



**C**hapbook...      **Volume 42**      **Winter 2002-03**

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

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### **Message From the Chair:**

**By Mel Burton, Children's Information Specialist, Public Library of Charlotte and Mecklenburg County**



#### **Big Events**

A **red-letter** day is a special day. I hope that our **Biennial Retreat** is set aside on your calendar as a special event since every two years your CSS board tries to make it a big event. This past October we tried to prepare librarians for new challenges and used the title, "Library Services for the Next Generation: Responding to New Challenges."

There were workshops featuring bilingual programming which gave ideas for activities using Spanish and English. The activities included creative dramatics, puppetry, and songs. Children's book writer and illustrator, **Clay Carmichael**, explained how she got her books written, illustrated and published. She gave some very down to earth advice about dealing with the publishing world.

**Karen Beach** presented a lot of information in a short time period about grant writing in a program that was called *Finding Money Under a Rock*.

**Jim Rosinia**, North Carolina State Library Youth Services Consultant, led a discussion about current library issues.



For those who were stressed about library issues, **Josh Herman**, massage therapist, conducted a session on ways to reduce work-related stress.

One of our regrets was having to cut the afternoon break short and participants having to use the time to deliver luggage to their rooms. It's always a balancing act to provide plenty of presentations and not wear out the attendees.

The vast majority of attendees thought it was a worthwhile workshop to attend. Your CSS board is currently working on programs for this year's conference and then will work to make sure the next retreat is just as good or better than the last. Thanks to those who attended and we'll continue working to make sure all of our events are **red-letter** days.

#### **FROM THE EDITOR:**

I invite our readership to submit articles to the *Chapbook*; to share your tried and true special programs, or interesting projects, or upcoming events where by all may be informed or even motivated to try something new.

An interesting topic might be about how you are meeting new challenges for the next generation in *your* library.

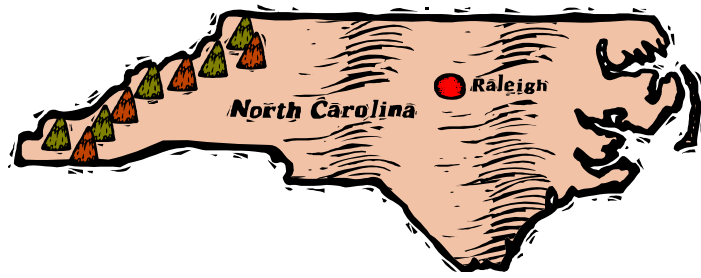
There is no deadline.

Send to:

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## **From the State Library: Making the Case for Library Services**

In the face of shrinking budgets, the need to justify your services may increase. Or you may wish to write a grant proposal and need supporting data. I've developed a web page that I hope you'll find helpful whenever you want to make the case for delivering library services to children and teens – <<http://statelibrary.dcr.state.nc.us/ld/youth/case.htm>>.

As you'll see, the page is divided into three sections: **“Data About Youth”**; **“Libraries and Youth”**; and **“The Power of Summer Reading.”**

**The first section**, “Data About Youth”, will help you quantify the needs of the target population. You'll find links to data about the status of youth here in North Carolina and across the nation. The “Kids Count” Databook from the Annie E. Casey Foundation

<<http://www.aecf.org/kidscount/kc2002/>> allows you to generate custom graphs, maps, ranked lists, and state-by-state profiles. A link to the NC Child Advocacy Institute's “NC Children's Index” <[http://www.ncchild.org/CI/WELC\\_IND.pdf](http://www.ncchild.org/CI/WELC_IND.pdf)> has a wealth of indicators – educational, economic, social, and health – on a county-by-county level. You'll also find links to the North Carolina “Report Card” from the National Center for Educational Statistics

<<http://nces.ed.gov/nationsreportcard/states/profile.asp?state=NC>> (which includes the most recent State Reading Assessment); to the NC School Report Cards from the Dept. of Public Instruction (DPI) <<http://www.ncreportcards.org/>>; and a LINC link – i.e., a link to Log Into North Carolina, an interactive data retrieval service containing historical information for over 900 data items and a variety of geographic areas within the state, including a variety of public school and educational characteristics from DPI

<[http://pbis.state.nc.us/pls/linc/dyn\\_linc\\_pub\\_directory.show?p\\_arg\\_names=vsrclid&p\\_arg\\_values=G](http://pbis.state.nc.us/pls/linc/dyn_linc_pub_directory.show?p_arg_names=vsrclid&p_arg_values=G)>).

