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**C**hapbook . . .

**Quarterly Journal of the Youth Services Section  
North Carolina Library Association**

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### **Message from the Chair**

Hello Fellow Chapbook readers,

The planning and presentations of the fall conference, the hustle bustle of the winter holidays and the excitement of the New Year are over. Library life will be relatively calm for a month or two. I know in the hidden regions of your minds summer reading thoughts already are floating around, but for now enjoy the quiet of winter.

Please let me introduce myself to you. I am the new chair of the Youth Services Section for the 2007-2009 term. My name is Debra Oldenburg and I am currently employed at the Hickory Public Library in Hickory, North Carolina as the Preschool Outreach Coordinator. October 2007 marked my Tenth anniversary in this position with the library.

I began serving on the Youth Services Section board in 2002 as the appointed membership chair, then I served as an elected director, moved on to Vice-chair/Chair elect and am now your new chair. I look forward to serving as the chair because of my fellow board members. We have a board made up of wonderfully creative people who are eager and willing to work hard to plan and present you with quality programming that will be of benefit in your professional lives.

Telling you that I am a life-long Green Bay Packer football fan should be a clue to you that I am a native of Wisconsin. Go, Pack, Go! After graduating from James Madison High School in Milwaukee I worked as a library assistant for the Milwaukee Public Library while I attended a small Lutheran two-year college called Concordia College Milwaukee. I completed their coursework in Medical Assisting, which helped me obtain a job as a lab assistant in Springfield, Illinois where my husband was attending a Lutheran Seminary. Together he and I created four wonderful children and served congregations around the country. We have lived in Illinois, Washington State, Indiana, Missouri, Wisconsin twice, and North Carolina. For many years I was able to be a stay at home mom, (which I loved), and do lots of volunteer work in the church and community, even serving as the president of a library friends group at a small library in a rural Wisconsin town. I returned to the workforce after my youngest was in Kindergarten and worked in a church office, and then I moved on to becoming a police dispatcher in Green Bay, Wisconsin. After moving to North Carolina I did some temp work until I found my dream job of being an Outreach Storyteller. I loved preparing the programs and visiting the little children in the daycares all over Catawba County. Although a physically demanding job, it was very rewarding. That brings me up to date. I still visit about ten daycares a month now but also do lots of administrative things for our Outreach program. I love working in the library and with children. To me it is the best of both worlds!

Currently the YSS board is busy planning the YSS retreat to be held later this year. (Probably mid to late September) We will have a new location for the retreat but still lots of interesting topics, great networking, fellowship and even some storytelling! Be watching future issues of the Chapbook for more information. The board is also thinking of whom to invite as a guest speaker for our sectional breakfast for the 2009 conference. If you have any great ideas be sure to e-mail them to me. I look forward to meeting you all and serving as your new board chair.

Debbie Oldenburg  
YSS Chair

## **Rainbow Connection**

Lori Special, Youth Services Consultant, State Library of North Carolina

*Mary had a little amp* (a compilation of songs by various artists), was playing as I sat down to write. The Dixie Chicks version of "Rainbow Connection" was playing as I thought about how library service, at its best, is like a rainbow.

There are seven distinct colors: red, orange, yellow, green, blue, indigo, and violet (Roy G. Biv for those of you who still remember middle school Earth Science) and there is the blurring where each transitions to the next. Each color can represent a stage in a library customer's life. Red, babies and toddlers; orange, pre-school; yellow, school age; green, teens; blue, early adulthood; indigo, middle adulthood; and violet, seniors.

As library professionals we often want to see each phase of life, like the rainbow's colors as distinct and separate, and provide materials and information based on a particular phase. When it is at the margins between these colors or phases; that is where our most difficult task lies, to make the shades blend to ensure a seamless transition from one color to the next.

We often offer services to our separate groups as if each was in a vacuum and has no bearing on the subsequent or previous one. Providing courteous, relevant and up-to-date information, programs, materials, and formats that our customers need and want must be done continuously throughout their lifetimes -- if we want to keep them coming through our doors.

What we provide can and should be separate and distinct for each group, but the level of service should remain strong and unwavering. As individuals serving youth, we have the bulk of the responsibility in maintaining the continuum of service, as we work with them often past the teen greens into the college blues. We must model the highest level of knowledge and service to our young customers and teach them to expect the same from everyone else in the library.

