

YAACING

SUMMER 2006

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

What's Inside....

Message from the Chair	.....	2
Message from the Editors	.....	3
YAACS 2006 AGM	.....	4
Early Literacy: From Research to Practice	.....	9
Jazz up Your School Tours	.....	12
A Dynamite Collaboration: Langley Libraries Picturebook Clubs	.....	14
TAC it up!	.....	17
Storytelling for Children	.....	19
Every Child a Reader	.....	20
I liked the Book Better	.....	22
Children's Outreach Project: 6 month report	.....	24
Awards	.....	26
Reviews	.....	34

CALL FOR SUBMISSIONS

We would love to hear from you!

YAACING is published four times a year and is 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:

Phillippa Brown Children's and Family Literacy
Librarian
Bruce Hutchison Library
Greater Victoria Public Library
4636 Elk Lake Drive
Victoria, B.C.
V8Z 7K2
Phone: 250-727-0104; Fax: 250 382-7126
pbrown@gvpl.ca

Deadlines are as follows:

Spring issue for March/April — Feb 1st

Summer issue for May/June - April 1st

Fall issue for September/October - Sept 1st

Winter issue for December/January - November 1st

Next Deadline!

Fall Issue!

Sept 1st

LETTER FROM THE CHAIR: MAY 2006

The first thing I'd like to do, as the new chair of YAACS, is to commend Past-Chair Gail Thomson. Gail has worked tirelessly for the last year presenting the interests of YAACS on the BCLA board, as well as providing the executive of YAACS with strong leadership and creative ideas. I look forward to working with Gail on this year's YAACS executive, in her current role as Past-Chair. Thanks for everything Gail!

As most of you know, in April BCLA held its 2006 Conference at the Hilton Hotel in Burnaby. We put together five YAACS sponsored sessions, a pre-conference session, and a Sheila Egoff Award social luncheon. I hope most of you will agree that the sessions we had were fun and informative. At the YAACS AGM it was great to see such a good turn out, and to meet members from all around British Columbia. I'd like to thank all the volunteers who made the YAACS sessions, preconference session, social event, and raffle possible.

I look forward to working with the new YAACS executive in the coming year. We have some exciting things planned so keep tuned!

*Christopher Kevlehan
YAACS Chair*



Message from the Editor

It was wonderful to meet many of you at BCLA this year. Another great conference! Thank you Gail, Chris and all your volunteers for giving us the huge gift of your time and I hope our reports do your work justice. I would also like to thank Joanne Canow and Anne Tasker for coming forward to help with YAACING. We are already brainstorming and rounding up offers for new columns on Library Trends and YA Activities and maybe even a technology column. Earla Legault (FVRL) has given me permission to use her gorgeous photos (see her daughter reading below) in this issue and hopefully we will see more in forthcoming issues.

Don't relaxed though. We still need regular storytime, babytime, toddlertime ideas; News from the North (of FVRL); Essays from the East and Input from the Islands. I hope we can organize it to have someone to coordinate regular contributions from all those areas even if it is on a rotating basis. There is so much talent and creativity in BC's services for children and young adults it is always inspiring to read about your successes and solutions. I hear such wonderful tidbits at BCLA just chatting over lunch or before a presentation it makes me hungry to hear more stories from around the Province. Maybe one year I will write down all the bits and pieces I hear about Summer Reading Club programs on nonexistent budgets; solutions to drug-users in the washrooms (blue lights so they can't see their veins!), and ways to address staff shortages or career development and many other issues we are all facing.

Hope you enjoy all the reports from BCLA's Conference 2006 and good luck with Summer Reading Club, it is going to be EXTREMELY EXCITING!



Phillippa Brown
Editor, YAACING



Photo courtesy of Earla Legault

**Young Adults and Children's Services Committee (YAACS)
Annual General Meeting
BCLA Conference, Burnaby, BC
Friday, April 21, 2006, 5:00 - 6:00 p.m.**

I Call to Order - Gail Thomson called the meeting to order.

Welcome and Introductions of Current Executive: Gail

Gail Thomson - Chair

Chris Kevlahan - Vice Chair

Joanne Canow - Secretary

Christina Gerber - Red Cedar

Vicki Donahue - Continuing Education Coordinator

Janet Mumford - SLAIS Liaison

Phillippa Brown - YAACING Editor

Valerie Wettlaufer - YAACS Website Administrator

Aubri Keleman - Membership Coordinator

II Approval of Agenda

- Agenda amended by moving the Summer Reading Club and Red Cedar reports up to the top of the agenda. *Moved by Sharon Parker to approve the agenda, seconded by Karen Sharkey*

- Later there was a vote to approve the agenda including amendments. *Moved by Valerie Wettlaufer to approve amendments to agenda, Seconded by Aubri Keleman.*

III Adoption of 2005 Annual General Meeting Minutes

No additions or changes *Moved by Valerie Wettlaufer to approve 2005 AGM minutes, seconded by Aubri Keleman.*

IV Summer Reading Club Report - Jacqueline van Dyk

Please continue to send emails, comments, and thoughts about this year's "Extreme" SRC themes.

Need volunteers for site content, and booklists. As well, the Teen SRC needs volunteers for site content and to moderate discussion forums.

Displayed 2006 posters - the SRC materials will be distributed in early May.

Teen SRC materials will come out a little later in May and the 2006 Teen SRC website will be launched on June 15th.

My email address is : jvandyk@infoserve.net

Question from the floor:

Will there be fancy dye-cuts in this year's SRC materials?

Jacqueline's response: Yes, there are different stamps and folders with dye-cuts that will display different features. She showed the folders and stamps and how they should be assembled.

V Red Cedar Liaison Report - Christine Gerber

- This year's gala is on May 13th at Richmond's Cambie Secondary School - 22 authors are confirmed as coming to the gala.
- The 2006/2007 selected Red Cedar titles will be distributed at the gala.
New Red Cedar website at www.redcedaraward.ca was launched in Fall 2005. The most popular feature is reviewing books online. There are now about 400 reviews written by Red Cedar members.
- Voting for the award winners will be online during BC Book Week April 22-29, 2006
- The website will continue to be developed in 2006.
The new Stellar Awards website at www.stellaraward.ca was launched in Fall 2005. It has books selected by teens - these books are not vetted - it features a logo designed by a teen.

Jennifer Caldwell

Gala will be held for the full day on May 13. Tickets were sold out in 3 weeks. There are still opportunities to book author talks around the province. Information about the Red Cedar Gala can be found at: www.redcedaraward.ca

Question from the floor: Will the winners be posted immediately during the gala for the benefit of participants throughout the province?

Jennifer's response: This will be done, asap, as well as a list of next year's nominees.

Jennifer will post the information on the YAACS website as well.

VI Chair's Report - Gail

I was privileged to become the YAACS Chair for BCLA in June 2005. The intervening months have been exhilarating and challenging as I have learned about this wonderful association and met the dedicated and hard working library workers who make it function. I am especially impressed with the diversity of communities served and the commitment towards making libraries and library services better for all citizens across the province, whether it be in a small northern community or working with inner city teens.

Over the past year we have been very pleased to support the launch of an exciting province-wide initiative, Books for B.C. Babies. Joanne Canow has worked diligently on our behalf on the project. As always, a significant amount of energy goes towards planning the annual conference sessions. Chris Kevlahan, YAACS vice-chair, has worked tirelessly to provide an exciting and diverse array of YAACS sessions at the conference, including the first Sheila Egoff Luncheon. The sessions reflect the diverse needs of the membership for serving babies through teens. In recognition of the increasing emphasis on early literacy, Vicki Donoghue has represented YAACS on the Continuing Education committee and arranged for an exciting and dynamic pre-conference workshop with Saroj Ghoting. A very special note of appreciation for the work done by Phillippa Brown in editing YAACING each quarter. It is always inspiring to read about the projects and programs happening throughout the province. Often my programs have an extra sparkle because of ideas gleaned from YAACING. Joanne Canow will be joining Phillippa as co-editor. Our Red Cedar liaison, Christina Gerber has kept us abreast of news from that quarter, including the thrilling launch of the B.C. Teen Readers' Choice Award, the Stellar Award. Our SLAIS liaison, Janet Mumford has been a wonderful asset since joining us last year. As a doctoral

student and teacher librarian, she keeps us connected with issues and events in the academic and school library worlds and has done much to promote our YAACS listserv.

We have continued our fundraising efforts for the Sheila Egoff prize for children's literature. At two events, Orca Books has generously donated a portion of the sale of each copy of Sheila's memoirs "Once Upon a Time: my life with children's books" towards the prize fund. Noreen Ma has spearheaded the raffle fundraiser at the conference. Aubri Keleman has joined us to help with membership and volunteer issues. We appreciate her efforts in producing a membership handout and facilitating student volunteers to work on YAACS projects. Towards our goal of improving communications with our members, we welcome Val Wettlaufer, who has generously offered to be our website administrator.

