

The Chair Speaks

How time flies!



With the Durban Congress still fresh in our memory, the many people we met, the excellent programme we enjoyed, and barely having time to organize all paperwork after the conference -- now we are preparing the Quebec meeting already.

Our Section had a very fruitful midyear meeting in Copenhagen, Denmark. We thank Kirsten Boelt for her time and energy in organizing everything. As far as I know it was the first time we had a midyear meeting with 11 persons from three different continents. I am very, very happy with that. It shows the commitment from the sections members to our job.

And there is always a lot of work. The revision of the Guidelines for Library Services to Young Adults is almost finished and will be presented at Quebec 2008. Several translations of the Guidelines for Library Services for Babies and Toddlers have been made and have been published on IFLAnet. The programmes for Montreal (pre-conference) and Quebec are finished, and we are working hard on the translations of the papers that will be presented.

As usual members of our standing committee are very involved in this. A special Thank You to Olga Andreeva for the Russian translations, Viviana Quiñones and Soizik Jouin for the French translations and Ute Hachman for the German translations. Also to Adrian Guerra from Cuba and Jorge Menesses from Costa Rica, who help us every year with translations of conference papers and Guidelines. Without the commitment of these people we could not live up to the standard we would like to have.

As for future plans:

It seems there will be a pre-conference in Italy on National Reading Programmes, it will be organized together with Section Literacy and Reading.

Another joint project will be with Section Library Buildings and Equipment. It will focus on new style Children's Libraries and departments, probably at a joint session in Milan.

Finally I am happy to tell you that our newsletter will aim to focus on different parts of the continent, in the issues to come. We invite colleagues from all countries to submit articles relating to library services for Babies and Toddlers, Children, or Young Adults. We would like to publish a newsletter that is really focusing on what is going on WORLDWIDE in Children's and Young Adult's Libraries.

Hope to meet you soon in Montreal or Quebec or to be in touch with you through our Newsletter! Please join us!

Ms Ingrid Bon

Arnhem, The Netherlands

Chair of IFLA Section: CHILD

[Ingrid's photo credit: Rinus van Schie/ Westervoort]

Countries featured in this issue:

**Denmark, Netherlands,
People's Republic of
China, Singapore, United
States of America**

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Editor's Note

In this issue of SCL News, you'll read the excerpts of a report from Denmark that recommends "radical changes in library services to children" (see page 3). It seemed to me that the library of the future, as envisioned by our Danish colleagues, is bold in terms of ideas. I liked how they've recognized that we librarians need to exploit technology, and not merely trend followers.

The biggest obstacle, I believe, would be the way libraries are measured. How we are measured largely determines how we are funded, which influences how our stakeholders perceive, expect or may even restrict the library's roles and core businesses.

For instance, library administrators might ask, "*Will the Future Library duplicate the efforts of what schools are supposed to do?*"

Or, "*Are we losing the essence of what libraries should be, as we cater more and more to the media and tech savvy child or young adult?*"

Which led me to ask: apart from ideas on what the library of the future would be, how do we go about convincing our stakeholders that our vision is the way to go? By stakeholders, I mean the administrators, users, and fellow librarians.

While I don't have any answers myself, I see this is where IFLA has an important role in banding library professionals together to discuss ideas and strategies -- on the best ways to convince ourselves -- and then our stakeholders -- of that desired vision of future libraries.

Sometimes I become cynical (I'm only human!) and I think: "*What's the use of talking and discussions, when our libraries, our users and funding models differs greatly from country to country?*"

But I quickly realise that the alternative of not even discussing, is a lot worse.

If you have any thoughts or comments on this (which I'm sure you do) perhaps you'd like to post them to the CHILD-YA mailing list. I'll fire the first salvo as soon as this issue goes online.



Ivan Chew
Singapore
Information Coordinator, IFLA Section: CHILD

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Libraries for Children and Young Adults Section Mailing List. The purpose of this list is to support the work of the Libraries for Children and Young Adults Section. We aim to promote international cooperation in the fields of library services to children and young adults, and to encourage the exchange of experience, education and training and research in all aspects of this subject.

