

# An Open Letter to All Illinois Youth Services Personnel...

**D**ear Youth Services Staff Members (whoever you are and wherever you may be),

I worked as a youth services librarian in a public library for a number of years. As a part of my job, I was encouraged to attend meetings outside my library to add to my growth and development as a library professional. I consider myself lucky to have had these opportunities. Like the other attendees, I would scramble to obtain the assorted handouts available at a particular program. Though these handouts were wonderful resources, I found myself putting them away in file cabinets, not able to retrieve them when needed. From what I am hearing, I am not alone in this practice.

As a guest lecturer in a public services class held at Dominican University in 1999, I was delighted and surprised that the instructor was using, as a resource, the YOUTH SERVICES HANDBOOK published in 1995 by the Children's Services Division of the Ohio Library Council. This handbook, divided by topics, consisted of a wide variety of practical information useful to a youth services librarian. I was delighted to find such a handy resource available to those entering the youth services profession and surprised to find that Illinois had nothing comparable.

That evening my quest began!

I began by putting out "feelers" to other youth services librarians, seeking their assistance in developing our very own Illinois YS handbook. My desire to create, publish, and disseminate an Illinois youth services handbook created by youth services professionals/ paraprofessionals for youth services staff working in, or considering working in, public libraries started to become a reality. Keeping in mind my vision of a "home" for a variety of forms, samples, formulas, articles, documents, and annotated bibliographies to assist anyone working in this demanding library field, I wrote a grant proposal asking for LSTA money to fund a handbook project. Happily, the Illinois State Library appreciated my vision and granted me the funding. Your hands are now holding the finished product, **KNOW KIDDING: THE BEST OF THE BEST IN YOUTH SERVICES**.

I wanted to include historical pieces and background information on a variety of topics by experts in the field. Can you imagine how delighted I was to have the support on this project of such library notables as Hazel Rochman, Betsy Hearne, Dr. Ann Carlson, Gail Junion-Metz, Michael Cart, Marc Aronson, Janice Del Negro, Ron Koertge, Chris Raschka, and Patrick Jones, to name just a few? Yep, they are all represented here in histories, artwork, poetry, and thought-provoking articles. What you will not find within these pages are long, boring, impractical pieces.

Something unique about this document is the "Guidelines for Quality Service," specifically created to help you think in a nontraditional way about the services you offer. Simply stated, this document defines service to youth while providing room for program improvement in a positive way regardless of funding or staffing.

Though I certainly can't imagine what it's like to work in every Illinois library, large or small, rural or urban, I do know that there are many more commonalities that bind us together than differences that divide us. For instance:

- We want to give the best possible service to our patrons
- We want to provide complete access to information for each and every one of them
- We enjoy "sharing" and "borrowing" ideas from each other
- We will never have enough money or staff
- We like to laugh and have fun
- We love kids

We are more alike than different!

This project has been a “labor of love” for those of us who have worked on **KNOW KIDDING**; a way to give back to the profession. And best of all it is not too late for you to contribute. After the initial printing of this document, the North Suburban Library System will be uploading **KNOW KIDDING** to its Web site where it will live and await new and innovative materials from all of you. This is truly a work in progress!

No matter where you are or which library you work in, I hope you will find something new, something useful, and something inspiring within this handbook.

My best wishes to all who travel these pages,

A handwritten signature in cursive script that reads "Sharon Ball". The signature is written in black ink and is positioned to the left of the typed name.

Sharon Ball, Project Director  
Multitype Consultant  
North Suburban Library System

6/03

# My Thanks

**The Task Force** (otherwise known as my “partners in crime”) — This list represents THE BEST OF THE BEST IN YOUTH SERVICES personnel, those experienced, talented, and seasoned librarians who gathered information and provided immeasurable support for this project.

|                     |   |
|---------------------|---|
| Amy Alessio         | Schaumburg Township District Library, Schaumburg  |
| Penny Blubaugh      | Eisenhower Public Library District, Harwood Heights   |
| Pat Cederoth        | Oswego Public Library District, Oswego  |
| Colleen Costello    | Vernon Area Public Library District, Lincolnshire   |
| Judy Decker         | Quincy Public Library, Quincy   |
| Barb Driesner       | Edwardsville Public Library, Edwardsville   |
| Monica Dzierzbicki  | Indian Prairie Public Library District, Darian  |
| Shelli Fehr         | Moline Public Library, Moline   |
| Susan Foster        | Rock Island Public Library, Rock Island   |
| Judy Groom          | Freeburg Area Library District, Freeburg  |
| Yvette Johnson      | Arlington Heights Memorial Library, Arlington Heights   |
| Linda Kelly         | Evans Public Library, Vandalia  |
| Nancy Kruse         | Rochester Public Library District, Rochester  |
| Alice Krzak         | Lisle Library District, Lisle   |
| Susan Dove Lempke   | Niles Public Library District, Niles  |
| Barbara Lintner     | The Urbana Free Library, Urbana   |
| Penny Mandziara     | Bensenville Community Public Library District, Bensenville  |
| Sara Pemberton      | Downers Grove Public Library, Downers Grove   |
| Lyn Persson         | Wilmette Public Library District, Wilmette<br>(Lyn gave us the <b>KNOW KIDDING</b> title — thanks, Lyn) |
| Charlene Peterson   | Retired (formerly of Rolling Meadows Library, Rolling Meadows)  |
| Julie Rothenfluh    | Naperville Public Libraries, Naperville   |
| Mary Soucie         | Wilmington Public Library, Wilmington   |
| Barb Sowers         | Freeport Public Library, Freeport   |
| Amy Teske           | Geneva Public Library, Geneva   |
| Jan Watkins         | Skokie Public Library, Skokie   |
| Jackie Weiss        | Cahokia Public Library District, Cahokia  |
| Kathleen Wierzbicki | Mokena Public Library, Mokena   |
| Linda Zeilstra      | Skokie Public Library, Skokie   |

**The Editors** — Melissa and Penny volunteered their time well beyond the anticipated time frame allotted for the editing process. They were relentless in checking and rechecking all information.

|                   |   |
|-------------------|---|
| Melissa Lambrecht | Eisenhower Public Library District, Harwood Heights |
| Penny Blubaugh    | Eisenhower Public Library District, Harwood Heights |

**The Illinois Regional Library Systems and the Illinois State Library Consultants** — My fellow consultants connected me with the talented individuals listed above, provided the use of their V-Tel equipment for meetings, and became the sounding board for the project.