As we look towards the coming year, YAACS will continue to place emphasis on communication with the membership. We will be defining more closely the role of our website, the YAACS listserv, and YAACING. We will continue to develop our partnerships with like-minded groups who share similar goals both within BCLA, such as Libraries Across Borders, and outside the organization around the province.

A very special thanks to the many people who have contributed time and effort and helped us with our many projects and activities throughout the year. A very special thanks to Michael Burris and Allie Douglas. Their unwavering support has been invaluable.

We are excited about prospects for the coming year and look forward to serving you all.

VII Nominations Report - Gail

Chris Kevlahan - Chair

Vicki Donahue - Vice Chair

Gail Thomson - Past Chair

Joanne Canow - Secretary and YAACING Co-Editor

Christina Gerber - Red Cedar

Janet Mumford - SLAIS Liaison

Phillippa Brown - YAACING Co-Editor

Valerie Wettlaufer - YAACS Website Administrator

Aubri Keleman - Membership Coordinator

Unfilled - Continuing Education Coordinator

Judi Saltman moved to accept the slate as presented, seconded by Tess Pendergast

VIM Sheila Egoff Award-Gail

- *Orca publishers will contribute \$10.00 from the sale of each of Sheila's new book to the Sheila Egoff award.*
- *Members continue to make donations.*
- *Convention attendees are continuing to make contributions.*
- *The winner will be announced next week at the BC Book Prize Gala.*

Judi Saltman informed us that this year's BC Book Prize Gala is dedicated to Sheila Egoffs memory and held in her honour.

Judi Saltman also suggested that a ticket to the Book Prize Gala would be a nice raffle prize for our Sheila Egoff Conference Draw.

IX Conference Report - Chris Kevlahan

Working as the vice-chair and YAACS conference representative was a great experience. It was wonderful to meet the many different types of librarians in BCLA and work together with them as a larger community. Particularly gratifying, was the organizing of all the different conference sessions and the continued representation of children's and teen interests to the members of the larger BCLA community and its' various interest groups.

I've received great feedback about the quality of the children's and young adults sessions offered this year. Children's librarians are a lot of fun and I've really enjoyed meeting many new people this year. Thanks so much for joining us tonight. Hope to see you all tomorrow - there are still lots of great session to attend.

X Continuing Education - Vicki Donoghue

I've enjoyed representing YAACS as both a pre-conference planner and in my continuing education role with Interlink, BCLA, and the Open Learning Institute. In this next year, I would like to see a more regular use of teleconferencing during executive meetings to allow more people from all areas of the province be involved in our interest group. I also hope that there will be more partnerships and collaboration between individual librarians, library systems, and organizations in order to generate new ideas that will benefit professionals, systems, children and young adults in our province. I look forward to representing this interest group as the vice-chair and working on some great conference programs for all of you in the new year.

XI YAACING Newsletter

First of all, I'd like to thank Judi Saltman and her many SLAIS students for their generous submission to YAACING in the past year. Without their wonderful assignments, I would have been hard pressed to produce four editions of YAACING. I should mention, though, that we need to hear more from librarians and professionals in the field, not only from the lower mainland but from all areas of the province.

In particular, I need your active input about calendar of events that are relevant to you. It might also be interesting to have regular submissions from people interested in new technology or a specialized aspect of children's and young services or delivery. I can't emphasize enough that I would welcome more, more, and more submissions from all of you on a regular basis.

We've discussed having an e-version of YAACING. So far, most people like the paper publication. However, maybe we can also put it on the listserv. What about archiving it or better yet, perhaps one of the SLAIS students would be interested in using this project as an indexing project.

Again, thank you all for your support and hoping for an increasing amount of submissions and ideas from all over the province that will help shape YAACING into a newsletter that will better serve all of us working to deliver children's and youth services throughout the province.

Judi Saltman suggested we contact her with any indexing or other YAACING projects. She will be more than happy to see if her students can accommodate our needs.

XII Books for babies Report - Joanne Canow

The Provincial Library Services Branch and the Books for Babies Committee have initiated this exciting new early literacy program throughout BC for 2006 to 2008, providing Books for Babies Bags and materials in many languages to all provincial systems in the province. Each library system has developed it's own way of the delivering the bags and the message that, "books are for babies too" to new babies and their families.

Funding is in place for the next three years. The bags will be the same but in the following two years the books will differ. In the second year, we are planning to include a book by a local author. For the third year a book has been selected for publication - a simple First Nations title by Richard Van Kemp.

The committee is really interested in receiving feedback, ideas, and community contact information. The site for comments, resources, and suggestions is at:
<http://www.bcpl.gov.bc.ca/books4babies/>

Question from the floor: What is the YAACS list serve address?

Answer: <http://www.bcpl.gov.bc.ca/bcla/bcla/listservs/>

XIII New Business - Gail

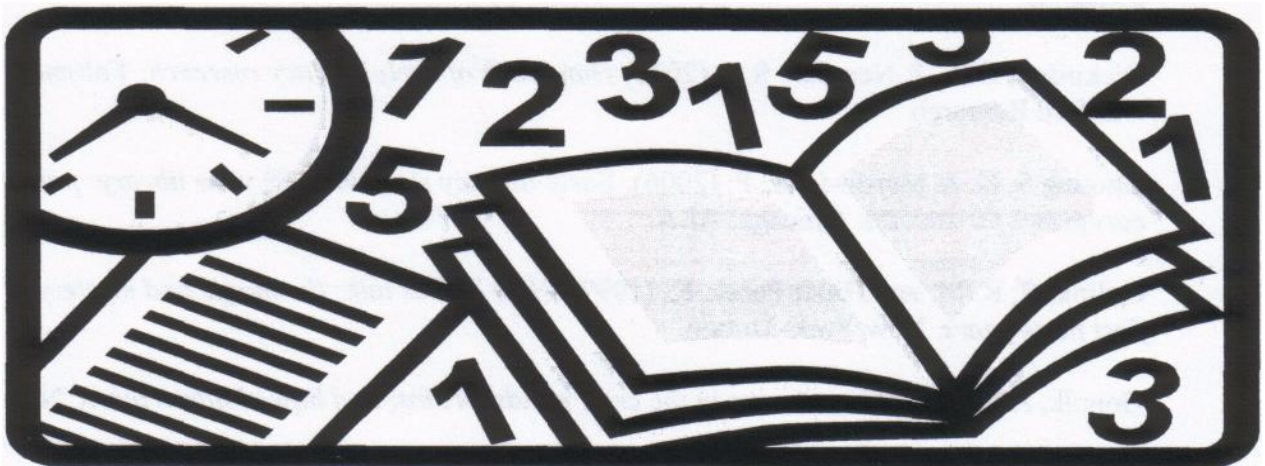
- BCLA is heavily involved with future strategic planning.
- Get involved and forward your ideas directly or through the survey.

XIV Gifts of Appreciation - Gail

Gifts were handed out to all 2005 members of the YAAC's Executive Committee by Gail.

XV Adjourn

Approximately 6:05 p.m. Chris Kevlahan moved to adjourn the meeting, seconded by Joanne Canow.



Early Literacy From Research to Practice: A workshop presented by Allison Taylor McBryde,

March 30th, 2006 at Burnaby Public Library, and sponsored by Public Library InterLINK. Allison has been a teacher and mentor for many young librarians for many years, especially in the areas of puppetry and storytelling. Recently, Allison has also been teaching a course on early literacy through the San Jose University MLIS program, and she shared her findings developed for this course with a full house. She gave a spirited and thorough overview of the research. She also gave tips about how we can intergrate the research into the work we do, including our storytimes and the books we choose. One tip was to tell the children at the end of storytime that you want them to go home and talk with their mom or dad about an idea or funny thing that happened in one of the stories you have read (this helps with narrative skills). A further revelation, among many, was the fact that children around the age of 18 months learn 9 new words a day, every day! Allison is the Coordinator of Children's and Youth Services for the North Vancouver District Public Library and a founding member of the Red Cedar Awards program, among other achievements.

Vicki Donoghue
Children's Services Librarian
Port Moody Public Library, P.O. Box 37, 100 Newport Drive
Port Moody, B.C., V3H 3E1
604-469-4685, 604-469-4576 (fax)

Resources and Reference Materials. A few of the titles From Research to Practice March 30th, 2006.

Dickinson, D. K. & Tabors, P. O. (2001) *Beginning literacy with language: young children learning at home and school*. Baltimore: Paul H. Brookes Pub.

Dickinson, O.K. & Neuman, S.B. (2002) *Handbook of early literacy research*. New York: Guilford Research

Dickinson, D.K. & Neuman, S.B. (2006) *Handbook of early literacy research: Volume 2*. New York: Guilford Research

Ghoting S. N. & Martin-Diaz, P. (2006). *Early literacy storytimes @ your library: partnering with caregivers for success*. Chicago: ALA.