Submissions: CHILD-YA@infoserv.inist.fr

Webpage: <http://infoserv.inist.fr/wwwsympa.fcgi/info/child-ya>



The library service's future in Denmark

The following are extracts from a report issued by the Danish Library Authority. The report recommends radical changes in library services to children. The basis of the report was a yearlong discussion by a committee, on the changes in children's use of libraries, their media habits and their everyday life.

For the full six-page report, please contact the editor or the Danish representative in our Section (see our SC members contact page)

The committee's main recommendations are set as "Ten Commandments":

1. New competences create new activities in the library

A new media landscape, new cultural habits and different demands and expectations require the development of new competences in the library. Library staff must be more visible on the net, facilitate activities in the library and organise meetings and dialogue with users where they actually are.

2. The library space must create surprise and inspiration

We need new concepts for the design of the physical library space. The library must be attractive for children to be, learn and play in.

3. The libraries develop their net services

The libraries create new frames and facilities i.e. by exploiting social technologies and using staff as hosts and resources in virtual networks for children.

4. Children play – in the library

The library can turn play and play culture into a central area of activity. The library can create space for play, make toys and games available and advise on games and toys.

5. The library gives children reading experiences and reading skills

The library continues the work on encouraging children's zest for reading, reading experiences and reading skills.

6. Create assets in new forms of cooperation between school library and public library

Schools and libraries can work more closely together and coordinate services to children. Exploit the various competences of the two library types by doing things together.

7. The library creates community feeling – also for those outside

The library adapts its services to children with special needs: Handicapped, socially vulnerable and children with ethnic background other than Danish.

8. The library supports learning and cultural development

The library supports formal and informal learning that enables children to grow and develop competences in coding, creating and exchanging text, sounds and images.

9. The library must reach out to children

The library reaches out to children and offer services where children actually move around: Kindergartens, day-care centres, schools and associations.

10. The library's management focuses on children

The libraries' management prioritizes staff, money and time – for continuously rethinking, innovating and locally adapting the library's services to children.

QUOTES:

"The number of children using the public library at least once a month has fallen from 51% in 1998 to 39% in 2004... Can and will the libraries meet these children and their culture in a new way that makes it meaningful for more children to visit the library – and what do we need to make this happen?"

"A new media culture, globalisation, commercialisation, individualisation and children's changed play culture are all factors that have a bearing on how children's culture is shaped and thereby the context in which the libraries have to function."

"The library can no longer base its legitimacy solely on giving children physical access to sought-after materials as was the case in the industrial society."

Today the library is not an unambiguous concept with one clear function: The library is both a physical building in the urban space/at school and a cultural institution in society. The libraries therefore have to find a new legitimacy and a more definite profile in relation to children."

"A vital resource in the knowledge society is people's ability to create, interpret and exchange all forms of content in physical and digital media. These abilities are called multimodal competencies... The concept is closely related to 'new literacy'..."



Apple Tree library: The first English Children's library in Mainland China

Contributed by Lu Jie



The Xiamen Public Children's Library (XPCL) is located in Xiamen, Fujian, China. It's the first public Children's library of Fujian Province, established on New Year's Day, 1986.

Apple Tree library, a part of the Xiamen Children's Library, is the first English children's library in Mainland China. It was co-founded on June 1, 2004, by the American Apple Tree Foundation and Xiamen Children's Library.

It is the first public children's library in Mainland China, established by both Chinese government and an American non-profit foundation.

The American Apple Tree Foundation, aiming to promote English language competency in China through public and private collaborations, was incorporated in November 2002. The foundation donates books. More than 16,000 books have been donated to the library.



All the books are after-school reading materials for children under 3rd grade in America. All the other things needed in the library are provided by Xiamen Public Children's Library.

The Apple Tree Library occupies about 300 square meters. A librarian, who majored in English, is in charge of the library. The library provides borrowing, reading, reference and readers' advisory services to preschool children, elementary school students, parents, educators and others who need English materials.

The Library has open-shelf browsing, online searching and audio-visual facilities, as well as a full range of programs to stipulate children's interest in learning English, such as English study groups, English salon, summer camp, drama performance, etc.

