

ALSCConnect

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Officially Speaking

Let the Membership Speak

In one of my final duties as ALSC Vice-President, I arranged for ALA Parliamentarian Eli Mina to speak to the ALSC Board of Directors during our orientation meeting at the 2010 Annual Conference. In addition to discussing the fundamental principles of parliamentary procedure, Mr. Mina provided sage counsel about dealing with controversial policy issues. He advised us to bring the membership-at-large into the process as soon as possible; provide as much information as possible; provide opportunities for face-to-face discussion; and provide sufficient time for dialogue--as long as two years when dealing with contentious matters.

As many of you know, one of the most challenging policy issues that has faced our association in recent years is the ALSC Scope of Attention Motion. Because it requires a change to our bylaws, the two-part motion will go to our membership for a vote in the spring of 2011. In addition to recommending a change to the lower end of our range of service from "preschool" to "birth," it proposes what has proven to be a controversial change to the upper end of our range of service from "through the eighth-grade" to "through, and including age 13."

While there was discussion about the Scope of Attention Motion among ALSC members on ALAConnect last year, what I heard our constituents say loud and clear at the 2010 ALSC Membership Meeting was that they had more to say on the subject and they wanted a formal venue in which to say it. In order to guarantee that everyone may be heard, to open up conversation to our colleagues who can't attend conferences, and to help everyone feel that they can participate in the resolution of this issue, there will be another opportunity for members to engage in conversation about the Scope of Attention Motion on ALAConnect this fall. While this is not a face-to-face forum, there will be pro and con statements related to the motion to help frame the conversation. As the ALSC Board of Directors has elected to put forward the motion, they have graciously agreed to prepare these unsigned statements.

Since our focus at the moment is on the ALSC Institute, the conversation pertaining to the Scope of Attention Motion will open on ALAConnect on Tuesday, October 12, 2010, at 12:00 pm EST and continue for one month. As a reminder, an email will be sent to all ALSC members shortly before the kick-off. In addition, I will post a reminder that the floor is open on ALSC-L and on the ALSC blog.

In closing, Eli Mina noted that difficult issues could bring forth very passionate discussion. I know I can count on your help in maintaining a safe and respectful environment so all our members feel free to speak.—*Julie Corsaro, ALSC President*

Councilor's Report: 2010 Annual Conference

Council I was held Sunday, June 27. ALA President Camilla Alire introduced presidents and president-elects of state associations, as well as others representing national and international library organizations in other countries. President-Elect Roberta Stevens introduced Councilors running for the Committee on Committees and the Planning and Budget Assembly. Council approved the 2011-15 Strategic Plan as amended to include ethics in core competencies. Council approved the resolution reaffirming equal opportunity for gay, lesbian, bisexual, and transgender librarians and library workers, and the resolution on equitable access to all formats of electronic content

through libraries was referred to Council II. The resolution on non-discrimination in conference contracts was referred to ALA's Budget Analysis and Review Committee (BARC).

At Council II on June 28, the Policy Monitoring committee recommended appointing a task force to do a complete review of the ALA policy manual. Other committee reports were given, including Intellectual Freedom and Advocacy. The Training, Orientation, and Leadership Committee and the website committee read reports. These were not action items. Council approved the resolution concerning the proposed closing of the School of Library and Information Science at Louisiana State University. The Treasurer's report was given and Council approved the FY 2011 budget. A resolution was approved to ensure equitable access to all formats of electronic content through libraries. YALSA councilor Nick Buron sponsored, and AASL Sylvia Norton and I, cosponsored a resolution on ensuring summer reading programs for all children and teens. Council approved this resolution, which you can find online at: http://www.ala.org/ala/aboutala/governance/council/council_documents/201...