This is a great responsibility and one that should not be entered into lightly; for it is how we execute our charge that determines the future of libraries and librarianship in our communities and can greatly impact the future of that young person.

Therefore, each of us cannot simply block out a color, like teen green, that we don't find appealing. We cannot abandon our customers for one or more of these periods and hope that they will continue to support us and show up again at some later date in spite of how we failed them earlier.

This is a new age where we must work very hard to *earn* our place in the lives of our community everyday. Work on those margins and please work on blending all of the colors in your own rainbows.



*[Next is my contribution to the NC School Library Media Association of which I represent public libraries. Working with educators is a large part of providing the continuum of service.]*

## **Notes from the Second Shift**

Lori Special, Youth Services Consultant, State Library of North Carolina

Greetings from the State Library of North Carolina!

Many of you might have been familiar with Jim Rosinia, my Youth Services Consultant predecessor, in Raleigh and I have big shoes to fill.

For those of you who are unfamiliar with the position, the Youth Services Consultant is the public librarian's resource for information, assistance, and support about, with, and of their work with young people within the [Library Development Section](#) of the [State Library of North Carolina](#). My work directly supports the programming and collection development activities of Children and Young Adult librarians in your local public libraries.

A close relationship between school librarians and public librarians is important because public librarians are your tag team partners in educating North Carolina's students. You have the students all day on the "first shift" and after you go home, the "second shift" takes over at your public library.

Public librarians are there to reinforce the lessons you have provided during the day regarding how to use the library, how to do research; how to care for materials, and provide the child with the opportunity to freely choose a book to read simply because he or she thinks it is interesting.

As the representative from the State Library to the North Carolina to the School Library Media Association, I hope to foster and encourage dialog and cooperation between our "shifts" to provide North Carolina's youth with the tools and skills they need to become prosperous and literate citizens who think reading is more than just another school assignment.

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## **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 whereby all readers may be informed or even motivated to try something new. There is no deadline.

Send as a single-spaced, 1-4 page, word attachment to:

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## Physical Fitness for Preschool

By Mary C. Kleinfeldt

In May of 2007 the New Hanover County Public Library had a dilemma. We had a six week hiatus between story times and little money for a program. Then we discovered that May had been declared physical fitness month. Regular children's staff, none of whom are athletes, decided to plan and present a series of events at three library locations promoting physical fitness for children. It was received with such great success that we plan to repeat it this May.

Initially, we planned to offer three 45 minute programs at our three largest library locations for 20-25 children per session who were 4 to 10 years of age. At one of our locations we had so many registrations that we had to offer two 30 minute sessions back to back. We also discovered that most of our registrants were 2 to 5 years of age. We even had one parent who insisted that she had to bring her 18 month old child!

- The first session focused on parachute play. We found several parachute games in our nonfiction collection, online, and on an instructional page that came with the parachute. Having the parachute and handles helped since most of our attendees had trouble "making a wheel" or a circle. Some of the most popular games were making small waves, pop corn (making balls bounce with the parachute), and the mushroom game (everyone lifts the parachute high then brings it down behind them.) Our final game was "flying saucer". Everyone lifted the parachute as high as they could then let it go and watch it float down. Hap Palmer's "High and Low" and "Walk around in a Circle" from *Learning Basic Skills Through Music*, volume 4 were especially helpful.
- Our second active indoor games session was an extremely good workout! We played some of our favorite indoor games for those days when story time is very energetic. We also learned some new games that required props. We purchased some balls for sitting, and volleyball games. We used a few jump ropes to practice "jumping over the snake" that was lying or slithering on the floor. We also placed several hula hoops on the floor and played non-elimination musical hula hoops. Here, the children were not eliminated, but one hula hoop was removed each time the music stops. This was a great game to have part of the way through the program because the presenter has a chance to catch her breath!

It is interesting to note that during most of these programs the accompanying adults sat at the edges of the room and watched the fun. Several caregivers came up to us and exclaimed, "Wow! You really did get a workout!" They also reported that the children were happy to nap that afternoon, which increased the number of people on our waiting list!

We used several CDs in this session including albums by Hap Palmer ("Listen and Do", *Learning Basic Skills Through Music*), Greg and Steve ("Jump Down, Turn Around", *Ready, Set, Move!*; "Freeze", *We All Live Together*, volume two.), and even a

Wee Sing tune (“I’m a Top”, Wee Sing and Pretend). In this program we also read a book. For this session staff had a choice of Bearobics by Vic Parker or Get up and Go! by Nancy Carlson. We also chased bubbles, played “Duck, Duck, Goose!”, as well as using some active songs we normally use during storytime such as “We are Walking” from Let’s Read! Storytime Crafts by Kathryn Totten.

