

# YAACING

*SPRING 2005*

The Newsletter of the Young Adult & Children's Services Section of BCLA

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# CALL FOR SUBMISSIONS

YAACS (Young Adults and Children's Services) is a section of the British Columbia Library Association. Founded in 1980, our members include librarians, teacher-librarians and other library workers interested in services to youth in British Columbia. Our purpose is to promote the exchange of ideas among library personnel who work with Children and Young Adults.

We work to foster the development and enhancement of library services to youth and to support youth services personnel. Each year, YAACS organizes continuing education workshops and sessions at BCLA's annual conference. YAACING is our newsletter.

**YAACING is published four times a year and is always looking for submissions that might interest the membership. If you have tried something new at your library, would like to write a column, report on a conference session, or know of an upcoming event for the calendar, please share it with us. Mail, email or fax your material to:**

**We would love to hear from you!**

Phillippa Brown Children's and  
Youth Librarian  
Bruce Hutchinson Library  
Greater Victoria Public Library  
4636 Elk Lake Drive  
Victoria, B.C.  
V8Z 7K2

Phone: 250-727-0104; Fax: 250 382-7126  
[pbrown@gvpl.ca](mailto:pbrown@gvpl.ca)

Deadlines are as follows:

*Spring issue for March/April - Feb 1<sup>st</sup>*

*Summer issue for May/June - April 1<sup>st</sup>*

*Fall issue for September/October - August 1<sup>st</sup>*

*Winter issue for December/January - November 1<sup>st</sup>*

**Next Deadline:**

Summer Issue: **April 1st**

## Message from the Chair...

Spring is just around the corner and that means that the 2005 Annual BC Library Conference is coming soon! Hopefully you've had a chance to look through your "From Scrolls to eBooks" conference program and consider which of the dynamic programs are for you! YAACS is sponsoring workshops to help us in our services to the very littlest ones on up to young adults. You are also invited to join us at our YAACS Annual General Meeting. It will be held on Saturday, April 23 from 8-9 am. Your input as we share our goals for the upcoming year is greatly valued. Rooms at the Hilton are quite reasonable at the conference rate. Even if you live in the Lower Mainland, you may want to consider sharing a room with a colleague and enjoy the benefits of staying onsite.

One of the responsibilities of YAACS is to help fundraise in support of the Sheila A. Egoff Prize for Children's Literature. YAACS will be sponsoring a raffle at this year's conference to help raise funds for this award. Below is a description of the award and a little about Sheila Egoff from the BC Book Prizes website:

### Sheila A. Egoff Prize for Children's Literature

*Awarded to the author of novels, including chapter books, aimed at juveniles and young adults, as well as non-fiction books for children (including biography) which have not been highly illustrated. The author must be a B.C./Yukon resident or have lived in B.C. or the Yukon for three of the past five years. The book may have been published anywhere. (Information from: <http://www.bcbookprizes.ca/criteria.htm>) Past winners include Dennis Foon, James Heneghan, Polly Horvath, Vivien Bowers, Sarah Ellis and many other fantastic authors.*

*Sheila Egoff has had a tremendous impact on Canadian children's literature. She's been passionate about books since she was a child and one of her first jobs was working in the library where she first discovered that passion. Her many talents and successes as a librarian led to her becoming one of the founding faculty members at UBC's library school. She was the first to teach children's librarianship and children's literature in a full time capacity in Canada. She was also responsible for the first comprehensive study of Canadian children's books. To learn more about Sheila Egoff you can read her biography at <http://www.bcbookprizes.ca/egoff.htm>.*

Please consider supporting this award in the upcoming year.

Have a wonderful spring. Hope to see you at the Conference!

Take care,

Glenna Reisner Chair,  
YAACS

## Message from the Editor

Serendipity has worked its magic again with this issue as I review all that I have compiled for you. There is an interesting array of articles but strangely enough, after years of very little for teens, we have two announcements of new programs for teens and a wonderful report on a teen program, "Rockin" in the Stacks" at FVRL. It is great to see Summer Reading Club and Young Reader's Choice Awards committees developing teen components to their successful programs.

I am grateful to the SLAIS students who have sent some of their papers covering some very current issues. It is wonderful to have this work that none of us have the time to research in the detail Jen and Kristy have. It is interesting to learn about some of the work they are doing outside of class, as well, so thanks too to Mary-Ann Fowler for inviting us to join the SLAIS Storytell Group and the great lineup of speakers they have coming for lunchtime talks.

I just had an email from Linda Bailey, who is now representing CWILL B.C. She would like to let everyone know about their website [www.cwill.bc.ca](http://www.cwill.bc.ca). It has the full list of speakers that you can book to come to your library. I will add the link to our website and hopefully be able to print the full list in the next issue. This, I hope, is good timing for those planning SRC programs.

Our YAACS execs are hard at work to bring you some great sessions at BCLA's annual conference and I encourage you to have a look at the website <http://www.bcla.bc.ca/conference>.

If you are going make sure you buy a ticket for the raffle supporting the Sheila Egoff award. The raffle prizes are amazing.

I also must encourage you to get involved with YAACS by filling out the nominations forms in the last issue or emailing our Chair Glenna for more information. Our AGM is on Saturday, April 23<sup>rd</sup>, 8-9am and we hope as many as you as possible will join us and share your ideas.

I hope to see you there

Phillippa Brown

Editor, YAACING

# The Effects of Baby Einstein and Other Educational Media Toys on Infant Development

Submitted by Jen Waters, MLIS Student January 30, 2005

It is no secret that we live in a television culture. We are constantly being bombarded by images and sounds which often leave our brains reeling. Children are introduced to this culture at a young age, with 74 percent of infants and toddlers having watched television or videos before the age of two (Rideout, 2003, n.p), many starting as young as six months old (Weber, 2004, p.32). While many early childhood professionals oppose television and video viewing by infants and toddlers, companies market television and video products, along with other educational toys, that will "enhance brain connections" (Weber, 2004, p.30). In this paper, I will briefly discuss infant brain development, then move on to some of the companies that cater directly to parents and babies, such as Baby Einstein, and attempt to see what effect the educational toys and media have on that very development. I will end with some possible alternatives for parents that allow them to keep the television and video viewing of infants and toddlers to a minimum.

25 years ago, it was still widely believed by psychologists that newborn babies had no cortex and were only capable of the simplest, most automatic, responses. Babies were no more than slightly animate vegetables - carrots that could cry (Gopnik, 1999, p. 143). We now know, however, that during a child's first three years, some key developmental windows are opened in children: social attachment, motor skills, speech and vocabulary, and by three years old, also math, logic and music (Acredolo, 2000, p.14). The cooing and babbling of babies, which begins in the first nine months, should be encouraged by use of parentese (baby talk), as it will lead the way to language. As Patricia Kuhl says in her article "Born to Learn", infants can be introduced to any language at this time and build a large vocabulary and proficient language skills (Kuhl, 2002, p.7). What children of zero to three years need most is meaningful interaction with a parent, in order to build up language skills.