Election results were announced for the Committee on Committees and the Planning and Budget Assembly at the beginning of Council III on June 29. Irene Briggs, Trevor Dawes, Wei Jeng-Chu, and I were elected to the Committee on Committees. Rodney Lippard and Gina Persichini were elected to the Planning and Budget Assembly. Council approved a resolution to increase funding for the Improving Literacy Through School Libraries program to \$100 million, and approved a resolution to include school librarians in the Reauthorization of the Elementary and Secondary Education Act. (ESEA). Council approved a resolution encouraging both Houses to pass the Faster FOIA (Freedom of Information Act) and a resolution supporting the proposed joint LC and GPO Digital Pilot Project. A resolution was approved supporting the Equal Access to 21st Century Communications Act. A resolution was approved to ensure equitable access to library services for all people regardless of immigration status. Council also approved the motion to establish a Retired Members Round Table and approved the addition of a representative of the Accessibility Assembly to the conference committee. Council approved the revised resolution on non-discrimination in conference contracts.

Total attendance at 2010 Annual in Washington D.C. through Monday, June 28 was 26,201, as compared to 28,941 in Chicago, and 22,047 in Anaheim.

A complete listing of actions taken at Council during this year's Annual Conference can be located at: http://www.ala.org/ala/aboutala/governance/council/council_actions/index...

Friends of ALSC

Many thanks to the following contributors to the Friends of ALSC. To learn how you can contribute, visit www.ala.org/alsc and click on "About ALSC--Contact ALSC--Donate to ALSC" on the left-hand navigation menu.

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ALSC Voices

Maggie Bush: 2010 Distinguished Service Award Winner

Congratulations to Maggie Bush, 2010 ALSC Distinguished Service Award winner. Maggie delivered the following award acceptance remarks at the membership meeting in Washington, DC this past June.

It was very nice to be present when this award was announced at the Midwinter Conference in Boston, where I've been working for the past 26 years, and it's also especially nice to receive it here in Washington, where I worked in the late 1970's and early 1980's.

In September it will be 50 years since I became a children's librarian in the New York Public Library. So many years, so many people to thank, so many stories....

The stories could go on for a long afternoon, but I thought it would be fun to mention today just a few people we continue to remember for their enormous contributions to children's librarianship. NYPL was such a great beginning for me—I was in the last class of storytellers trained by Augusta Baker just before she became coordinator of children's services. My several years in New York were followed by years of work in libraries just outside of Chicago. There I got to know—just a bit—two wonderful women we still honor in ALSC. Mildred Batchelder was already retired but loved keeping up with things and also shared pungent observations of some earlier leaders in our field. Charlemae Rollins was retired, too, but she could still be invited to tell stories. Ah, but you should have heard her tell stories! This dignified photo and biography in today's program (holds up copy of President's Program book) don't really tell the whole story of this small, saucy lady. Another small lady, with great stature, was very much present and not at all retired—or retiring—in those Chicago days. Zena Sutherland, at the University of Chicago and editor and chief reviewer of *The Bulletin of the Center for Children's Books*—now moved down to Champaign—was surely one of the most thoughtful and articulate spokespersons we've ever had for quality children's books.

It was—already—25 years ago that I finished my term as ALSC president. Being elected to office in ALSC turned out to be life changing! When I was vice-president I pushed the board to back several state groups that were fighting with library schools which were eliminating youth services faculty positions. As a result, two of those schools asked me to consider joining their faculty. Now I really liked being a librarian and had no interest in switching to teaching—I had done a bit of that. But I decided that since we were winning the fight I'd better stick with it. I'm truly an accidental academic and quite surprised that I lasted so long at Simmons as to become faculty emeritus.

It's been a very long and very full career, and whether you realize it or not it touched in some way every one of you. I had figured out a fun way to demonstrate this by having you stand up in many different categories. Unfortunately we don't have time to do that. But I would like to have two groups stand. First, any Simmons alums and anyone else from Massachusetts. (Pause.) And then, anyone here who ever served on a board or committee or worked in any other project or publication with me. (Pause.) Many thanks for all the good work together and the work all of you here do every day to make up the rich field of children's services.

Now, we all need to continue supporting library school students who will be our next children's librarians. The check which I receive as part of this award will go into a youth services scholarship which Simmons has established in my name. It still needs lots of funding, and it would be terrific if some of you contributed, too--every little bit helps. Checks should be made out to Simmons College, with "Margaret Bush Scholarship" designated in the message line.

They can be mailed to the Development Office, Simmons College, 300 The Fenway, Boston, MA 02115. Thank you for the honor of this award but even more for all these many years of friendship and work together.

