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Welcome

Most of us, regardless of age, like a good laugh. It's hard to resist something that makes us chuckle, whether it's a joke, a funny observation, or a humorous story. Children are no exception. Besides being just plain fun, humor is actually good for developing minds! The article in "A Closer Look" explores the benefits of humor to children. We hope to include one or two more articles in future Scoops on how libraries can nurture the funny side of life. We hope to share your favorite funny books, humorous programs and ideas you've used in your library to create an exciting, enjoyable environment where everyone can have fun. Send your ideas to Stephanie, Peggy, or Staci and we'll print them in future issues. Here are a few riddles you can post on your circulation desk, bulletin boards, or just share with the kids in your library.

Q: Why didn't the burglar break into the library?

A: Because he was afraid he'd get a long sentence.

Q: Why do authors always get good grades on tests?

A: They know how to copy-right.

Q: Where was the librarian when the lights went out?

A: In the dark.

Meet Krissi Hansen



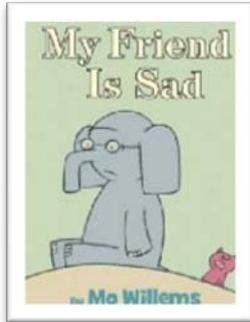
Krissi has been the volunteer Children's Resources Coordinator at the Council Valley Free Public Library for four years. The library serves about 800 residents in the beautiful Council Valley, located 130 northwest of Boise and 35 miles southwest of McCall.

Krissi and her family were originally living in Lewiston, where they attended regular storytimes at the Lewiston Public Library. When they moved to Council four and a half years ago there were no children's programs at the library, so Krissi volunteered to start a weekly storytime program. "Heather Stout, the Lewiston City librarian, was my inspiration," she said. "I wanted to have something to attract my own kids to the library and just hoped that other moms would see the good in it, too." She feels that her biggest success so far has been watching the program grow and develop. When she first started there were times when her kids were the only ones that would show up for the storytime. "We now have about 15 children that are regulars and many more that come a few times a month." Krissi and her cohort Rene began a storytime blog in October. Check it out at <http://councilvalleystorytime.blogspot.com/>.

Krissi says her biggest challenge is finding time to do everything she wants for the library, as she works on a volunteer basis only. She applied for Council to participate in the Read to Me First Book program this year, where the library is partnering with Head Start and a local daycare to provide outreach and books to children from birth to age 8. One of her favorite things about her volunteer job is seeing the kids get excited about books, especially those who wouldn't have many books of their very own. "They all want the exact copy of the one I just read to them. One little girl stopped me in the store the other day and said, 'Hey I know you. You live at the library!'"

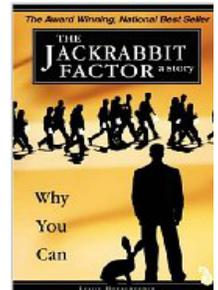
Krissi is also facilitating Every Child Ready to Read workshops for Head Start families. She hosts one workshop each month, and has gotten very good feedback from the parents. Krissi also coordinates special library events, such as Family Reading Week. "Our first big event for Family Reading Week was a milestone too, as we had about 70 people attend our Pirates in Pajamas evening storytime where the kids came in their pajamas to hear pirate stories before bedtime. Our library hadn't done much in the past, so it was a great first year turnout for our small community." In attendance were a lot of

working parents who couldn't attend regular daytime story hour, and about 75 percent of those in attendance were First Book families. What a great accomplishment! In addition, to the volunteer hours she puts in for all these programs, Krissi helps write grants for the library and coordinates their summer reading program.



Krissi's favorite authors are Don and Audrey Wood, Mo Willems and David Shannon. "I love authors who can relate to kids and make reading fun. It gives the kids a reason to read if they are finding humor in it and having a good time." When she was a child, Krissi read lots of Mercer Mayer, and as she got a little older, Judy Blume.

Krissi recently read *King Bidgood's in the Bathtub* and *My Friend is Sad*. Adult books she's read recently include *Hidden Treasures*, *The Jackrabbit Factor* and all of Sheri Dew's books.