Knowing the science of infant brain development provides parents with a kind of "protective skepticism" (Gopnik, 1999, p.201). Parents should be suspicious of any enterprise that offers a "formula for making babies smarter or teaching them more, from flash cards to Mozart tapes to Better Baby Institutes" (Ibid.). This brings us to Sesame Street, the pioneer of educational media, and quite possibly the inspirational force behind products such as Baby Einstein, hi the 35 years since Sesame Street started, parents and educators have accepted the notion that Sesame Street is educational and beneficial for their children. As the show says in its mission statement on the PBS webpage, "Each episode of Sesame Street is backed by curriculum, which is founded in years of research and continuous work with educational experts. Through this work with teachers, researchers, parents like you, and information gained from preschoolers themselves, Sesame Street continues to evolve, growing with the needs of today's children and their caregivers". Jane M. Healy, author of *Endangered Minds*, vehemently disagrees with this theory, arguing that Sesame Street has lulled many people into a false sense of security. Sesame Street may teach children, but certainly not to read, as it intends to do (Healy, 1990, p.223). It overemphasizes letters and numerals, and underemphasizes the language and thinking skills necessary to make them meaningful. Moreover, this early pressure to remember letters and their sounds may cause learning problems for some children, especially those whose environments have not primed them for literacy (Ibid.). The dancing numbers and letters, the characters on the show who talk too quickly, the brain grabbing visual effects, the loud noises and the slapstick comedy can cause sensory overload in many

children. Also, it may even be programming the children "to enjoy and perhaps need over-stimulation, manipulation, and neural habits that are antagonistic to academic learning" (Healy, 1990, p. 220).

If Sesame Street was known as the first major promotion of educational media, then Baby Einstein could be described as the Sesame Street of the new millennium. Created in 1997 by Julie Aigner-Clarke, a mother and former teacher, Baby Einstein manufactured age appropriate products on art, music, language and poetry for newborns and toddlers. Aigner-Clarke clearly thought there was a lack of such products, and so she created the first Baby Einstein video title: Baby Einstein Language Nursery. This video, along with the many subsequent titles, sold quickly, and in 2001, the "world leader in infant developmental media products" was purchased by Walt Disney for a reported \$25 million. Since the sale, Baby Einstein now has over 70 products and sales have since jumped to \$165 million (Pomerantz, 2004, n.p.). In addition, Disney plans to launch the line in 20 more markets in the next year, including China, Chile, Mexico and France. It already sells in the United States, Canada, Israel, Spain, Japan and New Zealand (Brady, 2003, p. 12).

Ever since I began working at Vancouver Kidsbooks three and a half years ago, I have been suspicious of the Baby Einstein products that are sold there. However, I had not watched a Baby Einstein video until recently. My suspicions were confirmed when I sat through all 162 minutes of Baby Einstein Language Nursery. The video is divided into three major components: Theatre, Concert Hall, and Language Lab, which in turn have a number of their own parts. The video emphasizes slow movement, repetition and foreign languages; French, English, Spanish, German, Russian, Hebrew and Japanese are repeated each time the alphabet is recited or numbers one through twenty are counted. This multilingual format no doubt comes from the premise that infants can learn any language, but it seems a bit ridiculous to me that a child would be able to learn seven languages in two and half hours. Granted, it is a good marketing tool, because this means that parents around the world can use the Baby Einstein products in their native language with their children.

Each video ends with a "Video Tutorial", hosted by Aigner-Clarke, in which the viewer has the option of seeing other products available from the Baby Einstein company, including DVDs and VHS videos, CDs and cassettes, flash cards, books, and bath puppets. In the Video Tutorial, Aigner-Clarke stresses that, "We believe in bringing beautiful forms of human expression and great parenting together in products that babies and toddlers love... Our products encourage parents and caregivers to interact with children in delightful, stimulating and developmentally sound ways". Although the company may have intended that the videos be used while interacting with a parent, many parents are not using them for this purpose. "His eyes wouldn't leave the television screen", wrote one mother on the Baby Einstein website message board. "I could go take a shower, drink my coffee in peace, and get ready for work!" (Abel, 2004, n.p). There is little interaction, unless it is child-video interaction, which is extremely passive. A child can talk to a video, but a video cannot talk back to a child.

The Baby Einstein line of educational toys and media has certainly caught the attention of many parents with infants. According to a Henry J. Kaiser Family Foundation survey of 2003, more than 27 percent of infants zero to 18 months have seen at least one of the Baby Einstein videos, and many parents have started their own collection. A disconcerting number of parents have faith in the educational value of electronic and television media. 72 percent think computers "mostly help" with education, while 43 percent think television "mostly helps". Furthermore, parents think these medias can be "very important" to intellectual development, with 58 percent citing educational television and 49 percent citing videos as their top choices. In the report that accompanies the Kaiser

Foundation survey, there is information provided by the American Academy of Pediatrics, which recommends that children under two should not watch any television, and that all children over two should be limited to one to two hours of educational screen media a day. These recommendations are worrisome, as statistics show that numerous infants have watched television before the age of two, and they are also a bit unrealistic in today's television culture.

While some parents see an educational benefit in the videos, others feel guilt-tripped into using them. Products like those sold by Baby Einstein promise to improve a baby's development if purchased, with an unspoken hint of dire circumstances if they aren't (Hirsch-Pasek, 2003, p.2). Parents want their children to have every advantage, and are easily won over by marketing strategies. This is not just the case for Baby Einstein, but also for a wide number of other toys and media on the market right now. AOL Time Warner distributes Baby Genius videos, Mommy and Me have joined forces with Universal Studios Home Video and plan to start a television series, and Artisan Entertainment has enlisted Fisher-Price to create a Baby Development collection of toys (Khermouch, 2004, p.35). A 1995 article in the *Wall Street Journal* noted that anything that "smacked of classroom-learned was viewed as the kiss of death" for a toy, but by 2002, sales of educational toys had reached a new high. For example, LeapFrog (who make toys for learning math and reading) had earnings of three million dollars in its first year (1995), but by 2002, the sales had reached 500 million dollars for that year (Hirsch-Pasek, 2003, p.211). As well, there are numerous other toys and videos with brain-inspired names, such as Brainy Baby, IQ Baby, and many more. There are websites devoted to the sale of these toys, such as GeniusBabies.com, and books devoted to the subject of good and bad toys, such as *Dr. Toy's Smart Play: How to Raise a Child with a High Play Quotient*, by Stevanne Auerbach. This is a major industry, one into which many parents are currently buying. With the major film studios entering the arena, "One thing is for certain: the battle for young kids' hearts and minds - and their parents' wallets - is sure to heat up" (Ibid.).

