

ANNOUNCING  
1969



# SAFARI STRATEGY

for

# CHILDREN'S LIBRARIANS



SAFARI STRATEGY  
for children's librarians

by Mary Jane Anderson

Revised for 1969's SUMMER SAFARI  
by Judith H. Pillans

FLORIDA STATE LIBRARY

April 1969



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TO YOU, THE SAFARI GUIDE

"So wherever I am, there's always Pooh,  
There's always Pooh and Me.  
'What would I do?' I said to Pooh,  
'If it wasn't for you', and Pooh said:  
'True, it isn't much fun for One but Two  
Can stick together,' says Pooh, says he."<sup>1</sup>

And stick together Florida libraries did in the summer of 1968! During the first statewide summer reading program 30,051 boys and girls jousted in a Tournament of Books. Seventy-two public libraries serving 92% of Florida's children participated in the Tournament.

Freed from much basic planning, children's librarians found themselves, for the first time, with adequate time for reading guidance and for the planning of story hours, film programs, and other related activities. The end of the summer of 1968 found librarians calling, "More! More!"

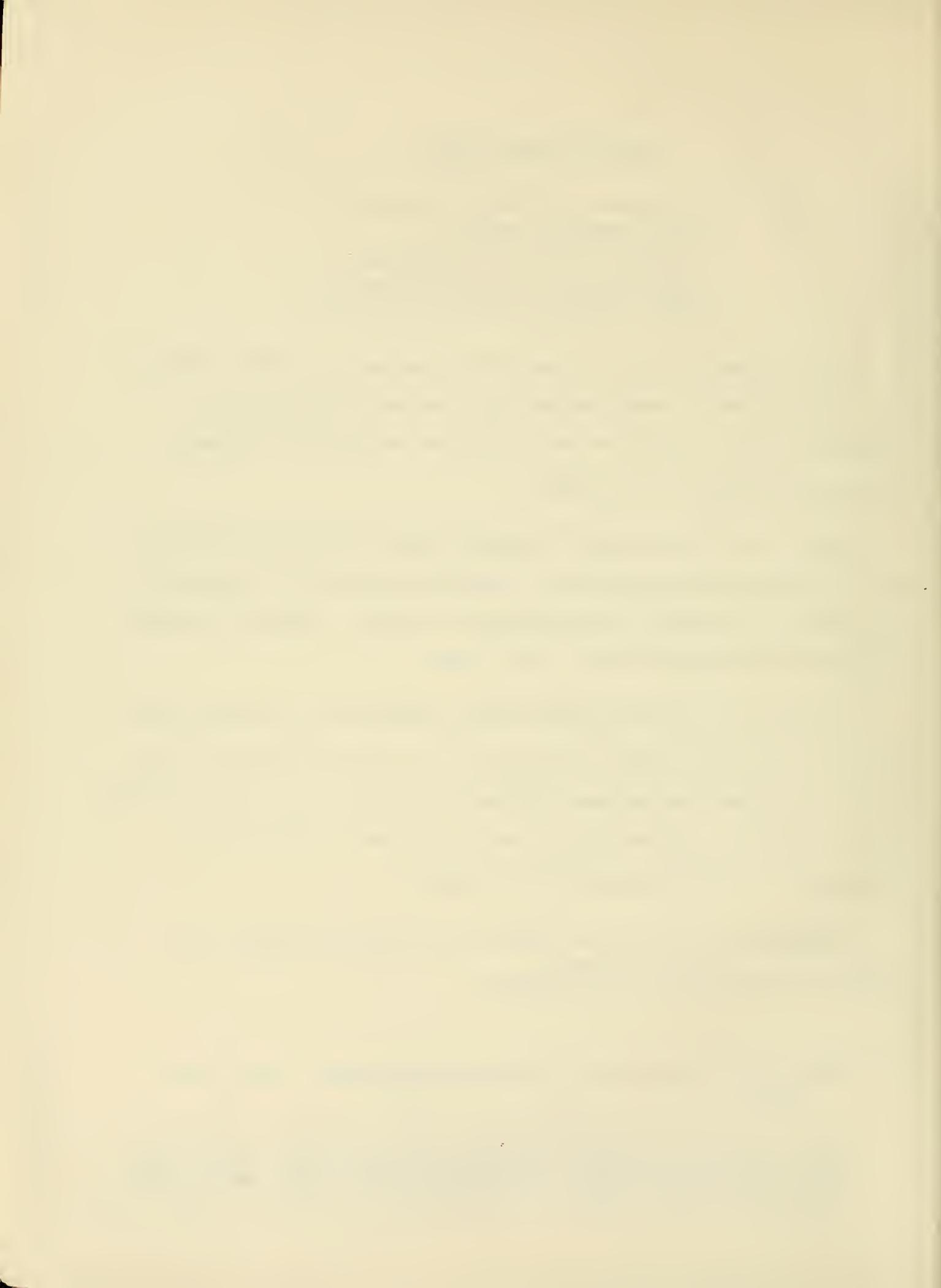
As a result the Planning Committee<sup>2</sup> met in October 1968 at the Tampa (Fla.) Public Library to dream dreams for Summer 1969. Joining the Committee at this meeting was Miss Mary Ann Wentroth, Children's Consultant for the Oklahoma Department of Libraries. Oklahoma librarians were interested in joining Florida librarians in the "summer reading for fun" program.

The importance of the aim and purpose of the statewide program was re-evaluated and underscored by the committee:

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<sup>1</sup>From the poem "Us Two" in A. A. Milne's Now We Are Six. Dutton, 1956.  
Page 35.

<sup>2</sup>Mary Jane Anderson, Florida State Library; May H. Edmonds, Miami Public Library; Marjorie Hernandez, Tampa Public Library; Marianne Hough, Orlando Public Library; Martha Irwin, St. Petersburg Public Library; Judy Pillans, Jacksonville Public Library; and Grace Rayfuse, Ft. Lauderdale Public Library.



The purpose of the Vacation Readers Program will be to provide an opportunity for public libraries to encourage recreational reading by boys and girls. To this end, participating libraries should expose each child to the best in children's literature by maintaining a well-selected book collection, providing individualized reading guidance, and employing stimulating group techniques such as storytelling, book talks, displays, and book-related programs. The program will emphasize satisfaction for the individual child rather than number of books read without any suggestion of contest spirit or prizes.

Knowing that summer is a time for fun and freedom, the librarians urged that the basic aim of the program continue to be the personal involvement of the individual child with books. Since over 30,000 children had liked the idea of a Tournament, the Committee racked their brains to come up with an idea that would top a Tournament, that would appeal equally to the boys and girls of two states.

A SUMMER SAFARI was the result. Safari is a Swahili word of uncertain origin meaning a trip or journey, with the unspoken understanding that the trip will be pleasant. A Safari suggested the use of folktales, legends, and animals of an entire, fascinating continent. A SUMMER SAFARI into books could take on the figurative, intangible interpretation of a pleasant journey into a world of adventure and new experience.

The 1968 materials were widely regarded as being of great appeal and superior quality and their designer, Mr. Leon Mead, artist/professor at Florida State University, was invited to design A SUMMER SAFARI. The cost of the design, printing and purchase of materials, a color television promotional film, and all costs of planning have been paid by the Florida State Library and the Oklahoma Department of Libraries.

A SUMMER SAFARI will be open to the blind and physically handicapped



youngsters through the efforts of the two state library agency's Institutional Library Services Coordinators. Program material will be brailled by volunteers in both states. Florida young people residing in state institutions at Marianna, Gainesville, Ocala, Miami, etc. will also be encouraged to participate through the libraries in those institutions.

What will be the results of A SUMMER SAFARI? At this point no one can tell. But hundreds of librarians in Oklahoma and Florida are now working hand-in-hand to see that thousands of children have a fun-filled summer as they attempt to bag a book on Safari.



THE CHEETAH FLASHES BY

The cheetah, the fastest animal on four legs, is a denizen of the African jungle. As quickly as the passage of the cheetah, we'll take a look at the whole idea of A SUMMER SAFARI.

