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Thessaloniki Book Fair photo courtesy of Luisa Marquardt

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IFLA Section 11 News



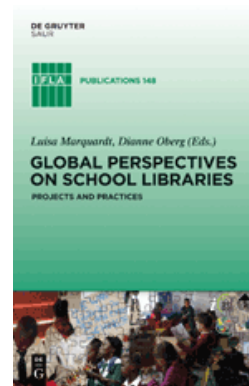
Section Chair's Message

Another school year is coming to an end. In my part of the world, Norway, there are only four days left as I'm writing these lines. Midsummer's Eve is our first night of a seemingly endless summer holiday. In the school library this period of closure is extremely busy. Not only will the students hand in most of the library books they have borrowed, but there are also a lot of returned curriculum books that I have to take care of. The library looks more or less like a room for storage of books than a library at the moment. However, this trivial

aspect of my work was completely forgotten when earlier this spring I as Chair of the IFLA School Library and Resource Centers Section received an invitation to attend the ceremony of the Astrid Lindgren's Memorial Award. It was given to the Australian author and illustrator Shaun Tan in Stockholm, Sweden. Well deserved and a memorable evening for me.

The summer holiday is much welcomed by all teachers and students and of course the school librarian. This August I will travel far, first to Jamaica and then to Puerto Rico in order to participate in the two conferences that will take place there, namely *The 2011 IASL Conference in Kingston, Jamaica 7 to 11 August* and *The 77th World Library and Information Congress in San Juan, Puerto Rico 13 to 18 August 2011*. As part of our section's joint work with IASL there will also be a satellite meeting on the theme of e-learning at Mona Campus in Kingston on 5 August 2011. Please see <http://conference.ifla.org/ifla77> and <http://www.iasl-online.org/events/conf/2011/> for further information.

The joint IFLA School Libraries and Resource Centers Section and IASL are proud to announce the publication of the book *Global Perspectives on School Libraries: Projects and Practices*. The two editors, Luisa Marquardt and Dianne Oberg, are well known within the field of school librarianship and also members of our Standing Committee. There are chapter contributions from many parts of the world. The publication will be launched at the WLIC and the IASL conferences as well as the satellite in Kingston. For a pre-order form and more details, go to <http://www.degruyter.com/cont/fb/bb/detailEn.cfm?id=IS-9783110232202-1>.



If you are attending the WLIC in San Juan you are most welcome to join in at our two standing committee meetings on Saturday 13 August at 9:15 am and Wednesday 17 August at 8 am. This is an election year and Chair, Secretary and Information officer will be elected for a new period of two years. I have agreed to run as a candidate for the position of Chair for 2011-



2013. Secretary Karen Usher will resign because this is her eighth and final year in the committee. During these years Karen has done a great job both as former Chair and as present Secretary. Her knowledge of the school library field, the work of IFLA and this section, as well as her good humor, will be missed. She has been a great support for me as Chair.

Don't forget our session on Tuesday 16 August at 13:45 pm on the theme "Student Access to New and Emerging Technologies." Interesting papers have been chosen to highlight the theme.

Summer vacation or not, there are exciting things happening in the school library area. In June in South Africa there will be an important event concerning Equal Education and the One School – One Library campaign. Let's hope for good results. For more information, see <http://www.equaleducation.org.za/node/543>.

In Australia an inquiry into school libraries and teacher librarians in Australian schools has been made by the House Standing Committee on Education and Employment. Please read <http://www.aph.gov.au/house/committee/ee/schoollibraries/report.htm>.

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IFLA Headquarters has taken the initiative in establishing a history corner (<http://www.ifla.org/en/news/ifla-history-corner-established>) to draw attention to IFLA's rich history. A number of documents offer glimpses back to the very beginnings of the Federation, as well as several historiographies about specific periods in IFLA's history. Included is the complete, full-text version of *IFLA's First Fifty Years* - initially published in 1974 - as well as several theses, articles and encyclopedia-contributions. A comprehensive listing of all IFLA Presidents and Secretaries-Generals is also available, along with a very thorough overview by Jeffrey Wilhite of all IFLA conferences, congresses and related meetings since the Federation's inception in 1927. This is a beginning, and IFLA is interested in receiving further contributions in the form of historical documents and pictures.



Section Newsletter Editor

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Thanks to the membership for sending me information about projects, events, and resources. Your articles and photos are welcome throughout the year. Special thanks to Luisa Marquardt for her tireless contributions.



International Projects



Helping Japan

UNESCO has set up a campaign to support thousands of children in Japan who have been traumatized by the earthquake and Tsunami which hit Japan on 11 March 2011. Teachers and pupils throughout the world are asked to send postcards to the children in Japan who have been affected, in order to show that they have not been forgotten.

http://www.unesco.org/new/en/media-services/single-view/news/kizuna_a_message_of_hope_for_japans_school_children/

More assistance efforts, including book donations for school libraries, are described at <http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/pdf/NFUAJ%27sReliefAssistance.pdf>.

Several other websites also support Japan's recovery:

- IFLA maintains a web page about the current library situation: <http://www.ifla.org/en/news/resources-from-the-library-community-affected-by-the-march-11th-earthquake-in-japan>
- International Board on Books for Young People (IBBY) has an Appeal for Japan initiative: <http://www.ibby.org/index.php?id=1193>
- Nippon Foundation donations for the earthquake and tsunami relief fund: <http://www.nippon-foundation.or.jp/eng/news/EarthquakeDonations.html>
- World Scientific and Engineering Academy and Society forum forwards donations to the American Red Cross: <http://japansupport.blogspot.com/>.

A Library in Every School

'A Library in Every School: Proclamation' is an initiative of the ENSIL Foundation in close collaboration with IFLA School libraries and Resource Centers Section and IASL (International Association for School Librarianship). Resources such as the proclamation and flyers in several languages, flyers are found at <http://www.ensil.eu/> and <https://www.facebook.com/ALibraryInEverySchool>

"All of Europe Reads to Kids" Program

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Language and reading are main tools of thinking, learning and good communication. Meanwhile, the latest research revealed that 20 per cent of young people in Europe are functional illiterates and the tendency to use poor language and read a little or not at all is dramatically growing in youngsters. It is proved scientifically as well as by practice, that daily reading to children masters their language, thinking skills, imagination, knowledge and moral sensitivity.

For ten years now, the "ABCXXI-All of Poland Reads to Kids" Foundation (<http://www.allofpolandreadstokids.org/>) has been successfully promoting reading aloud to children in Poland. In 2011, for the first time, an International Week of Reading to Children was organized by the Polish foundation, a sister Czech Foundation "Every Czech Reads to Kids" as well as local authorities and libraries. Celebration started on 1 June in Cieszyn and Cesky Tesin.

