



International Association of School Librarianship

PRESIDENTIAL POINTS

The first east Texas flowers to bloom each spring are cheerful yellow daffodils, dependable perennial bulbs that love our climate and need very little care.

In March, I watch for them in my own garden and at “old home-places” like this one.

Let’s do a thought exercise: which element of this photograph would represent your own professional life right now?

- the blue sky, watching over things large and small, important and trivial?
- the roof, disturbed by outside forces so it can’t protect what’s under it as well as before?
- the walls, in need of paint and “tender loving care” yet still standing mostly upright?
- the trees, too early in the season for leaves, not sure which branches are still alive?
- the walkway, with obstacles and debris where it used to be a smooth path?
- the early daffodils, faithfully doing what they do best, long after the hands that planted them are gone?

Whatever element you identify with, I pray that you have people by your side who support your goals, especially if you plan to change your situation to become a different part of the same picture or move on to be the same part in a different landscape.

I’m thankful for the folks who have chosen to step into the picture as



Photo (c) Jeremy Merz

nominees for IASL office; be sure to read their statements in the upcoming Newsletter special edition as you prepare to vote soon.

When you look at this photo next year, your answer may be different or remain the same. Of course, you know that your IASL colleagues will always be here, ready to help you “bloom where you are planted” or be brave and “find a new path” in your professional life.

I can’t wait to see all y’all – online or in person - at the IASL Annual Conference in July! Get the latest information in this Newsletter and at the conference website <https://www.iasl2022.com/> about this hybrid (in-person + virtual) gathering hosted by the University of South Carolina iSchool.

Yours in school librarianship,
 ***Katy Manck
 President, IASL
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In Memoriam - Edith Eleanor Doyle, 29 March 1938 – 12 February 2022

BY GERALD R. BROWN, IASL HONORARY AMBASSADOR, CANADA



From the Doyle family

Over the years at IASL conferences, there was nearly always one familiar face. Edith Doyle from Winnipeg Canada attended almost all of the IASL conferences from 1971 when IASL was born at WCOTP (World Council of Organizations of the Teaching Profession) in Jamaica, to the 1972 inaugural conference in England, and until as recently 2014. In the later few years ill health made it impossible for her to travel. Edith was an active and loyal member of IASL. Edith passed away 12 February 2022. A memorial service was held 05 March at Bardal Funeral Chapel. An urn with her ashes will be shipped to Australia where family members will take them to the Ollera Cemetery where her parents and many relatives are buried.

Edith was an inveterate traveller. She loved seeing new countries and their international cuisine and cultures. She really enjoyed visiting with long time friends from around the world. As her daughter Tanya said, "She liked to open doors on the world." Edith travelled economically. She would take bus or train if possible, and usually found places to stay that were unique and adequate.

Edith Eleanor was born 29 March 1938 in Glen Innes, New South Wales, Australia to Alan and Jenny Pearson. She spent her early years at the family sheep farm, Kooringle, where she acquired her

love of horses. She attained her Bachelor of Arts and a Diploma of Education at the University of New England, Armidale. She met her first husband, Garry Doyle, who shared her joy of travel and adventure, at university, and her first daughter, Manon was born while they still lived in Australia.

The family travelled to Africa where Edith and Garry taught for 2 years. The next step was a short time in England, 6 months in Scotland followed by immigration to Canada in 1965. Barely settled in Canada, the family was welcomed by one of the worst blizzards in Manitoba history (March 1966).

In Manitoba, Edith taught in Whitemouth, Eriksdale and Selkirk before moving to Winnipeg. While

she was teaching, she earned her Bachelor of Education at the University of Manitoba. Prior to joining the teacher-librarian staff in Winnipeg, she obtained her Master of Library Science degree from George Peabody College in Nashville, Tennessee. Although she enjoyed teaching, she relished the opportunity to work in the school library, sharing her love of books and learning with elementary school students.

While in Winnipeg, she met and married her second husband, Ray Draper, who also shared her desire to travel, seeing new places and meeting new people. A few years later, Edith's second daughter Tanya, was born and was quickly introduced to the family passion for travel. This was just in time for her to be taken as a 'babe in arms' to the 1982 conference in Red Deer Alberta (and many succeeding conferences around the world.)