But what do the critics have to say about Baby Einstein? Although there are a few that classify the products as harmful, and others that sing their praises, the general consensus is one of indifference. "While there is nothing wrong with these new brain-oriented products, I sense a growing backlash against the pressure they can make modern parents feel", says *Parents* editor Sally Lee. "Some parents just want to make childhood fun again, to let their kids play without purpose" (Hein, 2003, n.p.). The authors of *Einstein Never Used Flashcards* emphasize that while these toys and media products are not harmful to children, nor will they have a positive effect, and there is always a better, cheaper solution to be found. For infants and toddlers who are shown videos of shapes, it would be more effective to let the child actually manipulate shape blocks themselves. Likewise, it is a useless experience to ask a toddler to memorize composers' names and faces if she cannot connect it to anything meaningful in her world. Even flashcards with colour names or numbers will not build intelligence unless they are a part of the child's everyday experiences. Parents and caregivers need to move from memorizing to learning in context. Despite what the media might say, Mozart will not make your child smarter, nor will flashcards that are used out of context (Hirsch-Pasek, 2003, p.32).

There are a number of useful books that suggest further alternatives to educational toys and media. *Every Child Ready to Read* provides literacy tips for parents, including games and activities. Suggestions on how to promote oral language and vocabulary are made, emphasizing such activities as conversational turn-taking with infants, naming and talking about objects in the home environment, and playing the "bag game" with hidden items that are pulled out and shown to the infant. Traditional games such as pat-a-cake and peek-a-boo, along with other nursery rhymes and original songs (which can be sung or chanted to a familiar tune) will also encourage language. The

book *Baby Minds* is also a great resource for parents, and provides many tips for helping with an infant's developmental skills. Suggestions range from tying an infant's foot (by ribbon) to an overhead mobile in the crib, so she can learn to manipulate objects, to the more complex teaching of baby sign language, a tool used to communicate with a young child who is not yet speaking. Lastly, many psychologists and parents agree that a child's best environment involves both stimulation with materials, such as books, and interaction with parents. Activities like finger plays, nursery rhymes and read-aloud stories, whether they are done at home or at a library with other children and parents, are some of the best techniques for improving infant and toddler development. It is important to follow a baby's lead and see what interests them.

The first three years of a child's life is a time of rapid growth and change in the brain, developmentally and physically. But this does not mean parents need to force a large quantity of learning into this period - it is a window of opportunity, but it will not be lost after three years. Furthermore, children do not need to know how to read, write, speak a foreign language and play a musical instrument by the time they enter school. One may think this is an outrageous idea, but it is not outside the realm of possibility in 2005. Parents need to make time to talk, play, make funny faces and pay attention to their children. They should celebrate their children more and worry less about creating future Einsteins (Hirsch-Pasek, 2003, p.15-16).

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# **THE PLAYFUL IMAGINATION AND LITERACY**

Submitted by Kristy Hennings - MLIS Candidate, SLAIS

*"To realize the learning potential of play, it is essential that children are imaginatively employed and intellectually challenged." -Williams 2003, 529*

What is the imagination? And is the development of a rich and playful imagination in children related to a thriving, complete literacy?

The human imagination is a complex and multi-faceted tool, as illusory as the mind and as imperative to our growth as an organ. It can be thought of as the invention of something (anything), within the mind, that is not real, not seen, touched, smelt or felt; a fictive creation. Or, similarly, imagination can be considered as an actual illusionary process, a mental narrative or world acted out in reality; the practice of make-believe. Imagination also carries out the integral function of acting as the "perceptual bond between ourselves and everything outside of ourselves", a mental bridge between our mind/souls and our physical realities (Lewis 1998, 85).

The imagination, make-believe, and mental imagery are linked together in a mysterious bond that not only allows humans to enjoy nature and art, but also contributes to cognitive understanding of events and communication. Mental imagery has been associated with vocabulary development in preschool children, and is part of the dynamic dance of learning language systems and becoming fully literate (Singer 1990, 138-9). Imagination creates meaning out of sound and sight. Children who fully comprehend the content of what they are reading or hearing tend to have the ability to construct a mental picture of the story in their mind's eye, a skill that can only be developed through practice in the art of imagination (Healy 2001, 251). An incredible growth spurt takes place in the brains of preschool children, with the initial development of language, and the hardwiring of visual and auditory cognitive systems by the age of five. Children who possess vibrant imaginations are not only more likely to have better reading skills, but are also more likely to have longer attention spans during listening activities, and in turn will be better equipped to entertain themselves.

Story times led by children's librarians at a public library or as part of outreach programs to childcare centres provide guidance to parents and give children the opportunity to experience storytelling, play, and books as a group. Picture books perform an important role in the development of language, vocabulary, visual dynamics, comfort with print as a concept, and in the development of the imagination as a cognitive tool. Within a group context the picture book can offer up opportunities for everyone to take part in the storytelling through repetition of verbal elements included in the book ('Click, clack, moooo!'), or through the

addition of physical elements ('Okay everyone, hop like the frog'). Librarians can also encourage parents to partake in a form of sharing picture books with their children called dialogic reading, which promotes the use of open ended questions and suppositions about narrative possibilities outside of the confines of the story, allowing children to not only increase their vocabulary but engage their imaginations (P.L.A. <http://www.ala.org/ala/pla/plaissues/earlylit/researchandeval/dialogicreading.htm>).

Oral storytelling takes place all of the time within the context of our everyday lives, with mommy being urged to repeat the story of a child's birth, to the child's own story about what happened when they went camping with their grandparents. Every time a parent asks a child what they did at daycare that day, retells a piece of family lore, or sings a narrative song (think 'The Cat Came Back'), they are engaging in forms of oral storytelling. This is the oldest form of pre-literate human communication, and it includes song, dance, ritual, poetry, folk tales, and theatre (Leeming 1997, 3). Through storytelling we pass on our history and knowledge to one another, and both adults and children alike assimilate new words and concepts expressed during the narrative.

Children's librarians regularly use oral storytelling, with the retelling of folktales from all over the world as well as other stories from the oral or written traditions, adapted for use with children. Stories can be told either as unadorned oral presentations, or with the inclusion of physical and aural props like puppets, felt boards, draw and tell, costumes and musical instruments. Children can be told a quiet story with their eyes closed and all of the action taking place inside their minds, or the story can be a wild profusion of song, dance, and group interaction. Group participation can be encouraged through physical and vocal elements such as those suggested above for use with picture books, but without the hindrance of a book in hand, the librarian and children can engage in more dynamic physical enactments, otherwise known as play, thus "nurturing the imaginative life in children... through poetic and mythic thinking" (Lewis 1998, 47). Words are often repeated throughout a tale or song ('Little pig, little pig, let me in'), giving children the opportunity to become acquainted not only with the sound of new words, but to "gain phonemic awareness" (Williams 2003, 528).

Is it appropriate to introduce play into the context of children's programming, and if so, how can it be done? Play is a cornerstone in the development of the imagination, which in turn is linked to the 'mind's eye' and cognitive understanding of what is being read or discussed. The use of stories, poetry, and song in children's programming act as stimuli or triggers for the play of the child participants (Williams 2003, 528). Including children in storytelling through the use of repeated phrases, actions or questioning, engages children beyond the solitary level, and sweeps them into an exciting and vibrant world. After reading a picture book about fish, a librarian could ask for input from the children about what fish look like, how they breathe, and where they live. The librarians could show the children some pictures of fish from informational books, and potentially sing a fishy

song. Then he or she could have the children stand up, create fins with their hands, puff out their cheeks, blow bubbles in the 'water'<sup>1</sup> and swish their imaginary tails while swimming through the 'sea'. This activity would serve not only as an opportunity to shake out some wiggles, but to engage the children's senses on many levels, and to tie together ideas about fish (or the chosen topic/concept) that exist in their imaginations already, and the new ideas that have just been introduced during the story time.

