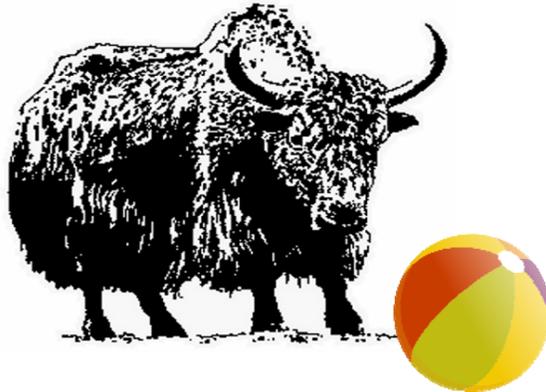


YAACING

The Newsletter of the Young Adult & Children's Services Section of BCLA
Summer 2012



Contents

Message from the Chair	1	Features	
Message from the Editors	1	Celebrating the Winners of the Inaugural YAACS Award: Sharon Freeman and Allison Taylor McBryde	10
News		<i>By The YAACS Award Committee</i>	
Strange, But True: The SRC is Almost Underway!	2	Sharon and Allison: Their Own Words	12
Red Cedar & Stellar 2012 Winners	2	<i>By Sharon Freeman and Allison Taylor McBryde</i>	
Red Cedar & Stellar Book Awards 2012/2013 Nominees	3	Preschool Storytime: Dogs and Frogs	14
Embracing Diversity: We Need Your Songs and Rhymes	4	<i>By Jessica Gillis</i>	
Call For Volunteer Camp Counsellors And Assistants	4	Humorous Stories for Kids with Very Memorable Characters	16
Columns		<i>By Annette Van Koevering</i>	
<i>Teens Only</i>	5	Puzzle Narratives	17
Where'd You Find That? A Teen Services Resource Update		<i>By Jamie Fong</i>	
<i>By Amy Dawley</i>		Story-focused Gaming in the Public Library	20
Vintage YAACING Caught You Reading	6	<i>By Justin Unrau</i>	
<i>By April Ens</i>		Wordless Picture Books	23
Who's on the Felt Board: Little Mouse Gets Ready	8	<i>By Fiona Chiu</i>	
<i>By Adam Smith</i>		Reviews	26
		Call for Submissions	27

Message from the Chair

Summertime is just around the corner, and for your beach reads this year, how about something strange...but true? Yes, this is a shameless little plug for the fun and versatile theme of this year's Kids Summer Reading Club! It was a special treat at this year's BCLA conference to be among the first proud wearers of the eye-catching SRC 2012 t-shirt (that's right, I wore a cartoon pteradactyl t-shirt while surrounded by button-downs and tasteful pumps at a professional conference – and I'm darn proud of it, too). Els Kushner, KidsSRC Coordinator, was there to unveil not only this year's t-shirts, but many of the other awesome designs created by Mike Deas, including my personal favourite, the Genuine Investigator's License. I think kids across BC will be having a blast this summer, now that they're officially licensed by their public libraries to investigate all things strange. I am already looking forward to reading about all the weird and wonderful activities libraries province-wide will be running this summer for their SRC investigators.

Although it will nearly be summer when this newsletter goes out, as I write, the BCLA conference has only just wrapped up. And while it's still fresh in my mind I feel compelled to tell you all about the amazing accomplishments of some of our members. Two of the YAACS Executive gave excellent conference sessions related to children's services. In her session on "What's Appening," Francesca de Freitas of VPL (and YAACS' talented webmistress) gave a dazzling overview of the latest in apps for kids. The session covered lots of ground and all kinds of useful details, while remaining accessible for even the slightly technologically challenged, such as myself! In her session, "Random Acts of Early Literacy on a Dime," Kristen Rumohr of VIRL (who also holds the position of YAACS Continuing Ed Coordinator for the Island) shared some fantastic ideas for enhancing library space while encouraging families to play with language together. I can say firsthand that listening to Kristen definitely provided lots of "Doh! Why didn't I think of that?!" moments. If you're curious to see some of these great ideas you'll wish you'd thought of yourself, as well as learn what's available in apps for kids, I recommend checking out the slides from both Kristen's and Francesca's presentations, available through the BCLA website.

YAACS marked an important first at this year's conference: we were very proud to name the winners of the first annual Young Adult and Children's Services Award, given during the yearly awards ceremony of the BCLA AGM. YAACS received many nominations, all of

them excellent, and was faced with a really difficult decision, but...drumroll, please!...this year's winners were Allison Taylor McBryde and Sharon Freeman. There is not space here to enumerate all of Allison's and Sharon's accomplishments during their years of service to the profession, but rest assured that these two women are more than worthy of such an award. I would like to again thank the YAACS Award Committee for their dedication in making this award happen, and Past Chair Susan Redmond in particular for first planting the seed of this project over a year ago.

Well, the sunshine beckons – I think it's time to go pick out a strange but true story and find a patch of sun to lounge in...

Happy Summer Reading to all!

- Tara Williston
YAACS Chair

Message from the Editors

This summer YAACING is celebrating the imminent launch of another fabulous Summer Reading Club, and the recent presentation of the inaugural YAACS Award to our two exceedingly worthy winners. Inside this issue you'll find profiles of Sharon and Allison, and their own responses to winning the award. If you aren't already aware of just how amazing they are, don't miss this.

Amidst our usual mix of news, program ideas, and reviews, you'll also find a few articles that may come in handy as you brainstorm class visits and summer programs. Jamie Fong's puzzle narratives tie in well with this year's SRC theme and are ideal booktalking candidates, Annette Van Koevinger's humorous stories are perfect for enacting, and Justin Unrau's gaming ideas could welcome a whole new crowd to the library.

Happy reading, and we hope you have a fun and fantastic summer!

- April Ens and Pamela Fairfield
YAACING Editors



Strange, But True: The SRC Is Almost Underway!

Even as I type, the Summer Reading Club materials are on their way from their shipping point at the InterLINK office to libraries throughout the province – and by the time you read this, you should have received all your SRC materials except medals, which will be shipping out in late June, in plenty of time for even the earliest finishers. I had a great time at the BCLA conference meeting librarians who were excited about this year's theme. If you're one of the people who came over and said nice things about the sample materials, or who offered ideas and suggestions for next year, thank you – you made my weekend!

Many libraries already have their SRC programs planned by June, but if you're looking for last-minute programming ideas, booklists, or colouring sheets, check out the SRC Librarians' Website at <http://kidssrc.bclibrary.ca>. The links on the left will lead you to a list of theme ideas, downloads for printouts and promotion, and booklists from ULS as well as from BC librarians. The SRC manual, also linked on the website, is a treasure trove of program and activity ideas, not to mention three gorgeous original colouring sheets from SRC Artist Mike Deas.

Speaking of ideas, it is strange, but true, that we'll be starting work on the **2013** SRC very soon. If you have a suggestion for next year's theme, and/or if you want to get involved in working on SRC by helping with the manual, staffing next year's table at BCLA, or even helping with shipping, please email me at elskushner@gmail.com.

- Els Kushner,
Summer Reading Club Coordinator



Red Cedar & Stellar 2012 Book Award Winners

May 30, 2012 Vancouver, BC – Thousands of BC youth in Grades 4 – 12 across the province have chosen the 2012 Red Cedar and Stellar Award winners after months of cracking spines and flipping pages in a “read-a-thon” some call the *American Idol* of young adult literature.

Now, after heated debate in classrooms, living rooms, libraries, bookstores and online forums from Victoria to Prince Rupert and the Queen Charlottes to Revelstoke, the zealous readers have spoken:

Red Cedar Fiction Award Winner:

After the Fire by Becky Citra (Orca, 2010)

Red Cedar Information Award Winner:

How to Build Your Own Country by Valerie Wyatt, illustrated by Fred Rix (Kids Can Press, 2009)

Stellar Award Winner:

The Gryphon Project by Carrie Mac (Puffin Canada, 2009)

Students read at least 5 of the 12 –15 shortlisted titles in each category to be eligible to vote by the deadline. The Young Readers' Choice Awards Society of B.C. founded and administers both awards to promote quality Canadian children's literature, literacy, and to improve awareness of our nation's literary talents.

Thanks to everyone that participated this year and for information on the **winning and nominated authors and titles for this year and next** including student reviews, teacher's resources, and exuberant virtual celebrations, visit www.redcedaraward.ca or www.stellaraward.ca. Check it out and start making your reading wish list for next year!

- Submitted by Noreen Ma,
Secretary, YRCA



Red Cedar & Stellar Book Awards 2012/2013 Nominees



Red Cedar Fiction Nominees

Ice Storm by Penny Draper

Racing Home by Adele Dueck

That Boy Red by Rachna Gilmore

To Stand on My Own: the Polio Epidemic Diary of

Noreen Robertson by Barbara Howarth-Attard

Saving Arm Pit by Natalie Hyde

Count Me In by Sara Leach

Exiles From the War: The War Guest Diary of Charlotte

Mary Twiss by Jean Little

The Listening Tree by Celia Barker Lottridge

Dragon Seer's Gift by Janet McNaughton

Amos Daragon: The Mask Wearer by Bryan Perro

Nutz! by Virginia Frances Schwartz

Catboy by Eric Walters

The White Ballets: Swan Lake, Giselle, and La Bayadere
by Rajka Kupesic

*The Sea Wolves: Living Wild in the Great bear
Rainforest* by Ian McAllister and Nicholas Read

Emily Included: A True Story by Kathleen McDonnell

Hockey Trailblazers by Nicole Mortillaro

Totally Human: Why We Look and Act the Way We Do
by Cynthia Pratt Nicholson, illustrated by Dianne
Eastman

Highway of Heroes by Kathy Stinson

Shannen and the Dream for a School by Janet Wilson

Our Earth: How Kids are Saving the Planet by Janet
Wilson

Explorers Who Made It...or Died Trying by Frieda
Wishinsky



Stellar Award Fiction & Information Nominees

All Good Children by Catherine
Austen

Death Benefits by Sarah N. Harvey

Once Every Never by Lesley Livingston

My Beating Teenage Heart by C. K. Kelly Martin

Half Brother by Kenneth Oppel

This Dark Endeavor by Kenneth Oppel

Fishtailing by Wendy Phillips

Vampire Stalker by Alison Van Diepen

Just Deserts by Eric Walters

Written in Blood by John Wilson

Blood Red Road by Moira Young

- Submitted by Noreen Ma,
Secretary, YRCA



Red Cedar Information Book Nominees

Mathemagic!: Number Tricks by Lynda
Colgan, illustrated by Jane Kurisu

*Harness Horses, Bucking Broncos & Pit Ponies: A
History of Horse Breeds* by Jeff Crosby and
Shelley Ann Jackson

Last Airlift: A Vietnamese Orphan's Rescue from War by
Marsha Forchuck Skrypuch

Spy, Spy Again: True Tales of Failed Espionage by Tina
Holdcroft

*Off to Class: Incredible and Unusual Schools Around the
World* by Susan Hughes



Embracing Diversity: We Need Your Songs and Rhymes

Do you know a children's song or rhyme in a language other than English? We'd like to hear it!

