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Chapbook . . .

**Quarterly Journal of the Children's Services Section
North Carolina Library Association**

Message from the Chair—Let the Summer Reading Programs Begin!

Hello Chapbook readers,

Summer is just about here and if you work in a public library, you know what that means—the beginning of your Summer Reading Program!!! We are gearing up here at the Henderson County Public Library for our Summer Reading Program, as are most other public libraries throughout the state. Even though Summer Reading Programs are a ton of work—lots of planning and organization are required for all the school visits, story times, special programs, and incentives—we all know how important they are to the children and parents of our communities. A Summer Reading Program in their communities provides an invaluable service that keeps kids busy during the summer months, makes the library an important part of kids lives, and helps kids succeed in school. Several years ago, North Carolina State Library Youth Services Consultant Jim Rosinia compiled detailed statistical research information on the value of public library summer reading programs and put it on the State Library web site at <http://statelibrary.dcr.state.nc.us>. If you've never seen this information, take time now to look at it by going to the web site and clicking on Youth Services, then click on Making the Case for Library Services to Children and Teens. Knowing that research confirms the value of library summer reading programs makes all our hard work over the summer much easier to deal with.

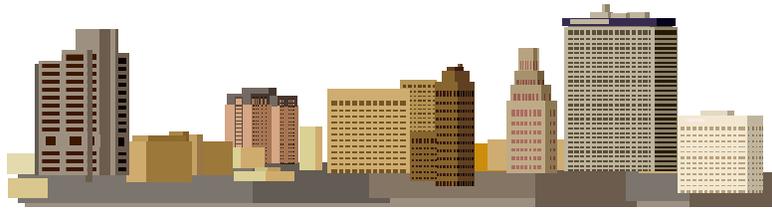
Now that our State Library is part of the Collaborative Summer Library Program, organizing library summer programs has become a little easier. So just remember in the midst of all the Summer Reading Program frenzy going on in your library this summer, your dedicated service to North Carolina families IS making a difference.

Wishing you all a great summer!

Loree Kelly, CSS Chair

Fletcher Branch Manager

Henderson County Public Library



From the State Library...by Jim Rosinia, State Library Youth Consultant

Summertime,
And the readin' is easy.
Pages turnin',
And the circ' count is high.

Your staff is busy,
And volunteers scramblin'!
Don't hush 'bout your Program,
Tell 'em why. . . .

First, my sincere apologies to Mr. Gershwin.

And my apologies to you for not being able to get a column done by the last issue's deadline.

(Did ya miss me?)

I don't have to tell you: it's that time of year again.

I know that, for some of you, kids have been registering for a while now – some as early as the beginning of May. For the rest of you, registration begins – oh, no! – ANY SECOND NOW!!!!

As my reworking of that classic tune acknowledges, the next few months will see library staff and volunteers working really, really hard – all to encourage kids participating in the program to spend their time reading.

(Okay. I know it's the natural order of things: adults work while kids get to spend time relaxing and reading. I know that, if we were lucky, we enjoyed summers like that – with hours to sink into good books. Of course, it's rewarding to have that rare opportunity to connect kids and the printed word and all its wonderful containers – novels, nonfiction, poetry, short stories, magazines, graphic novels, comics. But, admit it: aren't you also incredibly jealous of them?!?)

So, you're going to be really busy. But you're ready, right? As you read this – if, in fact, you're actually taking time out of your day to read it – I'm sure you have every activity for all of your programs planned for the entire summer.

Part of the benefit of all that Summer Reading planning is that it “encourages” you to think of programming possibilities. You have ideas of your own and your list of resources all lined up. Then you go to the Summer Reading workshop and get other ideas and learn of new resources. And, as several of you have mentioned to me, the manual from the Collaborative Summer Library Program (CSLP) has a wealth of even more ideas and resources.

Since you're no fool, you file away all those suggestions for crafts and activities and games and resources that you won't have time to try this summer. You do this because they sound like fun (and you have a sneaking suspicion that they just might come in handy when you're faced with creating a program this winter).

So, I've created a web page of resources

<http://statelibrary.dcr.state.nc.us/ld/youth/06SumRead/SR06_Resources.htm>. You might find it useful if you're still looking for some last minute ideas for this summer. And, if you don't need any more ideas, you may want to check these out and file them away.

From this page, you can download some of the handouts from the Summer Reading workshops we had in March. (I will add a few more real soon now. . . .)

In addition to those handouts, I've created some links from that page to items that CSLP has on their website. I encourage you to explore these.