|                     |  |
|---------------------|--|
| Denise Anton-Wright | Alliance Library System, Bloomington     |
| Jo Grewell          | Alliance Library System, Pekin           |
| Veronda Pitchford   | Chicago Library System, Chicago          |
| Pamela K. Kramer    | DuPage Library System, Geneva            |
| Mary Spevacek       | Heritage Trail Library System, Shorewood |

|                 |   |
|-----------------|---|
| Tina Hubert     | Lewis and Clark Library System, Edwardsville  |
| Susan Fremming  | Lewis and Clark Library System, Edwardsville  |
| Amy Weber       | Lincoln Trail Libraries System, Champaign   |
| Jane Lenser     | Northern Illinois Library System, Rockford  |
| Judy Hutchinson | River Bend Library System, Coal Valley  |
| Bev Obert       | Rolling Prairie Library System, Decatur   |
| Ellen Popit     | Shawnee Library System, Carterville   |
| Lori Pulliam    | Oak Park Public Library, former Consultant for Suburban Library System,<br>Burr Ridge |

**Youth Services State Consultant** — Being the grant advisor for this project, Karen made herself available to offer advice and answer all questions. Funding for this project was provided by the Illinois State Library, a Division of the Office of Secretary of State, using federal LSTA funding.

|               |                                     |
|---------------|-------------------------------------|
| Karen Muskopf | Illinois State Library, Springfield |
|---------------|-------------------------------------|

**Guideline Creators** (See “The Bios”) — My thanks to Lois and Pam for developing an innovative tool for youth services librarians to use to reflect and examine their service offerings in a nonthreatening way.

|                  |                               |
|------------------|-------------------------------|
| Pamela K. Kramer | DuPage Library System, Geneva |
| Lois B. Schultz  | Independent Consultant        |

**Tyrone** — When creating the handbook, Penny and I wanted to interject our experiences of daily life in a youth services department. To do this, Penny created fun scenarios for the beginning of the five major sections. Thanks, Penny. We hope you enjoy them!

|                |   |
|----------------|---|
| Penny Blubaugh | Eisenhower Public Library District, Harwood Heights |
|----------------|---|

**Tyrone’s Artist** — Pat never ceases to amaze me with her artistic talent. She gave a face to our “everyman/everywoman” youth services librarian, Tyrone. I believe there is a little bit of Tyrone in each and every one of us.

|            |                               |
|------------|-------------------------------|
| Pat Bouvat | Geneva Public Library, Geneva |
|------------|-------------------------------|

**Artist Models** — My thanks to the staff and patrons of the Geneva Public Library for posing while Pat made sketches of Tyrone, especially:

- Nancy Bell
- Ken Collins
- Peter Engstrom
- Kathy Gates
- Kristi Howe
- Ron Pauli
- Cheryl Pelczarski
- Ellen Rivers
- Ellen Schmid
- Emily Schmid

and assorted young patrons milling about the department, one with a skateboard in tow (his friend asked if Pat wanted to sketch his bike)!

**Guest Public Library Directors** (non-Task Force members — see “The Bios”)

|                    |   |
|--------------------|---|
| Kathy Balcom       | Arlington Heights Memorial Library, Arlington Heights |
| Alison Holderfield | Dongola Public Library District, Dongola              |

**Special Guest Appearances** (see “The Bios”)

Marc Aronson  
Ann Carlson  
Michael Cart  
Janice Del Negro  
Betsy Hearne  
Patrick Jones  
Ron Koertge  
Kate Marek  
Gail Junion-Metz  
Steve Mongelluzzo  
Chris Raschka (Cover Artist)  
Hazel Rochman  
Sally Walker

**Graphic Designer** — Scott was incredibly patient during the entire process.

Scott Suchta

**The Relatives** — To my family, my thanks for “putting up” with a crazed individual, me, during the grant project. And to my other family, the staff of the North Suburban Library System (especially Allison Gruber, Miriam Pollack, Rob Zschernitz, Kay Schlumpf, Peter Schlumpf, Dale Lawrence, and Sarah Long) for providing me with the necessary technical and emotional support to bring this project to completion.

And to everyone (credits appear on individual pieces and in Table of Contents) who has contributed and will contribute to this resource, my thanks!

Sharon S. Ball  
Project Director  
North Suburban Library System

# The Bios

## Guideline Creators:

### **Pamela K. Kramer** —

Pamela K. Kramer is currently working as the Director of Youth, School and Academic Services at the DuPage Library System, Geneva, Illinois. She is responsible for consulting and support to school, youth, and academic librarians. She also coordinates the continuing education program for the System. Kramer was previously the Deputy Executive Director of the American Association of School Librarians, a division of the American Library Association. During her tenure at AASL, she worked with the National Guidelines Vision Committee which developed the information literacy standards for student learning and updated Information Power. She was the AASL consultant to World Book Educational Products on Collaboration for Change, a two-video series and to Great Plains National ETV on the development and execution of the nine-video series *Know It All* and its related professional development videos.

Active in the Illinois School Library Media Association, Kramer was the principal writer for *Linking for Learning: The Illinois School Library Media Guidelines* which contains a set of essential components and related program improvement documents. She is a past President, a winner of its ISLMA Polestar Award, and former editor of ISLMA News.

### **Lois B. Schultz** —

Lois B. Schultz is an independent consultant specializing in library service to youth. She was Youth Services Consultant for Suburban Library System until her retirement in December 2000. Schultz was part of the Illinois School Library Media Association's task force which prepared *Linking for Learning: The Illinois School Library Media Program Guidelines*, ISLMA, 1999.

## Guest Library Directors:

### **Kathleen Balcom** —

Kathleen Balcom has served as the Executive Librarian of the Arlington Heights Memorial Library, one of northwest suburban Chicago's largest public libraries, for the past 13 years. She received a MLS in 1972 from the University of Illinois, Urbana, and began her professional

career as a Youth Services Librarian. She has been a library director for 27 years.

Balcom is a past president of the Public Library Association, a division of the American Library Association, and has served on the ALA Council as a division representative, as a councilor-at-large, and as the Illinois Chapter Councilor. She is currently on the ALA Chapter Relations Committee, serving as its representative to the Freedom to Read Foundation. Balcom is also a past president of the Illinois Library Association. Locally, she is the president of the Arlington Heights Historical Society.

### **Alison Holderfield** —

Alison Holderfield grew up in Dongola, Illinois. She attended the very small school of Dongola, 1st through 11th grades, and graduated from Anna-Jonesboro High School. She married in that year and became a homemaker and mother during the next nine years. Holderfield worked in various places losing interest fairly quickly in most jobs due to repetitive procedures, not learning anything new, minimal or no benefits, and low wages. Fifteen years later she returned to school (Shawnee Community College in Ullin, Illinois) and in three years received an Associate Degree in Business Management. She interned at the local grocery store in Dongola in 1989-90.