When children play, or engage in "activities... not imposed on (them) by adults", they use their imaginations in conjunction with their knowledge about a specific area in order to create a play world (Williams 2003, 528). Playing house not only draws upon the ability of the child to imagine themselves in their chosen role (i.e. mother or father), but also demands that they have an understanding of just what that role entails. Therefore, a four year old may unconsciously draw upon memories of his or her own mother's actions, as well as on ideas of motherhood they've experienced through books, oral stories, and on television. So, while their own mother may be very gentle and loving, the mother role they adopt during play may reflect more of the qualities of the wicked stepmother in a fairytale they have been told at their local library.

The magic of this fusion speaks to the importance of variety in active life input, which eventually becomes fodder for the childhood imagination. While many children are subjected to countless hours of television and video per day, the potential effects of this advertising laden, non-interactive, pacifying activity are often ignored, and have only just begun to be researched. According to the Kaiser Family Foundation's 2003 study on electronic media and preschool aged children, children between the ages of zero and six now spend more time with screen media (i.e. television, video, computers), most of which are passive and require no engagement on the part of the child, than on reading and play (Rideout 2003, 4). This dangerous trend towards non-interactive activities not only neglects nourishing children's creative minds during their greatest neurological growth spurt, but also retards the development of essential life skills rooted in imaginary play. Results also point to a distinct link between preschooler's hours of television consumption per day and lowered literacy levels. Children who play more, listen to music, are read to, and who are not constantly interacting with screen media can read earlier and in greater numbers (Rideout 2003, 6).

This is where the role of the public children's librarian can once again assert itself both as an information facilitator, educator, and role model. Through use of oral storytelling, interactive play, song, poetry, and picture books librarians can engage preschoolers growing minds on many levels and help their imaginations to thrive. Encouraging families to borrow books and read them together, pointing out age appropriate materials, and teaching families rhymes, finger plays and songs to be shared as a whole all lead to healthier, more imaginative, and in turn, more literate communities.

## STORYTIME WITH CHILDREN LEARNING ENGLISH

InterLINK Professional Development Workshop

Burnaby Public Library, Metrotown branch

Tuesday, January 18 & Tuesday, January 25, 2005

*Submitted by Lee Anne Smith, Children's Librarian, Richmond Public Library.*

In the changing demographics of British Columbia, in particular the Lower Mainland region, storytimes at the Public Library are frequently the first place that many children hear English for the first time. Children's librarians facing these challenges to preschool programming are looking for fresh techniques and approaches to help them deliver the best possible service to children and their families.

Fortunately Joyce Pinsker and Burnaby Public Library addressed this concern by hosting a three hour workshop entitled Storytime with Children Learning English on Tuesday, January 18 and Tuesday, January 25, 2005. They invited Carolyn Sullivan whose extensive experience in a variety of key areas was pivotal in the success of this workshop. Carolyn is an Early Childhood Education educator and trainer, a Montessori trainer and extremely knowledgeable about the learning and teaching of English as an Additional Language.

The first part of the workshop presented a brief overview of the process of language acquisition and the normal developmental phases for preschoolers learning English as an additional language (single word utterances, short phrases, long phrases and full sentences). Many of the points she touched upon clarified the specific needs of the children and their parents. As an example, Carolyn spoke of the "silent period" when a language learner is building their receptive knowledge of the new language and therefore may not verbally participate in singing or rhymes for a period of time. This is true both when learning a first language and when learning an additional language. Do not be deterred by hearing only your voice!

She demonstrated books, songs, rhymes and storytime games (she often uses fill in the blank games) that evoke responses from the children that are appropriate for their language acquisition. Carolyn also talked about the components of language - phonetics, phonology, syntax, stress patterns, semantics and linked that information to practice with concrete and inventive examples.

The second part of the workshop covered how Children's Librarians in Public Libraries can help language acquisition using the stories, rhymes and props they already have. Carolyn has a lot of experience and really understands exactly what it is like! She also discussed the importance of cultural literacy (for example, not taking for granted that everyday foods are the same for everyone) and also about gaining the participation of non-English speaking grandparents as caregivers.

Carolyn showed examples of ways to break down well-known stories and rhymes so that language learners get the most from their interaction at a storytime programme. She was a wealth of knowledge about resources for programming aids and ideas. Web resources such as <http://www.enchantedlearning.com/Home.html> and <http://www.preschoolprintables.com/> were examples of web sites to gain affordable and practical visual resources.

The instructor emphasized several points for successful storytimes with children learning English: using movement and song for the retention of words and the correct syntax and rhythms of speech, parental cueing - giving parents stories or rhymes ahead of time so that they could help their children at home and the most important point - repeat, repeat, repeat!! She suggested using one story over and over again throughout a number of weeks to assist children in their deeper apprehension and comprehension of English. Her examples of a step-by- step repetition of one story in many different ways and formats made a big impression.

Carolyn's wealth of expertise and experience provided a huge amount of material to absorb! Her effective and entertaining presentation skills, her thorough preparation, her attention to the distinctive needs of children's librarians and her love and enthusiasm for her work made this invaluable workshop a pleasure to attend. All of us came away with new skills and excitement. A grand and a grateful thank you to Carolyn!

Also a big thank you to InterLINK, for sponsoring this professional development opportunity par excellent and to Burnaby Public Library and Joyce Pinsker for hosting!

## There's a New Group in Town, and We're Ready to Learn!

It's high noon on campus. The cafes and coffee shops are doing a booming business, and UBC students can be seen milling about everywhere, enjoying the short reprieve from impending assignments, course readings, and exams. But they're not joined by a small group of SLAIS students hoping to become children's librarians. Instead, in an empty classroom over the lunch hour break, these keeners are meeting to hone their skills in children's programming and storytelling. Interesting books are discussed, videos watched, stories told, experiences shared, and guest speakers visit, all while we sit and munch goodies. To encourage active participation, and in the true spirit of librarianship, attendees are invited to submit an annotated reference for a resource on the topic of that meeting; those who take the challenge are entered into the door prize draw (a little bribery never hurt anyone).