- Our third session, a staff favorite, was Dancing. Even I, who hate to dance, enjoyed this one! We picked out some of our favorite storytime CDs and followed the dancing instructions as well as tried to teach simplified versions of some traditional dances. The children were having so much fun they had trouble listening to our directions, but even the youngest and most excited managed to learn the basics of the Chicken Dance or the Bunny hop. We also tried some of Ella Jenkins’ songs and other multicultural dances, such as the children’s hula. (Watch the video Hula for Children by Taina Passmore or Barney’s Beach Party. There may also be some dances that one could adapt from some of the various hula workout videos for adults.)

We had so many books we couldn’t choose just one or two and pulled out an entire storytime, which we then used a few weeks later for summer class visits. Hilda Must Be Dancing by Karma Wilson and Doing the Animal Bop by Jan Ormerod both with and without the CD were standouts from the book collection. The youngest children responded best to the various scarf games we played. Johnette Downing’s albums were invaluable.

We purchased very few items, primarily from Oriental Trading Company and our local dollar store. For our first session we purchased one parachute that was small enough to easily fit into the smallest of our storytime rooms and some balls. For the second session we purchased three jump ropes and some hula hoops to supplement ones we already had. For our third session we purchased tulle in various bright colors to make scarves that we have continued to use during storytime. If you choose to make your own scarves watch for fabric sales during the spring or sign up for monthly coupons at your local fabric store. For about \$7.00 we were able to purchase enough material to make 90 scarves. Since we didn’t have to hem them, we were able to make all of them in one morning. In all, we spent about \$60 for the programs.

Patrons of all ages loved this series! Most were unhappy to learn that it was only a limited series that would not continue during the rest of the year, so we quickly decided that this would become an annual event. Many patrons were surprised to learn that we were staff members rather than professional children’s physical fitness experts. Staff members found it invigorating as well as inspiring us to work a little more on our cardiovascular health. A half an hour to forty-five minutes for a fun workout proved to be a good length of time for both the children and our staff members.

The program was planned and presented by two of our Main Library staff members. Branch staff who observed the sessions volunteered to lead the programs this year as they felt it was easy to duplicate if they were given plans and materials.

This year we spent a little more and were able to purchase two more parachutes, more balls, as well as cones and limbo bars, so each location would be able to offer this program regularly. This is an inexpensive, easy to plan program we highly recommend and look forward to reprising for many years to come.



Mary with the kids.....



## **Frontline Storytelling: Empowering library storytellers through a new staff development opportunity.**

### **Outcomes—**

- Create a supportive environment for trying new material and techniques
- Develop system wide opportunities for storytelling training, concerts and programs
- Share knowledge and skills of children's, teen and adult staff members
- Provide leadership opportunities for frontline staff

### **Frontline Storytellers at PLCMC**



Photo by Ian Nguyen

Just as PLCMC began restructuring the entire library system, I found myself in need of a project for a class I was taking with Landmark Education. The goal of the project was to create something that would ultimately reach as many people as possible in a way that transformed their thinking. Since the library restructuring was also billed as transformational, I looked for something that would further both causes.

Having a strong interest in professional development, I decided to create an opportunity for library staff that would teach and spread storytelling as far and wide as possible. Because storytelling itself is transformational, I could plan to eventually touch our entire community in a transformational way. With a background as a children's librarian, I had been involved in storytelling. Now as a reference librarian, I was attempting to increase

adult programming. Combining the two would allow me to use experience from my past, in my present work situation, to create something new. By developing on-going storytelling groups that meet monthly, staff could share stories, give and receive support and feedback, and inspire each other to create storytelling programs involving multiple staff/locations.

Knowing that the majority of our already developed storytelling talent would come from children's services, I hoped by mixing them with teen and adult staff, both facing pressure to increase programming, their combined talents would inspire all participants. By positioning the initiative as "Staff Development," staff from all frontline departments could be incorporated and we would fall under Human Resources. Also, I saw this initiative as a way to bring forward many of PLCMC's restructuring goals. This included movement toward a "unified service" approach, (training staff to provide a broad range of service rather than relying so heavily on referrals to other departments), and provided staff with more opportunities to identify and pursue career avenues.