Being a full-time mom to four little kids keeps Krissi pretty busy, but she also enjoys photography, camping, exercising and hunting with her husband. Krissi is also co-authoring a children's book, "Little Lessons Learned." We look forward to its publication!



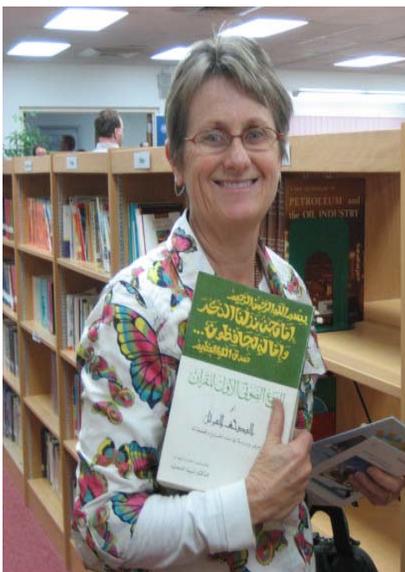
Library to Library



Librarian Has an Eye Opening Experience in Saudi Arabia

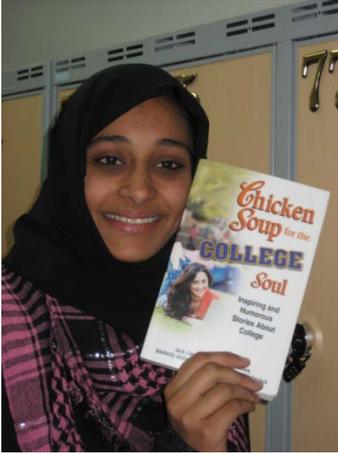
Pam Rybus is the Alternative School Teacher/Librarian at the Meridian School District. She was one of four librarians in the delegation. "It was a fantastic experience." Pam is presenting some of the information and pictures to the students she serves and we thought Scoop readers would also be interested in reading about her experience.

I took a two week trip to The Kingdom of Saudi Arabia in December, and like my fellow traveling companions I am still having trouble sorting out all that I learned and observed. It was an intense two weeks, each day full of lectures, school visits and tours. It was also full of Saudi hospitality which meant lots of food.



I was one of 25 social studies teachers and librarians from across the country selected to join the Educators to Saudi Arabia Program. The program is organized by The Institute for International Education and funded by Aramco Services co, a subsidiary of the Saudi Arabia Oil company.

It was an amazing trip. We learned about the oil industry, religion, culture, economy, and the educational system in Saudi

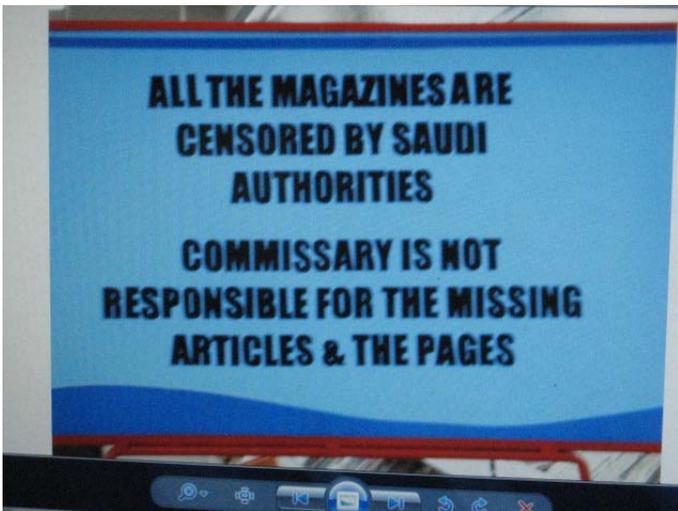


Arabia. We were able to talk one on one with many Saudi citizens. I especially enjoyed talking with the highly educated women we met. Despite the high level of achievement of many women (more women than men have PhD's) they still cannot drive, must cover up outside of their home, and have separate entrances in public areas. We met many women who are working hard to change their society, but it is a slow process.

