



LIBRARIES FOR CHILDREN AND YOUNG  
ADULTS SECTION

*SCJ News*

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# The Chair Speaks

Dear Colleagues,

July 2012: some of us children's librarians are working – Winter in South America, in Australia, in Southern Africa... - , some of us on holidays – Summer in the North. At IFLA, we are heading for the big August conferences – “professional feasts” we have carefully prepared for those, lucky this year, who will attend and for those who will not, but will (we hope!) read the papers...

It is Finland this year. Two years ago, Ulla Pötsönen joined our Committee and invited us to organise a conference in her town, Joensuu, north-east of Helsinki near the Russian border. And it is just around the concept of “breaking through boundaries” that the conference is built, together with Joensuu Regional Library and the Finnish Library Association. Colleagues from fifteen countries in all continents will share their ideas, experiences, questions on young people's libraries, in nineteen papers that you can already read online.

Then Helsinki : three sessions! Children and young people's librarians have a presence at IFLA indeed. Surprising Library! will be off-site at Sello library in Espoo city, and organised jointly with Public libraries and School libraries; papers –from Finland, Québec, Congo, US, Denmark and Germany are online.

The two other sessions are very special, in that they relate to programmes our IFLA section offers for all librarians to participate.

One deals with something we must never lose sight of, even if we are so busy with new technologies, budget restrictions and everyday work: read children's books and choose the best ones for our readers. Of course we could take hours to discuss on what “best” means, but one thing it surely means is very good books from the readers' own country and from as many other countries as possible...This is why, following Kazuko

Yoda's request to our Committee for advice on the top 10 picture books in Committee members' countries, we launched “The World through Picture Books” project. Librarians from more than 20 countries have already made their choice (their annotated lists will soon be online), and their selected titles will be exhibited in Joensuu and Helsinki, before going to Japan – another set will be available for any library wanting to exhibit them. The session in Helsinki will be a celebration of picture books, describing this ongoing project, suggesting library programmes to develop using the lists and exploring some countries' selections – without forgetting the question of e-picture books.

The other session will update on Sister Libraries, present the programme evaluation and highlight Sister Libraries' activities in the last year : joint projects involving young readers, but also book donations, and librarians' “real” (not virtual!) visits to their Sister Library...

129 libraries have registered now and if more and more pairings have been concluded, many libraries have not yet found a Sister. Don't hesitate to contact any of our Standing Committee members if you wish to participate! Or for any other question you might have.

With best wishes for the second half of the year,



**Viviana Quiñones**  
Paris, France  
**Chair of IFLA Section:  
CHILD**



## Editor's Note

Time passes very quickly and we are heading towards the next IFLA Congress. As the section gears up for our Satellite Conference in Joensuu and the various track sessions at the main Congress, we bring you library news from around the world through this traditional, but still very relevant, communication tool – the newsletter.

Thomas Frey, the futurist speaker, in his blog post\* mentions the 17 forms of information replacing books. The pertinent point is that online readership for newspapers is on the rise, attracting more than 113 million readers in January 2012. Frey predicts that the physical newspaper will soon be a thing of the past. However, he does say that libraries will, as always, adapt to the changing environment staying true to its role – the holder of the key to information. As such, whatever “container” the information is transmitted in, the information is required. That brings me back to this newsletter, which I liken to newspapers. I am heartened by the fact that though it is presented like a hardcopy, it is read by many online and spread via digital means. Hence, thanks go to the many contributors of articles to this newsletter, and the readers that make this all necessary and worthwhile.

While on the topic of the future, reading some young adult dystopian fiction, one common theme came up. It is how the ruling government was at that point placing restrictions to the access of information in those societies. Ally Condie's *Matched* had citizens exposed only to the best 100 paintings, stories, songs and poems etc. as determined by the “society” (the government) – the rest were gone forever. With the highly controlled information, all citizens lived with the notion that every decision by the “society” was for the best. Not until the protagonist, teenage Cassia, received a hidden piece of poetry by Dylan Thomas:

**“Do not go gentle into that good night,  
Old age should burn and rave at close of day;  
Rage, rage, against the dying of the light.”**

This is “a piece worth losing everything for” that led to her making a decision that might also change the course of history. This is much like *The Giver* by Lois Lowry where the citizens are only given the information that the “community” (its leaders) feels they can handle. Another book *Delirium* by Lauren Oliver tells of how information has been distorted so that the citizens believe that love (the most important human emotion) is a disease and when one turns 18 years old, a procedure will eradicate that totally – to live one's life like an emotionless shell. Of course, as with all good stories, the tension is created with characters finding out that what they knew was either limited or a total sham and so the story begins. This is the power of information and how we as librarians have such an important influence over how society is shaped - how people think.

In this issue, there is an article on an exhibition by Richmond Public Library in the US. It is about the children's books that inspired and influenced the prominent people in their community. Many articles also look at how libraries have been using various means to get children and teens into the library and hooked on reading. Like the “The Man in the Moon” programme where the library gets fathers to be the main influencers (I especially featured the full lengthy content as the examples are so useful!).

So like Dylan Thomas' poem, let me encourage you for even as the road ahead are paths we are unfamiliar with, our ever tenacious nature will continue to drive us to do our best for the future of the children.



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\*Reference: Frey, T (2 Mar 2012). Future Libraries and 17 Forms of Information Replacing Books. In FuturistSpeaker.com. Retrieved Jun 4, 2012, from <http://www.futuristspeaker.com/2012/03/future-libraries-and-the-17-forms-of-information-replacing-books/>



Municipal Public Library in Wrocław - classes within the project "Kid's Library" in Branch No. 1 - Safari Library.

## THE PUBLIC LIBRARY AS A PLACE FOR THE FAMILY IN POLAND

By Agata Walczak-Niewiadomska

The public libraries in Poland have been a strong network of institutions serving children, youth and adults for decades, being at the same time the libraries "closest" to the citizen. However, their main aim of activity was always lending books and all other kinds of reading promotion activities (storytelling, book clubs etc.). Libraries in the last 20 years have undergone transformation together with the rest of the country, improving and adding programmes for example information services for the citizens. Despite all efforts undertaken by Polish librarians, the institutions (with some exceptions) still have not implemented some models of library work, which are commonly fulfilled in the United States and Western European countries, mostly because of financial and organizational conditions. This applies particularly to the "family literacy" programs and all kinds of library activities and services aimed at young children, youth, parents and grandparents.

Family literacy is understood as the mutual support of family members in improving their skills in reading, as well as experiencing the joy that reading and storytelling brings. You can talk about family reading education when it involves at least two generations. Such programmes usually have three elements:

1. child's education (including the skills on the stimulation of learning)
2. parents' education
3. guidance for adults to use methods for encouraging their children or young family members to familiarize themselves with books.

In addition, there is "intergenerational family literacy", which refers to the efforts of adults



from second and third generations in the family (parents and grandparents) undertaken to help other family members with reading and writing. A good example of libraries for which services in improving the readership of the family is of major importance, is the American network "Family Place Libraries".

Although the idea of family activities at the library is not completely unknown in Poland, publications featuring any such areas are few. And if featured, much of the literature referred truly to only to

few activities that take place in public libraries and some scientific texts on the role of family in the literary initiation of a child. A reading program on a national scale working with the concept of family literacy is "All of Poland Reads to Kids", which was launched in 2001. Its main goal is to educate parents on the



Municipal Public Library in Olsztyn - classes with a speech therapist in Branch No. 10 - "ABC".

importance of daily reading of at least 20 minutes for the child's intellectual development from birth. A broad-based media campaign (supported by well-known actors and artists) drew citizens' attention to the role of books in children's life and the joy of shared reading. The research conducted at the University of Lodz in 2011 (*Libraries for children in Poland - their adaptation to international standards in librarianship*) was designed inter alia to determine the state of Polish libraries in providing services for parents together with children. The results showed that institutions recognize the need to organize such activities, but more significantly, do not always know how to create and implement them. Moreover, they don't know how to convince parents themselves to the necessity of participation in programmes with the children in the library. Institutions usually take care of the events themselves, inventing ways to

promote their services and attract parents by encouraging them to visit the library with their children. In Poland with few exceptions, there are no projects implemented by the library where the guiding objective is the parent and child reading together. Services for children aged 0-3 years are in the early stages of development and sometimes are not even perceived as a necessary and desirable aspect from the standpoint of adult readers. Courses for children above the age of 3 years generally include activities that nurture interest in books and

reading, but without the close presence of their parents. However, it should be emphasized that Polish libraries for children, according to the decades-long tradition, perform a wide range of activities for children of 3 years old and above.

