
YAACING

FALL 2006

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

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CALL FOR SUBMISSIONS

We would love to hear from you!

YAACING is published four times a year and always looking for submissions that might interest our 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:

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Deadlines are as follows:

Spring issue for March/April – Feb 1st

Summer issue for May/June – April 1st

Fall issue for September/October – August 1st

Winter issue for December/January – November 1st

Next Deadline:

Winter Issue: **Nov.1**

Message from the Chair

Hello YAACERS! As the Summer Reading Club draws to a close, another session of regular Fall programming begins for tireless children's librarians everywhere!

In June I met with the other BCLA Executive members for a strategic planning session regarding the future direction of BCLA. We will meet again to discuss the results of this meeting in mid-September. The YAACS Executive will be meeting at the end of September to decide our focus for the upcoming year. Valerie, our new webmaster, is already making changes to the YAACS section of the BCLA website in order to make it more interesting and useful. She has also consented to index past issues of YAACING and make them available on the YAACS section of the BCLA website. Remember it's never too soon to start thinking about session suggestions for the upcoming BCLA conference in the Spring.

Have a great Fall – and don't forget to send in articles, anecdotes and programming ideas for the Winter edition of YAACING. Remember we're only as strong as our membership!

Christopher Kevlahan

Chair, YAACS

Message from the Editors

As young adult and children's service providers many of us spend our days spinning and weaving brain development research and early literacy skills into stimulation programs for parents and babes. We blend teen service trends and technology; we participate on provincial awards committees and local task forces. We ... "understand the beauty of the softly simmering cauldron..., the delicate power of (words) that creep through human veins, bewitching the mind and ensnaring the senses..." (HP & P.S p 102). This we do while staffing te reference desk, troubleshooting the printers and cleaning up questionable spills while our world whirls at the speed of world cup Quidditch. And just when it is too much to keep it all together along comes your Fall YAACING.

Yes, here it is in one simple package. I give you YAACING, Fall 2006.

Sit back and enjoy.

Phillippa Brown
Editor, YAACing

p.s. Next issue will be brought to you by my co-editor Joanne Canow but you can still send submissions to me.

Public Library Association 2006 Conference Report
Submitted by Tess Prendergast, Children's Librarian, Mount Pleasant Branch,
Vancouver Public Library.

Preconference:

**Fun and Facts of Early Literacy:
Communicating with Parents and Caregivers through Storytime.**

This 1 ½ day program was presented by Saroj Ghoting and Pamela Martin-Diaz. The goal of this session was to build on the knowledge participants already have of the tenets of the Every Child Ready to Read at your Library initiative that PLA launched a few years ago.

Because a significant number of preconference participants had no formal training or knowledge of the Every child ready program, a large portion of the first day was spent on review of the 6 early literacy skills that form the foundation of the program. The rest of the program dealt with specific ways that we as storytime practitioners can begin to bring early literacy knowledge to the caregivers at our programs, while maintaining the overall flow of a traditional storytime program.

We had several opportunities to practice our “scripts” and work shopped different ways to extend our own storytime favorites in ways that encourage the acquisition of one or more of the 6 early literacy skills. For example, after reading a story, having the group retell the story, perhaps with the help of some puppets or props is a good way to encourage narrative skills, “one of the six skills that research says children need to develop in order to be ready to read when they arrive at school” and you would say that to the parents during or after this activity.

Both Saroj and Pamela encouraged us to use the correct research based terminology with parents and not to overwhelm our storytimes with early literacy advice, but rather to sprinkle in a few tidbits or tips of the day while doing our program. There was plenty of time throughout both days for questions, concerns and comments from participants and we heard from many different librarians about what worked for them.

Conference Sessions:

Please note: pdf files of the presenters' handouts for most of these sessions can be found by scrolling down this link: www.placonference.org/handouts_audiotapes.cfm

Grab Them: Books with Guy (and Gal) Appeal!

Kathleen Baxter, of Minneapolis MN presented a lively and fast-paced booktalk with slide show of non-fiction titles with high appeal. She focussed on “gross” factors, mummies and disease being common themes that draw reluctant readers in!

Leave No Baby or Toddler Behind: Summer Reading Programs and Our Youngest Patrons

Presented by 3 librarians from both Georgia and Indiana, this session discussed the ways that these library systems had adapted their traditional Summer Reading programs to include and encourage participation from babies, toddlers and preschoolers. They provided us with rationale for including this age group and offered creative ideas about adapting activities for parents of preschoolers to help them succeed in the program. They handed out examples of their program flyers.

Trit Trot to Boston: The Whys and Hows of Using Nursery Rhymes in Early Literacy Programs for Babies and Toddlers

This is the session that I presented with Jane Cobb (VPL), Kathryn Lee (Burnaby Public Library) and Betsy Diamant-Cohen (Enoch Pratt Free Library, Baltimore, MD).

In addition to designing the basic format and organizing this program, I provided an overview of the developmental appropriateness of using nursery rhymes in early literacy program for this age group, with examples.

Kathryn provided participants with the practical how-to's of doing babytime programs in branch, including her formula for success and examples.

Jane acted as the first ambassador to the US of the Parent-Child Mother Goose Program and explained the rationale behind the program with examples from VPL.

Betsy gave a lively description of her own program entitled "Mother Goose on the Loose", an interactive literacy and musical program for babies and toddlers and their caregivers. MGOL is now spreading throughout the United States as it gains in popularity. She has recently authored a book entitled "Mother Goose on the Loose" which can be found on Global Books in Print for more information.

TalkTable Session: ESL Programs for Preschoolers and Families with Young Children

This small group session was lead by Barbara Brand from Johnson County Library, KS. She is a children's librarian who has developed a storytime program specifically to meet the needs of preschoolers for whom English is a second language. She provided us with extensive handouts of the programs that she offers and led us in a discussion of the rationale behind offering such programs. The rest of the session was spent brainstorming and sharing ideas about developing and delivering ESL storytime programs in our diverse communities. I came away from this small group (about 8 people) with a lot of good ideas for meeting the needs of ESL children at storytime.

Celebrating our Community's Diversity: Programs and Services for Newcomer Families.

This program was delivered by Helen Benoit of the Hamilton Public Library. As it conflicted with the ESL Storytime talktable (mentioned above) I was unable to attend but I did go to the room after and gather the powerpoint and handouts. Hamilton Public Library has put together elaborate Family Literacy kits for their multilingual communities.

Beyond Harry Potter: What to read while you wait...

My most anticipated session was quite disappointing. This wasn't a program about the particular appeal of Harry Potter or how you can discern what about Harry Potter a given kid might like and offer something in the interim. Instead it was a very thorough booktalk on children and YA fantasy, most of which was very far from what the typical Harry Potter fan is after. It was, however, useful as a fantasy booktalk.

Can learning happen here? Creating an Interactive Early Literacy Destination

This sessions main speaker is a from Burgeon Group, a company that designs interactive areas for children's libraries and museums (she used to be director of a children's museum) – she outlined her strategy of forming a "matrix" of elements from which to build your ideal children's space: some elements to consider are: fun, safe, strong, used, target age, repeat use, learning, how much repair

needed, how much staff needed etc. It is a useful tool and I will refer to it when I am ever given the opportunity to participate in the development of an early learning space.

Booktalking: From So-So to Sensational

This was an excellent session led by an experienced booktalker as well as a professional actor. These 2 have collaborated and now offer workshops together. This session was a condensed version of their workshop. We did relaxation exercises, discussed voice and grounding ourselves (staying in one spot). 3 brave audience members volunteered to have their booktalks critiqued by the workshop leaders in a very supportive environment.

Something Funny Happened at the Library

Presenter Rob Reid is the author of several programming books and has worked as a children's librarian. He led a high energy and hilarious program on various ways to make library programs interactive and fun for kids. I have already used his Family Storytime book but I will be looking for more of his titles for my future programs.

Please note, you can find links to many of the handouts from program sessions presented at PLA 2006 by scrolling down this page: http://www.placonference.org/handouts_audiotapes.cfm.

Tess Prendergast, May 2006

Best Books For Babies Booklist and Resource List

October, 2005

Created for the BC Books for Babies Committee by Librarians and Executive Members of the Young Adults and Children Services (YAACS), a professional interest group of the British Columbia Library Association

Best Books: 0-6 Months

*Books Also Available as Board Books

Baby Danced the Polka. Beaumont, Karen. Illustrated by Jennifer Plecas. 2004. Movable book

**Moo, Baa, La La La.* Boyton, Sandra. 2004. Board book (various titles by this author)

**Peek-a-Moo!* Cimarusti, Marie Torres. 1998. Flap book (various titles by this author)

David Ellwand's Big Book of Beautiful Babies. Ellwand, David. 1997. Board book

Bumpety Bump. Henderson, Kathy. Illustrated by Carol Thompson. 1994. Picture book

**Where's Spot?* Hill, Eric. Board book (various titles by this author)

**I Heard a Little Baa.* MacLeod, Elizabeth. Illustrated by Louise Phillips. 1998. Flap book

Peekaboo Baby! Leonard, Marcia. Photographs by Dorothy Handelman. 2000. Flap book.

