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Welcome

Welcome to the second issue of *The Scoop*, the e-newsletter for Idaho school and public library staff who are interested in improving services to children and young adults. This is your space to share news about what's going on at your library, book reviews, questions, ideas & thoughts. Please send an [e-mail](#) or give us a call with your ideas & contributions! If you have any problems viewing this issue, let us know or view the web version at www.lili.org/scoop.

Meet three members of *The Scoop* Advisory Group

Each issue, we plan to introduce at least one person working in youth services. Over the next three issues, we will be introducing you to The Scoop advisory group. We invited ten people who work in school and public libraries around the state to be a sounding board for our ideas and to help us keep an ear to the ground on what's hot in youth services. Although advisory group members come from large communities and small, from all parts of the state, they have one thing in common they enjoy what they do and are dedicated to providing excellent library service to their schools and communities.

Meet three advisory group members:



Barbara Barrett - Hillside Junior High School Library, Boise

Barbara has been the head librarian at Hillside Library for 15 years--her first and only library job. The school has students in grades 7 through 9 (ages 12-15). As the sole librarian in the school, Barbara does it all. She feels fortunate to have a full-time assistant as well as 9th grade student librarians, which allow her to spend most of her time with instruction, in collaboration with classroom teachers. Collection development is mostly done after regular work hours (evenings, summers).

Barbara says, "My favorite thing about this job is working with kids. I love recommending books to them and helping them become more efficient and independent when researching. I have been a teacher since 1964, so I also really like working with my colleagues in planning instruction and reinforcing information literacy skills."



Betsy Bybell - Latah County District Library, Moscow

Betsy has been Outreach Services Manager for the library district for two years. Before that she was Branch Coordinator for 20 years and has been in the library field for over 25 years. Betsy works part-time at the library, and the rest of the

time she is a freelance professional storyteller-puppeteer traveling to other locations.

Betsy works with infants, toddlers, preschoolers, elementary school students, and senior citizens providing outreach incorporating storytimes, storytelling, puppet plays, and workshops and/or training for librarians and teachers working with youth services.

Commenting on her job, Betsy says, "My favorite thing is the variety of locations I serve and the absolute enthusiasm of the children and teachers when I walk in the door."



Erin Hasler - Meridian District Library, Meridian

Erin has worked in libraries for the past two years and has been at the Meridian Public Library for 8 months as a Program Specialist. She works with all ages, but mostly with children and teens. She provides Youth Services: including storytimes (baby, toddler, and family), music & movement programs, after-school "school-age" programs, puppet shows, outreach (schools and daycares), teen book club and programs, and summer reading.

What Erin likes best about her job is providing excellent service. Erin's pet "monkey" puppet is very popular with the children who come to storytimes. Children identify "monkey" with Erin and stop by to visit. Miss Erin and "monkey" are always happy to greet children who come to the library.



Library to Library



Betsy Bybell, Outreach Services Manager at Latah County Library

District sends in the following:

Another book that's good for planning this summer's reading theme is ***Huzzah means hooray: Activities from the days of damsels, jesters, and blackbirds in a pie***, by Laurie Carlson. Chicago: Chicago Review Press, 1995.

Betsy wrote the following action chant several years back and it would be great for summer reading! Instead of going on a bear hunt, try going on a dragon hunt to tie into this summer's theme. Have the audience repeat after every line and fit your actions to the words.

Going on a dragon hunt,
But I'm not afraid.
I've got my sword and shield.
I've got my golden crown.

Oh, oh, look ahead,
There's a deep, dark, scary forest.

[Can't go over it,
Can't go under it,
Can't go around it,
Have to go through it.
Tip toe, tip toe, tip toe.

Going on a dragon hunt,
But I'm not afraid.
I've got my sword and shield.
I've got my golden crown.

Oh, oh, look ahead,
There's a wide blue sea.
Can't go over it,
Can't go under it,
Can't go around it,
Have to swim through it.
Splash splash, splash splash, splash splash.