Among the institutions leading the forefront in

the field of family literacy in the library is the Municipal Public Library in Wroclaw and its branches. It is the first in Poland to develop a program based on the ideals of the British programme *Bookstart*, which provides materials and books for parents and their children in the first year of life under the name "A Good Start". It was made possible through funding from the Ministry of Culture and National Heritage. Wroclaw Public Libraries offer a number of meetings and entertainment activities for family leisure. Municipal Public Library in Olsztyn, in particular Branch No. 10 - "Alphabet", is widely known for its rich repertoire of activities for the family. For several years the Mom's Club, Kid's Fairy Library, meetings with specialists have been organized there. The main library in Olsztyn is also the organizer of Poland's first training program for librarians in the framework

of services for children aged 0-3 years called Active Librarian Laboratory (LAB – Laboratorium Aktywnego Bibliotekarza), which was conducted in 2011. Naturally, there are many other institutions working very actively in the field of family literacy, often in smaller towns and villages. Among the most common services offered by the libraries for parents and their children are: shared reading, meetings for families, frequently with a chosen theme, meetings with professionals (doctors, psychologists and teachers), competitions, exhibitions, movement and artistic games and theatre performances.

In summary, Polish public libraries have great potential in the delivery of family literacy programs. More and more space is tailored to the needs of younger readers. Thanks to the commitment and enthusiasm of librarians, projects involving local community needs are created. Despite the lack of consistent and specific

nationwide guidance, centers are trying to come out with proposals. Libraries are increasingly using the financial and training support received by the governmental/non-governmental organizations to carry out good programmes. These programmes, wherever they are implemented, gain recognition and are an important part of library activities. Development of a national strategy to improve services for specific user groups (families), creating specially designed training courses and workshops, as well as the expansion of relevant supporting guidelines in Polish, will successfully help to promote family literacy in our country.



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### **Join the CHILD-YA Mailing List!**

#### **Libraries for Children and Young Adults Section Mailing List.**

The purpose of this list is to support the work of the Libraries for Children and Young Adults Section.

We aim to promote international cooperation in the fields of library services to children and young adults, and to encourage the exchange of experience, education and training and research in all aspects of this subject.

**Webpage:** <http://infoserv.inist.fr/wwsympa.fcgi/info/child-ya>

#### **\* The goals of the CHILD-YA mailing list**

- to aid in the distribution of reading and library related information and publications;
- to facilitate sharing of information on matters of international interest to Children's and Young Adults' librarianship;
- to promote the continuing education of library personnel;
- to develop, maintain and promote guidelines for library services.

We encourage individuals and organizations to join in a world-wide dialogue to guide and promote librarianship and library development.

#### **\* To subscribe to the list**

Step 1: Go to <http://infoserv.inist.fr/wwsympa.fcgi/info/child-ya> and Click <<Subscribe>>

Step 2: Key in your Email Address then Click <<Submit>>

Step 3: Key in your Password then Click <<Subscribe>>

You will receive an email to let you know that you have successfully subscribed to be part of the mailing list and further instructions on how to use it.





## Story Time at the William H. Hannon University Library

Loyola Marymount University, Los Angeles, California, United States

By Silvia Gutiérrez

Like many university libraries, all three levels of the William H. Hannon Library are silent. The students are busy at computers or searching reference books. But three mornings a week the silence is broken by young, very young, chattering voices. It's a surprising yet joyful sight – 20 preschoolers with books tucked under their arm skip into the library. Standing on tiptoe they drop their books in the book return and continue down the hallway. They're familiar with this hallway; its pathway leads to the story time room.

Almost daily one of the preschool classes from the university -sponsored Children's Center trek across campus to the Hannon Library for a 30 minute story time. In August 2011 the library added 6000 children's books to a new, special collection, and when I arrived two months later I initiated weekly story time sessions with the children ages 3 years and up. Director Ani Shabazian, professor of Early Childhood Education, fully supports the library visits and encourages her staff to make the long walk to the other end of the campus for story time. Each week three teachers, Liliana Pérez, Grizel López and Karina Díaz, and their assistants lead 20 preschoolers to the library.

The Children's Center curriculum focuses on literacy, and the library visits complement the preschool's literacy program. I had several years as an elementary school librarian before being laid off from a local school district. It was a natural extension for me to outreach to the university's youngest "students" when I arrived at LMU.

My story time sessions are interactive as I believe we all learn the importance and thrill of reading by listening, participating, and responding. I also believe props and manipulatives are fun essentials that add sparkle to a story. Fortunately, I have an extensive treasure box of props collected over the years working as a school librarian.

I choose a weekly theme and combine a fiction and non-fiction book. One recent springtime theme - bugs.

I began with the silly, repetitive book by Johnette Downing *There Was an Old Lady Who Swallowed Some Bugs* and the children cheerfully chant the refrain, "I don't know why she swallowed a fly: perhaps she'll cry." I paired this book with a reading from an informative book about insects – *Bugs! Bugs! Bugs!* by Jennifer Dussling. Each child also received a plastic insect or arachnid (spider) to inspect. They carefully examined the object counting legs and body parts as the book explains a bug's physical features. The preschoolers pointed at legs and counted them, not always correctly. Each child proudly shows off the bug to their classmates telling the name and if they saw one in their home or garden. We also learned whose homes had been invaded by ants! Or worse!

Predicting that some youngsters might want to keep their toy bug I made a game of returning it by creating a parade of bugs. Each child was then eager to add the bug to the parade. Then it's sing-along time. We sang a counting song and used teddy bear counters to add and subtract. The preschoolers practiced counting, and fine motor skills as they lined up and rearranged the teddies. We concluded with recognizing the birthdays of those being celebrated that week. The children then explored the shelves to browse books. They each selected one to checkout and take back to their classroom.

"I love books," many of them tell me. "See you next time," they say as they leave the library. Their teachers tell me that the youngsters eagerly anticipate story time each week and that it brightens their day. It brightens mine, too!



**Silvia Gutiérrez**  
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William H. Hannon Library,  
Loyola Marymount University





## Best Practices from The Youth Library PUNKTmedis, Stockholm Public Library, Sweden

**“We can’t change the world for teenagers, but we can provide the tools so they can do it themselves...”**

**PUNKTmedis** is a meeting-place for the teens of Stockholm since 2005. The target group, 13-19 year olds, has been an important part in the process of forming the youth library together with the staff. It takes time to create a productive collaboration, but we know how important it is to involve teenagers, not only at the start when we created the Youth library, but also in the long run.

Our collection of media is now approximately 10 000 items and the circulation rate is very high compared with other libraries in Stockholm. Not surprisingly our most popular books are in the genres of Fantasy, Urban Fantasy, Horror,

Science Fiction, Fiction (especially in English) and Comics or Graphic novels. We buy most of our books from suggestions by the teens. We have a book where the teens can write down their suggestions, and it is very popular and helps us a lot, because it is hard work to know what trend is coming, so we have good help from our users.

### **Methods - How to involve teens?**

From August 2007 until June 2008 we employed 6 teens, from different schools and with different interests, to help us develop the library’s activities. Apart from working with the library staff, they also planned and carried out their own projects. For the library this provides



Rain & magic music. Open Air - Indian Ethnic Music Festival at the mansion of the merchant V.D. Nosov (the branch of the library).

The meeting in the series "French Comics Stars". Master class and autograph session of the Belarusian-French artist Andrey Arinushkin.



input and ideas from members of the target group, but it also provides these teens with some real work experience.

Financial restrictions and the reorganization of Stockholm Public Library prevented us from employing a new group of library ambassadors. Fortunately we found youths among our visitors who wanted to start writing-circles and role-playing groups. Inspired by a trip to Singapore in 2008 we also educate youths in storytelling and they read stories to children each Saturday. Hopefully, this will encourage children and teenagers to read more. The project has since been implemented in several of our branch libraries. The teenagers do not earn much, but they appreciate the extra money and the experience. Instead of a single visiting author we can afford to pay our young leaders for half a year.

**The Fast Money Scholarship**, is a culture scholarship for teens in Stockholm who want to create their dream project. The projects can include many different activities such as art exhibitions, sewing medieval costumes and

music concerts. There are coaches for the scholarship in over eighty different meeting points for teens around Stockholm – including PUNKTmedis. We coach between 15- 20 teens each year and they often use PUNKTmedis as the place to show and perform their projects. Every year 1,6 million Swedish kronor (around 160000 Euros) are distributed through the program in Stockholm. At PUNKTmedis, we usually get to distribute 100 000 Swedish kronor (10 000 Euros) of that money, but last year we have been lucky enough to get twice that! This year there have been some changes in the scholarship - now you can apply from 10 years of age up to 25 years - we think it will be great!