Hush Little Baby. Long, Sylvia. 1997. Picture book

**I Kissed the Baby.* Murphy, Mary. Illustrated by Ken-Wilson Max. 2003. Picture book (various titles by these authors)

**Clap Hands.* Oxenbury, Helen. Board book. (various titles by this author)

**Where is My Baby?* Ziefert, Harriet. 1994. Flap book (various titles by this author)

Best Books: 6-12 Months:

Grow Babies! Gentieu, Penny. 2000. Picture book

**Tickle Tickle.* Hru, Dakari. 2004. Picture book (various titles by this author)

**Pots and Pans.* Hubbell, Patricia. Illustrated by Diane DeGroat. 1998. Board book (various titles by this author)

Peekaboo Morning. Isadora, Rachel. 2002. Picture book (various titles by this author)

This Little Chick. Lawrence, John. 2002. Picture Book

**Counting Kisses.* Katz, Karen. 2001. Picture book (various titles by this author)

Baby Goes Beep. O'Connell, Rebecca. 2003. Picture book

**It Looked Like Spilt Milk.* Shaw, Charles Green. 1947. Picture book

Have You Seen My Duckling? Tafuri, Nancy. 1984. Picture book (various titles by this author)

Baby's Boat. Titherington, Jeanne. 1992. Picture book

**Moo, Moo Brown Cow.* Wood, Jakki. 1992. Picture book (various titles by this author)

Who Said Moo? Ziefert, Harriet. 1996. Flap book (various titles by this author)

Best Books: 12-24 Months:

Quack and Count. Baker, Keith. 1999. Picture book (various titles by this author)

**Ten, Nine, Eight.* Bang, Molly. 1983. Picture book

**Goodnight Moon.* Brown, Margaret Wise. 2005 (1947). Picture book (various titles by this author)

Dear Zoo. Campbell, Rod. 2005. Pop-up book (various titles by this author)

Freight Train. Crews, Donald. 1978. Picture book (various titles by this author)

In the Tall, Tall Grass. Fleming, Denise. 1991. Picture book (various titles by this author)

**Brown Bear, Brown Bear, What Do You See?* Martin, Bill. Illustrated by Eric Carle. 1992. Picture book (various titles by these authors)

Guess How Much I Love You? McBratney, Sam. Illustrated by Anita Jeram. 1995. Picture book (various titles by this author)

Flora McDonnell's ABC. McDonnell, Flora. 1997. Picture book (various titles by this author)

Sleep Song. Ray, Karen. 1995. Picture book

**Trucks, Trucks, Trucks.* Sis, Peter. 1999. Moveable book (various titles by this author)

I Went Walking. Williams, Sue. Illustrated by Julie Vivas. 1990. Picture book (various titles by author)

Nursery Rhymes - All Ages:

Knock at the Door and Other Baby Action Rhymes. Chora, Kay. 1999. Picture book (various titles by this author)

Hippety-Hop Hippety-Hey: Growing with Rhymes from Birth to Age Three. Dunn, Opal. Illustrated by Sally Anne Lambert. 1999. Picture book

The Book of Wiggles and Tickles: Wonderful Songs and Rhymes Passed Down from Generation to Generation. Feierabend, John Martin. 2000. Picture book/Music

The Moon is Round and Other Rhymes to Play with Your Baby. Lottridge, Celia Barker. 1992. Picture book (various titles by this author)

My Very First Mother Goose. Opie, Iona Archibald. Illustrated by Rosemary Wells. 1996. Picture book (various titles by these authors)

The Baby's Game Book. Wilner, Isabel. Illustrated by Sam Williams. 2000

Video and Cass/CD Resources:

Wee Sing Nursery Rhymes. Beall, Pamela Conn and Susan Hagen Nipp. 1999. Kit: Book & Cass/CD

Ride Away on Your Horses. Feierabend, John. 2000. Cass/CD

From Wimbledon to Wobbleton. Jaeger, Sally. 1998. Video

Tickles and Tunes. Reid-Naiman, Kathy. 1994. (Cass/CD) (various titles by this artist)

Parent Resources - Reading to Your Baby/Children:

The Gift of Reading. Bouchard, David and Wendy Sutton. 2001

How to Get Your Child to Love Reading. Codell, Esme Raji. 2003

Reading Magic: Why Reading Aloud to our Children will Change their Lives Forever. Fox, Mem. Illustrations by Judy Horacek. 2001 (various titles by these authors)

Read Me a Book. Reid, Barbara. 2004 (2003). Picture book (various titles by this author)

****Read to Your Bunny.*** Wells, Rosemary. 1998. Picture book (various titles by this author)

Parent Resources - Parenting Your Baby:

Your Child's Growing Mind: Brain Development and Learning from Birth to Adolescence. Healy, Jane M. 2004

What to Expect the First Year. Murkoff, Heidi, Arlene Eisenberg, and Sandee Hathaway. 2003

The Baby Book: Everything You Need to Know about Your Baby - From Birth to Age Two. Sears, William and Martha Sears, with Robert Sears and James Sears, 2003

Internet Resources: Parenting Information

American Library Association: Parents Page:

<http://www.ala.org/ala/pio/parentspage/parentspage.htm>

American Library Association: Pacific Library Association: Every Child Ready To Read:

<http://www.pla.org/ala/pla/plaissues/earlylit/earlyliteracy.htm>

BC Council for Families: <http://www.bccf.bc.ca/menu.htm>

Canadian Parents Online: <http://www.canadianparents.com>

Pacific Post Partum Support Society: <http://www.postpartum.org>

Parenting Press: http://www.parentingpress.com/bk_quick.html

Raising Kids Who Read: http://www.ymca.ca/eng_ycdaresources.htm#Res6

The Parenting Community: <http://www.parentsplace.com>

Sign Language for Babies: <http://www.signwithme.com>.

Province Wide Resources: Felt Board Stories, Puppets, and Finger Puppets

3H Craftworks Society, 2112 West 4th Ave., Vancouver, BC, V6K 1N6 (604) 736-2113

Non-profit society specializing in felt stories: good selection of classic children's titles.

Website: <http://www.geocities.com/Athens/Oracle/9279>

Kites and Puppets, 313-1496 Cartwright Street (In Kids Only Market on Granville Island), Vancouver, BC, V6H 3Y5 (604) 685-9877.

Kites, puppets, finger puppets, puppet theatre, and Folkmanis Puppets

Email address: kitesandpuppets@gmail.com

Sharon Lussier, PO Box 893, Rossland, BC, V0G 1Y0 (250) 362-7256

Felt Songs, stories, and poems – great book titles.

Email address: sharonsfelt@netidea.com

Website: <http://www.justgreatbooks.com/feltfun/3/1/2005>

Semiahmoo Branch, Surrey Public Library **Summer Picture Book Club**

Submitted by: Linda Neumann, Youth Services Librarian, Surrey Public Library
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At the most recent BCLA Conference I had the opportunity to attend Janis Glende's Picture Book Club Presentation and I was inspired by her "back to basics" concept of bringing children and picture books together in a fun and interactive way. While Janis Glende (Murrayville Branch, FVRL) takes her Picture Book Club as outreach to the schools, I began thinking of a way in which I could bring the concept of a Picture Book Club into the library itself.

Lynda Long, Youth Services Technician, and myself decided to run a Summer Picture Book Club in an attempt to enhance the already popular Summer Reading Club and also to keep kids excited and interested in the library over the summer months. The Semiahmoo Summer Picture Book Club ran for 4 consecutive weeks for 1 hour on Wednesday mornings in the months of July and August. The Club was open to children ages 5-8 and parents were encouraged to attend as well. Each week we "featured" a different author and while it was an extremely difficult decision to make, we finally settled on Robert Munsch, Dr. Seuss, Patricia Polacco and Audrey and Don Wood. All are prolific authors and some are even illustrators themselves. While Robert Munsch and Dr. Seuss were very well known, others like Patricia Polacco were less well known and it was rewarding to be able to introduce the participants to an author they may never have experienced before.

The format was similar for all four sessions. We had copies of all the author's books on display. We always introduced each session by giving some background information about the author and by highlighting some of our favourites from the display. We encouraged discussion and asked participants if they wanted to share any of their favourites. We typically read 3-4 books from the author and always sought as much participation from the audience as possible. In fact, we selected most of our stories based on the participation level. In a subtle way to test the audiences' knowledge and listening skills we also did trivia contests. We had a craft for each session as well as provided lots of handouts (colouring sheets, word searches, booklists etc.). We created a special booklet for the children to take home. In the booklet, children were able to draw a picture and write a brief description of the books we read. They were encouraged to work on this at home and then bring it to the next session to share with us. We also suggested they draw pictures of their favourite characters from the stories and bring them back to the library to put on a special display that we called "The Artists of Semiahmoo Library".

The Picture Book Club was a huge success. We averaged about 30 children and 15 parents per session. The children loved the participatory nature of the storytelling and of course, the crafts. Parents were appreciative of the take home activities and booklists and the exposure to new stories and authors.

Week 1: Books by Robert Munsch

Mmm Cookies – Christopher cooks up some mischief when he sees some play clay and decides to shape the clay into cookies. He decorates them with sugar, icing and raisins, all made of play clay.

His parents are delighted to receive the cookies, until they bite into them! This is a great participation story and the children were encouraged to act out the parts where the boy made the cookies out of play clay.

Mud Puddle - Whenever Jule Ann goes outside, a Mud Puddle jumps on her and gets her muddy all over. But she defeats it with cheerful ingenuity and two bars of smelly yellow soap. Participants were encouraged to act out the parts where Jule Anne washes and scrubs off the mud in the bathtub.

Mortimer - A story about a boy who just won't go to sleep at night! Another great participation story! The participants were encouraged to act out the parts of going “thump, thump, thump” up and down the stairs and of course, to sing Mortimer’s wonderful song, “Clang, clang, rattle bang bang”.

Craft: Paper Plate Cookie – children had fun decorating plain white paper plates with all sorts of stickers, paper cut outs, crayons, stamps, etc. to make them look like their own cookie inventions. (tie-in *Mmm Cookies*)

Handouts: Picture Book Club Booklet, booklist, word search (created at www.puzzlemaker.com)

Week 2: Books by Dr. Seuss

Green Eggs and Ham – A classic! Selected participants were given signs with a picture and word of an object from the story. For example, we had signs made up for “box”, “fox”, “mouse”, “house” etc.. As the story was read, participants were encouraged to hold up their sign every time it was mentioned in the story.