European representatives – politicians, ambassadors, the media and culture personalities, and reading foundations from Poland, Czech Republic, Slovak Republic, Slovenia, Lithuania -- gathered with children, parents, and teachers on the bridge bordering Poland and the Czech Republic, to read "Locomotive", a famous Polish children's poem by Julian Tuwim and sing "Kozel," led by Jaromir Nohavica, a popular Czech singer. Then, special guests of the event along with Polish and Czech children signed the **Proclamation of the "All of Europe Reads to Kids" Program** aimed at raising readers – educated, cultural and wise people - through daily reading aloud to children from earliest childhood: at home, kindergartens and schools. Later that day, representatives of foreign countries and the organizers discussed strategies for introducing the program in Europe, establishing the Executive Committee, and dividing tasks. http://www.allofpolandreadstokids.org/index.php?opcode=WYBIERZ_STRONE¶m1=143



DIGITAL California Digital Dreamin'



CITIZEN

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Who is best positioned to teach *all* youth about how to access and process information in myriad forms for myriad purposes? Librarians. They are truly resource persons, providing value-added physical and intellectual access to information and ideas. Librarians also know what resources are developmentally appropriate for each person, and they know how to engage with each child according to his/her learning preference and interest. The 2010 California model school library standards (<http://www.cde.ca.gov/ci/cr/lb/documents/schlibstndmar2011.doc>

provide guidance to school districts as they strive to improve their school library programs to positively affect student achievement.

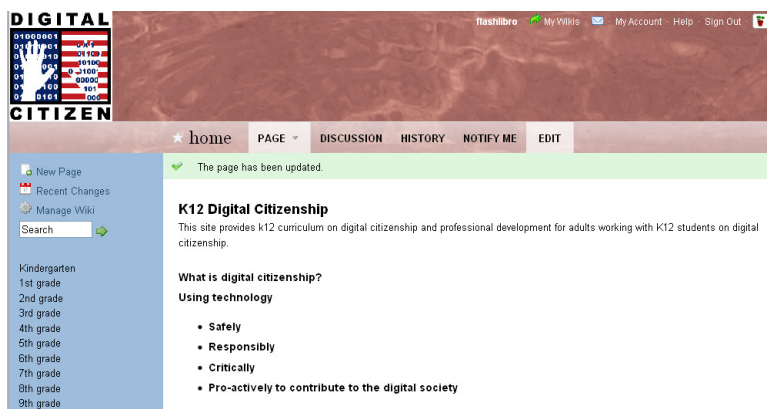
Librarians have also been aware of the need to educate pupils and teachers on the appropriate and ethical use of information and technology, and now is their time to move front and center in spearheading their implementation. Within this framework, the responsible use of digital resources is incorporated. Likewise the Standards for the 21st Century Learner (<http://www.ala.org/ala/mgrps/divs/aasl/aaslproftools/learningstandards/standards.cfm>), developed in 2007 by the American Association of School Librarians, assert that “ethical behavior in the use of information must be taught.”

Realizing how technology has impacted libraries and education in general, the California Commission on Teacher Credentialing approved new standards for preparing teacher librarians (<http://www.ctc.ca.gov/commission/agendas/2011-06/2011-06-5A.pdf>). These 2012 standards emphasize information and digital libraries, and recognize teacher librarians’ central role in teaching these competencies.

I served on the steering committees who developed these state standards. In addition, to support digital citizenship I developed a free-access wiki

(<http://k12digitalcitizenship.wikispaces.com>) to provide resources for librarians and their clientele. The wiki includes grade level content and library standards and indicators, with sample lessons. Separate resource pages target students with special needs and international students. PowerPoint presentations for librarians, teachers, parents, administrators, and high schoolers provide major points about digital citizenship. The resource webliography I collated includes

- digital citizenship curricula
- websites about various digital citizenship topics (e.g., cyberbullying, plagiarism, civic engagement)
- information about digital multimedia tools
- categorized electronic learning objects
- lesson plans



The wiki is research-based, reviewing the existing literature of principles and beneficial practices relative to educational technology and information literacy, critical thinking, technology-enhanced pedagogy, and ethical behavior guidance. I also created a six-module online training component to help educators understand and implement digital citizenship. This training modules, along with the other online tutorials developed by the California School Library Association won the International Association of School Librarianship LinksPlus Library Innovation Award for 2011.



Thessaloniki Book Fair and “Book and Education” Meeting

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The Thessaloniki Book Fair attracts an increasing number of visitors throughout the world, not only local ones. Its 8th venue was held 5-8 May 2011 (<http://www.thessalonikibookfair.com/2011/index.asp>), a lively event with the Middle East as the guest country, featuring distinguished authors, intellectuals, artists from Egypt, Lebanon, Tunisia, etc.

Some of the events, workshops, book presentations within the book fair usually specifically address school teachers and other educational professionals, or parents and families. An International meeting on “Βιβλίο και Εκπαίδευση” (Book and Education), organized by the EKEBI (the Greek National Book Centre), was held 6-8 May within the Book Fair in order to explore if and to what extent the relationship between education, school instruction, learning and reading changes when new ways and tools of communication and information usage emerge.



The first day innovative school systems were presented and discussed, such as the Finnish one, which aims for equity and high quality in school instruction, and is well funded by the Government, as Peter Johnson (from Kokkola, Finland) underlined. Costas Vasileiou, teacher and coordinator of EU programmes for the Thessaloniki Education Authority, compared the Greek reality to the Finnish one. Sociologist and author Roger Establet, Professor Emeritus from the University of Aix-Marseille, spoke about the French education system and the current changes to make it more effective.

An interesting panel, chaired by journalist Kostas Bliatkas, was then held on the current situation and trends in Europe’s educational publishing, with contributions mainly focused on PISA research findings about reading skills and competences of 15 year olds, on possible strategies to be set up to enhance those competences and answers from the schoolbook publishing world. The discussion was stimulated by the Norwegian keynote Paul Hedlund, Director of Gyldendal Publishing House and President of the EEPG (European Educational Publishers Group, <http://eepg.org/>), who compared the state of the art of the educational publishing in the 25 member countries of EEPG (for example, the approval plan limitations in some countries or the governmental funding situation). For Vasiliki Hatzinikita, teacher at the

Greek Open University and PISA National Coordinator, the “time factor” at school is crucial for enhancing reading and information skills and habits.



Several sessions were held on 7 May. The first, chaired by Vassiliki Nika, librarian at Kalamaria Public Library and IBBY Greek Section VP, explored to what extent books and reading are involved in Greece’s teaching practice, how the State school book limits reading horizons, and how school/children’s/public libraries

can help. Contributors on these topics included psychologist (and former school librarian) Thodoris Azoudis, Thessaloniki Children’s Library Director Fotis Apostolopoulos, and school principals Dora Konstantinidou and Antiopi Frantzi (both fans of school libraries).

The second session, to which I contributed along with French researcher Anne Marie Chartier, Professor Andreas Karakitsios (Aristotles University, Thessaloniki), PhD researcher Alkesti Chronaki and famous children’s author Kostas Akrivos, specifically focused on reading practices in deprived contexts, on the need for a “reconciliative approach” between librarians and school teachers, on the European framework for 21st century key competences and the need for implementing efficient and effective school libraries, engaging well-trained school librarians to make a difference in students’ learning outcomes, and on book club effectiveness.

The second part of the day was mainly devoted to the Greek context. Mihalis Kontogiannis, Sakis Serefas, and Ioannis Kazazis spoke about different projects. Education historian Alexis Dimaras, writer and EKEBI President Takis Theodoropoulos, writer and critic Marza Decastro, publishers Nondas Papageorgious and Stefanos Patakis, and journalist Nikos Xydakis (who chaired the session) discussed what needs to change in school instruction. There is a great need for freedom of choice in reading, for a cross-disciplinary and cross-cultural approach, for strengthening the relationship between the library and the school, etc.