*Anne Dehaim (Photo: Left top) & Britt-Marie Ingden-Ringselle from PUNKTmedis Stockholm Public Library Sweden*



## Reading and crafting at Madeira Regional Public Library



Today, libraries all around the world act as engines that offer children and young adults opportunities to build knowledge through discovery and invention. The main goal and effort of the Madeira Regional Public Library (Portugal) in its action towards youngsters, is to promote books and the gaining of information and knowledge through reading.

With one area devoted exclusively to children, it houses an extensive collection of print and non-print resources, child-sized furniture and computers with appropriate programs. The welcoming environment and the colorful materials create a cozy hideout for curious children, young adventurers and thoughtful parents.

Whether they want to read on a comfortable chair or in a corner in the library, discover a mystery with their favourite detective or just enjoy some poetry



or comics, children feel the excitement of finding the treats in the book shelves like pirates with a treasure map.

The computers are mostly used for homework or games. Children are challenged to read a small book and share it with the librarian, before using the web. By reading and telling the stories they are enjoying the new acquisitions and also enriching their vocabulary and oral expression.

Our storytelling place is where books come alive! Every Saturday at 11:00 am, a book gains new friends while being read to children and complemented with some easy-to-make craft session. By making cute octopi from the bottom of the ocean or princesses from the highest tower, a part of the book becomes personal to each child in the session. This activity started in 2007 and since then regular participants have been enjoying it.

**Governo Regional da Madeira**  
**Secretaria Regional da Cultura, Turismo e Transportes**  
**Direção Regional dos Assuntos Culturais**  
**Biblioteca Pública Regional da Madeira**  
**Portugal**





## The Living Children's Book

by Jim Højberg



### Get body on your library

A little more than 2 years ago, we employed a dancer for the Children's Library in Vejle. Many people were surprised but it was not so strange. Our dancer made the children dance to stories. For example, children danced to the fairy-tale about the three Billy Goats Gruff with the characters like the smallest, the middle-sized and the biggest Billy Goats, not forgetting the troll. Those children understood and remembered the story in a whole better way than those who had only been read to. They have embraced the story in their body. Some children learn best by doing something physically, rather than by reading or hearing about it. It helps to have programmes that cater to different learning styles.

### The Open Book

When the children enter the Children's Library in Vejle, they enter a story. Or really many stories. The space design uses the contents of the stories, so that the children are able to perceive them. Pippi's house Villa Villakulla is for instance standing in the lending department and the children can walk into it. The moment they enter the house, the playing begins. One person is Pippi, another is Tommy and so on. They become a part of the story.

We have a H. C. Andersen Castle in which they can find a lot of H. C. Andersen's fairy-tales. My wish is to make a children's literacy playground outside the library, but so far we have only got



Tintin's rocket. But it is a big hit among the children and they go for many flights out in space. They use their imagination and become inspired to read.



### **Ronja the Robber's Daughter**

We also try to make books come alive by organising events, which lead the children into the world of books. An example is the Ronja the Robber's Daughter course, which we have made together with a Historical Workshop and a Nature School. It is a three-day course for the youngest school children (6-9 years old) who must either have read the book by Astrid Lindgren or watched the movie.

The first day they are at the children's library, where, after 4 hours of work, they make a small play on a small part of the book. Before this they have been introduced partly to the book, where a chapter of the book is read to the children, partly

to drama through different exercises. Everybody gets their costumes, which they bring along for the activities of the following days. The course is led by 2 librarians, who also respectively are an actor and an author.

The second day they arrive at a Historical Workshop, which is built as an iron-age village. Here they are going to live at the Mathis Fortress for an entire day. They become robbers through warlike games and shooting with bow and arrows, through dangerous trips through the woods and over the hell gap.



The third and last day the children go into the woods with the Nature School. Here they must live with Ronja and Birk for an entire day. They must get to know the goblins, but also how to cook from things from the nature. Vegetable soup is made over an open fire, which supplements the lunchbox in the finest manner. After three days like this the children are fully trained robbers. And they have an entirely different relationship with Astrid Lindgren and her book *Ronja the Robber's Daughter*.



**Jim Højberg**  
**Denmark**  
**Teamkoordinator – Børn**  
**Vejle Bibliotekerne**



## **We serve with a big heart!**

### **Case Ilpoinen branch library - youth club and case youth zone Story, both library services for young adults in Turku City Library, Finland**

The youth department in libraries and youth clubs can share many similar characteristics in terms of activities. The premises have often been planned in a traditional way. Combining the activities and premises is being tested at Ilpoinen branch library of a youth club in Turku: the staff, know-how and work cultures of youth club and libraries are at the disposal of the young users. The branch library-youth club is evolving into an interesting story. It serves emotive young people with big hearts.

#### **To find one's own story...**

Library services for young people have not until now been as important as services for children and adults. User-friendliness and conceptualization of services for the young based on their needs has been the gist of the Youth Zone Story, Turku City Library, since 2006. The youths use the library and contribute to activities, thus creating a story for themselves. It means that once the story gains more depth, the physical premises get

new dimensions: you can even see the library as a hobby. This is the slogan of the youth zone of Story. It gives the activities another goal: the library can provide a lot to a young person by being the focus of his/her activities. When a young person treats the library activities as a hobby, he/she may be a member of the library user panel, a head of a literary (or other) club, an active citizen – what matters most is to find one's own story in co-operation with the library staff. There is no limit to the options.

You will find fiction, non-fiction and feelings – and all in the same Story!

We have sometimes some quiet and peaceful moments in Story:

Libraries and youth clubs have their own fields of operation, but sharing the same premises enables them to co-operate easily and effectively, organizing events together. The service concept is successful also from the point of view of the employees.





The premises in which the youth club operates are first and foremost intended for leisure, where activities take place on young peoples' terms, under supervision but normally without actual guidance. We would like to make it as easy as possible for young people to come and go. Meeting other people and doing what you really want to do is the number one priority of the place.

Does a young person gain something out of this arrangement? It is the role of the Ilpoinen branch library to be part of the everyday-life of the young, and particularly so when some library-oriented activity is called for, e.g. manga-workshops, book talk or planning the library collection together

with young users. Part of the library collection, i.e. youth literature, movies and CDs are at the youth club's disposal even when the library is closed.

So, please, step in, you are always welcome!



