INDIANA LIBRARIES

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Library Services To Children

Journal of the
Indiana Library Association
Indiana Library Trustee Association
and Indiana State Library

INDIANA LIBRARIES

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Cover photograph: Farm activity puzzle reinforces eye-hand coordination, size and shape perception, and color and shape perception. Courtesy Monroe County Public Library.

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Volume 8, Number 2 **1989**

Special Issue: Library Services To Children
Guest Editor: Susan Jackson

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Introduction

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1989-the Year of the Young Reader is almost over, but for youth librarians every year is the Year of the Young Reader. We are always concerned, as are all thoughtful adults, with fostering the growth and well-being of our children. This commitment is translated into the services and collections of large and small libraries across the state.

In this issue Indiana librarians actively involved with young people express some of their views and opinions and share creative ideas about library services for children. Thank you to all these librarians who answered the call for papers and took the time to speak up.

A major theme that emerges is an emphasis on programming and activities to draw children into the library and to create life-long readers and library users. This issue begins with a group of articles which describe individual programs or overall programming approaches in particular libaries. These are followed by writings which focus on services and programs to targeted groups: toddlers, special education students, children at risk, latchkey and unattended children in the library, and parents and caregivers of preschool children.

After these examinations of outreach activities and programs, Jean Ann Young's "Musing Upon the Year of the Young Reader" is especially thought provoking. She suggests that youth librarians need to shift their attention from group activity back to the individual reader and to pause and consider what it is that makes reading so "uniquely human" and "exceedingly personal."

At times it seems that children's librarians are expected to be experts in every arena—story telling, reference, management, literacy development, computers, public speaking, children's literature—the list stretches on and on. Sharing ideas and resources is one smart way to increase efficiency, utilize special talents, and, ultimately, provide more and better services. Three librarians write about cooperative efforts in this direction.

This issue includes several articles on library materials and collections: a bibliography of Indiana materials, a fascinating look at the Elisabeth Ball Collection of Historical Children's Materials, one of the premier research collections in this country, and last,

information on toys as learning materials for early literacy skills. Valuable guidance for establishing this kind of collection is included.

One facet of library service for young people is the question of school-public library cooperation (or the lack of it). This is an area that has been slow to develop despite occasional flurries of activity. Danny Callison reports the results of a research study conducted on this topic in Indiana in 1986 and updated nationally in 1989. The findings are not encouraging. This report is followed by a bibliography useful for identifying follow-up reading. The progressive cooperative efforts taking place in Hammond, Indiana are then described in some detail. Ann Herold-Short tells us that small public libraries can cooperate too.

The issue ends on a positive note with suggestions for "Establishing an Atomosphere for Success," a consideration of physical facilities. This is followed by a youth librarian's reflections on her personal philosophy of service. After five years on the firing line she has not lost her idealism and sense of mission, or her sense of humor.

The articles in this special issue reflect that sense of mission and express a positive concern for meeting the information needs of young people. The content is heavily oriented toward programming, which is a vital part of children's services. Future issues might focus on management topics such as planning for services, establishing a political base in the library and in the community, and evaluating the effectiveness of services.

"Dino" the dinosaur promotes the Gary Public Library 1988 summer reading program, "Dino-Soar to Better Reading."

Beyond the Walls

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Gary Public Library

Belief that a public library is the "People's University" has been a tenet of the Gary Public Library, Gary, Indiana, throughout its eighty year tradition. This belief doesn't rest there but goes on to see the library's mission as expanding horizons for its patrons.

The library's Children's Council, a management council composed of all children's librarians in the system, meets monthly to discuss, plan and execute system-wide programming. The Council has taken this people's university concept to heart and offers many programs and excursions outside the library walls designed to widen the interest and knowledge of youthful patrons and their families.

Library-sponsored Excursions

In this Year of the Young Reader it is timely to pause and reflect on how the Council encourages reading in conjunction with each enterprise it undertakes. Cultural trips for children and families are a unique feature of the children's programming. Such excursions grew out of the successful adult program aimed at Senior Citizen groups. At the insistence of the then President of the Board of Trustees, bus trips for children were tried and found to be an appealing and successful venture.

For almost ten years the library, through the Council, has sponsored half-day, full day, and evening trips to such places as Chicago's DuSable Black History Museum, The Dunes National Lakeshore, Brookfield and Lincoln Park Zoos, the Indianapolis Children's Museum, Buckley Homestead, a working nineteenth century farm and park in Lowell, Indiana, special exhibits at the Museum of Science and Industry and other Chicago museums, trips to the Chicago area children's theaters and puppet theaters, and recently to *Where the Wild Things Are*, an opera adapted for the stage by Maurice Sendak.

Most of these offerings were preceded by programs on the same subject often prompting an explosion of non-fiction usage in the children's departments. For example, trips to the zoo were preceded by story hours and film showings on animals.

Each of these trips took planning of course; with each trip our expertise grew and the Council became more venturesome. An effort is made to

keep the cost within the reach of the family wallet. Bag lunches can be brought, and trips are scheduled on days when admission is free at zoos and museums. For some trips the only cost is bus fare.

Several considerations are taken into account when planning an excursion. For whom is the trip designed? What is the time frame? Are group rates possible? Is a guide available? Are there special programs offered on that day that may be available to the group?

A decision must also be made as to the age a child must be to travel by himself without an adult or parental supervision. Once all aspects of the trip are detailed, walked through and booked, permission slips must be printed and deadlines set for reservations.

Buses are booked at the same time the program is planned since the cost of the bus determines the net price of the trip. The Gary Public Library has found that school buses cost considerably less to rent than commercial buses, which helps hold down total costs. For both adults and children, capacity is about forty-five people per bus. If the trip is limited to children, a determination must be made as to how many chaperones will be needed.

Practical matters such as drawing up a list of those reserving seats, making name tags, and counting noses before departure and on the return trip are a must. Payment for the trip constitutes a reservation along with a signed permission slip for each person. Unseen by the public but very important, are the practical aspects dealing with insurance and money handling and the bookkeeping and accounting systems.

In a medium or large-size library system, a decision must be reached as to where the bus pick-up points will be. Routes are usually determined by the bus company and/or drivers. Patrons should be informed on the permission slip of departure time at each unit and approximate time of the bus's return. It helps to have the slip detachable; the patron keeps the top while the library has bottom portion filled out by the patron for reference.

Publicity is an essential element; flyers, posters, newspaper articles, raido and/or TV spots are all necessary. Finally, before the date of the trip, check with the institution you are planning to visit and the bus company to verify arrangements and make sure all systems are GO!

If all the above scares you, that's not the intent. Most of these pointers fall under common sense. Others are provided to insure a worry free trip. The enthusiasm and long-term enjoyment of the participants makes every step involved well worth the effort.

We also wish to make the point that not every attempted trip is successful—we've had to cancel trips because not enough people signed up or weather conditions would prohibit an enjoyable time. In some cases, an alternate date was set.

Patrons have come to anticipate the excursions and some are regulars who help us count noses and chaperone. Community groups such as the Girl Scouts are frequent users. Often a whole troop accompanies us.

The Gary Public Library has had particular success with cultural trips to the Dunes National Lakeshore. Because the city of Gary meets certain federal guidelines, the Park Service is able to reimburse the library for the transportation cost through federal funding. Summer trips consisting of guided hikes through the many ecological terrains of the dunes as well as early spring trips to see maple sugaring are available. Snowshoeing

and cross-country skiing are offered in the winter for the more adventurous, and fall activities include the Harvest Festival. Thus educational and fun programs are available year-round.

Before taking any of these trips the library tries to feature book displays and work the subject into its craft programs and weekly movies as much as possible. Sometimes follow-up programs are used.

Special bus trips are sometimes offered as an incentive in the Summer Reading Program. During summer of 1988 a trip to see the dinosaurs was offered in "Dino-Soar to Better Reading." Those finishing went to the Field Museum of Natural History.

A Three-part Summer Reading Program

This summer will mark the third year a tri-part reading program has been offered. In an effort to deviate from the competition present in the traditional summer reading "games" and to involve the poorer reader in summer activities, the program offers:

- Recreational reading
- Tutoring in reading
- Arts and crafts

This innovative program offers an individually engraved trophy to each child who compiles a total of 250 points. Ten points are given for each book read on grade level; ten points are added for participation in every arts/crafts session; and five points for each tutoring session attended. Fifty points can be accumulated for the tutoring sessions as well as fifty points for the arts/crafts and activities. A record is kept in each child's booklet.

A child can earn all 250 points by reading on his own or by combining all or some of the parts to complete the program. Besides the awarding of individual trophies, the school having the most students completing the program receives a large engraved trophy for its showcase. Presentation of the trophy is made in a special fall ceremony.

Months of advance planning are essential to system-wide programming of this sort. Planning for the 1988 "Dino-Soar to Better Reading" began in the previous year. Introduction of our own dinosaur was made in the spring when "Dino" accompanied children's librarians on class visits to the schools to promote the summer library activities.

A hand-crafted, specially made dinosaur costume of adjustable proportions was available to all units for this purpose. Just prior to the beginning of the Summer Reading Programs huge streetwide banners were erected in various parts of the city to advertise the program. Inflatable five-foot dinosaurs were installed in each branch to publicize the summer reading activities and also served as progress charts. When each child reached 250 points, his name went on the spine and tail of the stegosaurus.

To insure that dinosaur materials would be available in quantity to the young patrons, a replacement list of both fiction and nonfiction titles and book/cassettes was generated, ordered and processed by June. This served a dual purpose; a change in textbooks in the school system meant that dinosaurs became a unit of study. Thus, we would be better prepared to meet additional requests for dinosaur books.

A centralized kick-off began the five week program and featured storytelling with some dinosaur stories by the Gary, Indiana Storytellers (GIST), a dinosaur puppet show, a dinosaur dance by "Dino," a massive balloon launch and refreshments. The mayor, city dignitaries and library board of

trustees were invited guests. The library director was on hand to help set up additional chairs, greet guests, and serve punch.

Additional publicity for the library and the reading program was gained by the library's entry in the city's 4th of July parade. A 30 foot long float highlighted "Dino" with children and librarians attired in dinosaur T-shirts. The children were selected from each branch's reading program.

The tutoring aspect of the program consisted of ten one-hour sessions. Volunteers were sought well ahead of time from civic groups, sororities, high schools and local colleges and universities. Volunteers were not paid but a head teacher for each branch was provided a stipend. All head teachers taught on the elementary level and prepared lesson plans together to provide a uniform curriculum for grades two through six. Parents were required to register their children for the tutoring portion in advance. They were asked to provide an assessment by their child's teacher of reading ability and skills needing improvement. This pre-knowledge aided considerably in running an effective tutoring program. The ratio of students to tutors was generally one tutor per three to five students, especially in grades two and three, the levels with most representation.

The Art and Crafts segment of the program is always popular. A local artist, usually an art teacher, is recruited to teach two crafts sessions for each unit. These are generally centered around the theme for that summer. For example, children made a three-dimensional paper drawing of a dinosaur and a clay dinosaur in 1988. The artist does receive a stipend.

Related activities such as dinosaur games and videos or films were used to complement the theme. Dinosaur puppets, dinosaur magnetic board presentations, songs, raps, and activity sheets were all employed to provide a variety of ways to earn points. Incentives such as fast food coupons donated locally were given when each child reached one hundred points.

A special Awards Day is held to honor those who have completed the reading program at all library units. There, individually engraved trophies are presented. Publicity is timed so that the names of trophy winners appear in the weekly library news column of the local paper shortly there after.

Year Of The Young Reader Activities

Special activities scheduled to observe the "Year of the Young Reader" included a Children's Afro-American History Month program featuring Black folktales by GIST members and choral selections that are a part of the Black-American heritage by a local junior high choir. Winners of the systemwide contest "The Dream Lives On" were featured guests. Artwork appropriate to the month was displayed at the Main Library by the students of the performing arts high school.

Observation of Valentine's Day found Gary's children writing Valentine letters to a famous Black personality they admired. The letters were mailed to the celebrities by the library in bulk mailings. A cover letter requested from each personality either a return letter or an autographed picture and a sentence telling of their favorite book.

Additional library promotions for the "Year of the Young Reader" include Parent Open House during National Library Week. Each unit

will invite neighborhood families. The Open House will feature a display of new children's materials, booklists and promotional flyers for this summer's reading program "Blast Off to Reading" plus refreshments.

That week children will also have the opportunity to design a poster for Children's Book Week in a city-wide contest. The winning posters will then be reproduced for use throughout Gary Public Library and the city during National Children's Book Week. When November arrives, so will a special author and/or artist to help celebrate Children's Book Week. Hopefully contest winners will have an opportunity to breakfast with the author and ask questions in this congenial atmosphere. Winners will also serve as hosts and hostesses at the public presentation. Plans for the remainder of the "Year of the Young Reader" include assembling packets for the local hospitals to send home with newborns and their mothers on the importance of reading.

Santa Claus always visits Gary's children in our libraries during the holiday season. Because Santa's appearance has been so successful, this year the Children's Council presented the Easter Bunny. Arrangements were made for his visits to all branches and pictures with the children were be taken for a nominal fee if the parent so desired.

The Gary Public Library is proud of its programming for children. The belief that "Tomorrow's Leaders Are Today's Readers" permeates our staff. Ideas from throughout the staff ignite the council's planning. From the director's active support to maintenance's cooperation, from a clerk offering her talent to a patron agreeing to display a hobby, the Children's Council is finding many varied ways to make every year the "Year of the Young Reader."

Programming for Children in Knox County

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Children's programs are an essential part of any library. A good children's department must offer a variety of programs to fit the needs of the children in its community. For example, if a community lacks adequate after-school programs, the children's librarian might wish to include these in program planning. The key to success lies in evaluating the community's needs and providing a broad range of programs and activities to help satisfy them. It is important to keep in mind that this process of evaluating needs and planning for them is an on-going one. The most successful children's departments are those which are willing to change and update programs as needed. The intent of this article is to share with you some program ideas that might be useful to you in providing better service to your community.

Story Time Guidelines

A good "Story Hour" is perhaps the most basic and also the most important part of any program schedule. Attending a story time at the library will probably serve as most children's introduction to the library and its services. The basic goal is to win the children at a young age and keep them coming back for more and more and more! Because story time is so essential to the eventual success of all library programs, it is worth our time to take a closer look at it.

Story selection is vital to a good story time for both the librarian and the children. When choosing a story for the children, the librarian should pick a book that he/she feels confident in telling. Always tell the story. If it is read to the children, eye contact will be lost. Once that happens, their attention is lost. It is also a good idea to have more than one story ready to tell. The mood the children are in sometimes lets us know just which story to tell that day. Always plan ahead of time, but be ready for some quick changes too. Remember that every story must have a beginning, a middle, and an end, so don't keep going on and on. Always have final goal in mind and keep things moving along quickly towards that goal.

Children come in all shapes and sizes. Some are shy and quiet and others are very noisy. No two children are even remotely alike and yet they all share some basic traits. Since the children participating in story time are usually somewhere between the

ages of two and five, and are often participating in such an activity for the first time, it is important to make them feel as secure as possible. Using the same place for every story time will help achieve this. The children will quickly come to identify with this special place in your library, a place just for them. Discipline which is administered in a loving and patient way is also necessry to create a secure atmosphere where the children can come together, have fun, and make new friends in a controlled setting.

Crafts provide an opportunity for both having fun and being creative during the story time. The basic formula here is to keep the crafts simple! Use of such skills as folding, pasting and coloring that all the children can do are usually very successful. Paper plates can be used for making clowns, owls, pictures, lions, frisbees, . . . and the list goes on! Tissue rolls are also great for crafts. They can become animals, cars or even binoculars. Kites, turtles and birds can be made from plain paper. The possibilities need only be limited by our own imaginations. Children enjoy all of this, because it is usually different from things they do at home. Any cutting must be done ahead of time, since this is a skill most preschoolers don't achieve too successfully. Have a sample ready to show them ahead of time. Children love taking home something they have made, especially something that relates to the story and will help them recall what they did that day.

Programs For School-age Children

Although story time is one program most libraries will offer in some form throughout the year, other programs are more appropriate for the summer months when school-age children have more time to pursue library activities. Once again, the list need only be limited by our imaginations. Perhaps some of the program descriptions that follow will provide the reader with some new ideas.

A "Monopoly Tournament" for older boys and girls could be held an hour each day for one week. This can help them learn to be competitive with each other in a fun way. "Solve-a-Mystery Club" promotes learning and reasoning skills while having fun reading. The children and the librarian read mystery books together and try to solve the cases before peeking at the solutions in the back of the books. This also helps the children with reading comprehension. A child should not be forced to read aloud; only those who volunteer should be asked to do any oral reading. It is very important for everyone to feel at ease. Some good books for such a club are. *Solve a Mystery*, by Marian Lee, *Baffling Detective Cases*, by the editors of Read Magazines, *Catching Crooks* and *Clues & Suspects*, by Ann Civardi, or any of the *Encyclopedia Brown* and *Two Minute Mysteries* books by Donald J. Sobol. A "Games and Fun Time" can provide an opportunity for older children who may not be familiar with the library to become acquainted with the staff of the children's department in a very casual setting. This is the time to play the children's favorite games outdoors (if this is possible). Let the children decide on some of the games they would like to play and also teach them some new ones.

The "Cliffhanger Club" (also referred to as Book Bird Club) is a program that entices the children to read for the fun of it. This club uses the excitement of television to promote leisure reading. Each session ends in a cliffhanger situation which encourages the children to check out the books from the library in order to

see how the stories will end. "Creative Writing" can be a challenging program to plan, yet helping children express themselves easily and clearly is worth the effort. The ability to write can be developed in any child. Even the most reluctant writer will find it fun to work with other boys and girls in a no-stress atmosphere. This can be a learning time as well as a fun time while listening to what others have written.

"Library Skills Workshop" offers a time for little ones to learn what a library really is all about. This is the time for a practical, simple, yet stimulating program aimed at giving the children the necessary skills they will need to become confident library users. Learning activities include card catalog usage, location of fiction and non-fiction books, Dewey Decimal classification, alphabetizing and use of reference type materials. This workshop is also good to use during the school year when students come to the library for class visits.

A "Reading Club" offers a way to motivate children to read a variety of books during the months away from school, thereby helping them maintain and hopefully develop their reading skills. Reading clubs can be as varied as you want to make them. "Read-to-Me Club" provides those who can't quite read on their own yet a chance to participate in a club and get ready for the time when they will read the books by themselves. Use whatever quotas, rewards, etc. that work for your particular library. Reading clubs can also be used effectively throughout the school year. Try one at Christmas, Easter or other times you feel might work for your library. At Christmas, have a paper tree and let the children put paper ornaments on the tree with their names and the titles of the books that they have read for Christmas. At Easter, use a big paper Easter basket and let the children color paper eggs with their names and the titles of the books they read to put in the basket. Keep them reading over all the holiday vacations!

As can be seen by the varied nature of all the programs described here, a children's librarian fills many challenging yet rewarding roles in serving the community. Get to know one and you may find: an organizer, a planner, a master story-teller, a teacher, a playmate, an artist, a psychologist, a diplomat, a dreamer, a realist, a friend and a person who is dedicated to the idea that a library is a place for all children to read, work and play together. The challenge lies in filling these roles sucessfully. The reward is in watching the children grow up and come back to the library.

Football Coach Sienicki and players demonstrating equipment on "Super Bowl Wednesday" at the Middlebury Public Library.

Effective Programs for Children in the Public Library

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To develop children into readers is to nourish their growing minds. Library services for children and students encourage them to become more literate and to develop a greater appreciation for books and other sources of information. If access to information is accepted as one of the keys to learning, young people need to learn early to unlock that warehouse of information—the public library; and one of their keys to the public library is programming designed for children.

Toddlers and Preschoolers

Story Hour for preschoolers has been the most popular children's program in public libraries. In an informal survey of children's librarians, the response was clear—the public wants and utilizes programs for three, four and five year olds. For some it is an initial educational and socialization opportunity, and for others it is a free replacement for nursery school. Many libraries have added Toddler Times to reach two year old children.

Library programs for preschoolers introduce quality books to children and help instill the library habit before children are inundated with other activities. Many times this association can start a child on a lifetime habit of reading for fun and knowledge. Story Hour and Toddler Time often include finger rhymes, songs, filmstrips, puppet plays, crafts as well as stories read aloud. These provide a pleasurable library experience as quality books are introduced to children. Research has shown that language skills are positively affected by reading aloud to preschoolers in the story hour setting.[1]

Programs for School Age Children

Programs for preschoolers are super successful, so what can be done for older children? There continues to be a need for programs designed especially for students. The public library is an ideal setting due to its location, its extended hours, its materials and staff for after school activities.[2] Nearly fifty-five percent of all mothers with children under 18 work outside the home.[3] Thus, the library has an opportunity to provide programs at times when parents cannot give quality time to their children. As part of its commitment to children, the public library can provide an informal learning environment suitable to the needs of students.

Programming for school age children has several basic goals: to encourage young people to come to the library, to help them realize the limitless resources available to them in the public library and through interlibrary loan, to teach them how to access these resources, and to instill in them the belief that the library serves recreational as well as educational purposes.

Middlebury Public Library has chosen to accomplish these goals with a variety of programs: tours for classes, bibliographic instruction, book talks, After-School Specials, Board Games Saturdays and craft activities.

Tours for school classes are an excellent way to inform a large group of children about free public library service; tours can also be given to home-schooled children or for small groups who pre-register. During fall tours librarians can provide bibliographic instruction and emphasize materials available for school projects and research papers. Students learn to feel comfortable asking the librarian for help in these settings. Spring tours are an excellent time to advertise summer reading programs at the public library. Tours and bibliographic instruction can be valuable tools in providing library services to students.

Book talks are an excellent way to familiarize students with library materials. Many children need just a little incentive to become interested in reading for pleasure. A good book talk is a good advertisement for the library.

After-School Specials have become successful at Middlebury Public Library. They are held twice monthly with a large variety of topics planned so that each young person will find something of personal interest. Registration is taken for each session separately.

One of the programs was "Tossing in Dough," a presentation provided by a local pizza restaurant. What delicious aromas wafted out from the community room! "Granny Stories" were told so children could learn about life in Indiana during the Civil War era, with artifacts from the county historical museum displayed. The high school football coach talked about football and teamwork on "Super Bowl Wednesday," bringing with him some players and equipment. This was inspirational as well as informational, and the girls came, too! (As you see in the photo, page 12, the boys claimed front row seats!)

"Middlebury—Our Town" included interesting tales and anecdotes told by the Town Board President, who also serves as a tour guide during the summer months. "The Heart Treasure Chest" was presented during February, the heart month, by the County Health Department nurse. Children learned how their hearts work, how to care for one's heart, and were able to see a real calf heart.

Our local veterinarian shared information about pet care "For All Animals Lovers!" The County Extension Agent provided safety tips for all children with emphasis on suggestions for latchkey children in "Keep Yourself Safe." A presentation about the life of Laura Ingals Wilder and mementos of the locations where she lived was a exciting event for the elementary children because many of them were reading her books. Another favorite was a cake decorating demonstration by the cake creator of the largest restaurant in Indiana. All children then had an opportunity to decorate their own Christmas cookies. It was fun and exciting— a real holiday treat! To highlight the many juvenile mystery books, a city police detective was invited to the library to

share information about his work and responsibilities, and was willing to show some equipment and his car. This was followed two weeks later by a polygraph testing demonstration performed by a professor from a nearby college. Raggedy Ann lovers thoroughly enjoyed stories told by a children's librarian disguised as Raggedy Ann! "Nutritious Snacks" gave the children a valuable lesson about good food, and lots of ideas for snacking. Sampling was great fun, too!

To promote library materials and to teach students what is available, a book display in the community room is provided for each session, featuring books on the program's theme. These have included cook books, health books, history books and biographies, sports stories, animal and pet books, etc. A book talk is given in conjunction with the display at every program.

Another successful student program is Board Game Saturday. A large variety of games are provided (Friends of the Library may be a good source) and students choose which they prefer to play. The activity ends with all children playing Bingo for library prizes such as bookmarks, pencils, etc.

Craft activities are also fun events for students. These can center around story book characters or holiday themes. If the library needs decorations, such as Christmas tree ornaments, children can make two crafts—one to take home and one to be displayed on the tree.

Planning

When beginning a new program series for children, several things need to be considered: programming to support the mission of the library, ways students can be exposed to library materials, choosing events and themes that will appeal to most children, choosing a day and time that does not conflict with established meetings (like Scouts or 4-H), and providing good publicity. The librarian must also take into consideration the needs of handicapped children, various cultural groups, and different learning styles.

Providing services to young people will insure the future of public libraries. Programs for preschoolers are a great beginning, but there must be something beyond that. When children learn to use and enjoy the public library, they will develop reading habits that will last a lifetime. They will learn to explore new media and technologies that can enhance their knowledge and skills.

Program services for young people are challenging and rewarding, and successful programs teach children that the public library is a special place to visit again and again!

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Volunteer Programs for Young Readers in Southeast Indiana

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What do you do when it's summer reading club time at your library, circulation soars, and you can't get any extra page help?

At the New Albany-Floyd County Public Library over 2300 children were registered in the 1988 summer reading club with a circulation of 41,991 books during the months of June and July. Of this figure, 55 percent were easy readers and picture books. Shelves in these two areas were virtually empty with books going out as quickly as they came in. How to keep these books reshelved was a real problem. The burden weighed heavy until we adopted a program of student volunteers.

At New Albany-Floyd County, easy readers and picture books are filed alphabetically by the author's last initial, not by the complete name; therefore, shelving these books can be done by upper elementary students with a minimum of training. We started our student volunteer program on a small scale in 1984, and during the past two summers have had twenty active volunteers, a good number with which to work. Originally, volunteers were recruited during school visits promoting the summer reading club but each year, as word has spread, less official recruiting has been needed. Students come to us before we have to ask.

Volunteers must have completed the fifth grade and must be willing to work on a regular weekly basis (allowances are made for family vacations, camp, etc.). We have found a 1 - 1 1/2 hour period once a week works well. If volunteers work more hours or more often, they tend to tire of it quickly. We schedule three shifts - mid-morning, afternoon, and evening with some flexibility around an individual student's transportation. We NEVER have more than two volunteers on duty at a time; usually one works even better. (We learned this the hard way!)

In working with volunteers, we deal with the student from the beginning. Parents may sit in on the initial interview to find out what is expected, but we let students know they are the ones making the commitment and the responsibility is theirs, not their

parents. (Parents are consulted on scheduling because of providing transportation.) For almost all of the volunteers, this is the first "job" experience, and we treat it as such. An evaluation note on job performance and total hours volunteered is kept on file.