Golinkoff, R. M. and Hirsh-Pasek, K. (1999) *How babies talk: the magic and mystery of language in the first three years*. New York: Dutton.

Gopnik, A. (1999). *The scientist in the crib: minds, brains, and how children learn*. New York: Morrow.

- Gurian, Michael. (2001) *Boys and girls learn differently! A guide for teachers and parents*. San Francisco: Jossey-Bass.
- Hall, N, Larson, J. and Marsh, J. (2003). *Handbook of early childhood literacy*. Thousand oaks, CA: Sage.
- Healy, J. M. (2004). *Your child's growing mind: Brain development and learning from birth to adolescence*. Third edition. New York:Broadway.
- Lilly, E. and Green, C. (2004). *Developing partnerships with families through children's literature*. Columbus: Pearson / Merrill Prentice Hall.
- Marino, Jane (2003). *Babies in the Library!* Lanham, Maryland: Scarecrow Press.
- Mayes, Linda C. and Cohen, D. J. (2002). *The Yale child study center guide to understanding your child*. Boston: Little Brown.
- McGee, L.M. & Ruchgels, D. (2003) *Designing early literacy programs: strategies for at-risk preschool and kindergarten children*. New York: Guildford
- McGuinness, D. (2004). *Growing a reader from birth: your child's path from language to literacy*. New York: W.W. Norton.
- Morrison, G.S. (2003). *Education and development of infants, toddlers, and preschoolers*. Prentice Hall.
- Mueller, S. (2005). *Everyday literacy: environmental print activities for children 3 to 8*. Beltsville, MD: Gryphon.
- National Research Council and Institute of Medicine (2000). *From neurons to neighborhoods: the Science of Early Childhood Development*. Washington: National Academy Press.
- Neuman, S.B. (2001). *Access for all: Closing the book gap for children in early education*. Newark, ILL: International Reading Association.
- Neuman, S. B. and Roskos, K. A. (1998). *Children achieving: best practices in early literacy*. Newark, NJ: International Reading Association.
- Raphael, D. (2004) *Social determinants of health: Canadian perspectives*. Toronto: Canadian Scholars' Press.
- Sax, Leonard. (2005) *Why gender matters: What parents and teachers need to know about the emerging science of sex differences*. Random House.
- Willms, J. Douglas. (2002). *Vulnerable children: findings from Canada's national longitudinal survey of children and youth*. Edmonton: University of Alberta Press.
- Zigler, E., Singer, D.G. & Bishop-Josef, S.J. (2004). *Children's play: the roots of reading*. Zero to Three.

Zigler, E. F., Finn-Stevenson, M. & Hall, N. W. (2002). *The first three years and beyond: brain development and social policy*. New Haven, CT: Yale University.

On promoting children's books to parents:

Burns, M.S., Griffin, P., & Snow, C.E. (1999) *Starting out right: a guide to promoting children's reading success*. Washington: National Academy Press.

Butler, D. (1998). *Babies need books: Sharing the joy of books with children from birth to six*. (Reprint ed.) London: Penguin.

Butler, D. (1987). *Reading begins at home: preparing children for reading before they go to school*. Exeter, NH: Heinemann.

Calkins, L.M. (1997) *Raising lifelong learners: a parent's guide*. Reading MA: Perseus

Cullinan, B. E. (1992) *Read to me: raising kids who love to read*. New York: Scholastic.

Fox, M. (2001). *Reading magic: Why reading aloud to our children will change their lives forever*. San Diego, CA: Harcourt.

Glazer, J. I. & Giorgis, C. (2005). *Literature and young children*. Pearson.

Hall, S. L. and Moats, L. C. (1999). *Straight talk about reading: how parents can make a difference in the early years*. Chicago: Contemporary.

Hearne, B. (1999). *Choosing books for children: a commonsense guide*. Chicago: University of Illinois.

Jalongo, M. R. (2004). *Young children and picture books*. Second edition. Washington: National Association for the Education of Young Children.

Kropp, P. (2000) *How to make your child a reader for life*. Toronto: Random House

Lee Persky Learning Center (2004). *Every child ready to read: literacy tips fo parents*. New York: Ballantine.

McGuinness, D. (2004). *Growing a reader from birth: your child's path from language to literacy*. New York: W.W. Norton.

Odean, K. (2003). *Great books for babies and toddlers: More than 500 recommended books for your child's first three years*. New York: Ballantine.

Spitz, E. H. (1999). *Inside picture books*. New Haven, CT: Yale University.

Trelease, J. (2001) *Read aloud handbook*. Fifth ed. New York: Penguin

Cultural Awareness:

Mingshui Cai (2002) *Multicultural Literature for Children and Young Adults* Greenwood

Fox, D.L. & Short, K.G. (2003). *Stories matter: the complexity of cultural authenticity in children's literature*. Illinois: National Council of Teachers of English.

Stott, J. C. (1996). *Native Americans in children's literature*. Oryz.

York, S. (2003) *Roots and wings: affirming culture in early childhood programs*. Revised ed. St Paul, MR: Redleaf.

JAZZ UP YOUR SCHOOL TOURS

Presented by Michelle Mallette, Youth Services Librarian at Surrey Public Library
Report submitted by Janet Delgatty, Vancouver Island Regional Library

Michelle gave a dynamic and practical "how-to" session on school tours for Grades K-7, with tips thrown in for kids up to Grade 12.

The bottom line: concentrate more on the collection than the rules and make the library visit memorable, enjoyable and informative.

Michelle suggests that we forget the "walking tours" and have the kids in one spot where you can keep their attention. Make the rules discussion fun and bring the collection to them.

How?

For the rules: make it a question and answer session. For example, ask "How long do you think you can borrow books for?"

"One week? Oh, no, it's much much more than that!"

"One year? Oh no, much less than that!" All in a playful friendly tone.

Keep going until you get the right answer and then reward that with everyone clapping for the person who got the right answer. You can do that with other rules - what does a library card cost, what kinds of things can you borrow, how much are fines, etc. Then you can bring in math, which the teachers will love you for. Once you have established the fine per day per item, ask a question like, "Okay, if one book one day late costs \$.10, what if you have 5 books 3 days late?" And be sure to establish at the beginning what "borrow" means - they might not know!

Catch their attention again with a magic trick - you don't have to do it from scratch, buy one at a magic shop and use it over and over and then move on to....the collection.

For the collection: Michelle had 2 great ideas. Have a stack of sure fire hit books and just go through them quickly one after another. She suggests a book with a toothy dinosaur or shark on the front, a cookbook, a Guinness Book of World Records, a joke book.... Go to the returns cart and pick some winners - you know what they are in your library. Preface with, "We have books about...."

Secondly, have a "tickle trunk" or bag or box with props like a toothbrush, a hammer, a ball, plastic food, a hat, a skeleton, a puppet. Hold up each one and say, "What is this object?" and then "What kind of books would tell me about this object?" For the hammer, it could be books about hammers, tools, building, building tree forts.....you get the idea. The skeleton suggests bones, the body, health but also scary books and Halloween.

Michelle is a strong advocate of booktalks and suggests we get a book we like for each age level (3 or 4 in total) and prepare a short booktalk for each. One book she suggests for teens is "The Face on the Milk Carton" which is over ten years old and still not dated and catches their interest every time.

And finally, she says, always leave them with a story, whether it is read from a book or even better, a draw and tell story (Richard Thompson books a good source), an audience involvement tale told orally (Mortimer by Robert Munsch), a fractured fairy tale or - in a situation where you have high school kids coming for, say, a database class - one of those really scary urban legends. And Michelle had an excellent tip for draw and tell - do the story faintly in pencil ahead of time.

If you have 1 knock knock joke memorized, a magic trick ready to go, a prop bag, and one story for each age group, you can always go to the returns cart and be ready for a tour with 5 minutes notice! I'm going to work up to that....

See E-LIS for Michelle 's full text <http://eprints.rclis.org/archive/00006189/> ED.

A Dynamic Collaboration: The Langley Libraries' Picture Book Clubs

Submitted by Kelly Woods, MLIS Candidate (SLAIS)

The Langley Libraries' Picture Book Clubs session at the BCLA conference was informative, inspiring and a lot of fun, too. The two speakers, Janis Glende (Youth Services Librarian, Langley Township) and Donna Ellis of the Fraser Valley Regional Library, described their program with a lively session that included anecdotes, props, examples, and even a live picture book club meeting. Their enthusiasm for the program, and the success with which it has met, was evident.

Donna Ellis began the session by describing the genesis of the program, as a parent-led initiative within one school. She described the concept of the Picture Book Club, and its early successes. Janis Glende, picking up where Donna left off, explained how the Langley Libraries were able to get involved, and bring the program to more schools, over a longer period of time. The Picture Book Club is now run through the Langley Township libraries, involves seven elementary schools, and is growing every year. It marks a unique collaboration between parent groups, schools and libraries, and shows what can be accomplished when these parties work together.