Going on a dragon hunt,
But I'm not afraid.
I've got my sword and shield.
I've got my golden crown.

Oh, oh, look ahead,
There's a huge tall mountain
Can't go over it,
Can't go under it,
Can't go around it,
Have to climb up it.
Puff puff, puff puff, puff puff.

Going on a dragon hunt,
But I'm not afraid.
I've got my sword and shield.
I've got my golden crown.

Oh no, look ahead,
There's a dark dragon's cave.
Can't go over it,
Can't go under it,
Can't go around it,
Have to go in it.
Sneak peek, sneak peek, sneak peek.

ROAR! Run, it's the dragon! (reverse all the steps quickly to arrive back at home)

Or an alternative ending --

Snore! There's the dragon and he's sleeping. Think he'd like a marshmallow?]



Heather Stout, Outreach & YS Librarian at Lewiston Public Library

highly recommends the following web site www.thebestkidsbooksite.com -- in particular their song section. Heather starts every storyhour with a song (even though she says she can't carry a tune) because it's fun and the kids don't care if you can sing or not!



Sharon Slaney, librarian at Timberlake High School in Spirit Lake,

recently posted this message on LIBIDAHO asking for recommendations on modern war fiction or nonfiction books for high school age boys (ages 15-19). She writes, "They want more books like: *Band of Brothers*, *Citizen Soldiers*, *D-Day*, *Hart's War*, *Wild Blue*, *Charlie Wilson's War*, *Torpedo Junction*, etc. I can't keep these types of books on our shelves. If it is about modern military or modern war, they will read it. I have traditional war stories such as *Winds of War*, *Guns of August*, etc. and they do read them, but would like to continue adding some more recent publications. I have already tried Novelist and Amazon.com and found some recommendations, but would still like more. Any

other ideas? I have lots of books lists but am really looking for recommendations from librarians who have used the books with teenage boys."

Send your recommendations to *The Scoop* and we will share with everyone or you can contact Sharon Slaney directly at sslaney@sd272.k12.id.us.



Young Adult Corner: Do you know where your local teenagers hang out?

by Geraldine Maniere, Children's Librarian at the Community Library in Ketchum, Idaho

In February 2000, I began my library career as a Children's Librarian. After grasping what was needed in the children's department, I questioned what we offered for teens or young adults (YA). With my two daughters nearing high school age, I was concerned with the lack of library activities for middle and high school youth after building a strong relationship as elementary students. Before I knew it I was knee-deep in my Master's Thesis on the ties between YA library services and positive youth development.

What is youth development? Youth development is a process, not just a set of particular activities, such as camps, athletic leagues, or after school programs, through which young people navigate adolescence. Who is involved in the youth development process? Everyone: schools, youth groups, business and community members, public services and, yes, libraries. Public, private and school libraries can promote and take part in helping youth develop positive traits as they travel the road to maturity.

Some of the key factors of positive youth development are:

1. Youth will be provided with safe and supportive environments.
2. Youth will have caring adults that develop relationships with young people as mentors.
3. Youth will have opportunities that relate to their interests.

4. A youth's knowledge and skills will be developed through education, sports, the arts and service-learning.
5. Youth will be of value to the community by being active partners and leaders.
6. Healthy lifestyles will be promoted among youth as well as healthy social interactions.
7. Youth will be provided "a safety net in times of needs" (Jones, 2002, p. 104).