When students first talk with us about volunteering, they fill out a simple information form. During the middle of May, we contact them to schedule a work time. They usually do not know their other summer activities schedules before this. They are asked to attend a training session the last week of May. We usually have two sessions from which they can choose.

At the training sessions volunteer guidelines, adapted especially for age considerations, are distributed. These are kept as simple as possible; i.e., clean clothing and hands, call if you can't make it, no goofing off behind the desk. Each student is responsible for keeping a simple time sheet and a record of different jobs performed. Each also wears a name badge printed with first name and "volunteer." With so many new volunteers at once, the staff needs this to help remember who is who! Their basic task is to reshelve the easy readers and picture books, but volunteers have helped us with many other simple tasks as well.

We have found these students to be eager, enthusiastic workers who want to please and do a good job. Some have found it not to their liking and have quit. (We tell them at the outset that that is OK, but to please let us know and not just quit coming. That way we know a slot is open for someone else from the waiting list.) Other volunteers really like the work and sign up again the following year. Several have been with us several years and, as junior high students, "graduated" to shelving fiction books and helping sort non-fiction.

Thanks to area fast food and pizza restaurants, we reward volunteers with several free coupons along with our certificate of appreciation and letter of thanks at the end of the summer.

Summer reading club time is a wild, hectic, chaotic period at our library. Staff members are overloaded with reader guidance, reading club registration and record keeping, circulation, and programming. These young volunteers have "stepped" right in and filled a very great need. Their time and dedication are invaluable to us and the library program. We would never want to try a summer without them again.

Jeffersonville Township
Pamela W. Federspiel

A problem that faces most children's librarians is how to keep the young reader interested in the library after he/she has become too "old" to participate in the annual summer reading program. This age group (twelve-fifteen years) is one of the most difficult to reach.

Four years ago, purely by accident, I found one solution to this problem. At a time when manpower was short and more students were in the library due to spring break, I found myself becoming frustrated with having to do more shelving and straightening of materials in conjunction with my duties as Children's Librarian. The idea occurred to me that I might enlist the aid of my daughter Courtney Carmean, age twelve, to perform the tasks of shelving picture books, paperbacks, records and picking up the toys while she was off on spring break. To my surprise, she found volunteering at the library interesting and a lot of fun. It then occurred to me that perhaps other young people

her age would also enjoy the opportunity to volunteer at the libaray. I consulted with our library director Bill Bolte, about implementing a volunteer program for this age group. He agreed that this would be an excellent way to increase participation in the library. Plus, it would be an aid to us during our busiest time, June through July.

Next, it was decided that each volunteer would be scheduled for three hours a week for the seven week period, the same day and time each week. Scheduling shifts were set at 9:00 a.m. - noon and 1:00 p.m. - 4:00 p.m.

If the volunteer would be on vacation or one week presented a problem, a substitute would then be scheduled. Two volunteers would be scheduled per shift. An orientation program would also be scheduled the week before the volunteers would begin to work at the library.

During spring visits to the schools to promote the Summer Reading Club, I asked school librarians to recommend students who would be interested in volunteering at the public library in the summer and who would also be reliable and self-motivated. From this list, I sent a letter to parents, describing what we were trying to accomplish and emphasizing what the requirements were and what the benefits were for their child. Besides the benefits of teaching responsibility and giving them their first job experience, the students would also be treated to a pizza party and to the freebies of the Summer Reading Club (i.e. skating party). The parents were asked to respond by phone a week before their child was scheduled for the orientation program. Out of the thirty-five letters mailed, I received twenty-two positive responses.

On the day of the orientation program, twenty volunteers actually attended. The orientation program consisted of the following objectives: 1. to acquaint the volunteers with an overview of the library - a slide/tape program about the library was shown and a walking tour to each department was conducted. 2. to stress good working habits - signing in and out for the job, reporting to the supervisor, being on time etc. 3. to relate how important each volunteer was to the operation of the library. Refreshments were then served and volunteer badges distributed. Actual job training was given "on the job" the first day volunteers were scheduled to work.

The ensuing seven weeks were a pleasant experience. The volunteers worked like busy bees while doing an excellent job. It was hard sometimes to get them to take a break during their work shift, as they prefered to continue working! The program's initial year was so successful that it ensured it would be an annual program. In the fall students in the township even asked to be put on the volunteer list for the next summer's program.

The only change that has been made from the original planning was in the number of volunteers in the program. The first year we had twenty-two volunteers, which we reduced to twelve regular volunteers and two substitutes. The smaller number was still able to meet our needs, but did not have a lot of "free" time as did the larger group of volunteers.

The volunteer program has benefitted our library and staff. It has helped us to develop a better rapport with this age group and has improved community relations.

An unexpected bonus was the hiring of one of the first volunteers as

a part-time employee of the library. The job knowledge she acquired while volunteering gave her self-confidence for her new position.

We Are All Storytellers: Continuing the Tradition through the Public Library

Susan Marley
Assistant Children's Librarian
Carmel Clay Public Library
Carmel, IN

Storytelling is enjoying a welcome resurgence, and the public library can play a large part in furthering this oral tradition which brings the true magic and imagination of literature before an audience. The children's librarian can play an especially important part in this type of cultural experience since the daily contacts this professional makes reach all age levels. An enthusiasm for storytelling can be contagious to all who come in contact with it.

Storytelling perpetuates a circle of resources and people. They are actually several points around a circumference and eventually each may affect and interact with the others.

The librarian can be included at each of the three points on the circle—as a teller, as a listener, and as a resource person.

As a resource person, the librarian has in her workplace access to the many folktales, fairy tales, and even fantasies which provide the inspiration and written page that may become the spoken word. Many librarians are already using some of these resources to present storytelling on a regular basis even though it is not always in the 'purest' form of storyteller and audience alone. The easiest type of storytelling includes the use of props whether they be puppets, flannel board characters, or musical instruments. The attention of the audience is brought to the voice of the person. If you are already doing this type of simple storytelling the next step is to learn and tell a story. For suggestions on developing your talents try the following books for practical suggestions on selecting and learning stories:

- Baker, Augustra. *Storytelling: Art and Technique.* New York: Bowker, 1977
- Barton, Bob. *Tell Me Another: Storytelling and Reading Aloud at Home, at School, and in the Community.* Markham, Ontario: Pembroke Publishers, 1986
- Bauer, Caroline. *Handbook for Storytellers.* Chicago: American Library Association, 1977

- Sawyer, Ruth. *The Way of the Storyteller*. New York: Penguin Books, 1976

A children's librarian who has regularly scheduled story times already has an audience with which to practice. Programming! A powerful word to librarians. It can represent the positive communication of library talent to the public through the librarian herself or other programs she brings to her library, and programming at its best reaches all levels. From the smallest toddler to the preschooler, to the school age child, to the adult who transports to the library and may also attend a program, the use of storytelling can represent a whole new side to literature. It can be a wonderful discovery for the teller and the listener. Once the discovery is made it can develop into a new interest or pursuit for both sides. Although programming at its best may incorporate more than just the reading of a book, the children who are involved in storytimes and in listening situations may become as they grow older the biggest supporters of storytellers. Listening for enjoyment is a great concept!

In order to practice our own storytelling the staff of the children's department have found different ways to present stories. Sometimes schools are looking for storytellers, and, although they are first referred to "professional tellers," we mention that we are available for programs also. Twice a year we schedule programs devoted to storytelling—during October an evening of scary stories precedes Halloween, and another evening is scheduled in the spring during the vacation time of the community school system. Stories are learned for special programs, for example, Christmas. During the summer two of the children's librarians become 'traveling' tellers as they travel to other area libraries as part of a Program Caravan sponsored by the Children's Services committee of the Central Indiana ALSA. Storytelling has even been done in the community at a senior citizens' meeting. The idea is to find many different ways to practice this craft, and the search is always on to find the right story—that right story being the one that is right for the teller. Some titles that may help you find the right story are listed here.

- MacDonald, Margaret. *Twenty Tellable Tales*. New York: H.W. Wilson, 1986
- MacDonald, Margaret. *When the Lights Go Out*. New York: H.W. Wilson, 1988
- Miller, Teresa, comp. *Joining In: An Anthology of Audience Participation Stories and How to Tell Them*. Cambridge, Massachusetts: Yellow Moon Press, 1988
- Pellowski, Anne. *The Family Storytelling Handbook*. New York: Macmillan, 1988
- Pellowski, Anne. *The Story Vine*. New York: Macmillan, 1984

The best way to get excited about storytelling is to go wherever professional tellers are performing and just listen! For an interesting account of how two storytellers began their career and have since become world renowned read Barbara Stewart's "The Mountain Sweet Sound of Success" in *School Library Journal* (January 1989): 17-23.

To find out more about the world of professional storytellers and their concerns and interests read any issue of the *The National Storytelling Journal* published quarterly by NAPPS, the National Association for the Preservation and Perpetuation of Storytelling, Box 309, Jonesborough, Tennessee, 37659.

Indiana can claim its own part in the continuation of this oral tradition.

Stories, Inc. was organized in the summer of 1987 to help revitalize the art of storytelling in our state. The first annual Hoosier Storytelling Festival was held August 17, 1988 at the historic Conner Prairie Settlement north of Indianapolis. Storytellers from out-of-state and from Indiana performed for a large and enthusiastic crowd. For more information contact Stories, Inc., P.O. Box 20743, Indianapolis, Indiana, 46220.

Whether we are relating the events of the day to a co-worker, speaking about the importance of books before an audience of parents, or telling tales to children, we are all storytellers in some way. Through practice and encouragement we can keep this tradition a strong one among ourselves and our community.

Children Are Patrons Too: A Soft Touch in Children's Services

Mary Ann Hunsberger
Head of Children's Services
Goshen Public Library
Goshen, IN

The Goshen Public Library serves a community of approximately 25,000 citizens, including Goshen City and Elkhart Township. Approximately half of the residents have current library cards. A college town, Goshen has many well-educated users. A substantial number of Hispanics are residents as well, and the area has its share of families who may change addresses two or more times in any given calendar year. Largely a Mennonite and/or Christian community, Goshen is comprised of people who are conservative politically and have strong moral convictions. The crime rate is quite low. Goshen is considered to be a comfortable place to live and a nearly ideal area in which to raise children.

Three years ago I decided to try a new approach to the services and programs offered to the children of the Goshen area. Since then, activity in the children's department has increased sharply, and circulation has risen at an equally satisfying rate (a 72 percent increase in circulation of print materials).

This article will outline the strategies that make up this new approach.

A Non-threatening Atmosphere

A major goal was to present a friendly, helpful, and, above all, nonthreatening atmosphere for adults and children of all ages. Staff were strongly encouraged to treat even the smallest of children with respect often reserved only for adults. This is not to say that young patrons were never reprimanded if they threatened harm to themselves or others or if the noise level became disturbing; but as long

PROGRAM STATISTICS

		1985	1988
Storytime	number	29	465
	attendance	83	3,519
Special programs	number	13	27
	attendance	458	2,415

as they demonstrated the very basics of acceptable social behavior their childlike antics were respected and their wishes were fulfilled to the best of our ability. A few months ago a classified advertisement was placed in our local paper to fill two positions in the children's room. Among a list of basic duties and requirements was a gentle admonishment that "the applicant must have a genuine love of children." One lovely lady responded to the phrase with some trepidation. On some days she could tolerate them quite well, but other days,. . . well . . . We both decided that this position was not the one best suited for her. Small children do not sense when adults are having a bad day.

Stringent rules were relaxed and/or eliminated whenever possible. Previously children under the age of six were not permitted to have a library card. We have since issued them to newborns whose proud parents have made the library one of the first places to visit after the blessed event. If the parents would rather that the child be older in order to accept such responsibility, we respect their wishes unequivocably. With the card the child receives a handout listing the very basic procedures and policies of the children's room such as length of checkout, fines, and resources. On the back is a form which can be completed and put into a scrapbook or framed as a reminder of the momentous occasion. The child's name is published in our monthly newsletter as well, to mark the event.

A rather basic marketing technique was employed to draw children into the library. *Chase's Annual Events* by William D. Chase was thought by some to be in danger of becoming permanently affixed to me. I was hardly ever seen without it for weeks at a time. The children's room celebrated nearly every author's birthday, Pickle Day, Light Bulb Day (carrots and celery in a cooler for a lite snack), Bubble Gum Day, etc. For about a year and a half, nearly every day was a special one at the library. Little tokens were handed out in celebration of that particular occasion, contests such as bubble gum blowing were held, and children were encouraged to dress up for such little-known celebrations as Clash Day. We stocked up on film, snapped pictures with careless abandon of pint-sized patrons and began filling a photograph album which was displayed on top of the card catalog for all to see.

Changes in the Collection

The collection was carefully analyzed and weaknesses and needs, particularly for this community, were noted. Many more Bible stories and titles with moral themes were needed to satisfy Sunday School teachers and parents alike. Titles concerning divorce, child abuse, spouse abuse, alcoholism, stepfamilies, drug abuse, death of parents, friends, and pets were also acquired. With the ever growing popularity of the literature method of teaching reading, quality materials in the form of picture books, preprimers, primers, and easy readers were in increasing demand. Easy nonfiction titles were pulled from the J collection and arranged with the easy readers. Circulation of these materials increased dramatically.

One way in which we indirectly give better service to our little patrons is by doing our own cataloging and processing, in addition to having our circulation desk separate from adult services. Titles are checked in centrally, but children's staff prepare the books and other materials for circulation. Reserves and special requests are served promptly and quite easily. The two people involved in these technical services are also readily

available as back-up for the desk. Although unorthodox, this arrangement has pleased us.

In the attempt to create an inviting environment in which children are welcome, a collection of puppets, stuffed animals in the form of storybook characters, educational games and puzzles were acquired. We preferred displaying the stuffed toys and puppets in every available niche and cranny in the children's room, but after three turned up missing in a very short time we bowed to the inevitable and now display them on shelves behind our circulation desk. Children may ask for them one at a time. This policy creates a great deal of jumping up and down for staff members particularly when young patrons seem to enjoy seeing grown-ups leap to attention every two minutes even more than acquiring a favored toy. However, the collection is protected this way.

Story Hour Policies

We are very relaxed regarding our policies for attending story hours as well. After considerable trial and error, we feel we have established a schedule of programming which suits this community. We tried afternoon story hours and ones on alternate Saturday mornings. They were not well-attended. Patrick O'Brien, director of the Dallas Public Library, counsels that we must "Design children's programs that give the most bang for the buck!"[1] Successful programming is much easier with large numbers of children than with three, we found. To attract this broad audience and meet the needs of our community, we presently offer a range of story hours for different audience levels: a four and five year old session, one for two through five year olds, and a two and three year old toddler time. These are scheduled on alternating weekday mornings at 10:00. Heretofore, programs were only for four and five years olds not in school. Preregistration is encouraged but no child is ever turned away. Parents and other adults may attend or not as they choose, as may younger and older siblings. In the 1960's parents were not welcome during story hour. Today librarians see themselves in part, as role models for parents who have no experience in reading or storytelling to children.[2]

I was concerned about the children attending story hours. Patrick O'Brien notes that: "no other agency can help children learn as early as the library can, we aren't stepping on anyone else's turf, we can offer programs for preschool children and work with day-care centers."[3] Charles Robinson, director of the Baltimore County Public Library says: "Preschoolers are the library's most important target audience."[4] To reach this audience, day cares are invited to attend any and all story hour programs. These children are introduced to the library and become accustomed to regular visits. We are always amazed that after only two to three sessions each child develops and gains social skills. They learn to sit quietly, to listen, to participate in finger plays and songs.

Other Preschool Programs

Preschoolers are so often left out of activities enjoyed by their older siblings. Baltimore County Director Charles Robinson states: "No other public agency serves preschoolers."[5] We do allow preschoolers to participate in our summer programs. We have special activities on Tuesdays for the school age patrons only, but preschoolers have story hours and may participate in craft activities and record books which are read to them. Parents sigh with relief when they

may tell their little ones that yes, you are indeed old enough to participate. In response to parental requests, we have instituted a simplified winter reading program for preschoolers which this year will run from January 25 to March 22. School age children may record books and earn trips to the treasure chest, but programming other than crafts takes place during school hours.

Our first year we scheduled a craft program for 2:00 on Monday afternoons during the summer. Two staff members were confronted with 105 eager children who apparently have yearned for a clothespin buzzard all their lives. Since then we have set up a craft cart on Mondays with all the supplies organized into kit form in a paper sack or small plastic bag and tape, scissors, crayons, markers, etc. are made available. The cart is kept stocked from 9:30 a.m. when we open until 9:00 p.m. or until we run out of projects. We begin with at least 100 projects. Crowds and long lines are avoided this way, staff members keep their sanity, and parents are able to schedule a visit to the library sometime during the 11 1/2 hour period.

Services to Schools

An editorial in *Library Journal* in 1895 stated that through the school "children may be reached most easily, most directly, and most effectively." Today children's librarians are continuing to make the traditional school visits and to invite classes to visit the public library.[6] Classroom visits have always been encouraged and the number is increasing but slowly. Most of our elementary schools are located too far from the library to walk. With a bus available to them only one day a year, regular excursions to the library are impossible. To compensate as best we can, area teachers are permitted to borrow unlimited collections for six week periods. Overdue fines are not charged, but reminder notices are sent. The children's librarian has for many years made annual trips to the elementary schools to visit classrooms in grades one through three, primarily for the purpose of promoting the summer reading program.

Only the format of such programs has been changed. Rather than bags of books and lists of rules, storytelling, puppets, poetry, groups activities, and an enthusiastic review of the summer reading program are crammed into twenty-minute presentations. One major concern was vocalized by the children during these visits. Many children were not only unaware of the public library's existence, but were actually afraid to come. Tickets or, as in last year's program, small red circles based upon *Nicholas Where Have You Been*, were given to each child to redeem at the library for a small token—a ring costing about one cent or a gummy bear, depending upon the time. The children were told that they didn't have to have a ticket to come to the library but if they did they would receive a present. A familiar face to look for and a task to complete did much to alleviate the fears of some children. Enrollment in the reading program has increased each year from 331 in 1985 to 937 in 1988.

Every opportunity has been welcomed to present workshops for teachers and caregivers, whether the subject is media, storytelling, or new titles in the collection. What a marvelous way to meet these hardworking professionals and establish a foundation of school-library cooperation.

Literacy Programs

A new program at the Goshen Public Library is being designed in an effort to reach more disadvantaged children. Ann Bridger, director of the

Goshen Adult Literacy Program has developed a project over the past four years, pairing functionally illiterate adults and volunteer tutors. At present, seventy students are actively involved. Now she and the children's librarian are planning an intergenerational approach to the problem of illiteracy in this area. We will make home visits to referred families and take packets of materials including the gift of a book for each of the children, simple activity pages, crayons, a balloon, a bookmark, a ticket to a special program and treat at the library, a card to be punched with promise of a reward after so many visits. We must gently entice them to come to the library before we can help them in other ways. We are very excited about being able to provide concentrated, personalized attention to the children who need it so desperately.

Our policies and programs will not work for everyone, of course. We have tried to tailor our resources and abilities to meet the needs of our particular community. We are constantly trying new approaches and revising them as warranted, always with the goal in mind of bringing books and children together and introducing the magical work of libraries.

References

[1]Dorothy J. Anderson, "From Idealism to Realism," *Library Trends* 35 (Winter 1987): 407.

[2]Alice Naylor, "Reaching all Children," *Library Trends* 35 (Winter 1987): 383.

[3]Anderson, 398.

[4]*Ibid.*, 398.

[5]Naylor, 383.

[6]Naylor, 382.

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- Anderson, Dorothy J. "From Idealism to Realism." *Library Trends* 35 (Winter 1987): 393-426
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Suggestions from around the State

Babysitting Clinic

Leslie Massey,
Children's Services
Charlestown-Clark County Public Library
Charlestown, IN

A Babysitting Clinic is an appealing and useful program for children in grades five through eight and a way to promote library materials. Charlestown-Clark County Public Libraries has two main goals for their clinics: first, to provide an activity that will bring this middle-school audience into the library for a successful experience, and second, to teach basic babysitting skills to children who want to learn them. Early April is a good time to schedule this program for it allows participants time to think about the information and plan their babysitting jobs before the summer vacation.

The program lasts four hours with a twenty minute snack break. Highlights include a parent panel discussion of what parents want in a babysitter and what they are willing to pay sitters, a policeman talking about safety on the job, and a nurse who speaks about first aid and CPR. The library staff covers subjects such as how to get started in babysitting, estimating your babysitting skills, and how to discipline children and handle difficult situations. (Some role playing at this point is a good idea.) The last part of the presentation is devoted to using games, books, and crafts with children, and several simple craft activities are completed. A review of all material ends the program.

Children who participate in the Clinic take home a resource notebook on babysitting put together by the library staff, handouts on safety, first aid and child development, several completed crafts, a babysitter's "bag of tricks," and a course certificate of completion. Participants and speakers enjoy the program and many of the participants are now babysitting. This is one program that definitely meets the program goals.

Parent Volunteers

DaleAnne Cantrell
Children's Coordinating Assistant
Brownsburg Public Library
Brownsburg, IN

The Brownsburg Public Library has a unique storyhour for three and four years olds. The theme, selection of books, fingerplays, and crafts are planned by a library employee, but parents sign up to participate in reading the story or assisting with the crafts once a session.

This parent-child involvement with books is what we want to encourage and we hope that it is repeated at home. Not all adults enjoy reading to a group; but they are surely accosted to read "just one more time" at home. Parents value this socialization opportunity for their preschoolers and are encouraged to continue the book-loving atmosphere on a one-to-one basis.

The mothers/grandmothers who are not scheduled in the story room that week cut out craft parts to be used later, assemble booklets and socialize with each other in a separate room.

Because of this volunteer effort the library is able to provide an excellent learning experience for twenty-five children six times a week during the spring, summer and fall—all this with the involvement of only one staff member. During 1988, 3,576 children attended 182 programs of this type. The program should work wherever there are mothers of preschoolers interested in helping provide a learning experience and socialization opportunities for their children.

One of the benefits of having these young patrons appreciate the library and consider it a friendly enjoyable community helper is that this positive attitude will be with them throughout their school years and life. The goal is for young library users to become constant library users.

"Read-In" for National Library Week

Wava J. Furlong
Coordinator of Children's Services
Mishawaka-Penn Public Library
Mishawaka, IN

Do you need a literature-oriented activity for third to sixth graders, a group that is sometimes difficult to entice into library programming? Revive a bit of the 1960's and sponsor a Read-In. This audience is a good target for such a program because these children can read independently for an uninterrupted fifteen to thirty minutes.

For this event, consider making appliance-carton houses complete with skylights to allow adequate lighting for reading. Bean bag chairs make comfortable flooring, and book posters can decorate the inside walls. Have readers reserve a specific time slot of fifteen to thirty minutes. Your goal might be something like one full day of continuous reading.

A librarian will need to be available to help keep participants on schedule, and keep the rules simple.

1. No leaving the Read-In House during your time.
2. Only reading materials are allowed in the house.
3. No food, drink, or gum allowed.
4. One person in the house at a time.
5. No visitors allowed.
6. Stop reading when the librarian says time is up.

The houses are an eye-catching attraction for library patrons of all ages, the program is fun for the children, and, best of all, reading is encouraged.

Sticker Stashers and Finger Plays

Celesta A. Dudley
Children's Librarian
New Castle-Henry County Public Library
New Castle, IN

At the New Castle-Henry County Public Library, preschool story hours run for twelve weeks in the fall and twelve weeks in the spring with four sessions each week. Two special features are "sticker stashers" and finger plays handouts. A sticker stasher can be made from any shape or picture one might choose. *The Stick Out Your Neck* series by Pattie Carson and Janet Dellosa is one good source for ideas (reproducible worksheets published by Carson-Dellosa Publishing Co., Greensboro, N.C. 27416).

At the beginning of each storytime children choose a sticker to go on their sticker stasher, and at the end of the twelve week sessions they take their sticker stashers home.

Directions for some of the finger plays that will be used and a list of themes and books for the twelve weeks are distributed at the first storytime of each session. This handout encourages parent-child interaction as parents can enjoy doing the finger plays at home with their children. The booklists make things easier when the little ones want to borrow "the story we read at the library."

A Special Outreach

Jean Andres,
Youth Services Librarian
Tippecanoe County Public Library
Lafayette, IN

Approximately nine hundred students in Tippecanoe County public schools receive special education services. These are children whose disabilities range from mild communication disorders to those with severe and profound physical disabilities.

Four years ago, as youth librarian in a public library, I was frustrated by the knowledge that we served only a small number of these youngsters. We searched for a way that we could reach more of these youth and signal to them, their parents, their teachers, the schools, and the community that we were eager and able to meet their library-related needs.

Due to the enthusiastic help given us by the special education teachers at Murdock Elementary school in Lafayette, for the last four years a librarian from the Tippecanoe County Public Library's Youth Department has been able to visit their classrooms once a month during the last semester of the school year. At each visit she:

1. brings each child specially selected materials
2. shares a book, flannel board story or fingerplay
3. takes time to listen to the student's requests for other subjects they would like to read about.

The classes visited include rooms where the children are hearing impaired, one whose students have communication disorders, another of physically disabled students, a class of physically and mentally disabled children, and a group with severe and profound disabilities.

In order to have this program work efficiently for the special education teachers and for the public library, the following guidelines and responsibilities were worked out. In January each special education teacher at Murdock sends the Youth Department the names of her students, each child's interests, reading level, and needs in regards to material format ("Preschool level - simple preprimer reading level with noun verb sentence structure. Cardboard pages with just a few items per page. Interests are domestic animals, cooking, activities at home. Likes to be read to.") The public library keeps a loose-leaf notebook with a separate sheet for each youngster listing the child's name, teacher, and the information that the teacher has given us. Each month we enter the title and call numbers of the items we bring the child. In this way we

keep track of materials and do not duplicate items selected for the student.

A week before our visit, the librarians gather books and cassettes for the children. Each student's items are marked with his/her name and rubber banded together. We then list each child's materials in our notebook. A sheet is also prepared for every classroom we visit, giving the students' names and the titles and call numbers of the materials we are lending them. When we visit the class we give the teacher this sheet so that she knows what materials are to be returned to us on our next visit.

The day before we go to Murdock School the materials are checked out for a four week loan. (Before computerization of our circulation system, the book and date due cards were removed from the books and kept in the Youth Department. The cards were replaced in the items before they were given to the circulation department to be checked in. This was done because the children often lost or destroyed the cards.) All items for a class are put in a bag and marked with the teacher's name.