This project would never have gotten off the ground without the terrific support I received from management. People at each management level helped me to improve and refine it. At a chance meeting, even our library director, Charles Brown, added to the scope of our outreach, encouraging us to train volunteers in order to bring storytelling further into the community.

Choosing a core group of four long-time storytellers to help, we sat down to plan four, two hour sessions of training and a final performance as a kick-off for the small groups. We felt we needed to meet with them as a large group over several weeks in order to be sure the groups began with a shared knowledge base with support as needed. It also provided time for homework by learning and perfecting a story, and gave organizing staff the chance to get to know the participants before assigning them to groups.

The objective of our first training session was to expose as many staff members to our project as possible, giving them a chance to try on a "storyteller's hat" with no obligation. Besides getting an overview of the plan, participants developed a description of the characteristics on-going staff development groups should have, experienced some exercises in small random groups, and learned some basics about the craft of storytelling.

Each week we added layers of content to the small group work goals and combined different participants. This provided a chance to get to know and learn from many different people, and gave the trainers a chance to assess what combinations of staff might work best once the final groups were launched.

We had twenty-five participants at the first session, with twenty-three indicating a desire to continue on for the entire four session course and final presentation, to be performed onstage at ImaginOn for other library staff. This number adjusted over the weeks so that by the time of our final storytelling concert, we had thirteen who chose to perform on stage, and four who didn't perform but were still committed to participate.

While we tried to appeal to all staff interested in storytelling, we found that most of our participants were new or fairly new to storytelling. The few with experience therefore became very valuable, since we needed seasoned tellers within each small group. We hired an outside trainer from The Charlotte Children's Theatre for one session, and her voice training and techniques were very helpful to both participants and trainers.

Our final performance gave curious staff an opportunity to see how this initiative was progressing and to view their premier performances. Several managers from the audience later requested information about getting other staff members involved in the on-going groups. Many staff were unable to commit to the four session schedule but expressed interest in the on-going groups. We started our groups very small and hoped to split them as they grew. Keeping the groups small would allow required participation by all, cut down on cross county travel to meetings, and give more staff an opportunity to take on leadership responsibilities.

Currently we are exploring the idea of inviting "guest tellers" from our library system to these meetings. That would give us a mechanism for bringing in a variety of experienced talent to each group. It would also help us expose some of the seasoned talent in our system to what these groups are like without demanding a long term commitment.

We plan to hold quarterly meetings of the group leaders to exchange ideas and plan system-wide training and programs. Because we are committed to empowering frontline staff and providing new voice and leadership opportunities, the organizing trainers are not functioning as group leaders. We will each participate in a group, and offer support to the group leader. We will also be involved in planning the quarterly meetings of group leaders and guiding their decisions for awhile.

Our goal is to turn over storytelling leadership to a new generation by allowing them to step into new responsibilities as they are ready, rather than having it drop in their laps as seasoned staff members reach retirement. In this way we will provide ongoing and forever permanent storytelling in our community, sharing knowledge in a fun way that truly does transform lives.

*Kim Stricker*  
*Librarian*  
*Steele Creek Library*  
*704-588-4345*

***Editor's Note: You may hear the storytellers performing on [www.YouTube.com](http://www.YouTube.com)  
Simply type "storytellers initiative" in the search box.***

## Family Friendly Mardi Gras Parties @ Your Library

For February, Black History Month, the Forsyth County Public Library system planned a month long tribute to Louis Armstrong. Our “Celebrate Satchmo” theme started off with a bang with a New Orleans style Mardi Gras party. It was completely family friendly; incorporating Mardi Gras, New Orleans culture, and of course, jazz music. Here are some ways to spice up your programs, cut loose and have a family friendly Mardi Gras party of your own (beads included).

First you’ll need a host, and not just any host, but one with style and flair who knows how to party. Of course for a great party, you will also need great food, and what could be better than New Orleans style cuisine! Music is a must and jazz music is the only way to go for a New Orleans Mardi Gras party. Masks and beads are essential wear for party-goers, so make sure you provide them. Your patrons will need a way to show off their pretty attire. Our final ingredient for this program mix, a grand parade, is just the ticket.