One Fish, Two Fish, Red Fish, Blue Fish – Another classic! We did this as a felt story.

Tongue Twisters – We read selected tongue twisting passages from *Fox in Socks* and *Oh Say Can You Say*. We encouraged participants to come up to the front and we had “tongue twister” contests!

Craft: Hanging Japanese Fish (tie in *One Fish, Two Fish...*)
<http://www.enchantedlearning.com/crafts/japan/koi/>

Handouts: Booklist, Print and Play Activity Sheets from www.seussville.com

Week 3: Books by Patricia Polacco

In Enzo’s Splendid Gardens – A cumulative rhyme describes the uproarious chain of events that ensue when a waiter trips over a book dropped by a boy watching a bee. Selected participants were given props from the story. For example: a pot of spaghetti, a waiter’s tray, a teacup etc.... As with *Green Eggs and Ham*, participants were encouraged to hold up their prop every time it was mentioned in the story.

Babushka’s Doll – straight reading. Babushka's doll was special. She had played with it only once, when she was a little girl like her high-spirited granddaughter, Natasha. Now Babushka is going to the store and it's Natasha's turn to take the little doll down from the high

shelf. When the naughty doll comes to life -- and is even more rambunctious than the little girl herself -- Natasha finds out why playing once with Babushka's doll is enough!

Oh Look! - In this playful interactive chant, three mischievous little goats find their way out of the gate (squeak, squeak, squeak!), over a bridge (click, click, click!), through some mud (squish, squish, squish!), onto a carousel (um pah pah pah, um pah pah!) . . . and right into the path of an angry ogre! Very similar to “*We’re Going on a Bear Hunt*”, participants were encouraged to act it out!

Yasha’s Beard – a poem from *Babushka’s Mother Goose*. Yasha’s beard grows and grows and grows around anything and everything. I had a roll of paper towels hanging around my neck to look like a beard. As the poem was read, my partner pulled the roll through the audience and around the room.

Craft: Paper Plate Goat Masks (tie in: the goats from “*Oh Look*”)

Handouts: Booklist, Colouring Sheets from <http://www.patriciapolacco.com>

Week 4: Books by Audrey and Don Wood

Jubal’s Wish – straight reading. Jubal Bullfrog wishes for happiness for his animal friends, Gerdy the toad and Dalbert the sailing captain, and finds that sometimes wishes come true in an unexpected way.

Row, Row, Row Your Boat – Sung in rounds. (tie in – sailboat in Jubal’s Wish)

Heckedy Peg: A poor mother of seven children, (each named for a day of the week), goes off to market promising to return with individual gifts that each child has requested. While the mother is gone the children are changed by the evil witch into specific types of food. The mother can rescue her children only by guessing which child is the fish, the roast rib, the bread, etc., a trick she neatly performs by matching each kind of food with the gift that each child had requested (Monday asked for butter, so Monday is the bread, etc.). We had seven participants play the roles of the children by holding up signs for the different days of the week and the food item they were turned into. The audience was able to help the mother by matching the food items with the gifts.

Silly Sally – A storytime classic! Children can play out parts like the dog, sheep, loon etc. . .

Craft: Captain’s Hats (tie in: *Jubal’s Wish*)

Handouts: Booklist, word search and colouring sheets from www.audreywood.com

Title

AUTHOR _____

My Picture:

This book is about:



I loved it!



It was so-so.



I didn't like it.

Semiahmoo Library Summer Reading *PICTURE BOOK CLUB*



This Book Belongs to:

Red Cedar Awards & Stellar Awards Report by Christina Gerber (YAACS Red Cedar Liaison)

Fall is here and the Red Cedar and Stellar Awards websites are being updated for the Fall registration. We will keep you informed via the YAACS list serve. The 2007 Red Cedar Gala is busily being planned and will be in the Comox area on Vancouver Island on May 12th.

On another note, the Young Reader's Choice Awards Society welcomes Jennifer Caldwell as the new president. Jennifer has been the chair of the Gala Committee and a wonderful coordinator of the past 2006 Red Cedar Gala. Allison Taylor-McBryde will remain with the board as past- president and Alison Campbell as the vice president.

The list of 2006-2007 Red Cedar and Stellar nominees, published in the last issue of YAACING, promises reading for many different tastes with many great authors to choose from.

We hope you enjoy the reading and have a busy, but enjoyable Fall!



Working With Teenagers In The Library a.k.a. Herding Cats 101

One of the joys of being human is our individualism. As young people learn to think and make choices for themselves, they begin to question and push the boundaries set for them by parents, school and society in general. This is good. This is necessary. But it also makes working with teens a lot like herding cats!

Like cats, teens tend to defy stereotypes. They come from a variety of cultural, social and economic backgrounds. Today's society is a rapidly changing one and teens are under a lot of pressure to keep up – at school, at home and by their peers. Teens are inundated with information and advertising every day on computers, televisions, cell phones and even video games. Competing for their attention is not an easy task.

Researchers like Patrick Jones and Renee Vaillancourt have found that there are a few traits that library staff need to have to connect with teens in a meaningful way. Both have written excellent books about working with teens in libraries (see Recommended Reading at the end of the article for the titles). The traits they both mention on their lists are:

1. Be approachable
2. Be respectful
3. Keep an open mind/be non-judgmental
4. Be patient and persistent
5. Have a sense of humour (the most important!)

These traits seem like basic common sense but try observing interactions at your library between staff and teens. Often teens are not model patrons; they like to hang out in large groups, talk loudly and goof around. Staff are annoyed by their disruptive behaviour and may not treat them with the same respect that they would show an older patron. Don't despair though! There are ways for libraries and teens to connect.

Two articles to check out that discuss how teens and libraries can come together are Teenagers are not luggage: they don't need handling by Edward T. Sullivan and Teens and libraries: avoiding a culture clash by Devin Crawley.

I loved Sullivan's article as soon as I saw the title. He mentions colleagues often compliment him on how he "handles" teens. As Sullivan says in his article, "Baggage is handled. Wild animals are handled. Problems are handled. Is that what teens are to those people? Problems in need of handling?" He feels that low priority is given to young adult and teen services because of an inherent prejudice many adults have toward young people.

In the article, he talks about the pressures young people face growing up today and how they, like children, still need a nurturing environment. They just need one that is structured differently from the traditional children's model. Sullivan thinks that when it

comes to teens, we need to focus on “what can be done *for* them instead of what can be done *about* them.”

Crawley offers a different perspective, pointing out that these unruly teens we see now will be working taxpayers in a few years time and will decide how much of their money they want spent on libraries. She quotes an Ontario study done in 2000 that shows over 40% of people aged 18 to 24 think the role of libraries in society is in decline. This shows how important it is that public libraries find a way to connect with young people now or we may be struggling even harder in the future to find money to fund our existence.

Another point Crawley makes is that we need to listen to what teens want in their library. She mentions that teen advocate and author Patrick Jones encourages libraries to develop special collections and services for teens to encourage positive values, self-esteem, and a commitment to learning, not just to boost circulation figures of YA novels. Jones believes that “healthy youth create healthy communities in which libraries can thrive”.

My own experiences have included much trial and error. I started the Teen Library Council (TLC) here at Ladner Pioneer Library in the Fall of 2003. A couple tips I would pass on for attracting teens to meetings and programs – you must have food and offering a door prize draw can help too. Food can be as simple as cookies, chips or granola bars and door prizes can be drink coupons, food coupons or even candy. If you don’t have a teen budget, approach businesses asking for donations.

One of the challenges I have run into is finding meaningful volunteer work for the teens to do in our union environment. Teens are required to do a certain number of volunteer hours as part of their school curriculum and often that is why they are interested in helping out at the library. Some will disappear as soon as they get the required hours but hopefully a few will stick around. Whichever the case, you have a chance to get to know them and make them feel welcome in the library. Some of my TLC members now drag their friends up to me to ask questions about books or assignments because they are comfortable with me and know I will treat them with respect.

The first year we did things like:

- made a Scarecrow to decorate the library at Halloween
- helped at our branches Puzzle and Book Sales
- had two successful after-hours (9 PM to midnight) Teen Board Games Nights
- helped decorate the library for Christmas
- had a popular Henna Tattoo program to kick off our Teen Summer Reading Club

Our group was smaller the second year as a lot of the teens from the year before had graduated. The teens that year:

- ran a couple teen contests (one at Christmas, one at St. Patrick’s Day)
- helped at Puzzle and Book Sales
- made several displays for the Teen Area (Un-Valentine’s Day, Freedom to Read Week, St. Patrick’s Day and Christmas Greetings from around the world)

- helped with program preparation by cutting out things like felt story pieces, contest entry forms, bookmarks, shelf markers, etc.
- created the Teen Picks area which they stock with books they recommend (when I remind them!)

This past year, we had a fairly good core group of teens but I was struggling to find them things to do each meeting. This year they:

- ran a successful drop-in Board Games Night on Friday evenings in the Fall, hosted by TLC members
- brought in their art to display on our Teen Art Board
- did two displays in the Teen Area - Loves Me, Loves Me Not display for Valentine's Day and a Freedom to Read Week display
- helped me plan and advertise a demonstration of our Homework Help free online tutor program for students (unfortunately even with their help nobody showed up)
- discussed what barriers kept teens away from the library and how I could work to attract more teens
- continued to stock the Teen Picks shelf in the Teen Area
- created Read This! Bookmarks with suggested books from the TLC members

We have now disbanded the TLC and are going to work with teens a little differently starting this Fall. We will have a year-round Reading Buddies program that uses teen volunteers and are discussing creating a Teen Friends of the Library group.

Reading Buddies has been run in the summer for the past few years but we will now expand to include a Fall and Spring session. The three sessions will run for ten weeks, one hour per week (the first week is an orientation for the Teen Reading Buddies) to correspond with the ten hour requirement for Grade 10 students and/or the thirty hour requirement for Grade 12 students. I think this more consistent volunteer opportunity will work well for both the teens and the library.