The morning of our visit the Youth Librarian collects the bags of materials for each classroom and the books or other materials she will share with the classes and sets off to spend an enjoyable and satisfying fifteen to twenty minutes in each class. When she returns she brings back with her the items that were loaned the previous month and enters any new subject requests on the student's sheet in the special education project notebook.

What has this program accomplished? The teachers of and the students in the classes we visit feel that the public library's Youth Department is interested in them and has materials that they can use and enjoy. Some special education teachers from other schools have requested library materials or a class visit by our staff. A number of special education students enroll in our summer reading club and occasionally come to our library programs, borrow materials or used the computer. Mention of Youth Department services, collections and programs have appeared in the newsletter published by and sent to parents of special education students throughout the country. Finally, the Youth Librarians have a better understanding of the needs that these children have and a knowledge of how our collection can meet these needs.

Books Make a Difference

Martha R. Miller
Director, Delphi Public Library
Delphi, IN

The problem of illiteracy is a current "hot" topic in library land, but this was one issue our library had not confronted until recently. Indeed, we had tended to pat ourselves on the back for doing a pretty good job. Being a tiny library in a small community (we serve a population of 4,300), we were pleased that in the last four years our circulation had almost doubled, and we had been able to do some rearranging and minor remodeling that let us better utilize our building—and all this with only small increases in staff. When we surveyed the community to assess our service prior to writing a long range plan, no one even mentioned literacy. The local Occupational Development Office had an ongoing program which appeared to be meeting the demand. This just didn't seem to be an area that we felt we needed to stretch our already "over-stretched" staff to cover.

A Change in Philosophy

The first crack in our smug approach appeared in the planning sessions for the summer reading programs. It came to us that our charge in the battle against illiteracy was really in the realm of a literacy. We needed to wage war with what ever it is that lets children who read when young grow up to become nonreading adults.

Our summer programs have traditionally been among the favorite activities for children in town. Our children's librarian always comes up with a dynamic theme and a multitude of activities which interest and excite the children, not to mention the vast number of food coupons we give away for reading books; the charts children get to put their names on, higher and higher as they read more and more titles, and the grand finale of an all day bus trip to some fun-filled place, hopefully on a sunny day. This whole philosophy of bribing children to read was beginning to make us nauseous. Coupled with the certain knowledge that it was as important for the slow reader to tediously advance through his minimum six books as it was for the gifted reader to breeze through his 106, we decided to change our approach.

Food coupons were the first and most definite thing to go. With obesity being one of the major contributers to poor health in this country, we decided to stop rewarding children with food. With no budget for any-

thing else, except the one day field trip, we had to devise something else. We were left with the only thing we had to offer: the love of reading, the personal satisfaction it can bring, and the fun and excitement we could put in our programs. Our ace in the hole was our children's librarian, Marcia Sleed—loosely and inaccurately quoting Winnie-the-Pooh, "a children's librarian of uncommon brain."

Marcia planned the program using the theme "Around the World with Books." Each child was required to read six books and to attend four out of the six planned programs. The children were in teams by grade level; if they read more than six books then for each of those books they got to put a dried bean in a jar, which counted toward their total team effort. in order to encourage the reading of non-fiction titles, non-fiction counted two beans! The team which read the most books by the end of the program would have a balloon launch. Suzy Q. in the white organdy pinafore and blue hair ribbon (a fictitious child) still was encouraged to read 100+ books, but reluctant reader Hector (fictitious child number 2) was able to be just as successful because he could fulfill the requirements for the field trip by reading ony six books.

As the program advanced with the groups traveling around the world, fiction and non-fiction books were introduced, and the children learned about the countries, their customs, life styles and food through a variety of games and activities. The children loved it. We learned we didn't have to bribe them to read; in fact, overall participation was up 25 percent.

This project also left us with the realization that we have a responsibility to attract all segments of our community to the library. Merely by getting people who value libraries to come in more often and to move more books, we are not effecting a significant change in our community.

We needed to reach non-users, and help them recognize the value of books as a source of information and personal growth and pleasure. This value grows out of a prolonged and positive exposure to books and reading. Providing this exposure for children at risk became one of our program goals.

Formation of a Mothers' Club

In an attempt to raise the overall functioning level for these economically and socially disavantaged groups, the Purdue University Cooperative Extension Service, the Carroll County Welfare Office and the Delphi Public Library formed a coalition. The Welfare Office identified and targeted the group, the Extension office agreed to provide the educational program for the adults and the library planned to provide a preschool experience for the children. According to figures supplied by the Carroll County Welfare Department, in 1987 an average of 86 adult women, 4 adult men and 166 children received welfare, and 200 homes qualified for food stamps. Thirty percent or more of this group was estimated to read on or below the sixth grade reading level.

A Mothers' Club was formed with a curriculum including cooking, parenting, hygiene and consumerism. For their regular monthly meetings, the Home Economist prepares and presents a program which is aimed at increasing the knowledge of the mothers in one of those areas. Not only is there instruction, but the participants also have a chance to participate with a hands on learning experience.

The children attend a monthly preschool program at the library while their mothers are at the Mothers'

Club. Preschool sessions include all the facets of a regular story hour such as finger plays, stories, books, songs, crafts and games.

It quickly became apparent that one obstacle to the adult program was the lack of a proper background which would have given the participants the tools to appreciate the new ideas and techniques presented to them. THEY SIMPLY DID NOT THINK OF A BOOK AS A SOURCE OF INFORMATION. At the same time they were not passing this value system on to their children.

The Book Distribution Project

Our library applied for a LSCA Title II grant through the Indiana State Library for funds to buy books to place in the homes of the participants in the Mother's Club. We felt it was doubtful that libraries would be capable of attracting this group as users until we could change their mindset. We needed to convince these non-library users that the information they can gain from books can not only enhance their lives, but also can make a change in the quality of their daily living. We proposed to give the attendees of the Mothers' Club and their children the types of books that could bring about this change—the same type of books that many people would not think about conducting their lives without. We wanted the books right there in the home so that when a problem arose participants would have a book on their reading level available to help them. Information when they needed it, where they needed it. More importantly, we wanted their children to see their parents turning to books as a solution to a problem.

Juxtaposed with this was the book program for the children. To enhance the joy and pleasure which can come from books, we wanted to provide the children with "beautiful," "wonderful," and "expensive" books which were carefully chosen for these children in the same thoughtful way middle class mothers would shop for their own children. "It is a great thing to start life with a small number of really good books which are your own."[1]

Although this program would attack illiteracy from a different aspect than the norm, we felt the placement of quality informational and literature books in the home to be a valid approach. We wanted to be able to change value systems about the printed word and to be able, somehow, to close one of the gaps between the haves and the have nots. Information and knowledge are the real tools of power.

We received notification in August 1988 that our project had been accepted for funding. We were to receive $4,500. This would allow us to present approximately six books to fifteen mothers and thirty children. The first books were distributed in October to the children; they were *Tomi de Paola's Mother Goose* and *Tomi de Paola's Nursery Tales*. The first book to the mothers was the *Better Homes and Gardens Step-By-Step Cookbook*. In December, both groups received books. The children received *The Christmas Gift* by McCully, a title highly recommended in *School Library Journal* as one of the best current Christmas books for children. *Let's Make a Memory* by Gloria Gaither and Shirley Dobson was given to the mothers.

Evaluation

Our response so far? Far better than we had hoped and, at the same time, disappointing. It is difficult not to judge by our own standards—not to gauge responses by what we feel is appropriate.

After an all-out publicity campaign, including the distribution of flyers to school age children in all county schools and a monthly direct mailing to the home of each welfare or food stamp recipient, we still do not have an abundance of mothers and children begging to become a part of the program. Attendance is up from an average of five with a total enrollment of eight mothers, to a total enrollment of twenty-one with an average attendance of fifteen. The number of children we have been able to reach has been lower than we had anticipated. We have found many of the mothers do not have children of preschool age. Attendance usually varies between five and six children. After several of the older siblings of the children who had received books came into the library and talked about the books and said they wished they too could receive books, we have decided to expand the age parameters. Books have already been given to children who were in the nursery ages two or young three's. In the summer we will run a summer club for the school age children similiar to the summer reading program, but which will include a book distribution. This will be limited to children whose mothers are in the Mothers' Club. They will be able to request the type of book they would like to receive and will assist in the selection, but the final selection will be made by the staff and will be based on the quality of the book both for content and format.

The response to the books has been expectedly strong. The children do care about books. They tell us about older brothers and sisters reading to them; they have special places to store their books; and one little girl said that now even Daddy reads to her. When the December books were distributed, one child told us he was going to keep his books "forever and forever." The mothers have been equally enthusiastic. They talked with the Home Economist about the recipes they had tried and several commented they had "never had a cookbook before." Another said she had had one, "but had given it to her sister." They all seemed to be delighted with the Memories book and the type of information it contained. Four of the ladies sent me thank you notes.

Most grant programs have complicated measurement and evaluation systems. Except for the feedback that we can get from the participants we have none. We feel the intrinsic value of this program cannot easily be measured at this time. The program was designed to plant a seed in the minds of the participants. It was indeed a risk for the ISLAC committee to fund this project because so many factors can affect the growth of a seed. We in Indiana are well aware of the risks one has to take in order to produce a bumper crop. However, one thing is certain—there can be no growth if that seed is not planted. We cannot know if this program will be a success unless we can see into the future and see that these adults parent better or provide more capably for their families; that their children perform better in school and have a better outlook on life. We can only hope these children will grow not only to use public libraries but to love and value the knowledge they contain.

Reference

[1] Sir Arthur Conan Doyle, *Through the Magic Door.* London: Smith Elder and Company, 1907.

Catch Them While They're Young

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It's never too early to start reading to a child. The first year of life is now generally recognized as the most important in the development of language skills, which include listening and speaking. Reading aloud widens the variety of language to which a child is exposed and helps to enrich that language. Reading helps the child become accustomed to the printed word. This knowledge, in turn, helps prepare the child to learn to read. Reading aloud to a child serves another important role as well: the personal contact between parent and child helps to increase the emotional bond between them. Even if the child does not understand the words, the time spent on a parent's lap, hearing a familiar voice, is recognized as a warm and pleasant time. This feeling will be remembered and the child probably will consider reading a pleasant experience. After these children become parents themselves, they will likely share the habit of reading with their own children. Imparting to a child, even an infant, a love of books and reading is a gift that will last forever.

Keeping all this in mind, if one follows the changes in children's librarianship over the past few years, the trend toward programming for younger and younger children should come as no surprise.

Programs

The Anderson Public Library is no exception. We began our toddler program (eighteen months to three years of age) in the fall of 1978. Each session lasts for thirty minutes, and we require a parent or designated caregiver (i.e., grandparent or babysitter) to stay with the child.

In our program, children are given name tags and introductions are made. We begin by sharing large picture books, then continue with flannel board stories (stories or simple concepts: colors, counting, the alphabet, etc.). If the children are still paying attention, we then have some finger games and songs. We always include a simple craft and conclude the session with games, music, or a short film. We tell the children and their parents what will be discussed the next session and encourage parents to discuss this theme with their children during the coming week.

We began by offering the program once a week in the mornings. The

parents spoke highly of our program and they spread the word to their friends. Because of this word-of-mouth advertising, the demand grew to the extent that we added a toddler program during the evening, a program we called "Teddy Bear Time." Children are encouraged to wear their pajamas and to bring their teddy bears.

Our toddler program has been so successful that we have just begun a newborn program (for children from birth to seventeen month of age). Much interest in the library was sparked when we added the newborn program. Many persons asked why we would conduct programs for the very young since these children cannot read. (Because the suggestions mentioned in this article apply to newborns as well as to toddlers, hereinafter all references will be to the "infant/toddler" program.)

Rationale

The staff of the Anderson Public Library believes programming for infants/toddlers is essential for several reasons. Our library has a broad mission to serve the community as an educational and recreational resource, and programming for the very young plays a part in achieving and supporting this mission. Other reasons for providing infant/toddler programs are the following:

1. The bonding between parent and child is enhanced when they can share thirty minutes a day with each other, without another sibling, and without the distractions of the television or a ringing telephone. This bonding influences the child's self-concept, and a child's ability to learn is influenced by his or her self-concept. Our hope, therefore, is that this program in reality adds to the child's ability to learn.

2. Studies have shown that children learn more during the first five years of life than during any other period, and the first year is the most important in the development of language skills. Language sounds are learned by one year of age and, because book language is even more complex, the infant/toddler in our program is learning an even more sophisticated form of language. Their development is enhanced as they have fun.

Parents must realize that they are a strong influence in their child's development and must, therefore, take an active part in it. The home is recognized as the greatest educational institution of all. In our programs, the parents receive handouts of songs, instructions for finger games, and lists of suggested reading. We strongly urge the parents to use their handouts at home for two reasons:

A. Books, songs, and games (we hope) will become a regular part of everyday home life. We want parents to set aside a quiet time each day for reading with their children.

B. If parents practice the songs we will be sharing the following week, they may feel more comfortable coming to the infant/toddler session and will participate actively. This active participation demonstrates to their child that involvment is a part of growing up.

3. Establishing a routine is important for a child, and visiting the library on a weekly basis is a routine we, as librarians, want for children. Some parents have told us that their child wakes in the morning and the first question asked is, "Is today library day?" We are having an effect.

4. A child's reading readiness may be enhanced through the books and concepts shared in our infant/toddler time. "It's never too early to start

reading to a child" may be a phrase that is overused, but it is true. Reading helps the child become accustomed to the written word. Visual discrimination can be sharpened through practice. Toddlers can learn that pictures have meaning, that pictures are different from words, that words go from left to right, and that there is a front and a back, an up and a down. We use board books, flannel board stories, puppets, finger plays, games, and songs to teach these concepts.

5. Socialization is another reason for infant/toddler programs. In *Through the Eyes of a Child*, Donna E. Norton says, "Socialization is said to occur when children learn the ways of their groups so that they can function acceptably within them."[1] From week to week we see the progress in a child's social development. The toddlers learn to sit and listen, and they learn respect for other toddlers, as well as how to interact with them.

6. The ultimate reason for bringing children and books together is enjoyment. It is our hope that we are giving quality time to parent and child and that their experience in the library is a rewarding one. Many parents tell us that library service is not what it used to be; when they were children, all the library had for them was books. The goal of our staff is to make the library an easy and enjoyable place to visit and to offer activities that encourage library use.

Programming Guidelines

The following guidelines may prove helpful in programming for the very young:

1. A separate room is ideal, but if one is not available, then a space away from the "madding crowd" is encouraged. (Traffic flow, noise, etc. are all distracting for infants.)

2. Limit the size of your group. We limit ours to fifteen infants/toddlers and fifteen parents. A smaller group is ideal, because most todders want your undivided attention. If your staffing situation permits, offer three or four sessions with smaller groups.

3. Do not allow siblings to attend. This activity is for infants/toddlers and the parent. (We have the luxury of having several meeting rooms and can have concurrent programs for siblings in those rooms. Everyone goes home happy.)

4. Advance registration is required, because we need an exact head count for handouts and craft materials. We also maintain waiting lists when demand exceeds space. If a parent and child do not attend two sessions, they are dropped from the program and the first person on the list is notified, and so on.

5. Short sessions are suggested. We allow thirty minutes per session in our program. Be flexible and be aware of the short attention span of young children. Spontaneity is more than an asset; it is a must in infant/toddler sessions.

6. We ask the children not to bring toys or other distracting objects to the session.

7. In our sessions, we share large picture books, finger games, songs, a simple craft, flannel board stories, and, occasionally, we show a short, lively 16mm film for enjoyment and change of pace. We usually concentrate on single concept ideas in story hour, such as flannel board characters showing colors or shapes, or learning the alphabet or how to count.

8. Be sure that the same person conducts the program each week; familiarity is security to the small child.

9. For parents, we display books on parenting, child psychology, and reference materials. Our goal is to make the library an easier place to visit. Having the materials available for quick access is a help for busy parents.

Family Services

We recently began new services for families, including the following:

Newborn Packets: These are 6-inch-by-9-inch envelopes that contain an informative brochure about our library, a brochure about our services to children, an application for a library card, a brochure about reading aloud to young ones, and lists of books for parents to read to their children. Also included are lists of books on parenting and infant care, and guidelines for purchasing toys for children. The packets are distributed to area hospitals and given to the mothers after the birth of the child.

Sick Kits: This service is intended for children who are confined at home for an extended period of time. Parents call and we select books, games, and magazines suitable for the child's age. We also include a get well card and surprises (which may be stickers left over from a program, or coupons from area restaurants).

Preschool film series: Our goal was to have something for children to do at our library every week of the year. We achieved our goal very quickly and inexpensively with the beginning of this program. We have six sessions of story hours throughout the year, for a total of 24 weeks of story hours. In between these sessions we now have preschool films. We show the films on the same day and at the same time as story hour, so parents only have to keep one day and time in mind. We encourage the parents to stay with their children during the films and they seem pleased to have that time with their children. (Parents do not stay with the preschoolers during story hour sessions.)

Eveyone knows that adults (teachers, politicians, and businesspeople) are important factors in a library's progress and success. Catch them while they are young, and you will have them for life as supporters and users.

Suggested Titles for Parents

- American Medical Association. *Children: How to Understand Their Symptoms*. New York: Random House, 1986
- Gillis, Jack. *The Childwise Catalog: A Consumer Guide to Buying The Safest and Best Products for Your Children*. New York: Pocket Books, 1987
- Granet Velez, Gail. *The Parent's Resource Book*. New York: New American Libraries, 1986
- Kersey, Katharine. *The Art of Sensitive Parenting: The 10 Master Keys to Raising Confident, Competent, and Responsible Children*. Washington D.C.: Acropolis Books, 1987, 1983
- Lansky, Vicki. *Vicki Lansky's Practical Parenting Tips*. New York: Simon and Schuster, 1982
- Touw, Kathleen. *Parent Tricks-of-the-Trade*. Washington D.C.: Acropolis Books, 1987
- Zuckerman, Pamela Meyer. *Your Baby: Basic Care and First Aid*. New York: New York: Hauppauge, Barron's Educational Series, 1987

Suggested Titles for Infants/ Toddlers

- Brown, Marc, *Play Rhymes*. New York: Dutton, 1987

- Crews, Donald. *Carousel.* New York: Greenwillow, 1982
- Gibbons, Gail. *Trains.* New York: Holiday House, 1987
- Ginsburg, Mirra. *The Chick and the Duckling.* New York: Macmillan, 1972
- Heller, Ruth. *A Cache of Jewels and Other Collective Nouns.* New York: Grosset and Dunlop, 1987
- Hill, Eric. *Spot's First Picnic.* New York: G.P.Putnam's, 1987
- Hutchins, Pat. *Goodnight Owl!* New York: Macmillan, 1972
- Ormerod, Jan. *This Little Nose.* New York: Lothrop, Lee, and Shepard, 1987
- Tafuri, Nancy. *Early in the Barn.* New York: Greenwillow, 1983

Professional Readings

- Bauer, Caroline Feller. *Celebrations.* New York: H.W. Wilson, 1985
- Brown, Marc. *Finger Rhymes.* New York: Dutton, 1980
- Catron, Ann. *Super Storytelling.* New York: Denison, 1986
- Oldfield, Margaret Jean. *Tell and Draw Stories.* Minneapolis: Arts an d Crafts Unlimited, 1963
- Pellowski, Anne. *The Story Vine: A Source Book of Unusual and Easy to Tell Stories From Around the World.* New York: Macmillan, 1984
- Peterson, Carolyn Sue. *Story Programs: A Source Book of Materials.* Metuchen, New Jersery: Scarecrow Press, 1980
- Sierra, Judy. *The Flannel Board Storytelling Book.* New York: H.W. Wilson, 1987

Reference

[1]Donna E. Norton, *Through the Eyes of a Child: An Introduction to Children's Literature* (Columbus, Ohio: Charles E. Merrill Publishing Company, 1983), p. 20.

Creative Ideas for Latch-Key and Unattended Children in the Public Library

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Many children today are left on their own after school without any adult supervision while others are locked out of their homes entirely. In fact, many of these children are instructed to go to the public library after school and wait for three to four hours until someone can come for them. At other times, the children are completely forgotten.

Dubbed "latch-key" children, they consequently become the responsibility of librarians who for better or worse have now taken on the role of babysitters. Unfortunately, the parents of these children have the mistaken idea that during this waiting period their sons and daughters will study or read quietly. Instead, they become quite bored and restless, causing numerous distractions to other library patrons, and at times they present serious misbehavior problems. Librarians now face the challenge of dealing with these children. The goal is to keep them occupied with meaningful programs and activities which will give librarians and patrons peace of mind and the children a sense of purpose and respect.

As the children's librarian at Greenfield Public Library I have had my share of unattended children, both latch-key and children whose parents are busy for hours in another part of the library. The library is centrally located among four elementary schools within a three to five block walking distance. And, with a new facility completed just four years ago, the library was and still is a huge attraction for neighborhood children.

Following are several ideas that I have developed or used that have been successful with latch-key children in Greenfield and can be expanded by other librarians for their own situations. The ideas are divided into nine categories: Toys, Filmstrip Stories, Student Volunteers, Junior Friends of the Library, After School Films, Regular Children's Programming, Monthly Children's Newsletter, Library Instruction and Activity Sheets, and After School Storytime.

Toys

Younger children will enjoy toys to play with after school. I choose toys that are educational in nature such as puzzles (Lauri-type), pegged puzzles with varying themes that are alternated for the different holidays or

seasons, small wooden figures, simple card games such as Go Fish, Old Maid, Crazy Eight, and flash cards. The library also has parquetry blocks, puzzle tiles, large jigsaw puzzles that teach numbers or letters and a variety of stuffed toys. I purchase the toys from a school supply house and put most of them in plastic hang-up style bags that come in several sizes from Demco or others library supply companies. The toys are rotated on a regular basis and cleaned. They do not circulate and, to help with clean up time, a large poster is displayed cautioning children to pick up their toys or the library personnel will put them away permanently. For the most part, the children have responded to this rule very well.

I have also purchased older children's toys which are locked in a cabinet in the children's area. Toys for older children include brain teaser puzzles and mazes, board games, checkers, chess, Legos, and such. I established a rule that children may not have a toy from the locked cabinet until they have read for thirty minutes in the library. Each child must tell the librarian when he is going to start reading as well as sit in a designated reading area where the librarian will see him. This is one way to promote reading as opposed to playing, and on several occasions children have become engrossed in what they were reading and forgotten entirely about the games.

Filmstrip Stories

Stock up on filmstrip/cassette combinations that have stories children will enjoy. A listing of what is available, including the titles of the filmstrips and a description of the stories can be typed, I also include the grade levels for each filmstrip. The library has two Dukane filmstrip projector/viewers which children can be easily taught to use. Signs can be made for operational directions. Children can also use the Dukane viewers to listen to cassette/book combinations. This is a great way for children to enjoy stories and learn to operate a piece of machinery which may be new to them.

Student Volunteers

I interview students who are at least 10 years old to be student volunteers in the children's department of the library. Students must have parental consent and must make good grades in school. The students are given job descriptions as well as a list of work rules and they and their parents sign a contract stating how often they will volunteer. I usually have students come to work one or two days a week for two to three hours. Students can do all the small chores that would normally take up precious time that a librarian needs. I have volunteer students read shelves, clean books, make photocopies, make posters and flyers for programs, decorate the children's area, make flannelboard figures, clean records, mend books and filmstrips, and assist other children with the Dukane viewers. Student volunteers have also assisted in programs. Student volunteers wear badges and receive certificates of achievement. As a rule, students volunteer for a certain period of time; then I give other students a chance.

There are also several signs posted in the children's department stating "If you need something to do, ask the Librarian." Occasionally, students will ask what they can do and that is the time to have them dust shelves, straighten books, and put magazines in order. There is always something to be done. Little perks can also be given to those who volunteer and do well at their assignments.

Junior Friends of the Library

Start your own library club. I started the Junior Friends of the Greenfield Public Library with the monetary assistance of the Friends of the Library. Volunteers from the Friends worked with me to plan programs and activities. First, we established a purpose and goals and purchased membership cards and stationery. We decided that each child would pay annual dues of $1.00. Our library club is for grades K-6 and we meet once a month after school for one to two hours. After the Junior Friends group was established, the children elected officers for the year. This gives children the opportunity to lead a group, plan activities, learn to take notes, type, and balance a checking account. Each officer is given a detailed job description and must attend regular officers' meetings.

Upon joining the Junior Friends, children receive laminated membership cards. Students who volunteer to help at activities and programs are given little perks such as special pencils, erasers, stickers, etc.

The library's Junior Friends group has attracted attention from area school teachers who have volunteered their time to help at the meetings. Since the group began in February 1987, we have grown to over 100 students. Activities have included a membership drive contest with prizes for the winners (prizes were educational toys and books); a carnival to begin the year; a badge sale with the library's name and logo on each badge; a letter writing workshop with letters sent to favorite authors, celebrities and sports figures; local author's appearances and autographing sessions; a readers' theatre performed by high school drama students; a paperback book exchange; and an ice cream social/film showing as the final school year event. We have also had service projects for the library such as cleaning the children's department (dusting, sweeping, etc.) and cleaning books.

Future programs include an adopt-a-book campaign and a book sale with discount coupons for Junior Friends members.

After School Films

Show full length 16mm films once a week; I usually show films on Wednesdays after school. Most of the films are borrowed from another area library that has a large film collection. I also rent films from Disney Productions for special times of the year. Admission is free and children are welcome to bring snacks. I also give away little perks to those children who have attended all the films for a given month.

Regular Children's Programming

Not enough can be said about regular children's programming. It is probably the best way to involve the after school crowd in the library. If programs are held on a regular basis, children will look forward to the next activity. I usually have two or three programs per month during the school year aimed at different grade levels. A variety of activities are offered—crafts, puppet shows, parties, special authors or children's performers, zoo programs, and game competitions. I have children pre-register for these programs because they are so popular, and I try to accommodate each child even if I have to do the program twice. I also choose books that fit the program theme to encourage further reading on a topic. The library never charges for programs, although sometimes children are asked to bring an egg carton or a plastic butter tub from home to help with the necessary supplies.

Many of my ideas for programs come from *Cobblestone* children's magazine, *Steven Caney's Kids' America*, and *The Kids' Diary of 365 Amazing Days* by Randy Harelson. I also use local people to do a program with two of the most popular being the county home extension agent for cooking programs and the high school drama teacher for puppet plays and storytelling. Assistance can also be obtained for programs through the education department of the Indianapolis Children's Museum. Locate people in your community who have special talents and interests and ask them to do a program. I find that they are always eager to help and are delighted that they have been asked.