Saudi Arabia does not have any public libraries. If they did I am sure they would be highly censored. They did have libraries in the schools I visited. They were quite small and we were not able to talk to the librarian. I would have loved to be able to ask some questions about how the library is run and especially book

selection.

It was eye opening having magazines censored, as well as displays in the mall. The faces of woman were usually blurred so all you could see was the clothing. Religion plays a big factor in this.



Although I had many questions about my visit, of one thing I was certain. The Saudi people are genuine, caring, and incredibly hospitable.

I plan on presenting information from my visit in a variety of ways. I will visit many classrooms and have many items I brought back about the religion, culture, food and economy of Saudi. It is my hopes that after learning about my visit students will have a greater understanding of different cultures and religions, especially the Saudi culture.



Tight incomes drive up traffic at Notus and other libraries

Last issue we reported on the increases Boise Public Library has seen in circulation, new library card holders, and the growth in its new branches. Across the county line as well as the rest of the state, more people are tapping into local library services.

“People tell me they have had to let go of their cable/dish TV and Internet due to their lack of income. The library is a great resource for books, DVDs and computer time,” Notus Library Director Jo Ellen Ringer wrote in a recent letter to the Idaho Statesman. “In our small village of 580, usage has gone from 341 adults during September-November of 2007 to 412 adults for the same time frame. Kids attendance increased from 455 to 746 over the same time frame. Circulation of books has doubled and computer users have increased to 137 per month.”

Are you experiencing this trend in your library? How are you coping with the increases? Send your story to The Scoop and we'll send free books to all who respond.



Youth Services staff changes



Laura Burnett, Director of the **Jerome Public Library**, sent this photo of their new staff members Jessica Tueller and Angie Roberts. Jessica (left) will be replacing Mary Vogel in the Library Operations position (Mary is retiring 3/31/09). Angie (right) has joined the Children's department as the Children's Programmer doing Summer Reading, Storytime, ECRTR support, etc. Laura is excited about "this dynamic duo" and we're

looking forward to working with them on Read to Me projects.

Buhl Public Library Director Cynthia Toppen also reported that Linda Henderson is the new children's department head at **Buhl Public Library**. Long-time youth services director Louise Nofziger retired at the end of summer.

Young Adult Corner

Why Teens Use Libraries

Denise Agosto did a study on why teens use libraries that was published in the May/June 2007 issue of *Public Libraries*. The teens who completed surveys used the library for a variety of reasons and you can take a look at the whole feature for the background on the research. The report also had implications for practice.

"The most basic lesson to be learned from this research is that we need to think about public libraries as more than just information providers, as only about half of the reasons for library use found here involved information gathering. Instead, we need to think of libraries as combined Information Gateways, Social Interaction/Entertainment Spaces, and Beneficial Physical Environments," Agosto writes. "With this view of libraries in mind, we can support a fuller range of teen interests and needs and make libraries more significant forces in teens' lives." Agosto offered several sample ideas for each of those roles that are outlined below.

The Library as Information Gateway

- Create a "Homework Helper" Web page within the library's Web site to point YAs to recommended reference tools, free online homework assistance services, useful library databases, and other relevant online resources.
- Develop a "Popular Hobbies" Web page with the library's Web site. Include links to movie- and TV-related Web sites, online teen magazines, teen book reviews,

and “Top 10” book lists for new YA titles, sports biographies, graphic novels, and so forth.

- Create eye-catching displays of new YA books, and provide forms for teens to recommend new titles and new series to collect.
- Set up a “Magazine Trade” box to let teens bring in magazines they have finished and exchange them for others.
- Offer informal classes to teach teens how to use library databases.