The updated mission of Young Adult Library Services Association (YALSA), a division of the American Library Association, is "to advocate, promote, and strengthen service to young adults (ages 12 – 18) as part of the continuum of total library service, and to support those who provide library service to this population" (Jones, 2002, p. 89). YALSA states eight reasons to support positive youth development:

1. Positive youth development helps young people become independent and engaged citizens.
2. Young people add tremendous value to dialogues on various issues in the community, offering different perspectives and new ideas.
3. Research is beginning to show that the brain undergoes change during adolescence and may be affected, both positively and negatively, by experiences.
4. Positive youth development encourages resilience, focusing on youths' strengths to overcome challenging situations.
5. Positive youth development helps young people to resist negative influences.
6. Positive youth development programs can provide prevention services that reach youth identified as at-risk in particular communities and that can serve to reduce the incidence of behaviors such as teen pregnancy, drug and alcohol use, dropping out of school, delinquency, and youth violence.
7. Providing opportunities for young people to become independent is a good investment, avoiding potential problems that could be expensive to deal with later.
8. Young people are future decision-makers and will become the leaders of our communities (Jones, 2002, p. 106)

In 1997, the Search Institute, a non-profit organization, designed the Developmental Assets Framework for youth development. Their mission was to promote positive youth development by incorporating a Developmental Assets Framework into community programming. Positive youth development is an approach that builds on a young person's assets to help young adults grow and thrive in their environment. Developmental assets, of which forty have been identified, are the positive factors to which youth are exposed in their community and that empower youth to have a successful transition to adulthood.

There isn't room to list these 40 assets here, but for detailed information on the Developmental Assets, I recommend *Developmental Assets: A Synthesis of the Scientific Research on Adolescent Development* by Peter C. Scales and Nancy Leffert (1997). Don't let the title scare you. The book can be browsed for specific information. Another book, which also discusses the Developmental Assets and is invaluable to youth services is *New Directions for Library Service to Young Adults* by Patrick Jones (2002), sponsored by YALSA.

Teens are at the beginning of their research endeavors, yet during this critical learning period many do not use their public library. What can we as libraries do about it? What should we do about it?

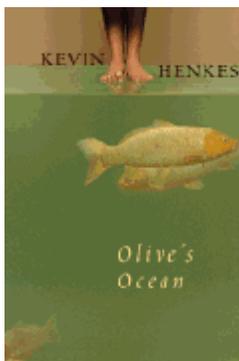
Successful youth programming requires financial support of the library administrators, the community and a librarian who designates youth services as a priority. Often young adult programming is seen as a last item to provide if there is money left over in the budget. (Sound familiar?) When competing for funding, the young adult librarian must support the request with the reasons young adult programming is essential. The Developmental Assets Framework explains the factors necessary to develop a healthy teen, and YALSA promotes the vision of quality teen programming. The Developmental Assets Framework is the perfect foundation for planning youth services, which are built on the needs and interests of teens. The library supporters have expectations that the library will improve their community, and by developing relationships with teenagers, this expands the improvement to all patrons.

Libraries can be strong supporters of youth development by providing young adult programming. Libraries can work within their patron base and reach out to potential young adult patrons. Libraries have the support of YALSA in this venture. As community libraries take the initiative, a shared vision can evolve with other community organizations as well.

Where does an organization begin? Four ways to begin building assets in youth in the community are described here. First, build assets individually. Build relationships with young people and between young people by showing care, support, encouragement and guidance. Change or increase interactions with young adults. Next, build assets through programs. Offer structured opportunities for youth such as creative activities, service-learning, and volunteer activities and include youth in the planning to foster responsibility. Then, infuse asset building throughout the organization. Use the Developmental Assets Framework as a foundation for policy making, budgeting and planning pertaining to youth programs and services. Lastly, spread out to ignite a community-wide asset building effort. Spread the word about successful programming and promote positive youth development in the community. Collaboration within the community is a necessity. Library service to young adults should be developed as collaboration among public and school librarians, teachers, parents, students and the community members. Library service extends

outside the traditional library collection to reach teens. Let's provide library services that show young adults we believe they are valuable community members.