Monthly Children's Newsletter

A monthly newsletter can be a welcome enhancement to the children's department. Give it a catchy name and center on a special theme for the month, for example, a holiday, a famous person, or various animals or historic events. Include puzzles, simple crafts or recipes, a book list, a schedule of upcoming children's events, jokes and riddles—anything imaginable. Decorate it with snappy banners, borders, and clip art and photocopy on colorful paper. If funds are available, this could also be sent to regular library patrons or school teachers as an attraction to the library.

Library Instruction and Activity Sheets

Invest in reproducible library resource aids to teach children on their own how to use the card catalog, dictionaries, encyclopedias, etc. Photocopy on colorful paper, display in an easy-to-reach area, and have plenty of pens and pencils available. I have found the following books to be good resources: *Library Skills Activities Kit* by Jerry J. Mallett, *Elementary School Library Resource Kit* by Jerry J. Mallett and Marian R. Bartch, *The Reference Point* by Candy Edwards, and *Library Skills for Primary Grades* by Nancy Polette.

Along this same line, copy holiday, seasonal, and thematic coloring pages and puzzles for children to complete. These books can be found through school supply companies jobbers, bookstores, or local grocery or drug stores.

After School Storytime

Storytimes are traditionally held for preschool age children, but I had so many requests for a school-age storytime that I responded with an after school storytime. This is held once a week for 45 minutes for ages 6 to 10. Registration is required, although any child may come. As with other storytimes, I pick a theme and locate books and other materials for this age group. Special activities with the same theme end each storytime. Books I found of great help in preparing for after school storytimes are *Storytelling: Art & Technique* by Augusta Baker and Ellin Greene and Caroline Feller Bauer's *This Way to Books*.

Of course, all of these ideas for unattended children require the support of library staff as well as of volunteers. The children's librarian will need a great deal of energy and stamina, but as the programs progress a routine will be established and activities will become more organized and less strenuous. Remember, everything does not need to be accomplished at once. Space programs and activities over a period of time; offer certain things one month and something different the next. Explore professional literature and keep a list of books with helpful ideas. Adapt these and other ideas for your own

particular library setting. Finally, set reasonable goals which recognize the needs of latch-key and unattended children in your community.

Selected Bibliography

- Baker, Augusta and Greene, Ellin. *Storytelling: Art & Technique*. 2nd ed. New York: R.R. Bowker Co., 1987.
- Bauer, Caroline Feller. *This Way to Books*. New York: The H.W.Wilson Co., 1983.
- Caney, Steven. *Steven Caney's Kids' America*. New York: Workman Publishing Company, Inc., 1978.
- *Cobblestone: The History Magazine for Young People*. Peterborough, N.H.: Cobblestone Publishing, Inc.
- Edwards, Candy. *The Reference Point*. Nashville Tenn.: Incentive Publications, Inc., 1983.
- Harelson, Randy. *The Kids' Diary of 365 Amazing Days*. New York: Workman Publishing, 1979.
- Mallett, Jerry J., and Bartch, Marian R. *Elementary School Library Resource Kit*. New York: The Center for Applied Research in Education, Inc., 1984.
- Mallett, Jerry J. *Library Skills Activities Kit*. New York: The Center for Applied Research in Education, Inc., 1981.
- Polette, Nancy. *Library Skills for Primary Grades*. St. Louis: Milliken Publishing Co., 1973.

Librarians Wava Furlong (left) and Kathie Myers demonstrate use of handpuppets. Photograph courtesy of the South Bend Tribune.

Choosing and Using Children's Literature with Preschoolers: A Workshop

Wava J. Furlong
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Mishawaka-Penn Public Library
Mishawaka, IN

Kathie Myers
Children's Librarian
Bittersweet Branch Library
Mishawaka, IN

Success is being asked to repeat it again, and again, and .... Children's librarians Wava Furlong and Kathie Myers got just that reaction when they planned and presented a workshop titled "Choosing and Using Children's Literature with Preschoolers."

Since more and younger children are in group day care situations and unable to participate in library story times, we felt a need to introduce their care givers to the uses and value of children's literature. We also wanted these care givers to become aware of the resources of the library: skilled professional librarians and materials to use diretly with children. With those goals in mind, we eagerly acted upon an opportunity to work with the Day Care Directors of Northern Indiana to provide in-service credits to their members.

The two and a half hour workshop was designed to cover many topics and to be interactive with an audience of professional day care workers, private day care providers, parents of preschoolers, and interested community members. September was chosen as an ideal time so that workshop ideas could be used throughout the school year. The workshop was offered at both locations of the Mishawaka-Penn Public Library and was at capacity each time.

The workshop was divided into two parts with some cross-over between parts to keep the presentation lively. In part one, we discussed the value and uses of books. In part two, we demonstrated concrete ways to expand the use of children's literature. We discussed the characteristics of good children's books, fiction and nonfiction, and ways care givers could select and use books to support curriculum. After doing both a good and poor picture book reading, we gave how-to tips for a good presentation. We also showed and discussed a variety of resources to aid planning and presentation. Caroline Feller Bauer's and Jean Warren's titles were popular.

Because we wanted to emphasize the participants' ability to create or duplicate materials and techniques, the demonstrations were the heart of the program. We demonstrated fingerplays with and without media, cut and tell, tell and draw stories,

storytelling with flannel, flip, and magnetic boards, storytelling with props or realia, and creative drama with audience participation. We allowed time for people to work with different media.

Participants were encouraged to browse the display tables of literature-based art projects and craft ideas. There were other tables of how-to materials such as *KIDSTUFF* and *TOTLINE* magazines. Several bibliographies and a discography were available along with a evaluation sheet (Appendix A). The evaluation sheets were overwhelmingly positive with many requests for repeat performances and suggestions for expanded demonstrations in a specific area, such as puppetry.

Newspaper coverage and publicity were excellent and generated more "business" than we had anticipated. The workshop was modified to fit time constraints and audience demands and presented five more times to different groups. Students from Bethel College, Indiana University at South Bend, and St. Mary's College were excellent audiences and the instructors often used the workshop as a springboard to student projects. A version of the workshop was one of the choices offered in a conference sponsored by the Woman's and Children's Services of St. Joseph's Medical Center for parents and professionals working with children from birth to age five. It was also given to the parents of children in the Early Childhood Assistance Program of Mishawaka Community Schools Corporation.

In conclusion, the workshop more than fulfilled its goals. It was a worthwhile project and will be presented again in the future. We are also exploring the possibility of offering workshop experiences of more depth in specialized areas. We believe that we met a need in our community and demonstrated the value of public libraries and professional librarians.

Resources List

(Distributed in a slightly different format at the workshops and keyed to our collection.)

- Alexander, Alison. *Science Magic: Scientific Experiments for Young Children.* Prentice-Hall, 1987. $11.00.
- Bauer, Caroline Feller. *Celebrations.* H.W. Wilson, 1985. $35.00.
- Bauer, Caroline Feller. *This Way to Books.* H.W. Wilson, 1983. $30.00.
- Bos, Bev. *Don't Move the Muffin Tins: a Hands-Off Guide to Art for the Young Child.* Turn-the-Page Press, 1978. $13.00.
- Brown, Marc. *Hand Rhymes.* Dutton, 1985. $12.00.
- Brown, Sam Ed. *Bubbles, Rainbows & Worms: Science Experiments for Pre-School Children.* Gryphon House, 1982. $7.00.
- Brown, Sam Ed. *One, Two, Buckle My Shoe; Math Activities for Young Children.* Gryphon House, 1982. $7.00.
- Champlin, Connie and Kennedy, Barbara. *Books in Bloom: Developing Creativity through Literature.* Special Literature Press, 1982. $8.00.
- Champlin, Connie and Kennedy, Barbara. *Storytelling with Puppets.* American Library Association, 1985. $20.00
- Cromwell, Ellen. *Feathers in My Cap: Early Reading through Experience.* Acropolis Books, 1980. $10.00.
- Dellinger, Annetta. *Creative Games for Young Children.* Child's World, 1986. $9.00.

- Dreyer, Sharon. *The Bookfinder.* (3 volumes.) American Guidance Service, Inc., 1977, 1981, 1985. $35.00.
- Frost, Joan. *Art, Books and Children.* Special Literature Press, 1984. $9.00.
- Grayson, Marion. *Let's Do Fingerplays.* R.B. Luce, 1962. $6.00.
- Hayes, Martha A. *Think It Through: Developing Thinking Skills with Young Children.* First Teacher Press, 1986. $15.00.
- Hibner, Dixie (editor). *Explore and Create.* Partner Press, 1979. $20.00.
- Holzbauer, Beth. *Creative Crafts for Young Children.* Children's World, 1986. $9.00.
- Hunt, Tamara. *Puppetry in Early Childhood Education.* Nancy Renfro Studios, 1982. $15.00.
- Jacobson, Willard J. *Science Activities for Children.* Prentice-Hall, 1983. $17.00.
- Lima, Carolyn W. A to Zoo: *Subject Access to Children's Picture Books.* Bowker, 1982, 1986. $40.00.
- MacDonald, Margaret Read. *Twenty Tellable Tales.* Wilson, 1986. $28.00.
- Mallett, Jerry J. *Stories to Draw.* Freeline, 1982. $7.00.
- Neal, Judith E. *Fun Projects for Kids.* Children's Press, 1982. $20.00.
- Nichols, Judy. *Storytimes for Two-Year-Olds.* American Library Association, 1987. $20.00.
- Oldfield, Margaret. *Lots More Tell and Draw Stories.* Arts & Crafts Unlimited, 1973. $8.00
- *Patterns for Preschoolers.* New York Library Association, 1985. $15.00.
- Pellowski, Anne. *The Story Vine: A Source Book of Unusual and Easy-to-Tell Stories.* Macmillan, 1984. $8.00.
- Peterson, Carolyn Sue. *Story Programs.* Scarecrow Press, 1980. $25.00.
- Polkingharm, Anne. *Creative Encounters: Activities to Expand Children's Responses to Literature.* Libraries Unlimited, 1983. $15.00.
- Sitarz, Paula Gaj. *Picture Book Story Hours: from Birthdays to Bears.* Libraries Unlimited, 1987. $19.00.
- Stangl, Jean. *Paper Stories.* Fearon Teacher Aids, 1984. $9.00.
- Stott, Jon C. *Children's Literature A to Z.* McGraw-Hill, 1984. $13.00.
- Townsend, Lucy. *Creative Dramatics for Young Children.* Child's World, 1986. $9.00
- Trelease, Jim. *Read-Aloud Handbook.* Penguin Books, 1985. $7.00.
- Warren, Jean. *Cut and Tell: Scissor Stories for Spring.* Totline Press, 1984. $6.00.
- Warren, Jean. *1-2-3 Art: Open Ended Art for Young Children.* Warren Publishing, 1985. $13.00.
- Warren, Jean. *Science Time.* Monday Morning Books, 1987. $7.00.
- Warren, Jean. *Teeny-Tiny Tales.* Warren Publishing House, 1987.
- Weiss, Sol. *Helping Your Child with Math.* Prentice-Hall, 1986. $20.00.
- Williams, Robert A. *Mudpies to Magnets: a Preschool Science Curriculum.* Gryphon House, 1987. $13.00.
- Wilmes, Liz. *Everyday Circle Times.* Building Blocks, 1983. $13.00
- Wilmes, Liz. *Exploring Art.* Building Blocks, 1986. $17.00.
- Wilmes, Liz. *Felt Board Fun.* Building Blocks, 1984. $13.00.
- Zaslavaky, Claudia. *Preparing Young Children for Math.* Schocken Books, 1979. $12.00.

Appendix A

"Choosing And Using Children's Literature With Preschoolers"

Workshop Evaluation Questionnaire

We would appreciate your comments concerning our program. Please express your opinions by completing the statements below and returning your reply before you leave. No signature is necessary. Your comments will help plan future workshops.

Please indicate your interest in attending this workshop. (day care worker, interested parent, Sunday School teacher, youth group leader, etc.)

Please circle the responses which best express your opinions:

1. This program is applicable to my present job.

   agree undecided disagree

   If you circled agree, these applications are:

   immediate soon long-range

2. I heard new techniques at this program.

   many some few none

3. The method of presentation was effective.

   agree undecided disagree

4. This program provided the information as advertised.

   agree undecided disagree

5. The scheduled times for this workshop were convenient.

   agree disagree

   If you circle disagree, what time would be best for you?

The thing I liked most about the program was:

The thing I liked least about the program was:

Other comments:

Possible topics for future programs:

Musing Upon "The Year of the Young Reader"

Jean Ann Young,
Children's Librarian
Bristol Public Library
Bristol, IN

Although "The Year of the Young Reader" is still itself a relative infant, there is much to suggest that by the time 1989 shuffles off bent and bearded into antiquity there will exist a mountainous haystack of promotional paraphernalia, programming pamphlets, professional pontificating and, of course, books designed to awaken the sleeping young reader beneath it.

To this writer's mind, however, it may well be that it is the library profession which is to be found "fast asleep." Surely the fact that today there exists a need for such a year (one will suffice?), or for a national literacy campaign directed toward adults as well as children, suggests the necessity for much, much, more than clever slogans or updated versions of the tried and true program gimmicks so often touted in today's library "show and tell" workshops, conferences or in the popular professional publications.

Perhaps what is needed far more than another finger games book, puppet play or creative craft corner is a genuine shift of emphasis by the profession from pizza, pajama, or "pig-out" parties designed to "pack 'em in," to a serious inquiry of the uniquely human and exceedingly personal process that is inherent in the activity known as reading.

At this writing, however, certification curriculum and in-service training sessions offer scant insight into the phenomenon of reading. Instead, the library candidate is presented, in a variety of scholarly sounding packages, the book as object, the reader as consumer and the library as the party responsible for capturing "a piece of the action" by promoting its own spectacular happenings as a means of enticing would-be patrons to its product. The theory, not unlike Postman and Weingartner's, *Teaching as a Subversive Activity* [1] is that if the young patrons enjoy the puppet show, the craft project, etc., they'll want to read books about the subject. Pushing the theory further, the larger the group, the greater the likelihood that the activity will be viewed with security by the individual and thus pursued on his own, or perhaps peer pressure will insure continued patronage as the result of the activity being viewed as one practiced by the "in-crowd." Unfortunately, when one considers the number of years libraries have been programming these

kinds of activities and the number of years the activity of reading has continued to deteriorate, the theory would appear to be one bumblebee that actually doesn't fly!

Meanwhile, today's world continues to become an ever more crowded domain. Day-care centers abound, accepting children at earlier and earlier ages. Public and private school classrooms bulge, with student-teacher ratios often nearing the forties. In colleges and universities lecture halls now hold hundreds of students per class meeting. Everywhere people are constantly being grouped, labeled and addressed with less and less attention to who they are as individuals. In certain instances the labels themselves lack identity. Case in point: Children between the ages of twelve and fourteen are grouped and labeled "middle-schoolers" or "junior high schoolers" largely by the particular school corporation they attend. The library establishment, on the other hand, can often be found referring to them as "Young Adults," a description "old adults" in this writer's library district generally reserve for high school or college age persons. Little wonder, then, that these individuals are often characterized as constantly being "in search of themselves," or that they often remain absent from events designed on their behalf. If society in general isn't sure who they are, how can they be?

But regardless of age, carving out a place of one's own, physically, intellectually, and emotionally, is becoming increasingly difficult. Personal identity and individuality are becoming the privilege of a few. Could it be, then, that relief from "the sheep in the meadow and the cows in the corn" may be precisely what sends would-be readers to the one-on-one computer activities which are so very popular today? With only a passing observation of both children and adults engaged at the terminal one cannot help recognizing an immersion of self which is amazingly parallel to that of an engaged reader. Nothing distracts him; he is alone in his world. Is it just possible that by attempting to promote the activity of reading through yet another crowd or groupie activity the library establishment has inadvertently eroded its own patronage?

Granted, reading as escape is not a new theory, but there is the possibility that serious research might provide insight that would offer new and more effective direction toward recapturing a declining readership. Emphasis upon individuality and creative programming which enhances the one-on-one relationship synonymous with a book and a reader seem as worthy of pursuit as present strategies which appear to have done little more than approximate "the lemming condition."

Reference

[1]Neil Postman and Charles Weingartner, *Teaching as a Subversive Activity*. New York: Delacorte Press, 1969.

Indiana History: A Booklist for Fourth Grade

Winnie Adler and Dianne Lawson,
Youth Librarians
Tippecanoe County Public Library
Lafayette, IN

Presenting our Hoosier heritage to Indiana youngsters is a joy that parents, teachers and librarians share. Unfortunately, although Indiana history is studied in fourth grade, many of the materials that would be useful to youthful researchers are at a much higher level. To help meet the demand for lower level Indiana history materials, our youth staff reviewed our collection and created a topical list to guide students.

Of course this booklist is based chiefly on our own collection and although we have consistently sought elementary-level Indiana materials, you may well own titles which we lack. We hope this booklist will help you as we all try to share the good news about Indiana's past.

The topical non-fiction list is not annotated as most of the titles are self expanatory. The six categories are based on subjects suggested by a fourth grade teacher and our experience with fourth graders. Informationon subjects such as statehood, Civil War, slavery, places of interest, colleges and universities, etc. is found in the general works. The "Indian Life" section includes biographies of Native Americans with Indiana connections, and other works which have chapters on Eastern Woodland or Indiana Indians. Only four Lincoln biographies are cited in the "Famous People" section although there are others which are appropriate.

General Works

- Bailey, Bernardine. *Picture Book Of Indiana.* Albert Whitman, 1966.
- *Britannica Junior.* Encyclopedia Britannica, Inc., 1976.
- Crout, George. *Where The Ohio Flows.* Benefic Press, 1964.
- Crump, Claudia. *Indiana Yesterday and Today.* Silver Burdett, 1985.
- Fradin, Dennis B. *Indiana In Words and Pictures.* Children's, 1980.
- McCall, Edith. *Forts In The Wilderness.* Children's, 1980.
- Peek, David T. *Indiana Adventure.* Ginn and Company, 1974.
- *People Who Made America.* The United States History Society, Inc., 1973.
- Rosenberg, Ethel. *Living Indiana History.* David-Stewart, 1973.
- *War Paint And Wagon Wheels:*

Stories Of Indiana And Pioneers. David-Stewart, 1968.

Indian Life

- Deming, Therese O. *The Indian In Winter Camp.* Laidlaw Bros., 1958.
- Fleischer, Jane. *Tecumseh, Shawnee War Chief.* Troll Associates, 1979.
- Gridley, Marion E. *Pontiac.* Putnam, 1970.
- Johnston, Johanna.*The Indians and the Strangers.* Dodd, Mead, 1972.
- Lamb, E. Wendell. *Indian Lore.* Light & Life Press, 1964.
- Lamb E. Wendell. *More Indian Lore.* Light & Life Press, 1968.
- Martin, Patricia M. *The First Americans.* Parents Magazine, 1970.
- Martini, Teri. *Indians.* (New True Book) Children's, 1982.
- Martini, Teri. *The True Book of Indians.* Children's, 1954.
- Moyer, Jon. *Famous Indian Chiefs.* Donohue, 1957.
- Peckham, Howard. *Pontiac: Young Ottawa Leader.* Bobbs-Merrill, 1963.
- Scheele, William E. *The Mound Builders.* World Pub. Co., 1960.
- Steele, William. *Talking Bones: Secrets of Indian Burial Mounds.* Harper & Row, 1978.
- Stevenson, Augusta. *Tecumseh: Shawnee Boy.* Bobbs-Merrill, 1962.
- Warren, Elizabeth. *I Can Read about the Indians.* Troll Associates, 1975.
- Watson, Jane W. *The First Americans: Tribes Of North America.* Pantheon, 1980.
- Wayne, Bennett. *Indian Patriots of the Eastern Woodland.* Garrard, 1976.

Pioneer Life

- Anderson, Joan. *Christmas On The Prairie.* Ticknor & Fields, 1985.
- Anderson, Joan. *The Glorious Fourth At Prairietown.* Morrow, 1986.
- Havighurst, Walter. *The First Book of Pioneers: Northwest Territory.* F. Watts, 1959.
- Parish, Peggy. *Let's Be Early Settlers With Daniel Boone.* Harper & Row, 1967.

Famous People

- Brandt, Keith. *Abe Lincoln: The Young Years.* Troll Associates, 1982.
- D'Aulaire, Ingri and Edgar. *Abraham Lincoln.* Doubleday, 1957.
- Lowitz, Sadybeth. *Barefoot Abe.* Lerner, 1967.
- Martin, Patricia M. *Abraham Lincoln.* Putnam, 1964.
- Miller, Helen M. *George Rogers Clark: Frontier Fighter.* Putnam, 1968.
- Peckham, Howard. *William Henry Harrison: Young Tippecanoe.* Bobbs, 1951.
- Schaaf, Martha. *Lew Wallace: Boy Writer.* Bobbs-Merrill, 1961.
- Van Riper, Guernsey. *Knute Rockne: Young Athlete.* Bobbs-Merrill,1959.
- Wilie, Katharine. *George Rogers Clark: Boy of The Old Northwest.* Bobbs-Merrill, 1958.

Sports

- Moore Jim. *Indiana Pacers.* Creative Education, 1984.
- Paulsen, Gary. *Going Very Fast In a Circle - If You Don't Run Out of Gas.* Raintree, 1979.

• Rothhaus, James. *The Indianapolis Colts.* Creative Education, 1986.

• Wilkinson, Sylvia. *Camp Cars.* Children's Press, 1981.

Miscellaneous

• Barton, Nancy. "Utopia: American Dreams and Delusions" in *Cobblestone* Vol. 4, #4 April 1983, pp. 36-40. (Covers Robert Owen and New Harmony)

• Carmer, Carl. *The Boy Drummer Of Vincennes* (a story poem). Harvey House, 1972.

• Potratz, Jean K. "The Voyageurs: Great Lakes Canoeists" in *Cobblestone*, Vol. 9, #5, May 1988, pp. 18-20.

A supplementary non-fiction list for fourth grade teachers (not included here) was compiled and distributed to local schools. This list includes books at a higher reading level which teachers can use as reference sources or adapt for classroom use.

Fiction

This is a chronological list of fiction set specifically in Indiana or in a midwestern state not specified but indistinguishable from Indiana. Fictional books can bring alive bare historical facts; they focus on people and how they went about their work and play. Since this booklist was developed as an adjunct aid to historical study, the chronological order was chosen as best suited to the subject material. These titles have been found in the TCPL collection or are referred to in old booklists and bibliographies. Those books which we have not personally examined have been annotated as the listing source (booklist or bibliography) had them. It is our hope that these may exist in collections somewhere in our state.

• Lazarus, Keo. *A Totem For Ti-Jacques.* Waveland Pr., 1977. This book is set at Fort Ouiatenon in the 1700s and is based on the author's research as sheassisted in the archaeological dig at the Fort.

• Nolan, Jeannette C. *Victory Drum.* Messner, 1953. This is the story of a drummer boy serving with George Rogers Clark.

• Sentman, George. *Drummer of Vincennes.* Winston, 1952. Malcolm Cartre goes as a drummer boy of Vincennes with George Rogers Clark.

• Sperry, Portia. *Abigail.* Whitman, 1938. Reprint 1972 Whitman. This story recounts Abigail's trip to Indiana via covered wagon with her prized doll.

• Mason, Miriam. *Hominy and His Blunt-Nosed Arrow.* Macmillan, 1950. This is the story of a Miami Indian boy.

• Mason, Miriam. *Smiling Hill Farm.* Ginn, 1937. This is the story of an Indiana farm and all the families who lived there from the first settlers in 1817 to the mid-1930s.

• Douglas, Emily T. *Appleseed Farm.* Abington, 1948. This book reveals the fear and hardship experienced by our pioneers and also introduces the authentic John Chapman (Johnny Appleseed).

• Hays, Wilma P. *Abe Lincon's Birthday.* Coward, 1961. Read what happens on Abe's 12th birthday in this book set in southern Indiana.

• Mason, Miriam. *Sara And The Winter Gift.* Macmillan, 1968. Meet a loving farm family in this charming story of daily pioneer life.

• Swayne, Sam. *Great-Grandfather In The Honey Tree.* Wiking, 1949. Legacy House, 1982. Although great-grandfather's method of procuring food was not the usual pioneer method, this tall tale does present an

accurate Indiana setting with actual pioneer foods. Great fun!

• Eggleston, Edward. *The Hoosier School Boy.* Scribners, 1883. (Various editions are available.) This book tells about the triumphs and pitfalls of being the "newboy" in a small southern Indiana school. It is above level for grade four, but sections may be excerpted.

• Nevin, Evelyn. *Captive of the Delawares.* Abingdon-Cokesbury, 1952. This is the story of Frances Slocum, a white girl raised by the Indians.

• Major, Charles. *The Bears of Blue River.* Macmillan, 1901. This story tells of the adventures of a boy living near Shelbyville in the early 1800s. It vividly shows the danger of pioneer life and details of daily life and environment.

• Eth, Clifford. *The Year Of The Three Legged Deer.* Houghton Mifflin, 1972. Set in the Indiana frontier, this is the moving story of a trapper and his Indian bride. Their struggle against prejudice is told dramatically and authentically.

• Mason, Mirian. *Little Johnathan.* Macmillan, 1944. Enjoy a humorous family story with excellent characterization and a strong sense of daily life on the Indiana frontier. It's full of action and fun.

• Taylor, Florence. *Towpath Andy.* 1939 (publisher unknown). Travel with Andy on his trip down the Wabash and Erie Canal through Logansport and Lafayette.

• Tague, Lola. *Melissa And The Valley Belle.* Lothrop, 1965. This is the exciting story of a race on the Whitewater Canal.

• Henry, Joanne Landers. *Log Cabin in The Woods.* Originally published by Macmillan, reissued by Four winds Press, 1988. Olle moves to the Indiana frontier in 1832. Based on an actual boy whose family cabin once stood on the current site of the Indiana State Fairgrounds. This is a warm family story.

• Judson, Clara. *They Came From Scotland.* Houghton, 1944. Reprinted under the title *Bruce Carries The Flag*, Follett, 1957. A Scottish family arrives in pioneer Indianapolis.

• Aldis, Dorothy. *The Lucky Year.* Rand McNally, 1951. This story is set in Madison, Indiana and includes Jenny Lind's visit in 1851.

• Friermood, Elizabeth. *The Wild Donahues.* Doubleday, 1963. These are family adventures set in northern Indiana in the years just prior to and during the Civil War.

• Hunt, Mable L. *Little Girl With Seven Names.* Lippincott, 1936. This gentle, humorous story is set in the 1860s and highlights Quaker life and early schools.

• Hunt, Mable L. *Lucinda, A Little Girl of 1860.* Lippincott, 1934. This is the story of a Quaker girl growing up near Mooresville.