Burnaby Public Library is collecting songs and rhymes in many languages so everyone can learn them.

Videos of 30 songs and rhymes in 15 languages are available through the Embracing Diversity: Sharing Our Songs and Rhymes website, <http://bpl.bc.ca/kids/embracing-diversity>.

More songs and rhymes are available on the Embracing Diversity Vimeo channel, <http://vimeo.com/channels/embracingdiversity>, and we need your help to make this collection grow. It's easy – videorecord yourself performing a children's song or rhyme and add your video to Vimeo using the instructions found here: www.bpl.bc.ca/kids/embracing-diversity/add-your-own-video

We hope you'll visit the Embracing Diversity website, let others know about it, and pass this invitation along.

Questions or comments? E-mail Joyce Pinsker, Children's and Teen Coordinator, Burnaby Public Library: Joyce.Pinsker@bpl.bc.ca. Thank you for your help!



Call For Volunteer Camp Counsellors And Assistants

WHAT: The Writing & Book Camp

WHERE: The Vancouver Public Library
350 West Georgia Street
Vancouver, BC

WHEN: August 13 – 17, 2011
8:30 a.m. – 3:30 p.m.
(Friday's wind-up Gala will end at 6:30 p.m.)

Do you have an interest in working with children and books? The Writing & Book Camp is looking for volunteers to act as camp counsellors and assistants for campers, ages 11 –13 and 14 – 16, throughout the week of August 13 – 17, 2012. The Writing & Book Camp brings together children and teens with a passion for reading and writing and well-known authors and illustrators in a creative workshop environment. **JJ Lee, Eileen Cook, kc dyer, Jonathon Dalton and Ivan E. Coyote** are just some of the professional authors and illustrators who will be presenting at this year's camp!

CAMP COUNSELLORS

We require Camp Counsellors who are willing to take responsibility for a small group of campers throughout a week of activities. Counsellors should have experience working with children, preferably with a background in education, creative writing, and/or library sciences.

CAMP ASSISTANTS

We also require full-time and part-time assistants whose primary role is to support camp counsellors and help individual campers with writing projects and other camp activities.

Our previous volunteers have found the camp an excellent opportunity to gain experience and skills in a variety of areas. A training and orientation session will be provided beforehand. We are looking for volunteers aged 16 and older.

"It's been a great experience here at the Book Camp. The kids all seem to genuinely love reading and writing. Their passion is truly amazing!"

For more information please contact:
Writing & Book Camp Coordinator
Vancouver Public Library
bookcamp@vpl.ca
604-331-4041



Vancouver Public Library
www.vpl.ca



Teens Only

Where'd You Find That? A Teen Services Resource Update

By Amy Dawley

In the spring of 2010, one of the first Teens Only articles I wrote for YAACING listed out all the strange and wonderful places I find ideas for the programs and services I offer to teens. Now that two years have gone by I think it's time for an update, don't you?

I'd like to start this off by saying that I still continue to use all of those same resources (YALSA list-servs, yalit.com, etc.) that I listed in the 2010 article and that they have served me faithfully over the years. But times change, technology changes, teen interests change, and it's time that my go-to resources undergo a little change of their own. Here's a few of my new favourites that I've added to my arsenal that are worth sharing with the rest of you:

Teen Librarian's Toolbox

www.teenlibrarianstoolbox.blogspot.ca

When I stumbled across this lovely little blog and how it described itself as being "For teen librarians short on time, short on money, but not short on passion!", I literally yelped out a little, "That's me!!!" It seemed too good to be true. But this trusty blog is literally what it claims to be and more. Chalk full of book reviews, opinion pieces, program ideas, and links to places to find even *more* ideas, TLT is my newest regular blog read and one of my new favourites. They have a great group of bloggers and guest bloggers that keep the site current and fresh, updating it with posts nearly every day, *even on the weekends!* All too often teen librarian blogs pop up and die just as quickly, but this one, my faithful teen services colleagues, is alive and vibrant and worth the time it takes to read it.

I'm Here. I'm Queer. What the Hell Do I Read?

www.leewind.org

When I started on as the teen librarian in Prince George, one of the first items on my agenda was to build a vibrant and robust collection of GLBTQ materials in our library's teen section. What I was starting out with wasn't *bad*, as GLBTQ materials were represented in our collection—but it was limited to the "classics" like *Annie On My Mind*, *Boy Meets Boy*, etc. I felt really passionate about giving Prince George's GLBTQ youth access to a fantastic collection of current materials that spoke to them, and this web site was instrumental in my success. I've been reading book reviews of GLBTQ materials from this site for years now, and these materials are some of

the most constantly checked out books in our teen section! It's a great place to go to find the lesser-talked-about-but-still-just-as-good GLBTQ books and hasn't let me down yet. In addition, the blog's owner and writer, Lee Wind, is an amazing advocate for GLBTQ youth and blogs about all the latest news and headlines. It's an excellent resource that I use to keep up to date. While we're on the topic of GLBTQ books, I'd like to give a shout-out to ALA's Rainbow Project, GLBTQ Books for Children & Teens. You can find it at

<http://glbtrt.ala.org/rainbowbooks>

Guys Lit Wire

<http://guyslitwire.blogspot.ca>

If you are responsible for ordering children's and teen books, then you know just as well as I do that there is an *enormous* selection of books that are written about female characters and are arguably geared toward a female readership. It seems every time I order, I have to slog through reams and reams of titles specifically geared towards the gals. If I see another book cover featuring a pensive young woman wearing a beautiful shiny, poufy dress I might scream. Hello, where are all the *books for guys?* That's where Guys Lit Wire comes in and saves the day! It's dedicated to reading and reviewing books that would be of interest to guys, be they middle grade, YA, or adults. They even review graphic novels, which is great. So if you're looking to fight the good fight and seek out those illusive titles that would interest the male readers in your library, add Guys Lit Wire to your reading rotation. You won't regret it!

Teen Programming in Libraries – A Collaborative Pinterest Board

http://pinterest.com/heather_booth/teen-programming-in-libraries-a-collaborative-boar

Okay, so I'll be the first to admit that I am new to Pinterest—it's odd, considering that you'd expect teen librarians to be some of the first to jump on board with the "latest" thing, whatever it is. Full disclosure: I've known about Pinterest for quite a while now, but didn't bother joining until I found this *amazing* board one day while I was poking around the Teen Librarian's Toolbox site. Oh my goodness! The ideas! The crafts! The activities! All in one handy, picture-laden, just-click-here-for-the-link list. Pinterest: it's a beautiful thing and a teen librarian's *dream*. If you only look at *one* link that I've mentioned here today, pretty please pick this one. I promise you won't be disappointed. I've already picked out and scheduled an awesome event in June that I discovered on this board, but I'm not going to tell you what it is because I might write about how it went in the next issue of YAACING. If you really want to know, send me an e-mail and I'll share.



So there you have it, my newly updated and revised list of resources on the web. Do you have any great resources you'd like to share? Did I miss something amazing that needs mentioning? Please let me know. I love to hear from readers! Email me at adawley@lib.pg.bc.ca or pick up the good old fashioned telephone: 250-563-9251 ext. 158. Have a fantastic summer everyone!

Amy Dawley is the Teen Librarian at the Prince George Public Library.

Vintage YAACING

Caught You Reading

By April Ens

In the last column we printed an old technology announcement expressing terrific excitement about barcodes on library cards and screens with green text. While amusing and historically interesting, there weren't any direct applications to take away and build upon.

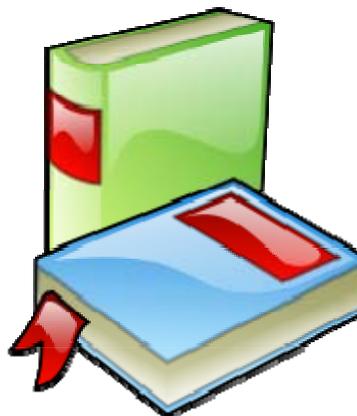
This time we're printing an old idea that might be due for a new life. Check out this project from the Richmond Public Library in the Summer of 1986. Library staff approached and rewarded people found reading in public. They brought word of the library out to the streets, and encouraged people to visit the library in return.

Today reading has become more portable than ever with the proliferation of tablets and ebook readers, and I'm willing to bet that a lot of the people clutching these devices on the buses and beaches don't know that they can supplement their summer ebook reading from the library.

If anyone gives this project a try, be sure to let me know how it goes. I'd be interested to see what criteria you decide upon – does newspaper or blog-reading qualify for a prize, or books and ebooks only?

Send me a note at april.ens@vpl.ca to let me know what you think about this, or anything else you see (or would like to see) in *Vintage YAACING*.

April Ens is the Children's Librarian at the Kitsilano Branch of the Vancouver Public Library



CAUGHT YOU READING!

I thought this was an original program idea. It isn't. Regina Public Library did the same program, called "Caught Reading", during a recent National Book Festival week.

The concept is simple. People found reading in public are rewarded for being good role models. In Richmond we printed coupons and buttons. When a person was spotted reading in public we identified ourselves as library staff, gave them buttons, and invited them to come to the library in order to select a free paperback book. All books were provided by Vancouver Magazine.

The program has been fairly successful, I think. It probably would have been more successful if condensed into a short period of time. We have been doing it all summer long. If it had been done only over a week period of time we could have generated more media publicity.

Staff members have taken buttons and coupons to distribute on their own, whenever they spot readers. I occasionally walk through local malls during lunch periods, and I also poke into the neighboring swimming pool and hockey arena. The donut shop is a great place to find readers.

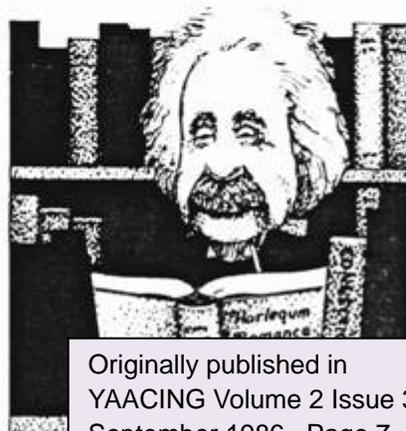
We see far more adult readers than children. Direct any questions to:
Ken Roberts, Richmond Public Library, 7691 Minoru Gate, Richmond, B.C., V5Y 1X4

* * * * *
CONGRATULATIONS!