**The second section** includes links to a variety of sources of information about “Libraries and Youth.” In 1999, the State Library conducted a series of six focus groups and a public opinion survey to assess the public's awareness of what libraries do for children and teens, to determine the level of the public's support for libraries' work with youth, and to identify messages and strategies to increase awareness and support. The first link in this section will take you to a PowerPoint presentation summarizing the results

<[http://statelibrary.dcr.state.nc.us/ld/youth/ysap/children\\_teens\\_and\\_libraries/index.htm](http://statelibrary.dcr.state.nc.us/ld/youth/ysap/children_teens_and_libraries/index.htm)>. (If you wish, there's even a link that will enable you to download the entire presentation.) In 2000, the Library Research Service (LRS) conducted studies in Alaska, Colorado, and Pennsylvania which showed that school media librarians and libraries help kids perform better on standardized tests – you'll find a link for more information on these studies

<[http://www.lrs.org/html/about/school\\_studies.html](http://www.lrs.org/html/about/school_studies.html)>.

## From the State---cont'd

Also from LRS, there's a link to a "Fast Facts" sheet from 1998 that suggests public library circulation of children's materials contributes to academic achievement <<http://lrs.org/documents/fastfacts/153PLRDG.PDF>>. There's a link to a unique tool from the National Center for Educational Statistics – the "Public Library Peer Comparison Tool" <<http://nces.ed.gov/surveys/libraries/publicpeer/>>: enter a library name, select a key variable (e.g., "Circulation of Children's Materials" or "Children's Program Attendance", generate a list of libraries across the nation with comparable statistics, and see how they compare on other measures (e.g., "Public Service Hours", "Total Staff", "Operating Income", etc.) . There are also links to studies and surveys as well as the "Kids and Libraries" fact sheets from the American Library Association <<http://www.ala.org/parentspage/kal.html>>.

**Third**, last but certainly not least, you'll find summaries of studies and links to sources of information about "The Power of Summer Reading." A definitive and classic study conducted by *Barbara Heyns* showed that "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." The Final Report of an evaluation of the Summer Reading Program of the Los Angeles (CA) Public Library states that students participating in the program are more likely to read at their grade level or above than their non-participating peers <<http://www.colapublib.org/about/Readingby.pdf>>. And another study in 2001 of "The Role of Public Libraries in Children's Literacy Development" describes research conducted of summer reading programs in Philadelphia (PA) which studied four groups of children with low reading scores who came from low-income working families <<http://www.statelibrary.state.pa.us/libraries/lib/libraries/Role%20of%20Libraries.pdf>>.

Of course, this web page is a "work in progress" – I will add new links when I learn of new sources of information. And, since the purpose of this resource is to be helpful to you, I welcome your feedback and input – did you find the page helpful? Is there other data you wish were included? Do you know of other web pages or other information that I neglected to include? Please be sure to let me know what you think by dropping me an email <<mailto:jrosinia@library.dcr.state.nc.us>>. Thanks.

### **FYI.....by Linda Hearn, Chair, North Carolina Library Paraprofessional Association**

I would like to get the word out to everyone interested that the VLAPF 2003 Annual Conference will be May 18-20, 2003 in Richmond, Virginia. The theme of this year's conference is "Navigating the Challenges of the 21<sup>st</sup> Century". A full conference brochure and registration can be found on the VLA website <http://vla.org>. I am co-chair of this year's conference and I would love to see lots of you at the conference! If you have any questions, please feel free to contact me or my co-chair, Marion Eaton, [www.eatonma@vt.edu](http://www.eatonma@vt.edu).

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### ***Four Authors for Young to Young Adult Readers.....***

On a brisk fall evening back in October of 2002 a crowd gathered to sip hot apple cider and hear readings from four local North Carolina authors. Four different authors entertained us by reading from **four** wildly different novels. Their books spanned audiences from ages eight through young adult, each in some way about a significant passage in the process of growing up. Dads, moms, and teens filled the chairs for the Coffee Crew/Teen book club. That night, despite competition with the State Fair in town, this program was open to all.

Frances Wood read from her newest novel, ***Daughter of Madrugada***. Frances received a North Carolina Arts Council grant in 1999 to help her research and write this novel. Luli Gray entertained us with readings from her novel, ***Falcon and the Charles Street Witch***. This is a sequel to the A.L.A. Notable, ***Falcon's Egg***. Louise Hawes read from her novel, ***Waiting For Christopher***. Louise is a founding faculty member of the nation's first MFA in Writing for Children program at Vermont College. Eileen Heyes' new novel, ***Acting Innocent***, is the first of a series set against the early 1930's backdrop of Prohibition and the Great depression. Eileen read to us from this wonderful novel.