So, what does the Picture Book Club entail? As Janis described, it is a flexible program, which can be adapted to work in any school or library setting. In the Langley Township setting, it involves weekly Friday visits from the library to an individual classroom. During each Picture Book Club meeting, the kids get to hear one book read aloud to them. After the reading, they are asked some fun discussion questions (to keep them listening!), then they get to participate in a related literacy-based activity or craft. As the speakers pointed out, the program is flexible enough that it can range in length from 35 to 60 minutes, depending on the participants' availability. In Langley, one series of the Picture Book Club runs for a four week period, to accommodate the number of classrooms that are interested in hosting the program.

Some of the little details that show the care and consideration that has gone into the program's planning include the passports or reading records, and the optional add-ons. At the end of each session, the children get to rate the book they have read, and draw a picture from the story in their passports. As a special treat, the library sometimes brings "add-ons" for the kids, which are usually simple crafts or items relating to the book or its theme. Examples include a chopstick "magic wand" or a felt moustache.

The appeal of a program like the Picture Book Club is apparent. It is fairly simple to implement, it promotes the library, and, more importantly, helps to increase children's literacy skills. It is also a good outreach program for reaching kids that may never have visited the library. During the past school year, the Langley Libraries' Picture Book Club reached over 600 children.

For libraries interested in starting their own Picture Book Club, Janis and Donna have prepared detailed handouts with examples of books to use, and a program outline. During their session, they mentioned their thanks for the managerial support that the program has received and its necessity for creating a successful program. They also mentioned that collaboration from

school librarians, teachers, and principals was imperative, and were thankful that the schools they work with are both willing and supportive.

Indeed, the program has seen much success. The Picture Book Club has been added to many schools' growth plans, which include literacy-based learning. Parent and teacher feedback has revealed a general increase in the children's desire and ability to talk about the books they are reading. The scholastic goal of the program is that the participants' reading and writing outcomes increase. But a more general goal is that kids find a new enthusiasm for reading. The Picture Book Club achieves this goal - isn't that what it's all about?

BOOK LIST & ADD-ONS

Agee, Jon. *Milo's Hat Trick*. Boston: Hyperion, 2001. *Add on: magic wand*

Agee, Jon. *Terrific*. Boston: Hyperion, 2005. *Add on: parrot*
"Parrot for a Pirate " template available at: www.familyfun.com

Barwin, Gary. *Magic Mustache*. Topeka: Annick Press, 1999. *Add on: mustache*

Bouchard, David. *That's Hockey*. Custer: Orca, 2002. *Add on: hockey tattoo or sticker*

Calmenson, Stephanie. *Frog Principal*. Scranton: Scholastic, 2001. *Add on: frog*
"frog jumper " template available at www.crayola.com

Hartman, Bob. *Grumblebunny*. New York: G.P. Putnam's Sons, 2003. *Add on: toilet roll bunny*
(omit egg & bows) Easter bunny template available at www.dltk-kids.com/animals/mbunny.html

Helquist, Brett. *Roger the Jolly Pirate*. Scranton: HarperCollins, 2004. *Add on: eye patch or gold coin*

Hopkins, Jackie. *Horned Toad Prince*. Atlanta: Peachtree, 2000. *Add on: frog* ;
"frogjumper " template available at www.crayola.com

Kasza, Keiko. *Grandpa Toad's Secrets*. New York: G.P. Putnam's Sons, 1995. *Add on: frog*
"frog jumper " template available at www.crayola.com

Lester, Helen. *Hooway for Wodney Wat*. New York: Houghton Mifflin, 1999.

Newman, Leslea. *Boy Who Cried Fabulous*. Berkeley: Tricycle Press, 2004. *Add on: happy face stickers*

Palatini, Margie. *Sweet Tooth*. New York: Simond & Schuster, 2004. *Add on: teeth or anything sweet*

Rathman, Peggy. *Officer Buckle and Gloria*. New York: G.P. Putnam's Sons, 1995. *Add on: badge*

San Souci, Robert D. *Cinderella Skeleton*. Orlando: Harcourt, 2000. *Add on: small plastic skeleton*

Smith, Stu. Goldilocks and the Three Martians. New York: Dutton, 2004. *Add on: slime (good for library program) many slime recipes available online*

Stevens, Janet and Susan Stevens Grummel. Great Fuzz Frenzy. Orlando: Harcourt, 2005.
Add on: tennis ball

Contact Information:

JanisGlende
Youth Services Langley Township
Fraser Valley Regional Library
604-533-0339
janis.glende@fvrl.bc.ca

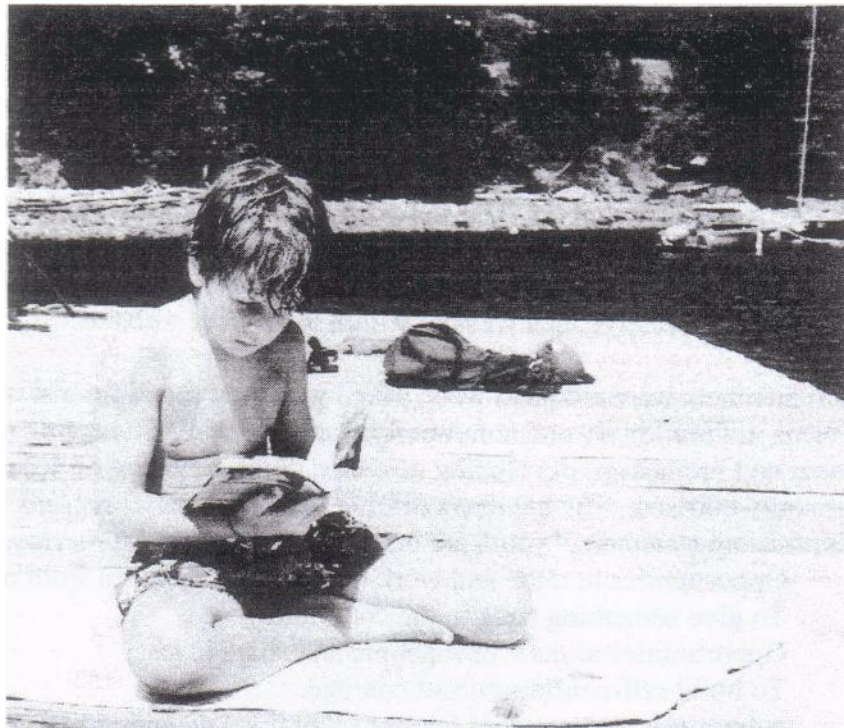


Photo courtesy of Earla Legault

TAC It Up!

Submitted by Joanne Canow, Children's Librarian, Vancouver Public Library,

This BCLA session was one of five sessions organized by the Young Adult And Children's Services interest group to serve those members who work with children and young adults. The presentation was novel in that it brought members of two Teen Advisory Councils (TACs) who enthusiastically spoke to their involvement in library service program planning. The fundamental premise was that teens themselves are in the best position to develop, advertise, and promote teen library services that will interest teens. The two presenters, Anna Pearson (North Vancouver City Library) and Chris Miller (Coquitlam Public Library) shared some of their experiences with TAG groups, while the teens talked about what motivates them to work libraries: how their efforts have proved beneficial to themselves, their peers, and their library systems.

Anna Pearson described some of the challenges she faced when developing a teen collection in her library. After initially carving out a small area of her library for teen collections, she spoke to her local high school career counsellors to help recruit teens to volunteer hours assisting younger children with reading buddy and homework programs. Within a short time, she had a committed TAG team who average between 12 and 15 members. This committed volunteer group helped her develop current collections and programs, represented their peers in a positive and convincing presentation to city council members (who later approved building a new library), participated in many community events, and helped develop an attractive teen website within the library website.

The TAC team members were eloquent when asked why they spend time at monthly meetings to serve the needs of teens in their library and community. An average TAC meeting might include program and display planning and promotion, developing new teen clubs, advising on website content, and planning creative community outreach. The members offered the following as reasons for their commitment, including this amazing statement, "youth are believers of today and tomorrow":

- Opportunities to unite and work creatively with youth from other cultural backgrounds.
- To give something back to the community.
- Opportunities to meet new people and share ideas.
- To build self-confidence and courage.
- Administer teen services for teens that improve individual administration and planning skills.
- Participate in mini-communities of cooperation while earning service hours, CAPP hours, brownies, and other great snacks.

Anna summarized by stating that, "we should not underestimate teens as a resource" in our library communities. Not only are teens committed to work very hard to develop ideas and services that will be of interest to their peers, they are the best connection to other teens. In addition to posting advertising and making PA announcements at their schools, they provide word of mouth testimony to others interested in TAC. While giving teens a voice, their creativity also helps to positively change attitudes previously held by library staff.