Edith was also a member of the Manitoba School Library Association, the Reading Council of Greater Winnipeg, the IBBY CANADA (International Board on Books for Youth), the Winnipeg Press Club, and several others. Her support over the years has been greatly appreciated. Hopefully, some of IASL members will have stories about their relationships with Edith at the next IASL conference. Warmest good wishes to all.

Compiled by Gerald R. Brown, IASL Honorary Ambassador 1998; Chief Librarian Winnipeg School Division 1978-92; Independent Consultant, School Library and Information Services 1992-2014.

Remembering Dr. Ross J. Todd, 1951-2022

BY KATY MANCK, IASL PRESIDENT



Ross Todd selfie - London, Jan. 2020

The world of school librarianship and information literacy research mourns the recent death of Dr. Ross J. Todd, Associate Professor of Library and Information Science at Rutgers University - School of Communication and Information, New Jersey USA : <https://bit.ly/3xhG42X>.

School Library Journal (USA) noted his contributions to evidence-based practice: <https://bit.ly/372xsCL>.

Watch for a memorial article highlighting Ross's longstanding IASL involvement and global impact in the July 2022 issue of this Newsletter, as well as an upcoming special edition of *School Libraries Worldwide* dedicated to the legacy of his research.

We will also remember Ross together – in-person and online - during the IASL2022 Annual Conference this July in Columbia, South Carolina USA, so wear a purple shirt and have your favorite Ross photos and stories ready

The 25th Anniversary of the Independent Hungarian SLA

BY MARIANNA PATAKI, TEACHER LIBRARIAN, HUNGARIAN SCHOOL LIBRARY ASSOCIATION

March 25, 2022 was a big day in the life of the Hungarian School Librarians Association. We celebrated the 25th birthday of our independent NGO. The festive year started with nothing less, than the release of a brand new richly illustrated Hand Book on library use. This book has many interesting features, first of all its title is a not yet existing verb created from the noun: information. "Informationize" might be a possible translation. This new verb describes every act that can be done with information. From finding, to selection from evaluation to extraction and creation, from publication to citation. Which language can describe it all with one single verb? We have created one verb in Hungarian: **INFORMÁCIÓZZ!**

Besides its title, the book has another special feature: its diagrams and infographics are not just illustrations, but stand-alone explanations. In response to the challenge of our time, to code switching from verbal to visual, this new concept can inspire new classroom methods in teaching the use of libraries and the use of information. The book guides its readers through the "mystery of informationizing" through an example of building a birdhouse either for a swallow or for a coal tit.

Several school libraries have the opportunity to test and help to revise this new book. Additionally, well-structured short films were made to support the book to motivate students to learn more about information, resources, information institutions, information retrieval, and information

use. Depending on specific information needs, five charts help to navigate through the 60 topics.

Students like the clean structure of this book, they appreciate its two characters the smiling question mark and the exclamation mark. Some say the book is too colorful, but others like it.

There's no accounting for taste, but we all agree, that the Hungarian school librarian community got a new colorful tool to facilitate the use of school libraries.

Sample pages: <https://bit.ly/38tycRt>

Dömsödy Andrea; Hidvégi Krisztina, Tóth Viktória, Cs. Bogyó Katalin (2022): *Információzz!*, Budapest, Hungarian School Librarians Association, 223 p.

Meet the Board Member: Vanja Jurilj

BY VANJA JURILJ, REGION 6: EUROPE, ZAGREB, CROATIA



Vanja Jurilj

To live life in widening circles

My name is Vanja Jurilj. I work as a school librarian in the Primary School Antun Mihanovic in Zagreb, Croatia. I graduated in Comparative Literature and Librarian Science. Since it was my very conscious choice, I have never regretted being faithful to my inner calling, which resulted in my profession being the reflection of my true self. The most rewarding part of my work is surely the work with students. It is, of course, also the most demanding part. But these two conflicting aspects are strongly interconnected.