Our first meeting of the new year focused on storytelling. We were all treated to a wonderful rendition of *The Happy Prince* by Oscar Wilde, courtesy of MLIS student, Brooke Ballantyne. We then sat back and watched the video, *Storytelling with Caroline Feller Bauer*, who initiated us novice storytellers into the art of finding and telling a good story. Several attendees provided references for books that were either on the topic of storytelling or that were good stories to tell, thus providing a great start to our bibliography of resources. This meeting's door prize, won by Jen Waters, was the hardcover edition of *Suddenly They Heard Footsteps*, written by Canada's foremost storyteller, Dan Yashinsky. We're certainly off to a great start with our little lunchtime group, with more wonderful meetings planned for the future. February 9<sup>th</sup> we'll hear more student storytelling. February 23<sup>rd</sup>, LeeAnne Smith from Richmond Public Library will join us for Storytime for Toddlers followed on March 9<sup>th</sup> by Agnes Gorgon, also from Richmond Public Library, with Storytime for Preschoolers. Ending the term, we'll get a chance to meet the illustrious Jane Cobb (Vancouver Public Library) for a foray into Storytime for Babies and the Mother Goose Program. Almost makes you wish you were a student again, eh? Well, come join us! You are more than welcome to attend our meetings (above dates, from 12:15 to 1:15 in FNS room 40) and participate in our exploration and celebration of children's programming and storytelling. And we promise to save you a cookie!

Mary-Ann Fowler SLAIS Student, Spring  
2004 cohort Coordinator, the SLAIS Storytell  
Group Email: [maryann.fowler@telus.net](mailto:maryann.fowler@telus.net)

## **STORYTELLING: LIST OF RESOURCES**

Champlin, Connie. *Storytelling with Puppets*. Second edition. Chicago: American Library Association, 1998.

This book is comprehensive and discusses everything from what to do before the story up to activities that can be done after the story. There is information about the different types of puppets and also how to make them, about the roles of puppets in Storytelling (they can be host or lead puppets), about participatory Storytelling and about the different formats that can be chosen for the presentation. It's amazing how puppets can be use in so many different ways to create a new atmosphere! By Genevieve Brisson

de Vos, Gail, Merle Harris, and Celia Barker Lottridge. *Telling Tales: Storytelling in the Family*. University of Alberta Press, 2003.

Provides an interesting overview of Storytelling, followed by sections on family and personal stories, how to tell them, and universal tales (nursery rhymes, traditional folklore, and folklore in popular culture). A list of resources on the following topics is included: pictures books, story collections, nursery rhymes and lullabies, myths and legends, traditional tales, and Storytelling in literature. As well, the authors devote a section to providing information on Storytelling organizations, events, and festivals. This book is very readable with the authors' many personal experiences knitted together with useful information about the art of Storytelling. By Andrea Szilagyi

Thompson, Richard. *Draw and Tell: Reading, Writing, Listening, Speaking, Viewing And Shaping*. Toronto: Anick Press, 1988.

An excellent resource for teachers, librarians, and anyone else who is interested in Storytelling. Includes 12 fun "draw and tell stories" created for primary and junior grades. Thompson's book provides clear step by step instructions on how to draw the picture for each story as well as some advice on how to present them. Each story is followed by a list of suggested activities that complement the story. These stories invite children to participate through predicting the outcome of the image drawn and are sure to grab the attention of any elementary school child. By Melanie Au

Yashinsky, Dan. *Suddenly they heard footsteps: Storytelling for the twenty-first century*. Toronto: Alfred A. Knopf Canada, 2004.

Despite society's obsession with computer technology, instant messaging, video games, and TV, Dan Yashinsky, one of Canada's most beloved storytellers, reveals that the art of oral Storytelling is very much alive in the twenty-first century—it connects us to each other, our communities, and our past. Nestled amongst a myriad of stories and remembrances, Yashinsky imparts the wisdom and secrets of master storytellers: finding the right tale, holding your listener's attention, telling in difficult times, and giving new life to old stories. This humorous and inspiring book concludes with seven stories from Yashinsky's own repertoire, and extends an invitation to the reader to retell them, adding their own "spice". By Mary-Ann Fowler



## Videos

*Storytelling with Caroline Feller Bauer*. 28 min. H.W. Wilson, 1986. Videocassette.

The accomplished storyteller Caroline Feller Bauer displays her repertoire of Storytelling skills in front of a live audience of school-age children. Interspersed throughout the stories, Bauer discusses the purpose of Storytelling and offers explanations of techniques for telling stories, including setting the stage, finding good stories, rehearsing and presenting the story, and experimenting with Reader's Theatre. By Mary-Ann Fowler

## Good Stories to Tell

Gebler, Carlo. *Caught on a Train*. London: Mammoth, 2001.

The story concerns a kitchen boy, who is working on a train that is travelling to Ireland, who has to judge the stories of three older men on the train, and he gets drawn into the world of these magical, somewhat sinister tales, which may or may not be true. By Jen Waters

Singer, Nicky. *Feather Boy*. New York: Delacorte Press, 2001.

This one's about a 12 year old boy who is tormented and bullied at school, and when he goes to work on a project at an old folk's home, he gets pulled into the world of a crazy old, terminally ill woman who tells him a story about a firebird and his coat of feathers, as well as a boy who died many years ago - it's creepy and good, part Wilfred Gordon McDonald Partridge (Mem Fox) and part Skellig (David Almond), and very much a storyteller's dream. By Jen Waters

Wilde, Oscar. *The Happy Prince*. First Published 1888. Illus. Kaj Beckman. Methuen: Toronto, New York: 1977.

*The Happy Prince* is Oscar Wilde's tragic yet heart-warming tale of the statue of a deceased prince who learns the value of caring for the poor after being placed high above the city, where he can observe the misery and hopelessness of the townspeople. A swallow on migration to Egypt stops for shelter under the prince, and is involved in his redemption. Annotation and Storytelling by Brooke Ballantyne.

# Aliens in the Library:

Everything You Need to Know About Successfully Going Into Space With Kindergarten to Grade 2 Aged Children (and How to Get Back Again)

Brought to you by your Alien Librarians, Suzy "Zarkle" Street and Jen "Zootle" Waters

Read-alouds:

- Baloney (Henry P.), followed by "That's Baloney" game.
- The Jupiter Stone
- Hush Little Alien - can be performed with a musical instrument, or just sung or read to the kids, to the tune of Hush Little Baby. Depending on the kids, it can be done in a quiet way, like a lullaby, or a loud way, like opera or rock and roll. For younger children who aren't familiar with musical styles, it can be sung quickly, slowly, or "underwater" (index finger over lips to create sound).

Going Into Space Script

Now that we've read a book about outer space, maybe we should go there ourselves - is everybody ready? But first, what special outfit do we need for space? That's right, a space suit!

Let's put our right foot in, and our left foot, and pull it right up over our bellies. Now let's put on the sleeves, and zip it up. Sometimes it feels a little tight, so we can just wiggle a little to get it on all the way. Now let's put on the helmet - we're all ready to go.

But how are we going to get into space? A car? A boat? No, a spaceship! Can everybody climb the ladder up into the spaceship? There are ten steps .... 1,2,3,4,5,6,7,8,9,10! Now we have to strap ourselves into our seats - there's two buckles. We're all ready, so let's countdown from 10 to blastoff - 10,9,8,7,6,5,4,3,2,1 BLAST OFF!

It's a little bumpy - let's hold on tight - (turbulence noise) - Ok, we're here! Let's unbuckle ourselves, sit up, and we're ready to meet another alien friend.