Chris Miller also presented his TAG team, distributed a standard membership form for all potential TAG members, and described the hugely positive impact his TAG team has had on his collections, programs, and community. He briefly mentioned that union contracts, while limiting competition from volunteers, restrict what teens can do in some library systems. In his library, teens can only officially work as reading buddies. However, TAG members can be very helpful in planning and making children's programs and teen activities successful. He remarked that teens often have a genuine rapport with kids and are wonderful, if not atypical ambassadors for the library.

Some of Chris's recent successes have included an annual Teddy Bear Picnic (with a library booth for kid's activities operated by excited TAG members), a Teen "Poetry Slam" Night (50 teens attended to express themselves - many were new teen 'faces'), and a special event called "The Ugly Book Contest", where teens selected and voted on the most unattractive items in the library YA collection.

In both library systems, TAG has been largely responsible for the teen CD music collection. In Coquitlam, TAG regularly buys favourites at Future Shop. These TAG outings are the most popular TAG sessions of the year, while their purchased materials fly off the shelves because they appeal so much to teens. One audience member asked about the issue of R-Rated CD materials. Chris felt that explicit lyrics did not pose a serious problem for his users or his library.

Chris was truly impressed with the North Vancouver City TAG teen website and hopes to develop a site of merit at his library, too. He knows that teens love cutting edge technology and can be huge technical resources. With the help of some 'blogging'¹ software and his TAG team's guidance, he hopes to develop a site full of discussion formats with forums, special events, and special interest content that will attract teen interaction at all hours of the day.

Both Anna and Chris reported that many of the ideas developed by the TAG teams attracted new library patrons who are now regular library users. Anna's Manga and Anime clubs attract new teen patrons all the time, while the Teens/Seniors Internet Skill programs draw in different types of teen volunteers, help to create bridges between different patron types, and benefit other library communities. Both Chris and Anna agreed that TAG has proven instrumental in developing meaningful and attractive library collections, programs, and services for youth that address the interests of youth and draw significantly more youth to the library.

At the end of the presentation, an audience member asked why TAG teams were promoted for high school students (ages 13-18) when current child developmental research suggests that age 12 is a huge transitional milestone in adolescent development. Anna, Chris, and the TAG members agreed that age restrictions are not firm and that younger kids from Grade 7 do join TAG teams. This discussion offered food for thought that will hopefully encourage YA librarians to interact with youth in senior elementary classes as well as their traditional high school patrons.

STORYTELLING FOR CHILDREN -

BCLA Conference session

Submitted by **Chris Kevlahan, Vancouver Public Library**

Presenters: Allison Taylor-McBryde, Director of Youth Services at North Vancouver District Public Library. Judi Walker the Head of the Children's Library at the Vancouver Public Library.

Judi and Allison presented a wonderful session on storytelling for children. This exciting session included helpful hints about storytelling, as well as Allison and Judi performing some of their favourite solo and in tandem stories. Even though this session was the last YAACS session of the conference, Judi and Allison managed to keep everyone entertained, and at times, rolling in our seats! This session presented practical storytelling tips in the most entertaining way possible. Thanks for a wonderful programme Allison and Judi!

Small Sample of Stories:

Amos's Sweater by Janet Lunn told with puppet and actions
Ira Sleeps Over by Waber acted out with teddies and caps
Frog and Toad by Arnold Lobel told with oven mitt puppets
Bonnie McSmithers recited with homemade puppet
Pierre by Maurice Sendak told with puppet

Bigger and better list to come. Ed.

EVERY CHILD READY TO READ @ YOUR LIBRARY ®

Presented by S.Ghoting (PLA/ALA) and K.Hennings & E.Maestro (VPL).

Thursday's pre-conference session was about early literacy outreach initiatives - a hot area nowadays as much recent research has shown without doubt that experiences during the early years (0-5) are critical predictors of what happens later in life, and libraries are well positioned to reach out with literacy programs to those who need them most.

Saroj Ghoting presented a workshop on the Every Child Ready to Read @ your Library® initiative developed jointly by the PLA and the ALA, while Kristy Hennings and Erie Maestro engaged us with tales from VPL's Ready to Read Children's Outreach Project that has been active since last year and is the first of its kind in Canada.

The audience of library employees from all over BC was enchanted by Saroj Ghoting and her dramatics and anecdotes about her work, and all the valuable information she shared about synapse development, early literacy, vocabulary building and the power of dialogic reading. Her presentation was designed as a training session to teach us, library staff, how to present early literacy information to parents and caregivers of young children - especially to "at risk" groups who are unlikely to come into a public library. And she spoke about her experiences doing this all over the country.

She stressed that if libraries want to make a difference to babies and pre-school children in high-risk groups, outreach is essential. In addition, the outreach sessions need to be tailored to caregivers of children 0-2 years old, 2-3 years old, or 4-5 years old specifically, rather than a general presentation for all. In all workshops, however, the aim is the same: to help children get ready to read.

Don't be afraid to use the early literacy jargon! Research motivates people (educated or not) so it is critical to teach the facts of brain research in outreach sessions, as well as terms like "phonological awareness" and "dialogic reading". It is critical that parents understand how their child acquires language and how much they can help this process along.

Following Saroj's entertaining session, members of VPL's newly formed, multi-lingual Ready to Read Children's Outreach Team, Kristy Hennings and Erie Maestro spoke about what their team of 5 librarians has achieved and of what they've learned so far. They shared some impressive statistics reflecting their success and their passion and enthusiasm for their work was contagious and inspiring!

The Vancouver R2R team has approached an astounding number of organizations and people who work with young children, including daycares, neighborhood houses, food banks, aboriginal community groups and health units, and brought library services to them. Through storytimes with children they introduce language, vocabulary and phonological awareness, and through educational sessions for the caregivers, they teach the importance of using

language with the very young - especially in the mother tongue of the speaker, and even better, with music and dance!

One of the early findings of the team has been that, in Vancouver at least, there is no direct correlation between income level and whether or not families understand the value of reading to their young children. In many cases, some fairly wealthy families are also newcomers to Canada who do not speak English and who can be overly anxious to see their children speaking English. Sometimes these parents are reluctant to talk to their children in their mother tongue at all, and yet do not have the skills to read to them in English either. Many of these children lose their mother tongue altogether by the time they are eight years old. These parents are being encouraged to use their own languages in story and song, and to make use of the library's growing multi-lingual collections.

VPL's R2R librarians do Meta-Storytimes for parents - teaching them how to share a book with their children and explaining the value of dialog while sharing a book, and of dancing, singing and using rhymes. During these sessions, one of the 6 pre-literacy skills is highlighted each time. This service has reached many teenaged mothers, immigrant families and others.

The outreach team also has a Storybus - a van that travels as a small library to groups who otherwise have no access to the library's collections and services. This has been especially valuable in reaching the Family Care Centers where groups of up to 7 small children spend their days. It is often impossible for the lone caregiver to take such a large group on the bus to the library, and it is often too far to walk. The Storybus arrives full of books and with a special Daycare card, the children can choose books and sign them out right there.

This new initiative by Vancouver Public Library has been exciting for everyone involved, and has already had an impact on circulation, attendance at programs in library branches, and on the number of library cards issued. Other changes are on their way as the R2R team finds more innovative ways to break down barriers to library services for borrowers.

The ultimate success of early literacy programs such as the Every Child Ready to Read and the Vancouver based R2R program, has yet to be felt. As we reach out to children and their caregivers with songs and stories and information, as we share ideas and learn from one another, people's lives will be changed.

By Anne Tasker.

Every Child Ready to Read @ Your Library® is a Joint Project of the Public Library Association and the Association for Library Service to Children. For those of you who want more, details can be found at <http://www.pla.org/earlyliteracy.htm>.

I LIKED THE BOOK BETTER!

Submitted by Joanne Canow, Children's Librarian, Vancouver Public Library, May 9, 2006

This BCLA session was one of five sessions organized by the Young Adult and Children's Services interest group to serve those members who work with children and young adults. Kirsten Anderson is a young adult librarian from the Richmond Public Library who recently completed an exciting Master of Arts in Children's Literature thesis at UBC. In her presentation, she describes thesis findings that raise important questions for librarians who might be concerned about purchasing popular teen series and their spin-offs for adolescent girl patrons.

Kirsten's thesis examined differences between book-to-film adaptations and film-to-book adaptations of adolescent materials that are currently hugely popular in libraries. We cannot buy enough of these series and their tie-in materials for the children, 'tweens' - as Kirsten calls them - and young adult girls who borrow them from our libraries. Some examples are the Princess Diaries and Lizzie McGuire series. Most of these 'girls' series fly out the door faster than we can purchase them. And, purchase them we do, basically because they circulate like crazy. And yet, they are not reviewed in any of our professional journals. As librarians, we recognize the popularity of these materials while ignoring their content. Why is this? In Kirsten's thesis, this central question generated an investigation and evaluation of this phenomenon. Kirsten's research revealed dominant themes and storylines, certain presentations of girls and women, and publishing methods used to market and popularize these materials. Kirsten's arguments are grounded in research, discourse, and theory rather than a simple disdain for what some might perceive as 'fluff' as these materials are not positioned in the panacea of good and meaningful children's and young adult literature

Kirsten asked of us to consider the following reading and viewing experiences and compare them. Which did we like the best and why?