Being able to make a positive impact on the development and growth of a young human being brings a kind of gratification which is always proportional to the strength and importance of that impact! Such a process is occurring rather subconsciously and is not always rationally motivated, but it can also be defined in such terms. In my opinion, another rewarding aspect of work as a school librarian is diversity. It is, indeed, possible to strike a perfect

balance between the individual and the teamwork, mundane and artistic activities, introspection and expression. A little bit of everything for every aspect of personality.

In the beginning stage of my professional career, I came across many common issues that school librarians are dealing with worldwide -- a lack of appropriate library space and equipment, dysfunctional book collections, inadequate funding, a lack of recognition by the colleagues... Nevertheless, my focus was more on the needs of the students and my professional and personal decision to persist against all odds and to always do my best under all circumstances. That attitude made me experience how it feels when I live my life in widening circles - as famous poet in his well-known poem perfectly described it.

A few years or, in other words, thousands of hours of dedicated works later, I was luckily given the opportunity to widen the circles even more. 2010 I engaged myself in the Croatian Association of the School Librarians. Initially I was given the function of vice president and later I was promoted to the head of the association. During the two mandates, I initiated and organized, with the wholehearted support of my fellow school librarians, 10 national conferences, started a few unique projects, organized literary competitions,

several panel discussions, round tables, and was in a position to be able to take part in updating and changing the legal frame concerning school libraries.

A few more years and thousands of hours of work later, the circles were widening more and more -- In 2015, I became a member of the IFLA School Libraries Section, and in 2016 IASL Director Europe. The crown of my professional career and the biggest reach out across the world was when I was given the opportunity to act as the Chair of the Organizational Committee IASL 2019 Conference, held in Dubrovnik. Looking back from the 2022 perspective, all those events look a bit dreamlike now: enchanting mise-en-scène of the Dubrovnik walls and the deep blue Adriatic sea, strangely warm and gentle Autumn, 226 colleagues from 46 countries, dozens of presentations, lectures, workshops, great choice of cultural events, school libraries visit and free and live communication - among all! Even after many years have passed, colleagues from all around world still thank me for the wonderful event and nice memories.

The ultimate achievement is to reach someone's heart, so I will keep trying to widen the circles. Everyone is invited and entitled to do that as well just by putting oneself in the centre of the move... and dedicate a lot of hours of work to it.



Vanja Jurilj - Library Photo

Transforming the Library Structure of British Vietnamese International School

BY TRUC NGUYEN, HEAD LIBRARIAN, BRITISH VIETNAMESE INTERNATIONAL SCHOOL, HCMC, VIETNAM

From 2011, the Library of British Vietnamese International School (HCMC, Vietnam) has been re-designed as one of projects to celebrate the 10 year anniversary.

The Library runs the services for the whole school and is divided into two spaces: one side for Primary and the other for Secondary. The Primary side includes one area for Lower Primary and Early Years and the opposite area for Upper Primary. Each area has one mini stage for teachers and students to enjoy the performance in storytelling or book talks. Each area is surrounded with shelves full of fictional or in-fictional reading materials. While the colourful book boxes highlight the wall carved by the great collection of picture books at the Lower Primary, the window-shaped shelves mark the important role of Poetry collection to Upper Primary. The Upper Primary is also provided with cleanable table tops used for students'

information literacy skill practices. That area is also booked for small seminars for parents and teachers and assemblies for a year group of students. The hall between Upper Primary and Lower Primary side is used for hosting book exhibitions to celebrate the special events that the Library works aligning to teachers to attract school community's engagement.

In the Secondary space, students and teachers can access one area for reading pleasure with higher shelves full of fiction, graphic and poetry collections. They also have some silent hubs with opening windows and a display area for new arrivals or a certain themes needed to catch readers' attention. In the other side, the area is equipped with necessary facilities that a whole class' lessons or parents' seminars required. Around that area is shelves of non-fiction and reference books. Individual or groups

also have computer zones for printing or scanning and independent learning spots. Beside those areas, they also have break out rooms for meetings or mini lessons.

The architectural landscape which is laid out and decorated to strong emphasize the multipurpose function to meet the learning and reading needs of all ranges of student ages and invite much more engagement of students, teachers and parent. We love to see more students coming to the library with excitement and teachers' happiness to work with students at the library. We appreciate with the huge support of the school leaders, strong collaboration of facility and administration teams, key teachers and student representatives involved in the library project and make the the new image of the library becoming one of focus points in the studying life of students.