Because television publicity will be identical throughout Florida and Oklahoma, there are certain routines which must be consistent in all libraries using the program. The underlined guidelines below are those every library must follow.

First, decide on dates to begin and end your program. Begin publicity before the children finish their school year. The bright green and orange posters could be displayed wherever they can catch the eye of a child and his parents. The colorful bookmarks which explain the program in brief, simple terms to the child should be used for school and community distribution as well as in the library. All children who have completed one year of school may take part in the Safari.

When your Safari begins, each child who comes to the library is assigned his personal reading card. You may fold it to bookmark size and have him keep it himself or you may keep it on file in the library. When he returns the first books he has checked out, he writes the names of those he has read on the lines inside his folder. The librarian looks over the reading each child has recorded, discusses it with him if possible, stamps the reading card with a rubber stamp beside the title of each book completed, and helps him select new books. No required reading lists will be used; each child selects books that please him.

As each child reports completion of his first book, he is presented a Safari button. He thus has a feeling of accomplishment for himself and becomes a walking advertisement of the program to his friends. Every child who reads at least one book receives a certificate at Safari end or at school in September.

If a child completes one card (including the extra spaces on the back) he may have a second, third and fourth card, but only one button and one certificate.



If a child moves in mid-summer or comes to visit and brings his reading card from another participating library, it should be honored.

The Safari is designed with the expectation that each child will find pleasure in reading at his leisure those books he himself selects and enjoys. Therefore, no prizes (even small ones such as a gold star) and no public recognition (such as posters or news articles) are to be given children for the number of books read. Each child's reading card is his personal record of pleasure in reading.

To summarize then:

- The Safari is open to all children who have completed first grade.
- Each child maintains a personal reading card, stamped by the librarian as books are completed.
- Each child who reads at least one book receives both a button and a certificate.
- Reading cards are interchangeable from one library to another.
- Children participating in the Safari are free from required reading lists and from competition with other children.
- Reading during the summer is for fun!



## LOADING YOUR PROVISIONS

A successful 1969 SUMMER SAFARI depends upon four elements: planning, publicity, organization and follow-through. When the enthusiasm and imagination of you and your staff are blended in, the result will be an unusual summer experience for youth in your community.

### Pre-Safari planning

Safari length: Each library or library system must make this decision in relation to varying community needs. Experience has shown it is best to begin the summer reading program as soon as possible after the last day of school in order to capitalize on the teachers' enthusiasm and publicity for the program. The day following school dismissal is preferred; the first day of the next week should be the latest day chosen.

When planning the length of your Safari, keep in mind that children come and go from your community all summer--to camp, on vacation, on visits to relatives. There are many other organized activities--Bible Schools, recreation programs, summer schools--that require their time and attention. Whether or not you plan story hours, read-alouds, or other such activities to complement the program and theme, always remember this Safari is an individualized reading program. A minimum length of ten weeks should allow most children to participate, but the program could last from the end of one school year to the beginning of the next.

Safari calendar: Specific suggestions appear in succeeding sections but many decisions must be made now. Your Safari must be carefully planned and thought through from start to finish. A calendar with lots of space for making notes will be your first need and you'll find one for your use at the end of this manual. Take notes as you read and re-read the suggestions in the following sections. Then translate the notes to your calendar: What day will you put the posters up? What day will the local school principal allow you to speak to the



faculty? What day should bookmarks be distributed in the schools? What are your local newspaper's deadlines? What days will you have story hours?

Like this:

| M A Y   |                                  |  |   |    |   |                                 |
|---------|----------------------------------|--|---|----|---|---------------------------------|
|         |                                  |  |   | 1  | 2                                       | 3                               |
| 4       | 5                                | 6  | 7   | 8  | 9                                       | 10                              |
| 11      | 12                               | 13   | 14  | 15 | 16                                      | 17                              |
| 18      | 19<br>Posters<br>up              | 20   | 21<br>Speak<br>At last<br>P.T.A.                | 22 | 23                                      | 24                              |
| 25      | 26                               | 27<br>Deadline<br>For News<br>Article<br>For 6/2 | 28  | 29 | 30<br>Teachers<br>Give Out<br>Bookmarks | 31                              |
| J U N E |                                  |  |   |    |   |                                 |
|         |                                  |  |   |    |   |                                 |
| 1       | 2<br>Appear<br>On Local<br>Radio | 3  | 4<br>Deadline<br>For News<br>Article<br>For 6/9 | 5  | 6                                       | 7<br>S-Day<br>Program<br>Begins |
| 8       | 9                                | 10<br>Story<br>Hour                              | 11<br>Deadline<br>News<br>Article<br>6/16       | 12 | 13                                      | 14                              |
| 15      | 16                               |  |   |    |   |                                 |

Safari Operation: Decisions made NOW about the details of Safari operation (see S-DAY AND AFTER, p.16 ) will render life less complicated for you and your staff as summer actually begins.

Read the chapter on operation carefully. Weigh the suggested alternative



techniques. Decide with your staff exactly:

- what registration methods will be used.
- how reading cards will be distributed or kept.
- where in the library reading cards will be stamped.
- who will stamp them.
- how records of children earning buttons will be kept.
- how and when certificates will be awarded.
- if opening and/or closing program activities will be held.
- who will letter certificates and when.

Be sure your entire staff, including student assistants or pages, understands the program thoroughly from start to finish. Scheduling problems in most libraries will mean everyone will have to handle some part of the procedure (stamping, recording, etc.) at one time or another. They will do a better job if they understand what is happening and why, if they don't need "last minute" or "over the phone" instructions in any emergency.

Check the supply cabinet! Do you need extra pencils for small hands? Are there sufficient stamp pads on hand? Ink for the pads? Do you have india ink or enough magic markers? Where are you storing the Safari materials? Are they folded and numbered (if necessary) and ready to go? For your convenience and for uniformity in handling requests, forms for ordering additional Safari materials are included at the end of this manual.

What related programs or activities will take place? As you read the chapter suggesting these (LIONS, CAMERAS, AND TIGER TAILS, p.21 ), make decisions in accord with the reality of available staff and volunteer time. Individualized selection of reading material accompanied by good reading guidance should take first priority. If staff and time are available, related activities will enhance the excitement of the Safari. If there is neither staff nor time, they won't produce anything more than a nervous headache!



BEATING ON THE TOM-TOMS

You know what's going to happen. You know where and when it's going to happen. You know why it's important. But no one else know these things until you tell them.

Who needs to know? Just those who already visit your library? Or do you want to reach other young people too? Those who don't know where the library is or perhaps that it exists? Those who come once but have never returned? How about parents and grandparents? And teachers, recreation personnel, Boy and Girl Scout leaders? Who else needs to know?

Your Safari strategy must involve everyone in your community if you really want to reach all the children. Different methods of communication reach persons of different age levels with varying degrees of effectiveness. Children don't read news columns or listen to morning news programs. Mothers do not see classroom bulletin boards and seldom watch children's TV programs. To tell the Safari story you must use all communication media available and design each bit of publicity to appeal to the audience it will reach.

The Safari and its happenings provide a colorful opportunity for the library to come before the public eye. Perhaps adults will be trapped by the clever designs and thus be drawn unaware into the library's programs. No publicity is wasted, even if the results are not immediately discernible.

POSTERS: Something new has been added for 1969--a large poster similar in size and paper to the National Library Week and Book Week posters. Both the large and small posters (see sample, next page) are designed to appeal particularly to youth with action and color, but will attract adult eyes also. The blank space at the bottom is for your special story. It may be hand-lettered or printed if you have facilities at your library, city hall or county offices. If it is to be hand-lettered, get a staff member or local artist to do the neatest professional job possible. Don't detract from the poster's eye-catching appeal with less than attractive lettering! Use a magic marker or india ink.





**FLORIDA  
VACATION  
READER**

**A  
SUMMER  
SAFARI**



What to say?

Length of program: Give STARTING AND CLOSING DATES

Where: Give LIBRARY NAME, ADDRESS, and HOURS OPEN

Where to put the posters?