I agreed to write this article because this newsletter can be a great resource for all libraries. If we express our interests, knowledge, questions, problems, and excitement to other librarians, we can use this information to move forward at our own libraries. I see this network especially useful for librarians wanting to venture into new areas of service. First hand input from others can save time and money. Brainstorming of great minds can lead to fantastic opportunities. Let's all think of things we can share, and help this newsletter become a "Not to miss READ" in our piles of email received daily. (Kudos to all librarians)



Book Look -- 2006 YRCA nominees

The 2006 Pacific Northwest Library Association's (PNLA) Young Reader's Choice Awards (YRCA) nominees have just come out. Mary DeWalt, director of the Ada Community Library and PNLA representative for Idaho is collecting the ballot results for Idaho.

JUNIOR DIVISION NOMINEES (Grades 4-6)

Granny Torrelli Makes Soup by Sharon Creech

Gregor the Overlander Suzanne Collins

Kensuke's Kingdom by Michael Morpurgo

The Mayor of Central Park by Avi

Olive's Ocean by Kevin Henkes

Rodzina by Karen Cushman

Sahara Special by Esme Raji Codell

The Tale of Despereaux by Kate DiCamillo

MIDDLE DIVISION NOMINEES (Grades 7-9)

The City of Ember by Jeanne DuPrau

The Conch Bearer by Chitra Banerjee Divakaruni

East by Edith Pattou

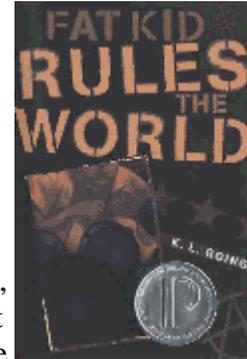
Eragon by Christopher Paolini



Into the Wild by Erin Hunter
Millicen Min, Girl Genius by Lisa Yee
The River between Us by Richard Peck
Shakespeare Bats Cleanup by Ron Koertge

SENIOR DIVISION NOMINEES (Grades 10-12)

Acceleration by Graham McNamee
Breakout by Paul Fleischman
Fat Kid Rules the World by K. L. Going
A Northern Light by Jennifer Donnelly
Time Traveler's Wife by Audrey Niffenegger



Mary writes, "Thanks to you and especially your students/young patrons for nominee suggestions; their participation is what makes this work best! REMEMBER - 2004 voting takes place between March 15 - April 1. Posters, ballots and more information about the YRCA is available at the YRCA site: <http://www.pnla.org/yrca/>, or feel free to make your own ballots and do your own thing! You may employ any voting procedure you would like for the next two weeks but voting ends April 1st (no foolin') and you need to get your votes in via e-mail (easiest method) or post by April 5. Please SEND results to Mary DeWalt, Idaho YRCA Rep, Ada Community Library, 10664 W Victory Rd. Boise, ID 83709 208-362-0181 ext 23, mdewalt@adalib.org to batch in, or you may send directly to the University of Washington."

Upcoming Events for April

This section includes listings for upcoming training dates, literacy events, special days to observe, author birthdays, literacy links, and more. If you know of an upcoming event, send an e-mail to stephanie.bailey-white@libraries.idaho.gov.

ILA Spring Conference Dates

Dates for the 2005 Idaho Library Association regional conferences have been set. See www.idaholibraries.org for more information.

- Region 3: Treasure Valley, April 9. Contact Cathy Shlief.
- Region 4: Magic Valley, April 19. Contact Harriet Newlin.
- Regions 5 & 6: Southeast & Eastern Idaho, April 29. Contact Gaila Clough.
- Region 2: North Central Idaho, May 6. Contact Lynne Bidwell or Jennifer O'Laughlin. **MORE . . .**

April is School Library Media Month. Many school library media programs celebrate the month of April as School Library Media Month in conjunction with, and sharing the same theme as, National Library Week. Again this year National Library Week and School Library Media Month will be promoted using "@ your library@" the brand for The Campaign for America's Libraries, ALA's multi-year public effort to speak loudly and clearly about the value of libraries and librarians in the 21st century. See www.ala.org/ala/aasl/aaslissues/aasladvocacy/schoollibrary.htm for more information.