The Library as Social Interaction/Entertainment Space

- Organize teen-friendly library clubs, such as drawing clubs, knitting clubs, and chess clubs.
- Offer programs with entertainment value, such as movies, dance shows, and storytelling.
- Provide inexpensive entertainment/socialization materials for unstructured use, such as decks of cards, board games, and Web pages with links to free online games.
- Designate a separate Teen Room in the library where YAs can play music, play card and board games, or browse magazines without disturbing patrons in other parts of the library.
- Distribute brief questionnaires to solicit programming ideas. Try offering a short list of possible programs and ask teens to circle those they’d be likely to attend. Conclude by asking, “What other kinds of programs and events would you like to have at your library?”

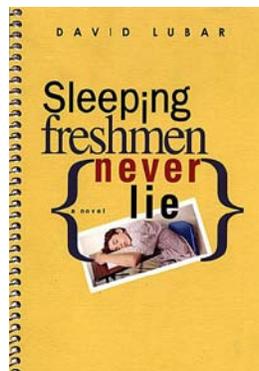
The Library as Beneficial Physical Environment

- Create a Web page with links to vocabulary-building games and lists of great books.
- Create bookmark-sized pathfinders relating to college and career information.
- Designate a small room or corner of a room as a Teen Study/Reading Area, a quiet space with a few tables and a computer with library database access.
- Provide volunteer opportunities for teens, such as programming assistants, teen advisory board members, and grade school homework helpers.
- Consider hiring teens for part-time positions in YA and children’s services.

Book Look



Kids Read the Same Book at Treasure Valley Libraries



This year's titles for the one-book program for teens, elementary age and preschoolers recently kicked off. Programs run from February to April. This year's titles:

- High school – *Airborn*, by Kenneth Oppel
- Junior high – *Sleeping Freshmen Never Lie*, by David Lubar
- Older elementary – *Peter and the Starcatchers*, by Dave Berry & Ridley Pearson
- Early elementary – *Abracadara! Magic with Mouse and Mole*, by Wong Herbert Yee
- Picture book – *The Great Fuzz Frenzy*, by Janet Stevens &

Susan Stevens Crummel

To learn more about the program, go to www.idahokidsread.org .



Upcoming Events

The Wal-Mart Foundation grants are due February 2, 2009 (that's one week to get it done!)

The \$100,000 donation from the Wal-Mart Foundation that was announced in December will be distributed in the form of mini-grants to Idaho public libraries for the purpose of strengthening services for youth up to the age of 18. Awards ranging from \$1,000 to \$10,000 will be available on a competitive basis to Idaho's 104 publicly-funded libraries. The funds will enable librarians to begin needed programs they have previously been unable to undertake. The grants also offer an opportunity to expand youth services capabilities in new or different directions. It is expected that the funding will provide a foundation for ongoing rather than one-time projects that can be continued with community support or through a reallocation of library funds.

Grant application packets have been mailed to every public library in the state and are available on the Commission's web site at <http://libraries.idaho.gov/page/wal-mart-minigrants>. **They are due February 2, 2009.** If you have questions about the grants, please contact [Peggy](#), [Stephanie](#), or [Staci](#).

Other Upcoming Events:



Time to apply for the Jump Start program. Idaho librarians are encouraged to sign up for the 2009 Jump Start program. Brief application forms can be found at <http://libraries.idaho.gov/content/jumpstart-participation-application>. Jump Start incorporates PLA/ALSC “Every Child Ready to Read” information and encourages parents of children registering for kindergarten to “Get a Jump Start on Reading @ Your Library.” Participating libraries provide early literacy packets to parents and free copy of *Look Out Kindergarten, Here I Come!* by Nancy Carlson to each child during kindergarten registration. These are provided free of charge through the Read to Me program.



Get Revved Up to Read Across America: March 2 is Dr. Seuss’s Birthday! The National Education Association’s Read Across America’s web site has resource materials, ideas, and information about how to plan a Seuss celebration. Visit www.nea.org/readacross for more information. We also saw that Kohl’s department store is selling four different Seuss titles and stuffed animals for \$5 each. Funds go toward children’s programs and the books and animals make nice door prizes or décor for library programs.