• Tarkington, Booth. *Penrod.* Grosset & Dunlap, 1914. Tarkington was born in Indianapolis 1869, attended Purdue, and won the Pulitzer in 1922 for *Alice Adams.* This series of Penrod books deals with the high jinks and Penrod, whose vivid imagination causes trouble and adventure for himself and his friends.

• Hunt, Mable L. *The Boy Who Had No Birthday.* Lippincott, 1934. Set in Indianapolis in the 1870s, this is a pleasant story with an early city setting.

• Mason, Miriam. *Miney And The Blessing.* Macmillan, 1961. This is a warm family story. Father goes to fight in the Civil War and leaves mom

and five children to carry on. Funny and exciting, a good sense of day to day farm life in the 1860s is conveyed.

• Friermood, Elizabeth. *The Wabash Knows The Secret.* Doubleday, 1951. Set in Wabash County in the 1890s, the Wabash River helps Henrietta solvethe mystery of her great-grandfather's murder; an authentic and fast-paced story.

• North, Sterling. *So Dear To My Heart.* Doubleday, 1947. This is the story of ten year-old Jeremiah and life on a small Indiana farm in 1903.

• North, Sterling. *Midnight And Jeremiah.* Winston, 1943. Set in Pike County, this story of a boy and his pet lamb shows farm life and the importance of county fairs.

• Hunt, Mable L. *Cupola House.* Lippincott, 1961. This book is about a family living in a small Indiana town in 1906.

• Porter, Gene Stratton. *Freckles.* Doubleday, 1904. (various editions) Porter was born in rural Wabash County and moved to a cabin adjoining the Limberlost swamp after she married. There she studied the swamp wildlife and wrote nature articles and illustrated them with her own photography. Fame came to Mrs. Porter when *Freckles* was published in 1904. It told the story of a boy who lived in the Limberlost swamp. It was full of the zest of the open air and captured the spirit of the wild swamp she was so familiar with. Mrs. Porter wrote many books set in and around the Limberlost swamp. They characteristically are sentimental but well-groomed in natural history.

• Porter, Gene Stratton. *Girl Of The Limberlost.* Doubleday, 1909. This is the famous story of a girl's adventures in and on the homefront.

• Thrasher, Crystal. *The Dark Didn't Catch Me.* Atheneum, 1975. Thrasher is a modern Hoosier author who was born and still lives in southern Indiana. This first novel for children is the story of twelve year-old Seely and the tempestuous year in which her family moved to the hills of southern Indiana. The whole year is full of deprivation and sorrow but Seely rises above it all in her appreciation of the plant and animal life of rural southern Indiana. The sequel to Seely's story is told in *Between Dark and Daylight* (Atheneum, 1979) in which the family's attempted move out of the Depression area hills is thwarted by the breakdown of their truck which forces them to take up temporary residence in an abandoned house.

• Tunis, John R. *Yea! Wildcats.* Harcourt, 1944. A young coach grooms a formerly weak basketball team into a winning dynamo. With this success comes pressure from orthodox businessmen, politicians and gamblers. The team's response to these non-sport pressures is the meat of the story.

• Eth, Clifford. *Help! I'm A Prisoner In The Library.* Houghton Mifflin,1968. This humorous story is based on the great blizzard of 1977.

Poetry

• Adoff, Arnold. *Tornado Poems.* Delacorte, 1977. Especially about the Xenia, Ohio tornado in 1974, this is a very effective book for Midwesterners.

• Fleming, Alice. *America Is Not All Traffic Lights.* Brown, 1976. These poems are about the Midwest. Though some are difficult, this is a strong collection with midwestern feelings.

• Riley, James Whitcomb. *Joyful Poems For Children.* Bobbs-Merrill, 1946. Many of Riley's poems were written in a dialect dubbled Hoosier-ese. Included in *Joyful Poems For Children* are several of his most

famous poems such as "The Old Swimmin' Hole," which glorifies the joys of lazy summers spent swimming. This work also includes the autumn favorite "When The Frost Is On The Punkin" and "Little Orphant Annie."

• Riley, James Whitcomb *The Gobble-Uns'll Git You Ef You Don't Watch Out!* Lippincott 1975. This is an illustrated edition of "Little Orphant Annie" with drawings by Joel Schick.

Other Sources

• Hinman, Dorothy and Zimmerman, Ruth (editors). *Readings For Young People: The Midwest.* ALA, 1979. Fiction, non-fiction and biography can be found in this book.

• Laughlin, Sara (editor). *Indiana Children's Authors.* Stone Hills ALSA, 1986. This source lists Indiana children's authors and their published books.

Mother Goose in Hieroglyphics. *Philadelphia: George A. Appleton; New York: D. Appleton and Co., 1849. Illustration courtesy of the Lilly Library, Indiana University.*

Little Pretty Pocket Books: The Lilly Library's Elisabeth Ball Collection of Historical Children's Material

Elizabeth L. Johnson
Head of Technical Services
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The *Lilly Library Annual Report* for 1983-1984 devotes much of its space to what can only be described as a truly magnificent gift: the Elisabeth Ball collection of historical children's materials.[1] This collection, donated by the George and Frances Ball Foundation of Muncie, Indiana, is the single most valuable gift made to the Lilly Library since J.K. Lilly, Jr. presented his collection to Indiana University in 1956.

Elisabeth Ball's collection was begun by her father, George Ball. In the 1930's he bought a substantial portion of the stock of Kirkor Gumuchian, a Parisian dealer in children's books, as well as the private collection of the British collector C.T. Owen. Most of the books purchased from the Gumuchian firm were described in a two volume, illustrated catalogue *Les Livres de l 'Enfance du XVe au XIXe siecle* (Paris: Gumuchian and Cie, 1930) which has since become a standard reference work in the field. Many of the books previously owned by C.T. Owen were shown in 1932 at London's Victoria and Albert Museum in the "Exhibition of Illustrated Books for Children" and were described in the 1933 special autumn issue of *The Studio* magazine by Philip James entitled *Children's Books of Yesteryear* (London: The Studio Ltd.; New York: The Studio Publications, Inc., 1933). After these major purchases, father and then daughter continued to add to the collection.

Writing in the January 12, 1952 issue of *AB Weekly*, Elisabeth Ball answered the question "Why collect old children's books? The reasons are many. There is something intangible in these seeming trifles of the past that makes them so endearing, yet some definite qualities, too." She went on to describe the outward appearance of the materials: their appealing small size, so different from modern children's books; the illustrations of the times, usually copper-plate engravings or wood-cuts, which if colored were colored by hand; and the texts themselves—moral tales, stories in verse, and descriptions of far-away lands. She also focused on "the joy of the actual collecting, of having something to look for wherever we go, and then the thrill of sometimes finding the object of our search."[2]

The assemblage which was the result of these efforts has long been acknowledged by scholars of children's

literature as one of the finest of its kind. While housed in Elisabeth Ball's home in Muncie, Indiana, it was regularly consulted by scholars and cited by bibliographers. During the later years of her life, Miss Ball donated portions of her extensive holdings to several libraries. Her alma mater Vassar College, Indiana University, the Philadelphia Free Library, the American Antiquarian Society, and the Pierpont Morgan received generous gifts during this period. Her gift to the Pierpont Morgan Library was celebrated in their handsome exhibition catalogue compiled by Gerald Gottlieb, *Early Children's Books and Their Illustration* (New York: The Pierpont Morgan Library, 1975), which is dedicated to Miss Ball. Nonetheless, the majority of Miss Ball's library remained in her possession at the time of her death in 1982.

The materials now in the Lilly Library number approximately ten thousand items, including 8,500 books and related juvenile materials such as hornbooks, battledores, paper dolls, games, and toy and movable books, and 1,223 manuscripts. A major category in the collection consists of 2,100 chapbooks, although strictly speaking these are not all children's materials. British imprints compose the largest and most important portion of the collection, with American imprints composing the second largest. French and German children's books are represented with approximately 680 titles and 200 titles respectively. Works in twelve other languages are also present, with Spanish and Dutch titles making up the largest number in the "other languages" group. The books date primarily from the late eighteenth and early nineteenth centuries, but there are items from as early as the sixteenth century and as late as the mid-twentieth century. Many artifacts of childhood, once common, but now quite scarce, are present in abundance including eleven boxed infants' libraries and thirty-seven harlequinades which are some of the earliest examples of movable books. There are over 450 eighteenth-century imprints, including 120 books published by the Newbery family. Other important children's publishers are well represented as well, including Benjamin Tabart, John Marshall, John Harris, the Dartons, Dean and Munday, Frederick Warne, and the American Isaiah Thomas. Many of the books in the collection are of great importance to the history of children's literature for they are either unique or extremely rare (perhaps known in only a few other copies).

Quantitative and general qualitative descriptions of the collection as a whole are of course necessary, but it is in experiencing the items individually that the nature of the treasure is revealed. It is not appropriate within the scope of this article to do more than sample some of the treasure, but a few examples will help to give the reader a taste that will undoubtedly whet the appetite for more.

Outstanding even among the several unique items in the group of eighteenth-century materials in the collection is the manuscript nursery library prepared by Jane Johnson sometime between 1735 and 1745 for her son George William Johnson, who later became the High Sheriff of Lincolnshire. There are a total of 438 pieces. In addition to two bound volumes of manuscript text, there are sets of alphabet cards, lesson cards, and story cards. Most of the alphabet and word cards can be used like modern flash cards, with vowel sounds, syllables, short words, and sayings or verses. Many of the lesson cards contain paraphrases of Bible verses. The story cards are largely

secular and contemporary in nature with some traditional verses. The largest subgroup includes seventy-eight word chips, chiefly words for food products, housed in a small handmade paper box, all decorated with playing card symbols cut from Dutch floral paper. The materials are constructed to withstand use by a preschool boy. Two or more pieces of paper are pasted together to form most of the cards. The words are lettered onto grooved lines in black or red ink. Many of the cards have small string loops so that the items can be hung. The materials are very similar to some of the children's books that were becoming commercially available during this period in England.

The first book that many adults can remember is their own copy of Mother Goose. Few anonymous poems enjoy such widespread recognition as nursery rhymes. Of special importance in the Elisabeth Ball collection is the copy of *Mother Goose's Melody; or, Sonnets for the Cradle*. Printed for Francis Power (Grandson to the late Mr. J. Newbery) in 1791, this small book is the only known copy of any "Newbery" edition of Mother Goose rhymes and is cited or discussed in several works on children's literature, including Darton's *Children's Books in England*,[3] Roscoe's bibliography of John Newbery and his successors,[4] and Opies' *The Oxford Dictionary of Nursery Rhymes*.[5] Between the 1890s and the 1960s, no fewer than four facsimile editions were made from this single original copy.

The name "Tom Thumb" has many associations in popular culture and children's literature. Perhaps the most interesting item in the Ball collection with the name is a tiny book published in London, by C. Corbett in 1746, *Tommy Thumb's Message Cards, of the Greatest Importance to Many Little Masters and Misses of Quality*. The messages are letters written in verse by Tommy Thumb. The woodcut frontispiece shows Tommy Thumb as a well-dressed boy, quill pen in hand. While the messages he writes are described in the title as being of the greatest importance, the text of the book proves them to be more akin to notes passed in school than polite correspondence. The publisher's ad at the end of the book is of bibliographical significance, for it includes a printed version of the nursery rhyme "Jacky Nory" that precedes the first appearance listed in *The Oxford Dictionary of Nursery Rhymes* by fourteen years.

The entire spectrum of illustrations of children's books can be pursued in the Ball collection: from crude woodcuts to Thomas Bewick's masterful white line wood engravings, from early attempts at color printing to the late nineteenth-century work of Caldecott, Evans, Crane, and Greenaway. One of the most beautiful books in the collection is *The Elegant Girl, or Virtuous Principles the True Source of Elegant Manners*. Illustrated with twelve hand colored engravings by "Alais," it was published in London by S. Inman in the second decade of the nineteenth century. After George Ball purchased the Owen collection, he wished to learn C.T. Owen's opinion as to which books in the collection were of the most interest. In a letter, Owen wrote in response to Mr. Ball that it was "very difficult to say . . . it must depend upon individual taste—but for beauty I should think that *The Elegant Girl* should take a front seat."[6]

The success of using picture writing in publishing hieroglyphic Bibles for children in the eighteenth and early nineteenth centuries encouraged publishers to attempt other uses for rebuses. *Mother [Goose] in Hieroglyphics* (Philadelphia: George A.

Appleton; New York: D. Appleton & Co., 1849) is a clever example. The introduction speaks highly of the book's value for keeping a child quiet. "When a doctor sends for physic for a nervous little chick, make a mistake, and go to the bookseller's and buy Mother Goose in Hiergolyphics; that's what is wanted . . . My word for it, there is nothing like books with pictures, to keep children quiet."

Recognizing the importance of the materials in this collection to scholars in several fields and to all persons interested in the history of children's literature, the Lilly Library applied for and received a grant from the National Endowment for the Humanities to catalogue the collection. The project was completed in December 1986.[7] The items in the collection were processed, cataloged, and given the same types of conservation and housing treatments as other items in the collection in the Lilly Library. Bibliographic records for all printed items were entered into OCLC. Reports of eighteenth-century items were made to the ESTC/NA project at the University of California, Riverside, and to the NAIP at the American Antiquarian Society. The 2,100 chapbooks in the collection have been treated differently. Rather than catalogue each one separately, a machine-readable index to them was prepared using a commercially available software package (Ashton Tate's dBase II) on a microcomputer.[8]

Elisabeth Ball shared her collection with the scholarly world, fellow collectors, and the general public. In addition to the institutions which received donations of books, she loaned materials for exhibition at the Indianapolis Public Library and at Fort Benjamin Harrison, and when she traveled to Austin, Texas, in 1943, to give a lecture at the University of Texas, she shipped forty-eight books and twenty-three chapbooks to be put on display. In a further effort to share the Elisabeth Ball collection with a wide and varied audience, the Lilly Library mounted a major exhibition in November 1987. As evidence that gifts seem to encourage further gift-giving, the exhibition received the support of several benefactors. Funds for the publication of the exhibition catalogue *For Your Amusement and Instruction: The Elisabeth Ball Collection of Historical Children's Materials* were provided by the George and Frances Ball Foundation and by the Wendell L. Willkie Educational Trust administered by the Indiana University Foundation.[9] Installation of the exhibition was funded by The Friends of the Lilly Library.

While the intense excitement of the NEH project and the exhibition are in the past, enthusiasm for the Ball collection continues. Indiana University faculty members are becoming more familiar with the collection's resources and have begun to incorporate use of them into their classes and research. Several excellent thematic exhibitions of children's literature have been prepared during the past year by Bloomington resident and scholar Linda David. With each encounter, these materials which instructed and amused little masters and misses of yesterday continue to educate and delight.

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[1]*Lilly Library Annual Report*, 1983-1984 (Bloomington, Ind.: Lilly Library, Indiana University, 1984), pp. 3-8.

[2]"The Distaff Side of Collecting," *AB Antiquarian Bookman*, 12 January 1952, p. 31.

[3]F. J. Harvey Darton, *Children' s Books in England* 3rd ed., revised by Brian Alderson (Cambridge: Cambridge University Press, 1982), pp. 103-04.

[4]Sydney Roscoe, *John Newbery and His Successors 1740-1814* (Wormley: Five Owls Press, 1973), pp. 186-87.

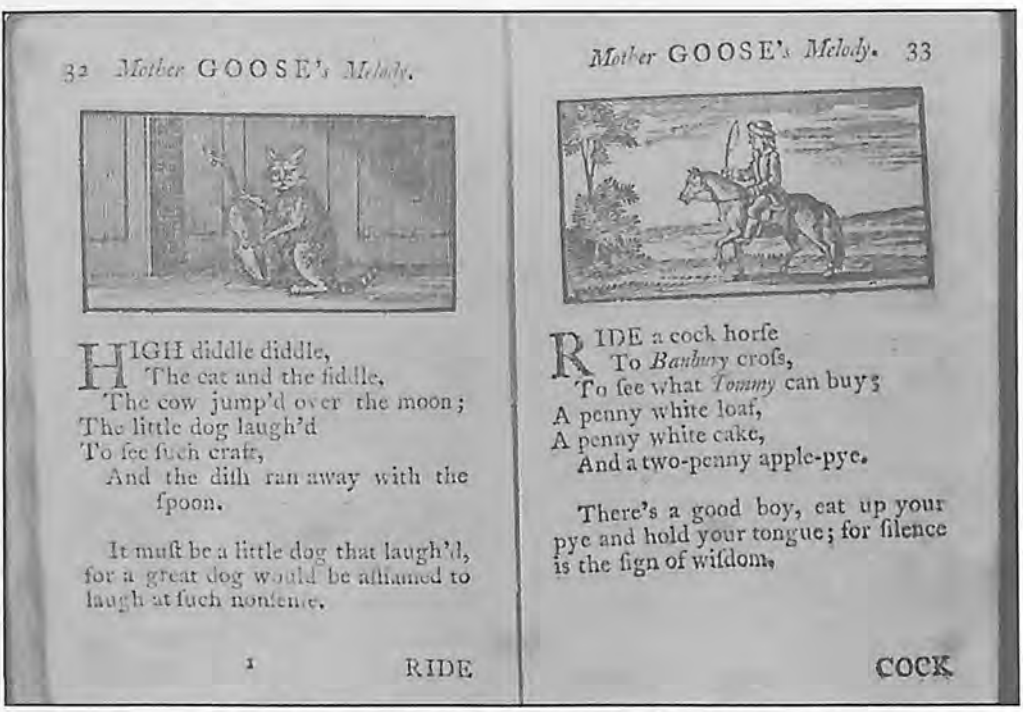
[5]Iona and Peter Opie eds., *The Oxford Dictionary of Nursery Rhymes* (Oxford: Clarendon Press, 1951), pp. xviii and 33.

[6]C.T. Owen, Letter to George Ball, 12 January 1935, Ball Mss., Lilly Library, Indiana University, Bloomington, Ind.

[7]Elizabeth L. Johnson, Final Performance Report. NEH Grant no.: RC 20978-85. Project title: Cataloging of the Elisabeth Ball Collection of Children's Literature. 24 March 1987.

[8]Judith E. Endelman and Diane K. Bauerle, "Computerized Access to a Chapbook Collection," *College and Research Libraries News*, 46 (1985), pp. 342-42.

[9]Lilly Library (Indiana University, Bloomington), *For Your Amusement and Instruction: The Elisabeth Ball Collection of Historical Children's Materials.* An exhibition described by Elizabeth L. Johnson (Bloomington, Ind." Lilly Library, Indiana University, 1987).



32 *Mother* GOOSE's *Melody.*

HIGH diddle diddle,
The cat and the fiddle,
The cow jump'd over the moon;
The little dog laugh'd
To ſee ſuch craft,
And the diſh ran away with the ſpoon.

It muſt be a little dog that laugh'd, for a great dog would be aſhamed to laugh at ſuch nonſenſe.

1 RIDE

Mother GOOSE's *Melody.* 33

RIDE a cock horſe
To *Banbury* croſs,
To ſee what *Tommy* can buy;
A penny white loaf,
A penny white cake,
And a two-penny apple-pye.

There's a good boy, eat up your pye and hold your tongue; for ſilence is the ſign of wiſdom.

COCK

Mother Goose's Melody; or, Sonnets for the Cradle. *London: Printed for Francis Power Grandson to the late J. Newbery, 1791. Illustration courtesy of the Lilly Library, Indiana University.*

Toys Promote Learning in the Early Literacy Skills Project at Monroe County Public Library

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Library services change and evolve to respond to society's needs. Libraries have responded to the literacy crisis with adult programs for learners. Research indicates that illiteracy is intergenerational in nature, and that preventive activity must be undertaken at early ages. One part of the Monroe County Public Library's attempt to respond to this need has been the development of an early literacy skills program.

In 1985, the Monroe County Public Library Children's Department revised its departmental goals. When the revision was completed, the professional staff recommended a goal of "working with children and involving parents in establishing a foundation for literacy in the early years." In response, the library board approved a 5 year "Early Literacy Skills Project" with the goal of having each child in the county ready to learn to read by the time they begin first grade.

One important component of the project has been the development of resources for parents and caregivers to use with very young children. Many of these resources are simply younger versions of existing library materials: books, cassettes, periodicals, and video tapes. One of the most pertinent categories of materials, however, was not part of the library's existing collection. Toys represent an important part of the infant to three year old's learning resources. The library staff was concerned that appropriate toys be available to all children in our community to develop skills during the first years of life and that parents and caregivers become aware of the importance of play and educated in the type of play that enhances early skills leading to later literacy.

In setting up a circulating collection of toys, the staff felt that the educational aspect of the collection needed to be emphasized. Rather than a lending toy library, the staff proposed the acquisition of playthings as "learning materials." The Learning Materials Collection has the following purposes:

- to enhance early literacy skills in

infants, toddlers, and preschool children;

- to extend library services to this age group in appropriate ways;
- to support parents and adult caregivers in providing for the educational and recreation needs of this age group;
- to promote the community's awareness of the library as a resource for all ages and stages of life.

The selection and presentation of the collection were seen as crucial elements in fulfilling these purposes. In order to match selection with the development of literacy, the staff first had to identify the skills that a child needed to be ready to read. These skills were then traced backwards to infancy along a "skill track" which charted a logical progression corresponding to the child's normal developmental growth. For example, the skill of perceiving differences in size and shape begins at birth with the baby's eyes following a moving object. Toys such as the Tracking Tube (Johnson & Johnson) help the parent encourage such visual activity. Between three months and one year, the baby playing with Exploration Blocks (Ambi Toys) investigates varying shapes with hand and eyes. The one year old takes apart simple puzzles such as the Hands Puzzles (Dorom Layeled Ltd) and begins to put them back together. One mother of a seventeen month old reported in her evaluation of this puzzle: "Wonderful for thumb-finger discrimination, heightens awareness of hands" The parent of a sixteen month old said: "David enjoyed playing with the puzzle for very short periods of time. We did "Pat-a-cake" with the puzzle and he would also put his own little hand in place of the puzzle hand."

These activities lead to puzzles with several discrete single forms to lift out and replace. By three years the child masters puzzles such as The Snowman (Childcraft) with several parts to the whole. More difficult puzzles challenge the four and five year old, such as the sequential shapes in the Egg to Chick Puzzle (Simplex) or the Turtle Puzzle (Childcraft) pieces which are similar in size and color. By age five, the child is (1) able to discriminate between subtle difference in shapes of puzzle pieces, (2) can identify the form and fit the figure to it, (3) sees the relationship between the parts of the puzzle and the whole picture which it is making, and (4) accurately places increasingly smaller pieces correctly in their place. Beginning with a simple activity at birth to three months, this pre-reading skill has grown through a pleasurable and often sought out activity, that of working puzzles, until the child is now ready to put the skill to work as he learns to read.

The skill tracks that were developed were intended to help with identification and selection of materials. Almost every item in the collection could be given multiple designations and could fit into more than one skill track, but the use of the skill tracks gave clarity and organization to the collection. Other tracks in the collection are: auditory discrimination, eye-hand coordination, perception of cause and effect, perception of color and shape, size and space, tactile discrimination, verbal and communication skills, predicting and problem solving, dramatic play, two-hand coordination and perceptual motor learning, counting and seriation.

An Activity Sheet communicates to the parent the purpose of the toy (Appendix A). These sheets have multiple functions. The section "using this toy" gives the adult hints and tips on introducing the toy to the child and using it most effectively. A "Safety

This child enjoys a tactile experience as she plays with cloud dough, an inexpensive learning material that can be made at home. Monroe County Public Library Toddler Program.

Playing with blocks helps develop grouping skills and spatial and positional concepts and vocabulary. Monroe County Public Library.

Note" points out any potential problems and reminds the parent to use the toy only in a supervised situation. "Library materials to use with this toy" shows the adult resources such as related books, cassettes and parents' shelf materials. "Try this!" note gives the adult an easily done home activity which builds the same skill as the toy.

This activity might be a fingerplay, song or craft idea. The sheets connect the toy with the library's purposes in providing the collection. If used by an adult with a small child they ensure that the toy actually works toward the goals. Although toys have been selected to develop certain skills, the maximum learning will take place when an adult interacts with the child playing with the toy. For this reason, only adults or teens who are already parents can borrow the toys.

Toys selected for the LMC need to meet certain criteria beyond functioning in an identified skill track. Criteria were developed to help select the best toy to meet each skill. The learning purpose of the toy needed to be clearly defined. Materials had to be suited for library circulation: sturdy, well constructed, not dependent upon many small pieces, and small enough to be easily carried by an adult. Although oral stimulation is important for infant development, materials specifically designed for this type of activity were not purchased for the collection. Materials are cleaned carefully after each circulation, and so must be made of a readily cleanable substance. Materials are selected wth safety in mind; however, an item selected for a older child may not be safe for a younger one. The library expects the adult borrowing the item to be responsible for providing a safe environment for the individual child. Each item is evaluated in use before multiple copies are considered. An attempt is made to provide a range of materials for each age and developmental level. Materials are immediately discarded if damaged, broken, or shown to be inappropriate for library circulation.

Toys have been easily integrated into regular circulation, using an automated system. One toy per family can be checked out for three weeks but cannot be renewed due to the demand. Holds can be made for toys and are used in evaluating for multiple copies. They appear with all other materials in the Public Access Catalog, with full subject tracings. A collection of the Activity Sheets in a looseleaf notebook gives the patron access to more information in making a selection. The arrangement of the sheets by age group and skill track help the parent see those items which might be most useful for their child.

Evaluation

Circulation statistics have indicated a high rate of growth during the three year existence of the collection. In the first year, materials were purchased, cataloged, and Activity Sheets prepared. In the second year, 605 items circulated. In the third year, the number rose to 962, a 59 percent increase.

As toys circulated in 1987, patrons were asked to provide information about themselves in order to evaluate the use of the collection. A survey form was included with each item circulated.

One hundred twenty-seven surveys were completed. The indicated usage pattern corresponds to population distribution in the county, showing that all parts of the community were using the new service. One hundred twenty parents, one childcare staff worker, and six daycare home providers completed the survey. They used the toys with 180 children between

the ages of one month and twelve years. 75.5 percent of the children were between one month and three years of age. This represents the age group identified as benefiting most from the project. In looking at how selection fitted the child's age and interest level, respondents were asked to rate their child's enjoyment of the item from "Very much" to "Not interested." 44.6 percent of the children enjoyed playing with the toy "very much," 22 percent enjoyed it "some" and 1.6 percent were "not interested." One did not respond to the question. This subjective data indicates that parents and staff made suitable selections for the most part. In addition, 126 respondents wrote comments on the toy, the child's reaction and on the service. One parent wrote "Bert (a Sesame street character) was very helpful with toilet training!" Another said "it is good to be able to try out different toys to see what my children like before buying."