Instructions for "That's Baloney" Game

1. Explain the meaning of a tall tale
2. Ask for a volunteer
3. Inform the volunteer that they are going to tell the group a story about why they were late for school. Explain that this can be a true story or a made up story.
4. Tell the group that they are going to have to guess whether the story is true or false. The people who think it's true will yell "aint that the truth" and the people who think it's false will yell "that's baloney".
5. You will lead the children in these chants until you can determine whether more people think it's true or false.
6. Finally you all ask the volunteer if the story was true. If the group guessed right they win, if they guessed wrong the volunteer wins.

Additional Ideas

- Given time and resources, librarians could decorate library or classroom with stars, play spacey music (like the X-Files theme), and wear suitable attire (headbands with bobbly antennas) or have their puppet mascot wear suitable attire.
- To accompany the program, or make it longer (for a Summer Reading Club, etc), alien crafts could be made, using green playdough, tin foil, paper cups, Styrofoam balls, pipe cleaners, googly eyes, and other assorted craft supplies.

### Space and Alien Picture Books

Butterworth, Nick. *Q Footle 5 in Space!* London: Harpercollins Children's Books, 2004.  
 Chambers, Roland. *The Rooftop Rocket Party*. Connecticut: Roaring Brook Press, 2003.  
 Kirk, Daniel. *Hush, Little Alien*. New York : Hyperion Books for Children, 1999.  
 Kitamura, Satoshi. *UFO Diary*. London: Red Fox, 1991.  
 Krull, Kathleen. *How to Trick or Treat in Outer Space*. New York: Holiday House, 2004.  
 Lewis, Paul Owen. *The Jupiter Stone*. Berkeley, California: Tricycle Press, 2003.  
 Scieszka, Jon. *Baloney (Henry P.)* Illustrations by Lane Smith. New York: Viking, 2001.  
 Willis, Jeanne. *Dr Xargle's Book of Earth Tiggers*. Illustrations by Tony Ross. London: Anderson Press, 1990.

### Non-Fiction Books on Space:

Goldsmith, Mike. *Kingfisher Young Knowledge Solar System*. Boston: Kingfisher Publications, 2004.  
 Graham, Ian. *The Best Book of Spaceships*. New York: Kingfisher Publications, 1998.  
 Holland, Simon. *DK Eye Wonder Space*. New York: DK Publishing, 2001.  
 Stott, Carole. *I Wonder Why Stars Twinkle (and Other Questions About Space)*. New York: Kingfisher Publications, 1993.  
 Whitehouse, Patricia. *Space Equipment*. Chicago: Heinemann Library (Reed Elsevier Inc.), 2004.

## Supporting Young Readers: the Role of Public Librarians

On Tuesday, December 16, 2003 the British Columbia Library Association Young Adult and Children's Committee, in cooperation with the Vancouver Public Library, presented "Supporting Young Readers: the Role of Public Librarians".

The workshop was described as follows "Children have the best chance to become successful and independent readers when parents are actively involved and supportive. Parents often turn to public librarians to answer their many questions. This workshop will provide participants with a background to the reading process, a description of both regular and remedial reading programs used in schools, and specific activities that librarians can recommend."

Bev Kelly DeMonye was the presenter. She has extensive teaching experience at both the primary and intermediate level, including providing a wide variety of learning support for students. She has a Masters Degree in Early Literacy as well as a Diploma in Special Education. As part of her research, Bev developed an intervention program for struggling readers that invited parents to be active participants. She has lectured on this and other topics throughout her career, and for the last two years worked with Coquitlam as a consultant. Bev is classroom teacher and has also taught students requiring learning support in a wide variety of areas.

29 enthusiastic children librarians attended despite the bad weather (and the short notice!) and as Fran from North Vancouver District said "I hung on every word." The presenter was informative, (she could quote relevant, high impact research studies at the drop of a hat, more on that later!), relaxed and practical. The main complaint about the workshop was that it was too short (one and a half hours) and that we need to schedule a 2nd session. The education committee of YAACs will be considering this for the new year and will keep you posted.

Bev started her talk with a discussion of why public libraries are getting so many questions from parents these days about reading. She noted the following factors: the move away from basal readers where parents knew where their child should be based on what book they were in; the change to anecdotal report cards; the "add-on" curriculum in schools (ie now teach them about bullying, abuse prevention, tolerance, etc. as well as the 3 R?s); and the dramatically shrinking resources for schools and teachers.

All of this leaves the parents looking for answers.

Bev then took us through what the public librarian is already doing, and gave us ideas throughout the talk of what else we could be doing (without turning ourselves into reading teachers.) She mentioned reading buddy programs as one example. She suggested that an ideal candidate for this program would be a child who is in grade 7 but is reading at a grade 2 or 3 level. They would then be the reading buddy for a young child who is reading at the grade 1 level. What a great way to motivate that child and improve his or her self esteem. And further more, after one month, 91 % of what you learn is retained if you teach someone else, so the older struggling child is doubly the winner. Another activity she mentioned was evening storytimes. These were described as highly motivating (a key strength of public libraries). The child sees others liking books and someone reading to them and the child says, "hey this looks

good, I better get with the program." Read-aloud programs, or writing contests (which support the reading and writing connection) were also mentioned as being supportive of young readers.

She reviewed how the reading process works and the five cueing systems (or processors) that children use to read; phonological, orthographic, meaning, context and memory. These were thoroughly described with great handouts that librarians can give to parents to explain the reading process, and that can help us understand the process as well. Bev described that phonics is the combination of the phonological and orthographic processors. She also pointed out that the way a learning disabled or struggling reader's brain works usually means that one of the five processors is damaged or immature. Bev made this complex process easily understandable and fascinating. She also included in her handouts, a template for a bookmark that translates these ideas into easily understood visuals that can be used with kids when they are reading to remind them of the different reading techniques.

Some other topics Bev covered were the 5 stages that children progress through when learning to read, Beginning, Emergent, Early, Fluent and Independent. She also discussed getting ready to read. For each topic discussed Bev's handouts included specific practical techniques and information about the needs of the child.

Drawing from these ideas, Bev brought out examples of how librarians could use these ideas in their work. For instance, when reading to a group of children, a librarian can pause during the reading of a story and talk about the periods and sentences in the book, an important factor in getting ready to read. Or we could stop when an unknown word comes up and talk with the children about meaning. In the early reading stage of reading, children like to build on their knowledge by collaborating with their peers, so activities with children could be geared to take advantage of this social imperative. Bev made it seem possible to include these ideas without interfering with the librarian's main goal of encouraging the love of reading and books. And as Bev said motivating children is one of the things we do best, and an important part of the reading process.

There was considerable talk about getting materials that are interesting and at the appropriate level for the child. Many of us have heard of the 5-finger test (ie if you can read 100 words and hold up 5 fingers or less indicating which words you don't know then that is the book for you. I think for longer books this would be 1 or 2 words per page, and for shorter books 1 or 2 words per book.) Bev described that material should be at the 91 % to 95% level of fluency for the child to have a positive experience. The question was asked ?how do you do this with families where you don't have a lot of time?. Bev suggested that if you see certain families in the library a lot it may be worthwhile to train the parents how to do this, or send the child off with a few books into a corner, see how they do and then come back to them.