The Dongola Public Library District job came up in late 1990 and Holderfield applied for it. She became the director of the DPLD in December of 1990. Three and a half years later she applied at Shawnee Library System and worked there in circulation and the print shop for two and a half years. She returned to the Dongola PLD in 1996 and has enjoyed this job better than any other. The job keeps changing and growing letting her learn and try new ideas. Holderfield is currently in her thirty-third year of marriage and has two grown children and one grandchild.

## Special Guest Appearances By:

### **Marc Aronson** —

Marc Aronson is editorial director and vice president of nonfiction content development at Carus Publishing. He is the author of *Art Attack: A Short Cultural History*

of the *Avant-Garde* (Clarion, 1998) and the award-winning *Sir Walter Raleigh and the Quest for El Dorado* (Clarion, 2000). Aronson holds a doctorate in American history with a specialty in the history of publishing. He teaches courses on topics including children's publishing, publishing history, young adult publishing, electronic publishing, and publishing and diversity at the NYU Publishing Institute, Simmons College, and the Radcliffe Publishing Program. He lives in New York with his wife Marina Budhos, and their son Sasha.

**Ann D. Carlson** —

Ann D. Carlson has been a professional librarian for nearly 30 years. Her experience includes working in both school and public libraries. Since Carlson's focus is on developmentally appropriate practice, she has a keen interest in early childhood, child and adolescent development, and family literacy. She believes that the mission of librarians who work with children and young adults is to instill in them a love of reading and the desire to become lifelong learners. Mark Twain sums up her philosophy when he said, "The man who does not read good books has no advantage over the man who cannot read them."

Carlson is the author of three books: *Early Childhood Literature Sharing Programs in Libraries* (Shoe String Press, 1985), *The Preschooler & the Library* (Scarecrow Press, 1991), and *Flannelboard Stories for Infants and Toddlers* (ALA, 1999). She has taught children's literature, library services for children and young adults, early childhood development, young adult literature, books for early childhood, and the history of children's books at the university level. Currently she is a professor at the Graduate School of Library and Information Science at Dominican University in River Forest, Illinois.

**Michael Cart** —

Michael Cart is the recipient of the prestigious Grolier Foundation Award for his service in the stimulation and guidance of reading by young people. He is a former director of the Beverly Hills Public Library in California and a past president of the Young Adult Library Services Association.

A writer, editor, lecturer, and consultant, Cart is the author of eleven books, most recently *Necessary Noise: Stories about Our Families as They Really Are* (forthcoming June 2003). Among his other titles are *911: The Book of Help*; a young adult novel *My Father's Scar*;

and *From Romance to Realism*, a critical history of young adult literature.

Cart is also the Founding Editor of *Rush Hour*, a new literary magazine to be published by Random House for older young adult readers. It will debut in the spring of 2004.

He teaches courses in young adult literature at UCLA and in the history of children's book illustration at Texas Woman's University. His column "Carte Blanche" appears monthly in ALA's *Booklist* magazine and his weekly television author interview program "In Print" is broadcast nationally on the Dish Satellite Network.

**Janice Del Negro** —

Janice M. Del Negro is the director of the The Center for Children's Books (CCB), a special research collection of recent and historically significant books for youth located at the Graduate School of Library and Information Science at the University of Illinois. Prior to taking her position as CCB director, Del Negro was the editor of *The Bulletin of the Center for Children's Books*, a monthly review journal of books for youth, where she is now contributing editor. She has reviewed for *Booklist*, *School Library Journal*, and *Kirkus Reviews*, and has served on both the Newbery and Caldecott committees.

An experienced storyteller, librarian, author, reviewer, publishing consultant, and educator, Del Negro has been a featured speaker, storyteller, and workshop leader at the 1999 National Storytelling Festival, the 1997 Allerton Conference, "Stories: From Fireplace to Cyberspace," the Illinois Library Association, the Bay Area Storytelling Festival, the Illinois Storytelling Festival, the Fox Valley Music and Storytelling Festival, the Champaign Public Library Children's Literature Festival, and many other celebratory events. She has spoken and conducted workshops on various aspects of children's literature and publishing, storytelling, and reading motivation for teachers, librarians, parents, and other educators in a variety of settings, including the University of Illinois, the University of Chicago, Dominican University, and the University of San Diego.

**Betsy Hearne** —

Betsy Hearne is a professor in the Graduate School of Library and Information Science at the University of Illinois, Urbana-Champaign, where she teaches children's literature and storytelling. She is the author of numerous articles and books, including *Choosing*

*Books for Children: A Commonsense Guide*, the folktale anthology *Beauties and Beasts*, several novels for children (most recently, *Listening for Leroy and Wishes, Kisses, and Pigs*), and two picture books, one of which, *Seven Brave Women*, won the 1998 Jane Addams Children's Book Award. The former children's book editor of *Booklist* and of *The Bulletin of the Center for Children's Books*, she has reviewed books for thirty years and contributes regularly to the *New York Times Book Review*. Hearne received a University Scholar Award in 2000 and was president of USBBY, the United States chapter of the International Board on Books for Young People, in 2001.

**Patrick Jones** —

Patrick Jones is a strong advocate for young adult library services. He runs ConnectingYA.com, a consulting firm and Web site. Jones works with school and public libraries nationwide to increase the value of youth and young adult services. He has many years' experience as a librarian. Jones worked as the Youth Services Coordinator at the Houston Public Library where he developed the Power Card Challenge and the ASPIRE after-school program, award-winning initiatives. He has published many books and articles on library services. His manual *Connecting Young Adults and Libraries* is considered a core source for public and school libraries.

**Ron Koertge** —

Ron Koertge, a veteran teacher at Pasadena City College in California, is the author of many books of poetry and Young Adult novels. His latest poetry collection is from the University of Arkansas Press — *Geography of the Forehead*. His latest YA titles are *The Brimstone Journals*, *Stoner & Spaz*, and *Shakespeare Bats Cleanup*.

**Kate Marek** —

Kate Marek received her Ph.D. from Emporia State University's School of Library and Information Management in 1999. Currently, she is on the faculty of the Graduate School of Library and Information Science at Dominican University in River Forest, Illinois, where she teaches in the areas of technology and information policy. Before joining the Dominican faculty, Marek worked in a variety of library settings, including private, academic, and school libraries and as an independent library consultant. Her interests and expertise include technology development in information services,

information literacy issues, and using literature in professional education. Marek is also a member of the First Monday (<http://www.firstmonday.org>) HTML editing staff and a metadata contributor.