ALSC Profile

Tony Carmack

Youth Services Librarian

Loudoun County Public Library, Ashburn, Virginia

ALSC membership: five years

Where did you attend library school?

The University of Maryland--College Park

What attracted you to library service to children?

In one way, I think I'm an atypical librarian (but not an atypical boy)—I didn't especially like reading as a child, it wasn't easy for me. Besides the school assignments, I did check out a few books for enjoyment when I was a kid—"Homer Price," "Pippi Longstocking," "The Boy from Barkham Street." As I learned to enjoy reading as an adult, however, I came to love the literature for children most of all. When I read Beverly Cleary for the first time in my 30's, I knew this was the life for me!

Why did you join ALSC?

I talked to a number of librarians I admired soon after I'd graduated from library school, and I asked them what directions I might take; all encouraged joining ALA and ALSC.

What to you is the biggest reward of being a children's librarian?

That I've found the perfect job! It brings together several elements of my personality—interest in books and reading, public service, the physicality and animation involved, the intellectual challenge. Librarians so often come by different paths to get to this place as children's librarian that by the time we find it, it's a moment of epiphany.

What is your favorite job responsibility?

I'm never unhappy when I get up in the morning and realize that I have a storytime that day.

Do you have any advice or a helpful tip for library school students or new librarians just starting out?

If you intend to be a children's librarian, I think it's important to reconnect in some way with your own childhood. Think about the books you read as a young person, how they made you feel, why you were drawn to certain kinds of books over others. If you reread those books, you may be surprised at how much those narratives reveal about you and about being a kid; even more importantly, it will give you a better understanding of your young patrons.

What is the most popular children's program/event at your library?

Our programs for babies—Baby Lapsit, Babygarten, Baby Storytime, the name has changed over time—has probably been our most popular. I'm almost certain those are storks flying over our library. Its popularity is due not only to our presentation (informed by the principles in Every Child Ready to Read) but also by the community of new parents who hang out after the program and chat.

What is your favorite children book out this year so far?

"City Dog, Country Frog" by Mo Willems, illustrated by Jon Muth. What a book. The collaboration between these first-rate artists is a gift to children and to all of us.

What are your hobbies?

I enjoy looking at visual art. Since I live in the District of Columbia, I have easy access to many many museums, several of which are free. I think I've stared at Vermeer's "Woman Holding a Balance" 100 times.

What three words best describe you?

Playful, Resourceful, Sentimental

Bright Ideas

Brothers & Sisters Project - Teaching Early Literacy to Teens

In Washington State 21% of children ages 0-5 are in a primary care arrangement with relatives, friends, and unregulated caregivers, including teen caregivers. The Family, Friend and Neighbor Project at Child Care Resources, a King County, Washington nonprofit organization, realized that teens could learn various aspects of child care, providing a service not only to the teens but also to the larger community, so they designed a collaborative program to support young people and their families. The Brothers and Sisters Project began with a pilot in 2009. Students at Tyee Educational Complex in SeaTac, Washington attended eight weeks of classes and graduated with American Red Cross CPR, First Aid and Babysitting Certificates. Students also created individualized resumes and received information to help them explore careers in related fields. In this first year, the program received national attention. Funding was secured to expand the project to two other high schools in the south King County area--Foster and Evergreen. The most exciting development for three children's librarians working at the King County Library System (KCLS) was the addition of an early literacy element to the schedule of classes in 2010!

In the fall of 2009 Cecilia McGowan, Coordinator of Children's Services at KCLS, heard Angelica Cardenas of Childcare Resources talking about the Brothers & Sisters Project. Cecilia suggested an early literacy presentation as a valuable addition to their curriculum, and later that year, children's librarians and the diversity program coordinator at KCLS, met to talk about working together. Collaboration seemed natural and it was decided that KCLS would be the partner organization to provide both early literacy and career workshops for the participants. A workshop during the seventh week of the program was designed by the Diversity Coordinator to educate the students on basic job skills and employment opportunities at KCLS.