April is National Poetry Month. Poetry readings, festivals, book displays, workshops and other events mark this celebration of poetry and its vital place in American culture. Find more information at: www.poets.org/npm/index.cfm

April 30 is El Día de los Niños (Day of the Child). This day celebrates the joys and wonders of childhood and the importance of books in children's lives. Many Idaho libraries have planned events and activities to mark this day. For more information, go to: www.lili.org/read/readtome/ninosdia.htm

Other April Dates:

April 2, 2005 - International Children's Book Day. Contact USBBY Secretariat at 302-731-1600, ext. 297 or e-mail: usbby@reading.org

April 3-9, 2005 - Week of the Young Child. The National Association for the Education of Young Children established this celebration to highlight the need to ensure that each and every child experiences the type of early environment--at home, at child care, at school, and in the community--that will promote their early learning. See www.naeyc.org/about/woyc/

April 10-16, 2005 - National Library Week. This observance provides an opportunity to celebrate the contributions of our nation's libraries and librarians, as well as a way to promote library use and support. All types of libraries – school, public, academic and special – participate. Check it out at: www.ala.org/ala/pio/factsheets/nationallibrary.htm

April 11-17, 2005 - Young People's Poetry Week. This is a chance to encourage people to celebrate poetry—read it, enjoy it, write it—in their homes, childcare centers, classrooms, libraries, and bookstores. Materials are available to help teachers, librarians, bookstores, and others celebrate the event. Find the link at: www.cbcbooks.org/html/poetry_week.html

Author Birthdays:

April 2 - **Hans Christian Andersen** (1804-1875). Danish poet, novelist and writer. Author of *The Red Shoes*, *The Emperor's New Clothes*, *Fairy Tales of Hans Christian Andersen* and more.

www.wsulibs.wsu.edu/general/exhibits/andersen.htm

April 5 - **Richard Peck** (born in 1934). Author of *A Long Way from Chicago*, *Strays Like Us*, *A Year Down Yonder* and others.

<http://richardpeck.smartwriters.com>

April 12 - **Beverly Cleary**. Author of *My Own Two Feet*, *Two Dog Biscuits*, *Ramona Quimby - Age 8* and others www.beverlycleary.com/beverlycleary/

April 21 - **Barbara Park**. Author of *Buddies*, *The Kid in the Red Jacket*, *Junie B. Jones* and *Some Sneaky Peeky Spying* and other titles.

www.randomhouse.com/author/results.pperl?authorid=23194

April 23 - **William Shakespeare** (1564-1616). Poet, playwright and author.

www.shakespeare.com or www.shakespeare-online.com/biography

April 26 - **Patricia Reilly Giff**. Author of *Sunny-side Up* and other juvenile fiction. www.bcplonline.org/kidspage/kids_pgiff.html

School Zone

Harnessing the Power of Information was the theme for workshops held around the state for school librarians between November and February. Charlotte Fowles, Idaho State Library's Electronic Resources and Collection Development Librarian, provided all-day training for a total of 105 participants at eight workshops; an additional 20 attended an abbreviated half-day session.

The goals of the workshops were how to integrate information literacy concepts and LiLI-D's advanced options into library services. The information literacy component focused on critical evaluation of web resources, including comparison to print counterparts.

The training took a new direction as this was the first time that LiLI-D training was conducted in lab settings, allowing participants hands-on access to LiLI resources and generating positive comments from participants. "Hands-on!" was the overwhelming response to the question, "What was the most useful part of the training?" One participant added, "I really appreciated being in the lab and doing it myself. Otherwise I don't know if I would have been able to integrate this as well in my library."

If you are interested in training for your school or school district, contact Marj Hooper, Idaho State Library's Continuing Education Consultant, at (800) 458-3271 or 334-2150.

Know the Numbers

According to the Children's Defense Fund, 14.3% or 51,868 of children under the age of 18 live below the poverty line in Idaho. More than one in every ten children is poor and a child is born into poverty every three hours. The link between poverty and educational achievement is strong. In 2002, only 32% of public school fourth graders in Idaho tested at or above Proficient on the National Assessment of Education Progress (NAEP) reading assessment. Of the almost 150,000 students eligible for the free/reduced-price school lunch program, only 21% tested at or above the Proficient level compared to 42% of those students tested who were not eligible for the program.