**Gail Junion-Metz** —

Gail Junion-Metz has been having a wonderful time the last eight years teaching librarians, teachers, and kids about the Internet, World Wide Web, and information resources available online. As a librarian, she developed Internet workshops for faculty, staff, and students. As head of her own training and consulting firm, Information Age Consultants, Junion-Metz instructs public and school librarians, patrons, K-12 teachers, and students of all ages and interests.

In addition to teaching Internet workshops all over the U.S. and Canada, she also likes to write about the Net. She is most widely known for her "Librarian's Internet" column which is featured monthly in *School Library Journal*.

Junion-Metz has written a number of books including *Coaching Kids for the Internet: A Guide for Librarians, Teachers, and Parents*; *Instant Web Forms and Surveys for School Librarians*; *Instant Web Forms and Surveys for Academic Libraries*; *Instant Web Forms and Surveys for Public Libraries*; *Creating a Power Web Site*; *Using the WWW and Creating Homepages*; and *K-12 Resources on the Internet*.

She has also had articles published in *Public Libraries*, *School Library Journal*, *The Internet Business Journal*, *College and Research Libraries*, *Library Resources and Technical Services*, and the *Ohio Media Spectrum*.

Junion-Metz holds a Master of Arts degree in Library Science and a Bachelor of Arts degree in Art History from the University of Wisconsin, Madison. She lives in Northville Michigan, near Ann Arbor with her husband Ray, who is also a librarian.

**Steve Mongelluzzo** —

Steve Mongelluzzo is a Public Relations Director and trainer, who has over 20 years of experience in promoting programs and services.

In 1997, he started his own firm — *FIRST* Communications — providing communications training and consulting to government agencies and other nonprofit organizations in a variety of areas, including marketing, public relations, customer service, and presentations skills. Mongelluzzo has worked with numerous library



systems and individual libraries in Illinois, Wisconsin, and Colorado on customer service and marketing.

**Chris Raschka** (Cover Artist) —

Chris Raschka is a painter of feelings, a listener to the heart's sound. He has written and illustrated many distinct, award-winning books including the Caldecott Honor book *Yo! Yes!* (one of *School Library Journal's* 100 *Books That Shaped the Century*) and its sequel, *Ring! Yo!* Some other books by Raschka are *Charlie Parker Played Be Bop*; *Can't Sleep*; *Like Likes Like*; *The Blushful Hippopotamus*; and *Mysterious Thelonious* (a *New York Times* Best Illustrated Book of the Year).

In addition to writing and illustrating, Raschka plays the viola and has been a member of the Ann Arbor Symphony Orchestra and the Flint Symphony Orchestra. He currently lives in New York City with his wife and young son.

**Hazel Rochman** —

Hazel Rochman is Editor, YA Books, at *Booklist*, the reviewing journal of the American Library Association. She was born and raised under apartheid in South Africa, where she worked as a journalist. She left there without a passport in 1963, and taught English in Leeds and London, until she moved to Chicago in 1972. Rochman was librarian at the University of Chicago Laboratory Schools, until she came to *Booklist* in 1984. She edited the collection *Somehow Tenderness Survives: Stories of Southern Africa* (HarperCollins, 1988). Her book *Against Borders: Promoting Books for a Multicultural World* (Booklist/ALA, 1993) won the G. K. Hall Award for Library Literature. She was selected to give the Arbuthnot Lecture in 2000. Her subject was "A Stranger Comes to Town."

Rochman has edited several short-story anthologies with her friend, high-school English teacher Darlene Z. McCampbell. One of these anthologies is *Leaving Home* (HarperCollins, 1997). Rochman's reviews also have appeared in the *New York Times Book Review*, the *Chicago Tribune*, and other journals.

**Sally M. Walker** —

Sally M. Walker is the author of many nonfiction books for young readers, including *Fossil Fish Found Alive: Discovering the Coelacanth* and the early reader *Mary Anning: Fossil Hunter*. When she isn't busy writing and doing research for books, Walker works as a children's literature consultant. She gives presentations at many reading conferences and has taught "Evaluating Children's Literature" at Northern Illinois University. Walker lives in Illinois with her husband and two children.

# IMPORTANT READING!

There are a few issues we need to address before you use **KNOW KIDDING**.

## Regarding Web Sites

All Web sites and links were accurate at the time the handbook went to press. The editors checked each and every one in each submitted document to make sure the sites were working. Any link that had changed its URL in the original document was changed to reflect the new link. Again, some of these may have changed once more—that is the nature of the Web.

## Regarding Copyright

The copyright for the **KNOW KIDDING** handbook in its entirety belongs to the North Suburban Library System, however original and reprinted articles, policies, forms etc. belong to the individual creators, associations or institutions. The handbook was created to give you samples to “tweak” and customize to your specific working circumstances. Permission to use or reprint any material in its original format must be obtained from the creator, association or institution. If in doubt about the legality of using any form, consult your library’s attorney. Each Table of Contents credits each piece. Credits and credit lines can also be found on each contribution.

## Regarding Editing of Pieces

Each article reprinted with permission appears in its original format except in those rare cases when a slight change of format was required to accommodate the parameters of this project. The content of each reprinted piece remains untouched.

In original pieces, the editors on this project were given permission to make changes for the sake of clarity without altering the intent or integrity of the submissions.

## Regarding Updates

This project has take over one year to complete. While compiling and formatting the Handbook, our Graphic Designer Scott Suchta created PDF files for different parts of **KNOW KIDDING**. The staff of the North Suburban Library System will be uploading these files at a later date. All Regional Library Systems will be notified when this task is accomplished. At that time, a process for updating existing and submitting new material will be created. Hopefully, this project will stay alive for many years, constantly being refreshed with wonderful ideas for those youth services librarians working in Illinois public libraries, and those YS librarians following in our footsteps.

The electronic version of **KNOW KIDDING** will be located at <http://www.nsls.info/resources/knowkidding/>.

# Introduction: Guidelines for Quality Service

Pamela K. Kramer, DuPage Library System

Lois B. Schultz, Independent Consultant

The Guidelines for Quality Service describe youth services in terms of the mosaic of activities, materials, and services that must be present in the any public library serving children and young adults. This mosaic is referred to as the “youth service program” throughout the guide. The fundamental elements define the key values which connect children and youth to information and ideas. They are defined in client-centered terms which focus on who is being served, rather than on who is providing the service.

The performance levels extend the meaning of the fundamental elements. They are positive descriptions of what the program elements look like. There are two levels of performance: basic and proficient. They provide a way for librarians to assess activities and services, and to plan and implement changes to meet the needs of the children and young adults of the library’s community. It is possible to meet the needs of children and young adults in a community at the basic level regardless of limited funding or staffing.