After readings from their novels and sharing personal stories, these four wonderful authors autographed their novels that we had for sale. They also found time to hang out and talk with the crowd and have a few pictures snapped. A wonderful time was had by all the Friday evening back in October.

Saturday morning, February the 22, we are pleased to have author Louise Hawes return to our Coffee Crew/Teen book club. Her two novels will be for sale and she will be available for signing. As always, we serve coffee, juice and snacks at our Saturday morning Coffee Crew. Teens 12 and older are encouraged to come and bring a friend.

**For more information contact Sue Mellott at [smellott@co.wake.nc](mailto:smellott@co.wake.nc) at the North Regional Library in Raleigh.**



## And the Nominations are.....

### Picture Books

- [\*\*Big, Bad and a Little Bit Scary: Poems that Bite Back!\*\*](#) by Wade Zahares. Viking, 2001.
- [\*\*Clever Beatrice.\*\*](#) by Margaret Willey. illus. by Heather Solomon. Atheneum, 2001.
- [\*\*Dory Story.\*\*](#) by Jerry Pallotta. illus. by David Biedrzycki. Charlesbridge Pub., 2000.
- [\*\*A Fine, Fine School.\*\*](#) by Sharon Creech. illus. by Harry Bliss. Harper Collins, 2001.
- [\*\*Hatseller and the Monkeys.\*\*](#) by Baba Wague Diakite. Scholastic, 1999.
- [\*\*Mice and Beans.\*\*](#) by Pam Munoz Ryan. illus. by Joe Cepeda. Scholastic, 2001.
- [\*\*Milo's Hat Trick.\*\*](#) by Jon Agee. Hyperion, 2001
- [\*\*More Parts.\*\*](#) by Tedd Arnold. Dial, 2001.
- [\*\*One Tiny Turtle.\*\*](#) by Nicola Davies. illus. by Jane Chapman. Candlewick Press, 2001.
- [\*\*The Other Side.\*\*](#) by Jacqueline Woodson. illus. by E.B. Lewis. Putnams, 2001.
- [\*\*Score One for the Sloths.\*\*](#) by Helen Lester. illus. by Lynn Munsinger. Houghton Mifflin, 2001.
- [\*\*Stand Tall, Molly Lou Melon.\*\*](#) by Patty Lovell. illus. by David Catrow. Putnams, 2001.
- [\*\*Stray Dog.\*\*](#) by Marc Simont. Harper Collins, 2001.
- [\*\*Wait! No Paint!\*\*](#) by Bruce Whatley. Harper Collins, 2001.
- [\*\*Web Files.\*\*](#) by Margie Palatini illus. by Richard Egielski. Hyperion Books, 2001.

NCCBA Continued.....

Junior Books

- [Blues Singers: Ten Who Rocked the World.](#) by Julius Lester. illus. by Lisa Cohen. Hyperion, 2001.
- [Fearless Jack.](#) by Paul Brett Johnson. Margaret K. McElderry Books, 2001.
- [Goin' Someplace Special.](#) by Patricia C. McKissack. illus. by Jerry Pinkney. Atheneum, 2001.
- [Island.](#) Volume One: Shipwreck. by Gordan Korman. Scholastic, 2001.
- [Judy Moody.](#) by Megan McDonald. illus. by Peter Reynolds. Candlewick press, 2000.
- [Leonardo's Horse.](#) by Jean Fritz. illus. by Hudson Talbott. G.P. Putnam's, 2001.
- [Love, Ruby Lavender.](#) by Deborah Willes. Harcourt, 2001.
- [Love that Dog.](#) by Sharon Creech. Harper Collins, 2001.
- [Mr. Lincoln's Way.](#) by Patricia Polacco. Philomel, 2001.
- [Paper Doorway: Funny Verse and Nothing Worse.](#) by Dean Koontz. illus. by Phil Parks. Harper Collins, 2001.
- [Rocks in His Head.](#) by Carol Otis Hurst. illus. by James Stevenson. Greenwillow, 2001.
- [Ruby Holler.](#) by Sharon Creech. Joanna Cotter Books, 2002.
- [Satchel Paige.](#) by Lesa Cline-Ransome. illus. by James E. Ransome. Simon & Schuster, 2000.
- [Secret to Freedom.](#) by Marcia Vaughan. illus.