Many parents appreciated being able to check out expensive educational toys that might have been difficult for a family to afford. Toys which are suitable for intensive use while a skill is being mastered but which are not ones that a child continues to use were seen as good to borrow.

Some uses were very specific. One parent commented on the stethescope "We listened to our baby who is due in two weeks heartbeat! (with three year old)." A note on the Tracking Tube said "I really appreciated borrowing the toy. Our ten month old baby is so active and normally wouldn't have spent much time playing with this toy. But I checked it out to use in the hospital after he had surgery and was totally immobile for several days. It was perfect. Thank you for making it available."

After the results of this initial survey were tabulated, questions were raised about the actual use of the item in the home. How often was the toy used during the circulation? How many children were using the toy? How were parents and caregivers selecting the toy? Did the collection attract repeated users? A longer and more detailed survey was done during August of 1988.

The sample size was smaller, with twenty-two surveys completed. The distribution in the county was similar to the first survey. Once again, parents were the largest borrowing group. An average of 2.5 children used each toy, with twenty being the highest number using a single toy during one circulation. The majority of the children were in the birth to three year old range. The following usage was reported in response to the question "Approximately how many times was this toy used while you had it checked out:"

0	1-5 times	6-10 times		
0	4	8		
11-15 times		16-20 times		20+
1		3		7

Each person who responded had borrowed an average of 3.7 toys in the last twelve months, indicating that users who began using the collection continued their use.

In addition to circulating for home use, the learning materials have been part of library programs for infants and toddlers. These programs have been developed as another component of the Early Literacy Skills Project. Parents or caregivers attending such programs are able to see their own and other children interacting with a variety of toys. Staff demonstrate activities using each plaything and have samples of learning materials that can be made inexpensively at home.

The Learning Materials Collection has proven an important part of the delivery of library services to the infant to 3 year old age group. These materials will further the library's goals as they enhance learning in the early years. With resources and programming in place, the library is ready to move into the fifth year of the Early Literacy Skills Project.

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Selected Sources For Learning Materials

ABC School Supply, INC.
6500 Peachtree Industrial Boulevard
P.O. Bx 4750
Norcross, Georgia 30091

Childcraft Educational Corporation
20 Kilmer Road
P.O. Box 3081
Edison, New Jersey 08818-3081

Constructive Playthings
1227 East 119th Street
Grandview, Missouri 64030

Discover Toys
400 Ellinwood Way, Suite 300
Pleasant Hill, California 94523

Kaplan School Supply Co.
1310 Lewisville-Clemmons Road
Lewisville, North Carolina 27023

Toys to Grow On
P.O. Box 17
Long Beach, California 90801

Appendix A

(Worksheet reduced to 50% for space reasons)

FARM ACTIVITY PUZZLE Ages 4-5

PERCEPTION - SIZE AND SPACE
PERCEPTION - COLOR AND SHAPE
EYE-HAND COORDINATION

3 1477 00170 8901
A FAPUZZ980

Using this toy:

LOOK AT THE SHAPE OF EACH PIECE AS YOU TAKE IT OUT OF THE PUZZLE FRAME. NAME THE PIECE AS YOU TAKE IT OUT AND TALK ABOUT IT.

POINT OUT FAMILIAR OBJECTS AND EXPERIENCES THAT RELATE. TALK ABOUT COLOR, SIZE AND SHAPE AND HOW EACH PIECE FITS INTO THE SPACE OF THE PUZZLE FRAME.

Items included:

1 puzzle frame
9 puzzle pieces
1 learning activity sheet
1 mesh tote bag

Check for all items before returning.

Try this!

Sing "Old MacDonald Had a Farm"

or Sing animal sounds

Gather a group of toy animals and sing "Old MacDonald". Hold up each animals as you say its name and sound. Toddlers will be able to sing and make animal sounds with you.

Safety Note

PUZZLES SHOULD NOT BE LEFT OUT FOR UNSUPERVISED PLAY.

PUZZLE PIECES SHOULD NOT BE PUT IN MOUTH.

KNOBS MAY COME LOOSE WHEN ROUGHLY HANDLED. ASK YOUR CHILD TO TELL YOU RIGHT AWAY IF THIS HAPPENS. NO CHARGE WILL BE MADE IF KNOB IS RETURNED WITH PUZZLE.

Library materials to use with this toy:

OLD MacDONALD HAD A FARM by Tracey Pearson J784.4 ol

FARMER JOHN by Dick Bruna Ej Br

BIG RED BARN by Margaret Wise Brown Ej Br

THE COUNTRY NOISY BOOK by Margaret Wise Brown Ej Br

LITTLE PEEP by Jack Kent Ej Ke

EARLY MORNING IN THE BARN by Nancy Tafuri Ej Ta

THE LITTLE WOMAN WANTED NOISE by Val Teal Ej Te

Cooperative Efforts Extend Resources: Three Approaches

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Marti Mosemiller,
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Expanding the Skills of Librarians Who Work with Youth: One Goal of Continuing Education Programs in ALSA 2

Martha Gardin

Librarians in the ALSA 2 area of north-central Indiana have been concerned about the nation-wide need for trained Children's Librarians. They have recognized that many libraries, regardless of size, are heading their library services efforts for children with staff who are not professionally trained as children's librarians. Rather than deplore this situation, they have used the opportunity of the cooperative library services offered by ALSA 2 to expand and extend the knowledge and experience of those serving children in ALSA 2-area libraries. Programs have been carried out in the following ways:

The children's services round table meets four times each year, bringing together children's services staff from more than 15 public libraries. At these meetings they share information and ideas about summer reading programs, after school programs for older children, toddler and pre-school story hours, young adult reading programs, craft programs, book selection concerns, trends in service, policies about "latch-key children," and other topics of mutual interest. Everyone has the opportunity to contribute.

Continuing education programs are of special interest to those who work with youth. Some of those in recent years have been: Arts Experiences in the Library (art, music, drama, puppetry); Storytelling workshops with Marcia Lane and Kathleen Zmuda; presentations by nationally known speakers who promote the excitment to be found in books: Caroline Feller Bauer and Nancy Polette; puppetry workshops with local librarians and Robin Hartzer, puppeteer;

Working with Those Who Work with Children—Presenting Information about Children's Literature to Child Care-givers.

Programs that focus on children's and young adult literature have been of great interest to local library staff. The first literature series presented was a "Brush-up Course in Young Adult Literature," in four sessions, taught by Ann Raymer; that was followed by a four-part series about children's literature: Easy Readers, Humorous and Realistic Fiction for Grades 3 - 6, Booktalks for Elementary Grades, and an exercise in choosing the best in children's literature, a Newbery Award Exercise. This last program was at the request of those who have attended the annual "Unofficial, Simulated Caldecott Award" Program, now in its fourth year. An extensive book exhibit and discussion of excellence in picture books is followed by the groups campaigning for and voting on their choices of the outstanding picture book of the year.

A collection of Flannel Board stories created by members of the Children's Services Round Table is housed at the ALSA 2 Office and is available for loan to libraries wishing to use them for story programs.

The strength of working through the network is the element of cooperation—meeting counterparts from area libraries with similar concerns and sharing the many different imaginative ways they have developed to fulfill their commitments to services for children. ALSA 2 is proud to be able to facilitate this growth and provide these opportunities.

Cooperative (Ad) Ventures in CIALSA

Marti Mosemiller

Program Sharing Notebook

Several years ago, the Central Indiana ALSA Children's Services Committee realized that any time two or more children's librarians were together, the conversation nearly always came around to what new programs each had developed and presented. Obviously there were a lot of great ideas out there, but they weren't being shared with everyone. From this realization developed the Program Sharing Notebook.

To get the project started, each librarian on the Committee was asked to submit a description for at least one program which had proved successful in his or her library. Forms were designed for this by a sub-committee; included were the program title, the intended age range, the length of the program, materials needed, and a description of the program. The forms were to have the librarians' names and libraries. Sample nametags, handouts, and crafts could be included. Programs were divided into broad areas: Toddlers, Pre-School, School-Age, Library Instruction, etc.

Description sheets were duplicated and two identical notebooks were prepared; a third, master notebook, containing all the original materials stays in the CIALSA Professional Collection. The two notebooks circulate on two separate routes which allow each public library in CIALSA to receive one of them about once a year for a week or so. Children's librarians may copy any of the materials, may duplicate the programs described, and have a resource person to contact if there are questions. The Committee has requested only that each librarian using the notebook add a least one

new program.

To date the notebooks have made nearly three circuits. At the end of each round, materials which were added during that route have been duplicated for the other notebook; older materials have been weeded, although the master notebook still contains all materials ever turned in.

As a result of this project, newly-appointed children's librarians have a ready resource of proven programs using readily-available materials. Experienced librarians can add to their repertoire of programs while sharing their ideas with their colleagues. The Program Sharing Notebook has helped provide for a broader range of quality programs for the children of Central Indiana.

CIALSA Program Caravan

You've got a terrific program all planned. You present it at your library—the kids love it. You present it at area schools and day care centers. The youngsters there agree—it's a winner. But . . . now you've exhausted your potential audience locally. What do you do?

Or, you'd like to have the youngsters at your library experience programs different than those you usually present and you'd love to have a guest presenter. But . . . you don't have the funds to pay for these guests. What do you do now?

Librarians from several Central Indiana ALSA libraries solved both these problems by going "on the road" in the summer of 1987 with the first CIALSA Program caravan.

The caravan evolved when the Children's Services Committee learned of a Storytelling Caravan which Stone Hills ALSA had organized one year. For a fee, participating libraries had two guest storytellers visit their libraries. The Committee decided that the logistics of finding and scheduling storytellers and libraries and dates was more than they wanted to undertake, discovered the expense involved would be more than many libraries could afford, and realized that the Committee members each had favorite programs which they had done in the past and which they would be willing to present elsewhere. The Program Caravan was born.

Registration forms were sent to all CIALSA public libraries explaining the Caravan concept: Participants would be required to present one program in each of two other libraries, but, in exchange, would receive two different programs in their library. Programs could be for either preschoolers or school-age youngsters. Mileage would be the performer's responsibility; any needed supplies would be provided by the host library.

Several libraries indicated an interest in the project but because of staff shortages, children's librarians taking classes, or lack of time weren't willing to participate in 1987—maybe later. Eight participants were found and assignments were made. Then, in Summer 1987, the Program Caravan became a reality.

Programs included a storyhour about pigs, an origami workshop, a bathtime storyhour, a readers' theatre presentation, a "going on a bear hunt" storytime, a "stuck on silliness" storytelling session complete with a giraffe-and-a-half puppet, and more.

We would love to report that everything went smoothly—but it didn't. Visitors got lost, facilities were not always as they had been envisioned, props were forgotten or fell apart, and doing a program at another library just is not the same as doing one in a familiar location with children you

know.

But all 16 programs were presented and were well-received, both by the host libraries and by the 466 children in the audiences. The eight participants indicated a willingness to be part of the Program Caravan again and plans for Program Caravan '88 were made.

During the second summer, two more libraries joined the circuit and one library had two children's librarians who each planned and presented two programs; their library, therefore, received four visiting programs. Participants were encouraged to arrive early (to avoid being late), to double-check all their materials, and to talk to their hosts in detail about what facilities were available and what special items they would need.

A storytime about teddy bears; a creative dramatics workshop; a session of folk stories, songs, and activities; a storyhour featuring monkeys and gorillas; a workshop on making wood and nail pictures; plus more puppets, storytelling, and readers' theatre programs were among the 19 programs presented to nearly 700 children. The comments and evaluations were very positive and every participant indicated she would like to participate in the future. Program Caravan '89 is expected to be larger—and even better.

Children's librarians in Central Indiana have discovered a way to share their programs—and talents—and the children in their libraries have benefitted. For more information on how your ALSA (or any group of children's librarians) can start your own cooperative (ad)venture, contact the CIALSA Children's Services Committee.

Exhanging Ideas in Northwest Indiana

Denise J. Swineheart

Lake County Children's Counterparts

The children's services people of Northwest Indiana have been meeting to exchange ideas for many years. There are seven library districts in Lake County: Lake County, Gary, Hammond, East Chicago, Crown Point, Lowell, and Whiting. All of these have participated in varing degrees over the past years. Our main framework is "PR-7", the joint public relations committee of the seven districts. Out of this body grew "counterpart" groups, which are the various types of workers and their counterparts in the other systems; i.e. Technical Services, Audio-visual, Reference, Circulation, and Children's Services. Each group meets approximately once a year; plus all staff members of all the libraries meet once a year for a major workshop (attending either a morning or afternoon session).

The Children's Services personnel (both MLS professionals and paraprofessionals) found they got so many ideas from each other that in recent years the Children's Services Counterparts have met both spring and fall. This allows most people to attend at least one of the sessions per year, and still keep desks staffed and storyhours continuing. The hosting responsibilities are rotated among the systems with the host library being responsible for choosing the theme and doing the publicity. Meetings are usually held from 9 a.m. until noon with the first half of the meeting being a discussion of the predetermined theme and the second half being an inspiring conglomeration of "show and tell" of the most successful program ideas of each

library's recent activities. The themes for discussion have included preschool storyhours, toddlers storytimes, holiday programming, summer programs, using records and tapes, merchandising books, puppets, storytelling, latchkey children, etc. When invitations are sent out, all are encouraged to think about their work in this area and to bring handouts, bibliographies, samples, patterns, etc. On the day of the Counterpart Meeting, staff members from other systems or other branches get to briefly tour the hosting facility and meet the other staff members on duty. Announcements of general interest can be made; invitations to special programs, etc. can be extended. The predetermined topic is then introduced.

For example, at the Fall 1988 meeting hosted by the Gary Public Library, holiday programs were discussed. Members of the Gary staff had already volunteered for certain holidays. Beginning with Halloween, we continued through the calendar with pre-selected storytellers relating tales for each holiday. The stories were followed by other attendees volunteering program and craft ideas. At the same time, the meeting room stage was filled with recent and attractive holiday books. Persons demonstrating a craft either passed around the finished product for examination or distributed duplicated hand-outs with pattern directions. Those of us who attended could then take these ideas back to our own Children's Services meetings. One clever example shown was a reindeer Christmas ornament made from a dog biscuit, demonstrated by the staff of the Hammond Public Library. Our staff took this back to our own meeting and made more patterns. This Christmas, there were dog biscuit reindeer all over Lake County.

While these meetings are really a high point of the year, the major problem is keeping them scheduled in an orderly fashion. Having no officers or other hierarchy, it is always important to have some library ready to issue an invitation for the next meeting with a general idea in which month they would be able to host. We try to clear the intended date, so that we are not calling a Children's Counterpart Meeting on the same day as one of the other systems' staff meetings, etc. We have begun to put our mailing list on computer so that we can keep up with personnel changes in the various systems. We also keep a record of those from outside our county who would like to be invited. We have never charged any type of registration fee, so the main cost involved is the time of the participants. Mailing costs are paid by the hosting library, so this cost is also rotated.

NIALSA Children's and Young Adult Committee

Northwest Indiana Area Library Service Authority has also been active in sponsoring events and in-service workshops that have helped us meet and exchange ideas with our Children's Services peers in the area. In 1983, the Executive Committee of NIALSA formed the Children's and Young Adult Committee composed of seven members representing both public and school libraries.

The first workshop, March 23, 1984, entitled "A Look at School Visits" was a panel discussion concerning school visits and other interaction between school and public libraries. Jeannine Furukawa, another branch librarian from Lake County, and I told of our great triumphs and failures from years of school visits. Jeannine demonstrated her outstanding storytelling techniques. I remember telling the audience that, although it is

extremely tiring and confusing giving my little talk starting with "Hello, my name is Denise Swinehart, and I'm from the Lake County Public Library" to more than twenty classes in a school; it all seemed worthwhile when a second grader beat me back to my library and said, "Could I read that book you said was your favorite book?" We paired our observations with comments from school media specialists. The most memorable result of that meeting was that Bill Crowley, the NIALSA director at that time, was shocked that 60 plus children's librarians would sign up to attend this kind of a workshop just discussing mutual concerns. At that first workshop, a survey was distributed asking what type of continuing education workshops would be most beneficial. In total, ninety-seven surveys were returned (forty-nine from public librarians and forty-eight from school librarians.) The most requested topics included: computer applications, preschool and toddler storyhour ideas, storytelling, programming ideas for school age children, training of student aides, cable TV and video production, book talking, puppetry, and censorship.

In 1984, the committee published a *Request for Proposal to Enhance Area Expertise In Young Adult Services.* Marcia Miller Trent, of the Hammond Public Library, was hired as consultant to conduct a series of workshops for library directors, children's services directors, school media directors, and other library staff dealing with young adults. Seven workshops were presented in May and June of 1985.

On April 25, 1986, the committee sponsored a very rousing presentation by Caroline Feller Bauer. One hundred-fifty school and public librarians attended her lecture and demonstration of ideas and props to promote reading.

The committee sponsored a Fall 1986 Storytelling Workshop with the intention of possibly beginning a Storytelling Guild. Simultaneous sessions featured traditional storytelling, book talking, and toddler storytimes (all ideas requested on the 1984 survey). At that time those interested in a storytelling guild responded, and the meeting culminated in the formation of the NIALSA Storytelling Guild. This group began in January 1987 under the leadership of the newly appointed NIALSA director, Deanna Snowden, and continues to meet monthly. The Guild provides storytellers to several area park and library festivals plus referrals to individuals seeking to employ storytellers for private parties, banquets, etc. The Guild presently consists of about 10 active storytellers plus another 50 semi-active interested persons.

An April 13, 1987 presentation on censorship and book selection policies, sponsored jointly by the Children and Young Adult Services Committee and the Intellectual Freedom Committee, featured Professor Edward B. Jenkinson, Professor of English Education at Indiana University, Bloomington.

In October 1987, a one-day Puppetry Workshop was presented by "No Strings Attached," the South Bend based team of Robin Hartzer and Phyllis Wezeman. This presentation included a vast display of puppets of varying types and cultures and a slide presentation of a variety of puppet uses.

The Children and Young Adult Committee has changed members and chairpersons several times over the past 6 years. Workshops have been conducted in many of NIALSA's member schools and public libraries. The workshops are given in accordance with guidelines for continuing education credits, and usually involve

a $5.00 to $15.00 per person fee for an all-day session.

The committee itself is a great resource for exchanging ideas. Public librarians find out about many of the activities of AIME (Association of Indiana Media Educators); and school media specialists learn of the ILA sponsored district meetings and state conferences. We are able to recommend speakers or authors we have heard to our school/public library counterparts, and are able to alert each other to current trends in our field.

At the workshops, we all get to meet and renew acquaintances with children's personnel in other jobs. Frequently, one remembers someone telling about a program idea or resource from another library, and at that point the best "ready reference" is a phone call to that person.

Local meetings of children's services workers cost primarily the salaries paid, provide a wealth of practical information for newer staff members, and are a source of revitalization for more experienced personnel.

A Survey of Cooperation and Communication Between Public and School Librarians in Indiana and Beyond

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Over the past twenty years, most secondary school library media centers have developed services and collections with little attention to resources which might be borrowed from other local collections. "Our collection serves the needs of our teachers and our students, and items must be available immediately upon demand," is the usual reasoning. In many cases there are items which need to be available on immediate call. Planning for acquisition of other materials which might meet a common need but which could be borrowed from another school or from the public library takes time, creativity, compromise, and agreements negotiated over several meetings.

Individuals who make budgeting and staffing decisions for public libraries have observed the growth in secondary school library media services. Pressed to meet the information needs of as wide a clientele as possible, many public library directors have supported reduced attention for the young adults and greater attention for such patron groups as preschoolers, the business community, and the elderly. The result in many communities has been the elimination of young adult librarian as a professional staff position and the reduction of investment in materials which support the standard secondary school curriculum. "The local schools have libraries with collections to meet the needs of these students, and there is no need to duplicate efforts," is a common response from public library directors.

The need for greater cooperative efforts may become essential as secondary school library media programs face the following[1]:

- stagnant or declining budgets for materials;
- Continued increase in the cost of most print materials with many types of books and periodicals increasing by over 100% in cost over the past 15 years;
- increased budgeting specifically for technology which will allow use of computerized databases for periodical or newspaper indexes and community linked library catalogs;
- awareness on the part of student and teacher patrons of more materials available beyond the local

school's collection because of searches conducted on computerized information systems which will produce greater demand to borrow materials from other libraries;
- more assignments requiring the use of a wide variety of sources necessitating access to materials not contained in the local school library.

Public librarians have always complained about the lack of communication from teachers and school librarians concerning assignments which bring hordes of students or their parents into the public library over a busy weekend in order to complete the assignment by Monday morning. "Assignment Alert" is a communication process more and more public libraries have established with local school districts. In a few cases, because of growing demand, the position of young adult librarian has been reestablished on the public library staff.

With information demands for teenagers growing, and with the increased emphasis on networking and interlibrary loan, it is time to take some measurement of the cooperative activities currently under way and to determine if the communication channels are open between the public library and the secondary schools.

1986 Indiana Telephone Survey

In May 1986 a survey was conducted by Daniel Callison, Assistant Professor at the School of Library and Information Science, Indiana University and Judy Fink who served as the research assistant for the project. Funding for the survey was underwritten, in part, by the Committee on Research Development of SLIS.

47 public libraries in Indiana were identified as meeting the following common characteristics:
- one central public library facility, with no branches, serving a community base of 10,000 to 35,000;
- the community had no more than one senior high school;
- the community had no more than three junior high or middle schools.

The average population base served was 22,651 based on information from Bowker's *American Library Directory*. Three of the public libraries reported a full-time young adult librarian on the staff. The average population base for three public libraries was 26,686. Twenty of the public libraries reported a full-time or part-time children's librarian on the staff, and the average population base served by these libraries was 23,725. The remaining public libraries in the surveyed population which did not have a specific professional position for either children or young adults served an average population base of 17,542. No comparisons were made among any of these groups since 1) only three reported specific professional position relative to the school age patron in question (young adults age 12 to 18), and 2) the population base did not vary significantly.

Such a population base was selected because it was assumed that in larger metropolitian areas it would be less likely that school and public librarians would know each other or would be investing time in cooperative programs, and it would be difficult to contact all of the possible secondary schools within a metropolitian public library service area. Public libraries serving a population base under 10,000 were assumed not to have adequate professional staff to deal with the public schools, and, in most cases, the secondary school would be a consolidated district which would be located several miles from the public library. While a future study would be useful in compiling data to make comparisons among various sizes of

communities and public libraries and the degree of cooperation with the local schools, this medium-size population base was selected as the only group to be surveyed.

In early May, a telephone call was placed to each of the 47 Indiana public libraries selected. In each case, a call was placed until contact was made with the "professional librarian who has responsibility for services to secondary school student patrons." In many cases this responsibility seemed to fall to the "children's or young adult librarian" (27%), but the majority of those who responded to the calls were directors (56%), with the remaining responders being "reference librarians." All responders were in professional positions; none were from the clerical ranks.

There was a dual purpose in the telephone contact. First, the phone call allowed us to identify a specific individual who would eventually receive a copy of a written survey and, we assumed, such personal contact would increase the number of responders to the written survey. Second, we needed specific names of the local school librarians as well as specific phone numbers since the school libraries are not given in the *American Libraries Directory*. Thus, of each of the 47 public librarians contacted, we asked, "Please name a professional librarian at the local senior high school, and please name a professional librarian at one of the local junior high schools."

- 83% of the public librarians could not name all of the local secondary school librarians.
- 34% of the public librarians could not name a professional librarian at the local senior high school
- 57% of the public librarians could not name a professional librarian at any of the local junior high schools.

Through each public librarian we were able to obtain telephone numbers for the local senior high schools and junior high schools. Telephone contact was made with 47 senior high school librarians and with 95 junior high school librarians. In each case, we asked if they would be interested in responding to a mail survey on school library and public library cooperation. Each school librarian was asked to confirm his/her local address, and to "identify any professional librarian at the local public library who would have responsibility for working with students from your school."

- 28% of the senior high school librarians could not name a single professional librarian on the local public library staff;
- 46% of the junior high school librarians could not name a single professional librarian on the local library staff.

1986 Indiana Mail Survey

Questionnaires were sent to each of the 47 public libraries identified through the *American Library Directory* and contacted over the phone. 98% of the public libraries responded to the survey. 147 secondary schools were sent questionnaires and 71% of the librarians responded.

There seems to have been no dramatic change in school and public library cooperation in Indiana since 1972 when Blanche Woolls' surveyed librarians in the state in completion of her dissertation at Indiana University.[2] She found that there was a great lack of communication between the two institutions. No long-range planning for cooperative programs or cooperative collection building existed then; and such planning does not seem to exist today in the medium-sized library communities surveyed.

The 1986 survey reflected a low level of cooperative activity in that

both the public librarian and the school librarian simply reacted to the immediate requests or demands of the other without an attempt to determine how cooperation could be improved in the future. There seemed to be a great lack of understanding or a void of ideas as to what cooperation could exist at higher levels of information service. For example:

- 37% of the secondary school librarians who responded indicated that there had been NO cooperative activities of ANY KIND over the previous year with the local public library. 52% of those secondary schools reporting no contact were also not members of their Area Library Service Authority group. 63% of the secondary schools who reported some form of contact or cooperation were members of their local ALSA.
- The most frequently listed examples of cooperation which occurred during the previous year had nothing to do with collection planning or program planning, but with services one would expect to happen in any community on a regular basis:
- 13% of the secondary school librarians reported that they exchanged book lists with the public library;
- 11% of the secondary school librarians reported that they returned books belonging to the public library which had been returned by students to the schools by mistake;
- 11% of the secondary school librarians reported that they called the local library get an answer to a reference question.

79% of the responding secondary school librarians and 65% of the responding public librarians reported no contact between the two institutions over the previous year for the purpose of "planning joint programming." 71% of the responding secondary school librarians and 73% of the responding public librarians indicated there had been no contact concerning discussion of materials which could be purchased specifically for use by young adults (age 12 to 18) in the community.

The 1986 survey did produce some evidence that there is a desire for more communication between the public librarians and the secondary school librarians. 90% of the responding public librarians agreed that there is a "need to increase cooperation with school librarians," and 71% of the responding secondary school librarians agreed that there is a "need to increase cooperation with the local public library."