The fundamental elements and related guidelines are positive statements designed for program improvement.

## Guidelines for Quality Service Part 1: Organizational Core

| Fundamental Element   | Why It Needs to Be Present   | Basic  | Proficient   |
|---|--|--|--|
| <p><b>1. VISION</b><br/>The youth services program reflects the vision, mission, and goals of the library of which it is a part.</p>  | <p>Children and young adults are entitled to a wide range of resources and services so that they may become informed decision-makers and life-long learners.</p>       | <p>The youth services program operates under the vision, mission and goals set by the library as a whole.</p>  | <p>The youth services program operates under the vision, mission and goals set by the library as a whole, but has its own corollary vision, mission, and goals to meet the needs of youth as readers, information users, and as a community members.</p>   |
| <p><b>2. POLICIES &amp; PROCEDURES</b><br/>The youth services program is managed by policies consistent with the mission and goals of the library as a whole and uses procedures that reflect the unique needs of the client group.</p> | <p>Children and young adults deserve to be treated with the same respect and equity as the other library clientele.</p>  | <p>The youth services program operates under the umbrella of the policies and procedures set for the library as a whole.</p>   | <p>While operating under the umbrella policies of the library as a whole, the youth services program develops procedures to meet the unique needs of its clientele.</p>  |
| <p><b>3. PLANNING &amp; ASSESSMENT</b><br/>The youth services program shows evidence of ongoing planning, goal setting, prioritizing and assessment.</p>  | <p>The program’s impact on children and young adults depends on consistent planning, goal setting, prioritizing and assessment to meet the needs of the clientele.</p> | <p>The program offered to the children shows evidence of consistent and ongoing planning. The librarian shares goals, and priorities with the library administrator.</p> | <p>The program offered to the children is the result of consistent, on-going collaborative efforts of the librarian(s) and other staff members, including the library administrator, who establish long range goals and plans based on a local needs assessment and input from the clientele (both children and adult). Assessment is done in both formal and informal ways. Results are used to revise goals and plans.</p> |

## Part 1: Organizational Core

|  |   |   |   |
|--|---|---|---|
| <p><b>4. BUDGET</b><br/>The youth services program is supported by sufficient local funding to ensure continuous improvement.</p>  | <p>Children and young adults need access to qualified library staff, up-to-date materials, resources, and technologies.</p>   | <p>Sufficient funds are provided to keep the collection and technology current, appealing, and appropriate to the needs of the clientele.</p>   | <p>The budget of the youth services program is developed using output measures, needs analysis and an understanding of the quantitative and qualitative environment in which the program operates. Supplemental revenue is sought through grants and collaborative partnerships to enhance the basic program.</p>               |
| <p><b>5. PROFESSIONAL GROWTH</b><br/>The youth services program offers opportunities for staff members to attend workshops, seminars and conferences, and regularly read relevant professional journals, books and online sources, to enhance knowledge and skills for serving young people.</p> | <p>Children and young adults expect and deserve the expertise of library staff who are aware of current trends, issues, and resources, so that they may receive the most current and relevant resources and services pertaining to their needs.</p> | <p>The youth services program benefits from the enhanced expertise of the librarian who attends workshops, and seminars offered by the regional library system, or locally by a professional association and who keeps professionally current through reading and/or examining the literature of the field.</p> | <p>The youth services program benefits from the enhanced expertise of the librarian who keeps professionally current by reading the literature of the field, drawing on the research, and who is an active participant in local, state and/or national professional organizations taking a leadership role in any of these.</p> |

## Part 2: Linking Collection to Clients

| <b>Fundamental Element</b>  | <b>Why It Needs to Be Present</b>  | <b>BASIC</b>   | <b>PROFICIENT</b>  |
|---|--|--|--|
| <p><b>1. KNOWLEDGE OF CLIENT GROUP</b><br/>The youth services program reflects an understanding of the theories of child and adolescent development, the state of society and the needs of an ethnically diverse community.</p> | <p>Children and young adults, regardless of developmental level, age, ethnic background, socio-economic status, or intellectual or physical abilities deserve appropriate materials and services.</p>  | <p>There is evidence that the youth service program meets the unique needs of youth with age and developmentally appropriate services and materials. Programs are planned and implemented with the audience in mind.</p> | <p>There is evidence that the youth services program meets the needs of children and youth of all ages and developmental levels and various learning styles. The program responds to the needs of children from all socio-economic levels and ethnic groups, and various intellectual and physical abilities.</p>  |
| <p><b>2. COLLECTION DEVELOPMENT</b><br/>The youth services program provides intellectual and physical access to a wide range of resources and in a variety of formats.</p>  | <p>Children and young adults need access to resources that are developmentally appropriate, diverse, current and relevant that contributes to their need for information and ideas, regardless of socio-economic status, intellectual or physical abilities.</p> | <p>A written collection development policy/plan ensures that youth of all ages have access to a wide variety of materials that meets their needs.</p>  | <p>A written collection development policy/plan ensures youth of all ages have access to a wide variety of materials that meet their needs. There is evidence that the collection is developed proactively to reflect current trends in new formats and publishing. The collection is evaluated and weeded and the policy/plan is reviewed on a regular basis.</p> |

## Part 2: Linking Collection to Clients

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|---|---|--|---|
| <p><b>3. REFERENCE &amp; RESEARCH SKILLS</b><br/>The youth services program connects users with the resources and provides guidance in their use.</p>   | <p>Children and young adults need guidance in selecting, evaluating, and using resources so that they can be effective users of ideas and information.</p>  | <p>There is a core collection of reference sources for children and youth who need information for homework assignments and personal information needs. These materials are appropriate to various age and learning levels. There is evidence that the information needs of young people receive the same level of respect and service as all other library clients. Some guidance in using reference resources is provided.</p> | <p>Children and young adults have access to more than just a core collection of reference sources. There is evidence that the staff knows reference interview skills appropriate for youth. They are familiar with the collection and can assist youth in accessing, evaluating, and using the resources and information regardless of format. The staff ensures that if resources are not available in the library the client is guided to further assistance. In addition, the staff communicates with schools, may provide pathfinders for frequently occurring assignments, or may provide a homework center and/or homework help links from the library's website.</p> |
| <p><b>4. READERS' ADVISORY</b><br/>The youth services program offers opportunities for children and young adults to discover literature in any format that meets their interests and needs.</p> | <p>Children and young adults read for pleasure to satisfy their personal interests, and to enhance their reading skills and appreciation of literature.</p> | <p>There is evidence that children and youth of all ages are guided to materials appropriate to their age and developmental level. One-on-one readers' advisory interviews are conducted and lists of recommended reading are available to guide reader choices. Some readers' advisory bibliographic resources are available for use.</p>   | <p>In addition to conducting one-on-one readers' advisory interviews, opportunities are available for youth to hear book talks by public library staff either in the library or in the school. Book discussion groups are part of the library's programming. There is evidence that library staff receives on-going training in readers' advisory techniques. The youth section of the library's web page provides links to information on authors and ideas for reading choices.</p>   |