Plaster the town and countryside! Ask permission to put them on classroom bulletin boards in schools, in recreation centers, in store windows downtown and in shopping centers, in popular ice cream, snack and soda shops, on church school bulletin boards, on the library circulation desk, in the bookmobile and at bookmobile stops, in banks. The large poster will be perfect for grocery stores and playgrounds, while banks and similar businesses will prefer the compact one. Put a poster wherever passers-by can see the Safari story at a glance.

BOOKMARKS: The bookmark (see sample, next page) was designed primarily to be used as a publicity device. Its message is written in the simplest possible terms to answer childrens' questions. The back is blank and can be locally printed with library name, address and program dates if desired.

Distribute bookmarks freely in your library. Ask the Ministerial Association if they will place them in church bulletins. Girl and Boy Scout and Campfire leaders might distribute them to troop members. The Tourist and Convention Bureau or the Chamber of Commerce would probably distribute a few. Perhaps the welcome wagons could take bookmarks as a welcome to newcomers.

SCHOOL VISITS: Ask your local elementary school principals for their cooperation. Perhaps they will have bookmarks distributed in classrooms. You may be invited to visit classrooms to distribute them yourself. Use this contact with principals and school librarians to explain the program fully, leave posters, and perhaps make arrangements for an appearance at a faculty meeting and/or a PTA program to explain it to other interested adults.

If you are invited to visit classrooms, take a poster, certificate and button with you to illustrate your talk. Give each child a bookmark as a personal





## FLORIDA VACATION READERS

### who can join ?

Any girl or boy who  
likes to read.

### how do you start ?

Go to your nearest  
PUBLIC LIBRARY and  
receive your Vacation  
Reading Folder.

### what happens next ?

Select and read a  
library book of your  
choice. Record it  
in your folder and  
receive your Safari  
Button.

... **THEN** ...

Go on to more good  
reading and a Reading  
Certificate.

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invitation. Emphasize the "fun" aspect as you briefly explain the program. Use the questions and answers on the bookmark as a guide to what and how much to say.

RADIO: Sample spot announcements which must be filled in by you with appropriate local information appear at the end of the manual and are intended for use on local radio stations. Make a personal visit to the station to ask if they will be willing to use a different spot or several spots weekly during the summer. If the library has a regular local radio program, don't forget to use it to publicize the Safari.

NEWSPAPERS: Contact your newspaper(s) to inform them of the Safari. Have a news release prepared to give them the vital information: theme, purpose, program dates, how-it-works. Take a poster, bookmark and button along to illustrate the story. The format of the streamer (see sample, p.15 ) lends itself to duplication in a newspaper. Just imagine the attention it would attract if featured above the headline of your article!

Perhaps you could persuade your local paper to make a plate from the poster. Weekly announcements of story hours, film programs, etc. could be inserted each week in the blank space on the poster.

You'll want to be sure you provide the newspaper with weekly releases during the program. Watch each day for good story ideas and pictures.

Publicize such things as:

- story hours and special programs
- distinctive displays
- what books are most popular this summer with children
- book reviews or descriptive annotations of new children's books
- number of children participating in the Safari
- increased circulation statistics

Avoid publicizing such things as how many books any one child reads, who reads the "most" books, who gets his button "first", etc. Avoid any publicity





A

SUMMER  
SAFARI

VACATION  
FLORIDA  
READERS



**SAFARI  
READER**









# Further reading

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that implies the Safari is in any way competitive!

TELEVISION: A one-minute, color TV film will be produced under the direction of the State Library. In early June prints for local TV stations will be sent by the State Library to librarians in towns where commercial TV stations are located. Recommendations as to procedures for contacting television station personnel will accompany the TV films.

In addition to the commercial spot which will appear frequently, it would be helpful to arrange appearances on local, live children's programs. Hosts of such programs are often willing to exhibit a poster or wear a button.

Television stations have viewing audiences which cut across city and county lines and library system boundaries. The commercial prepared by the State Library is general, encouraging children to go to their nearest public library. It will benefit all libraries participating in the Safari. Television stations will be eager to help with promotion because they realize that all of their viewing audience can participate.

#### MISCELLANEOUS IDEAS:

- Boy and Girl Scout and Campfire Councils print leader newsletters. Send them news releases, too.
- Call the PTA Library Chairman and ask their help.
- Send letters announcing the Safari to such groups as the Ministerial Alliance, local OEO offices, Recreation Departments, Superintendent of Education, Welfare Office, etc.
- How about costuming a teenager (or adult) as a lion or monkey for a TV or shopping center appearance promoting the Safari?

LIBRARY DISPLAYS: Make good use of all bulletin boards, display cases and display areas in the library. Use the walls, the ceiling, the floor. Use whatever space is available.

The Safari STREAMER (see sample, next page) was designed for use in displays. Overlapping two or more streamers will make quite a lengthy Safari to travel above your book shelves. And the streamers can add action to the bulletin board, the



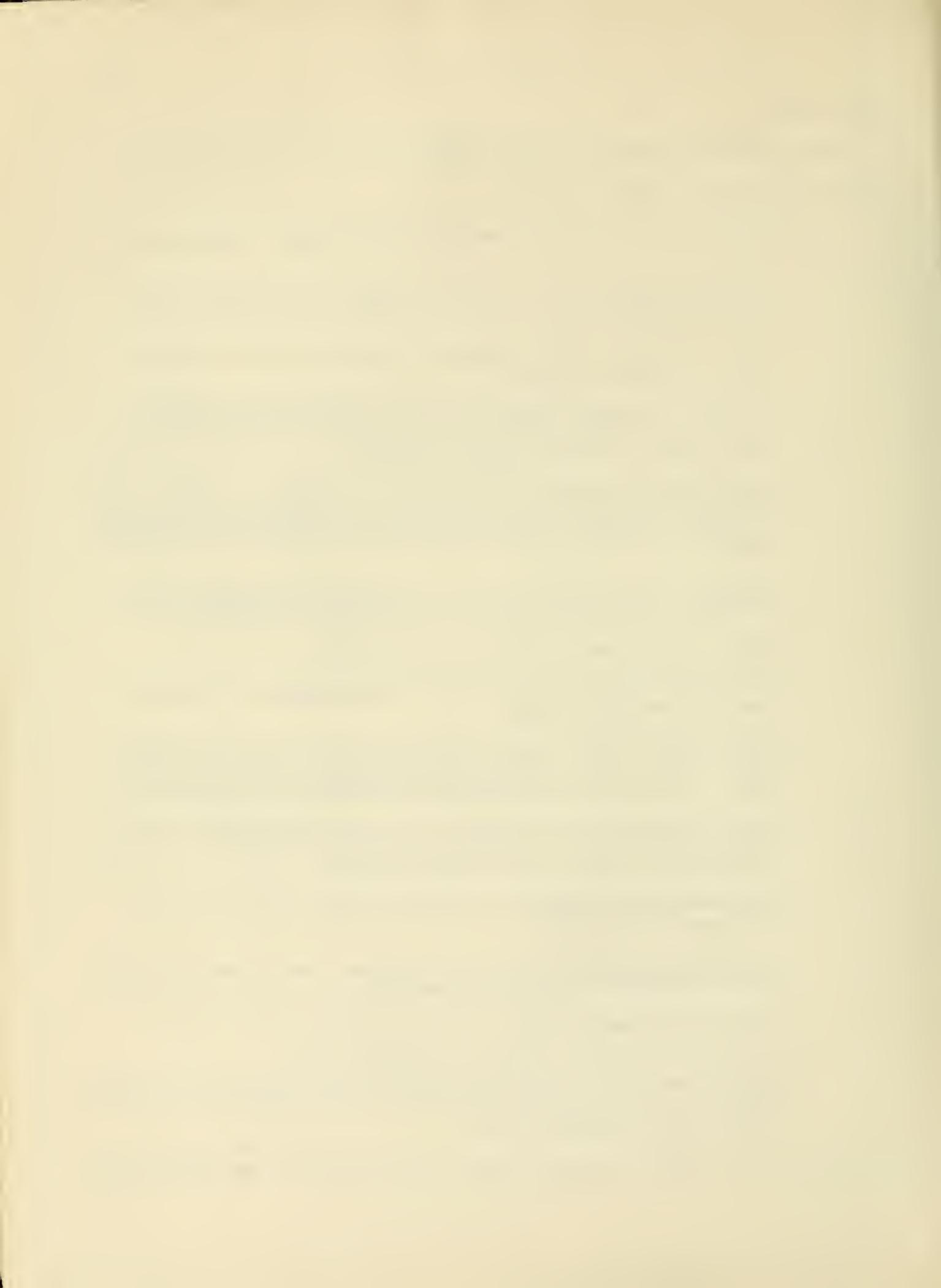




display case.