You have been "Caught Reading" in public. The Richmond Public Library would like to give you a prize for being a good role model. If you come to the RICHMOND PUBLIC LIBRARY, BRIGHOUSE BRANCH, 7691 MINORU GATE, RICHMOND, B.C. V6Y 1R8 branch of the Richmond Public Library before September, 1986 you may trade this coupon for a free paperback book.

All books have been provided courtesy of Vancouver Magazine.

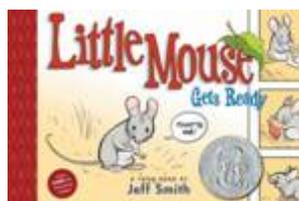
COUPON _____



Originally published in
YAACING Volume 2 Issue 3:
September 1986. Page 7



Who's on the Felt Board?



Little Mouse Gets Ready

*Original Book by Jeff Smith
Felt by Adam Smith*

This is a quick felt story that tells the story of Little Mouse, whose mother wakes him one morning and tells him to get ready to go to the barn. So, Little Mouse needs to get dressed.

Little Mouse loves going to the barn but he needs some help getting ready so he asks what he should put on first: his underwear of course. He has to make sure he gets his tail in the tail hole, which can be tricky! What next? Shirt? Shoes? You can't forget pants!

Once Little Mouse is dressed, he calls to his Mother, "I'm ready!" His Mother comes in the room, and is shocked by what she sees.

"Little Mouse, what are you doing?"

"What do you mean, Mother?"

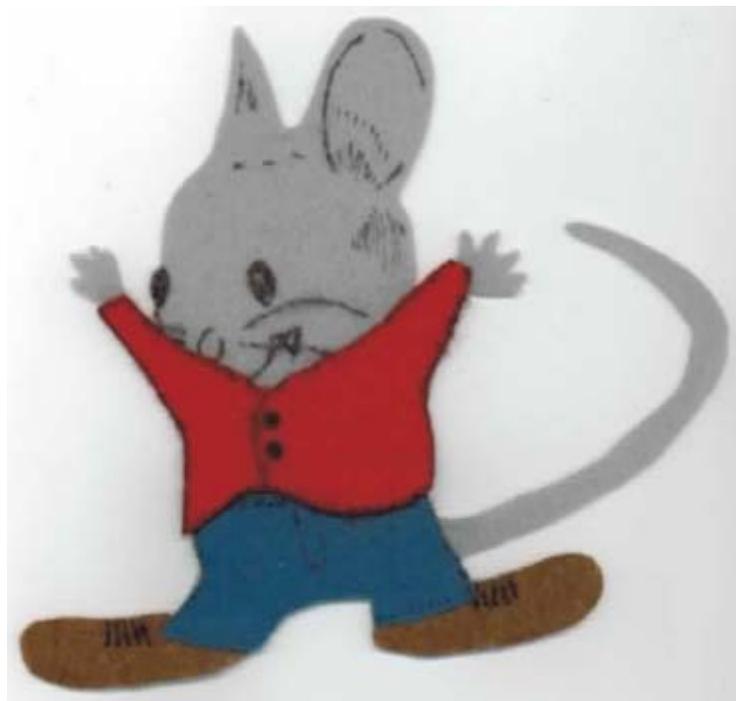
"Well, mice don't wear clothes!"

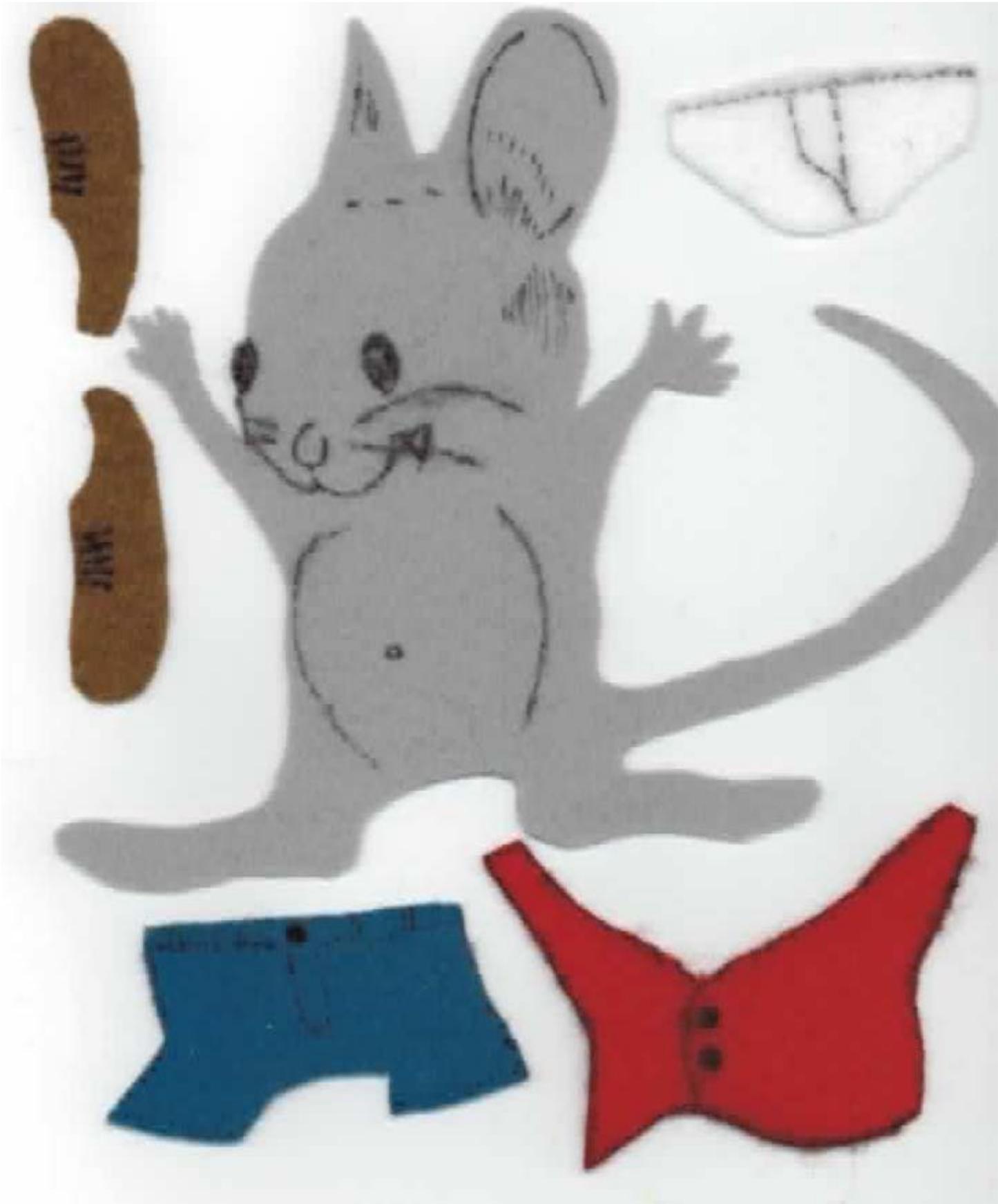
"Whaaaa!"

Little Mouse flings his clothes off, and scampers away to the barn leaving his mother behind.

"What a silly mouse."

Adam Smith is a Library Technician at the Vancouver Public Library.





Celebrating the Winners of the Inaugural YAACS Award: Sharon Freeman and Allison Taylor McBryde

By Members of the YAACS Award Committee

The inaugural Young Adult and Children's Services (YAACS) Award was presented at the recent BCLA AGM, and the winners are Sharon Freeman and Allison Taylor McBryde.

The nominations that we received were truly impressive and testify to the high quality of service, talent, and dedication among our colleagues in this province. The award consists of a plaque, innumerable hurrahs, and, this year, an adorable moose fingerpuppet (*the latter generously donated by Kidsbooks; sadly, the Folkmanis yak puppets were no longer available*). We are honoured to recognize two such deserving and inspiring individuals.

Allison Taylor McBryde

YAACING profiled the inimitable and much beloved Allison Taylor McBryde upon her retirement from the North Vancouver District Public Library last year. You can read it in the Summer 2011 issue, <http://www.bcla.bc.ca/YAACS/page/yaacing.aspx>, complete with a not-to-be-missed poem penned in her honour.

Meanwhile, Tara Williston prepared this brief summary of Allison's accomplishments and influence which was read out by BCLA President Christopher Kevlahan at the presentation of the award:

During her 25-year career as Coordinator of Children's and Young Adult Services with the North Vancouver District Public Library, Allison Taylor McBryde was the driving force behind a mind-boggling number of youth and family literacy initiatives serving babies to teenagers and every age group in between, not just locally, but provincially and nationally as well.

Considered by many colleagues to be quite possibly superhuman, Allison succeeded at keeping abreast of all the latest and best in children's and young adult literature, building a stellar youth collection for her library, keeping on top of day-to-day library operations, forming meaningful and lasting relationships with her young library patrons, their families, and key community organizations, leading pioneering literacy programs, and advancing the profession of children's librarianship through her constant commitment to her own and others' professional development. All this while also teaching as an adjunct professor at UBC's

School of Library, Archival & Information studies for over twenty years!

In her role as an extremely knowledgeable instructor and dedicated mentor to hundreds of budding children's librarians, Allison has guided and inspired an entire generation of young professionals to follow in her very talented footsteps. Her incredible influence on the profession of children's librarianship will be felt for many years to come.

Sharon Freeman

Our profile of Sharon comes directly from her nominators for the YAACS award. They kindly gave us the nod to include their nomination letter, in which they describe her tremendous accomplishments and commitment to libraries and young people.

We are writing you as members in good standing of BCLA and in our capacities as Chief Librarian, Burnaby Public Library and Executive Director, Public Library InterLINK to nominate Sharon G. Freeman for the 2012 Young Adult and Children's Services Section Award, which recognizes exceptional service in the area of children's or teen librarianship in British Columbia. It is our belief that Sharon is most deserving of this award, given her exceptional dedication to ensuring outstanding library service to children, teens and communities.

Sharon is a tireless advocate for children, literacy and libraries. Sharon has been a teacher-librarian and classroom teacher with Burnaby School District #41 for over 20 years. She was an original member of the Joining Forces Committee – an interagency initiative that, during the 1990's, looked at ways of addressing social planning and poverty in Burnaby, including accessibility issues related to public libraries. This committee was critical to the creation of the climate of collaboration and partnership that exists today in Burnaby, as evidenced by Burnaby's highly successful ECD Table, School-Aged Initiative, and Burnaby Intercultural Planning Table.