Take the Christmas party for example. Christmas parties have been held since 2004, the year the Apple Tree Library was built.

Christmas is not a traditional holiday for China, but the children here are getting more and more information and enjoyment from our Christmas parties and learning more culture.

Every year we prepare for the party about two weeks ahead of Christmas day. We buy Christmas trees and other ornaments to decorate the reading room, to create an atmosphere of the holiday spirit. We buy gifts for the children who take part in the party.



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Shari has been our English story time teacher since the library was open. She is an American. Every year during Christmas time she tells the children what Christmas is like in the western countries, sings Christmas songs with them, reads stories about Christmas, and shares her happiness with them.

From the parties Children here know more about the English speaking country and their culture about Christmas.

The Apple Tree Foundation is our first and biggest donator. But we've got some other donators such as Sharon Tseung and Heilie Knipfelberg.

We've just received 1,210 English books donated by Sharon Tseung. She is a sixteen-year old student at Mission San Jose High School in California.

She initiated a children's books service project and spent more than two years to collect books that her schoolmates read when they were young kids.

She is only a teenager now, but her kind-hearted action moved us all.

The books have been put on the shelves recently, and readers here love them very much. The books are old, but the beautiful stories are as fresh as they were at the beginning.

The activity not only benefits the Xiamen students' competencies in the English language, but also promotes a good relationship between Chinese and American youths.

Thanks to all the donators, Apple Tree Library is now a happy English-learning place for the children here in Xiamen. ❀



Lu Jie
Apple Tree Library, Xiamen, PRC
Assistant Librarian

Do you have articles or stories to contribute in SCL News?
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Please contact our Section's Information Coordinator for enquiries or assistance.



Two Countries, Three Chat rooms, Fifty-seven Teens: Singapore & Germany online chat



Contributed by Heng Huey Bin



"Thank you for sending the German phrases over. Greatly appreciated."

"I enjoyed the event and had a nice time chatting with them over the MSN. I would definitely be glad to attend more of such events."

"Thank you very much for this singular and special experience, which the teens could take with. Your idea, to start up an international chat for young people, was wonderful."

Those were some of the participants' responses to an online chat event that connected teens from Germany and Singapore, on 12 Nov 2007.

In spite of the time difference in the two countries (8am in Germany and 3pm in Singapore), there was a decent turnout of a total of 57 teens from Singapore and Germany.

The teens, ages 17 to 20, were from the Urban Library Reutlingen and Stadtbibliothek Solingen in Germany, and the Jurong Regional Library and Woodlands Regional Library in Singapore.

At a predetermined time and date in their respective timezones, teens from both countries logged onto a predetermined MSN chat session. All that was needed were computers connected to the Internet, using the freely available MSN chat software.

The chat discussions were conducted in English.

The two-hour online chat revolved around the main theme "Slice of life", with sub-themes on what teens do during their leisure and the current trend among teens in each country. This included popular reads, music, movies, animation, sports, and recreation activities (collecting model kits, comic books, stamps etc).

The knowledge exchange among the teens was clearly visible from the online transcripts of the chat session, the presentation of Singapore's sights and sounds, and the sharing of common German phrases and words by our co-organizer, the Goethe-Institute in Singapore.

Besides joining the teens in the online chat, our librarians also doubled as facilitators in three online chat rooms. The librarians were effectively the participants as well.

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We observed that most teens have a tendency to discuss about social issues, culture, sports and the education system in both countries and that they appeared very engaged throughout the chat session.

We also observed that using this online format, some teens seemed less reserved in sharing and learning from peers. At the same time, the event exposed our Singaporean teens to peers from another culture.

Both the teen participants and our collaborative partners have responded favourably to this program.

The event was specially tailored to fit the current trends and lifestyle of young people using technology and media that they are accustomed to. In this case, teens are adept in using online chat tool.

Through this event, we also feel that it has increased the visibility and relevance of library programmes to Singaporean teens. Hopefully this would reinforce the idea of the public library being a social learning space, and would lead to and their increased use of our libraries.