74% of the public librarians agreed that "regular monthly meetings between the school librarian and the public librarian" are desirable and they would attend such meetings. 54% of the school librarians agreed that they would attend such meetings. The most common reasons given by both public and school librarians for the lack or nonexistence of such meetings included, "not enough time," "no precedent," "lack of ideas as to what to discuss." Many school librarians indicated that their principals do not encourage such cooperation, or "I can't get away from school to meet with the public librarian." Several other librarians, both from the public and school institutions, indicated the main barrier to be a lack of ideas as to services and programs in which cooperation could take place. Over a third of the responding librarians gave no indication of being able to describe what some possibilities might be in cooperative activities.

A majority of both groups, secondary school librarians and public librarians, when asked, "If there is one thing that would encourage more cooperation between secondary school libraries and the public library" had

no response, or simply, "I don't know of anything." One suggestion which received the most attention from both groups was cooperation concerning "homework or assignment alerts."

A question which challenged the librarians to indicate how important cooperation is to the quality of their performance on the job did not receive strong support. Only 46% of the public librarians agreed that "contact and involvement with the local school libraries should be a primary objective to be judged on my annual job evaluation." Only 35% of the secondary school librarians indicated that they were ready to list cooperation with the public library as one area for evaluation in their annual performance review.

Generally, the cooperative initiatives seemed to come from the public librarian toward the school librarian or toward the public school and its teachers. Seldom was there evidence that the school librarian initiated cooperative activities. The secondary school population which seemed to be the least responsive to cooperative efforts was the junior high school. Lost between the reading programs developed for elementary school students and response to term paper assignments for senior high school students, early teenage students are often ignored by public librarians. Few examples, if any, seem to be present in Indiana in which the junior high school librarian is taking any action to see that students are given the opportunity to capitalize on the services of the local public library.

It appeared from this 1986 survey that few public librarians and secondary school librarians had given thought or action to pursuing cooperative collection development. The concept seemed alien to them, almost something that would cause more problems than either party wanted to deal with even if such cooperative planning might open up greater access to information for teenagers.

What does it takes to stimulate discussion, planning and eventually cooperation between school and public libraries in collection development? Billman and Owens[3] have suggested three elements:

- There must be a mutual attitude of trust and cooperation, a willingness to abandon turf and a library's stand-alone status. At the same time, cooperative collection development should be approached in a manner that does not threaten the need for or support for the individual library or media center.
- There must be a willingness to think more globally and long term about library services. This necessitates plans for greater communication with participating institutions and library staff development.
- There must be a willingness and ability to share the information and to lend materials through interlibrary loan [materials must be loaned from the schools to the public, not just from the public library to the schools].

Results from the 1986 survey of Indiana medium-sized public libraries and their associated secondary schools indicated that:

- 71% of the responding public librarians and 67% of the responding secondary school librarians DISAGREED with the statement, "The public library and the public schools should develop a joint collection policy."
- 75% of the responding public librarians and 67% of the responding secondary school librarians DISAGREED with the statement, "The public library and the public schools should cooperate on acquisition and processing of materials."

- 68% of the responding public librarians and 76% of the responding secondary school librarians DISAGREED that "the public school should employ one public librarian to work during half of the school day in the secondary school libraries."
- 68% of the responding public librarians and 60% of the responding secondary school librarians DISAGREED that, "at least one of the local secondary school librarians should be employed to work two evenings per week and/or several hours on the week-end at the public library."

Matching Collection Demands

Both secondary school librarians and public librarians were requested to judge 26 subject areas as to the general demand for materials placed on that area by local students from the secondary schools in use of the public library. There was a slight difference in the topic areas which were most frequently identified as in "high demand" by the public librarian group compared to the school librarians group. See Table 1.

Lists reflect top seven subject areas from 26 given to identify as "high demand," "limited demand," or "no demand" by students on public library collection in May 1986.

It might be a fair conclusion to say that although there is a great deal of agreement, school librarians are predicting that there is, or should be, a high demand on public library materials dealing with "teen sexual relations," and "computers," although most public librarians didn't rate these two areas in high demand. School librarians did not identify "careers" and "U.S. History" as two areas which seem to place a great deal of demand on public library collections.

Such comparisons are rather general and reflect the opinions of two groups contrasted for purposes of giving a summary to a few areas of difference. More enlightening is a comparison of opinion of the public librarian and school librarian who represent the same community. In addition to the topics given in Table 1., each survey respondent was expected to indicate the degree of demand for such subject areas as "folk stories," "poetry," "crime," "wildlife," "supernatural," "crafts & hobbies," and others. twenty-six subject areas were to be judged as "high demand," "limited demand," "no demand," or "I don't know."

Direct comparison of the public librarians' responses to the local

Table 1.

High Demand Subject Areas for Public Library Materials from Indiana Secondary School Students

Public Librarians:	Secondary School Librarians:
1. Drug Abuse	1. Drug Abuse
2. Fiction	2. Teen Sexual Relations
3. Child Abuse	3. Fiction
4. Careers	4. Child Abuse
5. U.S. History	5. Biography
6. Sports	6. Computers
7. Biography	7. Sports

school librarians' predictions produced the following results:

- In 80% of the comparisons, the public librarian and the school librarian described a different degree of demand on 50% or more of the subjects given.
- In 60% of the comparisons, the public librarian and the school librarian selected a different degree of demand on 75% or more of the subjects given.

In other words, in more that half of the comparisons, the school librarian failed to match the public librarian's judgment as to the degree of demand on the public library's collection made by young adults. The results should not be used to state that the school librarian simply does not know the demand on the local public library's collection (although 36% of the school librarian predictions on the demand were simply "I don't know"). What should be concluded here is a confirmation of what both public librarians and school librarians from this sample in Indiana stated throughout the telephone and mail survey, "We don't know each other, and we don't know each other's collections." It seems that there is an agenda for discussion once these parties decide to "take time to talk."

1987 National Center for Education Statistics Survey

A summary of data gathered from the 1987 national survey of "Services and Resources for Young Adults in Public Libraries,"[4] will emphasize some additional facts which should be considered as school librarians and public librarians begin to plan together. This survey involved a national sample of 846 public libraries in the fall of 1987

- One out of every four public library patrons in 1986-87 was a young adult (between the ages of 12 and 18).
- Only 11% of the Nation's public libraries have the services of a young adult librarian.
- 84% of libraries offer a section or collection of materials specially designated for young adults. In 74% of these libraries, the young adult section or collection was moderately or heavily used.
- Libraries that employ a young adult librarian were more likely to report moderate or heavy use of library services by young adults, including:
  - use of the library after school, evenings, and on weekends;
  - use of the reference, adult circulation, and children's sections of the library;
  - use of most library services including readers advisory services for both school and independent needs, study space, and college and career information.
- The young adult collection in libraries with a professional young adult librarian is 48% on average; the average young adult collection in libraries without a young adult librarian is 38% paperback.
- Proportionately more libraries with a young adult librarian reported moderate or heavy use of the following sections of the library compared with libraries without a young adult librarian:
  - adult reference (89% vs. 73%);
  - adult circulation (78% vs. 66%);
  - children's circulation (54% vs. 36%).
- On average, libraries cooperated with about half of the schools in their service areas during 1986-87. Cooperative activities with schools enrolling 12- to 18-year-olds included hosting class visits to the library, visits to classes for booktalks or other activities to promote reading, and meetings with school staff to promote reading

or library usage. Libraries hosted an average of 6 class visits to the library for 12- to 18-year-olds, presented booktalks in schools about 3 times, and met with school staff an average of 2 times during the last 12 months.

1989 National Telephone Survey

Three years following the Indiana telephone survey involving medium-sized public libraries and their area public schools, a second telephone survey was funded by the Research Development Committee of the School of Library and Information Science at Indiana University. The 1989 survey attempted to determine the amount of basic communication between public librarians and school librarians and to determine what items would be of most importance to each group if future planning takes place. This survey was designed by Daniel Callison, Assistant Professor at SLIS, and administered by Greg Hager, graduate research assistant at the School.

A sample of 147 public libraries were selected to represent medium-size libraries in the Nation. Each state was represented in the sample in proportion to the state's representation in Congress. Each state had at least one representative library with the more populous states being represented by one additional public library for every three U.S. Representatives that state had in Congress for 1989. Larger states (California had 15, New York 11, and Texas 9) therefore received their "fair share" of representation in the sample.

Once each state's allocation of public libraries was determined, the *American Library Directory* was used to determine which public libraries served determined which city or cities would represent that state. A total of 145 public libraries were finally contacted. From this group, 7 either did not respond or it was determined through the intitial contact that the library was not truly an independent public library system. Seven new public libraries were selected to replace the original sites. In each case the replacement was simply the next public library listed in *American Library Directory* which served a population base of 10,000 to 35,000.

Within this sample, 12 public libraries were on record as employing a full-time young adult librarian. These libraries had an average service population base of 20,965. The average service population base of those libraries which listed a children's librarian was 20,760. The average service population base of those libraries without either a young adult or children's librarian was 16,832.

Results of the mail survey will not be available until 1990. However, results from the telephone contacts have generated the following results (which are interesting to compare to similar Indiana findings three years earlier):

- 59% of the public librarians nationally reported that they had NOT met with a local secondary school librarian during the past year concerning cooperative activities. 25% of the 12 public libraries with full-time young adult librarians reported no such contact.
- The most common topics given for discussion at such meetings from the 41% who reported that contact had taken place over the previous year were "assignment alert," "automation," "resource sharing," "collection development."
- The most common reason given for the 59% who reported no contact or meeting over the past year with secondary school librarians were "lack of time," "lack of interest," "I have given up trying to contact

them."

- 57% of the answering public librarians indicated that "assignment alerts" would be the topic of discussion if a meeting was to be held soon with secondary school librarians. 26% would put "collection development" on the agenda.
- 37% of the answering public librarians could NOT name a local senior high school librarian. This dropped to 25% in the group which employed a full-time young adult librarian. Three years earlier, 34% of the Indiana public Librarians could not name a local senior high school librarian.
- 29% of the answering senior high school librarians were not able to name a professional librarian at the local public library (compared to 28% in Indiana in 1986).
- 46% of the answering public librarians could NOT name a local junior high school librarian. This dropped to 17% in the group which employed a full-time young adult librarian. Three years earlier, 57% of the Indiana public librarians could not name a local junior high school librarian.
- 39% of the answering junior high school librarians were not able to name a professional librarian at the local public library (compared to 46% in Indiana in 1986).

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School Library/Public Library Cooperation A Selective Annotated Bibliography 1979-88

Judy Fink,
Children's Librarian,
Urbana Free Library Urbana, IL

- Aaron, Shirley L, "School/Public Library Cooperation—The Way It Is," *Catholic Library World* (52:280-5), Feb. 1981.

Beginning with the history of cooperative efforts, Aaron continues to discuss problems and accomplishments of these libraries working together. She emphasizes that a study of the literature documenting cooperative efforts lacks quantitative data, resulting in little "real evidence to support the contention that resource sharing results in certain benefits."

- Bender, David R, "Networking and School Library Media Programs," *School Library Journal* (26:29-32), Nov. 1979.

Each member of a multitype library network needs to consider how its own role and needs can be maintained while taking part in a resource sharing venture. Included are suggestions for possible cooperative projects, all of which call for libraries to be more concerned with patron needs rather than with "institutional territoriality."

- Billman, Betty V. and Owens, Patricia, "School and Public Library Cooperation: A Prerequisite for Cooperative Collection Development," *Collection Management* (7:183-95), Fall 1985 Winter 1985-86.

An examination of cooperative efforts in Connecticut led to the formulation of a six-level hierarchy of cooperation, where communication and involvement were evaluated. Examples of all six levels are included.

- Crowe, Linda and Shaevel, Evelyn, eds. *Cooperative Seminar for School and Public Librarians Working with Young Adults. Final Report.* (Springfield, IL: Illinois State Library, 1980.)

An LSCA Title III grant for interlibrary cooperation funded an initial seminar for librarians working with young adults. Projects were designed and their descriptions and evaluations form the majority of this book. The seminar proposal and schedule are appended.

- Doan, Janice K, "School Library Media Centers in Networks," *School Library Media Quarterly* (13:191-9), Summer 1985.

Several regional and statewide multitype library networks are examined and the role of the school library media center as a member

evaluated. Doan concludes that resource sharing and networking are no longer supplementary but necessary to meet the needs of students and staff.

- Doll, Carol A, "School and Public Library Collection Overlap and Implications for Networking. *School Library Media Quarterly* (11:193-99), Spring 1983.

Results of surveys of school personnel in South Carolina show support for library networking to obtain access to materials not in the school's media center. The author goes on to provide statistical evidence that the overlap among school collections in an area is low enough to make resource sharing beneficial. In addition, the overlap with the public library is also low. The procedure for drawing a random sample of titles is included.

- Hart, Karen, "Using Each Other—A Necessity: School-Public Library Cooperation," *Colorado Libraries* (12:12-3), Dec. 1986.

Canon City's (CO) many ongoing cooperative programs owe their success to good communication between libraries and a dedication to service to the total community. Programs include cooperative collection development and joint teaching of research skills.

- Kennedy, Mary Ellen, "Cooperative Materials Purchasing Among School and Public Libraries: Focus on Indiana," *Collection Management* (7:197-203), Fall 1985/Winter 1985-1986.

A discussion of the issue of cooperative collection development through joint purchasing. Studies do not indicate widespread formal arrangement for this.

- Purcell, Royal, "Computers, Cataloging, and Cooperation," *Small Computers in Libraries* (7:6-9), Mar. 1987.

A description of the Monroe County (IN) Community School Corporation's materials processing arrangement with the Monroe County Public Library.

- Razzano, Barbara Will, "Public Library/School Library Cooperation: Applications for Reference Service," *The Reference Librarian* (7/8:123-28), Spring/Summer 1983.

The article suggests, based on examples from New York State libraries, methods of cooperation which can "improve and extend reference services to young people."

- Rovenger, Judith, "School/Public Library Cooperation: Westchester Finds, a Way," *School Library Journal* (32:33-6), May 1986.

When the Westchester Library System received a grant from the Foundation for Children with Learning Disabilities, the libraries in the county set out to design needs of students and their families which went beyond traditional outreach services.

- Shoulp, Jan and Tadin, Sylvia, "Bridging the Gap," *School Library Journal* (26:53), Nov. 1979.

The authors, a young adult librarian and a high school librarian, designed several cooperative programs for the young adults in their community. Their initial project was part of the LSCA grant described above in Crowe.

- Stump, Fay, "School and Public Libraries Co-Operated to Help Non-Readers," *West Virginia Libraries* (35:33-34), Spring 1982.

Faced with a shortage of reading specialists, a high school turned to the public library's literacy program for help. Public and school librarians worked together to train students to

tutor peers.

- Volz, Bridget, "Volunteerism: Cooperation Between the Denver Public Library and Denver Public Schools for the Summer Reading Program," *Colorado Libraries* (12:15-6), Dec. 1986

Children's librarians, school librarians, and a volunteer from the public library worked with middle school students to develop a presentation to promote the public library's summer reading program in the elementary schools.

- "The Workout Book: Getting In Shape to Cooperate," *Public Libraries* (24:71-3), Summer 1985.

An example of a state's effort to promote cooperation, these selections of activities are from a Virginia State Library/Virginia Department of Education booklet.

Children reading to each other at the Hammond Public Library. Photograph by Dana Ball, School City of Hammond.

Components of Cooperation: Schools and Public Libraries Link for Enhanced Service and Information Access for Youth

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School City of Hammond, Hammond, IN

The most northwest city in Indiana, twenty-two miles southeast of Chicago, Hammond is experiencing a decline in its industrial economy. The population has decreased 20% from 1970 to 1984. Currently, the school enrollment is estimated at 18,589. Eighty-three per cent of the school children attend public schools. The population of the city is approximately 89,000, twenty per cent of which falls within the age range of 5-17. The racial makeup is 69% White, 16% Hispanic and 15% Black. It is within this context that the Hammond Public Library and the School City of Hammond serve the community. The library system operates a main library and seven neighborhood branches while the school corporation operates 19 elementary, 5 middle and 4 high schools. In addition, there are 8 parochial schools, 1 private school, and a career center which serves high school age students through adults.

The need for cooperation between the public library and the schools developed as a result of an evaluation of library use based on number of card holders, circulation and children's program attendance. It was evident that measures needed to be taken to involve school children more by reaching out to them through the schools in the community. The Hammond Public Library mission statement notes the first priority to be "information services for individual improvement and community development." The secondary and tertiary missions are that the library provide for "recreational and cultural interests" and "outreach to individuals and groups not currently using the library."

In 1985, the Hammond Public Library, under new leadership, began taking a more active role in the community. The School City of Hammond, also under new leadership, was moving in a similar direction. Philosophically, both organizations had a similar mission in the community. The public library recognized the need to synchronize actions with the schools. To accomplish this, focus was placed on the following principles;

1. Programs developed in isolation do not best serve youth in the community; cooperative programs benefit all.
2. There is a direct and positive relationship between education and quality of life and between public libraries and schools.

3. Linkage of human and material resources is the key to effective and efficient programs.
4. Access to information and library resources and services must be aggressively promoted and available to all.

Linkage of Systems

To begin the cooperative program, the public librarian needs to take the initiative because the reality is that the schools work in the community with well established programs solidly in place. If the public library wants to establish cooperative programs with the schools the movement must come from the library or it is probable that no cooperative effort will occur. In the Hammond situation, the head of children's services for the public library contacted the superintendent of the School City. The response was favorable, so a face-to-face meeting was scheduled. In preparation for the meeting the librarian assessed the type of involvement that was desirable and feasible. Priorities needed to be established, with a specific agenda noting the goals and how they would be accomplished. A mutually beneficial relationship needed to be evident from the start of the program. Once lines of communcation between the public library and the school administration were open and a procedure was established, the key players were free to develop the cooperative program.

At the meeting, the head of children's services and the superintendent explored the possibilities of developing cooperative ventures which would have the ultimate effect of enhancing library services and encouraging reading for children in grades K-8. The public librarian recognized that it was necessary to work through the school system because that was the most efficient way to reach the largest number of children. The superintendent agreed and readily connected the librarian with the assistant superintendent for curriculum and instruction, who suggested that the liaison be the supervisor of library media services and communications.

The supervisor of library media services arranged for a meeting between the head of children's services and all of the library media specialists in the school system. Every elementary school in the Hammond system has at least one half-time media specialist and a media aide. This meeting took place at the opening of school in early September. The process of communicating with each school was established, and specific programs the public library could provide to teachers and students were examined. School library media specialists were enthusiastic about how the public library could have impact on the lives of youth through cooperative programs with the library media centers and classrooms.

Once the administrative support was established, the building level staff were encouraged to participate and to "own" the cooperative efforts. To accomplish this, it was necessary to provide specific examples which demonstrated the immediacy of the benefits to children. Steps were taken to ensure that the library media specialists were aware of the increased resources and services that were available to them.

Action Plan

This section will highlight types of cooperative efforts that have been accomplished over the previous two years and will cite plans for the future. These examples feature contacts with the public schools, but the same types of efforts are directed toward private and parochial schools.

One of the most beneficial and positive programs a public library can offer is the school visit. These visits have been the lifeblood of our cooperative program. Each branch is matched with the schools which are located in its neighborhood. The branch librarians are responsible for contacting the school library media specialist who in turn schedules visits to the classrooms. The visits are usually grouped by grade level and include book talks, distribution of bibliographies, and other helpful information about the neighborhood library. Depending on the grade level, puppetry, reader's theatre and other dramatic approaches are used. Each class is introduced to five to ten books during the visit. In the 1987-88 school year seventy-five percent of the K-8 population experienced a visit to their classroom by the local branch librarian.

Commitment to school visits is evidenced by strong administrative support and enthusiastic implementation by branch librarians. An attempt is made to complete all school visits during the first semester so students have a maximum amount of time to take advantage of the public library the remainder of their academic year. The second semester, branch librarians concentrate on student field trips to the library. The trips go beyond basic tours as students are taught to use the online computer terminals to meet their research and recreational reading needs. Most branches are within walking distance of the schools, so teachers often schedule regular visits.

At the conclusion of each school visit, branch librarians complete an evaluation form which is kept on file in the office of the Children's Division. This form serves as a valuable reference for future contacts with building media specialists and teachers. Information is often shared with library staff via a newsletter and at bi-monthly children's services meetings. This exchange of information, both ideas that worked and ideas that didn't, is essential for professional growth of the children's services staff.

In addition to resources used during school visits, the teacher has access to 143,000 children's books in the public library system through the Classroom Library Collection (CLC) program. To participate, the teacher completes a CLC request form which is sent to the Main Library, where it is processed by the children's services staff. The CLC material is delivered by library courier directly to the teacher at the school. Requests range from the generic "good fiction for 4th and 5th graders" to specific title requests or books related to a particular curricular unit. Classroom Library Collections are circulated for loan periods of four, six, or eight weeks. The public library continually receives appreciative words and notes from teachers who use the service. There are some definite strains on the public library staff for time, so consideration is being given to creating a part-time position devoted to working exclusively with the CLC program.

The Classroom Library Collection is a supplement to, not a replacement for the school library media collection. Teachers will generally go to their own library media center before contacting the public library. The philosophy of cooperation encourages working together to improve reading skills and enhance information access.

Community and Business Involvement

Because the philosophy of the Hammond Public Library is to be actively involved in the community, its administration works with organizations which share this objective. One

such organization is the Hammond Education Foundation, founded in 1984, with the purpose of bringing together the public and private sectors of the community to support public education. The mutual goal of improving quality of life in the community benefits everyone. The supervisor of library media services is executive of the Foundation, allowing easily managed connections among the three organizations. Due to the success and growth of cooperative public library and school system ventures, the director of the Hammond Public Library was elected to the Board of Directors of the Hammond Education Foundation. The membership believes that education goes beyond the walls of the school and views the public library as a vital link in the education chain of the Hammond community. In 1988, the Foundation granted $1000 to help the public library attain its goal of purchasing classic video programs through the MacArthur Foundation project. These videos are currently in use in the community.

To enable the public library to become involved with instructional innovation, the head of children's services was appointed to the Project Committee of the Foundation. This committee awards mini-grants to teachers who plan creative educational projects for their classrooms. Inclusion in the award process in its early stages allows the head of children's services to increase teacher awareness of public library staff, resources, and services that can be used effectively for quality instruction. Another joint program which increased awareness and use of the public library was get-acquainted breakfasts for teachers and library media specialists. The breakfasts were hosted by library branches and the costs were shared with the Foundation.

Another valuable Foundation program in which the public library takes an active role is called "Time-Out For Reading." Started in 1986, this sustained silent reading project was intended to bring awareness of the importance of reading to all staff and students in the school system. The public library and the Chapter I reading staff were included in the project in 1987 and by 1988 the project included an author visit, a storytelling workshop, and a library card application for every child in the school system. A poster created by the school system's public information department to promote the program featured a child reading at a branch library. In 1989, Time-Out For Reading will feature a week of activities with the theme, "I Love to Read." Special after-school programs at library branches will highlight biographies, poetry, writing, favorite books and reading aloud. The week-long event is sponsored by the Foundation, the Hammond Public Library, Chapter I Reading Program, Hammond PTA Council, and the Calumet Area Literacy Council, and is a further example of the cooperative spirit in Hammond.

Additional School City Programs

Through networking efforts, public library staff have become involved in committee work which benefits students and community residents. Public librarians are welcome to speak at faculty meetings and certain staff have been asked to participate in key program planning such as the Gifted and Talented project. Additionally, public library staff are taking part in a Lilly grant entitled Program for Reaching Individual Students at Middle School (PRISMS) to help plan programming at the library for at-risk middle graders.

Public library staff have also become involved in information

gathering for participants in the School Improvement Process (SIP) which is involved with building-based management. Individual branch librarians have provided input and resources for persons involved with this process. Such participation enables public librarians to voice concerns, such as the necessity for "homework alerts" and suggest constructive ideas, such as specific after-school programs which assist children and parents. By participating from within the school structure, public librarians are better able to promote the resources and services that would most benefit particular schools, teachers, and students.

The public library has also cooperated with the special education department of the School City of Hammond in terms of providing job training opportunities. The high school students involved in this program are placed in a public library setting to learn routine library functions. In the four semesters that the program has been in place, twelve students have worked for the library. A job coach from the school system works daily with the student and is supervised by public library staff members. The work assistance received at the library and the skills learned by the student make this a valuable program for all involved.

Involvement with Parents

The public library serves a vital role in providing information to families on a variety of topics during a child's school career so it is important for the library staff to have a good relationship with parent groups. This positive relationship is being developed by becoming involved with the PTA Council, which is a group composed of PTA presidents from the twenty-four individual school chapters. Through this participation the library has the potential to connect with all affiliated parents. Contacts made thus far have been positive. Time, however, has limited the contacts. Currently, a slide presentation is being produced highlighting fiction for children in grades four through eight, to be presented as a program at PTA meetings. Assistance on the program is being provided by the media services department of the school system. Librarians in Hammond know from personal experience that parents are eager to have information about good books for their children. Efforts to reach parents of remedial readers are handled through joint programs with the Chapter I staff. In addition to working with the Chapter I office on the Time Out for Reading project, Hammond Public Library and Chapter I staff have developed Family Night at the Library. The library's children's staff conduct a program for children while the Chapter I staff work with the parents. Then all staff and family members come together for a group activity.

Currently, Chapter I is co-sponsoring a "Read for Life" poster contest to help promote adult literacy. The Calumet Area Literacy Council initiated the idea, Chapter I became involved and invited the Children's Division to participate so all groups would be promoted. In the future, the public library plans to be more involved in the Chapter I-sponsored Young Authors' Conference.

General Cooperative Activities

The school system and the public library cooperate in numerous areas to bring benefits for our ultimate target group-youth. Both organizations employ a full time graphic artist. The public library artist creates the bookmarks and book flyer material while the school system artist creates more sophisticated materials because

of the availability of state-of-the-art computer publishing equipment. When time permits, the school system also prints library material which is designed to go home with children. When the public library would like a distribution to be system-wide, they supply the paper and the school city provides the labor and distribution from its central transportation facility. The theory is that if the school system can help to encourage reading and information retrieval, it will.

Other services the school system provides to the public library include use of specialized equipment, such as photo copystand for producing slides, use of a camcorder to tape special programs, and duplication of audio and video tapes that are copyright free.

The Hammond Public Library director and school system administrators are working together to obtain funding for a shared database, "Project CONNECT," linking school and public library resources. This has given the School City of Hammond the impetus to start a retrospective conversion to MARC records of its holdings at the high school level.

Hammond Public Library staff instruct groups of students and individuals in how to use OTIS, the public access computer and databases on CD-ROM, including Newsbank and Infotrac. Students are encouraged to use the "hold" system to request materials not at their local library facility. They are also free to request materials through the interlibrary loan program. Both the Hammond Public Library and the School City of Hammond are committed to equal access to information.