On the last day author and ICT expert Sofia Nikolaidou, professor Giannis Kazazis (Aristotles University), Socrates Kabouropoulos (EKEBI), the Head of Police Department Manos Sfakianakis, and others discussed issues (legal, technological etc.) about digital publishing and digitization, new EKEBI digital content projects, cyber-bullying and the Internet challenges. The meeting ended with Yohannes Gebregeorgis, awarded by CNN as one of 2008’s “Top Ten Heroes”, who spoke about his life as a refugee in USA and then as an active instigator of reading and library projects in Ethiopia, his country.



The EKEBI meeting was a remarkable one for the quality of content, debates and organization: all aspects that are particularly appreciated when from a country such as Greece, which is struggling to overcome a severe financial and political crisis. Investing in education and culture is the key for educating and training a new digital generation of lifelong learners and workers.



Leipziger Buchmesse 2011

No more without school libraries!

A special joint project at the Book Fair in Leipzig/Lipsia

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The motto "Die Schulbibliothek: nie mehr ohne!" (School library: no more without!) has effectively synthesized the special project on display at the "Leipziger Buchmesse," held 17-20 March 2011. The famous German book fair, whose roots are in the Middle Ages, has devoted for the first time a large space to this innovative school library project, a fruitful collaboration between librarians-to-be and architects-to-be at the "Hochschule für Technik, Wirtschaft und Kultur" (HTWK).

A team, coordinated by Dr Ronald Heidenberger Scherzer (architect and lecturer) and Dr Andrea Nikolaizig (Professor of Librarianship), worked for almost eight months with the aim of designing and setting up an attractive environment. An interfaculty course was held in order to create a common and shared base of concepts (e.g., lifelong learning, information literacy), technical language, information (e.g., about the different types of libraries, the PISA results, the characteristics of a school library etc.). Once the objectives, the criteria (e.g., attractiveness, sustainability etc.), the general framework and the working guidelines were defined, the group began meeting on a regular basis beginning August 2010.

What visitors of the Book Fair had the chance to see and experience is a kind of big arch, in natural wood, with several functional and flexible areas where users (both as individuals and as a group or small groups) could find their own space (or customize it) according to the purpose of their visit: for a school project or a personal interest, for taking part in a debate or listening to a book presentation in the central arena, for surfing the net or exploring the digital resources made available through the school library website. One of the features of this school library project was based on teenagers' need for moving freely in the area; taking into account that need, the arena and its lateral wings are a skating ramp, planned and set up by a specialized firm. No surprise if the acrobatic champion Sven "Sprosse" Lehman was the special testimonial and guest star at the opening on 17 March, providing the audience with a thrilling performance! The special stand was strategically located, at the crossroads between a bar lounge, the comics pavilion, and other stands of educational and youth publishing: the number of visitors was definitely very high. Some simply dropped in and relaxed lying on a platform like a little



balcony, or browsing the items available.

A good range of best practices, workshops, and projects were illustrated by several school and public libraries, school teachers, educators. Just to mention a few: Günter Brée, “Johann-Textor-Schule” Headmaster and current President of “LAG Schulbibliotheken”, held a workshop on media literacy and movie analysis; and Thomas Albrecht, musician and school teacher at the prestigious “Petrum” of Brilon, conducted one about music information literacy through the school library. Science, foreign languages, sports have been some of the topics of other workshops. Julia Rittel (North Renian-Westfalia School Library Association) who also contributed to the 100. German Library Association Conference in June in Berlin, the Lebanese school librarian Caroline Ghostine, Viktoria Kahl-Milde from the Reading Centre of the Swiss “Waldenburgertal” School, Markus Fritz (Province of Bozen, Library and Reading Dept.) and myself (Luisa Marquardt, Università “Roma Tre”) brought an international flavor to one session.



A lively discussion on school libraries in Germany, chaired by the Director of the Leipzig Environment Library Roland Quester, was held between Günter Schlamp and the Head of the Children’s, Young People, Family and Education Dept. of the City of Leipzig, sociologist and social psychologist Dr Siegfried Haller, lecturer at HTWK. Günter Schlamp, formerly a school teacher and headmaster, founder of the 20 year old “LAG Schulbibliotheken” and of the “AGSBB’ (the school library association of Berlin-Brandenburg), is an active promoter of school

librarianship throughout Germany and German speaking countries as a teaching function. He spoke about the challenges that German school libraries are facing in Germany and the need for a more decisive awareness and responsibility from the local authorities. This lively debate seems to have established the conditions for an effective collaboration between the local authority and the school library representative. Further meetings will be held in order to develop a joint project to improve the school libraries in Leipzig.

Useful Links:

Die Schulbibliothek (Project Portal): http://www.dieschulbibliothek.de/?page_id=399

HTWK: <http://www.htwk-leipzig.de>

LAG Schulbibliotheken in Hessen: <http://www.schulbibliotheken.de/>

AGSBB Arbeitsgemeinschaft Schulbibliotheken in Berlin-Brandenburg:
<http://schulbibliotheken-berlin-brandenburg.de/>



“100. Deutscher Bibliothekartag - Berlin 2011”: Focus on School Library Issues

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The memorable “[100. Deutscher Bibliothekartag](#)” (i.e., The 100th German Librarians Day), the annual conference of German Library Associations, librarians, library suppliers, etc., was held at the welcoming and functional [Estrel Convention Center](#) in Berlin 7-10 June this year.

The rich and well assorted conference program explored the features of the library of the future and what future for the library. It mainly focused on the “digital” and its implication for libraries, digitization, open access etc. Also those specifically interested in school library issues were able to find in the Conference program many inputs from devoted sessions and meetings to several speeches focusing on the relationship with the school library, within other sessions: it is possible to get an idea of this looking at the extract from the general program “[Themenschwerpunkt: Bibliothek und Schule](#)” (i.e., focus theme: the library and the school). Here is an overview about several topics where the school and/or the school library were mentioned -- e.g., information literacy and reading promotion in school libraries, cooperation between public libraries and schools, etc. -- in some of the sessions I attended.

The session “Wie Informationskompetenz zum Motor der Zusammenarbeit von Bibliothek und Schule werden kann” (i.e., Information literacy as the driving force for cooperation between libraries and schools), was organized by the DBV-Commission on School Libraries, whose Chairperson, Birgit Lücke, moderated it with Andreas Mueller (Reading Promotion Academy of the “Stiftung Lesen”- i.e., the Reading Foundation at the Gottfried Wilhelm Leibniz Library in Hanover). [Nancy Everhart](#), current [AASL President](#) and Director of the [PALM Center](#) of the Florida State University in Tallahassee, and Melissa Johnston, PhD student there, provided the audience with the “American perspective” on school libraries, focusing on school librarian/teaching staff cooperation and on school librarian education/training. They highlighted the educational role of the school library and the pedagogical preparation of the school librarian/media specialist as an active instructional partner who has to be qualified in education as well (not only in LIS), and is paid as much as a school teacher. 85%-90% of the 100,000 U.S. schools have a functioning school library, which is usually open during and after school hours in order to support individual study and homework. Databases (such as Proquest/Ebsco) are centralized (acquired by a central administration), and collections are built upon users’ needs, with an average annual expenditure of \$ 25 per pupil.