Sharon loves reading, and she has brought innovative and creative programs that celebrate and promote reading to Burnaby, benefitting this community's children and youth. For about 10 years, she has coordinated the Burnaby schools' vote for YRCA, and she works with BPL staff who send the total votes on to PNLA. Sharon brought "The Battle of the Books" to Burnaby schools, as well as "Reading Rebus", which is for intermediate students who have outgrown a primary reading club.



Sharon believes in the importance of promoting family literacy. She has organized Family Literacy Day events at Stride Avenue Community School for the past three years, and she has registered these highly-successful events, which draw over 100 participations per year, with ABC Literacy. Also at Stride, she facilitates the Primary Reading Club which promotes parent/child shared reading, and she works with the Strong Start program, where she provides a small collection for children and caregivers, offers storytimes, and presents literacy workshops for parents and caregivers on the importance of families reading together. She has also presented on the importance of reading with children and its impact on language development to Teen Parents programs at Burnaby South Secondary School.

Sharon is a great collaborator and a wonderful community partner! She routinely arranges for the participation of BPL Children's Librarians in Kindergarten orientation, and her commitment to her students' participation is one of the reasons why Burnaby's Summer Reading Club is such a success.

Sharon is very active in her profession. She holds individual memberships in the Burnaby Teacher-Librarians' Association, the BCTLA, BCLA, BCLTA, YAACS, ALA, AASL, and ALSC. As a member of the CCBC, she has served on the selection committees for Best Books in the categories non-fiction, fiction, picture book and teen for the past three years. She is also a long standing member and former board member of the Vancouver Children's Literature Roundtable. Sharon has presented workshops at the BCLA and BCTLA annual conferences. A session of note at BCLA focused on the collaboration/working partnership between Burnaby teacher-librarians and librarians at Burnaby Public Library. Her workshop at BCTLA on "*The Battle of the Books and Beyond*" focused on ways to make the library a more exciting place for children and teens. As a mentor to many teachers and Teacher-Librarians in the Lower Mainland, she has continued to promote public library use among her colleagues. During presentations to student teachers at UBC, she's encouraged them to not only use public libraries themselves but to schedule times for class visits.

Sharon brings her passion for children, literacy and libraries to her role as a Burnaby Library Trustee. She was and continues to be an enthusiastic promoter and participant in Library events. Her participation at the Board level is exceptional – Sharon served on the Board of Burnaby Public Library from January 2001 through December 2006. She was Board Vice-Chair in 2005 and Board Chairperson in 2006. It was during

her term as Board Chairperson that she facilitated several important discussions around a child's right to hold a library card and a fees/fines amnesty for Kindergarten through Grade 12 students. In 2009, Burnaby City Council made Sharon a Burnaby Local Hero for her commitment to school and public library programs, and in an unusual decision by Mayor and Council, Sharon was reappointed to the Burnaby Public Library Board in 2009, and she was again elected Board Chairperson at the beginning of this year.

It was her commitment to children, literacy and libraries that led Sharon to volunteer to serve on the InterLINK Board. As InterLINK Treasurer from 2003 to 2006, and as Chairperson of the InterLINK Board since 2009, she has contributed many volunteer hours, and she is always available, even on very short notice, to provide the same quality of advice and support that she offers to BPL Board and staff. During her years on the InterLINK Board, several exciting initiatives have been undertaken, all benefiting families, children and youth – the AudioBook program, InterLINK OneCard and Direct Patron Requests are but a few examples. In 2007, Sharon was awarded BCLTA's Nancy Bennett Merit Award, which recognizes a trustee who has contributed to library service provincially or regionally.

The public library community in the Lower Mainland has benefited, and continues to benefit, from Sharon's passion for reading, her commitment to children, youth and families and her belief in the potential of public libraries to make a difference in people's lives. We believe that Sharon G. Freeman is a most deserving candidate for the 2012 (and the inaugural) YAACS Award, given her exemplary dedication to ensuring outstanding library service to children, teens and communities.

Sincerely,
M. Edel Toner-Rogala,
Chief Librarian, Burnaby Public Library

Michael Burris,
Executive Director, Public Library InterLINK

Congratulations Allison and Sharon!

The 2012 YAACS Award Committee was comprised of Alison Campbell, Alicia Cheng, April Ens, Barbara Jo May, Randi Robin, and Tara Williston.



Sharon and Allison: Their Own Words

Our inaugural YAACS Award winners, Sharon Freeman and Allison Taylor McBryde, have both provided a few words of thanks and reflection from their acceptance speeches delivered at the BCLA AGM.

Sharon Freeman

Thank you so much for this honour. I'm especially pleased to receive this award from people who love libraries and their communities as much as I do.

I'd like to make five specific thank yous...

- To Edel and Michael for nominating me for this first-ever YAACS award...
- To the selection committee for choosing me for this honour...
- To all of the children's librarians who have worked in Burnaby for the past thirty years for their dedication... For more than twenty years, the children's librarians at BPL and the teacher-librarians in Burnaby schools – while recognizing our different roles and responsibilities – have been collaborating...
- To Mayor Corrigan and the Burnaby City Council – not only for allowing me to volunteer in an area of my passion – but for being such strong supporters of public libraries and recognizing the library as such an important place in a democratic society... and
- To the Burnaby Board of Education – where I work as a teacher-librarian – for valuing school libraries that are staffed by qualified teacher-librarians in a time when not every district in the province understands the importance of that for our students.

Thank you, again, for giving me this honour – and allowing me to share it with Allison – who was one of my son's first children's librarians!

Allison Taylor McBryde

First of all, I'd like to congratulate the YAACS and BCLA executive for creating this award, and thank all of you who have worked so diligently to establish this recognition for staff working with children and teens. **We** know how important it is to nurture young readers and library patrons – and it is wonderful to see that work recognized in the library community. I wish we'd thought of creating this award thirty years ago when I was on the YAACS executive!

I've had the good fortune to have had a great number of wonderful mentors in my life; if I deserve this award it is certainly thanks to them. My mom was a teacher librarian, so I grew up surrounded by books. Mum was ahead of her time in her philosophies of teaching reading, and I often worked in her school library. That work experience wouldn't be allowed on a resume today, but it probably landed me my first job in a public library – shelving books. At that library was Ken Roberts, who then hired Judi Walker and me for a storytelling in the schools project which led to my working in a children's department as an assistant.

When Ken told me I should go to library school – I did. I always do what I'm told (right Susan!) Since Sheila Egoff was here at UBC, SLAIS was the only place to go for someone who wanted to work in children's services. I probably wouldn't get accepted in to library school these days with blinkers that size but Sheila was the beacon, so Judi Walker and I both came to Vancouver...and never left.

The month I graduated from SLAIS, Mary Mishra from Burnaby Public Library came to the library school to meet the new grads. She started my interview saying: "Sheila Egoff tells me you're a real shit disturber"...and ended the interview by hiring me for a full time job. No interview panels, no reference checks. They don't make interviews like that anymore. It was BPL's chief librarian Bryan Bacon who said "You children's librarians, you always have such fun!" and it's a good thing it's so much fun because children's services is demanding and endless work. Work accomplished by love.

Twenty-five years ago my friend and fellow children's librarian Sarah Ellis phoned and told me I should apply for another job. And since I do what I'm told – I did. Now Sarah is my sister-in-law too. It's interesting how life works like that.



Judi Saltman and the faculty at SLAIS have given me the opportunity to teach at UBC as an adjunct professor for the past twenty-five years. It has been such a privilege to work with so many talented professors and students. You know the profession is in excellent hands. My mother always said, “You learn more from your students than your students learn from you” and she’s right.

And why would I retire from a profession that I love? I had the best job in the world. I had the best colleagues in the world: librarians who were devoted to children, to literature, to families... Sarah, Elizabeth, Alison, Fran, Jacqueline. I love working with people who love children and who love books.

I’m adopted, and I have always known I was adopted. Add to that, my Dad was a geneticist. When I came home with my own new born baby in my arms, I said to my sister, “This is the first person in the world that I know I’m related to.” In my maternal haze, it wasn’t a statement that diminished my adopted family in any way – it was strictly a reference to genetics. I love my family, but my daughter was the first person I was genetically related to, and now I have a grand-daughter. There are two people in the world that I know I’m related to. My daughter began to grapple with having to return to work. I remember that scary, crazy balancing act – I was attending UBC full time when she was four weeks old. I started working full time when Morgan was nine months old and never quit. I didn’t stay home with my own daughter – I was lucky enough to have a husband far ahead of his time who was a full time dad.

My daughter had a daughter. Life just gets better and better. When my grand-daughter turned one I received that magical piece of paper in the mail that says, “Your earliest possible retirement date would be....” I hadn’t even dreamt of retiring . I had also spent thirty years working with children and researching and teaching about the early years, and I know how valuable, precious, fleeting, and important those years are. I didn’t get to stay home with my own daughter, but here was my opportunity to stay home and be a full time grand-mother. What a privilege that is.

Things haven’t changed much in thirty years for working mothers. There isn’t a national daycare program. It’s embarrassing that in this era, and in this country, we don’t support families, deal with child poverty and honour early childhood specialists and the important work of raising children.

I’ve moved from my mentors to my life story to politics. I should simply say “Thank-you”. Your creation of this award brings recognition to the very important work that goes on every day in every youth department in every library. This award is for all staff dedicated to serving children and teens. This is for everyone who knows how important the early years are and for those who make a real difference in the lives of families and their community.



Preschool Storytime: Dogs and Frogs

By Jessica Gillis



Hello Song: I'm in the Mood for Singing

I'm in the mood for singing. Hey, how about you?
 I'm in the mood for singing. Hey, how about you?
 I'm in the mood for singing, singing along with you!
 Hey, hey, what do you say? I'm in the mood for that today.
 Hey, hey, what do you say? I'm in the mood for that!

Repeat with other actions:

laughing, dancing, listening, etc.

Mr. Bullfrog

Here's Mr. Bullfrog.
 Sitting on a rock.
 Along comes a little boy.
 Mr. Bullfrog jumps,
 Kerplop!

One Little Froggy

One little froggy goes- HOP!
 Along comes another and they just can't stop,
 So...

Two little froggies go-HOP! HOP!
 Along comes another and they just can't stop,
 So...

(continue until 5)

Five little froggies go-HOP! HOP! HOP! HOP!
 DROP!