Each chapter of the manual begins with a list of relevant resources: books, audio recordings, video recordings, and websites. The CSLP "Links" page <<http://www.csllpreads.org/links.htm>> contains – you guessed it! – links to the websites from each chapter:

- The Perfect Pet for Me <<http://www.csllpreads.org/perfectpet.htm>>;
- What A Pet! <<http://www.csllpreads.org/whatapet.htm>>;
- Fins, Feathers, and Furballs <<http://www.csllpreads.org/fins.htm>>;
- Wild and Tame and In-Between <<http://www.csllpreads.org/wildandtame.htm>>; and
- Imagine That! <<http://www.csllpreads.org/imaginethat.htm>>.

There's also a Creature Feature Webliography <<http://www.csllpreads.org/creature.htm>>.

The CSLP "Resources" page <<http://www.csllpreads.org/resources.htm>> has links to – say it with me – resources! Some of these include:

- Animal-themed storytime ideas <<http://www.bayviews.org/storytime.html>>;
- Downloadable videos from a California Summer Reading workshop that include presentations on puppet resources, scripts for puppet plays, teen resources, and much more <<http://summerreading.cla-net.org/workshop2006.html>>; and
- The ads that your State Library produced for Newspapers in Education and which we sent to newspapers all across the state to help you promote your program <<http://www.csllpreads.org/nie.htm>>. (If you haven't already done so, contact your local paper and ask them to run these.)

Last, but certainly not least, there's a page called "Serving Children with Disabilities" <<http://www.csllpreads.org/children.htm>>. This collection of links was developed by CSLP "to assist you in your efforts to reach disabled children during the summer reading program." But, of course, improving services to this segment of your community goes beyond Summer Reading. And there are a lot of valuable resources here.

I ended my little ditty at the beginning of this column by encouraging you to publicize your Program (and your programs) and I urged you to "tell 'em why. . . ." The "'em" you should tell is all of 'em – your library's community. And the "why" is why Summer Reading.

Yeah, it's fun for the kids (and a lot of work for you – let's not forget the "a lot of work for you" part).

But the message you want to send whenever/however you can is that it's critical for kids to read over the summer months. Until we can get new data, you can always reference the findings of the definitive and classic study by Barbara Heyns ("Summer Learning and the Effects of Schooling", Academic Press, 1978).

She followed sixth and seventh graders in the Atlanta public schools through two school years and the intervening summer. Among the findings of her research:

- The number of books read during the summer is consistently related to academic gains.
- Children in every income group who read six or more books over the summer gained more in reading achievement than children who did not.
- The use of the public library during the summer is more predictive of vocabulary gains than attending summer school is.
- The major factors determining whether a child read over that summer were whether the child used the public library; the child's sex (girls read more than boys but also watched more TV); socioeconomic status; and the distance from home to a library.
- "More than any other public institution, including the schools, the public library contributed to the intellectual growth of children during the summer. Moreover, unlike summer school programs, the library was used by over half the sample and attracted children from diverse backgrounds." (p.77)

In several states this summer, the Institute of Museum and Library Services is testing a way of doing an Outcome Based Evaluation of Summer Reading programs. Hopefully, we will have a tool for giving us other ways to answer the question "Why Summer Reading?"

But, however you do it, you can't tell 'em too many times: Summer Reading is fun – but it's also really important.

(The "hard work for you" part will be our little secret. . .)

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Smart Start and Public Libraries

Recently, I was contacted by staff at the North Carolina Partnership for Children. They know that there are some success stories across the state in which the public library is a vital member of the local partnerships. In light of the fact that "Family Literacy" is included as a "Family Support Criteria" in the "Performance-Based Incentive System" and given the fact that every library in the state received the "Every Child Ready to Read" curriculum and representatives from most of the library systems across the state were trained in the curriculum's use, the staff with whom I've met are interested in finding ways of strengthening relationships between Smart Start Partnerships around the state and local libraries.

As Karen Ponder, President of the NC Partnership said, "Public libraries and librarians are important partners with Smart Start all across our state. The important roles libraries play every day in building literacy skills and educating young children makes partnerships between libraries and Smart Start critical for ensuring that all children in North Carolina arrive at school ready for success."

Watch this space (and NCKIDS) for more on this.



BoysRead at PLCMC

by **Teresa Cain**

Research shows that boys are falling further behind their female counterparts in school. The facts are startling:

- As early as the first grade, girls are 10% more likely than boys to recognize words by sight.
- Boys ages 5 to 12 are 60% more likely than girls to have repeated at least one grade.
- Fourth-grade girls score 12% higher than boys on writing tests.

- In the past, boys were thought to be behind in reading and writing only. Now high-school girls are 36% more likely to take honors biology than boys.
- Only 44% of college undergraduates are male.¹

In response to the latest research, the Public Library of Charlotte and Mecklenburg County is sponsoring the BoysRead initiative. PLCMC will be using innovative ways to reach students – boys in particular. An example of this was a series of five collaborative Grossology for Guys festivals held on weekdays after school. The festivals were intended to capture boys' interest by appealing to "boy humor" and to present biology and literacy to them in such fun ways that learning would be irresistible. The festivals were for boys in grades 1 through 6. Female caregivers were welcome, but girls (especially sisters) could not attend.