Julia Rittel, Nancy Everhart, Melissa Johnson, Helga Hoffmann

But how are US school libraries seen by German librarians' eye? The German perspective was then provided by Helga Hofmann, from the Central Public Library in Frankfurt am Main, and Julia Rittel, from the Rhine-Sieg-Kreises Professional College in Bonn, who had also reported this experience to the attendees of the Leipzig Book Fair 2011. Helga and Julia had the great chance through the "Librarian in Residence" Program, funded by the Goethe-Institut New York, to spend a month in the US visiting libraries and attending meeting and conferences, namely the FAME Conference in Orlando, Florida, and appreciating the development of the school library as a learning environment, a vital and necessary one to meet the ALA-AASL Standards for the 21st Century Learner. Helga put into evidence the keywords of a functioning school library/media center: staff, spaces, collections, opening hours, ICT. 60% of staff in US school libraries have a master's or postmaster's degree. The school librarian teaches media and information literacy, promotes reading, and educates pupils to appreciate literature. Pragmatism seems to be a special feature in the US school library: very practical solutions are made, as the returned books box, the adoption of the same organizational standard (e.g., DDC, on-line resources etc.) or, speaking about the "beloved money" for fund-raising (and getting parents involved in it). Julia focused more on reading: the adoption of the "Accelerated Reader" Program by [Renaissance Learning](#), in primary and middle schools; the reading promotion plans at different levels (state, municipality) such as the "battle of books; the time -- a daily average of 20 minutes -- allocated for reading. While professional, organizational, functional, technological requirements are usually met and the school library/media center is at the heart of the school, Julia noticed that the collaboration with the public library seems to be a challenge (partly for security and privacy reasons).

The theme of cooperation between the university library and the school for information literacy education was explored by [Mario Hütte](#), from the "Fachhochschule" (Professional College) in Dortmund, who explained advantages for improving such a cooperation: among them, facilitating the transition from high school to university or college, and, in consideration of the high rate of university studies leavers (43%), equipping students with the necessary research skills, and fostering their motivation and learning process. He examined three main types of cooperation: 1) library visits and information seeking sessions offered free of charge to schools; 2) courses under specific bilateral agreements between universities and schools (in Köln, Kassel and Dortmund); 3) projects and activities at state level under bilateral agreements (as in Niedersachsen or in Dortmund). He spoke about factors affecting IL education (e.g., allocated time, pupils' information seeking behavior), and then presented the courses, their modular structure and content, offered, for example, in the Baden-Wurtemberg State (e.g., the library and its information resources for 1 hour, the OPAC for 1.5 hours, the Internet for 2 hours, for a total of 4.5 hours) or by the Dortmund Academic Library.

Last but not least, [Andreas Klingenberg](#), from the University Library of East Westphalia-Lippe, Detmold Campus, spoke about the difficulty in reciprocal understanding between librarians and school teachers, the need for sharing the same lexicon and for developing a European common framework on Information Literacy, similar to the existing one for foreign languages, in order to overcome semantic barriers. He presented some examples (one about a research project on animals at the primary school level, the second one at the high school level on economics/politics, namely about Dominique Strauss-Kahn). There are many connecting

points and common areas where librarians and school teachers can collaborate for the learner's own advantage.

Cooperation with the school and support offered to the school library from municipalities whose library services are well developed and known was another relevant conference strand. For instance, in the main exhibition hall, the Libraries of Frankfurt-am-Main, Dortmund, Hamburg and München presented their projects and services specifically addressed to schools, and some of them, as in Frankfurt, to the school libraries/librarians, too. In this case, Eva von Jordan-Bonin, Head of the [Schools' Library Service](#), and her colleagues, Helga Hofmann and Anke Sühl, spoke about what they provide to foster school library improvement and school librarian's professional development.

School libraries were more often mentioned during sessions than were the relationship between the academic or public library and the school. For instance, during the session "The teaching library", I heard, among the several speeches, one about information and communication competence in college libraries (Susanne Kundmüller-Bianchini and Mario Hütte), and some interesting reflections on eportfolios documenting the personal IL learning process (Oliver Trevisiol, Konstanz University Library), the rich contribution (that I have particularly appreciated for the deep insight and connections) about an "Information Literacy for All" project set up by the Regensburg Public Library and addressed to students (Naoka Werr, Regensburg University Library, with Elisabeth Mair-Gummermann, Regensburg Public Library), the assessment and the evaluation of a "teaching library" (Sabine Rauchman, Bremen State and University Library Bremen).



During the session "Young people reach the age of Web 2.0: New and old ways of Discussion," moderated by Cornelia Jetter (Büchereizentrale Schleswig-Holstein), Kerstin Keller-Loibl (School of Engineering, Economics and Culture in Leipzig) presented the results of a study about the image and perceptions of libraries (as boring and old-fashioned places) among teenagers; the library as an exciting learning center, like the new service of the ZLB Berlin (Central and State Library) introduced by Benjamin Scheffler; new ways of outreaching and connecting with young users through the website as the Düsseldorf City Library is doing (Nicole Fox, Children's and Youth Library Düsseldorf); social communities stimulated and coordinated by the Children's and Youth Library in München (Raphaela Müller and Astrid Meckl, both from that library).

Of course, every public library is usually committed in reading promotion: how this task can be achieved in a more effective way? Which are the successful practices and strategies? New ways and projects were presented and discussed during the concurrent session on reading promotion in public libraries, moderated by Gisela Rhine (Spandau Children's and Youth Library Spandau, Berlin). Among those contributions were presented: a transfer read-aloud collaborative project set up by libraries in cooperation with university, adult education, day care centers and schools (Susanne Brandt, Büchereizentrale Schleswig-Holstein, Flensburg); the

challenges of the educational impact of a public library (Karsten Schuldt, Humboldt University of Berlin); the involvement of volunteers in reading promotion (Ute Krauss-Leichert, Hamburg University of Applied Sciences); an interesting project about the educational partnership in reading and IL between school and libraries (Oliver Schoenbeck, Oldenburg University, and Heike Janssen, Oldenburg Public Library); parents' involvement in language and reading development (Günter Pflaum, National Library Centre of Rhineland-Palatinate, Neustadt / Weinstrasse); and the famous LeseStark Project set up by the Dresden Municipal Libraries and the Drosos Foundation Zürich (Marit Kunis-Michel and Sonhild Menzel, both from the Dresden Municipal Libraries).

The relationship and the involvement of the school library, even often named in this and other sessions, remained in the shade. So, at the end of the above mentioned session, I made some comments, wearing my double IASL and IFLA hat, and briefly introduced some of the several interesting chapters in the new IFLA Publication 148, [*Global Perspectives on School Libraries*](#), jointly made by IASL and IFLA SLRC. Chapters may provide those who interact with the school, school teachers and pupils, with interesting viewpoints, ideas, experiences, and extend their partnership projects to the school library; otherwise, the school library risks remaining a kind of Cinderella both in the school and in the library panorama. Moreover, especially when speaking about the educational role of libraries, information literacy, etc., a closer connection with the school teacher's viewpoint and needs (as the "LAG Schulbibliotheken" does) would be more helpful and could make these meetings more fruitful. There are still some challenges and gaps to be faced and bridged but, of course, this depends on many factors (institutional, associational, and ...personal ones as well).

During the closing ceremony, chaired by IFLA Past President Claudia Lux, after a lively discussion with politicians about laws and funding for libraries and the improvement of their open access services, the chair of the Bibliothekartag 2012 introduced the next conference to be held in Hamburg on 22-25 May.