(fall to floor)

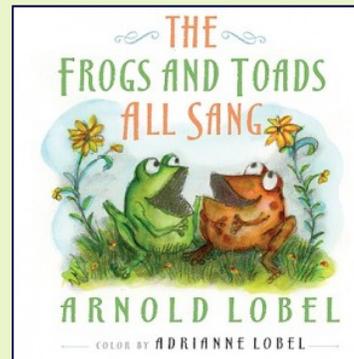
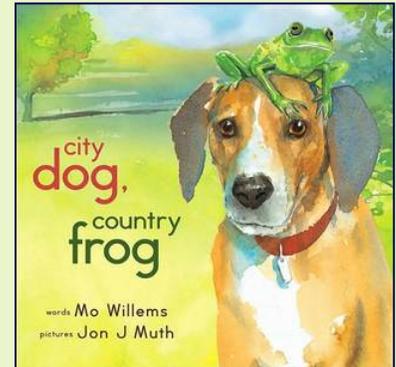
STOP!!



Today's Books

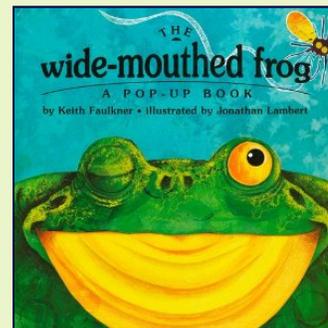
City Dog, Country Frog

Mo Willems &
Jon Muth



The Frogs and Toads all Sang

Arnold Lobel
& Adrienne
Lobel

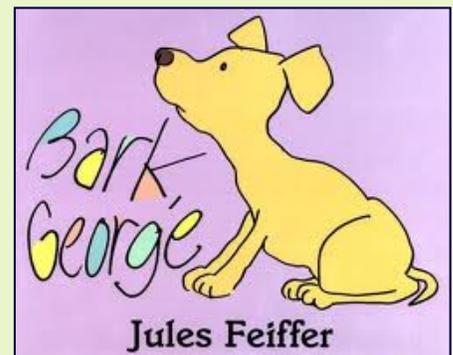


The Wide- Mouthed Frog

Keith Faulkner &
Jonathan
Lambert

Bark, George

Jules
Feiffer



Five Green and Speckled Frogs

Five green and speckled frogs
 Sat on a speckled log
 Eating the most delicious bugs - yum, yum!
 One jumped into the pool
 Where it was nice and cool
 Then there were four green speckled frogs.

Five Little Puppies

Five little puppies were playing in the sun.
 This one saw a rabbit and he began to run.
 This one saw a butterfly and he began to race.
 This one saw cat and he began to chase.
 This one tried to catch his tail and he went round and round.
 And the last one was so quiet, she never made a sound.

Q: What is the only kind of dog you can eat?

A: A hot dog!

Rags

I have a dog and his name is Rags,
 He eats so much that his tummy sags,
 His ears flip flop and his tail wig wags,
 And when he walks he goes, zig zag.

He goes flip flop, wiggle waggle, zig zag,
 He goes flip flop, wiggle waggle, zig zag,
 He goes flip flop, wiggle waggle, zig zag,
 I love Rags, and he loves me.

My dog Rags, he likes to play,
 He rolls around in the mud all day,
 I whistle (*pause*) but he won't obey,
 He always runs the other way.

He goes flip flop . . .

Goodbye Song

Tune: She'll Be Comin' Round the Mountain

Oh it's time to say goodbye to all my friends

Oh it's time to say goodbye to all my friends

Oh it's time to say goodbye

Give a smile, wink your eye

Yes, It's time to say goodbye to all my friends.



Book images from amazon.com. Clip art used with permission from Microsoft.



More Doggy and Froggy tales for you to read at home!

Stanley's Party

by Linda Bailey and Bill Slavin

Dog's Noisy Day: a Story to Read Aloud

by Emma Dodd

Rabbit Riddles

by Katy Hall, Lisa Eisenberg and Robert Bender

Jump, Frog, Jump!

by Robert Kalan and Byron Barton

The Other Dog

by Madeleine L'Engle and Christine Davenier

Skippyjon Jones and the Big Bones

by Judy Schachner

From Tadpole to Frog

by David Stewart and Carolyn Scrace

Don't Lick the Dog: Making Friends with Dogs

by Wendy Wahman

A Frog in the Bog

by Karma Wilson and Joan Rankin

Frogs, Toads, Lizards and Salamanders

by Nancy Winslow Parker and Joan Richards Wright

Jessica Gillis is an MLIS student at the School of Library Archival and Information Studies at the University of British Columbia. This program was developed for the class LIBR 529: Services for Families and Early Literacy in the Preschool Years.

Humorous Stories for Kids with Very Memorable Characters

(Also great to act out during storytimes/bookclubs)

By Annette Van Koevering

The Elephant and Piggie series by Mo Willems

The series, which is on its 17th book and still going strong, features an elephant (Gerald) and a pig (Piggie) who are best friends. The stories are full of fun, life lessons and great one-liners like: "The Pig Rocks!" And the expressions on the characters faces are priceless.

Knuffle Bunny by Mo Willems

The first book in the trilogy is great fun and can be acted out with great gusto during storytime – Gabble, Gooble, Waaaaaahaaaa! Trixie and Daddy go to the Laundromat. On the way home Trixie desperately tries to tell Daddy something. Mommy figures out the problem and all is right with the world again.

The Pigeon series by Mo Willems

You may be sensing a theme here. I believe that pretty much anything written by Willems is gold. The pigeon wants everything that he shouldn't have and tries everything he can think of to get what he wants. In *The Pigeon Wants a Puppy* he desperately wants a puppy; however, when he comes face to face with a real puppy, reality is a little more than he expected. He decides a puppy is too big and scary then he comes up with

something better. Now he wants a walrus! Again, the expressions on the characters' faces are not to be missed. The books in this series make great stories for reading aloud during storytimes – "The teeth, the claws, did I mention the teeth?"

The Wide Mouthed Frog by Keith Faulkner

This is a pop-up book that features bright, impressive pop-up animals who are all taking about what they eat. Wiggly worms and slugs anyone? No? What about with ketchup? Salt and pepper? Still no? The very last page is a huge surprise for everyone. Even though this is a picture book, it goes over well with all ages. I have used this book with 3rd and 4th graders who loved it.

Bad Kitty and Poor Puppy books by Nick Bruel

In these picture books the alphabet is the theme and in the *Bad Kitty* chapter books the themes deal with the everyday life of a bad kitty, who needs a bath, meets the new kitty (a baby), is left with a cat sitter (Uncle Murray), runs for president and has a birthday celebration. The chapter books make for great bookclub titles. The kids eat them up and they are a quick, fairly easy read.

Binky the Space Cat by Ashley Spires

This series about a cat with an enormous imagination is another great idea for bookclub entries. It is in graphic novel format so another easy, quick read that will keep the audience enthralled and laughing out loud.

Annette Van Koevering is the Branch Head of the Mission Branch of the Okanagan Regional Library.



Puzzle Narratives

By Jamie Fong

From picture books to novels, there exists a subsection of children's literature that features puzzle-solving woven into the narrative. Whether it is deciphering hidden messages in illustrations, solving cryptic riddles, or simply untangling a perplexing narrative itself, the reader is encouraged to be an active participant in a story's problem-solving. There is an element of gameplay in such books, which demand to be pored over and often re-read repeatedly to fully unlock the secrets within. They can delight and challenge young readers with analytical minds and a love of puzzles. Often the stories centre around a contest, treasure hunt or mystery, but are distinguished from other genres by the inclusion of puzzles directly in the narrative.

**Base, Graeme. *The Eleventh Hour*.
New York: Abrams, 1989.**

To celebrate his eleventh birthday, Horace the elephant plans an extravagant costume party with eleven guests and a magnificent banquet of eleven dishes. The special day proceeds in grand fashion with his fellow animal guests delighting in the eleven games planned by Horace, but at the eleventh hour, an unexpected mystery unfolds and everyone is a suspect. Was it the twin Giraffes dressed as angels, the cat disguised as Cleopatra or perhaps the rhino in the astronaut costume? Readers are plunged back into the previous pages to undercover clues hidden throughout the meticulously detailed illustrations. There are codes to decipher, secret messages in the page borders, and remember, watch the clocks!

Graeme Base's lushly illustrated picture book will captivate readers of all ages with an entertaining tale told in rhyming verse and a myriad of challenging puzzles. The book is modeled on classic whodunit mysteries of, for example, Agatha Christie, though interestingly the mystery remains unsolved by the characters and it is up to the reader to discover the culprit and unravel the sequence of events. Figuring out the name of the culprit is key to deciphering the final coded message, which fully reveals the correct solution. Base also provides a detailed breakdown of all the book's puzzles in a sealed appendix.

**Williams, Kit. *Masquerade*.
London: Jonathan Cape, 1979.**

Kit William's exquisite and surreal paintings accompany the fantastical tale of a hare who is tasked by the Lady Moon to deliver an amulet to the object of her affection, the Sun. The hare sets off on this journey and encounters a cast of curious characters including the

Penny-Pockets Lady, the Practical Man and even Sir Isaac Newton who sometimes help and sometimes impede his quest. Along the way the hare is faced with a series of cryptic riddles even though he is admittedly "ill-equipped" with a "small brain". Each painting is also surrounded by enigmatic messages in the borders, which may further be parsed to reveal other hidden words.

Williams's picture book captured the public's imagination on its release in 1979, in no small part because the clues and riddles in the book pointed toward the location of an actual buried treasure: a jewel-encrusted golden hare hidden somewhere in Great Britain. Ostensibly a children's book, adults readers alike will be challenged by the mystery, which is supposedly as likely to be solved by a bright child as an Oxford don according to the back cover blurb. While the treasure has long since been discovered (years later revealed to be a rather scandalous case of fraud), *Masquerade* retains the air of a mysterious puzzle box with secrets to be uncovered. The tale is enjoyable on its own merits and the imaginative imagery still holds appeal decades later. Subsequent editions of the book reveal the solution in detail.

**Adshead, Paul. *Puzzle Island*.
Swindon: Child's Play, 1990.**

Explorer/conservationist Ambrose Fogarty invites the reader to read his diary, follow the map and uncover the hidden identity of a rare animal once thought extinct but has been found alive and well on *Puzzle Island*. From lobsters to lions to herons, the island is also home to a diverse menagerie of animals both familiar and not so common. As the reader navigates through the island locales, they are tasked with finding the identities of the various animals ingeniously hidden in the illustrations in unexpected ways. Part visual puzzle book, part exotic adventure, Adshead's colourful and appealing artwork introduces younger readers to challenging, yet not overly difficult puzzles. Additional clues in the form of anagrams surround the edges of each drawing. Ultimately, the book ends with a final coded message to decipher plus a poetic riddle from Ambrose Fogarty whose real identity is yet another secret hidden in the previous pages. The text is somewhat perfunctory and mainly in service of the puzzles, though the wonderful illustrations will easily draw keen-eyed readers into its imaginative world. Readers as young as five-years-old will find appeal in the visual scavenger hunt aspect, though older children (and even adults) may remain stumped by *Puzzle Island's* final mystery. This book would be best read with multiple pairs of eyes scanning each page, plus a pencil and paper handy to keep track of puzzle progress.