Teen Friends of the Library would be a group that works with the Delta Friends of the Library to brainstorm fundraising ideas and volunteer at events. The exact details are still being worked out – maybe that can be my column for next year!

So in closing, my advice to anyone wanting to work with teens at the library is to LISTEN to them, LAUGH with them and, most important of all, FEED them!

Suggested Reading

Crawley, Devin. "Teens and libraries: avoiding a culture clash". Quill and Quire, June 2003: 24-25.

Jones, Patrick. Connecting Young Adults and Libraries: a how-to-do-it manual. New York: Neal-Schuman Publishers, 2004.

Sullivan, Edward T. "Teenagers are not luggage: they don't need handling". Public Libraries Magazine, March/April 2001: 75-77.

Vaillancourt, Renee J. Bare Bones Young Adult Services: tips for public library generalists. Chicago: American Library Association, 2000.

There is a Blog for Every Reader

"They're products of a seismic cultural shift that makes someone's hangover as newsworthy as the arrival of a Harry Potter novel. The sassier the voice, the more successful the blog is likely to be."

— Jennifer Howard.

Reading blogs written by other librarians, intrigues, fascinates, titillates, and generally makes me excited about the profession I have chosen. The shared experiences of other librarians can offer inspiration and provide a cathartic laugh.

In April of 2005, Karen Schneider wrote a pivotal article in *Library Journal* entitled, "The Ethical Blogger." In it she cautioned that "every blog produced by librarians, no matter how casual, represents librarianship to the world." She offers up some excellent guidelines on creating an unbiased blog. Over a year has passed however, and I have developed some reservations about these concepts.

The most recent estimate on the number of blogs in existence is 70 million. Blogs are as unique as individuals. The fact is that blogs are sometimes offensive. We must remember the blog is an unedited form of self-publication and as such follows no rules and allows absolute freedom of expression. Trying to create guidelines and rules may actually be subverting the true nature of the format. I accidentally stumbled across a librarian's blog which offered a link to an American organization rallying against the "promotion" of homosexuality in schools. I couldn't believe what I was reading. I found it highly offensive and yet I like most blog readers recognize that no one blog can represent a profession. Many bloggers, such as one of my favorites, **Bookninja**, pride themselves in their blunt opinions.

Starting my own non-professional blog upon the completion of library school provided an outlet for my desire to write and an avenue to keep in touch with friends who scattered far and wide upon graduation. I didn't give much thought to

my readership until I started receiving comments. The day an author (a real live author!!) left a comment thanking me for a positive review of her novel, was the day I realized that readership plays an important role for bloggers. With blogging the opportunity for dialogue is great.

Recently the “**Tiny Little Librarian**” recounted her dealings with a disruptive family in the library and received a number of comments from other librarians and readers discussing their own experiences and offering encouragement. Of course the rule of thumb is, that anonymity is essential when telling tales outside of the library. Another great example of this type of blog is **The Feel Good Librarian**. Although, this blogger admitted that a co-worker recently figured out that his identity when reading a story that sounded strangely familiar and realizing that it had happened in their library. The fear of discovery alone however, is enough to keep many library professionals positive or silent on the topic of co-workers.

An excellent teen literature blog stems from the **Alternative Teen Service**, an online grassroots publication maintained by teen librarians. The “Main Dispatch” which is a bit more news based is quite current, however the blog portion featuring mainly book reviews has lagged behind a bit.

Muller in the Middle is written by Frederick Muller a middle-school teacher librarian in New Jersey. I enjoy his reviews because they are short, summarize the plot and offer a few sentences of critique. If you prefer more detailed information, **Book Moot** is also written by a teacher librarian and for each book reviewed features excerpts, links, plot summary, critique and a cover image. If you are like me and find certain genres harder to follow than others, it is possible to find blogs that narrow in on a certain aspect of literature. One excellent example of a niche blog is **Wands and World** which covers fantasy and science fiction for children and teens.

My favorite blog source for learning about new publications is **Kids Lit: Books for Kids and Teens** written by Tasha Saecker, the director of Menasha Public Library. An example of her postings during a typical week includes: a review of a teen cookbook, a link to an upcoming online conference, a link to an author’s blog, a link to a newspaper article on Leo Leonni’s Frederick, a link to an article on Mary Higgin Clark’s foray into the world of children’s authorship, and a few more book reviews of new picture books.

The confessional nature of the blog can have all the allure of a diary left open on a siblings bed. The intrigue of anonymous blogs lies in their honesty and insight into another’s experiences. Blogs written by notable professionals often offer more opportunities to glean valuable information – ie. excellent resources, ideas for programs, marketing the library, notes from conferences, technological updates, etc. In a world where we are bombarded by information every which way we turn, the discerning children’s librarian needs only to read blogs of

interest and subscribe to an RSS feed. In a way, blogs offer an opportunity to customize your own library journal and have it delivered to your desktop daily.

Alicia Jinkerson is a children's librarian with North Vancouver District Public Library. She is not as technologically savvy as she would ultimately desire and hopes through this regular column to explore technologies and how they relate to children/youth librarianship.

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Schneider, Karen. "The Ethical Blogger." Library Journal, April 15, 2005.
Available at: <<http://libraryjournal.com/article/CA515805.html>>

Blogs

Alternative Teen Services <<http://yalibrarian.com/index.html>>

Tiny Little Librarian. Musings of A Too-Short Girl in the High-Stacks Game of Librarianship. < <http://tinylittlelibrarian.blog-city.com/>>

BookBuds. Reviews and More.

<http://dadtalk.typepad.com/book_buds_kidlit_reviews/>

Book Moot. <<http://bookmoot.blogspot.com/>>

Bookninja. <<http://www.bookninja.com/>>

Feel-Good Librarian. Why We Do This.

<http://feelgoodlibrarian.typepad.com/feelgood_librarian/>

KidsLit. Books and More for Children and Teens.

<<http://www.greenlakelibrary.org/kidslit/>>

Muller in the Middle. <<http://mullerinthemiddle.blogspot.com/>>

Wands and Worlds. Fantasy and Science Fiction for Children and Teens.

<<http://www.wandsandworlds.com/blog1/>>

WIKI WHY'S, WHAT'S, AND WHEREFORE'S

When was the last time you needed a piece of information—something read in an email, been told over the phone, picked up in casual conversation—of obvious import, but you'd not known what to do with at the moment? Big chunks of information like books are easy to deal with. But managing the myriad little bits and bytes of data we each encounter on any given day is an often exasperating challenge. Where do we put them? How do we find them again? How do we share them with others?

Although many remain sceptical of Wikipedia as a credible encyclopedia, as a simple-to-use, collaborative storage space for a vast quantity of disparate information, it knows no equal. And what the world (of both libraries and beyond) is slowly waking up to is the fact that “wikipedia,” while by far the most famous wiki, is only one of many. Literally thousands of wikis—covering almost any imaginable topic—can now be found online. Many hosting services offer free or low-cost sites where any individual or group can create a personal wiki.

Is this of interest to libraries? Apparently so. Libraries across North America are experimenting with wiki-based subject guides, library skills forums, favourite books sharing wikis, internal staff wikis, wikis to facilitate collaborative planning (conferences, meetings, etc.), for organizing special projects, and for sharing and organizing collective knowledge. There are even a few entire library websites created as wikis.

It is not this article's aim to foment the creation of a YAACs wiki. But in order to convey the potential utility of wikis, using ourselves as an example of how a wiki might work will probably have the most meaning for readers. Children and youth librarians in British Columbia collaborate on a variety of projects, and perform many similar tasks from one library system to the next. To what extent are we duplicating efforts, and how might a wiki help simplify and make more efficient the work we do? Here are just a few suggestions:

- **Materials for programming.** Where do you purchase new materials (finger puppets, felt stories, stamps, stickers, etc.) for your storytimes? Businesses come and go. Wouldn't it be great if we could all put our heads together and share our individual knowledge of where to search for what?
- **Guest programmers.** Remember looking for guest programmers for special events? Where do we find a magician? A musician? An storyteller? How do we know if they're capable? If they're still available? This is all information we could easily share with one another on a wiki.
- **BC-specific library programs.** Summer Reading Club, Books for Babies, etc., have their own official websites, which serve an important purpose. But we who deliver the programs often have questions. We all learn from our mistakes. Email is helpful, but primarily for new and timely information. What about reflection, after thought? A wiki could serve as an on-going, collective repository for sharing with one another the many lessons we learn, from one year to the next.

- Collaborative planning of meetings, workshops, our portion of the BCLA conference, etc. From compiling agenda items, to posting minutes, everyone can contribute beforehand, or comment after-the-fact.

In case you're having trouble understanding how these suggestions differ from a traditional website, remember that anyone (or, anyone registered) can update information on a wiki, anytime. This is a big leap forward in the evolution of online communication. No matter how significant or trivial the change, all you (yes, you) have to do is log on, go in, and make it. No more running to the webmaster and pleading for your material to be added... and then generally waiting who knows how long before it actually happens. No more irritation with your colleagues because they didn't bother to save that very carefully written email you sent out (only six months ago). Wikis aren't really much different from traditional websites. They just make possible a different way of relating to them.