We found that hosting an event on an online platform served as an excellent archive of the tacit knowledge and learning points generated from the discussion among teens, and was a good showcase of the teens' contributions.

We surmised from the feedback that most participants preferred individual chat sessions to the group chat sessions.

The key event features were the involvement in planning the event, and using technology and media to facilitate knowledge exchange across international borders.

We intend to hold similar events in the near future, and would certainly welcome participation from other public libraries in other countries. ❀



Heng Huey Bin
Public Library Services, Singapore
Young People's Services Librarian

[Editor: See also: <http://blogs.nlb.gov.sg/yo/library-gossip/teen-online-chat>]

Highlights of Minutes: Standing Committee Mid-year Meeting, Copenhagen, March 14-16, 2008

1. Ten members of the Standing Committee travelled to Copenhagen in March: from the Netherlands, Italy, Germany, Great Britain, Russia and Norway, but also from as far as Japan and the United States!
2. Kirsten Boelt and the Danish Library Association were our very kind and efficient hosts for two days' work at the Association offices and at Frederiksberg library.
3. We proceeded with preparations of Québec conference. The Section received 15 proposals for papers for our two-hour session: from Canada, the USA, Cuba, Sweden, Denmark, Singapore, Cuba, Madagascar, Benin and Congo. The working group selected 4 of them, from Canada, Sweden, Cuba and Bénin. Translations were arranged for these papers, into English, French, Russian and Spanish. We also worked on the off-site session about the "Babies guidelines", and on the session dedicated to the presentation of the Young Adults guidelines.
4. We made a point about the current projects:
 - New translations are now available of the Guidelines for library services for babies, toddlers, parents and caregivers: Italian, Polish, Dutch and German versions are on the site; Japanese is being done. For new translations, the National Library Association of the country in question should ask permission to IFLA Headquarters.
 - The new version of the Guidelines for Young Adults is nearly ready! It will be published as an IFLA official publication. Translations will be planned in Québec.
 - The final discussion on the Literacy training document will take place in Québec
5. Projects for 2009 will be discussed in Québec. Some ideas: an "International Youth Project", a program for promoting sister libraries with colleagues in countries not represented in the Section, the creation of "Webinars" (seminars online, to develop professional competencies), a reflection on the profession of children's librarian over the world, the marketing of our products.
6. As for the Milan conference, it was agreed that the Section will organise a joint session with the Section of buildings and equipment, whose member Andrew Cranfield was at our meeting. Library building is a subject being considered in many countries nowadays. Many interesting suggestions were given: pictures of buildings from all over the world, Howard Gardner's theories as a base for new constructions, historical buildings converted into libraries in Italy, the link between the building of libraries and politics, "non-orthodox" library buildings (South America, Africa), the use of virtual technology in a physical environment.
7. It was also agreed that we should organise a pre-conference on National Reading Campaigns, together with Literacy and Reading Section, with School libraries section as partner.
8. We also discussed about ALMA, Astrid Lindgren Memorial Award. The cooperation with ALMA organizers will be strengthened. Our section could propose four candidates to ALMA. This year they would be the Lubutho Library Project (Zambia-USA), the Derbyshire Libraries Book Pushers project (UK), the Reading Aloud Contest (Netherlands) and the Togo Library Network.
9. Finally, we discussed the "Joy-Enjoy-Share" International Meeting of Children's librarians organised by the Netherlands Public Library Association at Bologna Book Fair, and also about this, our Newsletter that readers find... great! It will be open to invited authors, and to new countries' reports.
10. Last but not least, the visits of Vanlose and Frederiksberg libraries were pure delight. Very warm thanks to Kirsten and to the Danish Library Association for their hospitality! ❀



Viviana Quiñones
Paris, France
Secretary of IFLA Section: CHILD



The Library of 100 Talents: Building a new Children's library in Netherlands

Contributed by Karen Bertrams & Monique Mosch

"Here you can go everywhere you want, sort of."

In the guestbook, of the opening of the new children's library in Heerhugowaard in December 2006, is a statement, *"Here you can go everywhere you want, sort of,"* written down by a child entering the new library for the first time.