**Merja Marjamäki**  
*Finland*  
**Service Manager,**  
**Services for Children and Youth**  
**in Turku City Library**

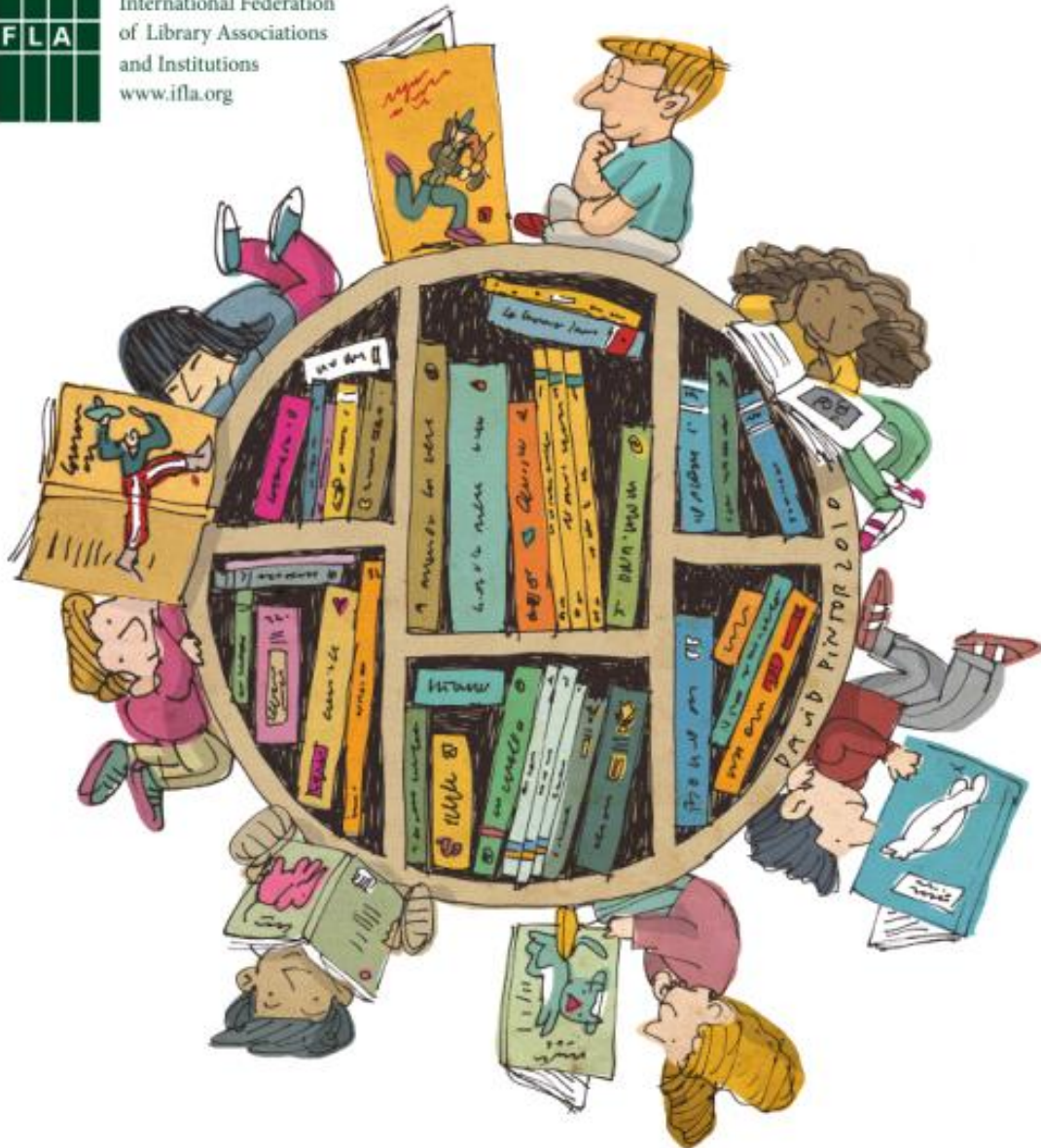


**Ilkka Manninen**  
*Finland*  
**Librarian**  
**Ilpoinen branch library**

# SISTER LIBRARIES



International Federation  
of Library Associations  
and Institutions  
[www.ifla.org](http://www.ifla.org)



共同建置姐妹圖書館來推廣兒童及青少年閱讀

مكتبات شريكة من اجل المطالعة عند الاطفال والناشئة

Bibliotecas hermanas para la lectura de niños y jóvenes

Bibliothèques partenaires pour la lecture des enfants et des adolescents

Sister Libraries for Children's and Young Adult's reading

Partnerbibliotheken für Kinder und Jugendliche weltweit

Библиотеки-сестры и детско-юношеское чтение

Check out <http://www.ifla.org/en/libraries-for-children-and-ya/projects>

<http://sisterlibraries.wordpress.com>





## *∞ The Heart and Hub of the School ∞*

*by Joanna Snälls*

∞ **W**hat can we do to make the library the heart of the school? How can the school library become a hub for the development of knowledge? These are current aims at the Central school library administration in Jönköping. Jönköping is a medium sized municipality in southern Sweden. The Central school library administration (CSLA) acts as a resource center that provides services and support to the municipal school libraries. We are eagerly anticipating the autumn of 2012 as we will be taking several steps forward in our project Idea Library 2.0.



The educational opportunities that are available in a well-functioning school library are something that interests us at the CSLA. Our goal is to develop school libraries to become more than just a place to store books. We believe that school libraries have a large impact on the desires and abilities of the students to read and learn. School libraries promote pedagogic development concerning ICT. Living in a world of an increasingly great flow of information, the school library is a tool for developing the students' skills to process information into knowledge. We perceive the school library to be an educational resource for the entire school, in all subjects.



For years, we have based our work with various projects on the above ideas to support municipal school libraries. Sweden adopted a new Education Act in 2011. It stipulates that every school must have a library. A new national curriculum that endorses information literacy and reading skills was also invoked then. For a long time, the arrangement has been that every municipal school has their own library. All in all, we have about 50 school libraries, presently. The new policy documents put a greater emphasis on, as well as interest in, school libraries. The same documents give us additional support to strive to develop our libraries.



### **Idea Library 2.0**

Idea Library 2.0 is a project where the educational role and revitalization of the school library operations is the main focus. Schools in the municipality, from pre-school to high school, may apply for participation in the project. The goal is that participating schools will manage the school library, as being a natural part of school activities. Our hope is that the project continues to widely develop school libraries in all schools in the

municipality in the coming years of the ongoing project.




School libraries, their functions and use of their functions vary from one school to another. Each school will begin the project from their current stage of development. Reading stimuli and literacy development is a major part of a school's library responsibility, but we also want to accentuate the key information skills. According to the new curriculum, students from grades one and up, are expected to be information literate and able to evaluate information sources. We think that school libraries can be part of the development of students' critical thinking abilities. We endeavor to show the possibilities that may exist with a well-functioning school library. Our aim is for all students and teachers, regardless of subject matter, to comprehend that the school library is an important resource. The project is grounded on a scientific basis. Additionally, we find support for our ideas from scientists like Ross Todd, Keith Curry Lance, Carol Gordon, Louise Limberg, Anna Lundh and Roger Säljö.



Educators and librarians are perhaps the most important corner stone in the school

library development. New ideas must be rooted in those who work in the school. In order to reach the results of a concrete development of each individual school, the project begins with training, workshops and pedagogic discussions. The Principal's participation is of great importance. Without their support, educators and librarians have fewer opportunities to make changes and innovate. Since each school has its starting point based on their own needs, schools subprojects vary in their makeup. Some schools start with a Science and Social Studies teachers group and their ideas concerning the school library. Another school with no current school library plan starts by writing one. The possibilities are endless and the freedom for schools to decide on how to approach the idea is great.



At the CSLA, we support schools during the process of the subprojects. The support may include instruction in the development course, and organization and coordination of training activities for teachers. We desire to work as a sounding board for ideas, as well as continuously explore the matter and provide information regarding new research. Our vision is to see the development of many completed projects, visible to the entire school. We endeavor for increased goal attainment, producing students that are well equipped for the world of today and tomorrow. We believe that the school library can and should be the school's heart and hub! 



**Joanna Snälls**  
Sweden  
Librarian  
Central School Library  
Administration  
Jönköping



# Exploring Books that Shaped Richmond Residents and Leaders

By Lisa Crisman

The Friends of the Richmond Public Library in Richmond, Virginia (USA) opened the exhibit “Why Children’s Books: Inspiring Generations” on Thursday, April 12<sup>th</sup>, 2012 during National Library Week. The exhibit was on display during April and May at the Main branch of the Richmond Public Library.. This exhibit offered visitors a glimpse into the childhood of more than 55 notable Richmond personalities.

“As a father, it was important that I read to my children and help them to discover the joy and power of reading.”

Hon. Dwight C. Jones  
Mayor, City of Richmond Virginia



“Why Children’s Books: Inspiring Generations” is a fascinating, colorful exhibit that demonstrates the long-term influence of a children’s book. Whether it is the memory of reading with a parent or teacher, the first time a book is read alone or the emotional power of a certain tale, the stories shared reaffirm the importance of free and easy access to books for all children.

Visitors to the exhibit learn what books made an impression on university presidents, Richmond Kickers team members, politicians, artists and many other community leaders, including Virginia Commonwealth University (VCU) basketball coach Shaka Smart,

singer Jason Mraz, and Robin Starr, CEO Richmond SPCA.

The variety of chosen books is both delightful and surprising. Some are relatively new, such as *Mufaro’s Beautiful Daughters* by John Steptoe, selected by retired Richmond City Council Chief of Staff Daisy Weaver as one of the first books she read to her daughter. Also included is the turn-of-the-century *The Goops* by Gelett Burgess, which was given to the father of Dr. Hunter McGuire, Jr. and has been in the family ever since.

In addition to the display special events were scheduled to complement the exhibit:

- Dr. Leila Christenbury and other faculty members of Virginia Commonwealth University’s Department of Education led community discussions about favorite children’s books and the future of children’s literature in the digital age.
- Saturday, May 12<sup>th</sup> was Children’s Day at the Main Library. There were programmes by children’s book authors, storyteller Megan Hicks, craft sessions, and readings from the exhibit. This event concluded Children’s Book Week.
- Anita Silvey, editor of the book *Everything I Need to Know I Learned from a Children’s Book*, provided insights into the topic on Saturday, May 19<sup>th</sup> as a culmination to the exhibit.