During the second week of classes, Gaye Hinchliff, Lydia Katzel, Maren Ostergard, and Bernadette Salgado visited the three high schools to tell the students about resources at KCLS. We arranged a visit from ABC Express, our library on wheels for young children, so the students could tour the bus. Back in the classroom, we showed them a Books to Grow On kit, a theme kit for childcare providers, and demonstrated early literacy techniques and activities for the teens to share with the children in their care. The six skills of early literacy were covered in fun and simple, yet effective, ways. Using basic terminology the students could understand was important because many of the students in the program are new immigrants. For example, "narrative skills" was described as "Talk! Talk! Talk!" Maren shared this simplified terminology she developed while presenting early literacy workshops for ELL parents. We thought using the formal term along with the basic term was successful. The students did not hesitate to participate with us and we had great fun singing and reading together! Several asked if we were coming back again!

At the end, we gave each teen a bag of goodies, including brochures, bookmarks, tattoos and stickers, along with a free picture book and a "pizza box" flannel set for *I Went Walking* by Sue Williams. We read the flannel story together, showing how the pieces could be used. After making jingle bracelets with the simplest of materials--one elastic hair band, one piece of ribbon, and one jingle bell, we suggested songs to sing, stressing the benefit of rhythm in early literacy activities. Next time we'll try to bring free chapter books as well as picture books since we discovered that some of the children in their care were already reading.

The Brothers & Sisters Project hopes to expand to a second module, offering more training and peer marketing, as well as additional community involvement. They also hope the program will gradually grow to a national scope, providing valuable opportunities to teens in more areas of the country.--Gaye Hinchliff, Children's Section Lead, King County Library System, Foster Library, Tukwila, Wash.

Stuffed Animal Sleepover

The following idea is shared here with the permission of Marge Loch-Wouters. It is from her Tiny Tips for Library Fun Blog. She has continued to offer this program at the La Crosse (Wis.) Public Library.

Here is a program I have done every so often...that is toooooo much fun! I learned about it from my colleague Ann Hardginski over at Menasha (Wis.) Public Library's "What a Time in Storytime" when we worked together. And I bet she may have stumbled across the idea from the "Great Brain" of the PUBYAC listserv, my go-to listserv for ideas, discussion, support, and rants on all things public library children's and teen!

Here's how it works. You hold a storytime/sleepover for kids' favorite stuffed animal. Plan to hold it in the evening or late afternoon 60-90 minutes before closing time. If you are in the mood and do pre-registration, make simple nametags for kids and critters or wing tags with address labels. Find a sheet or blanket and a few pillows and set up in your story area like a bed. Read a few stories to the kids. I used Don Freeman's *Corduroy* and adapted Megan McDonald's *When the Library Lights Go Out*. Then we tucked in the animals and read Margaret Wise Brown's *Goodnight Moon* in big book form. The kids kissed their friends good night, we turned off the lights, and out we went.

Once the families left, we used a digital camera to take pictures of their stuffed animals having fun in the library: peeking in the bookdrop; in a display case; reading books on shelves; answering the phone; checking out books and generally having fun. In addition we posed all the animals together being read to by my "Teddy Dragon" and posing with a big stuffed animal we have at each library. Then we quickly printed a page for each child that had the two group shots plus a photo of their very own friend.

The next morning when the kids came back to pick up their animals after the sleepover, they were given their photo sheet and were absolutely bug-eyed thrilled. It is a simple program that yields great results. Ambitious programmers could also add a little diary of events for the kids to make it even more special.--Marge Loch-Wouters, Youth Services Coordinator, La Crosse (Wis.) Public Library, and author of Tiny Tips for Library Fun Blog--
tinytipsforlibraryfun.blogspot.com

Girl Power Camp

When a local Royal Canadian Mounted Police (RCMP) officer approached me about doing a program for girls at the library, I thought perhaps I should take advantage of this partnership. The officer's job is to be the community face of the RCMP in schools, and as such she has a set curriculum to deliver to girls in the fall. She and I got together, looked at the activities in the curriculum, and planned a way to make them engaging and fun.