The annual Read to Me meeting is March 5-6. Libraries participating in First Books, Every Child Ready to Read, and mini-grants sites have been invited and need to register by February 5th at www.eventbrite.com/event/121884560. A limited number of seats are available for Idaho libraries who are interested in participating in outreach programs. Contact Stephanie, Staci or Peggy for more information (1-800-458-3271 or 334-2150 in the Boise calling area).



Summer Reading News

Looking ahead to 2011 and 2012

Librarians across the state have responded to a request for suggested titles for both the 2011 kids’ theme and teen theme on World Travel/Culture. We are also collecting general topics for 2012. In February, we will send out a survey via Survey Monkey to Idaho librarians asking you to choose your top five contenders. These will then be forwarded to the Collaborative Summer Library Program (CSLP) manual committee working on the 2011 and 2012 manuals. You have until February 2nd to send your suggestions to [Peggy McClendon](#).

Bright Futures

Many libraries have begun planning for their 2009 summer reading program, and more are incorporating outreach activities into their plans. As you gather resources, now is the perfect time to apply for the **Bright Futures** outreach materials for School Visits, Underserved Children, Read for Your Library school partnership, and Web 2.0.

One of the goals of Bright Futures is to increase the participation of all children. Here's what some Idaho librarians had to say last year about *what factors contributed to an increase in summer reading participation*:

- “..we took advantage of every summer reading outreach opportunities and I truly believe all the school visits, PTA, etc... really added to increased participation.” – Bellevue Public Library
- “School visits, year-long outreach events, publicity both in and out of the library, school support, and daycare outreach throughout the year. Reaching out to schools and daycares this past year and demonstrating the value of a library partnership really paid dividends this summer. Schools were ready and willing to give us time for assemblies and to sign on for outreach programs. More daycares than ever participated in the program as well, and that attendance held steady all summer long.” – Kuna District Library
- “This year we also made some changes in our program, which included no age limit to register and we used a more aggressive promotion into the schools.” – Blackfoot Public Library
- “This year we were able to visit all of the schools to promote the reading program. We also started a program for the teenagers in our area. I was also able to visit a couple of the local daycare centers. We also targeted the children who come into our library with their PSR workers.” – St. Anthony Branch Library
- “We set up a booth at kindergarten registration at the elementary school and we also did more press articles in our local paper. – Salmon Public Library
- “We partnered with our local school, CV Elementary, and kids from their summer school program and from their Discovery Center (After School Program) summer camp participated in summer reading at the library. – Kooskia Branch Library

Apply online by March 17, 2009 for Bright Futures Summer Reading outreach opportunities.



School Zone

by Staci Shaw

School Library 2.0: From practice to practical, *continued*

In the last School Zone we began to feature how some Web 2.0 tools that librarians have been learning about are being utilized as teaching resources in the schools. Hopefully you found the resources for blogging helpful and relevant to your school's media center. If you missed the last issue, you can access The Scoop archives at <http://libraries.idaho.gov/page/the-scoop>. In this issue we'll examine how teachers and librarians are accessing and creating podcasts as learning tools.

What is a "podcast?" Podcasting got its name from the Apple iPod, which became a favorite with teens in 2004. The term is a combination of "iPod" and "broadcasting" but you don't need an iPod to listen to a podcast. There are ever-increasing numbers of podcasts and videocasts, and school libraries are joining the growing ranks of creators.



Teacher-Librarian Sarah Chauncey at [Grandview Elementary](#) in New York created a [podcast on podcasting](#) for the [School Library Journal](#) online. It shows how even the youngest of children can utilize this web tool to demonstrate their learning. Here are just a few podcasting ideas for students:

- What I know about _____, what I learned about _____.
 - To record an original story and illustration
- Book talks
 - Research reports
 - Musical performances
 - Journals
 - Art/artist statements
 - Poetry and prose

Teachers/librarians can also use podcasting:

- Parent newsletters, in a variety of languages
- Lectures and lecture notes
- Math demonstrations
- Science demonstrations
- "How To..." (use a database, evaluate research, set up a science fair project...)
- Background knowledge for new subject matter

"[Teacher Tube](#)" is a great site for podcasts created by both students and teachers. Here's an example from an elementary school: [I Have a Dream Black History Month video project II](#). Here's another about how to use podcasting in the higher grades, titled [Mastery Learning that Works!](#) You can choose specific "channels" if you want to narrow the subject area or age range, and join groups that are of interest to your specialty area.