Relate displays to the Safari theme, remembering that children enjoy the unusual, the unique. Ideas? How about:

- checking with the Junior Museum for stuffed animals, African art, weapons, etc.
- pasting animals tracks on the floor leading to the place to sign up for the Safari.
- asking elementary school teachers if any students built suitable models as projects last year.
- checking the Readers' Guide and looking through popular magazines for models you can build yourself (For instance, one article featured jungle animals made from garden vegetables).
- using an opaque projector (at the school AV center or a nearby school) to enlarge book illustrations of Horton the Elephant, Curious George, etc. onto posterboard. Color with crayons, magic marker, or tempera paint.
- featuring nature stories, stories of jungle and adventures, African folktales, the Kipling tales, etc. (Not together, separately!).
- making a jungle scene featuring animal crackers.
- browsing through the books on masks and mask making and trying your hand with some for a display.
- using elephant jokes or animal riddles (see Polly Cameron's Two Ton Canary, Bennett Cerf's Book of Animal Riddles, etc.) on a bulletin board. Keep the children guessing by changing the riddle each week.
- looking around in local businesses and stores for materials that can be borrowed or adapted. Often food stores, oil companies, and department stores will give or lend their leftovers.
- borrowing suitable framed art reproductions from the Art and Music Department of your library.
- taking advantage of the current poster craze. Novelty stores feature them and ads appear frequently in magazines.
- listening to commercials and slogans with a keen ear for ideas for captions for displays, titles for booklists, etc.
- checking the stores for commercially-made party favors and decorations. Often these suitable materials prove to be less expensive and time consuming than making your own.
- looking through available guides for free materials to be ordered NOW.



--borrowing stuffed animals from the children, teenagers, or stores.  
Perhaps a story hour could feature children bringing their favorite stuffed animals from the jungle.

--buying inexpensive wooden animals from Africa in a gift store or dime store.

Almost all of the books in your library will contain the nugget of an idea for a display. Browse through the fairy tale section, the legends, and the folktales. Examine the craft books; look closely at the nature section; and rely heavily on the popular picture books. Let your imagination have a field day.

The children would enjoy a special "button holder". Perhaps a pith helmet could be used, or you could borrow or make an elephant's tusk. Perhaps the head with teeth gleaming taken from a fake skin rug could be filled with the buttons.

In constructing displays, use bright colors; the orange and green of the Safari materials with black for contrast will be effective. A talented staff member or local artist can be a real help in arrangement, color selection, construction, and lettering. Beware of cluttered displays that show so much the viewer sees nothing.

Use different, appropriate materials and textures for display backgrounds. (Construction paper, no matter how bright, fades quickly, even under artificial light.) Try shelving paper, gift-wrapping paper, aluminum foil, contact paper, poster board, fabric, etc. Make letters from different materials too for contrast.

Add depth and dimension to your display by using pegboard attachments effectively. When working with cork or hard wall backing, use bent cardboard or stuffing behind some figures and letters to bring them out from the background. Use real things and models whenever possible. They will increase interest as well as add to the dimensional effect. Children love to touch...LET THEM!

Put BOOKS on display rather than tired book jackets (but not in locked cases). Let children remove books from the display to check out (that's what displaying books is all about) and be ready to pick others off the shelf to fill the gaps.



If you can tell that you are going to have extra Safari materials, perhaps you can make cutouts of the characters on the poster, streamer, reading card, certificate, etc. Carefully used, these would give a unified effect to your displays. This is also an idea to keep in mind when preparing your final report to be submitted to your supervisor or your library scrapbook.

No library is too small to contain some sort of display even if you must resort to hanging it from an extended clothesline. Use your imagination...there's no end to the possibilities!

Need a caption for Safari display? You might try:

|                          |                         |
|--------------------------|-------------------------|
| Animal Adventures        | Monkey Business         |
| Animal Ways              | Mixed-up Monkeys        |
| Go Places with Books     | Trunk Full of Elephants |
| African Adventures       | Stripes and Spots       |
| African All              | Merry Manes             |
| Kingdom of the Elephants | Roar and Read           |
| On Safari                | Bag a Book              |
| The Lord of the Jungle   | Keeping Track           |
| Lion Lore                | The Lure of Danger      |
| Tiger Tales              | The Heart of Danger     |

Great Safaris of the Past



S-DAY AND AFTER

Comes S-Day and your Safari commences!

Celebration: An opening day program can provide focus for special publicity as well as drawing potential readers into the library. Think about these possibilities:

- a speaker from the zoo, pet store or local tourist attraction who brings live animals to the library.
- a special speaker, author, or storyteller.
- providing homemade African musical instruments (or the materials for making them) and letting the children give a "concert".
- a puppet show.
- a play performed by teenagers, scouts, or the local little theater group.
- a special film or film festival.

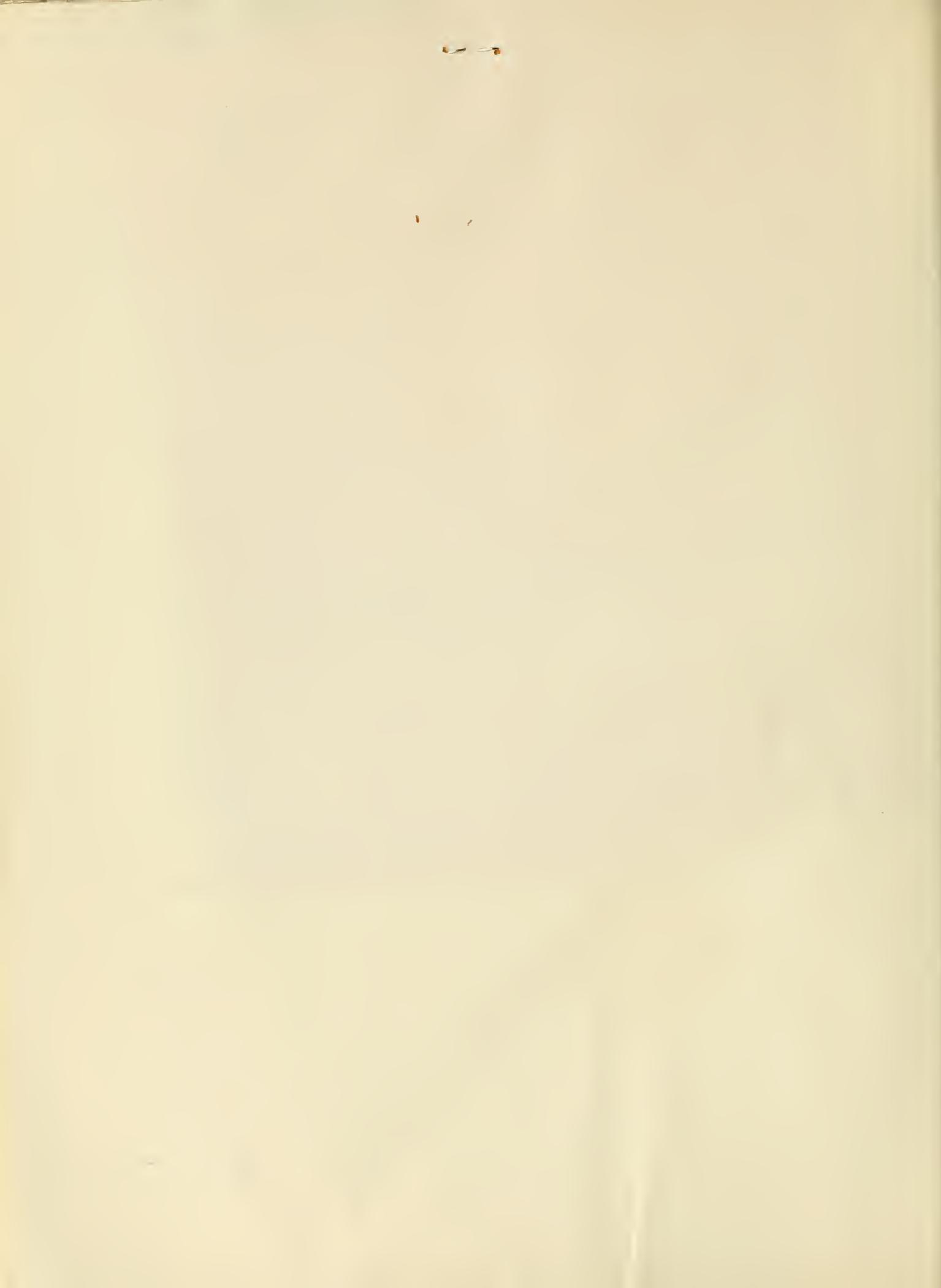
Registration: Before S-Day you will have decided whether children will keep their own reading cards or whether the library staff will keep them on file in the library. Allowing children to keep the cards and urging them to fill them in at home is the only method which will work on bookmobiles and in libraries that cannot have a staff member in the children's room at all hours it is open.