After closing on May 29<sup>th</sup>, the exhibit travels to the Children’s Museum of Richmond for the summer months and will then visit all branches of the Richmond Public Library in September for Library Card Sign-up Month.

**For more information, please contact:**  
**Kelly Kyle, Exhibit Chair**  
**Friends of the Richmond Public Library**  
**804/646-0117**

## Quotes from Visitors, Programme Speakers and Contributors

“What a wonderful experience it was for me when I visited the Richmond Public Library and read the posters lining the walls. My daughter-in-law is a teacher in Columbia, SC, and when I e-mailed her about my afternoon at the Library she was thrilled. I want so much to be able to share these with her and with our grandson and adult son and daughter. A number of the books showcased are books read to them or read myself when growing up. Our love of books is one of the most vibrant threads of our family tapestry. Please know what a treasure you have shared with the public and the impact it has on those who really appreciate the gift.”

Exhibit Visitor



“We came for the Children’s Book Exhibit and the Meg Medina/Gigi Amateau presentation and both were excellent! Thank you for such a beautiful tribute to children’s literature.”

Exhibit Visitor

“This exhibit is a wonderful idea, beautifully executed. We hope to take it home with us and try to do something similar in our community.”

Exhibit Visitor

“My early reading of biographies gave me as an 8 or 9 year old a sense that my life mattered – my childhood mattered in that it was helping form me to meet the opportunities life would present me later, and my adulthood would matter enough to others that I was right to work hard to prepare for it.”

Hon. Anne Holton  
Retired Chief Judge Juvenile and Domestic Relations Court  
Former First Lady of Virginia

“This exhibit was a model for other libraries, drawing from a huge range of community figures and showcasing a great variety of children's literature. Meticulously researched, beautifully presented, Informative, lively, and fun, this exhibit will have impact on library patrons and readers for many years. It became the appropriate focus of a number of discussion groups and a keynote lecture, and it truly made an impact on its viewers.”

Dr. Leila Christenbury  
Chair, Department of Teaching and Learning,  
Virginia Commonwealth University  
Professor, English Education, School of Education

By Lisa Crisman  
United States  
Children’s Services Coordinator  
North Avenue Library  
Richmond Public Library





# “Sense and sensibility” – more than a novel!

*An inspiration for “blended learning & living” in children’s libraries*

By Susanne Brandt



**Sense and sensibility** – those who are looking for a connection between these two terms and libraries may think of Jane Austen’s novel that bears the same title. What interests and inspires me here and now, however, is the tension that exists between these two terms. And that tension has a lot to do with our work at today’s children’s libraries.

*Sense and sensibility* – these terms relate to each other in a way similar to the way the words “information and intuition” do. They describe the field in which our children’s libraries move and the digital offers they provide.

The dimensions and ways of transmitting information have changed so drastically that the emotional and aesthetic experiences that language and culture provide sometimes seem to pale behind the digital flood of information. And many of the debates about the ever-present dominance of virtual worlds emphasize the discrepancies rather than the connection and sense of belonging between the two.

Yet what is really happening here? The virtual

access to the world occurs mostly via abstract constructions and data. Though the mind might comprehend them, they fail to achieve the emotional and sensual depth and authenticity of real experiences. These, on the other hand, allow for an intuitive access and forms of expressions without which the experiencing of art, the philosophical pondering and the perception of one’s own feelings and those of others are impossible.

Now if we focus on children, we know: such primary experiences, i.e. the sensual dealing with objects and people, are considered to be the basis of all processes of developing and learning during the first years of their lives. Today learning processes with digital media are doubtlessly part of that. Yet without a kind of “intuitive knowledge of body and soul” that develops through direct experiences, digital media cannot be a meaningful component for gaining and developing knowledge. The mind needs emotions. Information requires intuition. And vice versa. One won’t work without the other.

Things are not always that well-balanced in



daily life, however. The loss of real experiences that address all of the senses, the lack of versatile opportunities to test oneself and to meet others socially, emotionally and creatively are tangible.

This is where children's libraries become essential: When children get fewer chances in their daily lives to collect direct experiences with their own bodies, with movement and a multitude of sensual perceptions, with people, nature and materials, meeting places such as libraries can contribute to compensate such deficits. They don't do that as a "good force" to counter the "bad" digital media

available but rather as important pioneers and companions in a digital world.

The multimedia environment of children's libraries is literally perfectly suited to consciously balance and connect virtual experiences on the one hand and direct real



experiences on the other hand in the sense of "blended living and learning".

One of today's essential responsibilities of education is to make the connections between digital processes, human actions and physical as well as social reality transparent and to practice an increasingly sophisticated way of dealing with them.

Yet how may this be realized on the job: Let me describe it by giving a few examples. I'm taking three aspects that play a major part in children's libraries into consideration: Promoting dialog, transferring information into knowledge and stimulating the child's imagination.

For example, I am thinking of offers based on the idea of "Family Literacy", such as the "Reading to children in families" Project offered by the Phantastische Bibliothek in Wetzlar:

A situation like that takes on therapeutic aspects and is accompanied by intense schooling and consultation with the adult that does the reading.

I am also thinking of a natural science library project from Northern Germany: the EGON Project "Stories about Nature". "Egon" is the German abbreviation for "Discover mysterious places in nature". That means: children walk through the woods, smell, touch and taste their living environment, they move, they climb trees – and while doing all that, they learn things that can be wonderfully supplemented with pertinent information they find in books or on the Internet. So here it is blended living and learning as well!

And last but not least I am considering all forms of narrating and reading to children, forms that open up new space for creative, moving and imaginative activities, like story telling with

"Kamishibai", another project in Germany.

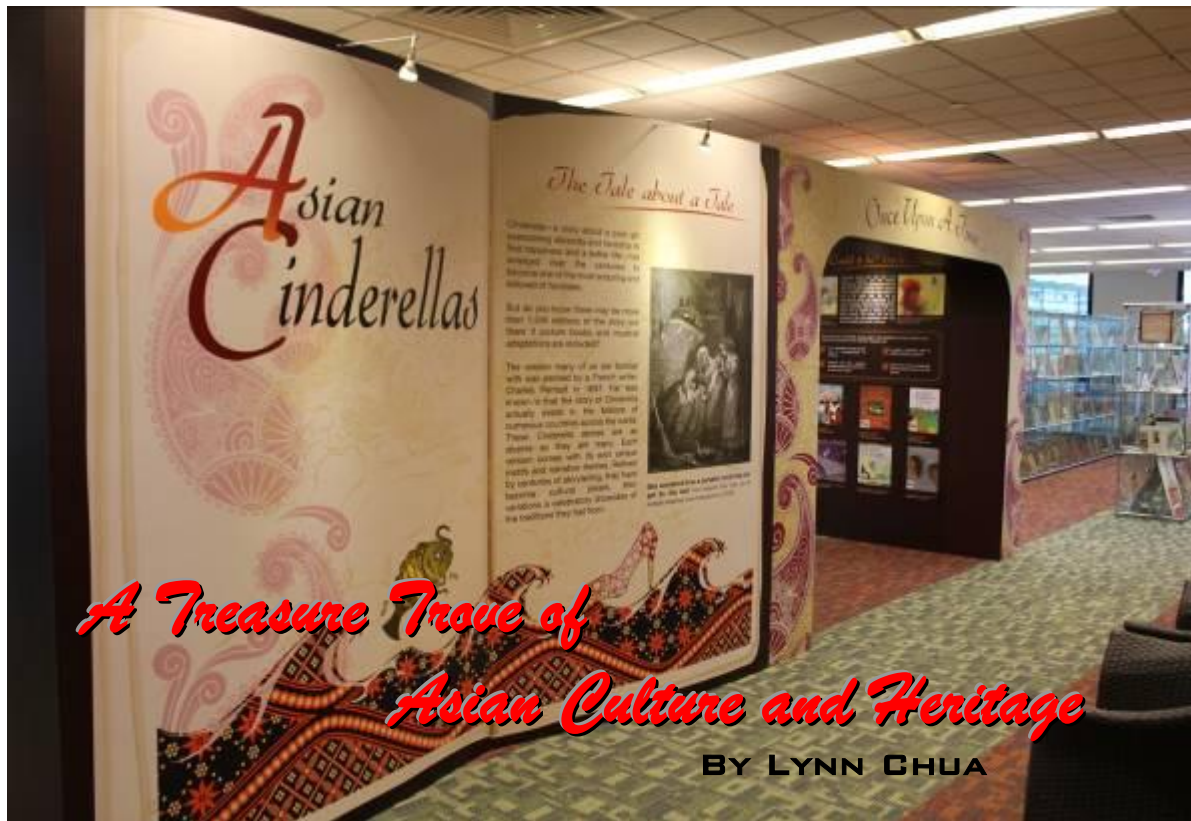
These are three projects with three important goals: more than ten or twenty years ago, today children need imagination as an experience of openness and incalculability beyond predictability and routine; they need social experiences in direct human encounters and interaction; and they need a sensual and emotional relationship to their environment so they do not only learn how to understand it but also how to sense and love it.