- When we read an original book first, and then saw a movie made of the book.
- Saw a movie based on an original novel, then read the original novel.
- Saw an original movie, and then read a book that was based on the movie but written afterwards.
- Consider the many related formats based on a book or story as you can, including book, movie, manga, board game, online game,...

In Kirsten's research she looked at how certain stories and their main female characters were represented in narrative discourse analysis, using adaptation theory (the altering of story elements when adapting them from one media to another) and transfer theory (the maintenance of story elements when adapting them from one media to another) as key concepts. She argued that the Princess Diaries movies are typical book-to-film adaptations, whereas *Lizzie McGuire* movies are direct transfers. There is no real rewriting of the book-to-movie in what she describes as, "a screenplay where the screenplay directions were removed - hack writing".

What Kirsten found when evaluating the Princess Diaries and Lizzie McGuire book-to-movie adaptations and transfers was that the first exploited a traditional Cinderella concept of transformation -princesses in training who change through beauty and poise from teen to fully formed adulthood, while the second merely marketed the teen star Hilary Duff and all her accompanying "Duff Stuff" consumer products. Kirsten points out that in both these original series, the girls were adolescents in transition.

When represented in the movies, they HAD to develop into adults (reminiscent of and consistent with our cultural Cinderella myth).

In her research, Kirsten noticed that the entire book-to-film industry, particularly in the context of teen series, is exploding. Teens have been the target of aggressive consumer marketing for some time, but there is an increasing emphasis on consumerism in the narrative structures of many of these girl series, books-to-films, and media tie-ins. The Princess Diaries, their adaptations, and their motifs lend themselves to marketing a whole new interpretation of 'feminites' that is almost as simplistic as the blatant consumerism displayed in the Lizzie McGuire/turns to beautiful woman/Hilary Duff marketing transformations. Kirsten suggests that the 'feminine' represented in much of this material is very regressive and reflects pre-feminist perspectives. Gossip Girl, another teen series, is as attractive and popular as most series - they are comforting - like walking into a room full of friends. However, when you evaluate the content of a Gossip Girl novel, it is similar to many magazine commercials - simply a vehicle for consumerism and market branding.

Kirsten noted that the publishing industry itself is shifting. Whereas, in the 1960's there were hundreds of publishing firms in the US, by the 1990's there were approximately thirty. Now five major publishing conglomerates own 50% of the publishing industry. Kirsten believes these publishing corporations no longer sell books but simplified 'containers' for ideas and images that feed into many other corporate and consumer marketing strategies.

However, Kirsten argues that adaptations and marketing are not necessarily the same thing, they are not necessarily bad. When we try to find the truly original in some of Kirsten's examples of 'original' books or movies, we note they are rife with cultural references that contribute to our social projections of girls and women. Another term used by Kirsten in her narrative discourse analysis is intertextuality (how meanings of images or texts do not exist in isolation but are influenced by meanings implicit in many other related cultural images and texts). All of these items, the series, the books-to-movies, the movie tie-ins, the spin-off games and graphic novels, are containers that have value because of their cultural references. Some are written better than others, but all are shaped by their intertextuality.

When we consider that these series books are what kids are reading and clamouring to read more of, we should begin to take them more seriously. Rather than judge or censor them, it is important to understand that they are comfortable self-referential reads for 'tweens'¹ at a certain developmental stage. These kids relate to consumerism, cultural mythologies, and the comfort of walking into rooms peopled with their best friends - through series books. If we place the Princess Diaries, Lizzie McGuire, and Gossip Girls within a legitimate body of adolescent literature we will be able to examine the narrative structures that reappear in them, as they do in other bodies of literature.

As Kirsten suggests, there is lots of potential for good adaptations. By examining the teen series formats in the context of formal review literature, we may influence the publishing industry to produce more than mere containers for marketing consumerism. In the meantime, we have many Reader's Advisory opportunities to make referrals to a variety of series, book-to-movie and movie-to-book adaptations, and movie tie-ins, as well as other titles that may allow more reflection and a critical reading of texts. As Kirsten argues, the teen series and their spin-offs are materials that need to be examined. They have huge implications for librarians, their collections, their patrons, and their circulation. These materials are attractive to teens, encourage them to read other materials, and establish them on the road to life-long reading.

Children's Outreach Project Six-Month Report

February 14, 2006

By Judi Walker, Head of the Children's Library and Coordinator of the Children's Outreach Project; statistics provided by Terry Clark, Children's Outreach Librarian II; contact information and anecdotes provided by Eric Maestro, Gladys Chen, Linda Lines, Kristy Hennings, Nona Avren and Terry Clark

The first six months of VPL's Ready to Read Children's Outreach Project was far more successful than we could have hoped. The goals for the first six months were: to hire and train the team; to get out into the community to begin to make connections with other agencies providing service to families with preschool children; to find out what is needed to make the Library more relevant to these non-library users; to begin to offer relevant programs for those families; to let people know what we are doing. These were met—and surpassed.

The Team: The librarians hired for the project are very experienced and skilled Children's Librarians. They are able to provide programs in six different languages; have experience providing training for Early Childhood Educators and parents; are skilled library programmers; and already had many contacts in the South and East Vancouver communities when the project began. Each one brought special skills to the project—and all are passionate about its success. As the project progresses, these librarians are adapting their skills and learning new skills in community development.

Connecting with Agencies: In less than six months, the team members have contacted, built relationships with and provided library service (stories, library cards, books) for over 100 Vancouver agencies (see Appendix A). Our main objective is to get to know the parents and children who do not use the services of the library and to adjust our service in order to make the library useful and relevant to these people. As we have become better acquainted with the needs of our non-users, we have adjusted some of our priorities; team members are now spending more time working with Family Childcare Providers (those who care for children in their homes), visiting Foodbanks, working in the Aboriginal Community, working in Neighbourhood Houses and Family Places. We are working very closely with staff from agencies like MOSAIC, the Health Units, and Westcoast Childcare Resources. In February, team members will begin to work in 8 of the city's B.C. Housing complexes; this will be the first time most of these developments will have had literacy-based programming on-site,

Community Development: The task of gleaning what families actually need and learning how we can provide service that is meaningful has been a challenging one. While all of the Librarians are skilled children's librarians and comfortable with providing outreach programs for children (ex. providing story programs in Daycare centres), the community development aspect has been daunting, difficult, frightening—and exciting. With guidance from Annette deFavri, Project Coordinator for Working Together, team members have learned to make "cold calls" to service providers, to spend time at the local Neighbourhood House getting to know people, to tell stories in unusual places like parks and foodbanks, to adjust our programs (adapted storytimes; a session of songs and rhymes in Cantonese; weekend programs; evening training).

The Programs: In the first six months, team members provided 329 programs for 7035 preschool children, their parents and caregivers. This included 5 ten-week sessions of Parent-Child Mother Goose, 71 programs at Daycares and Preschools, 68 programs at Family Places and Neighbourhood Houses and 47 special events. Team members also provided 29 workshops for Early

Childhood Educators and 25 talks for parent groups. The 422 ECE staff and 485 parents who participated will now be able to share that training with the hundreds of children in their care. The addition of a Storybus late in the year has made it easier for R2R staff to travel to provide these programs in the community. (For more information on programs, see Appendix B.)

Measuring Library Use: Although six months is too short a time to expect to effect large changes in library use, there have been some measurable successes already. The biggest change has been in the number of Daycare cards issued. A total of 89 new Daycare cards were issued, of which 48 were for Family Child Care providers. These FCC's were one of our top priorities because, through traditional service provision, it has been very difficult to make contact with or to measure any contact with these childcare providers. Finding ways to sustain easy access to library materials for those isolated caregivers living a distance from branch libraries continues to provide challenges for the team.

Increases have also been noted in the number of Daycare Boxes (11 boxes: boxes of 25 discarded picture books which can be purchased for \$25), Deposit Collections (3 from July to December with another 8 already ordered for 2006: boxes of 50 books which can be refilled with the return of 60% of the collection for a start-up cost of \$50) and Books to Go (19: bags of books on requested themes are pre-selected for pickup by Daycares).

Getting our Message to the World: One of the most exciting parts of the project has been the enthusiasm with which it has been embraced by other people—both those with whom we are working, other library workers and the public. Wherever the R2R staff go, they are met with greetings like, "The Library is here!" At community meetings (like the Learning City forum), R2R staff are now being recognized for the excellent work they are doing in the community. Through presentations to Senior Staff and Children's Librarians and updates through e-mail, VPL staff are commenting on the "infectious enthusiasm" of the Children's Outreach Librarians. R2R staff will be presenting with Saroj Ghoting (ALA presenter of the Every Child Ready to Read @ Your Library program) at the upcoming BCLA Conference.