If children keep the reading cards you will need to have them folded ahead of time (as shown in sample, next page). The very simplest method of registering the children and still knowing how many have "begun" is to number the cards and give them out in order, starting with number 1. Any time you need a count, you will know that one less than the next numbered card to be handed out equals the number of children participating in the Safari. Leave a few reading cards unnumbered for replacing lost cards and as extras for avid readers.

If you keep a loose-leaf notebook and have children write their name, school and grade beside the number of the card they receive, you will have the additional information on hand to send certificates to schools in the fall. Even if you plan to distribute certificates at a special "finale" program, you will still







have left-overs for children who cannot attend. Sending or taking them to the appropriate schools in September is one solution to the problem.

If you keep the cards on file in the library, then they can be left flat as shipped from the printer. The blank space on the outside of the card can be used for school information as needed; the cards can be filled alphabetically by Safari Reader's name which can be written on the inside top.

In either case, at the time the child arrives for the first time on S-Day or thereafter:

- Explain the program briefly, giving him a bookmark.
- Give or show him the reading card and explain how he or you will keep it.
- Show him the button he will receive when he finishes the first book.
- Let him select or help him (if he wishes) select some books to take home.

Children may begin at any time during the Safari, even on the last day.

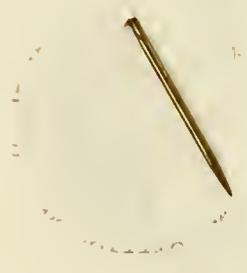
After Registration and all summer long...

children will be returning books read, selecting and checking out new ones.

Have each child at home or upon return to the library write the names of books completed on the lines inside the reading card. As each child finishes his first book, award him a Safari button AND put a stamp beside each title he lists on his card. The lines on the back of the card may be used for additional reading. He may fill as many cards as he wishes during the summer, but receives only one button for the first book.

Take time if possible (and after the first few hectic days it will be) to talk with each child as you stamp his card about what he has read. Be interested without





requiring schoolish book reports. What he liked or disliked can lead you to suggestions of other books he may enjoy. Though books you recommend may not always suit his taste, some will. The Safari can be a golden opportunity for offering good reading guidance to the youth of your community, for drawing to their attention books they might not find just browsing at the shelves.

Each Safari Reader is not only entering your 1969 Summer Safari but also his own private safari into the wonderful world of books, into the world of adventure and romance. Each librarian is privileged to play a role in directing each and every child in this safari.

A word to the wise: Recommend those books you have read yourself or know other boys and girls have enjoyed. Don't tell him the whole story. "It's about a boy and his dog." "It's an exciting story of Blackbeard the Pirate," or "The girl in this book was blind," is enough enticement for most children.

There will be boys and girls who select books you feel are too "easy" or "hard" for them. Since the Safari is for fun and no specific number of books must be completed, this may not occur too often, but it will happen. Accept the fact that the child has read the book and give him appropriate credit by stamping his card and awarding his button if it is the first book. Keep these facts in mind:

- We are librarians, not reading teachers. Teachers are trained to understand, interpret and use grade levels as shown in tests; we are not.
- Many children today have reading problems. We can help them to read many books, a variety of books, no matter how easy they seem, without embarrassing any child by drawing attention to his problem.
- When reading for pleasure, children read at a lower level of difficulty but at a more rapid pace than they do when absorbing factual, instructional material. So do adults.
- If a child really wants to read something, he will, in most cases, plow his way through it. Our job is to encourage, not discourage, reading. If it is too hard, he'll find out on his own. Telling him so won't convince him anyway.



Through positive reading guidance we can encourage children to try something a little more advanced. If we avoid making comments such as "That's too easy (or too hard)" or "That's a baby book" and concentrate on suggesting good books we believe the child will enjoy, then we will be doing well the job for which we are responsible.

And if a child doesn't respond to your suggestions don't worry about it. Try again next time he comes to the library. Remember: This Safari is for fun. Each child chooses what he wants to read. He alone is the best judge of what that is to be, given the wide variety of books you have selected and included on the shelves of the library.

Good Safaris Do Come to an End:

You can bring the Safari to a close with a grand and glorious finale. It could take any one of these forms:

- a special story hour
- an outstanding speaker
- a visit to or party at the local zoo or tourist attraction which features animals
- a puppet show
- a film or film festival

Certificates (see sample, next page) could be presented at this program. They could also be arranged alphabetically at the library desk and a newspaper article could ask children to pick them up during the final week of the Safari. Another possibility for certificate distribution is to make arrangements in June with school principals and librarians for them or you award the certificates during school assemblies in September. There will, of course, be a few visiting children who will need to be given certificates during the summer before they return home.

Whichever method of distribution you choose, you must keep a list or mark the registration notebook or in some manner record the names, schools and grades of





-----  
IS AWARDED THIS CERTIFICATE  
by  
-----

and  
THE FLORIDA STATE LIBRARY

-----  
DATE LIBRARIAN

# FOR VACATION READING

11

11

children as they receive their buttons, because every one who gets a button also gets a certificate. If certificates are made out each day throughout the Safari, no Safari Guide will have an impossible case of writer's cramp at Safari end!



LIONS, CAMERAS, AND TIGER TAILS

To add spice to your Safari, you may wish to have some "added attractions." Whether the library can do so will depend upon the time and talents of its staff, or, in some cases, whether volunteer help (Library Friends, Junior Women's Clubs, Senior Girl Scouts, etc.) is available.

The specific programs suggested in this manual are not the only ones possible; indeed, the possibilities are infinite. And, because this is a 1969 Summer Safari manual, it makes no attempt to be a treatise on how to conduct such programs. The suggestions included in this chapter are primarily aimed at the planning stage. A few types of programs are suggested for your consideration. For further specific and "how-to's" read Dorothy Broderick's, Children's Services in the Public Library, Ruth Sawyer's Way of the Storyteller, and view the excellent film The Pleasure is Mutual. The manual which accompanies the film is an excellent handbook, whether the film is viewed or not. Entitled "How to Conduct Effective Picture Book Programs," it may be ordered from the Children's Book Council, 175 Fifth Avenue, New York, New York 10010, for \$1.95.

Pre-planning: No matter what programs you wish to present there are some decisions that must be made now. Ask yourself these questions:

What age group(s) do we wish to reach? Though the "reading" part of the Safari is for school age children, through programs you can include pre-schoolers as well. Children's interests vary depending on their age. What the 5-year-old likes will be kid stuff to the 10-year-old. The time you select, the materials you present, the length of each program will depend upon your answer to this question.