Let us all keep looking for this aspects with "sense and sensibility" and use them as a foundation on which to build our programs with love and joy.



**Susanne Brandt**  
**Germany**  
**Büchereizentrale Schleswig-Holstein**  
**Lektorat**





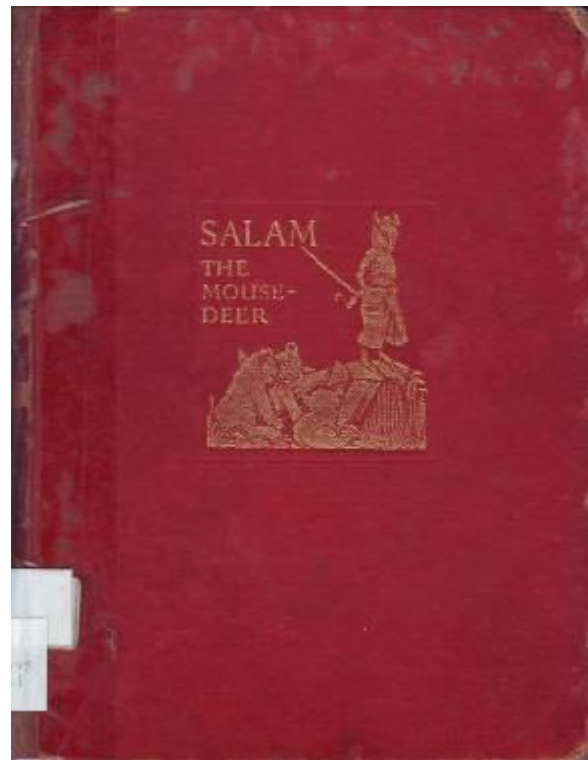
*A Treasure Trove of Asian Culture and Heritage*

BY LYNN CHUA

The National Library Board Singapore launched its first thematic library collection, the Asian Children’s Literature Collection, at Woodlands Regional Library on 20 April 2012.

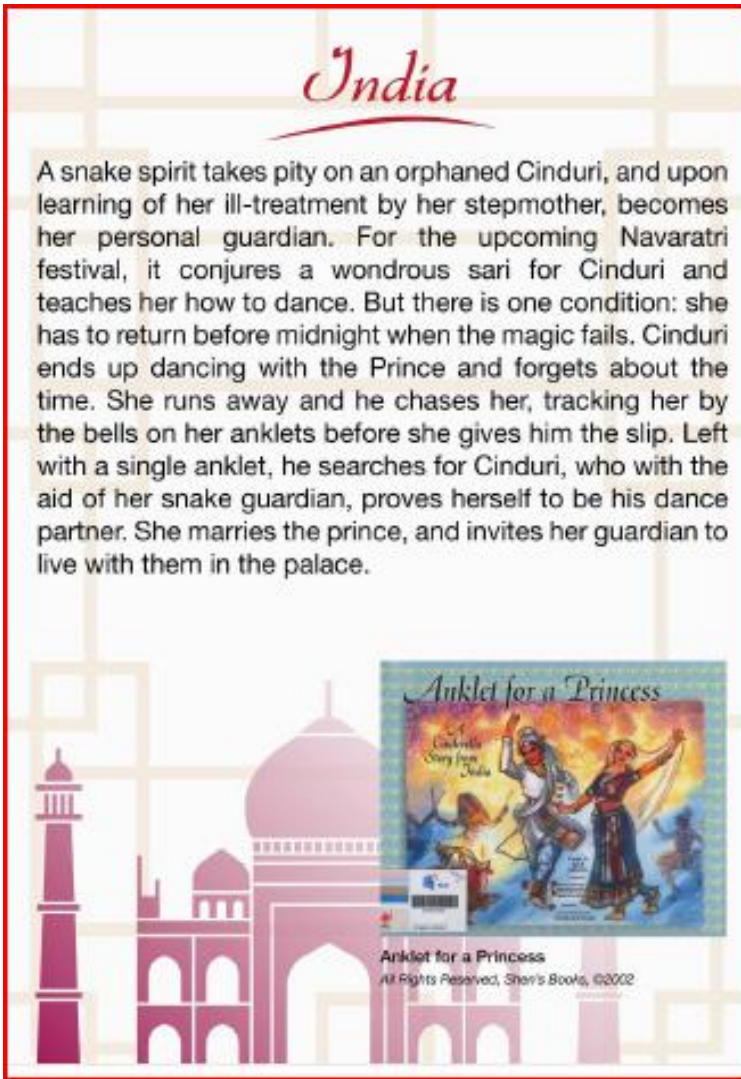
The collection comprises of 11,000 items from all over Asia with an eye towards raising awareness and promoting a deeper understanding about Asian children’s literature, Asian culture and heritage among researchers, teachers, parents and children. The fruit of half a century of compilation and preservation, the collection is listed in the United Nations Educational, Scientific and Cultural Organisation’s (UNESCO) “List of Nationally and Internationally Significant Collections”.

Library users have browsing access to rare books in the Asian Children’s Literature collection including first print-runs, out-of-print publications, as well as a handwritten edition. The handwritten



*First edition of Salam the Mouse-Deer*

copy of *Princess Meera* is one of only ten copies in the world. Another rare book, *Salam the Mouse-Deer*, is no longer in print.



*A feature on the Indian Cinderella, from the “Asian Cinderellas” Exhibition*

To raise awareness and to cultivate interest in the collection, Woodlands Regional Library organized an “Asian Cinderellas” exhibition which showcases stories containing interesting variations of the classic fairy tale. While Cinderella loses her glass slipper in the western version, *Asian Cinderellas* loses items like golden slippers, anklets and rings. Spotlight is also given to the Tang Dynasty version from China, one of the earliest known Cinderella stories out of more than 1,500 of such tales in the world. A combination of stories from Cambodia, Indonesia, Laos and Persia, even a Hmong tribal version, further contributes to a dynamic insight on Asian Cinderellas.

With the unveiling of the Asian Children’s Literature collection and ongoing programmes complementing it, NLB hopes not just to provide an invaluable resource for academics and researchers, but also inculcate a sense of passion and awareness into a community of readers about their culture and heritage.



*Programmes organized by NLB include storytelling sessions and talks on Asian Literature.*



**Lynn Chua**  
**Singapore**  
**Senior Librarian**  
**National Library Board**





# Language Play for Infants: Man in the Moon for Male Caregivers

By Dr. James L. Thomas, Jim

## Introduction

Infancy is the time to begin language and book awareness. Men are in a unique position to open the doors to early literacy for their little ones. All they need to know is how to accomplish this goal. “Man in the Moon for Male Caregivers” invites fathers to attend a 30-minute, age-appropriate circle time. Here they learn songs, how to share books, sign language, and even ways to exercise with their little ones to encourage language development.

## Background

To learn how to offer a unique program such as this, I was fortunate to attend an all day session offered by Jane Cobb, author of *What’ll I do with the Baby-O?* At the conclusion of the training, Jane pulled me aside and indicated that I should put together an infant circle time just for fathers. The program she began in Vancouver, BC was titled “Man in the Moon” and she agreed that I might use the same. She stressed the importance of having it gender based: only a man could offer the program, that men in a group setting would listen more intently to another man giving instructions. Equally important is that the program only include infants ranging in age from newborn through eleven months.

Once little ones began to walk, they were young toddlers and would not want to sit and/or listen to songs and activities intended for this youngest age group.

## Audience

When grouped together with men only, they tend to respond in a totally different way. Essentially, they let down their guard when a woman or their spouse is not watching. They don’t seem to mind being silly or animated when they realize that it’s for the benefit of the baby. Seeing the group leader demonstrate with a teddy bear wins them over quickly. Reassuring the fathers when dancing around the room singing “Shoot Fly” that it’s okay to be “uncomfortably close” to one another works. Not surprisingly, when the circle time is finished, fathers want to stay afterwards and share their stories as well as their infants with the other men.

