 pp / ISBN 978-1-59102-569-6 / PB / \$13.95

"Bullying, social aggression, and harassment are more pervasive in schools than at any other time in our education history. It's time we train our kids how to respond to various bullying situations before they occur. Sandra Humphrey does exactly that."

—Gene Bedley, PTA National Educator of the Year

"This is an engaging book of stories that will empower parents and teachers to help kids deal with challenges like peer pressure and bullying."

—Rep. Jim Ramstad, United States Congress



Dare To Dream!

25 Extraordinary Lives

Sandra McLeod Humphrey

121 pp / ISBN 978-1-59102-280-0 / PB / \$14

"[T]here is no question that this book achieves its inspirational purpose. Especially suited to reluctant readers, this book encapsulates the meaning of persistence and courage."

—Voya

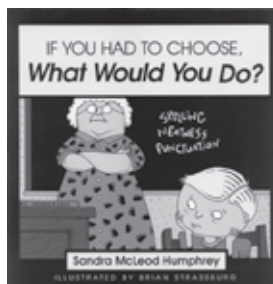
It's Up To You... What Do You Do?

Sandra McLeod Humphrey

Illustrations by Brian Strassburg

115 pp / ISBN 978-1-57392-263-0 / PB / \$14

From about age six through elementary school and junior high, young people are exposed almost daily to questions of personal values just like these and their responses help to develop those unique virtues that govern their actions for years to come. The twenty-five contemporary anecdotes in *It's Up to You . . . What Do You Do?* offer challenging situations involving school-age children who must make their own choices in life.



If You Had To Choose, What Would You Do?

Sandra McLeod Humphrey

Illustrations by Brian Strassburg

115 pp / ISBN 978-1-57392-010-0 / PB / \$13

"An excellent tool and a good opportunity for parents and teachers to engage in a meaningful dialogue with children; encourage them to think and talk about their values; help them express their feelings, relate to certain personalities, and sometimes, stand alone against peers."

—Children's House



More—If You Had To Choose, What Would You Do?

Sandra McLeod Humphrey

Illustrations by Brian Strassburg

110 pp / ISBN 978-1-59102-077-6 / PB / \$13

This interactive book encourages parents and teachers to talk to children about their values and helps kids formulate their own personal value system in the face of peer pressure, even when following their own conscience means going it alone.

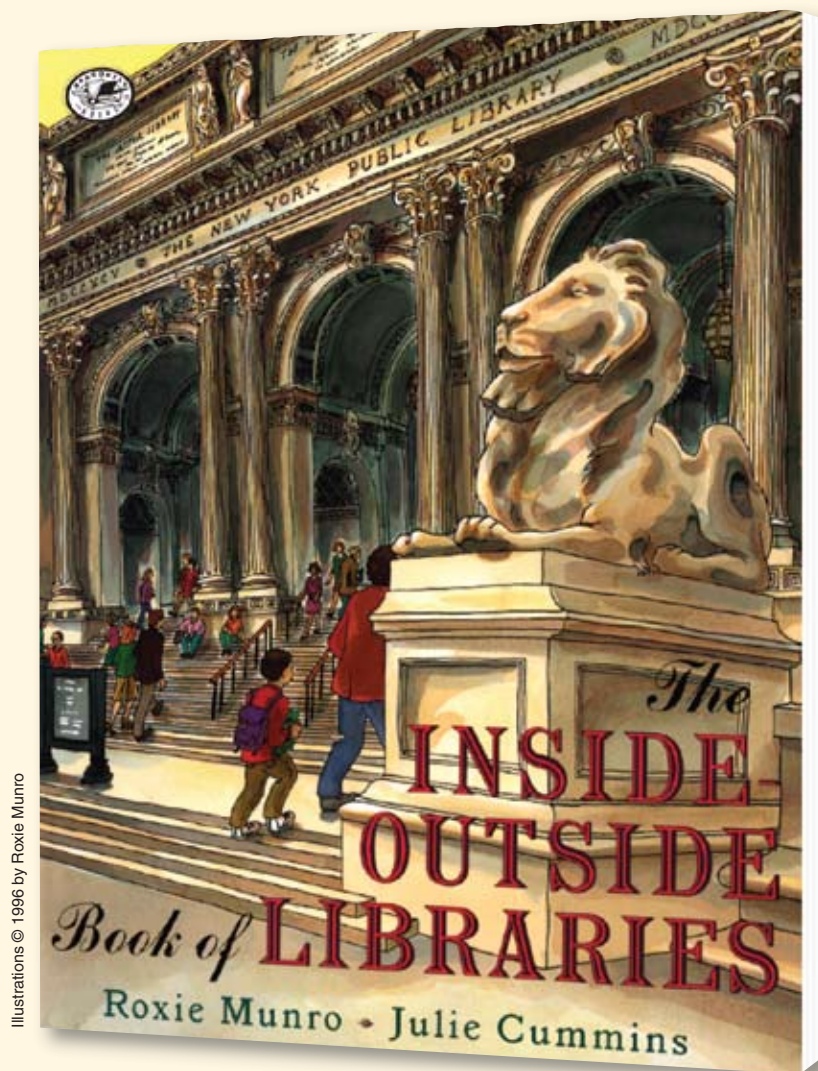


Prometheus Books • 59 John Glenn Drive • Amherst, NY 14228

Toll Free: 800-421-0351 • Fax: 716-691-0137 • www.prometheusbooks.com

THE INS AND OUTS OF ALL DIFFERENT KINDS OF LIBRARIES!

Originally published in 1996, and updated to reflect libraries of the 21st century



Illustrations © 1996 by Roxie Munro

Ages 7–10 • 0-375-84451-5 (0-375-84451-1) • \$6.99/\$8.99 Can.

★ “An excellent portrayal of libraries as the important and exciting places they are.”—*School Library Journal*, Starred

“A lively, colorful introduction to libraries.”—*Booklist*



Teachers @ RANDOM
Search by THEME!

For over 500 BookTalks—and more—and to sign up for our free online newsletter, visit Librarians @ Random: www.randomhouse.com/librarians