What time should we have the program(s)? Pre-schoolers are better listeners in the morning. Early afternoon or morning hours are effective for attracting older children. Vacation Bible Schools, summer school and day camp hours and days should be considered so the time conflicts with as little other activity as



possible.

How long should programs last? Twenty-five to thirty minutes is enough for pre-schoolers; 30-40 minutes for 6-8 year olds; up to an hour for the 9-12 age group.

How many programs should we plan? One for each week the Safari lasts or one a week for six to eight weeks. Regularity will stimulate attendance.

What kind of publicity should we use? Use posters in the library, of course, but plan newspaper and radio releases too. Let parents know through churches and nursery schools if you wish to reach pre-schoolers. Newsletters of organizations (Scouts, PTA Council, civic clubs, OEO, etc.) reach a large segment of your community.

What kind of programs should we have?

A PICTURE BOOK TIME can be planned to appeal to pre-schoolers or to the 6-8 year olds, but not both at the same time. For the younger group it should be shorter in length, and include finger-plays, games and opportunity for movement and participation. The older group can listen longer to longer stories, but should have some variety in their program, too. If you have a filmstrip projector and some of the Weston Woods picture book filmstrips on hand, the children will enjoy occasionally seeing a book on the screen as you read the story.

For a program you might use the theme "Lions." For pre-schoolers, you could show and tell the books The Happy Lion by Louise Fatio and Brian Wildsmith's concept of LaFontaine's The Lion and the Rat. The pre-schoolers could be settled and dismissed with appropriate fingerplays.

A picture book program for five and six year olds on the same "Lion" theme might include Bill Peet's Hubert's Hair-Raising Adventure and Jame Daugherty's The Picnic or Andy and the Lion. The children could be taken on a "pretend"

#### LION HUNT

(This action game is suitable for use with the 8-10 year old group as well as with the 5-7 year olds. Children imitate all actions of the storyteller.)



Storyteller: Want to go on a lion hunt?

Boys and girls: Yes!

Storyteller: All right, let's go (walks by clapping hands on tops of legs; walking noise should be kept up at all times other actions are not indicated). We'll walk along this path through the jungle. But, oops, here's a big ditch. We'll have to jump it (raises hands high in air). Then we can walk on. (Stops) But what's that rustle I hear in the bushes (cups hand over ear). I see a bird (puts hand on forehead as if peering). But that's not a lion, so let's go on. Here we are at a wide field of grass. We'll have to walk through (rubs palms of hands together to make swishing sound). Stop! I hear (cup hand over ear) a noise in the trees. I see a monkey (hand over eye as if peering). But that's not a lion, so let's go on. Oh my, here we are at a river. We'll have to swim (raises arms to jump out). Well, we made it across the river. But what's that low growl I hear? (cups hand over ear) I see a leopard (hand over eyes as if peering) but that's not a lion, so let's march on! Here we come to a wooden bridge (thumb closed fist on chest); now we're going up a steep hill (clap hands on legs slower, huff and puff). Now we see the entrance to a cave. Let's look inside (hand over eyes as if peering). (ROAR!) A lion! (Then run as quickly as possible through all actions in reverse order to the starting point. End by saying something like "Whew! Home at last! What a lion hunt!")

A STORY TIME will appeal to 8-12 year olds if you select mature stories to read or tell and use the longer picture books only for occasional variety. Telling the stories is a wonderful experience for both teller and children. But if you haven't a "teller", you can surely find a "reader" and the children will enjoy and benefit from this too.

What to read?

How about African folktales, the Kipling stories, and animal stories and legends of all kinds? A sample story time program on the theme of "Elephants" might include reading or telling Kipling's "The Elephant's Child", the poem "Eletelephony", and Dr. Seuss' familiar Horton Hatches the Egg. Your library shelves are filled with stories the children may never read on their own. The reader or teller should choose stories she likes; enthusiasm is contagious.

FILM PROGRAMS are especially appealing to 8-12 year olds. Films should be chosen carefully and arrangements made for loan or rental well ahead of time.



Choose non-schoolish films that tell a story or evoke a mood. Preview the films before you show them, so you'll know they're good. Then you can introduce the film and display related books to children attending.

If you do not have a budget available to pay rental fees, but do have a projector and screen at your disposal, do not despair. The first source to check is The Educator's Guide to Free Films. If your library does not have this somewhat expensive tool, you could ask to use the copy at the county school materials center.

The following dealers supply some free films. You may write to them for catalogs of the films which they have available. The usual policy of these companies is for you to pay for the postage on the films.

Association Films  
1621 Dragon Street  
Dallas, Texas 75207

Educator's Progress Service  
Randolph, Wisconsin

Ideal Pictures, Inc.  
1010 Church Street  
Evanston, Illinois 60201

Modern Talking Picture Service  
714 Spring Street, N. W.  
Atlanta, Georgia 30308

Sterling Movies, Inc.  
43 West 61st Street  
New York, New York 10017

Tribune Films  
141 East 44th Street  
New York, New York 10017

United World Free Film Service  
221 P Avenue, South  
New York, New York 10003

READ-ALOUDS are short, impromptu sessions, unscheduled but not unplanned. Every library has a few children during the summer that come to spend a few hours, or have to wait after the program till Mother arrives. Keep a few books behind



the desk for reading aloud in the children's room on the spur of the moment. There will be others who will come over to listen and this can become an everyday, several times a day occurrence. All it takes is a book or story you've read and liked and the time to share it with children.

In addition to (but NOT instead of) story programs, other programs may be planned which have the end result of intriguing children to use the library book collection. Since many real Safaris are photographic hunts, perhaps you could capitalize on this by organizing a photography club and displaying the best nature photographs in the library. Since Safaris are really "camping trips", a series of programs on camping tips and how-tos would be a suitable tie-in. The local Scoutmaster would probably be delighted to help you arrange a series of three or four programs. Perhaps the library could hold a series of craft hours, making masks and other African symbols following directions in books in the hobby collection.

You can choose as umbrella-like theme for your different series of programs, such as "The Story Hat", "Safari Surprises", "Animals on Parade", "Africans All", etc. Each week the stories or films about a particular country, hero, animal, or "beastie" can be chosen to fit the overall theme. Having such a theme will give you ideas for publicity and will help you read, select, and put aside stories to be told and films to be shown, before the Safari begins, saving time during the summer for enjoying the events.

There are myriads of other possibilities for programs. Let your imagination have a field day! Children's lives during the school year are filled with activities, but during the summer they have many free hours to fill. Offer them an enticing, different, "something-to-do". You won't run the local pool or movie out of business, but you'll be providing a wholesome alternative.



TROPHIES FROM THE HUNT

In August each participating library will receive from its State Library Agency an evaluation questionnaire like the one on the following pages. This sample is included in the Manual so you will know exactly what statistics must be kept and what questions will be asked. Your statistics, your comments and ideas will help make the next reading program that much more successful.

Please read the questionnaire through carefully, now. Use it to jot down notes, ideas and suggestions for improvement as they occur to you throughout the summer. Transferring your notes to the copy you receive in August will then be a less time-consuming process and you won't forget anything.

If you or any staff member have a camera, keep it at the library this summer, or ask a local amateur photographer to donate his talents. The candid shots you get when things are happening rather than "posed" on a single day will be useful for your newspaper publicity. Snap pictures of children reading in the library or under a tree, children listening to stories, children looking at displays in the library. And then...when you mail your evaluation to us in August, share a sampling of the prints with us so we can see how it was in your library this summer.