### *The Host with the Most, a.k.a. Joel White*

Part of the fun of this type of program is really getting the “audience” involved, so it doesn’t feel like a program but more of a community celebration. Good food and music relaxes people and gets them in the mood for fun activities. A cooking or taste contest can be one of the activities too. (*Hint: Just be careful and make sure health regulations are followed.*) Monkey bread is a great food to “serve” at a storytime along with a bayou tale or two. Other activities can include mask-making, parade float making and dancing. In fact, a great way to get teens involved would be to provide dance instruction for some “classic” dance steps like the Charleston or Jitterbug. Check local dance groups or studios

for instructors. Make sure there are plenty of supplies on hand for making masks. This is a craft that is fun for the whole family!



### *Masked Party-Goers*

For music you can hook up the boom box and pull out some cds, or you can go all out and hire a great local group to showcase their talent. We started out with a history of jazz

presentation, and then let the Triad Youth Jazz Society take the stage. They were a huge hit with the crowd.

The music, food and activities kept the party going for hours, but the highlight of the evening was our Library Mardi Gras grand parade. Parade floats can be made from book carts (our library branches and departments participated in decorating these) or by decorating large boxes. This fun craft activity is a great way to let families make their own floats to show off in the grand parade. (*Hint:* It might be better to do this at a craft-time earlier in the week so the glue can dry.) Those in the parade don't have to have all the fun though. Viewers can also participate by giving beads to their favorite "floats." This is also a great way to determine a grand prize winner if you are having one!



### *Parade Float*

One of the most important things for any library program is to be informative, but no one said you can't have a lot of fun too. This kind of community family program is the best of both worlds: enjoyable and educational, for everyone!



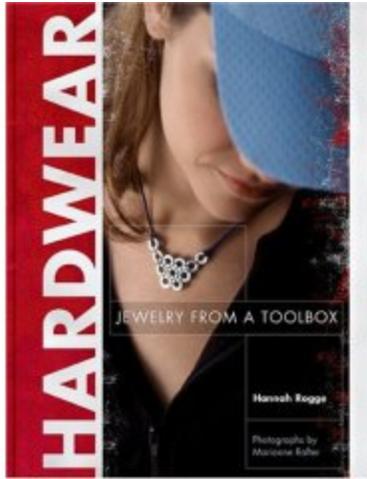
*Fun Times for All*

By Lara Luck,  
Forsyth County Public Library

## Want to make Jewelry with Girls and Boys? Use Hardware!

By Mary C. Kleinfeldt

This fall we offered a jewelry making program for teens just in time for holiday gift giving. There was a great deal of interest from the boys as well as girls because instead of sparkling beads and pearls, we used items from the hardware store. That's right! Nuts, bolts, and washers can make cool jewelry.



We were inspired by several of the designs in Hannah Rogge's Hardware. We found her directions were clear enough for absolute beginners to make jewelry; included many color photos, and used simple techniques that teens could use later for more complicated jewelry making projects. The designs are hip, graphic, and would be appreciated by a variety of ages and styles. While teens were usually making the items for a female, either a teen girl or a mother, the bracelet's design was suitable for either a male or female. We have also found other designs in jewelry books that required supplies such as window screens, electrical wire caps, or even fabric covered washers.

We made Rogge's "elegant nut ear rings" and a "washer bracelet" for about \$0.75 per teen. Techniques required included using jump rings and crimp beads. Hardware supplies included packaged washers and O-rings of a particular size from our hardware store. We chose these both for the simplicity of techniques and the cost of supplies. The book is organized in such a way that even those of us who are strangers to the hardware store will be able to use it easily. It is spiral bound and organized by the type of item required to make. For instance, there is a section of jewelry using nuts, a second using washers, etc. If you are unable to find the exact size items in the project directions, items slightly larger or smaller will work. Make sure that the ones you choose are as smooth as possible. These will be near the skin and rough edges where the metal unevenly meets could scratch.

We found that teens with the least dexterity could complete the ear rings and a bracelet in 45 minutes. Techniques required included using jump rings, French hoops and crimp beads. Experienced teens could complete another item or two using the supplies left over and their own imagination.

This worked well as a one time event, but could also be an ongoing series. We have also considered working with our reference department to offer it as a family event using some of the designs we have found, and other designs inspired by seeing what you can do with hardware. Parents will have fun with both the pared down, modern look of Rogge's designs as well as reminiscing about techno jewelry from the 1980s that used similar supplies in very different ways.