Other podcast sites:

<http://www.podomatic.com/home>

<http://recap.ltd.uk/podcasting>
<http://slapcast.com>

For more info and specific "how to's":

<http://www.stager.org/podcasting.html>
<http://edweb.sdsu.edu/courses/edtec700/POD/indexS06.htm>
<http://edtech101.com>

Happy podcasting!

The on-line faculty lounge... How are you using podcasts in your school? Have a link to podcasts created by staff or students you'd like to share? Blog with us on our "School Libraries" page: <http://libraries.idaho.gov/landing/school-libraries>.



BIG6 SUMMER ACADEMY 2009

JULY 26 and JULY 27, 2009
ROCHESTER, NY

This two-day seminar will prepare you to implement active, dynamic, and focused Big6 instructional programs across the K-12 curriculum. Mike Eisenberg & Bob Berkowitz, Co-creators of the Big6 Approach to Information and Technology Skills Instruction, invite you to join them for a unique learning opportunity.

TOPICS:

- * Big6 Overview
- * Techniques for teaching Big6
- * Big6 integrated instructional unit design
- * Technology integration
- * Big6 and Standards
- * Big6 tools to examine and revise curriculum
- * Guidelines for Big6 staff development and collaboration
- * Systematic building and district level Big6 implementation.

BROCHURE and REGISTRATION FORM:

For detailed Big6 Academy brochure and registration form, visit our Big6 Academy URL for quick links to each document:

<http://www.big6.com/2008/10/01/big6-summer-academy-2009/>

Know the Numbers

For most homeschoolers, there's no place like the library

According to a 2003 study by the National Center for Education Statistics (NCES), when homeschoolers were asked about the primary source for books and/or curriculum, 78 percent named their public library. Approximately 1.1 million kids are homeschooled,

according to NCES's 2003 statistics, a 29 percent increase from the 850,000 homeschooled children in 1999.

No one knows the exact number of Idaho students educated at home, although the number is likely in the thousands. The State of Idaho does not closely regulate the numbers or curriculum of home-schooled students. Rather, the State Department of Education requires only that parents or guardians provide "comparable instruction (in subjects commonly and usually taught in public schools ... during a period each year equal to that in which public schools are in session."

Compared to other states, Idaho maintains relatively few laws regulating homeschooling. It is one of ten states in the United States that does not require parents to initiate any contact or register, according to the Homeschool Legal Defense Association. Most states, including Idaho's neighbors Montana, Utah, Wyoming and Nevada, at least require parental notification. Oregon and Washington are the only two states in the Pacific Northwest that require parents to send test scores and/or professional evaluation. A handful of states, mostly in the Northeast, require test scores, professional evaluation and other requirements, such as home visits by state officials or curriculum approval.

[Sources: "A Home Away from Home," School Library Journal, August 2008, p. 39-42; and Learning where you live: Homeschooling in Idaho, by Tessa Schweigert, Boise State University, www.boisestate.edu/history/issuesonline/2007spring/p5_people_homeschool.html]



A Closer Look at How Humor Benefits Kids

A good sense of humor provides a range of important benefits to children, just as it does to adults. Understanding the benefits, the developmental stages of children's humor, and how your library can support and nurture their humor development is fun and interesting. I recently attended a session on this topic at the Early Years Conference in Boise presented by Dr. Paul E. McGhee. His session, along with some additional research provides the basis for this article. In future issues of *The Scoop*, we'll include more information on the benefits of humor for adults and what your library can do to nurture the funny side of life.

McGhee believes that humor is really a form of mental play. As children develop intellectually they love to play with words. First they play with the sounds and rhythm of words (one fish, two fish, red fish, blue fish), and then with meanings.