SUMMER SAFARI  
EVALUATION QUESTIONNAIRE

NAME OF LIBRARY \_\_\_\_\_

ADDRESS OF LIBRARY \_\_\_\_\_

I. Name and title of person who was in charge of the Safari?

\_\_\_\_\_

II. Statistics:

A. Number of children who received reading cards? \_\_\_\_\_

B. Number of children who read one book (earning a button and a certificate)? \_\_\_\_\_

C. Number of weeks Safari lasted? \_\_\_\_\_

Inclusive dates: \_\_\_\_\_

III. Publicity:

A. Were bookmarks distributed in schools? \_\_\_\_ yes \_\_\_\_ no  
In what other ways were they distributed? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

B. Where were posters displayed? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

C. Were radio spot announcements used? \_\_\_\_ yes \_\_\_\_ no

D. What was your reaction to the TV commercial?  
\_\_\_\_ positive \_\_\_\_ negative \_\_\_\_ didn't see it

Did it affect in any perceptible way the number of children enrolled at your library? \_\_\_\_\_

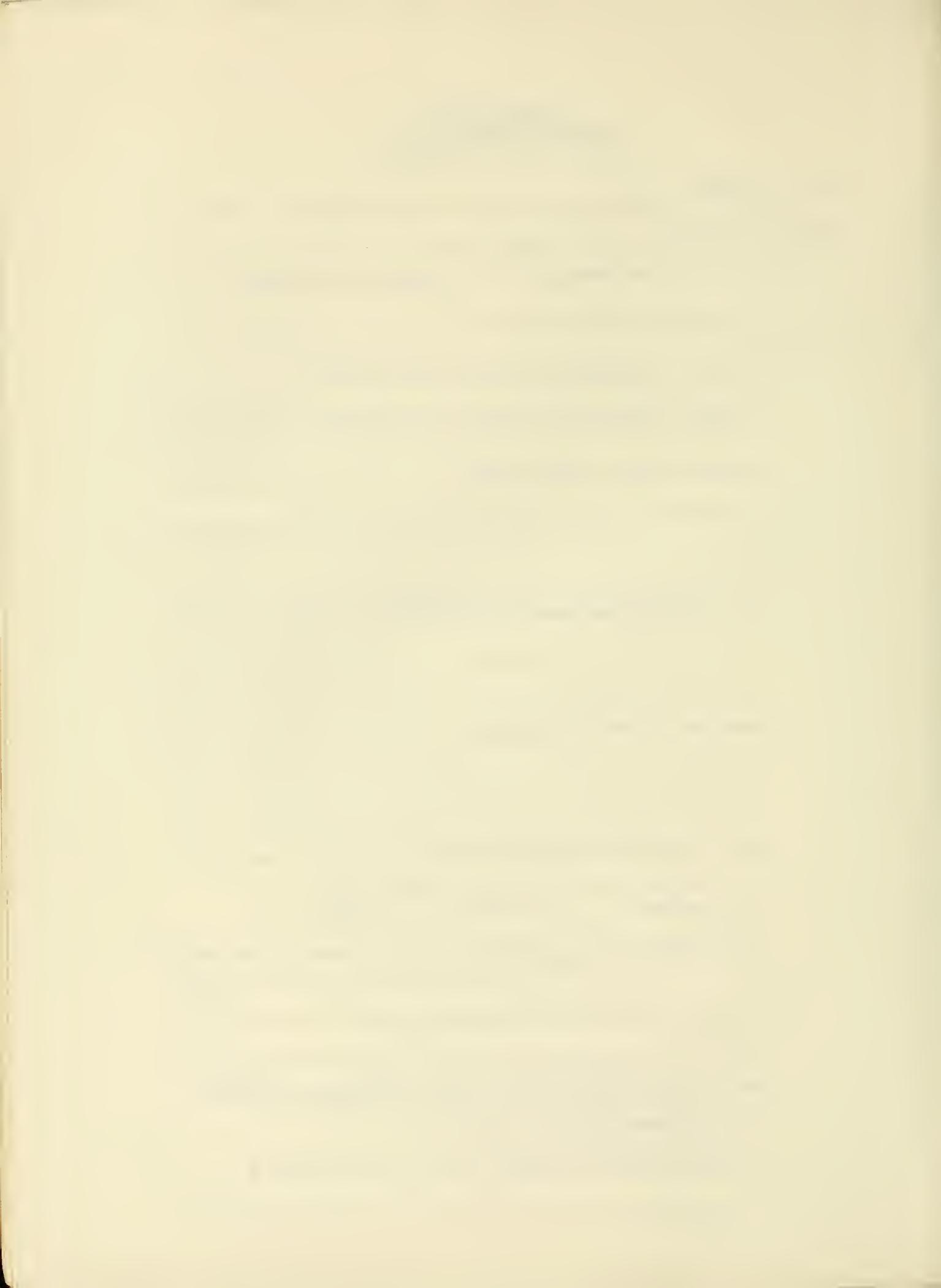
\_\_\_\_\_

\_\_\_\_\_

E. Were any TV appearances made locally promoting the Safari?  
\_\_\_\_ yes \_\_\_\_ no \_\_\_\_ no local TV station  
If yes, number made \_\_\_\_\_

F. Describe briefly the displays used in the library:

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

G. Were any other publicity techniques used? Please describe briefly: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

IV. MATERIALS AND OPERATION:

A. Did the materials meet your standards as to quality?  
       \_\_\_\_\_ yes       \_\_\_\_\_ no

B. Have you any suggestions for improving the materials?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

C. Were the methods suggested for operation sufficiently simple and adaptable for your library?       \_\_\_\_\_ yes       \_\_\_\_\_ no  
 Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

D. Did the library sponsor

1. A special beginning program?       \_\_\_\_\_ yes       \_\_\_\_\_ no  
 If yes, give attendance \_\_\_\_\_ and describe briefly: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. A special finale?       \_\_\_\_\_ yes       \_\_\_\_\_ no       If yes, give attendance \_\_\_\_\_ and describe briefly:

\_\_\_\_\_

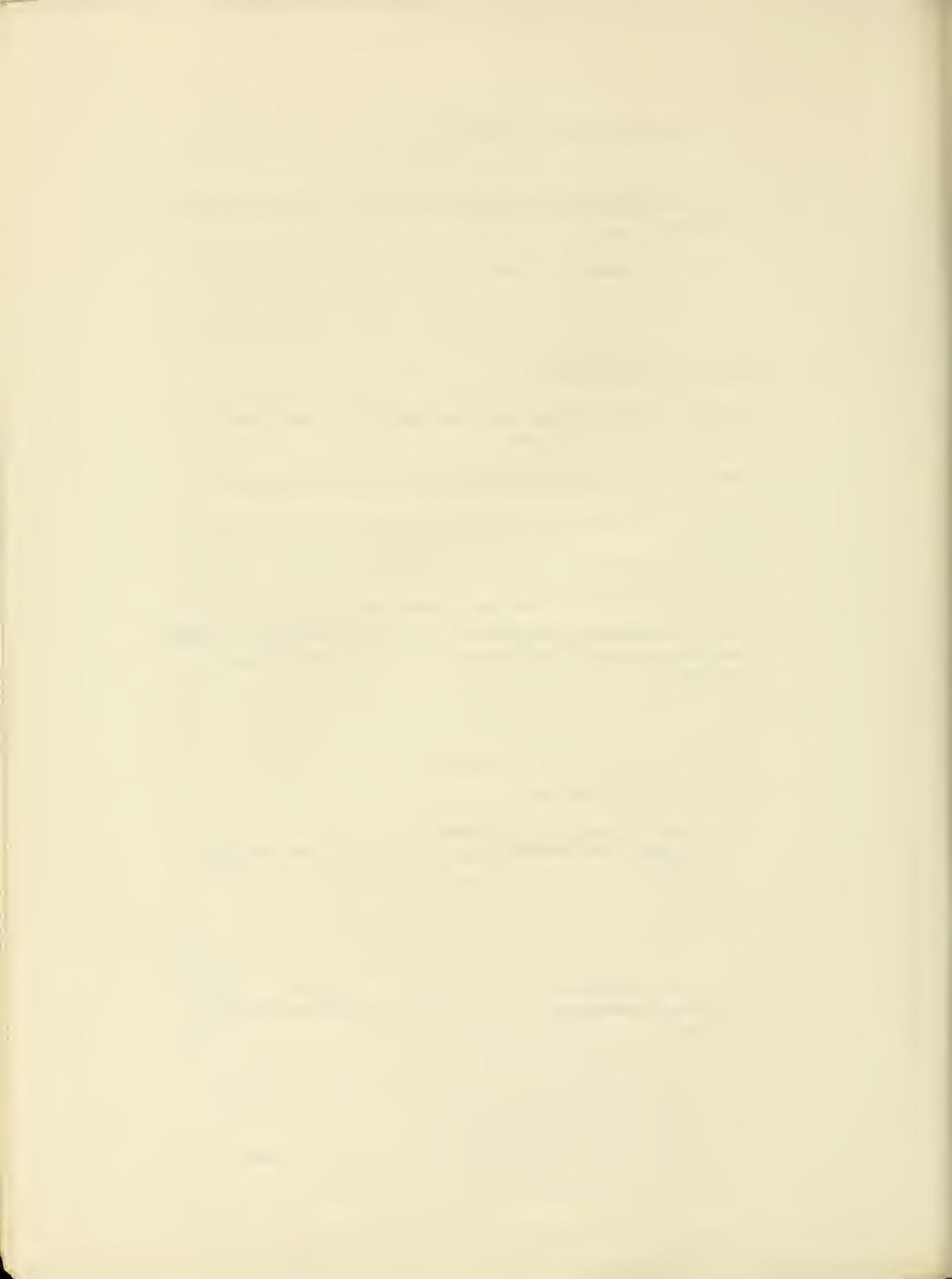
\_\_\_\_\_

\_\_\_\_\_

E. How have you or will you award certificates? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



V. Other than beginning program and finale, did you during the summer sponsor or conduct:

A. Story hours?  yes  no  
If yes, give number held \_\_\_\_\_ Total attendance \_\_\_\_\_

B. Picture book hours?  yes  no  
If yes, give number held \_\_\_\_\_ Total attendance \_\_\_\_\_

C. Spontaneous read-alouds?  yes  no If yes, give number held \_\_\_\_\_ Total attendance \_\_\_\_\_

D. Film programs?  yes  no  
If yes, give number held \_\_\_\_\_ Total attendance \_\_\_\_\_

E. Any other special programs or activities? If so, please describe briefly and give total attendance:

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IV. And, in conclusion:

A. Were you satisfied in general with using this program, getting materials from a central source, etc?

yes  no  in part

If in part, please explain: \_\_\_\_\_

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B. Would you like the State Library to plan for a similar program with a different theme in 1970?  yes  no

Any changes you would like to see made?

---



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C. How about some suggestions for next year's theme?

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SAFARI MATERIAL REORDER FORM

Please send me the following additional materials (if available):

| <u>Quantity</u> | <u>Article</u> |
|-----------------|----------------|
| _____           | Large posters  |
| _____           | Small posters  |
| _____           | Streamers      |
| _____           | Bookmarks      |
| _____           | Reading cards  |
| _____           | Buttons        |
| _____           | Certificates   |

Thank you,

\_\_\_\_\_  
Librarian

\_\_\_\_\_  
Library

\_\_\_\_\_  
Address

\_\_\_\_\_

Mail to:

Mrs. Mary Jane Anderson  
Public Library Consultant  
Florida State Library  
Supreme Court Building  
Tallahassee, Florida 32304

OR

Miss Mary Ann Wentroth  
Children's Services Consultant  
Oklahoma Dept. of Libraries  
109 State Capitol  
Oklahoma City, Oklahoma 73105



SAFARI MATERIAL REORDER FORM

Please send me the following additional materials (if available):

| <u>Quantity</u> | <u>Article</u> |
|-----------------|----------------|
| _____           | Large posters  |
| _____           | Small posters  |
| _____           | Streamers      |
| _____           | Bookmarks      |
| _____           | Reading cards  |
| _____           | Buttons        |
| _____           | Certificates   |

Thank you,

\_\_\_\_\_  
Librarian

\_\_\_\_\_  
Library

\_\_\_\_\_  
Address

\_\_\_\_\_

-----

Mail to:

Mrs. Mary Jane Anderson  
Public Library Consultant  
Florida State Library  
Supreme Court Building  
Tallahassee, Florida 32304

OR

Miss Mary Ann Wentroth  
Children's Services Consultant  
Oklahoma Dept. of Libraries  
109 State Capitol  
Oklahoma City, Oklahoma 73105



SAMPLE RADIO SPOT ANNOUNCEMENTS

10 seconds

Boys and girls: Fill your summer days with lions...elephants... zebras...and fun! Enter the \_\_\_\_\_ Public Library's Summer Safari...and bag a book today!

10 seconds

Boys and girls: You are invited to join the (Florida-Oklahoma) Vacation Readers and go on a summer safari at the \_\_\_\_\_ Public Library from \_\_\_\_\_ (Date) \_\_\_\_\_ to \_\_\_\_\_ (Date) \_\_\_\_\_. Reading cards are available at the library. Get yours today.

20 seconds

The \_\_\_\_\_ Public Library proudly announces (PAUSE) a Summer Safari, an exciting summer reading program for the boys and girls of \_\_\_\_\_. When you enter a Summer Safari, you enter a new world of excitement, adventure, and fun. Don't delay; go to the library today. Add to your summer fun by joining a Summer Safari.

20 seconds

A Summer Safari is underway! Boys and girls, you can enter this festival of fun at the \_\_\_\_\_ Public Library. Your librarian has all the details. You can earn a Safari button while you enjoy a summer of reading adventure. Join the Summer Safari at the \_\_\_\_\_ Public Library today.

20 seconds

The smell of danger, the lure of the jungle, the beat of the drum are all yours when you join the Summer Safari at the \_\_\_\_\_ Public Library this summer. The Safari is underway, so hurry to the library to join of the book hunter!

20 seconds

Boys and girls, don't settle for a dull summer. Be off into a world of ivory tusks, lion hunts, and jungle adventure. Join the Summer Safari underway at the \_\_\_\_\_ Public Library now. Bag a book!

20 seconds

Boys and girls, you think that summer is the most fun time of the year. Right? The people at the \_\_\_\_\_ Public Library think so, too. You think that summer's a time for outdoor fun and games. Right? The people at the \_\_\_\_\_ Public Library think so, too. And you think that summer's just a little too special for ordinary things. Right? The people at the \_\_\_\_\_ Public Library completely agree with you. That's why they have planned a special summer program--just for you. It's called a Summer Safari. Visit the \_\_\_\_\_ Public Library. See what it's all about. Join the Summer Safari!



| M A Y |    |    |    |    |    |    |
|-------|----|----|----|----|----|----|
| S     | M  | T  | W  | TH | F  | S  |
|       |    |    |    | 1  | 2  | 3  |
| 4     | 5  | 6  | 7  | 8  | 9  | 10 |
| 11    | 12 | 13 | 14 | 15 | 16 | 17 |
| 18    | 19 | 20 | 21 | 22 | 23 | 24 |
| 25    | 26 | 27 | 28 | 29 | 30 | 31 |
|       |    |    |    |    |    |    |



| J U N E |    |    |    |    |    |    |
|---------|----|----|----|----|----|----|
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| 8       | 9  | 10 | 11 | 12 | 13 | 14 |
| 15      | 16 | 17 | 18 | 19 | 20 | 21 |
| 22      | 23 | 24 | 25 | 26 | 27 | 28 |
| 29      | 30 |    |    |    |    |    |
|         |    |    |    |    |    |    |
|         |    |    |    |    |    |    |



| J U L Y |    |    |    |    |    |    |
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| 13      | 14 | 15 | 16 | 17 | 18 | 19 |
| 20      | 21 | 22 | 23 | 24 | 25 | 26 |
| 27      | 28 | 29 | 30 | 31 |    |    |
|         |    |    |    |    |    |    |



| AUGUST |    |    |    |    |    |    |
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|        |    |    |    | 1  |    | 2  |
| 3      | 4  | 5  | 6  | 7  | 8  | 9  |
| 10     | 11 | 12 | 13 | 14 | 15 | 16 |
| 17     | 18 | 19 | 20 | 21 | 22 | 23 |
| 24     | 25 | 26 | 27 | 28 | 29 | 30 |
| 31     |    |    |    |    |    |    |