A Closer Look - Summer Reading Daring Dreamers

Are you seeing red? A red box, that is. Don't be alarmed, it is just a preview of the Daring Dreamers Summer Reading media campaign. All public library directors, branch managers, elementary school library staff and their principals will receive a bright red box. Look inside to see exciting items designed to help you reach parents and educators with an important message: bright futures begin with summer reading. In addition, you can be one of 30 public libraries to partner with an elementary school and win \$200 in books! School libraries joining you will also receive \$200 in books, plus they will have an opportunity to win \$100 more.

Six teams of library directors and youth service program coordinators met with State Library staff to develop a Summer Reading Marketing Campaign. Their

goal is two-fold: Every child has a library card and attends summer reading and Summer Reading programs are adequately funded.

Known as the Daring Dreamers, the steering committee is targeting parents and educators in the first phase of a three-phase advocacy campaign. Phase two broadens the reach to include community members. And the third phase will focus on opinion leaders. The campaign, supported an Institute of Museum and Library Services grant and administrated by the State Library, is expected to be a five year effort.

Idaho statistics back the need for libraries to increase their summer reading enrollment. Forty-one percent of kindergartners begin school lacking early literacy skills and experiences. These are the same children that will have a hard time learning to read, says the National Research Council. That might explain why 36 percent of Idaho third graders read below grade level. And yet, only 14 percent of children ages 5 to 13 participated in Summer Reading Programs last year.

To alert the library community about the need to get kids enrolled, public library directors received a bright red box giving them campaign details, along with pencils, bookmarks, and buttons. It also contained a customizable PowerPoint so librarians can take the message about the importance of Summer Reading to schools and parents.

Elementary school principals and library staff got a red box too, without the PowerPoint, to encourage them to contact their local libraries about Summer Reading Programs. A pilot program, "Read for your Library" is in place to encourage elementary school principals and librarians to partner with public librarians to win books for their libraries. Finally, radio ads will run statewide from mid-April to mid-May. To qualify as one of the 30 public libraries selected for "Read for your Library," send in the application form--found at www.lili.org/read/summer/read-for-your-lib/incentive-form.pdf. Don't forget to include the print out of your partner school's IRI scores. The deadline is April 20.

Public libraries sponsoring a summer reading program can also participate in "Summer Reading Connections," sponsored by the State Library and the Governor's "Generation of the Child Initiative." Participating libraries can order bookmarks, pencils, and a dozen free give away books for summer readers. To qualify, fill out the pledge form and agree to track your statistics and return them to the State Library by August 31st. To use the online pledge form, go to: <http://www.lili.org/read/summer/sr-connections.htm>.

We also want to thank Mrs. Kempthorne, who will continue to serve as Idaho's Summer Reading Ambassador, visiting libraries, as her schedule allows, to encourage families to read together for pleasure and use the library.

More information can be found at www.lili.org/read/summer. If you have questions about applying for "Read for Your Library," you may contact Anne Abrams (aabrams@isl.state.id.us) or Stephanie Bailey-White (stephanie.bailey-white@libraries.idaho.gov) or call (208) 334-2150 or (800) 458-3271, For questions about "Summer Reading Connections," contact Peggy McClendon (peggy.mcclendon@libraries.idaho.gov).

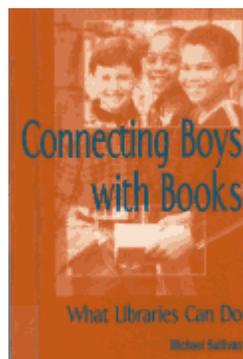


Tips & Tools

When looking for new ideas, remember to check the collection at the Idaho State Library. This collection contains excellent resources for public and school librarians. Profiled here are two new books on hot topics - storytime activities and programming for boys.