The activities are all about helping girls build self esteem and become strong, powerful individuals who make good choices. Based on one activity in the curriculum, I created a Powerpoint game called "If I was." Each slide (there were five) displayed four picture choices. For instance, "If I was a car, I'd be a ... Hummer, VW Beetle, Mini Cooper, or Monster Truck." Participants sat in a circle and we each shared which we would be and why. The girls had to think about what appealed to them and why they made that choice—one girl said she'd be a Monster Truck because it was loud and powerful, like her.

We gave each girl a binder with additional activities, such as "Wishes to Goals," an exercise that helps them think about ways to make their dreams into realities, and "Values Voting," which lists some common behaviors and gets them to think about their participation in said behaviors. We also included a book list with both fiction and non-fiction titles (of course, *Are You There God, It's Me Margaret* by Judy Blume is on there!), and websites such as <http://www.kickaction.ca/>, an online community space for girls and young women. We brought in lots of stickers and markers for the girls to decorate their binders. We paired up and played the board game "You Gotta Be Kidding," which we hoped would help them speak up for themselves and learn to say "No" when appropriate. I taught a 15-minute bellydance class, complete with fancy hip scarves. We did a short online safety presentation, had a girl-songs playlist going during activities, and at the end of the program, made fancy cupcakes from the book *What's New, Cupcake* by Karen Tack.

We limited program attendance to 10, so that we could really interact one-on-one with the girls. The program was for ages 9-12, and we had girls from the whole range attend. The RCMP officer and I both participated in all activities, which made the girls feel comfortable with us right off the bat. The program lasted two hours, but it went by so quickly. The girls had a great time, but so did we, and even though it sounds a bit like therapy, it was a really nice program for everyone!

Three camps were held this summer, with plans to extend this to a Girl Power Sleepover in the fall. Nearly every parent who drops girls off wants to peek in and see what's up, and some ask if they can join in, so we are considering trying this program on a larger scale. We had so many good ideas and activities that we did not have time for in two hours, that we want to run it longer, and add storytelling, journaling, henna tattoos, Mad Libs, Rock Band, hair-dos, and fancy nail painting. The girls don't want to leave after 2 hours, and, admittedly, the adults running the program are having a pretty good time too!--Angela Reynolds, Head of Youth Services, Annapolis Valley Regional Library, Bridgetown, Nova Scotia (Canada)

Harry Potter on the Road

Six weeks of magic begin on September 5 at the Virgil I. Grissom Library in Newport News, Virginia. A traveling exhibit, "Harry Potter's World: Renaissance, Science, Magic, and Medicine," will be on display in the library September 5 through October 16. In conjunction with the exhibit, the Grissom Library will be offering six weeks of free Harry Potter programs.

The exhibit, created by the National Library of Medicine (NLM), began touring the U.S. in the fall of 2009 and explores the world of fictional character Harry Potter; the magic in the Potter books is partially based on Renaissance traditions, which played an important role in the development of Western science and medicine. The six-banner display features materials from the NLM's History of Medicine Division.

The exhibit's tour itinerary is available

at: <http://www.nlm.nih.gov/hmd/about/exhibition/travelingexhibitions/harrypo...>. It will be travelling throughout the U.S. through October 2012.

The NLM website also provides instructional resources for educators, including lesson plans and bibliographies. In the "Exhibition" section of the website, topics such as potions, herbology, and magical creatures are introduced, and explanations of their place within the fictional world of Harry Potter appear alongside factual information about their place in the history of science. Check out all the "Harry Potter World" resources at: <http://www.nlm.nih.gov/exhibition/harrypottersworld/index.html>.

StoryBlocks Build Early Literacy

The Colorado State Library recently announced the launch of www.storyblocks.org, an online video collection, filmed in partnership with Rocky Mountain PBS, featuring one-minute songs and rhymes for babies, toddlers, and preschool children in both English and Spanish. Within the short clips, librarians from throughout Colorado share successful activities as well as literacy tips. Parents, child care providers, and others will discover ways to engage very young children in fun and playful interactions that also build healthy brain development.

StoryBlocks.org is a project of Colorado Libraries for Early Literacy (CLEL), an advisory group to the State Library. CLEL received a federal grant from the Institute for Museum and Library Services (IMLS) to create the videos and Web site. The goal is to build awareness and to encourage parents and others to engage with children from birth on early language and pre-literacy skills. The methods used in the videos are based on brain and child development research that shows the impact that songs, rhymes, and stories have on very young children.