Look for these book reviews at [www.bookhive.org/nccba](http://www.bookhive.org/nccba)

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## Reading and Writing in Libraryland

By Constance Purcell, Coulwood Branch,  
PLCMC

One day at the Public Library of Charlotte and Mecklenburg County (PLCMC), I was engrossed in the peaceable work of shelving and weeding, when I was startled by a certain troubled man. Breathless and perspiring, he exhibited the symptoms of a widespread phenomenon I have come to know

as

### "The Writing Problem."

The piteous fellow, father of a middle school student, registered his exasperation. "Everywhere we turn, all we get is READ, READ, READ. What these kids *really* need help with is **WRITING!** You wouldn't believe the sheer agony caused in our home by a simple writing assignment. Can't you PLEASE do something to help us?" His upturned palms punctuated his pleading, "Why, Why, Why?"

Then he was still, staring ahead in a fixed gaze. An invisible force lifted up the wiry ends of his comb-over and I watched him mouth nervous utterances of absolute silence. The moving wisps occupied my full attention, as they threatened to reveal their secret. Then I remembered his plea for help.

My first idea of helping was to start an intravenous saline drip; but I recovered in time to nod attentively and provide various comfort phrases: "Ah, yes. Hmmmmmm. I see. Of course. Oh, my. Hmmmmmm. Well then. Good idea." Maintaining a cordial engaged silence, I simply looked at him then and blinked. At last he resuscitated enough to resume blinking on his own; and, to my great relief, he strode purposefully away toward the hapless victim of the writing deficit, drowning in reference materials, index cards, and spiral notebooks. It wasn't pretty.

If the man had said that what kids really needed help with was taxidermy or quantum physics, I hope I would not have been so easily convinced. But writing seemed to go along with reading so much that I adopted the viewpoint that librarians might and perhaps ought to help students with writing.

I decided to provide a series of writing workings for schoolagers aged 6-12, post-Santa, pre-cynic, that would focus on three specific areas: **résumé writing for the lemonade stand set, letter writing, and journaling.**



## Writing.....2.

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All three workshops attracted registrants, but only one managed to attract actual attendees.

The journaling workshop was a great success, except that the kids who came apparently had no problem writing! Everyone cheered when I'd said we wouldn't concern ourselves with spelling and punctuation, yet each child shared his or her free writing exuberantly to the delight of all. Each one was brilliant, creative, and well developed, and would have garnered an "A" on any writing assignment. All the results were unique. We had a cartoon, a fantasy, a memoir, a report, a travelogue, a poem, and even song lyrics! Either the kids who needed help writing weren't the ones attending the workshop or it is much easier writing for fun, for your own self, than it is to do a homework assignment. Or both.

The following school year a local home school association asked whether that lady who gave writing workshops at the library could speak at their monthly meeting. They wanted encouragement. Writing was something they shied away from. Since I was that lady, I went to the meeting and talked about writing. We did the same free writing exercise that had worked so well with the kids' journaling workshop. We even used the same random story starters: a red origami paper crane, baby shoe, map, and wooden moose on wheels, seashell, and rubber ball. Everyone's writing was *so* good, I thought I was preaching to the choir. What kind of encouragement did they need?

Yet later on, when I advocated writing across the curriculum to develop good writers, a palpable wave of fear swept through the group. I was surrounded by wide-eyed listeners sitting bolt upright in their seats, and there was a collective and audible intake of breath. Where was all their enthusiasm and confidence now?

More recently, a mother came forward clutching at her throat, wrinkling her lovely silk blouse, her face resembling a newborn's: red, wrinkled, and about to cry. I thought of Heimlich. I thought of 911. She spoke. "I'm frustrated," was all she said, "and I need to talk." The writing problem strikes again!

I listened to her lament and followed the sideways glance toward her son, a hale, strapping youth whose face had not been red, wrinkled or about to cry for say, the last decade. Attuned to some shrill note in his mother's voice, he glimpsed us observing him, and immediately pretended to be invisible. I listened, she agonized; I reassured, she settled down. Heaving a long sigh, she returned to her invisible son. One can only hope that somehow a paper was wrought and no blood was shed.

No doubt, a pervasive problem exists. Imagine this scene replicated throughout homes across America, only to shift to college dormitories and office cubicles. How then might youth librarians help ameliorate the situation? Won't today's readers write tomorrow's books? News? Screenplays? Presidential addresses?

Yes, the very hands into which we place those good books - the best books, may some day hold a Pulitzer, Tony, or Newbery award. At the very least, we know they will all hold pen and paper . . . or a keyboard. All of them will write memorandums, letters to our Congress, the editor, Aunt Charlene. They will write thank you's, condolences, complaints, and, I hope, valentines.