## Part 3: Communication

| <b>Fundamental Element</b>  | <b>Why It Needs to Be Present</b>   | <b>Basic</b>  | <b>Proficient</b>  |
|---|---|---|--|
| <p><b>1. Interaction</b><br/>The youth services program demonstrates that the clientele are respected and their individual needs are understood and responded to clearly.</p> | <p>Children, young adults, parents, caregivers and teachers need to be understood and responded to in age and developmentally appropriate ways.</p> | <p>There is evidence that the activities of the youth services program are communicated to library administration and staff, and to the community on a timely and regular basis. Conversations with clients show respect and an understanding of their developmental needs.</p> | <p>There is evidence that the activities of the youth services program are communicated to library administration and staff, and to the community on a timely and regular basis. Conversations with clients show respect and an understanding of their developmental needs. In addition, there is evidence that the staff are trained in reference and readers' advisory interviewing skills appropriate for working with youth.</p> |

### Part 3: Communication

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| <p><b>2. MARKETING</b><br/>The youth services program has a marketing plan that is consistent with the library's marketing plan and includes procedures and activities for public relations.</p>                                | <p>The clientele of the youth services program expect to be provided with information about library services, resources and activities that are available to them which meet their interests and needs.</p>  | <p>The youth services program is marketed as a part of the whole library marketing plan for keeping the community informed about library services through newsletter, flyers, newspapers announcements, etc.</p> | <p>There is a marketing plan for youth services consistent with the library's marketing plan. It is based on community input, and targets various audiences, and special services such as homeschool families, preschoolers, etc. and it effectively uses the library's website.</p>   |
| <p><b>3. ADVOCACY</b><br/>The youth services program advocates for children and young adults by communicating their needs and interests to library Board and staff, community youth agencies and to the community at large.</p> | <p>Children and young adults need to feel they are respected, that their interests and needs are listened to and understood, and they need the assurance that librarians serving them will support them.</p> | <p>There is evidence that library administrators and trustees are kept informed of the needs of the children and youth in the community.</p>   | <p>There is evidence that library administrators and trustees are kept informed of the needs of the children and youth in the community. In addition, the youth services librarian serves as a liaison to community agencies serving youth and promotes their needs to the citizens and local, state, and/or national officials.</p> |
| <p><b>4. OUTREACH</b><br/>The youth services program collaborates with parents, individuals, and other agencies such as schools and community groups.</p>   | <p>Children and young adults benefit from the support and assistance of a variety of sources in the community to enhance their learning and growth to maturity.</p>  | <p>There is evidence that library service is extended beyond the walls of the library to clients in other settings.</p>  | <p>Library service is extended beyond the walls of the library through partnerships and collaborative projects with community agencies, organizations, and schools to enhance services to the clients and to reach the unserved, and underserved.</p>  |

### Part 4: Programming

| <b>Fundamental Element</b>  | <b>Why It Needs to Be Present</b>   | <b>Basic</b>   | <b>Proficient</b>  |
|---|---|--|--|
| <p><b>1. PROGRAMS</b><br/>The youth services program includes programming for children, young adults and their parents or caregivers using a variety of internal and/or professional resources.</p> | <p>Children, young adults, parents, and caregivers need exposure to a wide variety of activities to enrich their reading and learning experiences and promote the public library as a family oriented community agency.</p> | <p>The library offers programs and activities such as storytelling, booktalking, and puppet programs which support and enhance the reading and learning experiences of the children.</p> | <p>The library offers programs and activities such as storytimes, booktalking, book discussions and puppet programs which support and enhance reading and learning experiences and are developmentally appropriate and/or family oriented. In addition, the information needs of the children are met through activities such as science fair open houses, classes on using computers, and other programs.</p> |

## Part 4: Programming

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| <p><b>2. READING PROMOTION</b><br/>The youth services program promotes an appreciation of books, videos, film, electronic resources and other creative expressions as sources of enjoyment.</p> | <p>Children and young adults need exposure to activities that enhance reading skills and an appreciation of literature in a variety of formats and which expose them to the beauty of language and oral traditions in a shared setting.</p> | <p>The library offers an extensive summer reading program so that children can maintain their reading levels during the summer break. Occasional programs are held during the school year which highlight books, genres, videos, or other creative forms of expression.</p> | <p>In addition to a summer reading program, in collaboration with the school library, the Rebecca Caudill books are made available and recommended, the library participates in programs such as Battle of the Books, and supports other reading programs. Effective merchandising techniques are used to promote the use and enjoyment of all forms of creative expression.</p> |
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## Part 5: Young Adult Services

| <b>Fundamental Element</b>  | <b>Why It Needs to Be Present</b>   | <b>Basic</b>   | <b>Proficient</b>   |
|---|---|--|---|
| <p>The unique developmental needs of teens (11-17) must be addressed in the youth services program.</p> | <p>While the fundamental elements which must be in all youth services programs apply to programs serving teens, young adults need non-judgmental listeners, advocates and supporters in their quest for maturity.</p> | <p>There is evidence that teens are respected, treated in non-judgmental ways, listened to and that their unique needs and interests are understood.</p> | <p>In addition to respect, understanding and non-judgmental treatment teens are provided a space in the library with a special collection. Activities and programs are planned with teen input.</p> |

# F. Scott Fitzgerald Saved My Life

Ron Koertge  
Author and Poet

**W**hen I think of the library in my hometown, I think of refuge. That's a pretty dramatic word for a small, flat-faced building across the street from a feed-and-grain store, but it was a refuge for me.

In the late forties and fifties, Collinsville, Illinois, wasn't the bedroom community it's become. St. Louis, Missouri, is still less than twenty miles and a Mississippi River away, but it seemed further then, like another world with its Chase Hotel, light opera, and snooty waiters. It was an intimidating world to the blue collar folks who lived not far away in the land of Lincoln.

My parents were part of that hard-working class, and I still am. Instead of pulling a shift at Armour Packing or the steel mills in Granite City, I write fiction for teenagers or — of all things — I write poetry.

As a child, I was sick a lot (puny was the word for it), and as an only child I spent a lot of time by myself. I liked the movies, and I liked the library. Both were part of some geography of otherness. Portals to Elsewhere. Ways among the gas pumps and beer signs, past the stubble and bluffs, beyond the silos and churches toward (in capital letters, naturally) Something Else.