A rich program of library visits, social events (librarians biking at the opening day, the music concert etc.), exhibitions (e.g., on the library as a learning center and on the collaboration between school and library, organized by State of Berlin Public Libraries), two long nights -- of libraries and bookshops -- completed the program of this memorable "100. Deutscher Bibliothekartag."

Furthermore, starting on 10 June afternoon the "[*Karneval der Kulturen 2011*](#)", the yearly multicultural festival in the district of Kreuzberg, offered an exciting and amazing way of enjoying Berlin during the weekend.

Useful Links: Deutscher Bibliothekartag: <http://www.bibliothekartag.de/>
100. Deutscher Bibliothekartag portal: <http://www.bibliothekartag2011.de/>
presentations: <http://www.bib-info.de/verband/publikationen/opus/berlin-2011.html>



Library African Summit

Busi Dlamini (GPEDU)

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Margaret Baffour-Awuah, Daniel Mangale and I attended the Library African Summit held 11-13 May 2011 in South Africa, which was organised by the University of South Africa Library and funded by IFLA and the Bill & Melinda Gates Foundation. The theme of the summit was “The Future of African Librarianship.” The program had drilldown sessions where academic, public libraries, LIS Education, LIS trends and school libraries were discussed. The school library drilldown session was chaired by Prof Genevieve Hart from the Department of LIS, University of Western Cape in South Africa, and included delegates from South Africa, Botswana, Kenya, Namibia, Gambia, Cameroon, Malawi and Zambia. At another drilldown session attendees were able to come up with a framework for school libraries. On day two we participated in the poster session with our “African Network for School Librarianship” poster and pamphlets. The network is calling for “a Library in each School,” and with the contacts from the summit we will be able to come up with a plan of action.

I wish to thank Lourense Das for developing the poster and pamphlets and making sure that I received them in good time. She made our lives so easy, and the team was able to sell the idea of the network to a wider audience. Daniel Mangale from Kenya has been given a task to write a full report on the summit, and we will have it in the IASL, ENSIL and LIASA websites. We wish to thank the Goethe Institute Johannesburg for sponsoring Daniel Mangale’s attendance.

Debate on School Libraries

Luisa Marquardt

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Lourense Das, James Henri, Albert Boekhorst, Daniel Mangale (African Network for School Librarianship) and I had the chance to take part in two intense meetings, held in South Africa on 20 June (in Johannesburg) and 21 June (in Cape Town). The debates preceded the Equal Education People’s Summit for Quality Education, held in Cape Town.

Both events, characterized by a lively interaction and participation, were chaired by Sandy Zinn (Department of Library and Information Science, Univ. of the Western Cape). Busi Dlamini (Head of the Multimedia Unit of the Gauteng Education Department and Regional Director of Sub-Saharan Africa for IASL) took part in the Johannesburg panel while Khanyi Dubazana (Director of ELITS in the KwaZulu-Natal Education Department) participated in the Cape Town panel. You find a summary of the meetings at the following URL: <http://equaleducation.org.za/node/560> .

We also had the chance to visit one of the school libraries established and funded by Equal Education at the Masiyle High School: a challenging project which should make a difference in the students' learning process.

We were asked to speak about format issues. Summarizing, new forms and formats of publications are not to be seen as opposed to traditional format books. Basic literacy is still a big challenge in many parts, especially in rural areas. Furthermore, there is a great need for a variety of books; pupils often know only about textbooks, and even those are frequently shared in small groups. Lourense focused on the need for good quality content, regardless if it is printed on paper or comes in a digital form.

Meantime, we have to take into account technological progress, such as the development of dust and shock resistant e-devices rechargeable by solar power. Someone from the audience said that e-books can help pupils suffering from dyslexia or other learning problems.



Canadian School Librarians and Libraries under Siege

Judy Green

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In recent weeks, there has been extensive media coverage, on the declining number of teacher-librarians in Canada, beginning with the announcement of eliminating school library staffing and making serious cuts to school library services and resources in the Windsor-Essex Catholic District School Board in Ontario. The Canadian Library Association (CLA) has been monitoring these developments, and is concerned about the status of teacher-librarians across the country.

A teacher-librarian is an accredited teacher with additional qualifications in librarianship, with those added skills focused on expertise in digital (computer) information.

"School library staffing is more critical now than before the internet arrived because of the volume of information, but also because of its complexity. Canadian students deserve the best education we can provide. This demands the instructional expertise to guide students in the effective use of online resources that is provided by a qualified teacher-librarian."

Linda Shantz-Keresztes, Moderator of CLA's Voices for School Libraries Network

While education remains a provincial jurisdiction, the issues around literacy are of national concern. The reductions to school libraries and their staffing that sparked the current media attention are occurring across Canada, and in some school districts no professional staffing exists. Within the past few weeks, several teacher-librarian positions have been eliminated in British Columbia. Since the 1980s Manitoba has lost approximately 60% of its teacher-librarians. As opposed to the former level of twenty school divisions with teacher-librarians, there are now only six.

The proposed cuts to library and qualified instructional services to elementary and secondary students in Canada, and the strong reaction to these cuts was the focus of discussion by attendees at the CLA National Conference held May 25-28 in Halifax, Nova Scotia.

The Canadian Library Association is Canada's largest national and broad-based library association, representing the interests of public, academic, school and special libraries, librarians, library workers, library trustees and all those concerned about enhancing the quality of life of Canadians through information and literacy. Comprehensive information about CLA and its programs and services is available on the CLA web site: www.cla.ca.



Samoa Librarians Share Issues and Successes

Rosa-Jane French
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The Library Association of Samoa held a successful workshop at the end of May. It was funded by IFLA and facilitated by visiting librarian Rosa-Jane French, with Avalogo Togi Tunupopo and Tologau Uatisone of the National University of Samoa Library. The first two days focused on organizing resources, the role of librarians, libraries and library associations in organizations and society. Two days included sessions on information literacy, online databases and websites, blogs, bookmarks and library networking online. Fifty-six librarians attended. Many were school library assistants, with university and public librarians also represented. Apart from the formal sessions, issues in the development of Samoan libraries were aired and success stories shared. Check the Library Association of Samoa website <http://www.las.org.ws> for information about other activities.



Sweden Makes School Libraries a Statutory Right

Sweden's Ministry of Education and Research Sweden have made school libraries a statutory right. According to their new Education Act (SFS 2010:800), "all pupils have a right to a school library." The Education Act is only available in Swedish (<http://www.riksdagen.se/webbnav/index.aspx?nid=3911 &bet= 2010:800>). In the second chapter 36 § it states: "Eleverna i grundskolan, grundsärskolan, specialskolan, sameskolan, gymnasieskolan och gymnasiesärskolan ska ha tillgång till skolbibliotek." Translated into English, it says: "Pupils in Compulsory school, Compulsory school for pupils with intellectual disabilities, School for children with hearing impairments, Sami school, Upper secondary school and Upper secondary school for pupils with learning disabilities should have access to a school library."