Macaulay, David. *Black and White*. Boston: Houghton Mifflin, 1990.

David Macaulay's Caldecott Award winning picture book tells four simultaneous stories with each two-page spread divided into four individual panels. One story tells of a boy's solo train journey to join his parents, another of two children whose parents arrive home from work acting unusually, the third wordless story depicts commuters waiting for an increasingly late train, and the final tale is all about Holstein cows. Meanwhile, a robber character seems to flit in and out of every storyline. Are these separate stories or part of one larger story? Is the train in one story the same one that's in another or is that simply a coincidence? Macaulay plays with readers' assumptions about narrative and challenges them to question what their eyes perceive. Even the artwork of each story is presented in a distinct visual style from dreamy watercolours to the near abstract imagery of the cows and their spots. The division between panels becomes malleable with imagery freely floating between stories. The narrative itself is a puzzle that requires close observation and interpretation. In fact, the title and copyright pages may even hold clues as to the true nature of this puzzling book.

Raskin, Ellen. *The Westing Game*. New York: Dutton, 1978.

Ellen Raskin's Newbery Award winning mystery novel was an introduction to puzzle narratives for a whole generation of young readers. Sixteen people are invited to the reading of Samuel Westing's will, which issues a unique challenge with the winner potentially becoming the heir to Westing's two hundred million dollar fortune. Each person, adult and child alike, is randomly paired up with each other and issued slips of paper with cryptic word clues. Yet all is not what it seems, as it is no coincidence that these sixteen disparate and wacky individuals happen to live in the same Sunset Towers complex that neighbours the Westing estate. Strange events unfold as participants in the Westing Game attempt to sabotage each other to gain the upper hand, but how can they uncover the answer if they don't even know the original question?

As each team plots to find out each other's clues, the reader is privileged to all the clues and can start to piece together their own solution. Actual puzzle-solving falls by the wayside in favor of juggling the complex relationships between characters and all is revealed in an elaborate, logic-jumping climax. Raskin joyfully plays around with words and drops red herrings left and right for characters (and perhaps the reader) to follow down the wrong path. The book follows in the spirit of elaborate Agatha Christie plots or even the board game *Clue* with a light-hearted and zany touch.

Bosch, Pseudonymous, *The Name of This Book is Secret*. New York: Little, Brown, 2007.

This novel kicks off with a warning to the readers: "Do Not Read Beyond This Page". Then the playful narrator proceeds to directly address the reader expounding the dangers of the book and the problem with secrets. In fact, the entire first chapter is censored because that's where readers would normally learn the names of characters and settings, which are, of course, secret. But the devious narrator relents and introduces us to our 11-year old protagonists Cass and Max-Ernest (not their real names) who get caught up in the mystery surrounding the death of a local magician. Readers join the duo as they crack codes and solve riddles along their way to unraveling the secrets of the magician and the mysterious Midnight Sun society.

Filled with humour and witty meta commentary from the narrator, this book immediately draws comparisons to Lemony Snicket's *Unfortunate* series but stands on its own as a cleverly written and unusual mystery story with challenging puzzles woven throughout. Suitable for readers in the junior high range and younger, this book is part one of the Secret Series and was followed by four sequels, all of which are based on one of the human senses.

Berlin, Eric. *The Puzzling World of Winston Breen*. New York: G. P. Putnam's Sons, 2007.

Twelve year old Winston Breen loves puzzles of all types, whether they're crosswords, brainteasers, or riddles. When Winston and his younger sister Kate discover an antique box that contains pieces of a wooden puzzle, they're quickly caught up in a decades-old treasure hunt plotted by the town's richest resident who died years ago. Circumstances have them teaming up with a ragtag group of townspeople including a librarian, a reporter and an ex-cop to try to solve the mysterious puzzles. but with potential fortunes at stake, who can be trusted?

The novel lives up to its title and is generously sprinkled with puzzles, some of which are completely extraneous to the plot. These involve cracking codes, rearranging letters, or even solving a straight up crossword. The author himself notes that many of these may be solved or skipped at leisure with no effect on the reader's enjoyment (answers are provided at the end of the book). Other puzzles are integral to the story and these are actively solved alongside Winston as he figures them out and explains their solutions.



Feldman, Jody. *The Gollywhopper Games*. New York: Greenwillow Books, 2008.

Clearly indebted to Roald Dahl's *Charlie and the Chocolate Factory*, this novel sees twelve year old Gil Goodson vie against thousands of other children to become a contestant in the titular game put on by the Golly Toy and Game Company. The prize is an endless supply of toys and games and a full college scholarship, but Gil has his own personal reasons for wanting to win, namely escaping the town where his family name is muddled in controversy after his father, a Golly Toy executive, was wrongly accused and arrested for embezzling company funds. Thousands of children are whittled down to ten contestants, Gil included, who must win challenges that combine both wits and physical stunts.

The puzzles are seamlessly woven into the narrative with characters frequently talking out the solutions in dialogue. Unlike the somewhat grotesque characters that inhabit Dahl's world, Gil's fellow contestants are well-rounded characters that must often be relied upon as a team to solve certain tasks. Feldman has written a fun and fast-paced novel that challenges the characters and readers alike with tricky puzzles and obstacles.

Stewart, Trenton Lee. *The Mysterious Benedict Society*. New York: Little, Brown, 2007.

A mysterious newspaper advertisement reads "Are you a gifted child looking for special opportunities?" and Reynie Muldoon is just one of a multitude of children who show up to take a series of tests that challenge their intelligence, wit, and more. Readers attempt to solve riddles and challenges alongside Reynie who always explains his unique logic to problem-solving. Three other children Sticky, Kate, and Constance also pass the formidable tests, though not necessarily in the same manner as Reynie. We observe that there are often multiple, sometimes unexpected, ways to arrive at the same solution. It is soon apparent that the tests are an elaborate system to recruit the most gifted orphan children to a secret team under the guidance of the enigmatic Mr. Benedict. Together they may be the only hope of thwarting an international conspiracy originating from the mysterious Learning Institute for the Very Enlightened, where the children must go undercover as students and reveal its nefarious secrets.

The combination of quirky adventure and exploring of children's' emotions is reminiscent of Roald Dahl with a unique voice of its own. Stewart presents a world where children are as smart and resourceful, if not more so, than the adult characters. It's a relatively hefty read at 485 pages, but young readers will likely be too caught up in the high-stakes adventure to notice. Through their

perilous adventures, the four main children learn strong lessons about teamwork, friendship, and loyalty. Some developments in the final few pages wrap everything up a little too neatly, but overall the book is a winning combination of intelligent storytelling and richly defined characters that leaves the reader wanting more. Fortunately, it is followed by two sequels and an imminent prequel. Charming illustrations by Carson Ellis introduce each chapter.

Shiga, Jason. *Meanwhile*. New York: Abrams, 2010.

Chocolate or vanilla? This seemingly simple choice plunges the reader into a mind-bending tale of time travel, mad scientists, and, of course, ice cream. Jason Shiga's inventive and unique graphic novel is unlike any other reading experience. Inspired by choose-your-own-adventure books, *Meanwhile* takes it to another level with the reader following multitudes of "tubes" between panels and across tabbed pages, jumping non-linearly back and forth between pages with theoretically hundreds (or thousands?) of combinations for the story to unfold. Even the comic panels do not necessarily read left to right, but instead jump around the page in every which way. The story kicks off with the protagonist Jimmy in an ice cream shop where the decision to order chocolate or vanilla will dramatically alter the course of his day and indeed history itself. He'll encounter this oddball Professor K. and his three inventions, which have the ability to transfer memories between brains, travel across time and destroy all humanity.

The story is likely too convoluted and tonally dark for younger readers, but teens, particularly those who enjoy a good braintease, will get a thrill out of attempting to untangle the twisty narrative. On their journey, readers will be faced with paradoxes, unexpected ethical choices, and storylines where nothing is as it seems, not even the ice cream vendor.

Jamie Fong is a recent MLIS graduate from the School of Library Archival and Information Studies at the University of British Columbia. This article was originally written for the class LIBR 520: Survey of Literature and Other Materials for Children.



Story-focused Gaming in the Public Library

by Justin Unrau

Gaming has become a more important part of our society in the twenty-first century. We've seen the rise of videogames as big business as well as people like Jane McGonigal (2008) studying and popularizing the notion of making our everyday activities more like games with rewards and achievements and rules. This is an interesting development in society, but a focus on competition and rewards isn't the only way to look at gaming. There are also games that emphasize creating stories and these types of games have been underrepresented in the library literature.

In our teen programming, librarians have been focusing on video- and board-game tournaments, playing games like *Super Smash Brothers Brawl*, *Dance Dance Revolution* and *Ticket to Ride*. While these are fine programs, I would like to propose more involvement in story-oriented gaming, using Tabletop Role-Playing Games (RPGs) and card games of various designs. Incorporating these different types of gaming experiences will provide an interesting and unique alternative to embed our gaming programs into a creative culture of gaming and story that will benefit all of the participants.

Background

On first delving into the topic of gaming and libraries, one notices that there are thousands of gaming programs happening in libraries each year (Nicholson, 2009). In that survey of libraries and their gaming programming, the main categories listed are console games, board/card games and PC games. Scott Nicholson (2008) uses this type of survey information to dispel three myths about gaming in libraries:

- Gaming in libraries is a new phenomenon;
- Only a handful of libraries are supporting gaming;
- Libraries that support gaming are just becoming arcades (Nicholson, 2008).

Another interesting finding from a baseline study of gaming (Nicholson, 2007) was that only 13% of libraries were using videogame consoles as part of their programming. This has potentially changed in the five years since that data was collected. In books about library gaming published since then, most of the chapters have to do with getting video game programs set up, including what kind of technical equipment is needed, how to structure tournaments and also what kind of reference questions videogamers might want

answered and how to build a collection of reading materials to interest them (Galloway, 2009).