Ah, those churches. The Baptist Church specifically. Besides being puny, I was also serious. And that's a dangerous combination.

Being serious for me came out as a kind of fierce literalness. If someone said something, he meant it. If it was in a book, it must be true. If it was in the Bible, it was truest of all.

So if some kid threatened, "I'm going to kill you after school," I believed him. I watched the clock move toward the hour of my death. The fight might turn out to be not much more than a shoving match. I might even win. But the next time, I took the bully at his word again.

"I'm going to knock your block off," meant I would go home not only without my hat, but without my head. And, boy, would my mother be mad then.

That's also how I felt about religion, though without the mitigating humor. The Baptist Church on Hope Street (file that under Irony) was partly charismatic,

completely fundamental. If the Bible said the world was created in six days, then it was. If Hell was fire and brimstone, there it simmered beneath us waiting for sinners.

I was sure I was a sinner, too, because I was told I was and assured that God could read my thoughts, which would have raised eyebrows even in France!

So movies were an escape from all that rigor — a kind of balm, soothing but temporary. The library, however, was the home of alternate texts.

I was afraid the Bible was true and I was doomed, but I believed other things were at least partly true. So I collected alternate versions of reality, other stories to compete with the ones that scared me on Sunday.

As I remember, the children's section in that little library fifty years ago was a tiny shelf in the corner presided over by an eyeless teddy bear. Nothing between that brown bear and the white whale of *Moby Dick*. No teen books, no YAs. Probably the Hardy Boys were around somewhere solving crimes and thinking wholesome thoughts, but I don't remember them.

I remember *The Great Gatsby*. I was browsing the stacks shopping, as usual, for a little delight. The librarian was always cordial to me; she liked kids who read. If she had a name, I've forgotten it. She seems like one of those allegorical figures — Justice with her scale, Valor with his sword, Librarian with her stamp.

She handed me *The Great Gatsby* with a smile and I walked home, maybe twenty blocks, with my nose in the book. It was the most graceful thing I'd ever heard, and I heard it because I read out loud. I always read out loud, not because I had to but because I liked the way the words felt in my mouth.

Reading *Gatsby* was such a powerful experience that I thought perhaps God had inspired Fitzgerald, too, like he'd inspired Solomon and Matthew. How else could someone write so well?

A few days later, the librarian helped me find a book about Fitzgerald. I was horrified and relieved to learn he was not the fifth apostle. He drank, he was weak, he doted on his daughter and was mean to his wife, he was



talented. That biography led me to Hemingway, then to the mysterious Gertrude Stein, then to Gerald and Sara Murphy who didn't write but who did believe, "Living well is the best revenge."

I adopted that as my motto, too, though — at eleven — I wasn't sure what it meant.

The more I read, the more I realized how different people were. Stories might be lies, but they were beautiful ones, lies that led me to the truths about how others made their way in the world.

In the congregation of my church I discovered men as dissolute as Fitzgerald and as cynical as Hemingway. It didn't look as if any of them took things as seriously as I, so I decided that living well, as my friends Gerald

and Sara said, might mean listening to others less and taking a vacation from self-recrimination and life on the edge of the smoldering pit.

At ninety-two, my mother is still alive and relatively well. When my wife and I visit, I make it a point to go to the library, larger now but with the same slick steps and wrought iron railing.

I don't check anything out, but I walk around a little, see if any of my books are there, then go to the Fiction section and look for *The Great Gatsby*. If I'm sentimental — and I usually am — I find the narrow spine, touch it for luck, then go back to my rent-a-car thinking, "What would I have done without you?"

# History of Youth Services in Public Libraries in America

Dr. Ann Carlson

Dominican University

Library work with children during the first 75 years of the nineteenth century in the U.S. consisted of the sporadic efforts of kind-hearted men and women. The main purpose of these first libraries was to provide didactic, pious, and moralistic literature primarily for older children. An often-cited example of an early effort is that of the library of West Cambridge, Massachusetts, which was founded in 1835 with a bequest from Ebenezer Learned, the town's physician. In other small libraries (such as those in Salisbury, Connecticut; Dublin, New Hampshire; Allegheny, Pennsylvania; and Peterborough, New Hampshire) there were individual initiatives to put books in the hands of children. However, these were isolated instances which should not be considered as the foundation for later library service to children. Since the concern was with the adult reading public, early planners of public libraries did not envision the inclusion of children.

## The Rise of Children's Library Work: 1876 to 1900

The year 1876 is a landmark date in public library history. During the country's centennial celebrations, a group of librarians met in Philadelphia and formed the American Library Association (ALA). *Library Journal*, whose purpose was to record the history and progress of the public library movement, was also launched. Finally, a national report, *Public Libraries in the United States of America*, was issued by the U.S. Department of Education.

There was no mention of children's service per se in the 1876 report, but William I. Fletcher, a public librarian from Hartford, Connecticut, who would later become president of the ALA, contributed an essay titled "Public Libraries and the Young." In a 1954 *Library Trends* article, Elizabeth Nesbitt, a library educator, maintains that this essay "well may be taken as marking the turning point in the conception of the public library as something more than a storehouse of culture, with the ultimate inevitable change of attitude toward the right of children to have access to a public library." The growth of the American public school movement created a

larger reading public, made up of both adults and children. In his essay, Fletcher questioned the public library's responsibility to the young regarding age restrictions. He claimed there was "no usage on this point which can be called common, but most libraries fix a certain age, as twelve or fourteen, below which candidates for admission are ineligible." There were even libraries that hung signs that read "Children and dogs not admitted."

Through the 1880s and early 1890s, "children" in library parlance continued to denote those over the age of twelve. Fletcher's essay continued to provoke discussion about the age limitations on library use as well as on the quality of books published for children throughout the profession. Slowly, libraries began according children entry and in some cases borrowing privileges. As libraries abolished age limits, however, the children poured in and created the need for a new type of service. For example, in a 1914 *Library Journal* article Caroline Hewins mentions one community where, according to the local paper, eighty-one children visited the adult reading room of the library on February 25, 1900, all quiet and orderly. The accompanying photograph of the reading room with one man, one woman, and fifty-one children in it finally caused the city to provide a separate room for children.

Between 1890 and 1900, children's rooms opened in libraries throughout the country. Many libraries claim the distinction of being the first to establish separate children's departments, which indicates that the idea had reached the point where it was put into practice in many places virtually simultaneously. Based on a survey conducted in 1897, Mary Wright Plummer, Director of the Pratt Institute Free Library and Library School, reported that there were children's rooms in thirteen cities with plans for more in several others. She emphasized the need for adequate children's book collections and a high quality of service to children. Plummer pleaded that serious consideration of professional children's librarians was now needed. She led the way in 1895 by selecting Anne Carroll Moore, who

had just completed her training in children's librarianship at Pratt Institute Library School, to administer the children's room at the Pratt Institute Free Library.