The Library of 100 Talents started in 2002 when a local school was asked to build a model of a new children's library, to be entered in the national contest 'The Library of 100 Talents'.

The children started full enthusiasm. The school's concept won and the library used their ideas to develop the new library that was being planned.

During the process many questions had to be answered. How do children learn, how do they develop their talents? How do schools and museums respond to this? How do we translate this to the library? How do architects work, what is the effect of colours, what is essential in the design of a building? What are the talents of our staff, what skills need to be added to the team?

Many experts from various disciplines worked together to find an answer, not always along well-known paths and stumbling in the dark. Working together proved to be absolutely essential in creating the Library of 100 talents in Heerhugowaard.

In the Library of 100 Talents the children are the librarians. The library of the future is, in the first place, a process of the way that children use information, create new contexts and share this with other children. This requires a different building, a building that makes it possible to organise and share information in new ways.

Sources of inspiration

The concept of the Library of 100 Talents has its roots in the educational visions of Reggio Emilia and the theory of Howard Gardner. The Reggio vision calls it the 100 languages of children. Children can express themselves not only in speech but also in sounds, motions, colours, painting, building, moulding and many more ways. Based on this vision educators and artists have been working for decades with young children in the children's centres of Reggio Emilia (Italy). Working together on thoughts, ideas, hypotheses and exchanging memories also offers many positive opportunities towards the development of the children's library.

The children's abilities are the starting point in working with them: how intelligent is the child, what is his particular intelligence? The library is traditionally a very 'linguistic' institution, but many children learn and communicate in a non-linguistic manner.

The question is: in which way is a child intelligent?

The learning theory of Howard Gardner explains how children look at the world in their own way. He distinguishes nine different forms of intelligence (see the sidebar).



In the Library of 100 Talents, the children are the librarians.

Howard Gardner's nine forms of intelligence:

- ❖ Verbal - linguistic
- ❖ Logical - mathematical
- ❖ Visual - spatial
- ❖ Musical - rhythmical
- ❖ Bodily - kinaesthetic
- ❖ Naturalistic
- ❖ Interpersonal
- ❖ Intrapersonal
- ❖ Existential

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Masterclasses

During the planning and building process of the Heerhugowaard Library the wishes and ideas of the youngest generation towards the building, the look- and feel and the programming, particularly of the children's library, were seriously and carefully taken into account.

Two hundred and fifty children, 11 to 12 year olds from 10 different schools, took part in brainstorming sessions on how the new library should look. In a number of master classes the children worked on different issues. By recording the results carefully in text and illustrations, the architects brief for the children's library gradually developed, resulting in extraordinary solutions. One of them is a dome on the roof of the 4th floor where the children can look out over their town. For many of the professionals involved in these masterclasses it was an entirely new and inspiring experience.



Collection

The multimedia collection is presented in a number of 'islands', things to do, nature, living room, me and the world and dreams. The rest of the materials are streaming in and out of the large depot, depending on the interests of the young customers and the keen team of children's librarians.

The vibrant centre is the Atelier, the workshop, where children can process and design information and inspiration in any form they wish. This makes the library an Explorium, an inviting place to discover things, to delve deeply into a subject, to show findings and results and especially, to share with other children.

Inspiring

Many libraries in the Netherlands, but also from other countries, are interested in these developments and we presented this concept in Arhus, Denmark and Berlin. We want children to get the feeling they can go anywhere they want and that there are many ways and possibilities.

The Library of 100 Talents offers a framework for developing a truly new library, which is conscious of the children's needs in all its services. Basically it is a matter of dialogue, reciprocity, exchange and dynamics by: communicating with all senses, observing and discovering new angles, cooperate, amaze, grow, inform, get started, show and tell.