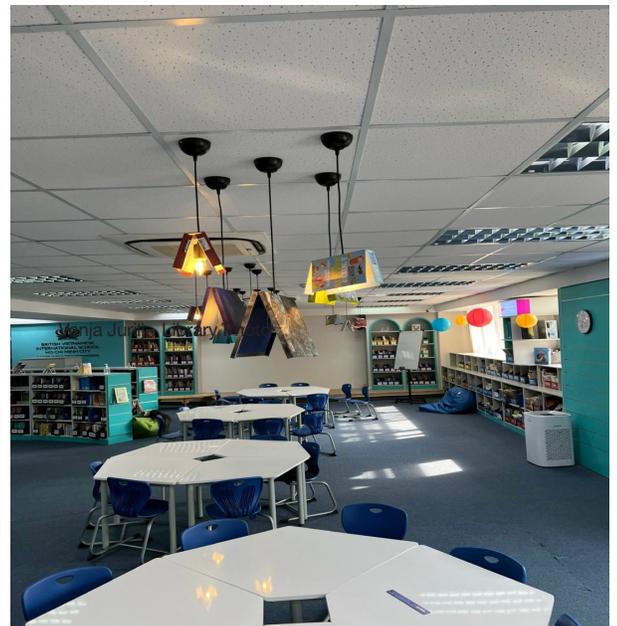


Figure 1. Exhibition to celebrate the World Book Day at BVIS, HCMC (top left)

Figure 2. The ministage for storytelling performance of Lower Primary (bottom left)

Figure 4. The area of Upper Primary (right)

IASL 2022 Conference Now Open!

BY STAFF REPORT

It's time to register for the 50th Annual Conference and 25th International Forum on Research in School Librarianship! Our hybrid conference will be held online and in-person from 11-15 July 2022 in Columbia, South Carolina USA.

Check out the keynote speakers, featured authors, and general schedule on the Conference website <https://www.iasl2022.com/> where you'll find registration rates and accommodations information. For a preview of conference events, including preconference sessions, receptions, dinners, and tours, go to <https://tinyurl.com/>



Rethink, Research, Replace, Replenish!

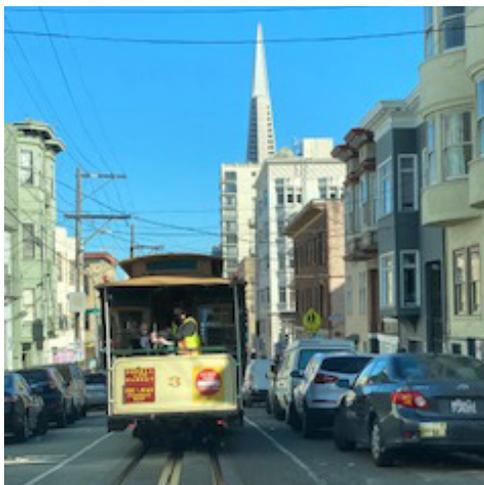
BY NANCY LUCERO, SF COMMUNITY SCHOOL, SAN FRANCISCO & KAY HONES, RETIRED SCHOOL LIBRARIAN

“Weeds are flowers too, once you get to know them.” – A.A. Milne

April is National Gardening Month in the US. Gardening helps with stress and it can boost brainpower and memory! First we would like to encourage everyone to make sure your written collection development and challenge policies are up to date. Then celebrate this Gardening Month by reading & researching “decolonizing” your library.]

It's a very interesting and potentially positive action to “decolonizing” your library. Colonialism resulted in elimination or distortion of the history of Indigenous people and minorities. When we examine our school library collections, right away we see that Dewey Decimal System has led to negative organization. Why are almost 90% of books in the 200 section about Christianity while some religious titles from diverse cultures are in mythology or folklore?