Whatever group you're working with, creating a successful wiki is not necessarily easy, and entails overcoming several significant barriers. Here are some thoughts on the logistics of starting a wiki:

1. First of all, a one-person wiki can be lonely, and having a few people say "yes, I'd like to try this with you" can be a good place to start. (The flip side being that you might want to limit the group to just a few people at first, developing a prototype and working out a basic organization and structure, before opening it up to everyone.)
2. If you're thinking of creating a wiki to supplement your library work, it's a good idea to make sure your supervisors know what you're up to, and that they support your efforts (whether or not they choose to participate). If they display reluctance, to avoid trouble down the road you're going to want to find a way to bring them around.
3. A place must be found to put your wiki. If you have the technical know-how to set up a wiki on your own server, then that is ideal. But most people find it easier in the beginning to go with a hosted site. In that case, there's a surprising range of choices. Any decision will depend upon various features you'll need to think about. (See below for suggestions on finding wiki hosting sites.)
4. One more thought to consider before starting a wiki: is it necessary to start one at all? Would your wiki serve only the needs of your group, and no one else? Or might a wiki already exist that shares your group's aims and goals? Could your group join the efforts of an already existing wiki, and contribute your knowledge and experience for the shared benefit of an even larger pool of participants? (See below for a brief list of links to already existing library-focused wikis.)

Wikis are still relatively new, and the message of this article is not intended to suggest that British Columbia's children and youth librarians are somehow "missing the boat." But at the same time, it's hard not to notice the attention wikis have been receiving lately. Just in the past month there have been two international conferences, Wikimania, in Cambridge, MA, and WikiSym, in Odense, Denmark, and (just in case you're

interested) there are any number of upcoming conferences on collaborative technologies and Internet librarianship that will surely devote time to wikis.

There are potential benefits to be gained with a wiki for children's librarians in British Columbia. However, we're all busy professionals, and any decision to start a wiki together should be thoughtfully made. Many of those benefits might be attainable by finding and participating in other already existing library wikis. But for those who are curious and would like to get your feet wet, it is possible to do so fairly easily. It's also important to remember that wikis (like just about everything else) only happen when one individual says to another, "Let's do it."

Box 1: Blogs & Wikis: What's the difference?

Blogs might be described as sophisticated email. They're excellent for sharing information of immediate relevance, and they invite readers to respond with comments and questions. To some extent blogs are also helpful for retrieving information. But their major emphasis is on what's new. And predominantly (but not exclusively), their content is controlled by a single individual.

On the other hand, wikis provide an organizable interface where any piece of information—large or small—can be tucked in amongst other information it resembles. Timeliness is not the issue. And importantly, wikis are by nature collaborative. There is no single person in charge. Any interested individual can contribute.

Use of one of these tools does not negate use of the other. Typically, an idea might be posted on a blog as new information, but then, if a reader sees that information as having potential usefulness down the road, it gets stored on a wiki—along with other information related to it.

Box 2: Why are wikis special?

While in most ways wikis appear much like any website, adding and updating content is a shared task (no waiting for the "webmaster").

It's also not generally necessary to learn complicated web coding (html). With many wikis, adding content is basically nothing more than cut-and-paste. Some wikis require learning simple formatting rules, while others offer a word processor-like interface.

Given the ease with which changes can be made, it's also important to understand that with most wikis all revisions are recorded (along with the name of who made them). The changes can also be un-done. Disagreements over content are likely to occur (as they would with any conventional website), and need to be settled as you would any disagreement. But in the meantime, all previous versions are stored and can be returned to.

On a related note, while Wikipedia has gained notoriety for its struggles with inaccuracy, that problem is due largely to a conscious choice made by its founders. For many good reasons, and much to their credit, they opted to allow universal access.

However, it should be understood that this is an option. Most wiki software allows for an administrator (whoever gets the ball rolling) to limit editing capabilities, or even viewing access, to a defined set of registered users. In some cases that is entirely appropriate.

Box 3: What about Wikis for Kids?

This article's focus is limited to the use of wikis by library staff. But what about wikis for patrons? And, because YAACS members work with children and youth, what about wikis for kids? Some libraries are certainly experimenting with the use of wikis to encourage more direct collaboration with patrons. And in education, some schools have been using them with young people.

However, most of that activity has been down in the states, and the situation will undoubtedly change with the recent passage of U.S. legislation requiring federally funded schools and libraries to filter out all interactive websites. The Deleting Online Predators Act, or DOPA, directly targets chat rooms and blogs, but will probably have an effect upon wikis as well.

For an excellent overview of the various pros and cons of this bill, see (what else?) Wikipedia's article on DOPA:
http://en.wikipedia.org/wiki/Deleting_Online_Predators_Act_of_2006

Paul Evans is an auxiliary children's librarian with the Vancouver Public Library, and is also responsible for web content and library services for a small Vancouver-based NGO. With various levels of success, he has experimented with the use of wikis on both library related and personal projects. Feel free to contact him with any wiki questions at lupa.avens@gmail.com.

Links

Wiki Hosting Comparisons

Wiki Matrix

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

Edit This's Wiki Hosting Comparison Guide

http://editthis.info/wiki/Wiki_hosting_comparison_guide

Library-focused wikis

Libraries That WIKI

<http://lis753wiki.pbwiki.com/Libraries%20that%20Wiki>

Library Instruction Wiki

http://instructionwiki.org/Main_Page

Library Best Practices Wiki

http://www.libsuccess.org/index.php?title=Main_Page

A couple more useful wiki articles

What Wikis Are Good For

<http://meredith.wolfwater.com/wordpress/index.php/2006/08/20/what-are-wikis-good-for/>

Getting a Wiki Adopted (by your organization)

<http://www.possibility.com/epowiki/Wiki.jsp?page=GettingYourWikiAdopted>

The Library As Commons

For the past few decades there has been a tendency to use the model of business to describe and evaluate the function of a whole range of institutions including non-profit organizations, public schools, even families. I remember hearing about the “Father as CEO” of the family, but shudder to think of the dynamics such a model would inspire!

Likewise, in the library world, there were many who put forth the idea that public libraries would do well to adopt the values and practices of business. Libraries began to change the way they displayed books and other materials. They began to provide the amenities that bookstore customers enjoy, putting in coffee bars and providing comfortable seating so that people would want to linger. Although there were some positive lessons that were learned from studying the best practices of business, the metaphor could only be taken so far.

Public libraries are fundamentally different from businesses. The primary function of a business is to maximize profit to its shareholders. A public library’s primary function is to serve the common good by collecting and organizing information resources and assuring equitable access to those resources in a manner that can be sustained over time

At the 2005 British Columbia Library Association Conference, keynote speaker Joel Bakan said that in western societies, we are increasingly embracing the view that commercial institutions and values should trump all others; that they should be the primary drivers of public policy. He pointed out that, in contrast to this trend, public libraries are living examples of what is possible within the public sphere; that public institutions can flourish and make contributions to society that corporations are ill equipped to make.

“Libraries are not just shelves of information and knowledge. Librarians are not just engineers of a technocratic information science. The library...(is) part of a bold and successful experiment in democratic and humanist values. “

Because the metaphor of business fails to address the primary reason for a library’s existence, it is being replaced by the model of the commons.

“The word “Commons” has come to be used in the sense of any resources that the community recognizes as being accessible to any member of that community. The nature of commons is different in different communities, but they often include cultural and natural resources...the Commons is most often a finite but replenishable

resource, which requires responsible use in order to remain available.” Taken from Wikipedia, an online encyclopedia that is an example of an information commons.

As keynote speaker for the 2005 Canadian Library Association Conference, David Bollier talked about the commons as a philosophical platform that explains the resources that are shared in common as opposed to those that are privately owned and traded through the market. He emphasized, “Libraries are preeminent stewards of the commons because they are trustees for our shared legacy of creativity and knowledge.”

Library operations are guided by this understanding of our role as stewards as we attempt to reconcile two rather opposing service objectives. One is to ensure maximum access to the collection; the other is to safeguard the collection so that doesn't become depleted. We try hard to find the balance, and nearly every day we reexamine one or another of our procedures to assess how well it serves those divergent goals. Library workers provide good service, not because they expect to be rewarded with commissions or market share, but because they derive satisfaction from helping people find the resources they need to inform and enrich their lives.

In addition to providing a collection of print, audio-visual, and electronic resources, libraries also provide the common space for the informal exchange of information between people. The Library provides a place where humans congregate and inform each other on every topic imaginable, from parenting tips to political insights, to who has an affordable room for rent.

As stewards of the library commons, we need to take every opportunity to commend our communities for understanding that ‘the bottom line’ doesn't begin to reflect the innumerable ways that libraries enrich lives, support life-long learning, and empower people to redirect their lives.

Jomichele Seidl is Youth Services Librarian for Whistler Public Library.

BCLA Children's Services Luncheon Soiree

Judith Saltman's Address

Submitted by Joanne Canow, Renfrew Branch, VPL. September, 2006

One of the BCLA Young Adults and Services Committee's (YAACS) responsibilities is to maintain adequate funding for the Sheila Egoff Award for Children's Literature. This literary and monetary prize is awarded to a writer during the BC Book Prize Gala, often held in April of each year (usually following the BCLA Conference). This is why there are YAACS raffle tickets and other fundraising prizes at the BCLA Conference, THE major annual gathering of children's library services professionals in BC.

Last year, YAACS presented an innovative and popular "raffle" that proved a very successful fundraising vehicle for the Sheila Egoff Award for Children's Literature. The raffle prize was a week's holiday at a farmhouse in France for four people, generously donated by Gail Thomson, our past president. Many tickets were sold to hopeful librarians, professors, teachers, trustees, and vendors, alike, during the 2005 BCLA Conference.

During this year's (2006) conference, Orca Books offered to contribute \$10.00 from the sale of each of Sheila's memoirs, "Once Upon a Time: My Life with Children's Books", to the prize fund. We also decided to raffle a ticket to the 2006 BC Book Prize Gala so the winner could see the awarding of the Sheila Egoff Book Prize, as well as many other prestigious BC book prizes. Linda Lines was the lucky winner of this year's raffle. She was accompanied by a number of YAACS executive members who had purchased tickets to hear Bill Richardson MC this wonderful gala dinner, presentation, and evening.