To be able to host a festival, staff members from each of the five branches contributed booths and traveled to the four other branches to help with their festivals. The Grossology for Guys festivals included:

- Sandi McGarrah, The Nature Lady, who brought animals like tarantulas, snakes, and newts for boys to hold and learn about.
- A Nasal Academy, where boys could learn about their noses, sense of smell, and of course, snot.
- A Gross Cooking Show, where boys could create their own gross recipes and eat them on camera. They also could try cookies made from edible insects.
- A "Professor of Grossology," who taught disgusting facts about human and animal bodies using outrageously funny games.
- An exhibit called "What's Eating You?," that included parasitic worms such as tapeworms.
- PLCMC's own makeup artists, who applied fake wounds and bruises to boys' bodies.
- PLCMC's "Prince of Poop," who conducted experiments to show how gas and a bowel movement travel through the body.
- A barf bag artist, who led boys in decorating their own barf bags.
- Gross bibliographies, which included illustrated non-fiction books that were, well, pretty gross!

I had managed another series of five collaborative festivals that supported last year's summer reading theme called DragonFest. The DragonFest events were open to families with children up to age 12. Even though the festivals were held during the summer and were open to both boys and girls in a broader age range, DragonFest was attended by approximately 25% fewer patrons. Interestingly, limiting the target market resulted in increased attendance.

¹ Facts taken from "The Boy Crisis," *Newsweek*, January 20, 2006.



Grossolo

B*L*O*B

Boys, Literacy, Oh! And Books

By Teresa Clay, Senior Library Assistant

North County Regional Library

PLCMC

Starting on the very top step of the Children's floor at North County Regional Library, the feud begins. The feud isn't over the fact that Michael has to come to the Library; in fact, Michael loves the Library. What's wrong is that Michael doesn't like to read a lot. He likes books with fewer words and more pictures and his mom says, "Michael is in the fourth grade and he should be reading chapter books". I couldn't agree with her more.

Since this was a personal avenue for me, my heart went out to both of them. Ready to give my patron service, I walked over to them with a flyer in my hand. It was a flyer of our newly formed book club, "**B*L*O*B**, which stands for Boys, Literacy, Oh! And Books. This is a book club designed for boys, ages 5-12 or in grades K-5. Also included are fathers, brothers, uncles, or other male mentors. This book club makes reading meaningful, brings stories to life, and promotes male bonding. Ultimately, we want boys to become lifetime readers and patrons of the library. Discussing **B*L*O*B** with Michael's mother not only diminished their reading feud, but we gained a new book club member plus the assistance of Michael's dad.

We want to stir up the need to read in boys!

Our programs consist of monthly get-togethers, book talks by reading level, guest speakers, special video game days, grossology, and other unique topics of interest.

We will not attempt to stipulate what each child reads. This is their special time to pick a book of their choice. We will still recommend classic titles, AR books, and parent picks. We just want to see boys read what they enjoy whether it is a magazine, comic book, audio book on tape, or cereal box! Unknowingly, these boys will develop their vocabulary, narrative skills, interest in enjoying books, and phonological and print awareness.

At the library, one of our primary goals is to encourage reading and foster an appreciation for literature. As co-educators, we are concerned about boys' lack of interest for reading. Boys are discouraged when they can't find books they like, read poorly, feel they can't get into the story, are too busy, or think it is just plain boring. That's why we are excited about our new book club designed exclusively for boys!

The community has also taken part in our **B*L*O*B** 'BoysRead' book club by donating items as an incentive to read. So far, we've had a successful kickoff with 92 boys participating in the "Grossology" program. We've enjoyed "Pete the posture Parrot" by Dr. Ruocco. Coming soon is our special "Video Game Night" followed by "Sports Beat" in July. Our end of the summer program will be "Tradin' Tales", a late night at the library with all kinds of refreshments and a storytelling contest.



Thinking Outside the Box at the Hemphill Public Library

(By the staff of the Hemphill Library)

The Hemphill Library, which opened its doors to the public in November 2004, is anything but your “typical” branch library. For starters, the library boasts an art studio in which children and families can explore their creativity and unleash their inner artists. Hemphill also houses permanent works of art by James Ransome and Vollis Simpson; and, thanks to its partnership with the *Green Hill Center for North Carolina Art*, offers customers access to a small gallery that features rotating exhibits. In addition, an IMLS grant allows for a *Green Hill Center* staff person to provide art programming on site.