During a recent presentation at CSLA, “Decolonizing Our School Libraries”, we quoted The ALA Library Bill of Rights, “A diverse collection should contain content by and about a wide array of people and cultures to authentically reflect a variety of ideas, stories, and experiences.” We also focused on social justice standards:



- I am curious and want to know more about other people's true histories and lived experiences.
- I (we) can recognize and describe unfairness and injustice in many forms including attitudes, speech, behaviors, practices and laws.
- I (we) take responsibility for standing up to exclusion, prejudice and injustice.
- (Using our teacher librarian platform), I (we) will work with friends, family and community members to make our world fairer for everyone, and we will plan and coordinate our actions in order to achieve our goals.

In Nancy's middle school, students could not find diverse books in art and music. One student, Milton, only found an art book about Rembrandt when looking for Frida Kahlo. When searching for hip hop books,

Xavier only found “The 12 Day of Christmas”!

In Nancy's K-8 school library, the Mythology Section had 11 Greek titles, 1 title each for Indian, Egyptian and Norse, ZERO titles for Indigenous People, African and Chinese.

The Art Section had books about 7 European Artists, 2 White American, 1 Latino, 1 African American, 1 Asian and ZERO books about Asian Pacific, African, Middle Eastern and Indigenous Artists!

Here are two recent articles as you start to research:

[Decolonizing the Way Libraries Organize](#), Hollie C. White, Australia, IFLA article 2018 - <https://bit.ly/3v5GMO0>.

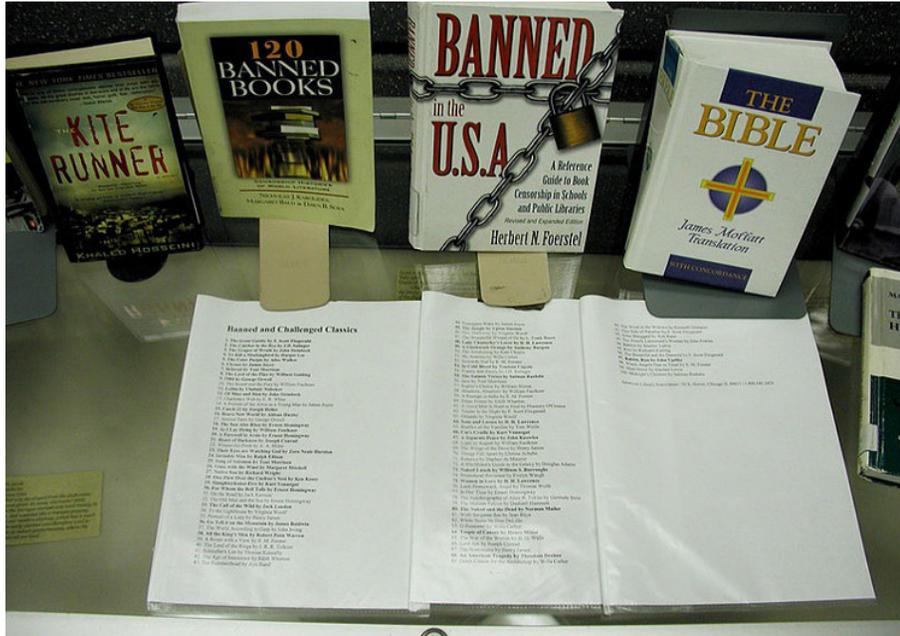
An Approach to Understanding Decolonization for Libraries and Archives, Canadian 2020 <https://bit.ly/3reZT70>.

Ready to explore decolonization for your library? It is the time to rethink, research, replace, replenish what resources we are providing for all students. You can reimagine your collection, continue weeding with purpose AND plan for new books (seeds!)

“Plant so your own heart will grow.”
– Hafiz

Why Children Should Read Banned Books

BY SIGY GEORGE, LIBRARIAN, NEW DELHI



CC-BY-2.0/ Flickr images reviewed by File Upload Bot (Magnus Manske)

As a School Librarian, I have repeatedly faced the unpleasant situation of removing a book from the library shelves. The reasons vary from inappropriate content, foul language, explicit scenes, age-inappropriate, etc. Removing such books does not mean rendering them obsolete. Instead, it fosters further curiosity among students about its content and a burning desire to read the forbidden. As adults, we often agonize about the corrupting effects of books. As parents and educators, we try to protect them from the harsh realities of life that the world is a complicated place. A place where good people can also act evil and evil is not always punished. Attempting to create a Utopia we censor their thinking skills due to our fear. This fear breeds intolerance, prejudices, fanaticism, and lack of sympathy among children. Banning books from the library hinders the child's

holistic growth and development. Books cultivate a growth mindset and offer a glimpse of the world far beyond their everyday lives. Banning books creates a void in experiences that cannot be met by daily life.