For more information on StoryBlocks.org (www.storyblocks.org), contact Patricia Froehlich, youth services senior consultant at the Colorado State Library, at froehlich_p@cde.state.co.us or 303-866-6908.

Hear Ye! Hear Ye!

Member News

Congratulations to **Marge Loch-Wouters**, youth services manager, La Crosse Public Library, and ALSC Board member. She was named Wisconsin Library Association's DEMCO Librarian of the Year, in recognition of her leadership and accomplishments in library service.

2010 Scholarship Recipients

Congratulations to ALA's 2010 Scholarship recipients!

Bound to Stay Bound Books Scholarship

Leah Biado, Portland, Oregon, Emporia State University
Marsha Burrola, Tucson, Arizona, University of Arizona-Tucson
Prima Gonzalez, Los Angeles, California, Long Island University
Alejandro Picazo, Chula Vista, California, San Jose State University

Frederic G. Melcher Scholarship

Sarah Avant, Upper Marlboro, Maryland, Clarion University
Whitney Chamberlin, Helena, Montana, University of Washington-Seattle

Meet ALSC's First Spectrum Scholar

As part of its commitment to furthering diversity in librarianship, ALSC is supporting Sylvia Franco as its 2010-2011 Spectrum Scholar. Franco is attending the University of Texas at Austin School of Information.

"Teaching kids how to read, the books, the handling of information; these things have ever been the most enjoyable part of my work," said Franco about her decision, after a decade as a teacher, to pursue librarianship. "My parents immigrated to the United States from Mexico in 1969. They were poor, spoke little English, and were largely illiterate. However upon entering the first grade, I was treated to a library card. I credit a small town public library for altering the course of my life," Franco said. "Thanks to the ALSC Spectrum Scholarship, I can open those same doors for the children I will serve as a librarian."

ALSC is sponsoring one Spectrum Scholar interested in library service to children each year through funding from the Frederic G. Melcher Endowment. In addition, ALSC provides complimentary student membership and active opportunities for involvement and leadership to all Spectrum Scholars interested in children's services.

Najduch Named Program Officer/Continuing Ed

Jenny Najduch has assumed a new role within ALSC as Program Officer, Continuing Education. Jenny has held the position of Marketing Specialist, Membership since November 2007. In that role, she kept members connected to ALSC while increasing awareness of our programs and services. She also successfully managed the professional awards and ALSC's involvement in ALA's Emerging Leaders program.

In her new position, effective August 23, Jenny manages the division's continuing education programs including the National Institute, online courses and webinars, Annual Conference programming, and the Bill Morris Book Evaluation Seminar.

Jenny is currently enrolled in Wayne State University's (Detroit) School of Library and Information Science distance program. She has a Bachelor's degree in Public Relations and English from Drake University, Des Moines, Iowa. Congratulations, Jenny!

Born to Read Update

A new Born to Read resource is now available at www.ala.org/btr. A compilation of talking points and helpful websites provides ideas and inspiration for advocating the importance of early literacy.

FLIP for Family Literacy Program

ALSC members and their children's museum partners are eligible to apply as a team for a day-long, all-expense-paid Family Literacy Involvement Program (FLIP) training workshop at the Children's Museum of Houston on May 18, 2011. Participants will take away 20 FLIP activity kits and receive replication plans for 181 additional kits. The FLIP Fact Sheet and other information is available on ALSC's website.

The purpose of the training is to instruct participants on the implementation of this literacy program back in their libraries. Materials include a manual, marketing plan, and templates. The application form is at the Association of Children's Museums website. **Scholarship applications are due October 15.**

Major funding for FLIP is provided through a National Leadership Grant from the Institute of Museum and Library Services. ALSC is a partner in this grant.

New ECRR Resources Coming

New Every Child Ready to Read (ECRR) materials are in the final stages of revision and should be available for sale later this fall. The new products will be more "user-friendly," most in electronic format (PowerPoint with notes), so slides can be swapped in/out as needed to customize presentations to specific audiences. The workshops will rely more on interactivity and less on lecturing. Check the ECRR website later this fall for more information. Further details will be available once the new curriculum is ready to launch and pricing has been determined.