Conclusion

After two years of cooperation, the children's services staff presented book talks to nearly every classroom, grades K-8, in the Hammond schools. The number of children registered for borrower cards increased in one year from 6,801 to 10,637. Circulation of children's materials increased in this same period from 78,282 to 95,232. Hammond Public Library and School City of Hammond staff work together with parents and community members to promote reading and foster the role of the library in enriching children and increasing individual improvement and achievement.

The Hammond Public Library and school staff interrelate effectively with each cooperative program. They demonstrate flexibility, professionalism and creativity—all vital elements to forging a strong, successful education chain.

The authors would like to acknowledge Arthur Meyers, director of the Hammond Public Library and Dr. David O. Dickson, superintendent of the School City of Hammond for their enthusiastic support, guidance and commitment to service for children. *For more information on this program, contact the author at the Hammond Public Library, 564 State Street, Hammond, IN 46320.*

Small Public Libraries Can Cooperate Too!

Ann Herold-Short,
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Rushville Public Library is a small library. Even though we are the largest library in the county and feel we must serve as a county library in some respects, technically speaking we are a city library serving a population of about 6,000 people. Our school system, however, is a county-wide, consolidated system, and, as we have no county library system, a major goal for us is establishing and maintaining contact with county schools.

Cooperation with local organizations, especially the school system, is probably the most important form of outreach for our library, as it is for most small libraries. We don't have a bookmobile for our rural patrons, and we can't afford many other methods of outreach.

I have always believed that among the most important programs and services offered by public libraries are those offered to children. The world of books is new and fresh enough to be exciting to small children. This enthusiasm is contagious, making the programming fun to plan and execute. I feel we owe it to children to keep the library an exciting, vital place. Once a child and his or her parents become familiar with the services offered by libraries, they will be hooked.

Cooperative Programming

As the Children's Librarian at Shelbyville-Shelby County Public Library, I was encouraged to constantly experiment with programming. Programs for toddlers and puppetry for all ages were introduced. A major problem was how to inform parents that such services were offered. I found that introducing the programs to visiting preschool groups quickly passed the word in our community.

As the children's librarian my personal involvement with public schools was minimal. The library staff visited schools to give puppet shows and workshops. We encouraged visits from public and private schools, day care centers, and nursery schools. We provided brochures and posters to schools to promote reading clubs and other programs. To encourage local media specialists to use and promote our library's services, joint yearly meetings were arranged. Our biggest venture was an annual Science Fair Workshop which drew large crowds. We simply provided a science bibliography, information about other science resources, and a how-to workshop on designing attractive displays.

Cooperative Planning

As Library Director of Rushville Public Library, more from habit than from insight, one of the first meetings I arranged was with the media specialists in the surrounding school system. The junior high school media specialist served as a library board member, and this involvement undoubtedly contributed to the success of that first meeting and to subsequent ventures. For the most part the librarians were enthusiastic about public library service and were more than willing to offer suggestions.

Another means of furthering cooperation is our recently formed library planning committee. Although this committee consists of board members, library personnel, and local citizens, county residents who have purchased non-resident cards are encouraged to attend. We also offer all county students a discounted user fee.

Cooperating by Communicating

We try to remain flexible and open to most suggestions of ways we can improve our services. Recently, with this in mind, we sent packets of postcards to the schools with the hope that they will alert us whenever students will be in need of special reference materials. Interestingly, although we have asked nicely each year for the teachers to warn us in advance, we have had little response. The postcards apparently showed we were serious. Few teachers have filled out the form, but they have told us about upcoming assignments.

Because "Classics" are assigned each year to students, we make available a list of those we have. Our list does not always match the teachers' lists, but it gives students some assistance in selecting books.

As previously mentioned we do provide several services for teachers in addition to those offered to students. Among services offered to schools and teachers are:

1) Resource Kits. The kits may include art reproductions (prints and sculptures), identification labels, books, slides, audiocassettes and videocassettes. We have a list of suggested topics, but teachers are encouraged to suggest **new** topics.

2) Displays. Displays are available for classroom or media center use. Displays include art reproductions from various cultures or on subjects, with informative labels. In addition, the library, along with three local schools, borrows materials from the Resource Center at the Indianapolis Children's Museum. We share the responsibility of picking up and returning materials.

3) Educational Collections. Collections are offered to schools and community groups. The materials may be borrowed for an extended loan by teachers with valid cards. Materials are used in the classroom or at a meeting.

4) Lists of Library Holdings. We frequently update our lists of audiovisual materials, such as slides, filmstrips, and art reproductions, which might be of interest to teachers. In addition, we provide bibliographies on many subjects.

5) Library Instruction. Tours of the library are available for all grades, from nursery school to senior high school. Our children's coordinator, Pam Vogel, recently suggested that we encourage more visits and show that we feel visits are newsworthy, by including them in our monthly calendar of events.

In addition, since the resource kits are proving to be so popular, we are planning to provide lists of suggested

readings about each topic. Teachers can photocopy these to give to students.

Summary

To summarize, there are many services that even a small public library can offer the local school system. Cooperation with schools and community groups and organizations such as nursing homes is our most important outreach service. I hasten to add that such cooperation is not one-sided. The schools are almost always willing to help us with projects. Teachers provide us with "free" advertising, by making it known to students and parents that the library has much to offer. Showing the community that the library is willing to cooperate and asking for suggestions whenever possible may be as important in fostering community support as initiating cooperative ventures.

Establishing contact with the schools made our programs more visible. Teachers and students have spread the word about our extra services, making it easier for community groups to approach us with ideas for cooperation. When library employees speak at community groups, teachers are often the first to mention the types of programs we offer.

I would **not** recommend that libraries purchase extra materials for cooperative ventures until it is seen how successful the service will be. Instead, I would encourage librarians to make use of all the untapped resources they have on hand. In our case, we had **many** sculpture reproductions for patrons to borrow. Some had not circulated for several years, but they were perfect for displays and resources kits.

The benefits of outreach to the schools far outweigh the small investment of time and effort. Teachers encourage students to join our reading clubs and to use the public library during the summer. In addition, they point out that we offer services and materials that are not duplicated by the media center. Media specialists inform teachers about our interlibrary loan services. Teachers' collections insure that some books, which might otherwise not be checked out, are seen by students. Lastly, being involved with teachers and students can often be FUN.

"Establishing an Atmosphere for Success"

Susan Dailey
Children's Young Adult Librarian
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Bluffton, IN

"Atmosphere and ambience"—these words conjure up an image of expensive, intimate restaurants. They seldom bring to mind the children's department of a library. However, the success of youth services in our libraries is determined by the atmosphere and ambience we, as children's librarians, establish.

Merriam-Webster defines atmosphere and ambience synonymously as surrounding influence or environment. The environment includes such easily identified physical factors as graphics, equipment and color. But more significant are the intangible social conditions found in a children's department.

The most important factor in establishing a desirable environment is the attitude of the personnel. A library can have a marvelous collection, interesting programs and beautiful furniture, but if the personnel are haughty or unhelpful, it will not be a successful library. Although it is unlikely that a child would state "I like the library because I like the librarian," it is none the less true that friendly, accommodating staff make a children's department an enjoyable place to visit.

A major problem encountered by children's librarians in creating a welcoming environment stems from stereotypical expectations from the public and some librarians. Gone are the days of the old maid librarian who glares over the top of her glasses at any sound above a whisper, but many people still believe the noise level in a library should equal that in a sanctuary. Though most libraries now allow quiet conversation, even this noise level is hard to achieve in a children's department.

In the facility where I work, noise from the children's department has not been a problem because we are located in the lower level of a Carnegie building. However, we are currently planning a new library. In an effort to design a functional children's department I sent out surveys to several children's librarians who work in new buildings. Part of the survey dealt with noise because sound levels seems to be a problem in many libraries.

Of the eighteen surveys that were returned, nine of the libraries stated that the children's department was separate from the rest of the facility. Five of these were located in a lower level, two were in a separate wing, and

two were divided from the rest of the facility by glass or solid walls. "Our separateness is often a blessing, especially during programming times," stated a librarian whose children's department is on a lower level. Another librarian in a similar building wrote, "Being away from (the) adult area means we don't have to 'Shhh' all the time!" Only two of the librarians in facilities where the children's department is separate said that noise was sometimes a problem for them.

Nine of the libraries indicated that the children's department was not separated from the rest of the facility. Seven of these librarians commented that noise was a problem for them. A library in Iowa used only book shelves to define the children's department. Their co-director felt that this was not an appropriate method and that the children's department should be completely separate. She went on to state, "We are very open and we have problems with adults not liking the noise of the children's department."

Many new libraries can aptly be described using the term "open." This trend in library buildings seems to be a reaction to the many roomed Carnegie libraries where most walls were load bearing and therefore, limited the usefulness of space. The popular word in recent library building literature is "flexibility." However, "flexibility" and "openness" are not synonymous terms. While a totally open library will certainly be flexible, a flexible library does not have to be completely open.

The open concept theory was popular in school construction during the late 60's and early 70's. Three area schools were built with this theory in mind and they have all abandoned the concept and added partitions. Although a school and library have different needs, noise levels are a problem for both.

Without advocating a library with many small rooms, separating areas that will be noisy from those that need absolute quiet does seem logical. A children's department needs to allow conversation, laughter, computer clacking, and crying babies to make the atmosphere comfortable for its young patrons. Although children need to be taught that running and screaming are not appropriate in a library, it is unrealistic to expect the sound level from a children's department to be consistent with that desired in a reference area.

The "flexibility fallacy" as discussed by Nolan Lushington and Willis N. Mills creates another problem in establishing a welcoming ambience in a children's department. This problem relates to the physical enviornment found in youth service areas. Lushington and Mills state that new libraries have featured open, modular designs so that the librarian can do whatever she wanted.[1] They continue by saying, "A visit to such a library reveals a banal desert of space—lifeless, mindless, bland—without apparent understanding of the varied requirements of different library service areas."[2] While Lushington and Mills believe universal space is a beginning, it must be followed by selection of furnishings, equipment, lighting and graphics to give life to specific library activities that will take place there.[3]

I concur with these assessments of Lushington and Mills after having visited a library where public areas were not allowed to be specifically designed for a particular purpose. The furnishings and color scheme in the children's department were identical to those in adult services. The library did not have a children's programming area. They used one of the meeting rooms for storyhour. Although this was consistent with their desire for

flexibility, the children's librarian was not allowed to decorate this room or give it an appropriate ambience because it was being used by adult groups in the evenings. The ultimate insult to young patrons occurred at the circulation desk, which was so high that a young child could not even be seen when he stood at it. Whether intentional or not, the atmosphere created in this library was totally uninviting to children.

Fortunately this library is an extreme example of an undesirable physical environment for a children's department. Establishing an attractive physical environment, however, is not easy. Several years ago I visited a school media center that was visually exciting and attractive. After comparing its physical atmosphere with ours, the facility where I worked could best be described by a four letter word, "D-U-L-L." It looked like adult services with lower shelving units and brighter carpeting.

With the blessings of our director, who had previously been a children's librarian, we hired a local artist and embarked on a redecoration project. The outside entrance to the children's department was turned into a tree with velcro strips on the branches so the leaves and animals could be changed seasonally. Several animals decorate one wall underneath the tree with their ears being used as coat hangers. Our book return has a bear on the front of it, while a kangaroo with numerous pockets holds puppets to be played with in the children's department. Because we hold storyhours in the children's department, the artist designed a curtain with Mother Goose and some goslings that can be pulled during programming to reduce interruptions. Our redecoration was completed with the addition of several large dolls, puppets and a flying Mother Goose.

A pitfall we encountered, and hopefully avoided, in redecoration was the creation of a physical environment that would be appealing to children without being childish. Because chidren's departments serve a wide interest range, they often have to provide more than one type of graphics and furnishings.

Todd Strasser, the author of several young adults novels, wrote an interesting column in *School Library Journal* entitled "Lending Ambiance to Libraries." In this brief article Strasser outlined what factors he felt created an inviting atmosphere in a junior high or senior high school library. Strasser's first recommendation was that libraries provide couches where students can read comfortably. He goes on to say that he looks for round tables because when both rectangular and round tables are available, students always head for the round ones. Strasser comments that one of the most unappealing libraries he ever saw was lined with carrels, which he described as "those individual study, cubby-type desks, the kind with partitions on three sides . . . they might help students to concentrate, but so many in a room somehow suggests a penal colony."[4]

Strasser's article illustrates how comfortable furniture contributes to the atmosphere in a children's department by making it an enjoyable place to spend time. Play areas and equipment also serve this function. When I was young, the children's room was viewed basically as a storage space for books. Now, however, most children's departments are a place to do more than just check out books.

In an effort to discover what other libraries are providing for their young patrons to use in-house, questions about play areas, listening centers and computer areas were included in the survey. One library has an extensive

play area called Kara's Korner, which is a memorial to a young child who was killed just before the library was occupied. This impressive, exciting preschool area contains a doll house, a large aquarium, a game carpet, a toy box, wooden puzzles, along with a small table and chairs and bulletin boards.

No other children's departments represented in the survey have such well equipped play areas, however, several do have toys that can be used in house. Nine libraries indicated that they have puzzle-working tables. One library had a puppet stage, which children seemed to like. Two children's departments had tables where children are allowed to color. The most unique play area idea was found in a Wisconsin library that had a boat in to which children could climb.

Although one librarian commented that lost and jumbled puzzle and toy pieces were a problem for them, she stated that it was an extremely popular service. Two other librarians wished that their play areas were better defined; however, the overwhelming consensus was that play areas were well-used by young patrons. In our own situation, we find that our puzzles and educational toys provide wonderful entertainment, especially for those children whose parents are browsing for books and video tapes.

While play areas appeal basically to young children, computers and listening centers provide activity for a wide age and interest range. Eleven libraries that responded to the survey had public access computers. In many cases, though, the computers were shared with adult services and located in their own rooms.

In our library we are fortunate to have three computers. One is located in the children's department and two are found in adult services. Because of a limited children's staff we load a program into the computer in the morning and allow young people to use that program all day. We do not reserve blocks of time or record a patron's usage. The programs for the children's department computer are appropriate for preschoolers and early elementary students. More sophisticated programs and a computer printer are available in adult services where a larger staff is available to monitor this type of usage. We have found this set-up to work satisfactorily.

Seven children's departments provide listening centers with record players and/or cassette players. Young patrons are allowed to view filmstrips on an individual basis in two libraries. None of the responding libraries currently has individual VCR units with headsets. We are allowing space for these at our new listening center on the recommendation of our building consultant. He feels they will be common in the future.

Another important factor in the physical environment of a children's department is the color scheme. This, though, is often beyond the control of the children's librarian unless a new building or renovation is planned. Questions about colors were included on the survey.

Only three children's departments used different color schemes than those found in the rest of their library. Fourteen used at least some of the same colors. Often the carpet or wall color was consistent throughout a building with accent and furnishing colors being unique to the children's department.

The most commonly used color among those libraries answering the survey was beige/off-white, which was

included in nine color schemes. This neutral shade was usually combined with more vivid ones. Other commonly used colors were orange, mentioned in the color scheme of seven libraries, blue in six buildings, red found in five, and green listed as a color in four libraries. Most children's departments listed three colors in their decor, although several used two or four colors, and one library listed six different colors.

One librarian whose color scheme included beige walls and blue chairs said that she wished the children's department had more color and a different "look" than the rest of the library. Another librarian whose color scheme was red, orange, and white stated emphatically that the colors were the"WRONG" ones. She felt that "red and orange excite, the white is very stark and the kids go beserk!"

This information about color schemes offers no definitive conclusions, but it does bring out some possibilities and pitfalls. There is no one right color scheme for a children's department. But, because the color scheme helps or hinders the establishment of a desirable atmosphere, it must be chosen carefully. The colors need to be bright and colorful without being gaudy. The color scheme in the children's department does not have to exactly duplicate the rest of the library. But the colors should be compatible, especially if the youth services area is not separated in some manner from the rest of the facility. The colors should encourage use, which means that they should not show dirt easily.

In summary, there are many factors which influence the atmosphere or ambience in a children's department. They include such things as library personnel who are friendly and helpful; acceptable noise levels whicht are child-oriented; visually exciting graphics and furnishings which are age appropriate; exciting equipment and play areas which are entertaining; and attractive color schemes which are interesting to children and young people. A successful children's department hinges upon the environment our patrons discover when they enter our sphere of influence.

It is our responsibility and mission as children's librarians to make the library a welcoming place for the youth whom we serve. If we can achieve this goal with our patrons, we pave the way for them to be life-long library users. I can think of few gifts we could give a child that would be as valuable.

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[1]Nolan Lushington and Willis N. Mills, Jr., *Libraries Designed for Users* (Syracuse, NY: Gaylord Professional Publications), p. 16.

[2]*Ibid.*, p. 17.

[3]*Ibid.*, p. 17.

[4]Todd Strasser, "Lending Ambiance to Libraries," *School Library Journal*, June-July 1988, p. 59.

The "Before" and "After" of a Children's Librarian

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While a person is a library science student, it is easy to develop theories about what constitutes the ideal Children's Department. If fact it is almost impossible to not develop a vision of ideal library service to young people after being exposed to the writings of others who work with children, the teachers of courses who attempt to prepare the student with a solid background in children's literature and services, and classmates, some of whom already have experience in the field.

While I was taking library science courses related to work with children, I developed my personal philosophy of children's services and expressed that philosophy in a paper I wrote nearly one year before becoming a Children's Librarian. Now, after 4 1/2 years of practical experience, I decided it was a good time to unearth the paper, reread it, and see if experience has made many changes in my theories. I am painfully aware of how my theories on child raising changed drastically after having children of my own. I hoped I had been a little more realistic and a little less grandiose about how "I would do it if I were the librarian."

Following is my philosophy on children's services as of August 1, 1983.

Back to Basics —
A Sign of the Times

As a student of library science, I am currently in the process of absorbing information, both in classes and from outside reading, on what the children's librarian should be like. May I describe this creature? She (he) must first of all like children and enjoy working with them. She must be able to plan programs that are creative and stimulating. She must not only plan these programs for the "average" child at each age level, from infancy to approximately age thirteen, but she must be careful to include the mentally and physically handicapped, those with learning disabilities, the gifted, and minorities. If any are not able to come to the library, she must attempt to go to them. She must be a storyteller, a booktalker, a puppeteer, and an equipment operator. She must keep children under control, handle any complaints, censorship or otherwise, without losing her cool. She must plan the budget for her department, set goals and objectives, and justify her department's existence. She must be concerned with publicity

and public relations, and with collection development, review reading and book ordering. She must do these things and whatever else is required for less pay than her colleagues in adult services[1] because her job is not as prestigious as theirs, and she must beware of mental collapse resulting from a severe case of burnout.[2]

Current literature indicates that the use of children's services has declined,[3] while the pressure to lure more children into the library by gimmicks has increased. The result is that many of the children who do use the library come for reasons other than books.[4] This fact, I believe, gives us reason to pause and reflect on what the purpose of a children's department is, or what its basic priorities are.

This may seem an extremely pragmatic viewpont, but I believe this viewpoint is a sign of the times. Consider the uproar which has resulted from the report from the Commission on Excellence in Education on the declining quality of education in our country, and notice how newspapers and magazines are echoing the hue and cry. William Buckley, in a recent newspaper column, noted the number of passengers on a recent DC-10 flight—over one-half—who were simply sitting. He stated:

> [A]nd my point is, of course, that they were not reading—not books, or newspapers, or the magazines the airplanes put into the marsupial pouches in front of you . . .There is little doubt that the observation of the president's educational commission released last spring was correct, that we are becoming a nation that encourages mediocrity; and this is in part, because we do not read.[5]

The schools, however, cannot solve all educational problems alone, because they did not cause all of them; numerous factors enter into the decline of literacy. Besides, exposure to books and a positive attitude toward learning should take place long before a child enters formal schooling if he is to have a hope of achieving his potential. One of the very best places for this love affair with learning to begin is in the public library, for nowhere else can such a vast array of books and other materials be made available. The catch is that small children must be brought to the library by someone—an adult who has enough confidence in the library to feel that it is good at what it is in existence for.

To my knowledge, the basic reason for a library is to provide people collectively with materials which they could not afford to provide for themselves individually. The basic format for these materials still is, and I hope will ever remain, the book. Those who are intent on bringing about a bookless society I sincerely hope are struck with a plague before their dirty deeds are done. The printed book is as yet the only medium which allows the reader all the time he desires to peruse a particularly provocative passage or study intensely an appealing illustration, or to skip entire segments altogether, if he desires. There is also evidence that the printed page is superior to other methods of relaying information in the enrichment of language skills in children.[6]

There appears to be a back-to-basics movement underway in libraries as there is in the schools, but I hope it does not get carried to the opposite extreme. There are those who advocate abandonment of programming in public libraries,[7] but each community is different and has different needs. It boils down to a matter of priorities—putting first things first. As Ervin J. Gaines stated in an article in the *Wilson Library Bulletin*, "A little benign neglect of social involvement and a greater emphasis on improving

those things that cause people to use libraries in the first place will be of greatest service to our citizens."[8]

Regarding children's services in particular, we might do well to read from time to time the *ALA Standards for Children's Services in Public Libraries*. I will not repeat here the six objectives, but the first two are (1) To make a wide and varied collection of books easily . . . available, and (2) To give guidance to children in their choice of books and materials.[9] The *Standards* also state that "Individual reading guidance is a day-to-day activity in each agency and the most important (underlining added) children's service performed."[10]

I do not think anyone would deny that programming is an integral part of children's services, but it is unfortunate that children's programming has been cited as the main reason why children's librarians leave the field.[11] I do not think this would be the case if there were not pressure, real or imagined, on children's librarians to undo themselves. The point I am trying to make here is that the basic objectives need always be kept in mind and taken care of before the extras. As Patrick O'Brien so aptly stated in an issue of *Top of the News*, "The public library is one of the few (it may even be the only) institutions left in this country where a child can still get one-on-one professional help free and without question."[12] Let us not spoil that special relationship by having chidren's librarians who are just too busy or too tired to fulfill their basic purpose.

There are those who insist that we must "sell" our libraries to the public, that we must be super-creative because, after all, we have TV and the movies and video games to compete with.[13] One of the most respected figures in children's services, Ann Carroll Moore, once wrote:

> And in so doing I would remind you that although children's books may come and go, children's reading is not a problem to be solved by anyone. It is, or may be, a very wonderful, rich, and free experience which should never be cheapened by artificial stimulation or reward. Reading is an art. It cannot be measured by graphs or statistics. The glow of enthsiasm a boy or girl brings to the first reading of a book—whether old or new—to which he feels spiritual kinship is an infinitely precious thing to be cherished and respected on its own terms.[14]

I do not believe that the passing of time has changed the overall purpose of the children's room. I believe that instead of trying to compete with the fast-paced action of children's entertainment we need to offer an alternative. In speaking of justifying children's services to library administrators, Patrick O'Brien stated, "You don't have to be super innovators to promote the value of your service. All you have to do is keep the quality of your service as high as conceivably possible and toot your own horn."[15]

It is certainly true that children are much more easily bored and are more sophisticated than they were 50 years ago, but it seems futile to be forever trying to top our own gimmicks in order to attract their attention. Why not offer them a refuge—a relaxed atmosphere where, for a change, someone actually has time for them?

To summarize: (1) We need to keep our basic objectives in mind and make sure they have top priority. The extras are marvelous, but they are frosting on the cake. (2) We need to avoid redundancy and not overlap with other programs in the community. Children can find entertainment elsewhere; they cannot find books, films, records, etc. elsewhere without buying them. (3) More emphasis must be placed on the younger child in order to help effect an improvement in the educational level in our nation. (4) We

need to relieve some of the pressure on children's librarians to be ever more clever and witty, and allow them to concentrate on quality of children's services over quantity.

It is entirely possible that along with the renewed emphasis on basic skills in the educational system will come a renewed interest in the public library as a preparation and support system for the schools. But this will happen only if children's services are looked upon with respect and if children's librarians are considered to be performing their basic responsibilities well.

My pre-Children's-Librarian paper was somewhat unrealistic in espousing the belief that we needn't feel we have to compete for children's time. Ideally, all we would have to do is provide a wonderful collection of books and other materials, be helpful and friendly, publicize what we have to offer, and children would flock to the library in droves. Unfortunately, that doesn't seem to be enough these days. Competition for children's time has become fierce. Even some preschoolers have a difficult time fitting story hour into their busy schedule of swimming classes, gymnastics, ballet, and nursery school.

On a recent day when our local schools were out of session for the semester break, our Audio-Visual Department reported a tremendously heavy flow of people coming to get videotapes. Disappointingly, our Children's Department was no busier than usual. Patrons seem to be rather fickle in that if we have a special event planned they will flock to the library, at least as long as the activity we have to offer is as enticing as anything else going on in town. If there isn't something special for them to attend, all too often books just don't seem to be enough to tempt them.

Sometimes I feel like I'm caught on a merry-go-round that keeps going faster and won't let me off. No matter how well you do one year it seems like you have to do better the next year or you are not doing your job. Library boards, library administrators, and the public like to see an increase in services, statistics, and creative ideas. I have become weary of reading ads for Children's Librarian positions which emphasize that the applicant needs to be "enthusiastic," "energetic," and "creative." Don't other positions need those attributes, too, or is it acceptable for a Reference Librarian to be dull and lethargic?

I, like many librarians I know, am forever remarking about "the things they didn't teach us in library school." No class can properly prepare you for dealing with a screaming three-year-old who will not be pried from his mother's arms or a four-year-old who insists on resting on top of the bookcases or the two-year-old who falls backwards off the chair. No one warned me that if I planned for 25 children, 100 would show up; or if I planned for 50, only 10 would actually come. It never occurred to me while taking classes that I would make trips to the library in the middle of the night to perform Caesarian sections on chicken eggs that weren't hatching properly so there would be live chicks the next day for children to see. I never dreamed that I would breed gerbils and then watch in horror as the parents promptly devoured their young. I never really believed that if I did the things Children's Librarians typically do to promote the library in the community and the schools that I would find myself to be the lowest-paid department head in my library. (I hasten to add that my expression of displeasure over the salary situation did result in an upward adjustment.)

Although I concede that my 1983 philosophy of Children's Librarianship was not wholly realistic, time has not changed my belief in the principles I espoused. However, like the "before" and "after" pictures in ads for make-up, hair care products, and weight reduction plans, there is a considerable difference between my idealistic image of what a Children's Department should be and the reality of what it must be to get the attention of the people it is intended to serve.

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