What will we do today to nurture all these writers with all those words waiting, waiting to be written? How can we help readers to become writers, or to become better writers? How about the following suggestions:

1. Read. Yup, the number one thing that helps writing is reading! So all our focus on reading is right on target. Read, read, read, read, read: different authors and different genres, ancient and contemporary. If there were a quasi-learning pyramid like the food pyramid, reading would be at the very bottom. It represents the absolute foundation upon which all other learning is possible. So the good news is that every blessed thing youth librarians do every day that encourage reading helps build writers as well as readers.
2. Ask questions. A fitly worded question makes us think. And if we answer, we are articulating besides. Expression, forming thoughts into words either verbally or in writing, (pictures, music, etc.) is simply having something to say and saying it. Asking and answering questions is practice. Stir the little learning flame. Ask, "What do you like to read about?" "Who is your favorite author?"

Especially ask questions for meaning to reinforce reading comprehension and idea generation. At toddler storytime, for example, try: "Why did the letters fall out of the coconut tree?" Martin's Chicka Chicka Boom Boom. "Why do you think no one will help the Little Red Hen?" Ask schoolagers for their ideas about how Andersen's Little Match Girl might have behaved differently.

## Writing ...4

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3. Introduce Authors and Illustrators, at storytime or during book talks, even checkin or checkout. Children will come to know their favorite authors by name and be able to locate those books on the shelves. They will be able to compare and contrast the styles of authors and illustrators, even at a surprisingly young age. It can also instill confidence when kids realize that all the books in the library were thought up and written down by real people just like themselves.

Consider book displays or programming focused on a particular author or illustrator. There is a series of videos available with public performance rights about children's authors and illustrators that could be used.

4. Promote children's writing opportunities. Find out about and help sponsor and publicize annual events such as Reading Rainbow's Young Writers and Illustrators Contest. Encourage children not only to write book reviews but also to submit them for e-publication on Book Hive, Readers Club, etc. At PLCMC there is an annual Novello Festival contest for poetry, bookmarks, stories, and other creative works.
5. Demonstrate interest. When children come to you with reference questions on homework assignments, show interest in their project and get them talking. You'll not only learn how to guide them to the most appropriate materials; you'll be a sounding board helping them to organize their own thoughts around their work. Best of all, it builds relationship. And it doesn't take long to ask, "Hey, let me know how it turns out, okay?" I have seen some amazing results and some very proud kids who have been thoughtful enough to come back and show me.

## Writing...5

6. Sponsor writing opportunities in programming. You can have lots of fun with this. Poetry slams, round robin story creation, April Fool's news stories, and letter writing campaigns, pen pals. Kids can write their own fairy tale and perform it in a Readers' Theater. There are lots of books featuring writing and journaling: Marissa Moss's books, Snail Mail, No More, Danziger, the "Dear America Series." Two of my personal favorites are Ada's Dear Peter Rabbit and Day's Special Deliveries.

Let's face it, writing is just plain scary. We are placing a bit of our innermost selves out into the world, making it available for any possibility good or ill. We risk a great deal. And when fear goes up, confidence goes down.

## Writing ...5

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Writing is so many different things all at the same time. It is thought, persuasion, and conclusion. It is language: spelling, syntax, and vocabulary; also, paragraph development, sequencing, logic and argument. It is original, yet standardized, understandable, yet challenging, predictable and surprising.

Writing is power. It has freed and imprisoned, brought fame and infamy as well. It has been praised and banned. Helping children express themselves by writing is no less empowering than helping them learn and enjoy reading. When children feel more powerful, they are less fearful and much happier - just the way we love to see them at our neighborhood library!

What mighty power the writing task doth have  
To stab the heart and hand of every knave,  
And loom oppressive master o'er his slave  
To exercise the mind which being gave.

### **At the library:**

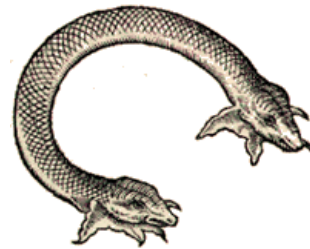
#### THE WRITING ASSIGNMENT



**Six Weeks Before  
Assignment is Due**



**One Week Before  
Assignment is Due**



**Night Before  
Assignment is Due**

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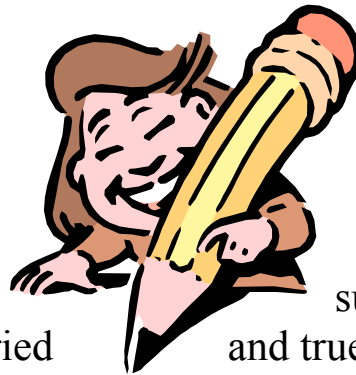
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### **From the Editor.....**

**I** invite our readership to  
Chapbook; to share your tried  
interesting projects, or  
may be informed or even motivated to try something new. There is no  
deadline.



submit articles to the  
and true special programs, or  
upcoming events whereby all

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