## Timing

Scheduling for fathers, especially for those who work, is critical IF maximum attendance is desired. Best times that I have found: the first hour of the library, around 10 or 10:30 on a Saturday OR Sunday afternoon around 3:30. That way any chores can be

handled afterwards or missing the football game, in part, is avoided. As for length: 20 minutes for the first meeting seems to be long enough. Making the first meeting short, sweet and enticing will ensure a ready return for the second meeting. Consecutive meetings can be increased to 25 and 30 minutes, now that the fathers know the routine.

#### Number of sessions

Asking men to show up for more than four sessions doesn't work. And, asking men to pre-register is not a good idea. The more casual, the better. For the first three sessions: men only with no one watching. This allows them to be reassured that it's okay to be silly and engaging with their infants in front of other adults and comfortable with the activities the presenter puts them through. With the fourth session, I like to invite their partners to sit in the back and watch. Men like to show off their new-found skills, especially when it comes to caring for their little ones. Watching the spouse in the back of the room, from the presenter's point of view, is always rewarding as well as amusing. Most never imaged that their male caregiver would ever be so focused, ready to participate, and have fun.

#### Aggressive Marketing

So, how does one market such a venue, making sure that the fathers show up? ... By selling it to the mothers--aggressively! If a program is already available for mothers with infants, this, of course, is the ideal place to push a program just for males. Having flyers readily available is a must: not just mentioning it during a program but a real, paper flyer to distribute that can be taken home and posted on the refrigerator. Other rather obvious placements: the library website, childcare centers, and announcements in the local newspapers.

#### Program

##### *The Welcome*

Fathers come equipped with blankets, toys, formula, and wearing shoes. To make the environment safe for all concerned, particularly the infant, I request that the men leave ALL their stuff at the back of the room, including their shoes. I explain that all they need is a blanket and a baby, that we will be moving around the room and I don't want anyone to fall since we will be sitting on the floor. I also request that if their little one begins to cry, it's okay to leave and make the perhaps necessary diaper change or retrieve the formula for feeding, but return to the floor when finished. Yes, you have to give them permission to do these chores!





# Programme Songs, Activities and Stories

## Welcome Song

“Welcome Today, Little Starshine” + (sing once and then point to each father having them say the baby’s name, then repeat the name before continuing)

Welcome today friends of mine;  
Welcome today little star shine.  
Welcome today friends of mine;  
Welcome today little star shine.

“The More We Get Together” (fathers legs outstretched with infants propped in the middle looking outward swaying side to side as the song is sung)

The more we get together, together, together;  
The more we get together, the happier we’ll be. (clap with the infant’s hands)  
‘Cause your friends are my friends, (father gently hold the infant’s hands and points)  
And my friends are your friends. (again, point outward)  
The more we get together, the happier we’ll be. (clap with infant’s hands)

“Skinnarmarinkydinkydink” (sign the words to the songs)

Skinnarmarinkydinkydink. Skinnarmarinkydinkydoo.  
I love you.  
Skinnarmarinkydinkydink. Skinnarmarinkydinkydoo.  
I love you.  
I love you in the morning and in the afternoon  
I love you in the evening underneath the moon.  
Skinnarmarinkydinkydink. Skinnarmarinkydinkydoo.  
I love you.

## Sharing a board book

Titles I share are listed below under “Books.”

(note: Pass out board books and demonstrate how to share a book with a baby. Hold baby cradled in left arm, book in left hand, and begin on page 1 tapping on the left side of book twice, saying name of picture and then to the right. Baby’s eyes will focus on each page as the adult shares the title.) For an example of sharing, go to youtube: “babies and books early literacy Mr. Jim” to watch a father reading a book to his little girl.

“Shoo Fly” (form large circle and move to left/right/center with baby facing out)

Shoo fly don’t bother me, (left and sing)  
Shoo fly don’t bother me,  
Shoo fly don’t bother me,  
‘Cause I belong to somebody.

Shoo fly don’t bother me, (right and sing)  
Shoo fly don’t bother me,  
Shoo fly don’t bother me,  
‘Cause I belong to somebody.

I see, I see, I see the morning star. (center and sing)  
I see, I see, I see the morning star.  
I see, I see, I see the morning star.  
I see, I see, I see the morning star.

(back to circle: repeat)

“Let’s go to the market, let’s go to the store”\* (with pictures of grocery items signing key items such as apple/red, banana/yellow, celery/green, dolly/blue)

Let’s go to the market, let’s go to the store.  
Let’s get an apple, and maybe a few things more.

Let’s go to the market, let’s go to the store.  
Let’s get a banana, and maybe a few things more

(celery, dolly)

“Riding in a buggy, baby mine, baby mine” \* (with medium size boxes and blanket; carefully place baby in the box covering inside with a blanket and move around the room, father moving the boxes on their knees)

Riding in the buggy, baby mine, baby mine;  
Riding in the buggy and you look so fine;  
Riding in the buggy, baby mine, baby mine;  
Riding in the buggy and you look so fine.  
(insert name of child)  
Riding in the buggy, ..... mine, .....mine..

“More milk, more milk”\*  
(sign the words as you are singing)

More milk, more milk,  
Please may I have more milk.  
Mine’s all gone.

More apple, more apple,  
Please may I have more apple.  
Mine’s all gone.

More water, more water,  
Please may I have more water.  
Mine’s all gone.

More crackers, more crackers,  
Please may I have more crackers.  
Mine’s all gone.

(note: for instructions on how to sign the words, go to  
American Sign Language Browser where you can locate  
each word and watch a video;  
<http://aslbrowser.commtechlab.msu.edu/browser.htm>)

“Bingo” (clapping and listening) with board book  
*Bingo* by Rosemary Wells  
(tell the fathers this is an ideal song to practice at  
home using the words and clapping; when in the car  
and the infant begins to cry, slap their leg with one  
hand (while driving with the other) but do not sing  
the words; result: the infant will stop crying being  
unable to cry and listen at the same time)

“Peek-a-boo!” # (to the tune of Frère Jacques; hands in  
front of face; sign words)

Peek-a-boo, peek-a-boo  
I see you, I see you  
I see your button nose  
I see your tiny toes  
Peek-a-boo,  
I see you.

“Baby Put Your Pants On” # (hold baby in arms and  
move finger according to instructions below)

Baby put your pants on, pants on, pants on,  
Baby put your pants on, 1 2 3. (top to bottom of  
baby’s body with index finger)

Baby put your shirt on, shirt on, shirt on,  
Baby put your shirt on, 1 2 3.

Baby put your shoes on...  
Baby put your hat on...

Now that you’re all dressed, all dressed, all dressed,  
Now that you’re all dressed, let’s go play.  
(reverse order; bottom to top with index finger)

Baby take your hat off, hat off, hat off,  
Baby take your hat off, 1 2 3.

Baby take your shoes off...  
Baby take your shirt off...  
Baby take your pants off...

Now that you’re naked, naked, naked,  
Now that you’re naked, let’s take a bath!

“Rain is Falling Down”+

Rain is falling down, (hands above head moving  
downward like raindrops)

Splash. (hands touch top of head and move  
downward)

Rain is falling down,  
Splash.

Pitter-patter, pitter-patter. (hands move to right and  
then left)

Rain is falling down,  
Splash.

Sun is peeking out, (hands in front of face, eyes  
peeking out)

Peek.

Sun is peeking out,

Peek.

Peeking here, peeking there. (hands in front of face,  
move right and then left)

Sun is peeking out.

Peek.



Yoga: downward dog, bear, porcupine, snake  
[Simulate the moves using a teddy bear for the fathers to follow with the infant.]

Top Twelve Reason Why Babies and Toddlers Need Yoga:  
to help them sleep better and longer  
to improve digestion and ease gas pain  
to turn fussiness into happiness  
to promote a healthy, physically fit lifestyle  
to strengthen the parent-child bond  
to increase neuromuscular development  
to cultivate self-esteem and positive body image  
to boost the immune system  
to reduce stress and develop relaxation techniques  
to reduce anxiety  
to increase body awareness  
to aid the natural development of movement from birth to walking  
-from *Itsy Bitsy Yoga* by Helen Garabedian

“Blue bird on my window” \* (father sitting on the floor puts both feet together forming a triangle, propping the infant on the inside of feet; grabbing the tail of one bird, move each colored bird—yellow, blue, red, and green—slowly back and forth when singing the song in front of the infant’s eyes midway between the seated infant and the chest; once all birds have been shown, try signing the words to the song without the birds for variety)

Blue bird, blue bird on my window,  
Blue bird, blue bird on my window,  
Blue bird, blue bird on my window,  
Oh mommy, I’m tired.  
Night, night.