So, why should children read banned books? Here's why:

1. Banned books have the best stories: Banned books usually highlight a theme or notion shunned by society making it a fantastic read. The language and words have a beauty of their own that binds the reader till the end. Eg: Harry Potter by J K Rowling

2. Banned books are diverse in nature: Some books are banned due to their treatment of content in terms of diversity, politically, socially, culturally, economically, ideologies, etc. Reading such a book opens a child's mind to understanding differences and diversity thereby developing empathy. Eg: Persepolis by Marjane Satrapi

3. True Stories: Many times these

books contain real-life stories of survivors of war, sexual abuse, trauma, drug abuse, child trafficking, etc. Keeping children away from such books confines their understanding to only immediate experiences which not everyone has. Reading such true stories brings about emotional maturity in children and develops emotional intelligence. Eg: Broken by Shy Keenan

4. Banned books act as mirrors and windows to the world: Banned books act as windows to the world as they offer perspectives and experiences different from our own. At the same time, they act as a mirror as children find glimpses of themselves and can relate to persons or situations. Eg: Wonder by R J Palaccio

5. Banned books bring the marginalized to light: Most parents fear their children reading books about marginalized groups like LGBTQ and transgender. This lack of exposure breeds small-mindedness and rigidity into their thinking. It causes a lack of empathy, discrimination, insensitivity, and prejudices which weaken the fabric of the society. Eg: I am Jazz by Jessica Herthel

Banning books limits children to safer shores. When faced with things in reality they are incapable of dealing with such situations. The world we know is not a simple place. It is a potpourri of thoughts, ideas, viewpoints, ideologies, religious practices, and beliefs. Books reflect the world we live in. The sad part is that we do not want children to get exposed to the diversity in society. So, we challenge and ban books that don't fit into what we see as acceptable. Instead, it is the need to accept diversity. Common Sense Media has a nice list of books on this topic here - <https://bit.ly/3Jsgmes>.

On the Wings of the Blue Gull

BY METKA KOSTANJEVEC, SCHOOL LIBRARIAN & PROFESSOR OF SLOVENE PRVA GIMNAZIJA MARIBOR, SLOVENIA



Slovenian school librarians and almost all Slovenian (young) readers are celebrating a special anniversary this year: the 70th anniversary of the publication of the oldest Slovenian book collection for young people, "The Blue Gull".

The collection was founded in 1952 by the Mladinska knjiga publishing house and has published more than 350 books.

From the very beginning, the editors - the first of whom was the outstanding Slovenian poet Ivan Minatti - included popular and high-quality books by foreign authors and encouraged local writers to write. Many outstanding artists have worked for the collection.

The collection The Blue Gull takes its name from the short story *The Brotherhood of the Blue Gull* by the Slovenian author Tone Seliškar. It is one of the most popular books for young people in Slovenia, with more than 160,000 copies in print, and has also been made into a TV series and a feature film. One of the most popular translated books, first published in the Blue Gull collection, is *The Little Prince* by French writer and pilot Antoine de Saint-Exupéry. The translation was published in Slovenian in 1964, as her 100th book in the collection. The Blue Gull collection was the first Slovenian publication of a collection of poetry for young people, *Koder plavih las* (1970) by Miroslav Antić, as well as



Photo from the exhibition

the first anthology of poetry for young people, *Pa da bi znal, bi vam zapel* (1977), selected by Niko Grafenauer.

The Sinji Galeb collection has a special place in Slovenian literature, as it connects different generations of readers - our grandparents and parents read it, we read it, and now our children and grandchildren are reading it . . .