Benefits of a strong sense of humor

There are all kinds of benefits from a strong sense of humor — from development of social and cognitive skills to the ability to reduce stress and create more optimism. This is a sampling of some of the benefits:

It sustains joy and happiness. “The most obvious thing about children when they are laughing and playing is the inherent joy and happiness in what they're doing. Their faces beam with delight and they become so engrossed in the fun of the moment that they often do not even hear you when you speak to them. And it is important to realize that this relationship between joy and humor is a two-way street. That is, children are more likely to experience humor when in a happy, joyful state of mind, but can also create joy and happiness (that wasn't previously there) by engaging in humor and play,” McGhee wrote.

It helps them develop coping skills. Childhood is a great time to learn to use humor as a coping tool. Kids who learn to use humor to manage upsets and difficult feelings will have a coping advantage the rest of their lives, because this skill will be well-honed by the time they become adults. Play and humor can help young children cope with difficult experiences and emotions. There is also speculation that humor can serve to reduce anxiety in frightening or embarrassing situations. Freud thought that laughter serves as a safety valve to relieve excess energy. Older children can use humor to achieve mastery over anxiety and to release angry feelings, just as adults do.

It strengthens the bonds between parents, caregivers, and even library staff! Responding appropriately to children when they are using humor, and sharing and modeling humor with them is a pleasant experience and makes that connection with you and a happy time.

It helps children build their interpersonal skills. It's difficult not to like someone who makes you laugh. So children who become more skilled at initiating humor in social interaction (the skill increases simply by doing it more often) often find it easier to develop new friendships. Research has shown this to be true for children, adolescents and adults. Children who were rated by peers as being more humorous were more likely to be picked by other children as someone they would like to do things with, while those rated as less humorous were specifically singled out as children who were liked the least. Children who know how to use humor in social interaction are also better at putting others at ease. This creates an environment in which all communication is easier. The joy, laughter and cheerful demeanor of the child with good humor skills provide a ready invitation to others to join in.

It builds self-esteem. Children with good humor skills form friendships more readily and this leads them to feel better about themselves. The intellectual gains stimulated by humor increase the odds of doing well in school, further strengthening the child's growing sense of self-esteem.

It develops pre-reading and reading skills. Here's what McGhee wrote about this area, "Humor in stories stimulates preschoolers' desire to read the words that tell the funny story. Many TV programs (such as Sesame Street and Between the Lions) use humor successfully to help keep children focused on the letter and word combinations presented. Learning to recognize letters and words is always fun for preschoolers, but adding humor to the processes makes it even more fun. By the time children enter first grade, in addition to the joy of telling each other riddles and jokes, children love to read riddles. Riddle books are consistently among the best-selling children's books. The best way for young children to build reading skills is to simply spend a great deal of time reading. Since riddle books are read over and over again by children, this gives them the practice they need to improve their reading skills. Most importantly, the skills that are improved while reading riddles transfer to everything else the child reads. In many children, the love of reading riddles creates a stronger desire to read other kinds of books, as well." Reading and listening to funny books is fun for kids and helps show that reading can be a pleasurable experience.

It helps develop a richer vocabulary. Children first play with the sounds of words and then later with meanings. They discover that the same word can have two meanings around the time they enter kindergarten or first grade. When they figure that out, they are excited to trade jokes and riddles, and to read riddle books, as well as other funny books, and cartoons. In the process of seeking out and sharing humor, the child's budding vocabulary is rapidly enlarged. The desire to learn new riddles and jokes at the end of the preschool years exposes the child to new words, and the repeated telling of them to friends helps them remember them and keep them in their "word bank."

It promotes intellectual development. Humor is a property of advanced brain power. Children build new cognitive skills and learn a tremendous amount about their world while engaged in mental play. For older children, in particular, satire, parody, and cartoons have a way of delivering a very real message without actually coming out and saying what they mean. These elements are the "gray areas" of language and communication, such as innuendo and allusions. Most successful satire/parody/cartoons rely on the reader or listener being able to "read between the lines," and to have an inside understanding of the subtleties and nuances of a subject.