While Czarnecki (2010) includes a section on running Collectible Card Game tournaments in her book on implementing and measuring the success of gaming programs, Galloway's book is interesting in its absolute focus on video games. In her history of video games she mentions the Tabletop Role-Playing Game *Dungeons & Dragons* and tells the interested reader to check out the company's corporate website for more information. As she says, "Although this type of game continues to be popular, the digital revolution has brought us to the next natural succession in gaming technology – the electronic video game" (Galloway, 2009). This focus on the leading edge of technology, brushes aside some of the interesting possibilities that library programs using more traditional Tabletop RPGs might explore.

Most libraries – over 70% of those surveyed – discuss gaming programs as a means to serve either active library users or to attract an underserved group of users to the library (Nicholson, 2007). That same survey notes RPGs being used in only 4% of formal programs, (though 90% of those programs use board games which might include some story creation aspects). I would argue that the current focus on competitive gaming rather than story-gaming is missing out on an underserved creative subculture in our young adult clientele.

Tabletop Role-Playing Games and the focus on story

What does it mean to say gaming is "storytime for the rest of us" (Nicholson, 2008) and why might Tabletop Role-Playing Games find a place there? First we should talk about what an RPG is. Daniel Mackay defines a Tabletop Role-Playing Game as:

"an episodic and participatory story-creation system that includes a set of quantified rules that assist a group of players and a gamemaster in determining how their fictional characters' spontaneous interactions are resolved." (Mackay, 2001)

As Cover (2010) notes, this definition's central role of the gamemaster defines it in opposition to a videogame. Most RPGs have a division between the players who each control a single character, defined by rules and description, and a gamemaster who describes the setting and all of the other characters in the game world, as well as adjudicates the rules. Being a gamemaster is like being a director and in many games this is not an adversarial role. There are few final endings in traditional RPGs and the characters are interested in improving their characters to find out what happens next, in a way that is impossible in non-game forms of fiction (Williams,



Hendricks, & Winkler, 2006). *Dungeons & Dragons* is the most popular example of a Tabletop RPG, though there are dozens of others.

The difference between RPGing and videogaming is the focus on creating a narrative, rather than merely interacting with one. Most library gaming events focus on competitions rather than narrative, with the top "narrative" game on the list of popular library video games being *Halo* (Nicholson, 2009), a frantic first-person shooter, not an immersive tale itself. There are certainly videogames that have narrative elements to them, but most of those are less suited to library play, as they focus on one character and don't follow Gallaway's (2009) guidelines of making sure everyone can participate. Library events where everyone watches how good one of their peers is at rescuing the princess won't be good events. A notable exception to these types of competitive videogame programs is the kind of program where teens design their own videogame (Hoenke, 2011). Since these events are less focused on the playing of games, we'll leave them aside for now.

There have been critics who note the nature of storytelling is cooperative and at odds with the competition framework of gaming, but combining those elements in a single game is the domain of several more modern game designs like *The Extraordinary Adventures of Baron Munchausen* and *Once Upon a Time* (a storytelling card game) (Wallis, 2007).

The benefits of this sort of group story-creation means that it forms community among the participants. *The Temple of Elemental Evil* is a *Dungeons & Dragons* adventure that provides a shared experience that RPGers all over North America are passingly familiar with, even if they haven't played it. Everyone who's played *The Temple* has had a different experience based on what happened locally, but it fosters a wider conversation with other players who've made different choices and told a different story. These are affordances of the medium that has both spontaneous face to face interaction supported by widely available texts (Cover, 2010). There is a potent sense of shared experience in the kind of creativity and ingenuity that story-focused gaming can provide.

Key considerations for bringing story-focused gaming into the library

The key considerations for making story-focused gaming a part of our YA programming are the Game, Staff and Participants.

In terms of the game, we will want to choose one where the rules lend themselves well to story as well as competition. James Wallis (2007) recommends a game with mechanics that reinforce storytelling tropes, that play with the kinds of narrative we are all familiar with and using that familiarity to create a better tale. *Once Upon a Time...* is a card game that uses the tropes of fairy tales that many North American youth will be at least passingly familiar with, and *Pantheon* uses the tropes of modern genre movies. Either of these would be a better first game than something like *Dungeons & Dragons* which has many editions and somewhat complicated rules. Also of note, Scott Nicholson (2012) has created a collaborative storytelling game called *Crossed Paths* specifically for the library environment, which includes instructions on how to run it for non-gamers.

The staffmember running this story-game program does need a degree of expertise with the game, the rules and how to role-play, because one of the big draws to story-focused gaming is its unpredictability and how different the live experience is from what you read on the page. This is not a plug-and-play kind of gaming experience. This could be the biggest challenge to creating this type of program, as these games are so dependent on the people involved. I would argue that this dependency is what will help the program create a solid culture of storytelling.

The participants are just as important however. The staffmember will need to keep constantly in touch with the teens to see if they are involved in the experience or not. Some groups click better with different games, so being able to switch things up, especially in the beginning of what one hopes to be an ongoing program, is essential. Not everyone likes to make up stories the same way. Librarians shouldn't be scared to try something, but will want to test things out with input from Teen Advisory Groups and other young members before making a huge story-gaming commitment. As usual, buy-in from some teens who've experienced how this can be a fun interesting activity will be crucial to get it accepted by the wider community of our young patrons.



Recommendations

I would recommend that as well as our popular videogame and boardgame events we begin to offer story-focused gaming programs as well. I recommend gradually introducing these as spinoffs from boardgame nights after a bit of testing with a Teen Advisory Group. The games we are talking about here are under \$30 apiece, so fitting them into existing programming budgets should be relatively simple. The key is having a staffmember who is excited and enthusiastic about creating stories in community for this to work.

Conclusion

Gaming in libraries does not have to have huge world-shaking goals. In the past, gaming programs have been seen primarily as entertainment as opposed to educational programming. These story-focused gaming programs will not abandon those entertainment roots. The focus on collaborative story creation in our gaming programs will engage our teens in an artistic subculture as creators and participants, not mere consumers of passive media. I believe this is an appropriate and attainable goal.

Justin Unrau is an MLIS student at the School of Library Archival and Information Studies at the University of British Columbia. This article was originally written for the class LIBR 528: Services for Young Adults.

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Wordless Picture Books: Back to the Basics

By Fiona Chiu

Context

The realm of publishing experienced an explosion of published titles in wordless picture books from the 1960's to 2000, displaying their growing popularity (Crawford & Hade, 2000, p.66). Records from 1997 showed that almost over a thousand wordless books had already been produced by the mid-1990s, and that a majority of the titles were produced further into the 1980's and mid-1990's (Dowhower, 1997). In the 1990s, wordless picture books became one of the most significant components of the market for children's picture books (Wang, 2000, p. 49). However, in the most recent decade, technological advancements and increased access to the Internet has led to a trend of new media development for children. The market for portable digital products such as Nintendo DS and iPad is constantly growing. Many of these portable digital products offer games that may be preferred over print books, as the games are very interactive, vivid in color, often having storylines, and involve the user to engage in textual reading, reading aloud or even problem solving, much like a book, and often offering more. Digital media is gaining more and more popularity amongst children and the availability and accessibility of digital media is increasing in public and school libraries as well.

With children being exposed to all the different options of reading applications and tools requiring a screen or electricity to operate, it is becoming progressively imperative to stress the importance of early literacy development in children. Early literacy is defined as "what children know about reading and writing before they can actually read and write" (FCPL, 2009, p. 3). Therefore, this paper will be taking a few steps back in children's literature, to explore the history and benefits of a unique type of book for children; a type of book that requires nothing more than a pair of eyes, a place to sit, and some natural lighting to enjoy the story while promoting early literacy development. Best of all, it is a book that communicates to all children, regardless of the language they speak or the reading level they are at: it is the wordless picture book.

History & Background

As far back as the age when our ancestors made caves their homes, humans have been using drawings to record events and tell stories (Kuper, 2008, p. 7). While some pictures were carved into walls and used to describe the hunting and gathering of cavemen, others

were in the form of expressive symbols painted on the tombs of Pharaohs, or seen as illustrations in Chinese scrolls (Kuper, 2008, p. 7). Several people also learned about their religion through the images representing stories on stained glass windows (Crawford & Hade, 2000, p. 66). Even in our everyday lives, we depend on our understanding of what different meanings visual images convey (Arif & Hashim, 2008, p. 121). If we were driving on the road but unable to interpret visual cues like the road signs or could not determine other common visual cues such as gender symbols for public washrooms, life would be much more difficult to navigate (Arif & Hashim, 2008, p. 121). In all cases pictures functioned as communal languages for centuries to preserve and tell stories; and they continue to hold significance today (Kuper, 2008, p. 7).

Some of the most recognized forms of wordless picture stories were created throughout the early 20th century. These were woodcut novels, cartoons and silent cinema (Berona, 2008, p. 10). Woodcut novels were wordless books that told realistic stories in black-and-white pictures, created using the medium of woodcuts, wood engravings, linocuts or leadcuts (Berona, 2008, p. 10). Cartoons were generally found in newspapers and journals, often conveying a political idea or standpoint in pictorial form. Silent cinema available to the public during the early 1900's provided exceptional entertainment, which captured popular elements of humor and tragedy of distinct characters, such as the famous Charlie Chaplin (Berona, 2008, p. 12).

Together, these forms of wordless picture stories became the most influential elements contributing to the arrival of the wordless picture book (Berona, 2008, p. 13) in children's literature. For individuals who were familiar with silent cinema at the time, the emergence of the wordless picture book was a thrill and seen as "a silent cinema in a portable book that they could 'watch' at their leisure" (Berona, 2008, p. 12). Such wordless picture stories have also continued throughout decades to influence talented artists, including Will Eisner, a well-known comic writer who eventually coined the term "graphic novel" (Berona, 2008, p. 12). More importantly, it has influenced the vast collection of children's wordless picture books known in today's society.

The wordless picture book was prolific from its conception in the 1960s, leading some scholars to believe that wordless picture books first appeared in that particular time period (Wang, 2000, p. 49). However, others believe that such books were actually created during an earlier time, but simply not acknowledged for their value until the 1960s (Wang, 2000, p. 49). It is claimed that the first wordless picture book for children was *A Head For Happy* by Helen Sewell, which was



published in 1931, followed by *What Whisker Did* by Ruth Caroll in 1932 (Wang, 2000, p. 49).

A wordless picture book is indeed, a book that is filled with illustrations. However, the sequence and detail of the illustrations in each wordless book may tell a very different story depending on the mind of the reader. Books include the genres of fantasy, adventure, animal stories, folklore, travel, realistic fiction, historical and humour (Williams, 1994, p. 38). A most suitable description of a wordless book came from David Wiesner (1992), who said that a wordless book offered a different reading experience for both the viewer and the author because the author does not have a voice in telling the story (p. 421). Rather, it is the viewer who becomes the essential component of the storytelling process; and therefore, one viewer's point of view is neither more nor less than the validity of another viewer's (p. 421). The "storytakers" and "storymakers" are enabled to interpret and build their own meaning and narratives for the book (Crawford & Hade, 2000, p. 66).