Australian Teacher Librarians: Dragons in Cardigans

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Sue Hutley

Executive Director, Australian Library and Information Association



Australia's House of Representatives education and employment committee is recommending the government do more to train teacher-librarians and raise the status of the profession. Librarians who work in schools say respect for their work is lacking -- meanwhile, school library resources also have declined. Currently, New South Wales schools are the only ones required to employ teacher-librarians. The committee also recommended the federal government provide a set of online databases to all schools and for information about specialist teachers, including teacher librarians, to be published on the My School website. Read more:

<http://www.theage.com.au/national/dragon-librarians-come-out-fighting-20110523-1f0qj.html#ixzz1Qggz23o8> The full report is available at
<http://www.aph.gov.au/house/committee/ee/schoollibraries/report.htm>

In response to the release of the report from the School Library Inquiry, the Australian Library and Information Association (ALIA) and the Australian School Library Association (ASLA) have created a wiki (<http://schoollibraries2011.wikispaces.com/>) and a Facebook page (<http://www.facebook.com/pages/What-a-difference-a-school-library-makes/120543444695337>) to enable parents, students, teachers, and everyone else who is concerned about the state of school libraries, to find out more information about this highly topical issue and to join in the discussion. Additionally, check out our joint media release -- *School librarians: A+ for passion but funding must improve* (<http://www.asla.org.au/advocacy/mediarelease-may2011.htm>).

Wiggle Into A Library For Library And Information Week

During Australian Library and Information Week, 23-27 May, the Australian Library and Information Association and The Wiggles launched community service announcements to support the cause of literacy and fun times, and to encourage young children to get into the reading habit. "With the National Year of Reading coming up fast in 2012, and with the recent budget announcements for funding to help people with low literacy skills, the timing of this generous support could not be better. A sobering study in 2006 estimated that 46% of Australians struggle with the basics of everyday literacy," ALIA Executive Director Hutley said. "Libraries are also a great place to learn about cybersafety, and ALIA is proud to have the support of ACMA (Australian Communications and Media Authority) for Library and Information Week. ALIA will continue working with ACMA to make cybersafety resources available in libraries." See related announcements at <http://www.alia.org.au/wiggles>.



Awards and Recognitions



Awards for Online School Library Education

Congratulations to **Dr. Jennifer Branch-Mueller**, winner of the 2011 Information Technology Leadership Award. Jennifer is the program coordinator of Teacher-Librarianship for Distance Learning, an online program in school library education at the University of Alberta in Canada. She received the award for her leadership contributions: using new technologies in teaching, mentoring new online instructors, and contributing to university technology committees. The award was established by the University's Office of the Vice-Provost and Associate Vice-President (Information Technology). Criteria for the award included: providing an outstanding information technology infrastructure, innovation or leadership in the adoption of technology, fostering a supportive and collegial team environment, strong track record of mentoring, and relationship building both within and outside of the unit/University.

Earlier this year, Jennifer and her colleague **Dr. Joanne de Groot** won another University award: the Faculty of Education Award for Excellence and Innovation in the Use of Technology for Teaching and Learning. Criteria for the award included: innovation and risk-taking, impact on excellence in teaching and learning, and sustainability. Jennifer and Joanne received the award for their course, EDES 501 Exploration of Web 2.0 for Teaching and Learning, which was identified for its broad impact: students who complete the course move into their own schools and make use of Web 2.0 tools with their students and colleagues. More information about the development of the course is available in a chapter of the book *Global Perspectives on School Libraries*, a joint initiative of IFLA SLRC and IASL, published by DeGruyter Saur.

The winner of the "Da Vinci Huis – IASL Fund" prize is librarian **Carla Floriana Martins**, from Brasília, Federal District. The prize consists of funds for a Brazilian librarian to take part in the Congress to be held by the International Association of School Librarianship.



Dr. Lesley Farmer, professor of librarianship at the California State University Long Beach, has been selected the recipient of the American Library Association's 2011 Beta Phi Mu Award. This annual award, donated by the Beta Phi Mu International Library Science Honorary Society, is presented to a library school faculty member or to an individual for distinguished service to education in librarianship. Dr. Farmer's dedication to preparing Teacher Librarians for their special relationships with both students and teachers is exemplary. "She is cutting-edge, and she has nurtured that desire in her students." Everyone mentioned her impressive publication list, which is often linked to the settings she researches, which further increases the impact of her work. Praised as being forward thinking, Dr. Farmer is currently examining young people, especially girls and technology; she recently launched a digital citizenship Wiki. Last year she helped develop the California State Library Standards that now serve as the basis for a statewide library curriculum, and she is serving on the steering committee to update teacher librarian program standards.



Street Lit Book Award Medalists



The Street Lit Book Award Medal Committee comprises of a group of volunteer librarians and library workers from across the U.S. who work with Street Lit and its readers in public and school libraries. The Committee nominated titles based on library patron popularity, book club interest, and overall reception of the story as a valuable addition to the Street Literature genre. The winner was Jay-Z's *Decoded* (Spiegel & Grau publisher). Honor titles included Kia DuPree's *Damaged* (Grand Central publisher), K'wan's *Welfare Wifey's* (St. Martin's Griffin), Chunichi's *The Streets Keep Calling* (Urban Books), and Mark Anthony's *Diary of a Young Girl* (Urban Books). Details are found at <http://www.streetliterature.com>.

The IBBY has published its list of 164 award winning books, published in 2010 from countries throughout the world: <http://www.ibby.org/index.php?id=1011>

IBBY's website also discusses the 2011 list of Outstanding Books for Young People with Disabilities: <http://www.ibby.org/index.php?id=534>





A Whole Life for the Development of a Reading Culture: Yohannes Gebregeorgis

Luisa Marquardt

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The Thessaloniki Book Fair has paid a special attention to the Ethiopian activist, writer, librarian Yohannes Gebregeorgis. During a touching and crowded meeting, he provided the attendees with an intense witness of his personal commitment in advocating for education, reading and libraries.

Yohannes' life sounds like an incredible adventure novel.

His illiterate father, a farmer, was faithful in school instruction and education as a key for the future. Thanks to his father's sacrifices and savings, Yohannes was able to attend school regularly and then the Faculty of Pharmacy. Being an activist against the regime, he had to escape to USA where he gained refugee status in 1982.

His love for reading is a late one: he discovered the love and fun of reading, not for school purposes but for personal enjoyment, only when he was 19 years old. Since then, he has developed a deep and sincere interest for reading, reading promotion, literacy, and libraries. He started thinking how to develop education and the literacy rate in his home country.

He worked in a hospital for ten years, during which time he entered library education. He worked another ten years in the USA as a librarian at the San Francisco Public Library, until 2002 when he could go back to Ethiopia. There he initiated the first children's library, at the ground floor in his own house, followed by very busy activity establishing school and public libraries and promoting reading, which was recognized by the CNN Award in 2008.

Among Yohannes' projects, the donkey library service must be mentioned; it reaches the most remote rural areas, bringing a wide range of books, not only in English but also local languages. This is a sustainable way to make reading spread out, to get children engaged in reading, to increase interest and awareness about reading among illiterate adults, and to help adults guide their children.

The NGO "Ethiopia Reads" Project benefits from US donations that make possible implementating new projects, such publishing books in Amharic and English in order to keep traditional stories alive. In fact, Yohannes has authored many books, among them the most popular is *Silly Mamma*. He began this activity after he had noticed that US public libraries were lacking books from the Ethiopian tradition useful to the refugee community. The shy way Yohannes speaks of himself and his efforts in enhancing literacy and building up a culture of reading in Ethiopia makes his message more effective and adds a special flavor to it. It is no surprise at all that he has recently been awarded with the prestigious ALA Honorary Membership!