This event should not be offered to people younger than teens. Most children will lack the necessary dexterity to carefully separate and rejoin the jump rings and often lack the attention to detail needed to use the crimping beads properly. Organize this program as you would any jewelry making class: have supplies set out into individual places, demonstrate step by step, and then help teens as they work on their own. While it is not necessary, and we did not use one, it would be nice for each place to have a small piece of fabric to help contain all of the jewelry supplies and any broken items.

For those of you who have not made jewelry before, please note that jewelry making pliers are different than regular pliers you might have! We have enough staff who make jewelry that we did not need to purchase any jewelry making tools. We did not have as many pliers as we would have liked, but one for every two teens was a manageable amount. If your teens already have jewelry making tools they should bring them to the program. When making your purchases, buy more jump rings than are required. Jump rings are inexpensive. They can be bent out of shape when you are first learning to use them, and even experienced crafters may drop them and require more.

The book we used, Hardware, was immensely popular with both the teens and adults who drove them to the program. It has been checked out constantly since the program and we have been fielding requests since, to repeat it with or without different designs. It was easy to plan and fun to implement. We definitely recommend it for other libraries!

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#### Anecdotes...

#### From the Public Library of Charlotte and Mecklenburg County

##### **Mountain Island Branch Library**

Say, What? – During an afterschool program, children were treated to a multicultural library experience, creating African animal masks while listening to African folk songs on the Putumayo Kids CD, African Playground (New York: 2003). Several children had caught the rhythm of the music while they worked, moving to the beat, heads bobbing, toes tapping, when one boy emphatically remarked, “You know, I am really diggin’ this music.” After a few more downbeats he finished his comment, “but I can’t understand a thing they’re saying!”

He Sees You When You’re Reading – When the preschool classes from our nearby child development center visit the library for storytime, teachers keep the peace by asking the children to “catch a bubble” in their mouths, rendering them relatively speechless. In May, however, one little girl completely lost her ‘bubble’ when she spied our International Composting Awareness poster from the composting council, [www.compostingcouncil.org](http://www.compostingcouncil.org). It featured a grandfatherly bespectacled gentleman who sported a lush white beard. “Ahhhhh,” she cried, “Santa Claus!” Happily, she did not get in trouble and it really did look like him.

##### **North County Regional Library...**

Budding Librarian- A homeschooler was with his two younger siblings at a table in the juvenile nonfiction. He was playing “librarian” and had a stack of books in front of him. He said, “These are numbered books but you can’t put them away. I have to. Here is an animal book and if you’re good, I’ll read it to you.” He blushed when he noticed that I was watching.

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## Review: The Golden Compass

By Claire Ramsey (SPOILERS!)

Dear librarians! This review compares and contrasts the book and the film both entitled The Golden Compass. In the United Kingdom, the book is entitled The Northern Lights. If you have a large Christian, or evangelical, set of patrons at your library who are boycotting either movie or book, or if you are tempted to boycott it yourselves, I hope this review offers interesting points.

When I sat in the theater with my ubiquitous tub of popcorn, I set out to mark similarities and differences between the book and the movie. And there were differences, just as Peter Jackson edited The Lord of the Rings, Disney edited Chronicles of Narnia, and not all of the adventures of J. K. Rowling's scarred hero made it to the screen. An example of a small change is that the witches, represented most prominently by their queen, Serafina Pekkala (Eva Green), fly in the book assisted by cloud-pine boughs (which I imagined as a cross between broomsticks and Mary Poppins' umbrella). In the movie, nary a pine branch is in sight. The witches fly like Supergirl, which makes it easier when you are trying to fire a bow and arrow and fly at the same time.

More interesting were the simplifications the movie-makers made to fit the nearly 400 page book into a regular-length film which required some careful choices. The first easy choice was to end the movie before the book ends, as more than one of the Lord of the Rings trilogy films did. This leaves lots of room for a sequel where we might find out what Lord Asriel was really up to.

A second choice was a little more radical, and changed the tenor of the story. The book featured many different groups of people with different opinions, a whole world's worth of differing opinions. The movie tends to link a large number of them; the Oblation Board, the Master and faculty of Jordan College, the Church and churches, Iofur Raknison's bear kingdom at Svalbard, etc., to one group with a united purpose and name: the Magisterium.