Someone else asked what to do with the parent who tells you "I don't think my child is reading books that are hard enough for him (or her)" or "He/she will only read a certain type of book" (the implication being that it is not challenging enough or intellectual enough) "I wish he/she would read something else". Bev responded by discussing the great importance of practice in the reading process and the obvious need for parents (and all of us) to understand and support this. She made the analogy between learning to read and learning to ride a bike or learning how to ski. By only reading a certain type of book the child is asking you to please let them stay on the bunny hill practicing their skills a bit longer. Meanwhile the parent sees the child on the bunny hill making great progress and says you must be ready for the black diamond run!! What

a great analogy to take back to our libraries. I can hardly wait to get one of those parents. They won't know what hit them!

Towards the end of the session Bev mentioned how challenging it is to teach a group of children in our schools today who reflect such an enormous range of languages, cultures, and abilities. In relation to this Bev quoted research that states that in a typical kindergarten class there is a five-year range of literacy skills within the students. And that as they get older the gap can widen by 2 years each year until they reach intermediate grades. This means (if I understood it properly) that in a typical grade 4 class you may get an 11-year gap in abilities. Wow! Bev suggests the best source for this research is Keith Stanovich, as published in many authoritative teaching journals, and easily available on the web. Bev talked about how his research shows that there is a Matthew Effect in the learning to read process, ie that the rich get richer and the poor get poorer. (Because kids who read poorly usually don't like to read and therefore get less practice and therefore read even more poorly.) What was especially nice was to have readily available, authoritative research that we can use in our discussion with others and in our promotions. Imagine promoting a summer reading club using such stuff.

At the end of the session there was time to share ideas with others, but not enough time to learn everything we wanted to from Bev and from each other. We hope to be able to provide a follow up session in the new year.

Bev left us with these thoughts, "It takes a community to raise a reader. And they all belong to us."

*Submitted by Vicki Donoghue, Children's Services Librarian, Port Moody Public Library,*

## *BC Teen Summer Reading Club*

As an extension of the very successful B.C. Summer Reading Club program for children aged 6-12, the British Columbia Library Association is thrilled to announce the creation of a province-wide Teen Summer Reading Club for 2005! This pilot programme is made possible by the generous funding of Public Library InterLINK and the Public Library Services Branch of the Ministry of Community, Aboriginal and Women's Services.

The major component of the BC teen reading club will be the website where young adult readers will register so they can submit book titles and reviews (thus entering their name in prize draws with each book review submitted), participate in book discussion groups, and consult theme-related book and website lists. Our vision for the website component is a highly participative, informative and exciting website with high teen-appeal for young adults: teen-friendly, sophisticated, simple, elegant and easy to navigate for young adults aged 13-18. Posters, bookmarks and reading records to support the web-based programme will be made available for free to all public libraries in B.C. who wish to participate.

Chosen by a group of teen/youth librarians and advisory teens, this year's inaugural theme will be "Summer Scrapbook". Feel free to email me if you have any questions about this initiative. [jvandyk@infoserve.net](mailto:jvandyk@infoserve.net)

Our thanks to both InterLINK and PLSB!

Jacqueline van Dyk  
B.C. Summer Reading Club Coordinator  
<http://www.bcpl.gov.bc.ca/src/lib2005/>

## Check out the BC Coalition for School Libraries

With the next provincial election on the horizon we want our library community for youth thinking about school and public libraries. Check out there website and stay current <http://bccsl.ca/>

### **Executive and Board:**

Michael Burris

Janice Douglas

Leo Ferry

Jane Kellett

Mary Locke

Colleen MacMillan

Pat Parungao

Margaret Reynolds

Cheryl Anson

Donald Hamilton, Chair

<http://www.peopleforeducation.com/librarycoalition/>

**BC Coalition for School Libraries**

**#150-900 Howe Street**

**Vancouver, BC**

**V6Z 2M4**

## *ROCKIN'IN THE STACKS: TEEN PROGRAM AT THE AGASSIZ LIBRARY, FVRL*

We had a rock show in the Agassiz Library on Nov. 18<sup>th</sup>, 2004. Over 80+ kids in the library enjoyed the show of their town's local band Argyle, a musical group that has been playing together for more than two years. The five young musicians were in fine form playing all original songs, alternative/indie (independent) music with great lyrics and punchy danceable tunes.



At 8:00 the teens began to stream in, after we already had many milling about inside. The crowd waited patiently to have their library cards wanded by the two staff on duty to make sure they were up-to-date. Card numbers were then printed off for the door prize draws (and to have names and numbers, should we have any problems.) We also stamped their hand to show they had a valid library card.

At one point I thought, 'we can't hold any more people in here' as it felt so packed. However, the kids soon found seats or a place to stand and the show began. Amongst the electrical cords, the guitar cases, the various equipment, amps and the stacks of books, we had music in the library. The teens in our town were "rockin' in the stacks".

The audience was great and very appreciative. It almost felt like they were in awe of the group, as it seemed that it was wonderfully strange to hear their kind of music in their library - a wonderful building with its high ceilings, good acoustics and great books of course.

Earlier in the week, the members of Argyle had given the titles of some of their favorite books. We created a display by setting up a table near the entrance to highlight the bands' picks. Titles ranged from *Shogun* by James Clavell and Tom Clancy's *Op-Center* to *Where Did I Come From?* - a kids' book about babies. A bookmark/flyer was created to hand out that listed the titles, along with the website for the band and the library. (See attachment)

To highlight YA library materials in general, we cleared off all the tops of the stacks that night in the adult section, and had young adult items to 'show'. At the end of the show, the books were collected and



put on one table together along with the bookmark/ flyers. Being that our library is next door to the high school, we knew there would be more kids in the next day.

Security-1 had 'planted' a few young adults that were resent grads and could support me if there were problems. I also had Ernie, the 6+ beloved drama/woodworking teacher be a presence. I had locked the doors and put up a sign that if they left, they couldn't come back in. Part of the deal with the audience having cards was that we could record who was who attending. I really was concerned about the teens 'acting up' so I asked my 17 year old daughter how do I get it across. She said tell the band to do it. So I asked the singer to make an announcement after their first number, that went something like this: "Having fun?" "Yaaaa..."

"Wanna do this again?"

"Yaaaa..."

"See Andre's mom (pointed to me) She's the library lady and she'll kick you out if you're bone heads." (big laugh) "And Andre's her son (lead guitarist), he'll kick your ass." The audience and band had a good laugh and all continued to enjoy the show... with no incidents! By the way, Andrew did ask, "Can I say 'ass' in the library?" I had told him, it's a teen program, he can say ass if he wants.

To promote the show we had the local newspaper interview one of the band members who is a real supporter of reading and libraries. The band supplied posters and distributed them around town. The band also went to the local school the day of the show to hand out small hand flyers, similar to rock show advertising they do elsewhere. During the show, it was good to see they felt comfortable on stage with their banner between songs talking about books and reading.