Resources

IFLA and UNESCO Resources

Farmer, L., & Stricevic, I. (2011). *Using research to promote literacy and reading in libraries: Guidelines for librarians*. Hague: IFLA.

<http://www.ifla.org/files/hq/publications/professional-report/125.pdf>

This book discusses the benefits of research, and explains how to incorporate it in library literacy promotion efforts. The last half of the book provides an annotated bibliography of promotion success stories from libraries around the world, and lists organizations that conduct research and promote literacy and reading.



IFLA Success Stories Database shares good practice in reading promotion. This new database was developed in partnership with the International Board on Books for Young People (IBBY) and International Reading Association (IRA) in 2005. To access the database, register and follow the instructions at <http://www.ifla.org/en/success-stories>.

***The State of the World's Children 2011: Adolescence - An age of opportunity*. (2011). Paris: UNICEF.**

The report suggests that information and communication technologies could help save young people from being 'left adrift by globalization'. It also foresaw 'two decades' of opportunity for today's 10 – 19 year olds in low-income countries.

UNESCO. (2011). *Media and information literacy curriculum for teachers*. Paris: UNESCO.
<http://unesdoc.unesco.org/images/0019/001929/192971e.pdf>

Information Literacy is a major concern and commitment for many of IASL and ENSIL listservs members; a good collaboration between the school library and the teaching staff is also crucial for an effective school library program and its positive impact on students' reading and learning outcomes. So, this new publication addressed to school teachers, represents an interesting and useful resource and framework.

I have read with a great interest the publication and I do appreciate the efforts of the working group. Nevertheless, from my viewpoint, I see that school libraries are not mentioned as a vibrant and stimulating learning environment that enables pupils and teachers to become information literate (or media and information literate); only one IL model is proposed (the Big6), when there are many (like the "Guided Inquiry", developed on evidence-based research); approaches as the constructivist one are not mentioned; and neither the IL standards: ACRL,

ALA-AASL, ANZIL etc. (These standards could have been suggested for one of the activities, e.g., comparing their differences and communalities).

On page 62 I read: "Survey college/university or public libraries to find books or other resources available which provide information about democracy, other parts of the world, different cultures, social and economic life, etc. Explore questions such as: Who decides on the level of resources that should be allocated to libraries? Who decides which books should be included in the library and which should be excluded? Who decides which books are more important than others? Are libraries serving their purposes? (A similar activity could be organized for museums or archives)." I'm asking: why not investigate if the school library/media center meets its users' needs, provides its users with up-to-date information resources, if school teachers contribute with their suggestions to building and implementing the resource collection (namely, books and other media) etc.? Why not stimulate reflection (and hopefully an interest) about the school library and how teaching and learning styles (when directive and passive) can change and benefit from a good school library program and facilities?

I'm raising a lot of questions (and I have many more...). The risk I see is that school teachers will bypass the school library, or simply continue to ignore it (even when there is an existing one). I have to say that I'm not particularly sensitive to the school library as a physical, material place; I'm particularly sensitive to the quality in education, to an open, free and equitable access to information, to the effective support that a professional librarian (trained both in the library field and in the education field) can provide to the school community, linked to the local community. The school library is a vital intersection between information and education.

I see a "missing link" in both fields: the educational role of a library is not taken into account very much in the library field (e.g., most education and training courses for librarians are more focused on traditional library subjects and matters); libraries (museums and documentation centers as well) are not considered, perceived as an educational, learning environment by the school: they may be a "support," an optional tool, but are not often included in the day-by-day learning activities.

I see the need for building a bridge between these two worlds in order to enhance the quality of education, the students' learning outcomes, and, in the meantime, improve library services, stimulating them with a more challenging and proactive role.

We often say that it not a winning strategy working in isolation, that school libraries have to get more partners, stakeholders etc. involved, "on board," that SLs have to learn how to communicate in an effective way what they do for pupils and teachers. But this is true on the other hand as well, i.e., school teachers (and their associations/unions etc.) should look around and see the extraordinary potential in libraries, in general, and in their own school library. (And if it's missing in their school, they should advocate and demonstrate for it, with the school librarians Or if it needs to be improved, they should ask for it: it's for their students' enhancement!).

I hope in the near future IASL, IFLA SLRC, ENSIL and other bodies can be involved more directly in a similar process of elaboration and contribute in the field of international collaboration, developing guidelines, tools, etc. in an actually holistic perspective.

I do wish in the next future a better and more fruitful collaboration between UNESCO

and the Associations, groups and so on active in the IL (or MIL or what's next?) field. I hope the next edition of MIL will include useful inputs (we've already got a lot of research findings and practice), tips and resources from IASL, IFLA SLRC, ENSIL, etc. (Reviewed by Luisa Marquardt)

New Publications and Digital Resources

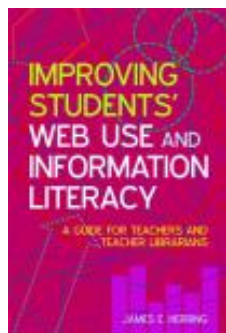


Boelens, H. (2010). *The evolving role of the school library and information centre in education in digital Europe.* Dissertation. Middlesex University. <http://eprints.mdx.ac.uk/7329/>

The purpose of the research was to study the evolving role of the school library and information centre (SLIC) in primary and secondary education in digital Europe. Dr. Boelens provided information about the role of school libraries in the emerging global landscape, and how the work of school libraries impacts student learning. She identified common problems, and presented solutions. Dr. Boelens has also provided a free READ poster for the community at <http://www.ensli.edu>

The report of the School Library Commission. (2010). London: National Literacy Trust. http://www.literacytrust.org.uk/policy/nlt_policy/school_library_commission .

Clark, C. (2010) *Linking school libraries and literacy: Young people's reading habits and attitudes to their school library, and an exploration of the relationship between school library use and school attainment.* London: National Literacy Trust. http://www.literacytrust.org.uk/assets/0000/5760/Linking_school_libraries_and_literacy_2010.pdf



Herring, J. (2011). *Improving students' web use and information literacy: A guide for teachers and teacher librarians.* London: Facet. ISBN 978-1-85604-743-2

This slim volume is an absolute goldmine! In an accessible, simple format Herring provides a practical guide to using the web effectively in order to enhance learning and teaching in schools. The book is aimed at teachers, teacher librarians and school librarians in a way that will aid them all whether new to their profession or old hands – he focuses on the knowledge and skills they will need to turn their students into literate web users and lifelong learners. Starting with the aims of the book, through understanding the pedagogy of today's schools he examines use of the Web, how to evaluate websites, Web 2.0, Information Literacy and use of all of these to improve learning among students. Individual learning to the construction of whole school websites is examined and explained. The chapter on current websites focuses on long established tools and innovative use. While Herring acknowledges we cannot predict what will come next he shows us how to develop attitudes and learning skills,

which passed onto students, will enable use of the new technologies as they emerge. Herring's ideas on student engagement through participation using technology are particularly relevant and well thought out. Each chapter clearly tells the reader what to expect and has references for further reading. The international audience will find jargon explained in a concise, simple manner and examples of best practice from many different countries and schools. His comments on the future of traditional 'libraries' are particularly cogent. Concise, readable, invaluable! (reviewed by Karen Usher)

Horizon report. (2011). Austin, TX: New Media Consortium.