In Wang's thesis (2000), he quotes Chapman (1980) who identifies wordless picture books into three different categories based on the hidden theme among the pictures of the book: story books, concept books and information books. Story books are the most common type, they provide a clear story line to help children construct their own narrative more easily (p. 47); concept books are those that provide children with knowledge about the world around them (p. 48); and information books provide children with information on an event or an animal life cycle (p. 48).

Wordless picture books have become an exceptionally unique and recognized genre in contemporary children's literature because they provide child readers with a different experience from picture books with text (Crawford & Hade, 2000, p. 66). Wordless picture stories are particularly unique in that they provide a very intimate relationship to their reader (Kuper, 2008, p. 7). Its content can only be communicated through the use of drawings (Crawford & Hade, 2000, p. 67). Even though it is true that such drawings can be easily scanned and flipped through for basic comprehension, it is the "grow[th] with repeated viewing" (Kuper, 2008, p. 7) that makes wordless picture books especially notable. This is because it requires the reader to decipher what has occurred in an image first, in order to follow the narrative by continuing on to the next picture (Kuper, 2008, p. 7). The more repetition there is in repeating the viewing of the pictures, the more opportunity there is for the reader to develop a stronger understanding of the narrative—that is, the "more [the] information unfolds" (Kuper, 2008, p. 7). Many children enjoy the repetition of stories due to the increasing familiarity and predictability of the

plots. Wordless picture books not only provide children with such satisfaction, but also provide the rewarding feeling of discovering unnoticed details during the process of reviewing the book (Kuper, 2008, p. 7). The nature of wordless picture books provides child readers with an "open-ended process in which viewers read stories by bringing their background experiences and personal histories to bear on the visual images they encounter" within the book (Crawford & Hade, 2000, p. 67). Furthermore, the illustrations "serve as invitations to which readers can respond... on their readings of the visual signs presented in the illustrations" (Crawford & Hade, 2000, p. 66).

Oral language and early literacy development

Wordless picture books can be used for oral language and early literacy development across a wide spectrum of topics and skills by stimulating thinking and language use across different modes and text-types (Early, 1990, p. 245). As Early (1990) discusses in her paper, since illustrations are of vast importance in this type of book, they are generally well detailed and can therefore be used to encourage and develop the language of description with the child reader (p. 245).

Since the majority of wordless picture books falls under the story book category (as defined earlier this paper), many of the books often portray stories with morals and easy-to-follow plots that can be "read literally to develop the language of temporal sequence and choice and inferentially to develop the language of prediction hypothesis and cause/effect" (Early, 1990, p. 245). The "built-in story structure[s]" in wordless picture books incites readers to create longer, more detailed, articulate and cohesive narratives, which therefore foster linguistic confidence in readers (Early, 1990, p. 250). Child readers are able to exercise the language of judgement by evaluating the personality and actions of each character and can develop stronger oral skills through verbalizing their descriptions, explanations and predictions (Early, 1990, p. 246). Reading literacy skills are developed in similar ways as they are orally. They encourage the child to sequence the images, notice the details in them, interpret and determine the concept, make inferences, draw conclusions, notice any type of cause/effect within the book, and make judgements based on such elements (Early, 1990, p. 246).

What type of book requires nothing more than a pair of eyes, a place to sit and some natural lighting to enjoy while promoting early literacy development? What book can communicate to all children, regardless of the language they speak or the reading level they are at? This would be the wordless picture book. Wordless picture books were once one of the most important components in the market for children's books,



and for good reason. It provides a multitude of benefits for children. To list a few, it allows them to become the narrators of the book, encourages reluctant readers to participate and stimulates oral and language growth through speech and discussion of the plot.

The wordless picture book also provides storytellers with ample opportunities to create a strong learning environment for their listeners and participants without the use of electricity or props that other types of books such as tablets or worded picture books respectively, would require. With all the potential benefits that can be gained from this type of book, how can a children's librarian incorporate a wordless picture book into their program to realize such potential?

The following program is designed with the purpose of incorporating a wordless picture book and takes an all-time favourite, *The Lion & the Mouse* by Jeff Pinkney and combines it with some key components of storytime program creation. The structure of the program has been created based on personal storytime work experience and the knowledge gained throughout reviewing the literature:

- The goal of the program is to promote early literacy skills, involving not only the comprehension of the story but narrative skills as well. Such narrative skills focus on the retelling of events in the story, describing the setting and characters in the story and telling the story in a logical sequence (FCPL, 2009, p. 30)
- *The Lion & the Mouse* is an excellent book choice for the following reasons:
 - Rich, colorful and detailed images: increase the opportunities to encourage more elaborate plots and descriptions
 - It is one of Aesop's fables: possible familiarity with the story can encourage reluctant readers to follow along due to its predictability; fables have a moral to the story and have built-in storylines that are easy to follow, making it easy and fun for the children to construct their own narrative
 - The animals in the story: provide more chances for the children to be creative and imaginative, such as calling out and making the roar of a lion, or the squeak of a mouse as the animal appears on the page
- It is most suitable to work in a group of about 5 – 6 children, to ensure that all of them can have a good view of the pictures as the pages are being turned
- Wordless picture books are great for storytimes because they can be adjusted for a variety of age groups, anywhere from 3 to 12 years old. Three year olds for example can simply be encouraged to identify and call out the animals as they appear on the page, while 12 year olds can be encouraged to put the pictures in sequence and make their own narrative for the story
- However, assuming that the children in the program are between the ages of 6 to 8 years old, a very fun and enjoyable program can be created to promote literacy skills:
 - The first half of the class: sitting in a circle, the book can be introduced, and reviewed with the children verbally, while the librarian encourages the children to discuss and agree on what the story is about
 - The second half of the class: put on a puppet show that involves all the children in the program who want to participate
 - Props: lion puppet, mouse puppet, net, scenic decorative materials
 - While some children play the actual characters, other children can help with the plot by being the narrators or helping with the props
 - Alternatively, the second half of the program can be used to review the book again, this time testing the memory of the children by asking them to predict the following event in the story. Ask the children in sequence as they sit in a circle
- Most importantly, the program should be promoted as one where the children are the authors themselves because they are the ones who will be constructing the narrative of the wordless picture book! Children will enjoy the sense of empowerment and freedom to use their creativity and share it with the rest of the group who have the same interests

Wordless picture books are filled with drawings, and such visual images have been vital for centuries in recording, storytelling and symbolism. Even today, drawings without text play an essential role in the transactions that people have in their everyday lives. In a world where digital media is constantly advancing and strenuous to keep up with, it is as refreshing as it is important to go back to the basics, and remember how the classic wordless picture books in children's literature can be advocated and used to inspire imagination and creativity while promoting early literacy skills in children.

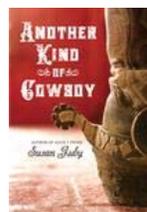


Fiona Chiu is a recent MLIS graduate from the School of Library Archival and Information Studies at the University of British Columbia. This article was originally written for the class LIBR 521: Contemporary Literature and Other Materials for Children.

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Reviews



Another Kind of Cowboy by Susan Juby
HarperCollins, 2009.
Audience: Teen

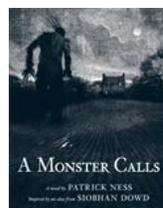
Another Kind of a Cowboy is written by Canadian author Susan Juby. This novel, set on Vancouver Island, focuses on the lives of two teenagers, Alex and Cleo who share a love of horses.

On the surface the book is about two teens and their interests in dressage. However as the story unfolds you see that the major theme of this novel is the quest for identity. Alex wants to be accepted as who he is, a gay young man who wants to ride dressage; however he has to compete with his father's image of him as a rodeo riding cowboy. Cleo has spent her life as an over-privileged self-absorbed brat who, through interactions with Alex and others she meets in Canada, finds herself coming to terms with the fact that this might not be the person she really wants to be.

Throughout the story Ms. Juby provides an accurate and detailed description of the dressage and horse world, in which she maintains the interest of the reader and avoids boring them with clinical facts.

This book is incredibly entertaining. The story draws you in not only by the personal struggles of Alex and Cleo, but also the drama and excitement that they experience in the horse world. This book combines dealing with real world issues while still providing an engaging and exciting read. This is an excellent example of modern Canadian young adult fiction and is defiantly worth checking out.

- Caitlin Rassenti, Langara College



A Monster Calls by Patrick Ness.
Illustration by Jim Kay.
Candlewick Press, 2011.
Audience: Teen

Thirteen-year-old Conor O'Malley isn't having an easy time. When he's asleep, he has nightmares. When he's at school, he's bullied. And at home, he watches his mother grow weaker every day as her cancer and treatments vie for control of her body. His grandmother, whom he detests, is talking about him moving in with her, while his father keeps him at a safe distance from his new family. So when the giant yew tree in the graveyard behind Conor's house twists



itself into a monster and comes looking for him, it seems like just one more thing to deal with; until it demands from him the one thing too terrifying to face – the truth. Stunningly illustrated in black-and-white by Jim Kay, this is a dense, complex and multilayered tale; the reader's understanding of the monster as internal or external, enemy or ally, changes dramatically as the story progresses. The book's supernatural aspect, powerful drama and conflict will appeal to readers, while many teens will identify with Conor's struggles with bullying and his step-family, his fight for acceptance, and capacity for conflicting feelings. This book's ultimate message that actions are more important than words or thoughts is both reassuring and a call to arms for readers of all ages and genders.

- Wendy Wright, Librarian



Sorta Like a Rock Star by Matthew Quick. Little, Brown, 2010.
Audience: Teen

When I saw that Matthew Quick's *Sorta Like a Rock Star* was nominated for the 2013 Young Reader's Choice Award (Intermediate category) I knew I had to read it. I thoroughly enjoyed his adult novel, *The Silver Linings Playbook*, and his first YA offering doesn't disappoint. Quick creates the same memorable, likeable characterizations, especially his hopeful heroine, Amber Appleton. Despite having survived a string of her mother's nasty boyfriends and winding up homeless (she and her Mom camp out on a school bus) she has a strong optimistic spirit and abundant energy for helping others. A horrible tragedy occurs, and Amber must find her way through it and back to herself. As Amber puts it "Maybe I am a freak – but I'm one hopeful misfit, and you could be worse things in this world." This book is highly recommended, particularly for teens going through a tough time.

- Katherine Parker, Vancouver Public Library

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