The uniqueness of the project has caught the attention of the media: a news story ran on the front page of the "Vancouver Sun" in August and was given almost a full page in the "Globe & Mail" in December. A radio interview was done in French by Nona Avren for Radio Canada and Janice Douglas was interviewed by Channel M. Articles about the initiative were also featured in "Check It Out!," "The Caring Exchange" (the newsletter for Westcoast Childcare Resource Centre), and "The South Van Connector" (the newsletter of the South Community Health Centre).

And by far the best part of the project has been the response from the people we are working with in the community (Appendix C). Parents have told the librarians that this program has changed their lives; hyperactive children are now able to participate in whole story programs and are responsive to books at home. Many parents had no idea that it was important to read (and talk and sing) with their preschool children. Few were aware of the many resources available to them at no charge at the Public Library (picture books, board books, books in their home language, story programs).

Early Learnings: The program is still changing and adapting to the needs of Vancouver's preschool children, their parents and caregivers. The outcomes of this important and exciting initiative are likely to change the way we provide library service for Vancouver's children—both in and outside the library. As we learn more about the issues that keep families from using the services of the Public Library, we hope to adapt our service to break down those barriers. We have already adjusted some of

our circulation policies (ex. Family Daycares are now eligible for a Daycare card; a Values-based approach has been used by our circulation staff for a few years and is being encouraged and expanded). Some change has been made in the provision of materials: branch Children's Librarians are participating more than ever in the Books to Go program, collections of Board books (sturdy materials for preschoolers which parents can borrow without worrying that their child will rip pages; these materials receive minimal processing to keep the cost to the Library as low as possible, enabling circulation staff to treat them as they do paperback materials) and dual-language material have been purchased. Staff in the Children's Library are looking at ways to make programs more accessible to all of our users by providing programs on weekends (a new Family Storytime on Saturdays and Man in the Moon on Sundays) and by providing drop-in programs as we realize that pre-registering for programs likely discourages many of those families who need our programs the most.

Future: Over the next six months we will continue to work with service providers and the families in the community to find out what kinds of library service are needed by the children of Vancouver, to adapt our service to meet those needs and to adjust our traditional in-library service to accommodate the library needs of the whole community. We will hone our skills for measuring the success of the project, working with VPL staff (Systems, Circulation) and outside research staff (Human Early Learning Project, School of Library and Archival Studies, and SFU) and make adaptations to the program based on those findings, in addition to listening to the community (families, service providers and other library staff), the Ready to Read Librarians will continue to tell everyone (The Board, VPL Staff, City Council, the Library world, the community) about what we are doing and what we are learning and why it matters.

AWARDS

BC Book Prize winners

Christie Harris Illustrated Children's Literature Prize

Tanya Lloyd Kyi. *The Blue Jean Book: The Story Behind the Seams*. (Annick Press)

Sheila Egoff Children's Prize

Barbara Nickel. *Hannah Waters and the Daughter of Johann Sebastian Bach*. (Penguin Canada)

See: <http://www.bcbookprizes.ca/winners06.htm> for a complete list of winners

New Canadian Children's Book Award Announced

Toronto, March 28th, 2006 — The Canadian Children's Book Centre has announced a major new award for Canadian children's literature. The Marilyn Baillie Picture Book Award will honour excellence in the illustrated picture book format. The \$10,000 prize will be awarded annually beginning in November 2006. To be eligible the book must be an original work in English, aimed at readers ages three to six, written and illustrated by Canadians and first published in Canada. Eligible genres include fiction, non-fiction and poetry.

Charles Baillie, retired Chairman and CEO of the TD Bank Financial Group, is delighted to give the prize in his wife, Marilyn's, name. As an award-winning children's book author and an Early Learning specialist, Marilyn is involved in and passionate about this field.

The Marilyn Baillie Picture Book Award is organized and administered by the Canadian Children's Book Centre, a national, not-for-profit organization founded in 1976 to encourage the reading, writing and illustrating of Canadian books for young readers. "We are thrilled that Charles Baillie has entrusted us with the co-ordination of this important and generous new award that will recognize all the elements that make a great picture book from integration of text and illustration to overall design. It will also help bring national recognition for Canadian children's authors and illustrators," said Charlotte Teeple, Executive Director of the Canadian Children's Book Centre.

Complete details of the Marilyn Baillie Picture Book Award can be found at www.bookcentre.ca.



Red Cedar Book Awards

by Christina Gerber (YAACS Red Cedar Liaison)

The winners of the 2005-2006 Red Cedar Book Award are Survivors! True Death- Defying Escapes by Larry Verstraete in the non-fiction category and Mud City by Deborah Ellis in the fiction category. The awards were presented on May 13th at this year's successful and exciting Red Cedar gala in Richmond. Over 700 students attended and eighteen authors inspired with their books and stories. Look forward to some great reading with these excellent books nominated for the 2006-2007 Red Cedar Award (listed in this issue).

Last, but not least!, the Stellar Award winner for 2005-2006 is Theories of Relativity by Barbara Haworth-Attard. The Stellar honour book is An Earthly Knight by Janet McNaughton.

Take a look at the fabulous list of 2006-2007 Stellar Award Nominees in this issue.

Happy Reading!

RED CEDAR BOOK AWARD 2006 - 2007 Nominees

FICTION

Airborn, by Kenneth Oppel (Harper Collins)
Amber: The Story of a Red Fox, by Shirley Woods (Fitzhenry)
Belle of Batoche, by Jacqueline Guest (Orca Books)
The Bone Flute, by Patricia Bow (Orca Books)
Catching Spring, by Sylvia Olsen (Orca Books)
Francesca and the Magic Bike, by Cynthia Nugent (Raincoast)
Ghost Voyages III: Endeavour & Resolution, by Cora Taylor (Fitzhenry)
Last Chance Bay, by Anne Laurel Carter (Penguin)
Mable Riley, by Marthe Jocelyn (Tundra Books)
The Minstrel's Daughter, by Linda Smith (Coteau Books)
An Ocean Apart, by Gillian Chan (Scholastic)
Peace Walker: the legend of Hiawatha and Tekanawita, by C. J. Taylor (Tundra Books)
Sea Chase, by Curtis Parkinson (Tundra Books)
Still There, Clare, by Yvonne Prinz (Raincoast)
There You Are, by Joanne Taylor (Tundra Books)

NON-FICTION

- A Bloom of Friendship: The Story of the Canadian Tulip Festival**, by Anne Renaud, illus. by Ashley Spires (Lobster Press)
- Aha! the Most Interesting Book You'll Ever Read About Intelligence**, by Trudee Romanek, illus. by Rose Cowles (Kids Can Press)
- Amazing Animal Adventures Around the World**, by Brian Keating (Fifth House Books)
- As Long As There Are Whales**, by Evelyne Daigle, illus. by Daniel Grenier & translated by Genevieve Wright (Tundra Books)
- Fantastic Feats and Failures**, by the editors of YES Magazine (Kids Can Press)
- Marie Curie: A Brilliant Life**, by Elizabeth MacLeod, (Kids Can Press)
- On Juno Beach**, by Hugh Brewster (Scholastic)
- Rain Tonight: A Story of Hurricane Hazel**, by Steve Pitt (Tundra Books)
- Red Land, Yellow River: A Story from the Cultural Revolution**, by Ange Zhang, illus. by Ange Zhang (Groundwood Books)
- Snow Amazing: Cool Facts and Warm Tales**, by Jane Drake & Ann Love (Tundra Books)
- Struggling for Perfection: The Story of Glenn Gould**, by Vlad Konieczny (Napoleon)
- The Tree of Life: The Incredible Biodiversity of Life on Earth**, by Rochelle Strauss, illus. by Margot Thompson (Kids Can Press)
- The Tunnel King**, by Barbara Hehner (Harper Collins)
- Turn it Loose**, by Diane Swanson, illus. by Warren Clark (Annick Press)
- The Underground Reporters**, by Kathy Kacer (Second Story Press)

Our thanks to the 2006-2007 Red Cedar Selection committees:

Fiction (based in Campbell River):

Teni Chalatumyk (Chair), Margo Cormack, Selma Kennedy, Adrienne Mason, Susan Yates

Non-fiction (based in Comox Valley):

Tracy Richards (Chair), Candy Ashbridge, Deborah Graham, Jenny Mitchell, John Wilson

The Selection Committees for the tenth annual Red Cedar Book Awards worked diligently to read, assess and debate the offerings of the Canadian publishing year 2004. Titles were chosen based on criteria including the quality of writing, reviews, other award nominations and appeal for grade 4-7 audiences.