By the end of the century, the pioneers such as Caroline Hewins, whose annual reports to the ALA kept service to children a pressing issue, had sown the seeds which would produce one of the most exciting periods in children's librarianship.

### **Establishment of Children's Library Work: 1900 to 1925**

The first quarter of the century was characterized by a number of very significant developments in children's library work. Andrew Carnegie stimulated the growth of children's services through his philanthropic contribution of funds for public library buildings which had designated space for children's books. At the time of his last grant in 1919, there were 3,500 library buildings across the country, and Carnegie had paid for half of them. Since he required shelving for children's books, the impact was immense. Buildings now needed children's books and librarians able to work with children.

State and federal legislation curbing child labor and mandating school attendance provided leisure for many children who had previously spent ten hours a day in factories. The influx of immigrants, often with large families, into major cities throughout the country also had an effect since the native-born saw the library as another vehicle for assimilating its new young citizens into American life. Children now had the time and were encouraged to visit public libraries.

It was during this time that the employment of professionally trained children's librarians began. They had first formed the Section for Children's Librarians of the American Library Association during the Montreal Conference in 1900. During the first part of the century, leaders such as Anne Carroll Moore of the New York Public Library, Clara Whitehill Hunt of the Brooklyn Public Library, Frances Jenkins Olcott of the Carnegie Library in Pittsburgh, Alice Jordan of the Boston Public Library, and Caroline Burnite Walker and Effie Lee Power of the Cleveland Public Library set high standards for themselves and their profession. These women zealously promoted library service to children.

This period marked the beginning of children's publishing, a field that rapidly grew. A handful of major figures appeared. May Massey was the editor of *Booklist*, but she left in 1923 to become head of the children's book department of Doubleday and later went to

Viking. Louise Seaman Bechtel had had the corresponding position at Macmillan Company since 1919, and Virginia Kirkus became the first children's books editor at Harper and Brothers.

The publishing industry flourished in part because of demand, but also by new offset printing processes brought from Europe after World War I. Multiple printing and reproduction techniques made it possible to manufacture skillfully illustrated books at a reasonable cost. Before the advent of these, illustration had to be tipped into the books on separate sheets. Now, they could be mass-produced, which led to the burgeoning of American picture book publishing in the 1930s.

As a natural outgrowth, children's book reviewing also emerged. In 1924, Bertha Mahony Miller launched *The Horn Book Magazine*, which was to have a major influence on the literary quality of children's books. That same year, Anne Carroll Moore, Supervisor of Work with Children at the New York Public Library, began writing her famous weekly *Three Owls* (author, artist, and critic) page for the *New York Herald Tribune*, in which she argued the need for high standards for authors, illustrators, and publishers.

Finally, Frederic Melcher, chairman of the American Booksellers Association, organized the establishment of Children's Book Week in 1919. He proposed the John Newbery medal that was first given in 1922. Sixteen years later, Melcher also initiated the Caldecott medal for best illustration in a children's picture book. These initiatives served to publicize children's books and librarianship.

### **Development of Library Service to Children and Teenagers: 1925 to 1960**

With key aspects of children's library work—books, librarians, buildings, and children with leisure time—in place, library reports during this period testify to the continued high level of service in spite of the greater numbers of children visiting libraries and, at times like the depression, greatly reduced budgets.

Beginning in the early decade of the century, storytelling was revived by several children's librarians in large urban libraries who heard English storytellers such as Marie Shedlock tell stories. It was continued by many who believed so strongly in the value of recreating the oral tradition for their audiences that they committed a large part of their personal time to learn stories for telling.

Another major development in service which

originated was the establishment of rooms for teenagers. In 1925, the Cleveland Public Library opened its Young People's Room, and several other libraries followed. In 1930, the Young People's Reading Round Table was formed in the American Library Association. At Enoch Pratt Free Library in Baltimore, Margaret Alexander established a collection in the adult Popular Library of books for teenage readers, began booktalks to groups throughout the city, and developed booklists.

In the mid-1930s, a few children's librarians, believing that service for preschoolers was a way of broadening library service, initiated the preschool story hour. A growing number of good picture books was becoming available and the growth of the child study movement provided the materials and theory for developing the services. By the mid-1940s, preschoolers were securing a place in the American public library, and textbooks used for training children's librarians, such as Effie Lee Power's *Work with Children in Public Libraries* (1943), began to mention preschool service.

Around the same time, the professional associations became an influential force in the profession. In 1941, the organizations of children's librarians, young people's librarians, and school librarians within the ALA joined to form the Division of Libraries for Children and Young People with Mildred Batchelder as its executive secretary. After school librarians formed the American Association of School Librarians in 1951, Batchelder continued for 15 years as executive secretary of the Children's Services Division and the Young Adult Services Division.

### **Continuation of Services: 1960 to the Present**

In the mid-1960s, the U.S. turned its attention to the plight of the poor. Evaluation of the federal War on Poverty programs, such as Head Start, led educational policy makers to conclude that involvement of the parents helped reinforce the effects of the programs on children. Children's librarians, too, saw the need to include parents in their efforts to instill a love of books in children, especially young children. More children's librarians began outreach programs and indirect services to children by reaching adults.

The focus of the preschool storytime was broadened so that by the mid-1970s some libraries initiated toddler storytimes and literature-centered programs for parents and caregivers of young children. By the 1980s, lapsit programs for infants and parents were becoming common practice.

School libraries flourished during the early part of this period, primarily as a result of Sputnik and the flood of federal money to bolster education. Public libraries did their part by conducting summer reading programs designed to keep children reading while schools were not in session. Since the 1980s, the educational trend moving away from textbook-teaching to resource-based teaching has had an impact on public libraries. Students, required to use trade books rather than textbooks for their projects and reports, have begun using their public libraries more.

Along with resource-based teaching, homeschooling has had an impact in many communities. Parents have often looked to the public library for teaching materials as well as for social experiences for their homeschooled children. As a social activity not just for homeschoolers, many children's and young adult departments have begun offering book discussion groups that include adults and children together.

The evolution of the electronic age, beginning with television in the 1950s, the personal computer in the 1980s, and the Internet in the 1990s, has and will continue to offer challenges to library service. Nevertheless, in spite of these and other developments, the basic nature of library work with children and young adults has not changed: creating lifelong learners in the best way we know how.