In the movie, the Magisterium and the Oblation Board, the group Nicole Kidman's Mrs. Coulter heads up, work together to find out what Dust is and to prevent children from maturing to the point where they attract Dust. That is exactly, in book or movie, what the Oblation Board does. (The word, "oblation", is used in Anglican/Episcopal liturgies in tandem with offerings, things to be given to God). The difference comes in how much the Magisterium knows about Dust. In the film, they know quickly, through a priest-like spy, that Dust comes from the other world Lord Asriel discovers in the Northern Lights. Being people of the megalomaniacal evil overlord types, the first thing they want to do, naturally, is go into the other worlds and exert the perfect control they believe they have as in Lyra's world.

This, it seems, is where Christian religious people might get offended although I can see a reason for a large group of Christians to applaud rather than take offense. Though the Magisterium is a much simpler organization than the church as presented in

the book, the connections with church and organized Christian religion visually are unmistakable. Derek Jacobi and Christopher Lee are deliciously autocratic as they sweep through the halls in their robes, highly reminiscent of church vestments, and call their spy "Fra", "brother," like a monk.

I think that in this country, where religion somehow often becomes synonymous with "the religious right" which matches up with "evangelical," that some of the evangelical religious might applaud the presentation of "high church" characters as villains. However; I think the author, Philip Pullman, should be as upset about the collapsing of all his carefully drawn groups with all their myriad opinions into one stereotypically evil group as Catholics and Episcopalians could be about the Magisterium's use of vestments!

In Pullman's book, only one person wants to enter the adjacent world(s): Lord Asriel. He tries to convince his lover, Mrs. Coulter, to join him, but she refuses. Lyra sets off, not to stop the bad guys of the Magisterium from taking over the world(s) as she does on the big screen, but to stop Lord Asriel from trying to destroy Dust. Pullman, an ardent atheist, may want to stick it to the church; but in an interview I read, he stated that the reason he didn't rock the boat regarding the changes made to his story was because he was more interested in having the studio make parts two and three of his series.

Based on what I saw in the first film, I hope they do make the other parts. For instance, when I sat down in the theater I waited with some trepidation for the main character, Lyra to read her "truth-meter" or "alethiometer" for the first time. It is my very favorite part of the book. The alethiometer is a disc with symbols around the edges and many hands, like a clock. It answers questions truthfully. Move the hands to the symbols of the question you want to ask and a moving hand will answer by pointing to other symbols. It is complex because each symbol can be used for more than one meaning. For example, the hourglass can be time, or death. It depends on what you ask. Lyra has an innate talent for reading the alethiometer, and can remember the different meanings as she asks questions. I was very concerned about how they would portray Lyra's use of the alethiometer, but the movie did the best it could and better. As Lyra reads her alethiometer, the images of the symbols float around her in fiery light, symbolizing the different meanings and their coming together in a single answer. While I still like my own mental images better, I think the film-makers' portrayal of Lyra and the symbol-reader shows in miniature the successful transition of The Golden Compass from page to screen.

As I walked out of the theater, my main impression was that here was a fantasy world that was everything a fantasy world should be. It was well-imagined. It was well thought out. There were few to no inconsistencies within the world as it was presented. It was interesting, and imaginative, and if not as popular as Harry Potter, it has the potential to bring kids to books. I understand that to some this is not good news, but to me, as current storyteller and former librarian, this is some of the best news.

## YOUTH SERVICES SECTION

-Executive Board Meeting-

December 10, 2007

The Executive Board of the YSS met for the first meeting of the 2007-2009 Biennium at the Main Branch of Forsyth County Public Library at 12:30 p.m. Present were Chair Deb Oldenburg, Vice Chair Lara Luck, Directors Cynthia Dye and Debra Gilbert, Sec/Treas Jacky Miller, Bylaws Chair Claire Ramsey, NCCBA Chair Jane Deacle, Membership Chair Mary Kleinfeldt, CHAPBOOK Editor Loretta Talbert, Past Chair Loree Kelly and State Library Youth Consultant Lori Special. Outgoing NCCBA Chair Sally Baron also attended the meeting.

Since there were new members on the board everyone introduced themselves and told a little bit about themselves. Welcome to new board members Debra Gilbert, Jane Deacle and Lori Special.

It was moved by Loree and seconded by Cynthia that the minutes of the last meeting be accepted. The motion passed.