2011 Distinguished Service Award

Purpose: To honor an individual member of the Association for Library Service to Children (ALSC) who has made significant contributions to, and an impact on, library service to children and ALSC.

Both the nominee and the individual making the nomination must be current members of ALSC.

Criteria: The nominee may be a librarian or administrator in a public or school library, a library or information science educator, a member of the library press or an editor or other employee of a publishing house. The nominee may be currently employed or retired. The nominee must be living at the time of the nomination.

The nominee should be an individual who has made a significant contribution to the understanding or expansion of library service to children and to ALSC. Please complete the nomination form on ALSC's website and include a detailed description of the nominee's significant contributions to library service to children and to ALSC.

It is not necessary to solicit seconds or additional endorsements for your nomination.

ALSC staff will confirm the nominee's membership in ALSC and verify ALSC and other ALA committee participation. The nomination form and accompanying documentation must be e-mailed to Gretchen Wronka, Committee Chair, Gretchen.wronka@co.hennepin.mn.us by midnight, December 1, 2010.

ALSC also offers numerous other professional awards including:

Bechtel Fellowship
Bookapalooza
ALSC/BWI Summer Reading Program Grant
Light the Way: Library Outreach to the Underserved Grant
Maureen Hayes Author/Illustrator Visit Award
Penguin Young Readers Group Award

For more information, applications, and deadlines, visit www.ala.org/alsc, and click on Awards & Grants-- Professional Awards.

ELL Resources for Librarians

Colorín Colorado, the free web-based service that provides information, activities, and advice for educators and Spanish-speaking families of English language learners (ELLs), has a new area on its website for school and public librarians. The resources include tips for school librarians, guides for welcoming immigrant families to the library, and recommended booklists and links to multicultural publishers.

Library School Releases Study on Impact of SRPs

Dominican University's Graduate School of Library and Information Science (GSLIS) released the results of a three-year national study on the effectiveness of summer reading programs offered by public libraries across the country. The study, conducted in collaboration with the Johns Hopkins University Center for Summer Learning, was funded through a National Leadership Grant from the Institute of Museum and Library Services (IMLS). The study provides a rigorous quantitative and qualitative evaluation of the impact of public library summer reading programs on summer reading loss through the examination of students from large and small communities in rural, urban, and suburban areas during the summer between third and fourth grade. The study pays particular attention to students from low-income families.

Students completing third grade and entering fourth grade were specifically selected for the study because this grade appears to be a transitional year from learning to read to reading to learn. According to the National Assessment of Educational Progress, less than one-third of U.S. fourth graders meet the proficient standard; in fact, over 85 percent of students in high-poverty schools fail to reach the proficient level.

According to the study results, students who participated in public library summer reading programs scored higher on reading achievement tests at the beginning of the next school year than those students who did not participate. In addition, there were additional benefits for students who participated in the public library summer reading program: they did not experience summer reading loss and began the next school year with more confidence. A full report of the study is available at the Dominican University website.

More on Summer Reading

A 2010 research brief and bibliography, created by New York State Library, focuses on the advantages of reading over the summer months, access to books, time spent reading, and the use of public libraries during the summer months. Complete information on *The Importance of Summer Reading: Public Library Summer Reading Programs and Learning* is online at <http://www.nysl.nysed.gov/libdev/summer/research.htm>.

Also announced in 2010, University of Tennessee, Knoxville, faculty members Richard Allington and Anne McGill-Franzen have completed a three-year study showing a significantly higher level of reading achievement in students who received books for summer reading at home. Allington and McGill-Franzen are both professors of education; McGill-Franzen is also director of the Reading Center in the College of Education, Health and Human Sciences.

According to their research, the summer reading setback is the primary reason for the reading achievement gap between children who have access to reading materials at home and those who do not. Students who do not have books at home miss out on opportunities to read., and those missed opportunities can add up.

The study also found that summer reading is just as effective as summer school, if not more so. McGill-Franzen and Allington compared their outcomes with studies on the impacts and costs of summer school attendance and found the summer reading program effect equal or even greater.