...green bird  
...yellow bird  
...red bird  
(alternate between mommy and daddy)

Song credits/permission granted by:  
+Kindermusik, Greensboro, North Carolina.

\*Nancy Stewart, Friends Street Music 6505 SE 28th, Mercer Island, WA 98040  
206-232-1078 [nancy@nancymusic.com](mailto:nancy@nancymusic.com)

#Jane Cobb, *What’ll I Do with the Baby-o?* Black Sheep Press, 2007.

“I’ll drive a dump truck” \* (with objects printed on tag board and posted on the wall)

I’ll drive a dump truck, dump truck, dump truck  
I’ll drive a dump truck...all day long.  
...drive a car  
...sail a boat  
...fly a plane  
...pull a wagon

Rhyme: “Up, Up, Up to Baby’s Nose” \* (using index finger go up and then back down)

Up, up, up to baby’s nose;  
Down, down, down to baby’s toes.

“Ho, Ho, Watanay” a Navajo lullaby # (with box and spoon; beat slowly to simulate mother’s heart beat)

Ho, ho, watanay  
Ho, ho, watanay  
Ho, ho, watanay  
Kiokina, kiokina.

Sleep, sleep, my little one  
Sleep, sleep, my little one  
Sleep, sleep, my little one  
Now go to sleep, now go to sleep.

## Closing song

“Up Down, Turn Around” # (baby facing outward; movements according to words)

Up, down,  
Turn around.  
Touch the sky,  
Touch the ground.  
Jiggle my belly,  
Tickle my nose,  
Blow a kiss,  
And say “good-bye.”

### NOTE:

#### Wiki site content

For those interested in downloading handouts such as a printout of the words to all songs, feel free to browse and use anything listed in [itsybitsybabies.pbworks.com](http://itsybitsybabies.pbworks.com). Also, don’t hesitate to write to the Dr James L. Thomas (Author) c/o [earlyliteracyworkshops@live.com](mailto:earlyliteracyworkshops@live.com); your inquiry will be answered! All songs are recorded in MP3 format listed under “sidebar” of wiki site: [itsybitsybabies.pbworks.com](http://itsybitsybabies.pbworks.com); click to open, listen and/or download FREE.

### Ending the session

At the end of each session, I distribute a printed page with the program of the day with numbers 1, 2, 3, and 4 signifying each session. The fathers seem pleased that they have something to take home and show that they actually attended the program. Hum? At the end of every session I give them a gift: foam-core colored birds to go with "Blue bird on my window," tag board cut out characters from *Brown Bear*, vehicles from "I'll drive a dump truck," and animals for "When ducks get up in the morning" in a snack bag for each to take home. With the last three, I always attach some blue painters' tape or green Frogtape™, reassuring them that they can tear a piece and put the pictures on their walls at home without removing paint. For the last session, each father receives a printed copy of the words to all the songs and a CD with a recording of my voice singing each.



### Books

There are several books I recommend fathers as well as mothers to check out from the library or purchase for a must read: *Be Prepared: A Practical Handbook for New Dads* by Gary Greenberg and Jeannie Hayden, *New Dad's Pocket Guide* published by the National Fatherhood Initiative, and *Mind in the Making: The Seven Essential Life Skills Every Child Needs* by Ellen Galinsky.

As for board books, I am rather particular in what I select. I try to locate books for infants that have an illustration on each page so that the left-right reading process can begin as the father taps first the left page and then the right. For anyone who has attempted to locate such board books, you know just how difficult this is. Using Helen Oxenbury's *I Touch; I See; I Hear; I Can* as benchmarks, I show fathers what to look for when selecting a book for the youngest viewer.

### Closing

Most libraries are not fortunate enough to have a male children's librarian on staff. (Over the past few years, I have trained only three who are now having great success and record turnouts.) If this is the case where you work, then locate a father or fathers who you can teach to offer the program. You might be surprised at how many devoted fathers are willing to learn and get a group together if sponsored in a public library setting. ONLY a male can offer this program; I have witnessed with great distress a woman offering this program for men and it does not work.

What follows is a listing of some of my favorites; most should be readily available:

*Animals; First Words* (Bright Baby series) by St. Martin's Press

*Baby Touch & Feel; First Words; Colors & Shapes, Farm Animals* by DK

*Ten, Nine, Eight; Diez, Nueve, Ocho* by Molly Bang

*Hurry! Hurry!* by Eve Bunting by Diane Burke

*Baby! Baby!* by Vicky Ceelen

*The More We Get Together* by Caroline Church

*Maisy's Bathtime; Baby's First Year* by Lucy Cousins

*Ten Little Fingers and Ten Little Toes* by Mem Fox

*Peek-a-WHO?* by Nina Laden

*Baby Faces; I Love Colors* by Margaret Miller

*I Touch; I See; I Hear; I Can* by Helen Oxenbury

*Seasons; Shapes; Numbers; Colores* by Scholastic

*The Bear Went Over the Mountain* by Rosemary Wells

*I Went Walking; Let's Go Visting* by Sue Williams



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# Section Libraries for Children and Young Adults SC Mid-year meeting, New York City, March 31-April 3 2012

By Kirsten Boelt  
<Secretary, Section CHILD>

First of all, we must reiterate our thanks to Barbara Genco for a great program and wonderful arrangements! We were able to have a very successful meeting in great venues and we saw many interesting libraries. Eight members of the standing committee were able to attend the meeting and Annie Everall joined in via Skype one morning.

## Projects

We are in the middle of two interesting projects "Sister Libraries" and "The World through Picture Books"

**Sister Libraries** project was updated and we are making renewed efforts to get in contact with the participating libraries. We all think the sister libraries is a great project and we want to improve it. The godmothers play an especially important role. In Helsinki we will have a session where Carolyn Rankin will present the project evaluation, and some examples of libraries' joint activities will be highlighted, and how to participate effectively as a sister library.

## The World through Picture Books.

Currently, 23 countries have sent their top-ten picture books. At IFLA conference 2012 in Helsinki, as well as in Joensuu during our satellite meeting, the selected books will be exhibited. We will write to publishers and ask for two free copies of each book for display. After IFLA, books will go to Japan where its National Library will exhibit them and after that the exhibition will circulate. The Japanese Library Association will pay for the freight costs for Finland to Japan. Viviana will keep a second set of books at the National library in Paris, for them to be sent to European or other countries willing to show them. We are working on making a catalogue and banners for the exhibition in Finland.

## Conference planning

### Satellite Joensuu 2012

The program is finalised, the conference is announced and the website is up. We hope many will participate.

The fee is 100 € before June 15<sup>th</sup>, then 125 €.

## Main conference Helsinki 2012

The program for the section's sessions is online. The sessions are: *Picture Books in Libraries now!*, *Sister Libraries* and an Off-site session at Sello Library.

## Satellite 2013

We are planning to make a satellite conference together with IFLA PAC in Bangkok. Some Ideas for themes include: *How to preserve oral literature/stories?* and *Performances inside/outside libraries.*

## Main conference Singapore 2013

Training of children's librarians is still an important subject to us. The suggested themes could be: Overview – World survey, What are the users' demands in the modern library, New demands and required competences, new ways of providing new competences, essential skills and new areas of library services.

## Partnerships

Section Child has many partners and one of the most important is ALMA (The Astrid Lindgren Memorial Award). Section Child nominates candidates to the award every year. We shall be nominating IBBY, Lubuto Project and Projet Planète.

IBBY is also a very dear partner and members from the standing committee always attend the IBBY conference. Viviana is invited to present the section's projects during IBBY general assembly during the conference.

## FAIFE

FAIFE (Free Access to Information and Freedom of Expression) is working on Social Media and Privacy Guidelines. We find it a very important subject and have joined the FAIFA- working group on the subject. In New York, we met with Loida Garcia-Febo, and had a fine discussion on the topic and will work on the guidelines in Helsinki.

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## **About the Libraries for Children and Young Adults Section**

The Section's major purpose is to support the provision of the library service and reading promotion to children and young adults throughout the world.

Its main objectives are to promote international cooperation in the fields of library services to children and young adults, and to encourage the exchange of experience, education and training and research in all aspects of this subject.

The Section's concerns include the provision of library services to all children and young adults in different cultures and traditions in cooperation with appropriate organisations and to adults interacting with children and young adults.

More information at:  
[www.ifla.org/VII/s10/index.htm](http://www.ifla.org/VII/s10/index.htm)

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