Storytime Action! 2,000+ Ideas for Making 500 Picture Books Interactive, by Jennifer Bromann. Neal-Schuman Publishers, Inc., 2003.

Storytime interactivity helps kids learn how to pay attention and prepares them for success in school. While this book was written for public librarians and school media specialists, you may want to recommend it to parents also. For each of the 500 children's picture books listed, there is a brief summary and a suggested activity. Included are chapters on the basics of creating an interactive storytime and how to make any book interactive. Theme and title indexes make this book easy to use.



Connecting Boys with Books: What Libraries Can Do, by Michael Sullivan. American Library Association, 2003.

The author provides tools that librarians and school media specialists can use to overcome challenges, such as stereotyping and the lack of role models that keep boys out of the library. Practical programming ideas include: promoting male readers as role models, using challenging and competitive games - such as chess - that interest boys, talking about books in ways that will interest boys, and promoting stories that pre-adolescent boys will find interesting. This volume is packed with ideas and useful information.

News Beyond Idaho

[These two items are from Public Education Network's *Weekly Newsblast*]

INTERNATIONAL CHILDREN'S DIGITAL LIBRARY

Literature is one of society's means for exposing young hearts and minds to new and foreign ideas. Engaging stories help children grow intellectually and emotionally, understand who they are, and inspire them to explore the world around them. At a time when the quality of public education varies considerably across our country and the globe, the benefits of a well-stocked local library are obvious. Yet, not all children have access to an endowed library. Due to financial constraints not all libraries are created equal. The International Children's Digital Library (ICDL) is a five-year project funded by the National Science Foundation (NSF) and the Institute for Museum and Library Services (IMLS) to create a digital library of international children's books. The materials included in the collection reflect similarities and differences in cultures, societies, interests, lifestyles, and priorities of peoples around the world. The collection's focus is on identifying materials that help children to understand the world around them and the global society in which they live. It is hoped that through a greater understanding of one another that tolerance and acceptance can be achieved. The collection has two primary audiences. The first audience is children ages 3-13, as well as librarians, teachers, parents, and caregivers, who work with children of these ages. The second audience is international scholars and researchers in the area of children's literature. See www.icdlbooks.org/ for more info.

KIDS EMBRACE A PLUGGED-IN LIFESTYLE

Children and teenagers are multitasking their way through more electronic media daily, juggling iPods and instant messaging with TV and cell phones, and spending more time plugged in than they do in the classroom, reports Ellen

Edwards. America's children are such savvy multitaskers that they pack 8 1/2 hours of media exposure into 6 1/2 hours of each day, seven days a week, reports the Henry J. Kaiser Family Foundation study. Calling media exposure a "contagion," Sen. Hillary Rodham Clinton (D-N.Y.) commented that parental oversight of media use is like childproofing a home to protect toddlers. "We are conducting an experiment on this generation of children," said Clinton, "and we have no idea what the effects will be." Kaiser Vice President Vicky J. Rideout says that despite increased computer access in the home, there is still a "digital divide" based on ethnicity and economic status. Eighty percent of white children have Internet access at home, compared to nearly 67 percent of Hispanic children and 61 percent of African American children. Regardless of race, in many of those homes, kids' bedrooms have become media palaces. Sixty-eight percent of all kids have a television in their bedrooms, a statistic which has not significantly changed, but now 54 percent also have VCRs or DVD players, up from 36 percent in 1999, and 37 percent have cable or satellite TV access, up from 29 percent. And though many parents worry about the content of the media their children see and hear, most kids say their parents have no rules or, if they do, don't enforce them. See <http://www.washingtonpost.com/wp-dyn/articles/A22138-2005Mar9.html> for more information.

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Contact Us: *The Scoop* is a service of the Idaho State Library's Read to Me Program. To contribute or provide suggestions, contact [Peggy McClendon](#) or [Stephanie Bailey-White](#) at (208) 334-2150 or 1-800-458-3271.