It stimulates creativity. Research shows a close relationship between creativity and humor. Both involve seeing the world in new and unusual ways and require you to abandon the usual way of understanding or looking at things, and consider them from a totally new perspective. Children who get turned on to humor get experience thinking about the world in innovative ways and can become innovative problem solvers.

Developmental Stages of Humor

Now that we've established that children need a regular diet of pleasure and happiness, it's important to be aware that what children think is funny is unique to their age or developmental stage. Understanding the stages can help adults facilitate children's humor development. It is important to appreciate children's particular brand of humor and join in their laughter. [The four stages of humor development in children can be](#)

[found by clicking here.](#)

In future issues of *The Scoop*, we'll include more information on what your library can do to nurture the funny side of life.

Tips & Tools



New Books in the Professional Development Collection

The Idaho Commission for Libraries Professional Development Service (PDS) provides access to numerous titles in the field of library and information sciences. Free shipping to and from your library is provided! See <http://libraries.idaho.gov/pds> for more information. Here are some new titles:

55 Ways to Have Fun with Google, by Philipp Lenssen (2006). A handy guide to many of the extras within Google that may not be obvious and how to use them. [ICFL 025.04 Lenssen]

School Library Management, Judi Repman and Gail K. Dickinson, ed., Linworth, 2007. All you every needed to know about running a school library. This sixth edition updates every topic from collection development and standardized testing to integrating the Web into the research process. [ICFL .02738 SCHOOL]

Fans, Bloggers, and Gamers: Exploring Participatory Culture, by Henry Jenkins, New York University, 2006. Bringing together the highlights of a decade and a half of groundbreaking research into the cultural life of media consumers, this book charts the growth of participatory culture on the web, takes up blogging as perhaps the most powerful illustration of how consumer participation impacts mainstream media, and debates the public policy implications surrounding participation and intellectual property. [ICFL 025.04 JENKINS]

Pop Goes the Library: Using Pop Culture to Connect With Your Whole Community, by Sophie Brookhaven and Elizabeth Burns, Information Today, 2008. This book will help you connect with your users and energize your staff. The authors define what pop culture is (and isn't) and share insights, tips, techniques, and success stories from all types of libraries. [ICFL 021.2 BROOKHA]

CE News You Can Use

Did you say “FREE” courses?

Yes, as a member of the Idaho library community you are eligible to become a member of WebJunction Idaho and take free self-paced, online courses. WebJunction Idaho offers over 350 courses in all areas of library management and services. Here are two

courses that might be of interest:

Creating Collaborative Lessons for the Elementary School: Collaborative lessons with classroom teachers can support the development of vibrant, curriculum-centered school library programming that effectively meets the students' development and learning needs. This online course is provided by LE@D – University of North Texas.

Multicultural Literature for Children and Young Adults: This short course introduces tenets of evaluation of different genre of literature in terms of both literary and extra-literary concerns. It will take you off line to read, think and respond to books which ultimately can be shared with other readers of all ages. This online course is provided by LE@D – University of North Texas.

Got to <http://id.webjunction.org>, register/or sign in, and click on the ID Courses tab to further explore these and other course offerings. If you have questions or comments, please contact Shirley Biladeau, Continuing Education Consultant at shirley.biladeau@libraries.idaho.gov

News Beyond Idaho

Play Time Helps Boost Child Literacy

Nine-month-old Mackenzie Rogers climbs over a soft wall in a makeshift ball pit and reaches for a board book. He can't quite grab the book in his chubby fingers, so he crawls over to a rattle and grabs it between his budding teeth. For every crawl and every coo Rogers works on, there's some important business — building the blocks for early literacy. To read the full article from the **London Free Press**, go here . . .
(Reprinted from Reading Rockets)



***Talk Back:** We welcome your feedback on anything in *The Scoop*. Just e-mail [Peggy](mailto:peggy@libraries.idaho.gov), [Stephanie](mailto:stephanie@libraries.idaho.gov) or [Staci](mailto:staci@libraries.idaho.gov) and we'll print your comments in *The Scoop*.*

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