<http://www.nmc.org/publications/2011-horizon-report>

Each year this report identifies technologies to watch, and presents examples of how technologies are being integrated to support learning. The top two trends to watch are ebooks and mobile technologies.

Fletcher-Spear, K., & Jenson-Benjami, M. (2011). *Library collections for teens: Manga and graphic novels*. New York: Neal-Schuman. ISBN 978-1555707453. \$55

This book focuses on the growing interest in manga, and includes capsule reviews and notations of good titles as core materials.

Barile, L. (2011). Mobile technologies for libraries: A list of mobile applications and resources for development. *College & Research Libraries News*, 72(4), 222-228.

<http://crln.acrl.org/content/72/4/222.full>

This article discusses the history of mobile applications, explains how to create them, and lists library-related mobile applications.

Great Global Reads for Kids - <http://greatglobalreadsforkids.wikispaces.com>

This wiki began in 2004 as a list of recommended children's literature from around the world. Now regional literature links to websites on children's/young adult literature and reading projects. If you want to become a contributing editor or have information to include in the wiki (titles, authors and/or websites), contact wiki creator Elizabeth Greef greef@optusnet.com.au.

391 Places for Free Books Online

http://www.techsupportalert.com/content/50-places-free-books-online.htm?utm_source=feedburner&utm_medium=feed&utm_campaign=Feed%3A+gizmosbest+%28Gizmo%27s+Best-ever+Freeware%29

391 sites that legally offer free ebooks for downloading or online viewing.

Library Junction - <http://www.libraryjunction.net>

This online academic social network enables students to ask faculty curriculum-related questions, do wiki projects, download study materials and ebooks, and create sub groups on books, authors and themes. The site won the 2011 All India Competition on Innovative Practices and Experiments in Schools and Teacher Education Institutions.



Conferences

IFLA Satellite Meeting in Barbados

Building Cross Cultural Capacities in LIS: African and Caribbean Reflections

Theme: *Building Cross-Cultural Capacities in LIS: African and Caribbean Reflections*

9-10 August 2011 in Barbados at the Blue Horizon Hotel

The Main Library of The University of the West Indies, Cave Hill, Barbados, in association with IFLA's Africa Section, is sponsoring this IFLA satellite meeting. Topics to be covered include advocacy, copyright, electronic resources, indigenous collection issues, marketing library services, open access. The registration fee is US\$120 which includes, lunches, coffee breaks; the deadline is 21 July. For details, email iflaafrica@unisa.ac.za.

1st IBBY Africa Conference

31 August-2 September at the Ranch Resort near Polokwana, South Africa

Theme: Traveling Stories

Details: email infsccon@unisa.ac.za



Australian School Library Association National Conference

2-5 October 2011 at Saint Ignatius' College, Riverview, Sydney

Themes: Innovation, Instruction, Integration

<http://www.asla.org.au/pd/conference>

The Australian School Library Association is planning an outstanding conference where participants will explore innovative and creative approaches to digital learning, pedagogy, literature and more.

6th International LitCam Conference

10-11 October 2011 at Steigenberger Frankfurter Hof.

Theme: Literacy & Sustainable Economic Growth

Details: email litcam@book-fair.com

Keynote Speaker will be the Nigerian author and winner of the Alternative Nobel Prize 2010, Nnimmo Bassey. Organisations from Gambia, Philippines, Bolivia and Germany will present their projects. The panel discussion "Literacy – Chances for Sustainable Economic Growth" will feature actors, authors and artists. Thematic workshops will be held on the following day.





IBBY US Regional Conference

21-23 October 2011 at California State University, Fresno

Theme: Peace the World Together with Children's Books

http://www.usbby.org/conf_home.htm

International Conference on Asia-Pacific Digital Libraries (ICADL 2011)

24-27 October 2011 in Beijing China

<http://www.icadl2011.org/>

Supported by National Natural Science Foundation of China, this annual international conference is a significant forum for digital libraries research, providing an opportunity for researchers, educators, and practitioners to share their experiences. Since the first ICADL in 1998, the conference has grown to become one of the premiere forums in the digital library community.

Library 2.011 Worldwide Virtual Conference

2-3 November 2011 to be held online in multiple time zones

<http://www.Library2011.net>

The Library 2.011 conference will be a unique chance to participate in a global conversation on the current and future state of libraries. Subject strands will include the changing roles of libraries and librarians, the increasing impact of digital media and the e-book revolution, open educational resources, digital literacy, shifts from information consumption to production (Web 2.0), multimedia and gaming spaces, libraries as community centers, the growth of individualized and self-paced learning, the library as the center of new learning models, understanding users in the digital age, assessing service delivery, and defining leadership and information professional careers in a networked and changing world. Please sign up at the site to receive email updates as conference plans move forward. We are looking for conference volunteers, commercial and non-commercial partners, and conference advisory panel members. The School of Library and Information Science (SLIS) at San José State University is the founding conference sponsor. Potential partner organizations can contact Steve Hargadon steve@hargadon.com / [916-283-7901](tel:916-283-7901).

IATLIS 2011 Conference

October 2011 in Ahmedabad or Trivenedrum

Theme: LIS Education, Research and training (LISERT): Vision 2020

Library Education is now more than 100 years old in India, and it is time to take stock of the present situation to develop a vision for the near future. Articles and research papers to present at the conference should be submitted by 31 August 2011 in hard copy and as an email attachment to:

The General Secretary, Indian Assn. of Teachers of Library and Information Science

C/o Department of Library & Information Science, First Floor, Arts Block no. 1

Punjabi University, Patiala 147 002 Punjab INDIA.

Email: IATLIS2011@GMAIL.COM

Online Educa Berlin

20 Nov.-2 Dec., 2011 in Berlin

Theme: New Learning Cultures

<http://www.online-educa.com>

The largest global e-learning conference for the corporate, education and public service sectors, this meeting is the key annual networking event for the international e-learning and technology-supported learning and training industry.

20th BOBCATSSS-Symposium

23-25 January 2012 in Amsterdam

Theme: Information in e-motion

<http://bobcatsss2012.org>

Ontario Library Association Super Conference

1-4 February 2012 at Metro Toronto Convention Centre

Theme: Innovation: Imagine, Innovate, Impact

http://www.accessola.com/ola/bins/content_page.asp?cid=5

The Super Conference is Canada's largest continuing education event and tradeshow for librarianship. The program balances the cutting edge and the practical in a way that can satisfy an increasingly diverse number of member interests and needs.

Lighting the Future: Libraries, Reading, Learning – access and opportunity for children and young people

8-10 June 2012 at Beaumont House, Old Windsor, UK

CILIP's Youth Libraries Group and School Libraries Group join with the School Library Association in a landmark event to empower all those interested in children and young people, their reading and their education. Detailed information will be available through both the CILIP and SLA websites later this year but karen@usher43.karoo.co.uk will answer immediate queries.

IBBY World Congress

23-26 August 2012 at Imperial College, London

Theme: Crossing Boundaries: Translations and Migrations

<http://www.ibbycongress2012.org>



IFLA World Library and Information Congress

11-16 August 2012 in Helsinki, Finland

Theme: Libraries Now! Inspiring, Surprising, Empowering

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