To celebrate the 70th birthday of the Blue Gull collection, we have prepared a special exhibition at the First Secondary School Maribor: the only one in Slovenia to have collected and put on display all 352 books that have been published in the collection so far. Gulls, made from the covers of each of the books published, fly in the "sky" of the school library, reading room and corridors.

The celebrations were also marked by several other events: the Professors' Reading Club and the Students' Reading Club devoted February and March to reading stories from the Blue Gull collection, and the

professors and students visited the elderly in a nearby retirement home and spent a wonderful intergenerational literary evening together.

We have launched an art competition for the best illustration of any story in the collection.

But the celebrations are not over yet. In the autumn, as part of the National Month of Reading Together 2022, students and staff will read excerpts from the books of the Blue Gull collection, and we will also involve our student athletes in a special way. We will also invite families and friends to read with us.

At the end of the celebration, our paper seagulls will symbolically fly into the homes of all readers, reminding them of the extraordinary richness and eternal relevance of the literary tradition of the Blue Gull book collection.

More pictures can be found at <https://bit.ly/3uq0RzA>.

Personalizing the Internationalization of Library Education

BY DR. LESLEY FARMER, IASL SCHOOL LIBRARY EDUCATION SIG CO-CHAIR, CALIFORNIA STATE UNIVERSITY LONG BEACH



Lesley and Sharada on Cerritos Public Library bench



Sharada and Lia checking out a book



Lesley, Sharada, Curita, Samantha, Prajwol in front of Cerritos Public Library's children room

IASL promotes and reflects the international aspects of school librarianship. Sharada Sawikoti personifies that that international perspective and action. Sharada Sawikoti began her professional career as a social worker in Nepal, helping need women and street children. She shifted to K-12 education and founded two secondary schools as well as playing leadership roles in professional education organizations. In the process, school libraries became her heartfelt focus.

In 1995 Sharada was by the Danish Association of School Librarians to visit Denmark to share ideas about effectively teaching children through dialogues and school libraries. Returning to Nepal, she shared her newfound knowledge with schools, focusing on the importance of school libraries for quality education. She emphasized how school librarians, particularly in their collection and promotion of children's literature, helped child in creative thinking, problem-solving, and lifelong learning.

With her background in professional organizations, Sharada then founded the Nepalese Association of School Librarians (NASL), which has as its mission to provide a national forum for all people interested in promoting quality education through school library programs. Its motto is "One

School, One Library." NASL provides guidance and advice for developing school library services and programs. Especially as the country's one university library school does not have a school librarian course, NASL provides professional development for those working in school librarians.

Sharada has continued to participate in international school librarian professional development, particularly with UNECO, IFLA, and IASL. Not surprisingly, Sharada has been a long time member of IASL, and has consulted with its members on library development in Nepal. Most recently, she attended the 2017 IASL conference in Long Beach.

I personally met Sharada in my role as IASL VP of Association Relations. In 2008 I was able to visit her in Kathmandu, during which time I visited school libraries and keynoted a school librarian summit, which discussed legislation leading to the implementation of "One School, One Library." Sharada was one of the guest presenters for my course on international aspects of school librarianship. Students realized the universal factors and issues of school librarianship, and praised the efforts of school libraries in Nepal and other countries.

This spring, Sharada had the opportunity to visit her son Prajwol in

Long Beach, and she gathered current information about libraries by visiting Wilson High School and Cerritos Public Library. At Wilson, Teacher Librarian Lia Ladas showed how she addressed the needs of Spanish-speaking students by providing bilingual signage and resources.. She also showed free/low-cost ways to engage students: through interactive displays, recreational resources, music, and communication surfaces.

At Cerritos Public Library, Children's Librarians Curita Tinker and Samantha Warriner shared several free programming ideas: art-related story hours, online book reading, pajama nights, tutoring, and holiday events. She took lots of notes and photos, and gathered many library documents to share back in Nepal.

She also shared her expertise about Nepal education and school librarians, not only with the librarians at these two sites, but also at a live webinar for Education Week in Long Beach. The webinar was recorded for the campus's teacher librarian program.

In sum, Sharada exemplifies the lifetime benefits of internationalizing school library education: gaining knowledge to improve library education in service of the world's youth.