STELLAR AWARDS

2006 - 2007 Nominees

Airborn, by Kenneth Oppel (Harper Collins)
Angeline, by Karleen Bradford (Harper Collins)
The Beckoners, by Carrie Mac (Orca Books)
Blue Highway, by Diane Tullson (Fitzhenry)
Chanda's Secrets, by Allan Stratton (Annick)
Chasing Shadows, by Valerie Sherrard (Dundurn)
Esther, by Sharon McKay (Penguin)
Fighting the Current, by Heather Waldorf (Lobster)
In Your Face: The Culture of Beauty and You, by Shari Graydon (Annick Press)
Last Sam's Cage, by David Poulsen (Key Porter)
The Little Book of Canadian Political Wisdom, by Rick Broadhead (Key Porter)
Miss Smithers, by Susan Juby (Harper Collins)
Mosh Pit, by Kristyn Dunnion (Red Deer Press)
Rules for Life, by Darlene Ryan (Orca Books)
Sister to the Wolf, by Maxine Trottier (Kids Can Press)
Smoke and Mirrors, by Lesley Choyce (Dundurn)
Son of the Mob 2, by Gordon Korman (Scholastic)
Three Wishes: Palestinian & Israeli Children Speak, by Deborah Ellis (Groundwood)
White Girl, by Sylvia Olsen (Sono Nis)

With thanks to the teen selection committees from the following schools, who read and assessed the young adult books published in Canada in 2004:

Aspen Park Middle School (Comox)
Highland Secondary School (Comox)
Lake Trail Middle School (Courtenay)
Mark Isfeld Secondary School (Courtenay)
Phoenix Middle School (Campbell River)

Special thanks to the group leaders:

Tami Jerome, Dan Kirk, Wes Mann, Lianne Raymond, Tracy Richards, Leslee Samson

IBBY Announces the Winners of the Hans Christian Andersen Awards 2006

The Hans Christian Andersen Jury of the International Board on Books for Young People (IBBY) announces that **Margaret Mahy** (New Zealand) is the winner of the 2006 Hans Christian Andersen Author Award and **Wolf Erlbruch** (Germany) is the winner of the 2006 Hans Christian Andersen Award for Illustration.

The Awards will be presented to the winners at the opening ceremony of IBBY's Congress in Beijing, China, on 20 September 2006.

In awarding the 2006 Hans Christian Andersen Medal for Writing to Margaret Mahy, the jury has recognized one of the world's most original re-inventers of language. Mahy's language is rich in poetic imagery, magic, and supernatural elements. Her oeuvre provides a vast, numinous, but intensely personal metaphorical arena for the expression and experience of childhood and adolescence. Equally important, however, are her rhymes and poems for children. Mahy's works are known to children and young adults all over the world.

The 2006 Hans Christian Andersen Medal for Illustration recognizes one of the great innovators and experimenters of contemporary children's book illustration. Wolf Erlbruch masters an array of artistic registers, is as at home citing and combining artistic styles of the 19th and 20th centuries as he is inventing new ways to reach out to children of all ages. Sometimes simple and elemental, at other times dense and intricate, he is always playful, humorous, and philosophical.

IBBY Announces the Winners of the 2006 IBBY-Asahi Reading Promotion Award

The IBBY-Asahi Reading Promotion Award, initiated by the International Board on Books for Young People and sponsored by the Japanese newspaper company the Asahi Shimbun, is presented to projects run by groups or institutions that are judged to be making a lasting contribution to reading promotion for children and young people.

Previously the Award was given annually, however, as of 2006 the Award will be presented every two years to two projects and presented to the winners at the biennial IBBY Congress. It

was a difficult task for the current jury to choose two winners from the eleven nominees as all the projects were of great merit and complemented IBBY's Mission Statement. Each nominated project targeted children who live in disadvantageous circumstances with no or little access to books. They were really Reading Promotion Projects!

The projects nominated for the 2006 IBBY-Asahi Award were:

- **Mala de leitura** (Reading Suitcase), Amazon region, Brazil, proposed by IBBY Brazil
- **PROBIGUA** (Proyecto Bibliothecas), Guatemala, proposed by IBBY Canada
- **Centra Chileno Nórdica de Literatura Infantil**, Chile, proposed by IBBY Denmark
- **Alif Laila Book Bus Society**, Lahore, Pakistan, proposed by IBBY India and supported by USBBY
- **Centre for the Cultural Development of Children (CCDC)**, Tehran, Iran, proposed by IBBY Iran
- **Early Readers Book Project for Aceh**, Indonesia, proposed by IBBY Japan
- **Mongolian Children's Mobile Library Project**, Mongolia, proposed by IBBY Mongolia
- **Bücherbus in Nicaragua**, proposed by IBBY The Netherlands and supported by IBBY Germany and IBBY Switzerland
- **Eastern and Central Reading Encouragement and Development Network (E.C.READ'N)**, Masterson, New Zealand, proposed by IBBY New Zealand
- **Foundation ABCXXI-Emotional Health Program: All of Poland Reads to Kids**, Poland, proposed by IBBY Poland
- **International Centre of Children and Young People's Literature**, Fundación Germán Sánchez Ruipérez, Salamanca, Spain, proposed by IBBY Spain

After an intensive discussion the jury made its choice from these eleven projects and we are pleased to announce that the IBBY-Asahi Reading Promotion Award for 2006 goes to:

**The Mongolian Children's Mobile Library Project
and
The Foundation ABCXXI-Emotional Health Program: All of Poland Reads to Kids.**

The well-known Mongolian writer Jambyn Dashdondog established the **Mongolian Children's Mobile Library Project** in 2002 with the help of many volunteers including students, writers and artists, as well as his own family. The project focuses on the promotion of book reading among children in rural areas throughout Mongolia, and is specifically aimed at the young people of the nomadic groups of herders who live in the remote areas of Mongolia. The mobile libraries are transported not only by bus across the vast steppes, but also by camel! The first books used in the libraries were picture books, selected from the best children's stories by local and international authors. After this initial selection, a campaign in Japan collected 10,000 picture books donated by Japanese children. Mongolian students of Japanese translated the books and the translated texts were glued into the books over the Japanese text. The project is a new initiative for this huge country and is becoming well known throughout the country.

The Polish campaign **All of Poland Reads to Kids** began in 2001 and is now well known all over Poland. The project is run by **the Foundation "ABCXXI - Emotional Health Program"** and has strong media participation. The campaign aims at revitalizing the custom of reading to children at home, in kindergartens and at school, thus encouraging the healthy emotional development of children. The direct target groups are parents, teachers, caregivers and other people working with children, as well as the media. Well-known Polish personalities participate in the campaign, inspiring adults to read to children. Although the project has its own staff members, many volunteers support them and the campaign is having beneficial results all over Poland.

IBBY congratulates these two winnings projects for their creative and effective approaches to helping children enter the world of books and reading.

REVIEWS

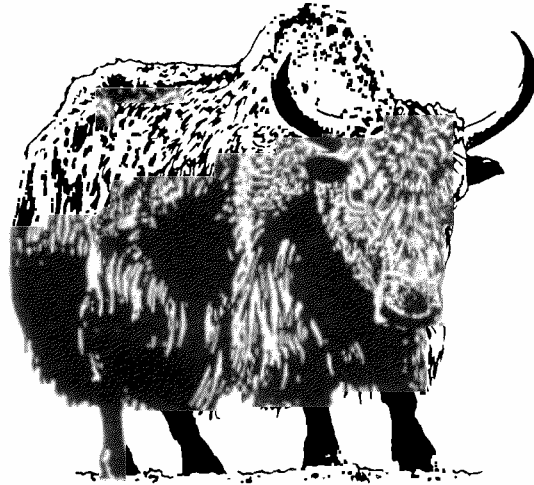
Sullivan, Michael. *The Fundamentals of Children's Services*. ALA Fundamentals Series, ALA Editions 2005. ISBN 0838909078. \$45.00. Purchase from ALA: www.alastore.ala.org.

Sullivan's book is an enjoyable and informative read. It is a comprehensive overview of children's services but with a fresh, inspiring presentation. Sullivan's concise and fluent style allows him to discuss theoretical issues such as "How children's services fit into a library's mission" and "who do children's Librarians serve?" in a single chapter. Yet he suggests commonsense solutions for even the most esoteric challenges. He delves into practical programming tips and gives powerful suggestions for keeping even the most jaded of us motivated to meet any challenge.

Sullivan's knowledge of the field is extensive, and not limited to guidance for new librarians. He includes options for those seeking professional development challenges in their careers with helpful resource lists in every chapter. An excellent text for study and reference in the field.

Scott Rick. *Snooze Music* Grand PooBah Music, Jester Records. 2006. ISBN 0973351527

Rick Scott has produced a beautiful collection of dulcimer lullabies dedicated to his grandson, Rooks Atticus Metz. I personally do not particularly care for lullabies but this collection contains no ordinary lullabies. Springing from simple humming to sooth a bewildered infant, Scott has given us a collection that lifts the mind beyond everyday troubles. Eleven instrumental and vocal tracks create a meditative mood for children of any age to drift into dreamland. A far cry from when the cradle will fall.



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