To get books into the hands of all children for summer reading, Allington and McGill-Franzen suggest keeping school libraries open during the summer break, sending books home with students, and building on children's prior knowledge by providing books on pop culture and local animals and habitats.

The study will be published in the fall issue of *Reading Psychology*. An article about the study and follow-up discussion is on the *New York Times* Well blog at: <http://well.blogs.nytimes.com/2010/08/02/summer-must-read-for-kids-any-b...>

ALA offers a Fact Sheet about library summer reading programs, including information on benefits, grants, research, and themes, at: <http://www.ala.org/ala/professionalresources/libfactsheets/alalibraryfac...>

Online Safety Education Kit Available

NetSmartz Workshop, a program of the National Center for Missing and Exploited Children, works to prevent the online victimization of young people by teaching them how to stay safer online. NetSmartz produces age-appropriate resources using animation, music, and interactive games to help children enjoy learning about safer online behavior. NetSmartz has recently developed an Online Safety Education Kit for grades K-6. The materials are free, modular, and adaptable making them easy to incorporate into any existing curriculum.

The kit includes the following resources:

- NetSmartz Workshop Resource Manual: full descriptions of NetSmartz resources and an overview of the primary online safety risks
- Interactive Safety Presentations CD: two interactive, 20-minute presentations that introduce personal safety concepts to children in grades K-2 and 3-6, and can be used in any educational setting, including classrooms and assemblies
- Activity Cards: lesson plans that accompany the presentations and reinforce key messages through activities such as writing, drawing, and cooperative learning
- Internet Safety Pledges: Handouts for children in grades K-2 and 3-6 that outline clear, simple guidelines for safer Internet use
- NetSmartzKids Activity Poster: Double-sided poster that displays safety rules on the front and provides fun, learning activities on the back

To request a free copy of the Online Safety Education Kit, please visit www.netsmartz.org/kit.

StorySnoops on the Case

Need a little help staying on top of all the new books for kids out there? Looking for a resource to share with parents who are searching for just the right book for their child? StorySnoops.com (www.storysnoops.com) can help. Launched in May this year, StorySnoops.com is the product of four moms from the San Francisco Bay Area. As passionate readers, they have strived to foster a love of reading in their children. Their new mission: to help others find fiction that will hook kids on reading.

The site provides children's book reviews from a parent's perspective. Easy-to-use search tools guide users to fiction that reflects varying ages, experiences, and interests of children. Each book entry includes a plot summary and brief recap, along with other pertinent information such as genre, main character's gender, awards bestowed, and more. New reviews are added daily, which parents can follow on Facebook and Twitter.

Getting Together

Getting the Business

The Center for Children's Literature at Carthage College, Kenosha, Wis., will host its annual "Business of Children's Publishing" event on Friday, October 1 and Saturday, October 2. Speakers will include author Ann Bausum, illustrator Kevin Luthardt, as well as a publisher, agent, marketing manager, editor, art director, and book seller who each will discuss their role in the publishing process. For further information, visit www.carthage.edu/childliterature or call (262) 552-5480.

2011 Arbuthnot Lecture

The 2011 Arbuthnot Honor Lecture, to be delivered by two-time Newbery Medalist Lois Lowry, will be held on April 15. The St. Louis (Mo.) County Library is hosting the event. Ticket information will be posted at www.ala.org/alsc in January or February.

2011 ALSC President's Program

Mark your calendar now for the 2011 ALSC President's Program on Monday, June 27, in New Orleans. A response to the increasing number of children with Autism Spectrum Disorders (ASD), the President's Program, "How Libraries Can Best Serve Special Needs Patrons, especially those with Autism Spectrum Disorders (ASD)," will help librarians create innovative programming to positively integrate these patrons. ALSC President Julie Corsaro states, "It is urgent that youth services librarians develop programs tailored to this population's strengths and challenges."

Featured speaker Dr. Ricki Robinson, a leader in developing multidisciplinary treatment plans for children with ASD and author of *Autism Solutions* (at press), will join in a panel discussion with authors Cynthia Lord and Francisco X. Stork, whose writings have humanized ASDs, and Patricia Twarogowski, a librarian recognized for her effective programming for this population.