Along with arts-related activities, the Hemphill Library also supports the *Knights of Vandalia Chess Club*, an intergenerational knitting circle, an extensive teen volunteer program, Internet tutoring, a YA book discussion group, and special programs for kids and young adults that tackle everything from etiquette to career exploration. Its 3,300 square foot Children’s Room, which includes an information desk and the popular “World Tree” installation, is the largest of any of the six branches of the Greensboro Public Library.

So how did all of this come to fruition? During the initial planning stages of the library, administrators studied demographic data and determined that the service area is home to a very high number of families with children. Thus, it made sense to focus on early literacy and the needs of school-aged children. Because library director Sandy Neerman is a firm believer in thinking outside of the proverbial box, she decided to incorporate art as a means of promoting literacy and celebrating diversity. Studies have shown that students with high levels of exposure to the arts outperform “arts poor” students in virtually every academic discipline. The Greensboro Public Library had long enjoyed a positive and prosperous relationship with the *Green Hill Center for North Carolina Art*, so it made sense to form an extensive partnership with the organization in planning not only programs, but in designing the building itself. The *Friends of the Library*, the *Greensboro Library Arts Commission*, the *Junior League*, and other individuals and organizations also pitched in to help the Greensboro Public Library realize its dream of seamlessly blending art and literacy.

To learn more about the unique arts-based programming offered by the Hemphill Branch Library, please contact Children’s Specialist Cindy Dye at **336-373-2925** or cynthia.dye@greensboro-nc.gov. You can also visit the Greensboro Public Library’s website at www.greensborolibrary.org.



FYI: North Carolina Children's Book Award Nominees

2007 Picture Book Nominees

Jenkins, Steve.	<i>Actual Size.</i> : Houghton Mifflin, 2004.
Bruel, Nick.	<i>Bad Kitty.</i> : Roaring Book Press, 2005.
Reynolds, Aaron.	<i>Chicks and Salsa.</i> : Bloomsbury Children's Books, 2005.
Uhlberg, Myron.	<i>Dad, Jackie and Me.</i> : Peachtree Atlanta, 2005.
Beaumont, Karen.	<i>I Ain't Gonna Paint No More!</i> Trans. David Catrow. : Harcourt, 2005.
McNulty, Faith.	<i>If You Decide to Go to the Moon.</i> : Scholastic, 2005.
Ehlert, Lois.	<i>Leaf Man.</i> : Harcourt, 2005.
Knutson, Barbara.	<i>Love and Roast Chicken.</i> : Carolrhoda Books, 2004.
DiPuccio, Kelly.	<i>Mrs. McBloom, Clean Up Your Classroom.</i> : Hyperion, 2005.
O'Malley, Kevin.	<i>Once Upon A Cool Motorcycle Dude.</i> : Walker & Co., 2005.
Woodson, Jacquelin.	<i>Show Way.</i> : Putnam & Sons, 2005.
Bergman, Mara.	<i>Snip Snap What's That.</i> : Greenwillow, 2005.
Fleming, Candace.	<i>Sunny Boy: The Life and Times of a Tortoise.</i> : Farrar, 2005.
Agee, Jon.	<i>Terrific.</i> : Hyperion, 2005.
Palatini, Margie.	<i>Three Silly Billies.</i> : Simon & Schuster, 2005.
Collins, Suzanne.	<i>When Charlie McButton Lost Power.</i> : Putnam, 2005.

2007 Junior Title Nominees

Ryan, Pam Munoz.	<i>Becoming Naomi Le'on.</i> : Scholastic, 2004
Martin, Ann M.	<i>A Dog's Life: The Autobiography of a Stray.</i> : Scholastic, 2005.
O'Brien, Patrick.	<i>Duel of the Ironclads.</i> : Walker and Company, 2003.
Collins, Suzanne.	<i>Gregor the Overlander.</i> : Scholastic, 2003.
Bordon, Louise.	<i>The Journey that Saved Curious George.</i> : Houghton Mifflin, 2005.
Say, Allen.	<i>Kamishibai Man..</i> : Houghton Mifflin, 2005.
Lewis, J. Patrick.	<i>Please Bury Me in the Library.</i> : Harcourt, 2005.
Noble, Trinkia Hakes.	<i>The Scarlet Stockings Spy.</i> : Sleeping Bear Press, 2004.
Anderson, M. T.	<i>Whales on Stilts.</i> : Harcourt, 2005.
Silverstein, Shel.	<i>Runny Babbit: A Billy Sook..</i> : HarperCollins, 2005.
Bruchac, Joseph.	<i>Jim Thorpe's Bright Path.</i> : Lee and Low, 2004.
Biedrzycki, David.	<i>Ace Lacewing: Bug Detective.</i> : Charlesbridge, 2005.

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