The collection inspires and stimulates, but also irritates and intrigues. Programming is not always geared towards what's expected, but inspires new ideas, alternatives and another route than the road well trodden. ✿

For more information, please contact:

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*Two hundred
and fifty
children, 11 to
12 year olds
from 10
different
schools, took
part in
brainstorming
sessions on
how the new
library should
look.*



TJ Reader and Pat Muller form a Reading Team in Virginia, USA



[Editor: Our Standing Committee member, Patricia Muller from the USA, shares about a reading mascot from her library]

Letter from TJ Reader

Dear Summer Reader,

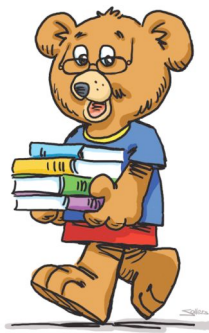
My name is TJ Reader and I am a bear cub from the Shenandoah forest in Virginia. I love to read. Reading is fun and it makes you smart too. I was named after another famous Virginian named Thomas Jefferson. He said, 'I cannot live without books.' Me too!

I am an American Black Bear, that's my species. But I am a beautiful shade of cinnamon brown. Black bears can actually be black, light brown, dark brown, or even cinnamon like me.

Some of my favorite book characters are Paddington, Corduroy, and Winnie the Pooh. Can you guess why? I like to read because my parents read to me every day, from the time I was just a tiny cub. Now I can read by myself!

I love walking in the woods and finding just the right tree to sit under with a good book. Sometimes I ask one of my friends to join me, such as Miss Skunk or Tort the Tortoise. Maybe one day you can come too!

Love,
TJ



© 2006 Library of Virginia

The Virginia statewide Summer Reading Program for 2007 features TJ Reader, a reading mascot for the state of Virginia.

TJ is a bear cub who promotes reading. He is a large puppet who talks with children about reading. TJ Reader was designed by a graphic artist for the Library of Virginia. There are six TJ puppets throughout the state.

A script for a puppet show was written to encourage children to get a library card. The show stars TJ of course, and his friends Miss Skunk and Tort the Tortoise. During the puppet show TJ becomes very excited to find out that he can now get a library card and read books over the summer--since reading is one of his very favourite activities.

TJ attends events for libraries, such as the opening of the Twin Hickory Library in Henrico County last July. TJ greeted hundreds of children and families who came to the grand opening of the library. TJ also gave out door hangers to children as incentives for the summer reading program.

TJ's best friend is Pat Muller. Pat was formerly the children's and youth services consultant at the Library of Virginia, and is now the children's services coordinator at the County of Henrico Public Library outside of Richmond, Virginia. Henrico is a growing community of almost 300,000 people and 45,000 school-aged children. Pat coordinates the work of the children's department, including planning the summer reading program, publicity, and story times. ✿

Pat was originally from Detroit Michigan, and attended the University of Michigan in Ann Arbor, where she received a history degree. She then attended library school at the California State University at San Jose.

Pat has been President of the Young Adult Library Services Association, a division of the American Library Association--in 1996. Pat enjoys traveling and meeting new library colleagues from around the world.

She also loves her new pal TJ Reader. TJ sits on a file cabinet in Pat's office and helps her come up with new ideas for serving children. He works for honey and baloney sandwiches, as he is a very dedicated bear. (Pat is dedicated too!)





To do or not to do – Core competencies, new roles and profiles for staff in the Children's library

Contributed by Ann Poulsen & Anna Enemark

The classical tradition of mediation in the children's library is under pressure. Children's new media habits and a changed 'play culture' combine to challenge mediation practice in children's libraries. At the same time children are more and more perceived as individuals with personal opinions and their own way of expressing these. A change of approach in relation to mediation is therefore absolutely necessary, and generally speaking professional service must rely on dialogue with the children and the opportunities of the actual library space – and not on the collections.

Towards the end of 2006 the Danish minister for culture appointed a committee to consider future library services to children. On the basis of analyses and assessments, the committee were to produce a number of recommendations and suggestions for new concepts and services in the children's library. The report was published in February 2008, and the conclusion is quite clear: The library continues to be one of the most important cultural resources for children in the local communities – but radical changes are necessary if we want to make sure that the library upholds its status as a central cultural institution for children.