The treasurer handed out the list of check deposits and requests made for 2007 with an explanation about the doubled allocation to NCSLMA for the NCCBA program: the check for 2006 was never cashed so the allocation for 2007 contained the 2006 allocation as well. Based on the current NCLA report, there is about \$6500 in the YSS fund balance. Mary moved and Claire seconded that the treasurer's report be accepted. The motion passed.

### Committee Reports

- Membership. We are not sure about how many new members were added at the fall conference. A list should be available with Kim Parrott at the NCLA office. Mary will follow up on trying to get a list and see if she can send a welcome message to the new members.
- NCCBA. The list was posted in August. Nominations for next year's list can be made through bookhive.org until March 1. Voting on this year's list is in March. There is an activity booklet online but it is hard to get to. That may be a suggestion for the committee when it meets in May to pick the titles for next year's list.
- CHAPBOOK. Issues usually come out in November, February, May and August. The deadline for the combined Fall/Winter issue is February 15. Past issues are at [NCLAonline.org/CSS](http://NCLAonline.org/CSS). Loretta will contact Christie Allen, the new NCLA Web Mistress, for details on how the issue should be submitted online. The format is 1-4 pages, single spaced, sent to Loretta as a Word attachment. Font is an individual preference. Loretta got the list from the fall conference and she will contact them to see if they will write an article. Deb will have a "Note from the Chair" as well as her article about her cooking program. Lori will introduce herself in her position as the Youth Services Consultant. Mary will write about her physical fitness program and her program about jewelry from hardware. Lara will write about the plans for a Mardi Gras Family program. Claire will review the book and movie of GOLDEN COMPASS. The minutes of the Board Meeting will be added. Jacky updated the list of Board Members to be published on the web site. An idea: Since paper copies of CHAPBOOK were very popular at the conference, at the

next big meeting have a “teaser” page with article titles and reference to the online version. Lara said she would be willing to help index past issues.

- Bylaws. Mary moved and Lara seconded that the wording read in ARTICLE VII. ELECTIONS Part 1. The Chair shall appoint a Committee on Nominations who will present for each elective office the name of *at least* one candidate ... The motion passed.
- State Library. Lori announced that the planning meetings for the SRP kickoff are being held during December and that she is looking for folks from the western of the state to help with this. The kickoffs will be held in Wilmington on February 25, in Asheville on February 29 and at ImaginOn on March 6. She asked the Board’s opinion about NCKIDS and NCTEENS. She wants an easier way to keep a dialogue going and suggested using a Wiki. She will send out an article “23 Things” to test/introduce the up-to-date terminology to the technology-challenged among us. She will begin working on an updated “Competencies for Teen Services” as the focus of her position at the State Library. Her goal, after SRP, is a vision and a philosophy for library services to teens.
- Web Mistress. Cynthia reported for Brandon who has communicated with the NCLA Web Mistress who will update the undone corrections made to the YSS Webpage. Brandon found out she needs a program called “Dream Weaver” to make it easier for her to update the YSS Webpage. Without it she must write the code. The Board briefly discussed buying it for her but no action was taken. Also she does not have enough local capacity to receive the CHAPBOOK.

#### Old Business

Deb gave a big thank you to everyone who helped at the NCLA Fall Conference. There were positive comments all around. The compilation of the evaluation is on the back of the agenda. She is working on the Grant Evaluation Report. She also suggested that we start looking now for a speaker for the 2009 Conference which will be held in Greenville. Lara will contact some of the suggestions (DiCamillo, Willems, Hunter, etc.) to see if they are available and what their honorariums are.

#### New Business

Jacky reported on several sites for the fall retreat for next year. It was decided that if there is a suggestion for something else, please contact Jacky by the end of December. She will be reserving a place for 80 people in January. Also, the board was charged with thinking of a theme as well as speakers. Loree has the compilation of suggestions from the last retreat.

Deb announced that her last day of work will be March 31. Lara has agreed to become Chair but she cannot serve two full consecutive terms so a new Vice Chair has to be elected. The Nominations Committee is Loree and Debra Gilbert who will report in March.

The next meeting will be Monday March 17 at 12:00 possibly at the new Lewisville Branch. Lara moved and Loree seconded that the meeting be adjourned. The motion passed and the meeting was adjourned at 3:30p.m. The Board exchanged Christmas gifts.

Respectfully Submitted

Jacky Miller, Secretary/Treasurer

YSS Executive Board  
2007-2009 Biennium

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