In addition, YAACS and CWILL BC (Children's Writers and Illustrators of BC) co-hosted a Saturday luncheon soiree fundraiser at the conference, for children's librarians to gather, eat, chat, reminisce, share, and celebrate their passion for children's literature and services. Proceeds from the event were also contributed to the Sheila Egoff Book Prize. We were very fortunate to have Judith Saltman regale us with amusing and amazing stories about Sheila, her personality, and many of her lifetime's achievements. Not coincidentally, Judith was also the keynote speaker at this year's BC Book Prize Gala, which was dedicated to Sheila Egoff's memory and held in her honour in late April. Judith Saltman has graciously allowed us to publish her BCLA luncheon address, which follows:

A Twice Told Tale of The Legacy of Youth Services Education at UBC's School of Library, Archival and Information Studies

Presented by Judith Saltman

My talk today is about Sheila Egoff, her legacy at UBC's School of Library, Archival and Information Studies, and developments in youth services education at SLAIS. Sheila Egoff died last May 2005 in her 88th year. Some of you here today were taught by Sheila in her 21 years at SLAIS and considered her your mentor and friend, while others, over the last twenty-three years, were taught by me and still others (how is this possible!!) didn't go through SLAIS at all. Considering that many of you did not know Sheila personally, and may have missed the power of her teaching, speeches, writings, and personal connectedness, I would like to remind us of the woman whom the BC Book Prizes honoured by establishing the annual award for children's literature in her name. The Sheila A Egoff Children's Literature Prize is funded by BCLA.

Where shall I begin? I hear Sheila's voice telling me to find a good folk tale and tell it twice. I could begin with a title borrowed from Walter De La Mare's folklore collection, *Twice-Told Tales*, because this is a story of two generations of children's librarians and two eras at SLAIS. Or, I hear Sheila telling me that *Alice's Adventures in Wonderland* is the second most quoted book in the English language.

"The White Rabbit put on his spectacles. 'Where shall I begin, please, your Majesty?' he asked. 'Begin at the beginning,' the King said gravely, 'and go on till you come to the end: then stop.'" (Lewis Carroll, *Alice's Adventures in Wonderland*)

The beginning of education of children's librarians in Western Canada starts with Sheila Egoff. In an interview conducted by me and three SLAIS students, just a few years ago, she told us how it was that she ended up in Vancouver after a career as a children's librarian at Galt and Toronto and an administrative position at the Canadian Library Association in Ottawa. It was 1961, and she received a phone call from Dr. Samuel Rothstein, the founder of UBC's library school:

Sam was always keen on children's literature –not only because he had two daughters of his own – but he thought children's work was important. And he knew perfectly well that the Toronto Public Library was the best library in the world for children's work. So he wanted someone trained at TPL. But, he also needed an Administrative Assistant. so he got that from me, because I had been at CLA.

So, one day, the heat in Ottawa is about 95 – this is Fahrenheit – and has been for god only knows how many weeks. And then the Winter had been terrible, 40 below. And I'm lying naked on my bed, in my little apartment, and I am saying to myself: *I've got to get an air conditioner in this bedroom!* This is a true story!

Well, then the phone rings – and it's Sam Rothstein. *Sheila*, he says, *the temperature here is 78. The Russian Ballet is in town. Come on out and start a*

new library school. And I said: *Sam, I'll be on the next plane.* This is how these things happen in life. (Sheila Egoff, Interview)

And that is how Sheila Egoff became the first tenure-track, full-time faculty member in Canada to teach children's literature and library services at a university. Professor Egoff established children's services education in Western Canada with her appointment in 1962 at SLAIS. A generation of her students became children's librarians, and spread out across Canada and the US into Japan and Britain – carrying the gospel of quality children's library services, from storytelling through collection development and always with passion and intelligence. Perhaps it was a simpler time, a less complex, less challenging, less stressful time in library services and library education. Nonetheless, by the time she retired in 1983, she had inspired a generation of children's librarians through her spirited and scholarly teaching, and left a legacy of ideas, writing and advocacy of quality children's books and library services for children.

Sheila taught us that children's librarianship was a calling, and that children deserved from libraries and children's books, "only the best." I can still hear her say: "If you think a mediocre book can do something for a child, my question to you is: why can't a better book do it better." She was sought after as a speaker for her strong ideas and controversial opinions. A children's literature professor told me: "She was so fierce in her opinions. Discussing things with her was like drinking strong scotch after sipping watery spritzers all day."

Sheila became the first critic of Canadian children's literature with her groundbreaking 1967 *The Republic of Childhood*. Her advocacy of quality international standards in the beginning years of Canadian children's literature and publishing, the 1960s and 1970s, had a profound influence on the development of Canada's books for children. She was honoured as an Officer of the Order of Canada. Upon her death, Adrienne Clarkson, Governor General of Canada at the time, wrote: "Sheila Egoff will long be remembered as a pre-eminent voice in children's literature whose passion and commitment were contagious. She had a tremendous influence on generations of librarians working with children and on award-winning authors. Her writing defined the field of Canadian children's literature. In fact she placed it firmly on our national literary map and we are, as a country, the better for it. She will be deeply missed by all of those whose lives she touched."

Sheila was honoured for her inspiring teaching of children's literature and library services, receiving awards from BCLA, CLA, three honorary doctorates, and awards for teaching and scholarship from the United States.

Upon her retirement, she left behind at SLAIS a strong concentration of courses: two in services: one for children and one for young adults, and three materials or resources courses, as many LIS schools call them, but Sheila held on to the word "literature" – an introductory literature course, a contemporary literature course, and a young adult literature course.

She left a legacy of faculty who supported youth services at a time, in the 1980s, when many Library and Information Studies schools across North America had dropped the word library from their names, and didn't have any faculty teaching youth services, and sometimes when they did, had only one course, combining all forms of youth services and materials.

Here we are, 23 years after Sheila's retirement, during which she went on to publish 8 more books, and she also began a picture book about her cat, which Kit Pearson has said she will edit and Kathie Shoemaker has said she will illustrate. A very literary cat, I must add. She was still working on her last book only weeks before her death. It was published posthumously as *Once Upon a Time: My Life with Children's Books*. Life isn't really a fairy tale, but some things seem blessed or enchanted, as Sheila must have felt her quest and journey through a world of libraries, stories and books was for her. And that leaves us with the second part of this folk story, the *Twice Told Tale*: what is the state of SLAIS's mandate for youth services librarianship education.

The SLAIS faculty continued to believe that Sheila's legacy was a good one and true -- that there must be strong education for youth services in an LIS school, not something offered on the side, or once over lightly, and they have supported the growth in youth services and materials to a concentration that has almost doubled in the 23 years since I left the Vancouver Public Library to teach at SLAIS. The curriculum concentration now includes three courses in services: the traditional two courses -- one in services for children and one in services for young adults, and a new full term course, that was just passed through the curriculum committees at UBC, responding to one major area and knowledge need of contemporary librarians. *Services for Families and Early Literacy in the Preschool Years* provides an introduction to current brain research and development of the child from birth to school age. It addresses the role of the library and family in developing early literacy skills. Its goals include giving students knowledge of the development of children from birth to school age and further research information on child development, knowledge of resources and current trends in early literacy or family literacy education in libraries and other community agencies, and an ability to plan and fulfill a variety of in-house and outreach programs and services for children and adults to foster early literacy.

SLAIS materials or literature courses, which are no longer limited to print resources, but include print, media, informational texts, and electronic resources, include three more courses -- one on illustrated books, one on Canadian children's and young adult literature, and one titled *Writing, Publishing and the Book Trade for Children*, which provides students with knowledge of the process of publishing for children and an opportunity to create written manuscripts for children.

The topics courses, those offered irregularly, have included informational books for children, electronic resources for children, and services to youth at risk, fantasy literature and realistic literature for youth.

Outreach or field courses, special projects carried out for the profession in the professional field, have been available for a decade. The course termed Professional Experience consists of a definable project, most often proposed by a library, institution or organization, involving 120 hours working under the supervision of a practicing professional.¹ Many public libraries, university libraries and organizations and initiatives such as the BC Books for Babies project and VPL's Ready to Read early literacy outreach program have used, or are planning to use, SLAIS youth services students to conduct research, evaluate projects, develop collections, and do programming and outreach. SLAIS has also started a Co-Op program² for students, a work program administered by the Faculty of Arts, in which a student can take a term or more away from study to work in the field. Youth services students have found positions in public libraries as well through this option.

SLAIS reached out to other departments at UBC to see what initiatives could be developed around the youth services or literature area and seven years ago we established a new degree program: The University of British Columbia now offers a multi-disciplinary Master of Arts program in Children's Literature, sponsored and administered by SLAIS and jointly offered with the participation of three other departments on campus involved with children's literature : the Departments of English, Language and Literacy Education, and Theatre, Film and Creative Writing. The program provides specialized education for graduate students in the study of children's literature using a multi-disciplinary approach. It provides each student with the opportunity to study the creative writing and publishing of the literature, its literary analysis, and the realities of children's literature in classrooms, homes and libraries. Among the 18 graduates of this research-based program, the required theses have ranged from creative fiction works to a literary analysis of the magic realism of Francesca Lia Block through a study of all translations from French to English children's books in Canada since 1900, a study of the Canadian-ness of rare books in UBC's Special Collections, an evaluation of day care book collections, to Kirsten Andersen's thesis on film to book adaptation which she presented at this year's BCLA conference.