A new basis for innovation

Instead of debating whether to prioritize children's cultural activities or their information needs, books or computer games, we need a new cultural platform which educational institutions, library functions and leisure-time activities should encourage every child to develop. Today most children use the media primarily in their spare time when gaining experiences, information and – particularly – communication via printed and not least digital media. Most children, however, do need adult support over a span of time in order to develop their media competences. Consequently a new cultural concept can form the basis for future library services. The concept includes enlightenment, experience and communication, both intellectual and emotional learning components as well as 'old' and 'new' media.

Staff competences are all-important in terms of establishing this new cultural platform: Employees in the children's library must augment their knowledge about children and children's culture – including the cultural activities that form part of children's every-day lives.

New competences engineer new activities in the library

The committee recommends that library staff emphasize active mediation and facilitation of physical as well as virtual activities for children. The objective is that service and personal dialogue be focused on, both in terms of the individual child and groups of children and families, and that the staff to a greater degree than at present concentrate on what children need in order to experience, know and learn. This requires a thorough knowledge of i.a. all relevant media and genres as well as the ability to mediate content enthusiastically via workshops, online service, games, literary mediation, editing of materials, design of rooms and user inclusion.

It is therefore recommended that educational institutions work more specifically with mediation competences and broader media knowledge in basic staff education.

Employees in the children's library must augment their knowledge about children and children's culture – including the cultural activities that form part of children's every-day lives.

In order to develop a library staff capable of embracing a broad spectre of children's cultural needs, the committee also recommends that the libraries consider employing staff with specific competences within the field of children and culture. For the purpose of signalling that several staff categories can easily be accommodated, the report does not use the designation 'children's librarian', but rather 'people employed in the library' and 'library staff'.

The broad media experience

The library has a long tradition of encouraging children's cultural development, particularly based on fiction and non-fiction literature. The library's mediation of literature and happy reading experiences is still important in order to consider the interests of the relatively large group who visits the library to borrow books or other material. In the 'gemming' of new media technologies it is easy to forget the book. It is often described as a traditional medium, but as opposed to other media the content mediates itself to a lesser extent, and a permanent need therefore exists for reading, discussing and rendering the book visible on to-day's premises.

Children's media consumption has changed dramatically within the last decade. Today children collect stories, professional knowledge and experiences from many different sources other than books, e.g. via the internet, computer games, films and own-produced films. This shakes the classic concept of mediation of children's culture and the function of the library, among other things because part of the library service now takes place via the net. It is important for children to realise that their adults are interested in those media and genres, which are part of children's every-day lives. The communication in the library around the computer should be a social activity where the adult relates to the content on the screen and assists children in their searches and actively points out net resources and useful links regarding entertainment, information and learning.

Playing in the library

Another recommendation in the report deals with making play culture a central part of content and mediation in relation to children and their parents. The library can underpin children's play culture by looking at different media's positive contribution to the creation of play as well as supplying toys and games and mediate those actively.

The committee's assessment is that the library – as well as parents – lack sufficient knowledge of the possibilities and limitations in relation to toys and games – including the electronic ones. It is necessary to know how toys and games can enrich children's play culture and the friendship culture so vital for children today. This concentration on play means, of course, that staff has to be trained i.a. to assess the quality of toys and to be able to advise and inspire parents and children in connection with all types of material and cultural products for children and to launch activities, where the staff is the driving force in creating games and social activities.

The Alpha and Omega: Competences and resources

It is obvious that great demands are levelled at future employees in the children's library. In order for the staff to meet these, the recommendation of competence development is repeated again and again as an important Alpha among the various recommendations. No Alpha without an Omega – and in this connection it means the management's – the library's and the local authorities' – prioritisation of resources in the form of staff, money and time in order to renew and locally adapt the library's service to children. ✿

Ann Poulsen, Library consultant

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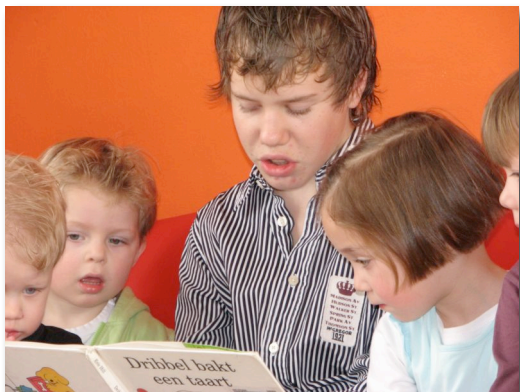
**Anna Enemark, Children's Library Consultant
Danish Library Agency**