It was fun and all enjoyed themselves it seemed. After 45 minutes of high energy playing, they'd played all their songs and were ready to finish. That's when we did the door prizes. It was an official teen program so programming money was used to buy books for door prizes and pay the band - their first paying gig they tell me. The grand door prize was that a winner and a friend received a gift certificate to have pizza with the band next time they practice. Nicola, a 14-year-old teen from the local school and great library user was the lucky winner.

From the whole experience, the only thing I would change would be to print up tickets to hand out when teens come to valid or get a new card. We could control the numbers that attend and alleviate the 'last minute' rush that happened. I'd also pay the band what we pay other performers in the library- \$200.

All in all, the experience of hosting this program could be summed up as being one that was fun, busy and full. I came away with thinking-we have a great group of teens in this town. I can't wait to hold another program like that in a library. I'm already have in the back of my mind to host an Argyle Unplugged evening program as all the members are great acoustic musicians on their own. May is Youth month in the library so we plan to have the band back then as well. Stay tuned...

Band	\$100
Grand prize pizza	\$30
Book draw	\$20
Library rock show	priceless



Argyle, unplugged and relaxing after the show, with their favorite books.



Andrew with his punky hair-do -his sister did it for him (It's a small town, you know these things....)



Argyle's rhythm guitarist, my son Andre. What can I say, I'm a proud Mom and prouder supporter of "Rocking in the Stacks



James, Argyle's drummer and the main songwriter gives the audience a 'thanks for coming- we'll be back' signal.

Submitted by Earla Legault  
Deputy Library Manager, Upper Fraser Valley Regional Libraries  
Agassiz, Boston Bar, Chilliwak, Hope, Yale, Yarrow  
Cell: 604-798-1855  
[Earla.legault@fvrl.bc.ca](mailto:Earla.legault@fvrl.bc.ca)  
[www.fvrl.bc.ca](http://www.fvrl.bc.ca)

*Earla welcomes you to contact her if you are contemplating a teen program like this one. "Taking the risk is well worth it" The following poem "I wanted to share, is one that helped me to guide staff in understanding that, yes, teens are difficult to be around sometimes but that they are also in our lives for a reason. "*

This Human Being is a Guest House.  
Every morning is a new arrival. A joy, a  
depression, a meanness, Some momentary  
awareness Comes as an unexpected  
visitor.

Welcome and entertain them all!  
Even if they are a crowd of sorrows,  
Who violently sweep your house  
Empty of its furniture, still, treat each guest  
honorably  
He may be clearing you out

For some new delight

The dark thought, the shame, the malice,  
Meet them at the door laughing, and invite  
them in

Be grateful for whoever comes,  
Because each has been sent As a  
guide from beyond

Rumi, 12<sup>th</sup> century Sufi poet.

## Red Cedar Book Award Program Update

February 18, 2005

The excitement is mounting as up to almost 20,000 children all over British Columbia read in preparation for the Red Cedar Book Award vote coming up in April. This year is a special year as Red Cedar is heading north for the Gala! Prince George will be the host city for the 2005 Gala and groups are already reserving seats to attend! Anyone who is itching for more information about the Gala can log on to the Gala website at <http://www.lib.pg.bc.ca/redcedargala/>.

Breaking news from the Young Readers' Choice Awards Society is the inclusion of a teen award for the 2005/2006 program year, targeted to Grades 7-10. The mandate of the teen program continues the Young Readers' Choice Awards Society's tradition by offering teens the best in Canadian teen reading and promoting quality Canadian young adult literature. The new teen program will be a web-based program with all information available online, students remarks posted on-line and even voting online allowing individuals or groups of teens to participate from all over BC. Teens will be involved in all committees and teens will also be deciding on the name and logo for their award. Teens in five reading pods are currently reading feverishly to develop a short list of fiction and non-fiction titles to be released at the 2005 Gala along with the nominees for the children's fiction and non-fiction. Look for more news in the coming months about this exciting new addition to the Young Readers' Choice Award Society initiatives.

One of this year's goals for the Board is to completely re-develop the Red Cedar web site and the Board is working hard to put a new website with increased functionality into place for next year's programs. Presently the Board is reviewing web development proposals from a number of companies and is hoping to have the new website up as soon as possible.

Finally, the Board is presently seeking new members to join both the Board and its committees for next year. If you would like to volunteer we would love to hear from you! Contact President Cora Lee for more information about the Society and the Red Cedar program.

Cora Lee  
BC Regional Officer, Canadian Children's Book Centre  
President, Young Readers' Choice Awards Society of BC  
tel: 604-506-2693  
fax:604-321-9675  
email: [ccbc\\_bc@telus.net](mailto:ccbc_bc@telus.net) or [bc@bookcentre.ca](mailto:bc@bookcentre.ca)  
[www.bookcentre.ca](http://www.bookcentre.ca)  
<http://redcedar.swifty.com>

# Calendar of Events

Check with your local Children's Literature Roundtables for upcoming events [Vancouver Children's Literature Roundtable](http://www.library.ubc.ca/edlib/table/)  
<http://www.library.ubc.ca/edlib/table/>

## **2005 Annual BC Library Conference** **From Scrolls to eBooks: The Story Continues**

*April 21-23, 2005 (Hilton Vancouver Metrotown, Burnaby, BC)*

This theme is intended to capture the sense of the library as an evolving institution and an evolving force in our communities. Our continued success depends on our ability to share our stories - with each other, with the public, and with our funders. While libraries continue to be leaders and innovators on the technical front, the theme also recognizes the value of the story itself, and the connection between literacy and a healthy, productive citizenry. <http://www.bcla.bc.ca/conference>

## **Red Cedar Book Awards Gala 2005**

Prince George, British Columbia ~ May 14, 2005

WILD cheering, whistling and stamping greet the procession of authors as they march to the front of a room. Excitement runs high through the day as young people meet some of Canada's best authors!

The kids read, sing, dance and act out their tributes to the author of their favourite books. Then, finally, the Red Cedar Book Award winners for 2004-2005 are announced.

## **The Canadian Library Association's 60th Annual Conference & Trade Show**

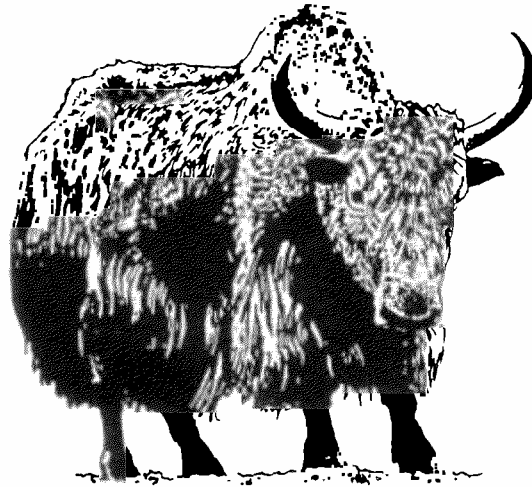
### **Rediscover the Library Movement**

Calgary, Alberta ~ **June 15 - 18, 2005**

<http://www.cla.ca/conference/2005/index.htm>







# YAACING

THE NEWSLETTER OF THE YOUNG ADULT AND CHILDREN'S SERVICES  
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