An ongoing concern in youth librarianship and LIS education for youth services has been recruitment. The Master of Arts in Children's Literature program has worked well in recruitment. A number of students have applied to the MLIS program after graduation with an MA(CL) degree. SLAIS has responded to the requests of many students in either the MLIS or MA(CL) streams, to be able to take both programs in a condensed form, and we are going ahead next year with a proposal for a three-year joint degree which will

¹ SLAIS Professional Experience Course <http://www.slais.ubc.ca/COURSES/arstlibr596/>

² The Co-Op Program for students in the Master of Archival Studies and the Master of Library and Information Studies degrees was first offered in May 2003. For more information on this program please contact the SLAIS Student Services Coordinator, Shirley Lew [phone: 604-822-2461 e-mail: shirley.lew@ubc.ca]

combine an MLIS youth concentration and a MA(CL) degree. The graduate would have a specialization in youth services that included required courses in the Faculty of Education on family literacy and in the Department of Psychology on child and adolescent development.

Another accomplishment has been the establishment of two scholarships for specialization in children's librarianship, awarded to two students who are entering the second year of the M.L.I.S. program. The scholarships are \$5,000 each, the largest of any of the SLAIS financial awards, a bequest of Amy Hutcheson (the first Children's Librarian and Chief Librarian of the New Westminster Public Library).

SLAIS also established a doctoral program two years ago, so anyone seriously considering an academic career, including youth services education, could investigate that possibility.

The greater Vancouver area has many talented children's and young adult librarians who have made it possible for SLAIS to offer this range of youth services and materials courses. They have been enthusiastic and dynamic adjunct faculty. Students are always excited and stimulated by the professional perspective of working librarians. Individuals such as Alison Taylor-McBryde, Janice Douglas, Phyllis Simon, Kirsten Andersen, Janet Wynne-Edwards, Maggie De Vries, Jane Cobb, Kit Pearson, Sarah Ellis, Sriani Fernando, Sandra Lee, Ken Roberts, Gail Edwards, Kelly Clark, Jeff Katz, Kirsten Andersen, Thomas Quigley, Cate McNeeley, Lisa Gysel, and Susan Hendersen have taught those courses.

A recent development at SLAIS arises from an academic external review a few years ago. The review team identified the youth services area and the MA(CL) program as areas of strength with students of high caliber and enthusiasm, suggesting that SLAIS should receive university support for a second faculty member in this area. There are very few LIS schools in North America with more than one faculty member in the youth services area. A great opportunity can also pose challenges. Every new faculty member must hold a Ph.D in LIS or a related field, and there is a shortage of graduates with a Ph.D in youth services. I attended the ALISE (The Association of Library and Information Science Education) conference in January to interview candidates for this second faculty position, and I found five new youth services Ph.Ds in North America with 15 or more individual schools vying for them. Many schools don't have a tenure track faculty member in youth services, and use adjuncts from the field, who we know teach effectively, but cannot represent youth services at the administrative and university level within the faculty, or administer youth services education programs, or develop new curricula, or supervise research projects, master's theses or student PhDs or conduct research. Our ad asked for someone with some combination of knowledge of early literacy, information literacy, children's use of electronic resources, new media, information seeking behaviours of youth and the standard areas in youth services. We interviewed a number of candidates, but our offer to one individual was turned down and so we will post the ad again. And keep our fingers crossed that we will be fortunate enough to find the perfect candidate next year. Until then, we have posted an ad for applicants for full-time term appointments

to be made for periods from one term (four months) up to a year during the 2006-2007 academic year. One of the areas of teaching would include children's and youth services and materials. It will be interesting to see who applies.

And what of the larger world beyond our fairy tale rain forest? At the ALISE conference, I compared our concerns in the field and in education with those expressed from other faculty across North America. The consensus was pretty strong. A website from the ALISE special interest group on youth services education has posted two interesting power point overviews of this area.³ Only a few years ago, educators in youth services were very despondent about the future of the specialization and its survival in LIS schools, and about the perception in LIS schools that youth services education and youth services themselves are less valid or important than other aspects of LIS education, research and professional practice. But there has been a revitalization of youth services education, a reestablishment, and a momentum. Still – five new PhDs for 15 positions isn't enough. There is a lack of fulltime faculty throughout North American schools and those that are tenured faculty are greying and retiring. There aren't enough people to replace them. Often there is only one person on a faculty whose time is divided between research, administrative tasks and teaching other types of courses.

Some of the research in Youth Services Librarianship is designed to aid the field, which needs evidence of what youth services is doing to help ensure funding of youth services and the support of literacy, education and families. I am summarizing here reports by Melissa Gross and Nancy Everhart of Florida State University whose presentations on trends in research in youth services are on the ALISE Youth Services Special Interest Group website.

Setting the context, research in youth services began with: Research in the history of youth services in public libraries, development of critical standards, popular culture materials, comparative studies of youth librarianship, historical research in youth literature, historical development of book publishing, oral histories of youth services, and studies of youth library services.

There has been a lot written already on youth as a user group, resources for youth such as children's literature, and approaches in professional practice.

³ ALISE Youth Services Special Interest Group Website

http://www.uky.edu/%7Esmcqu2/alise/youth_services/research.htm

Includes power point presentations on *Research in Youth Services Librarianship: Where are we now and where do we go from here?* Created by Melissa Gross, Florida State University (*Listening to Ourselves: Developing an Action Plan for Youth Services*) and Nancy Everhart, Florida State University (*Research in Youth Services Librarianship: School Libraries*)

More recently, there have been publications of evaluation of youth services in public libraries, including outcomes, and the efficacy of summer reading programs and preschool storytimes, and the value of reading and library service in general to youth to evaluate if we make a difference in children's lives.

There is solid research on the relationships between public libraries and other organizations, and the children's room as a special space in public libraries. Research on resources, literature, and media has shifted from research on the resources themselves to how they are used. We need more research on youth as a user group: more on approaches to information searching by children and young adults. Little is known about children's use of digital reference services and the place of electronic research among other forms of youth information seeking behaviour. More also needs to be done on the place of electronic resources among other youth resources and how children use electronic information such as email, blogs, chats.

In teaching, trends include the teaching of information seeking behaviour of youth, special communities and groups (from homeless to home-schooled youth), the instructional role of the youth librarian, intellectual freedom, early literacy and family literacy. A big issue everywhere is recruitment of children's and young adult librarians, both coming into LIS schools and while in the schools.

Looking at research in Canadian youth services and materials today, there are people still writing the kinds of books Sheila wrote – to give Canadian librarians, teachers and scholars greater knowledge of children's literature. Most of those researchers are in English departments in Canada – in Alberta, in Winnipeg or in Education faculties, like UBC's Ronald Jobe. However, I am still working in this area, now completing a book with Gail Edwards. Called *Canadian Children's Illustrated Books in English*, it will analyze the historical context of Canadian children's illustrated books, document the material culture of Canadian children's illustrated books, including artistic media and technique, and book design elements, explain the role of illustrators, authors, editors, and art designers in the creation of Canadian children's illustrated books, and analyze historical and current trends in the publishing and marketing of Canadian children's illustrated books. The project has involved over 100 interviews with Canadian writers, illustrators, designers, editor, and publishers, along with librarians, booksellers, and reviewers. The research has generated a website at SLAIS⁴ offering hundreds of annotated electronic links and print and AV resources on illustration and on Canadian children's literature for your use. We are completing a database of award-winning Canadian picturebooks, searchable by author, illustrator, designer, award, publisher, and medium.

⁴ Canadian Children's Illustrated Books in English Project website.

<http://www.slais.ubc.ca/saltman/ccib/home.html>

Another project Gail and I are working on is the Canadian children's alternative presses project, an examination of non-mainstream Canadian alternative publishers that specialize in children's books or include them as part of their publishing program. Regional, feminist, and First Nations presses are being studied for their histories, current issues, and the place of children's books in their mandates.

Between these two projects, at least 30 MLIS and MA(CL) students have been employed or received credit for research courses working on these projects. It will be one swell party when this book is finally published.

Other Canadian researchers looking at the Canadian and international perspective of youth services include researchers on two recent publications that give us information to help provide stronger library service to children and teens through increased understanding of their patterns of library use, their informational needs, media use and reading experiences.

Opening Doors to Children: Reading, Media and Public Library Use by Children in Six Canadian Cities is written by Adele Fasick, André Gagnon, Lynne Howarth, and Ken Setterington.⁵ Published by Regina Public Library and distributed by CLA in 2005, this is the first and largest national study on Canadian library service to children. The survey was a comparison with a 1977 survey of children by Fasick in the Regina Public Library. During the period of November 2002 to November 2003, 3,486 children from grades four through seven were surveyed in Halifax, Montreal, Toronto, Hamilton, Regina, and Vancouver. Children were interviewed through a questionnaire in public libraries, at schools and in their homes and through focus groups. Of this group, 2,627 self-identified as frequent library users and 859 as infrequent library users. Among the questions on children's media and technology use, preferences in media, and children's use and perception of public libraries, were questions of the relevance of books to children, the time devoted to reading, and the place reading occupies in their leisure time. The vast majority of children stated a traditional reason for their appreciation of libraries. They enjoy visiting libraries and the primary reason for the satisfaction and pleasure they found in libraries is the books. The study reported high media use among the respondents; at least 90% of them have one computer at home and 80% have Internet access. Children's use of computers invariably involves reading text on the screen, and can, therefore, be considered multimodal literacy. The report suggests that electronic media use at home seems to not take a role of interference with either library use or reading. The new media in the lives of the current generation of children, has not resulted in the exclusion of

⁵ Adele Fasick, Andre Gagnon, Lynne Howarth, and Ken Setterington. *Opening Doors to Children: Reading, Media and Public Library Use by Children in Six Canadian Cities*.

Regina Public Library/ Canadian Library Association, 2005.

reading, which according to the respondents, is considered as an important activity. A wide range of interests in fiction and nonfiction is evident from the study, with the top fiction categories stated as adventure, mysteries, and funny stories and the top ranking informational categories as legends, how-to books, and biography among frequent library users and legends, fairy tales, and sports among infrequent users. Gender preferences reveal that boys preferred books on sports and war while girls preferred poetry, biography, and puzzle books.