*The
communication
in the library
around the
computer
should be a
social activity
where the adult
relates to the
content on the
screen and
assists children
in their
searches...*



Reading aloud in 'VMBO', Netherlands

Contributed by Lea Kessels



The public library is the link between the day-care centres, pre-schools and primary schools.

A "VMBO" is a type of secondary school in the Netherlands.

The project Reading in the VMBO consists of a series of lessons and a practical. Pupils are taught in school on reading aloud and using picture books. They are challenged to work from their childhood memories.

Some assignments are made in the classroom but they can also be extended to their home situation.

The assignments in the library are performed individually and on their own. Pupils get training on how to select a picture book, how to work with it and some knowledge on illustrators and authors. In a workshop the pupils learn about the Dos and Don'ts on reading aloud and selecting picture books.

The public library is the link between the day-care centres, pre-schools and primary schools. The pupils go (in twosome) to the institutions and schools and read after each other to a small group of children. They observe each other and evaluate themselves and each other and the project in the classroom.

Goals:

- ❖ Increase the joy of reading picture books, even when you are 13 or 14 years old
- ❖ Pupils reflect on their reading history
- ❖ Promote reading outside of secondary school
- ❖ Pupils take responsibility for toddlers and pre-schoolers
- ❖ Pupils learn to present themselves in a correct way
- ❖ Pupils will (while acting as babysitter) take a picture book
- ❖ Increase the number of students who work with young children during their education, have the tools to read aloud to young children
- ❖ Feed the pupils and the young children with positive reading experiences

For this project we have developed a manual for the teacher, a manual for the librarian, a text/ assignment book for the pupils and several attachments.

The manuals and attachments are published in Dutch. ❀



Lea Kessels
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Web Reviews: StoryTubes & LookyBook

Contributed by Isaak Kwok

StoryTubes (<http://www.storytubes.info>)

StoryTubes is a US-wide competition where children, aged 6 to 12 years old, can submit a video review of 2 minutes or less of their favorite books through YouTube. The results for the 2008 competition has been posted on the website and the call for partner libraries for 2009 has already begun.

StoryTubes is organized by a number of libraries spread across the US and this is the second year that they are holding the competition. The competition for 2008 is divided into different genres such as "Hair-Raising Tales", "From or For the Heart", "Of Heroes and Heroines" and "Facts, Fads and Phenoms".

What I found interesting was the use of social media tools, such as YouTube, to engage the community in submitting the videos. In addition, the competition organisers have created a "How Do I ...?" section to provide some basic steps in getting the videos onto YouTube.

A positive note from last year's competition was that the videos generated online book discussions between the children. And this made other children interested in reading the books that were reviewed.



LookyBook (<http://www.lookybook.com/>)

LookyBook is an ebook site that is currently in beta. The site is dedicated to children's picture books. It is definitely worth a look if you're a children's librarian.

Currently, there are over 300 titles and the site is adding new titles daily. Reading the books on the site is free and registration is not required. However, a registration to the site allows you to create bookshelves, read and write reviews, and email interesting books to your friends, amongst other privileges.

If you are a publisher, author or illustrator, LookyBook is a good way to promote your books as it allows you to 'embed' your books online in blogs, websites and other advertising avenues. ✿



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About the Libraries for Children and Young Adults Section

The Section's major purpose is to support the provision of the library service and reading promotion to children and young adults throughout the world.

Its main objectives are to promote international cooperation in the fields of library services to children and young adults, and to encourage the exchange of experience, education and training and research in all aspects of this subject.

The Section's concerns include the provision of library services to all children and young adults in different cultures and traditions in cooperation with appropriate organizations and to adults interacting with children and young adults.

More information at:
www.ifla.org/VII/s10/index.htm

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