Another significant publication written by researchers from Canadian LIS schools is *Reading Matters: What the Research Reveals About Reading, Libraries, and Community*.⁶ In this publication, Catherine Ross, Lynne McKechnie and Paulette Rothbauer bring together the majority of current international, including Canadian, research on different aspects of reading found in journals, and monographs. Chock full of guidance for librarians, parents and others, this compilation and synthesis of studies goes beyond educational and LIS research to include media studies, history, sociology, psychology, publishing and bookselling and cultural studies. The authors, through their own research and in their commentary on other studies, examine what it means to be a reader, the social nature of reading, the role of libraries in literacy development and promotion, reader-response and genres, the process of becoming a reader through the childhood years, including Lynne McKechnie's longitudinal research of 30 children using the public library, research on young adults and reading and on adult readers. The authors address case studies, what we as librarians and parents and members of the broader community can do to create readers in our children, teens and adults. They emphasize the importance of pleasure reading and that content is more important than format, that reading is social and readers at risk need reading mentors, the issues of gender differences and that reading builds the development of self. The most important aspect may be the case they make for the library's vital role in the life of a reader.

The King told the White Rabbit : "go on till you come to the end: then stop." (Lewis Carroll, *Alice's Adventures in Wonderland*) and I'm sure Sheila would be wryly observing it was high time we got on with the important realities of life: helping children in our libraries, whether through programs, information, the web, or always, she would remind us, with a good book. Perhaps the most important observation is that there is no end, this is neither a twice told tale, nor a thrice told tale, but something bigger – a tale linking child and librarian, the people who are our teachers and whom we teach in turn, across generations of mutual nurturing into literacy, educated imagination, critical thinking, and life empowerment. Finally, I look forward to the day when I will attend a future BCLA conference with the purpose of introducing you to a new youth services professor from SLAIS and observe the continuity of this endless story.

⁶ Catherine Ross, Lynne McKechnie, and Paulette Rothbauer. *Reading Matters: What the Research Reveals About Reading, Libraries, and Community*. Libraries Unlimited, 2006.

HALLOWE'EN PROGRAM FOR GRADE ONE

INTRODUCTION:

(sung; listen to the tune on Raffi's tape or CD: *More Singable Songs*)

There was an old woman all skin and bones...woo-ooo-ooo-ooo!
She lived down by the old graveyard...woo-ooo-ooo-ooo! (repeat after each line)
One night she thought she'd take a walk...
She walked down by the old graveyard...
She saw the bones all layin' around...
She went to the closet to get a broom...
She opened the door and... BOO!!

Told Story:

A dark, dark tale (based on the book by Ruth Brown) There was a dark, dark wood...
in the wood there was a dark, dark, house...
in the house there was a dark, dark staircase...
up the staircase there was a dark, dark hallway...
down the hallway there was a dark, dark room...
in the room there was a dark, dark, curtain...
behind the curtain there was a dark, dark cupboard...
in the cupboard there was a dark, dark corner...
in the corner there was a dark, dark box...
and in the box there was...A MOUSE!!

Book: The follower, by Richard Thompson, 2000

Told Story:

The Strange Visitor (*When the lights go out: twenty scary tales to tell*
by Margaret Read MacDonald, 1988, pages 133-142)

There was an old woman sat all alone in her cabin one night spinning her wool.

And so she sat...
And so she spun...
And so she waited
For someone to come.

Then...there came a knocking at the door. "Come in!" called the old woman.
"Screeeak..." went the door.

And in came a pair of BIG BIG FEET. Sat themselves down
On the COLD COLD FLOOR.

I tell this story using a felt skeleton, and put the pieces up, two by two, starting with the feet, following the story, and ending with a skull, not a pumpkin, as Margaret Read MacDonald does. My ending goes like this:

“Where did you get such a...
BIG BIG HEAD?”

“MUCH KNOWLEDGE!
MUCH KNOWLEDGE!”

“What did you come to my house for...?”

“FOR YOU!!!”

STRETCH

Follow this story with a stretch incorporating some of the actions of the “Strange Visitor”, and let the children come up with ideas; for example, “Where did you get such long, long arms?” “Much stretching! Much stretching!”

Book: Pumpkin heads, by Wendell Minor, 2000.

Book: The house that Drac built, by Judy Sierra, 1995.

Video: The teeny tiny woman, 9 minutes (Available from Filmwest Associates, 1-800-570-5505, Kelowna)

I have been using variations of this program for years, and it has been one of my most popular programs. These stories can be used with all ages of children, from preschoolers to grade 6. For older children I tell the Strange Visitor without the felt; as it makes it spookier.

Submitted by:
Andrea Brimmell
Children’s and Family Literacy Librarian
Juan de Fuca Branch
Greater Victoria Public Library



**Canadian Library Month
Mois des bibliothèques au Canada
October 2006 / octobre 2006**

**Libraries: The world at your fingertips
Les bibliothèques : le monde au bout des doigts**

<<français>>

The Canadian Library Association (CLA) is pleased to announce that October has been designated as Canadian Library month! The idea for a month dedicated to library and information services in Canada was developed by library partners from across the country to help raise public awareness of the valuable role that libraries play in the lives of Canadians.

Canadian Library Month will be launched October 3, 2006 and will be celebrated under the theme “ Libraries: the world at your fingertips / Les bibliothèques : le monde au bout des doigts. “

At a personal level, libraries provide us with a broad range of information, resources and tools to assist us through all stages of our lives regardless of age, gender, race, religion, social status or language. At a broader level, libraries are important components of our society as centres of knowledge, disseminators of information, custodians of history and culture and gathering places for the exchange of information and ideas.

Help us raise awareness of the vital role libraries play in the lives of all Canadians by planning events or undertaking activities during the month of October 2006. The partners involved in planning this national month have developed an information kit which contains valuable resources to help you in your planning. A poster, fact sheets, press releases, and a list of suggested activities are just a few of the items you will find in the toolkit.

We thank Library and Archives Canada for their assistance in the development of the information kit.

Please check back for updated information.

Canadian Library Association
328 Frank Street
Ottawa, Ontario K2P 0X8
(613) 232-9625 • Fax: (613) 563-9895 • info@cla.ca • www.cla.ca

**The University of British Columbia
Master of Arts in Children's Literature Program
Colloquium Series 2006-2007**

The University's Master of Arts in Children's Literature Program is sponsoring a colloquium series for 2006-2007 on the creation and criticism of children's literature.

The Multidisciplinary Degree Program is offered by four departments in two faculties: the Departments of English and of Theatre, Film and Creative Writing, as well as the School of Library, Archival and Information Studies in the Faculty of Arts; and Language and Literacy Education in the Faculty of Education. Each of the four departments in the program is hosting a noon-hour speaker and reception.

Thursday, November 9th DR GEOFF WILLIAMS

Time: 12:00-1:00 [refreshment to be provided]

Location: Language Education Resource Centre, Ponderosa Annex F, Room 103, 2008 Lower Mall

"Attractive Complexity: Picture Books, Children, and Literary Readings"

Dr Geoff Williams is Professor and Head of the Department of Language and Literacy Education at the University of British Columbia. His research interests include children's literacy development, the poetics of children's literature, and the social semiotic analysis of picture book images and language, examining how design contributes to children's understanding of point-of-view, narrative, time and "voice."

Wednesday, January 31 SUSAN JUBY

Time: 12:00 – 1:00 [refreshments to be provided]

Location: Buchanan Penthouse, Top Floor, Buchanan B Block, 1866 Min Mall

"The Serious Role of Funny Books: The Importance of Comedies Written for Young People"

Susan Juby is the author of a wildly successful trilogy of young adult novels, *Alice, I Think*; *Miss Smithers*; and *Alice MacLeod: Realist at Last*. The trilogy has been adapted for a CTV television series. Juby has won the BC Book Prizes Sheila Egoff Award and was a finalist for the Stephen Leacock Medal for Humour. W.P. Kinsella has noted her as "a writer to watch".

Monday, February 26 SARAH ELLIS

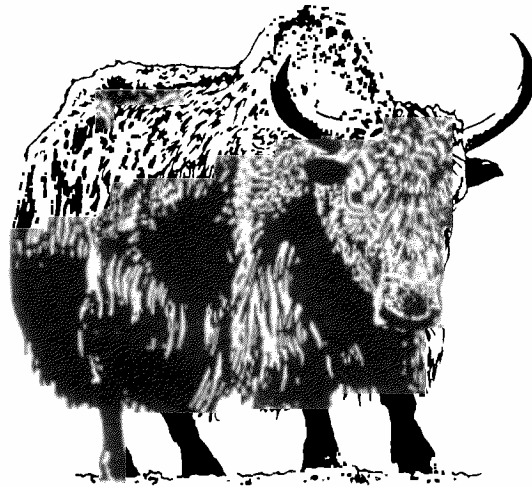
Time: 12:15-1:15 [refreshments to be provided]

Location: Language Education Resource Centre, Ponderosa Annex F, Room 103, 2008 Lower Mall

"Warts and All: Heroes in Contemporary Children's Literature"

Sarah Ellis is the author of seven children's and young adult novels and five picture books. She is a critic of children's literature who writes for the *Horn Book Magazine* and *Quill & Quire*, and she gives speeches around the globe. Ellis won the Mr. Christie Book Award for *Out of the Blue*, the Governor General's Award for *Pick-Up Sticks*, the BC Book Prizes Sheila Egoff Award for *The Baby Project*, and the Canadian Author's Association Vicky Metcalf Award for a body of work.

Contact: Judith Saltman judith.saltman@ubc.ca _____ 604-822-4448



YAACING

THE NEWSLETTER OF THE YOUNG ADULT AND CHILDREN'S SERVICES
SECTION OF BCLA