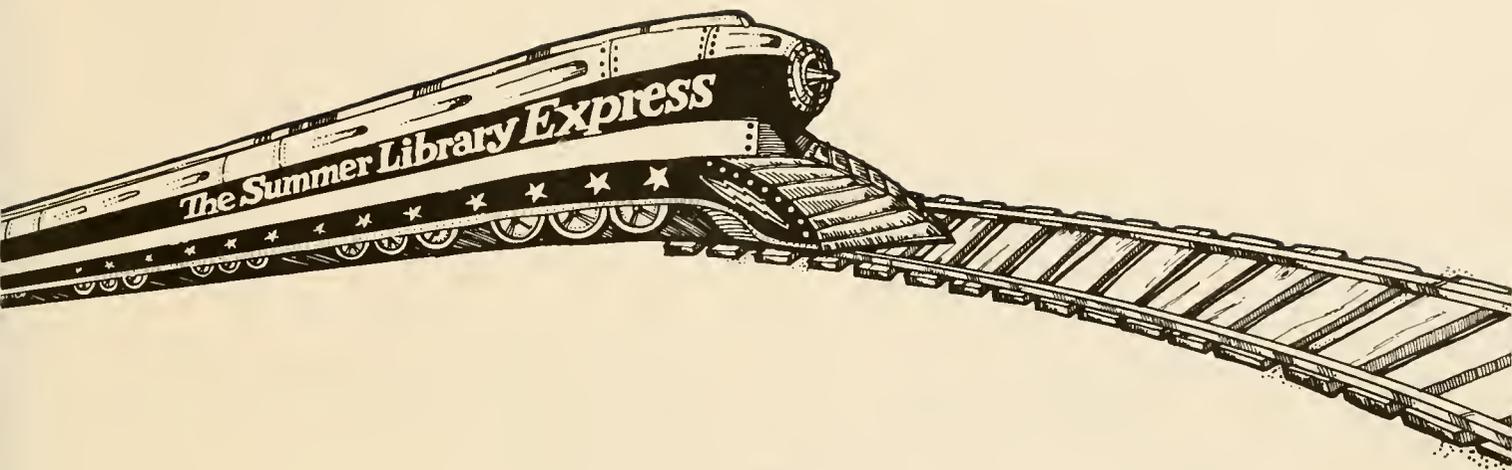


# Engineer's Manual



For The 1981 State of Florida Summer Library Program





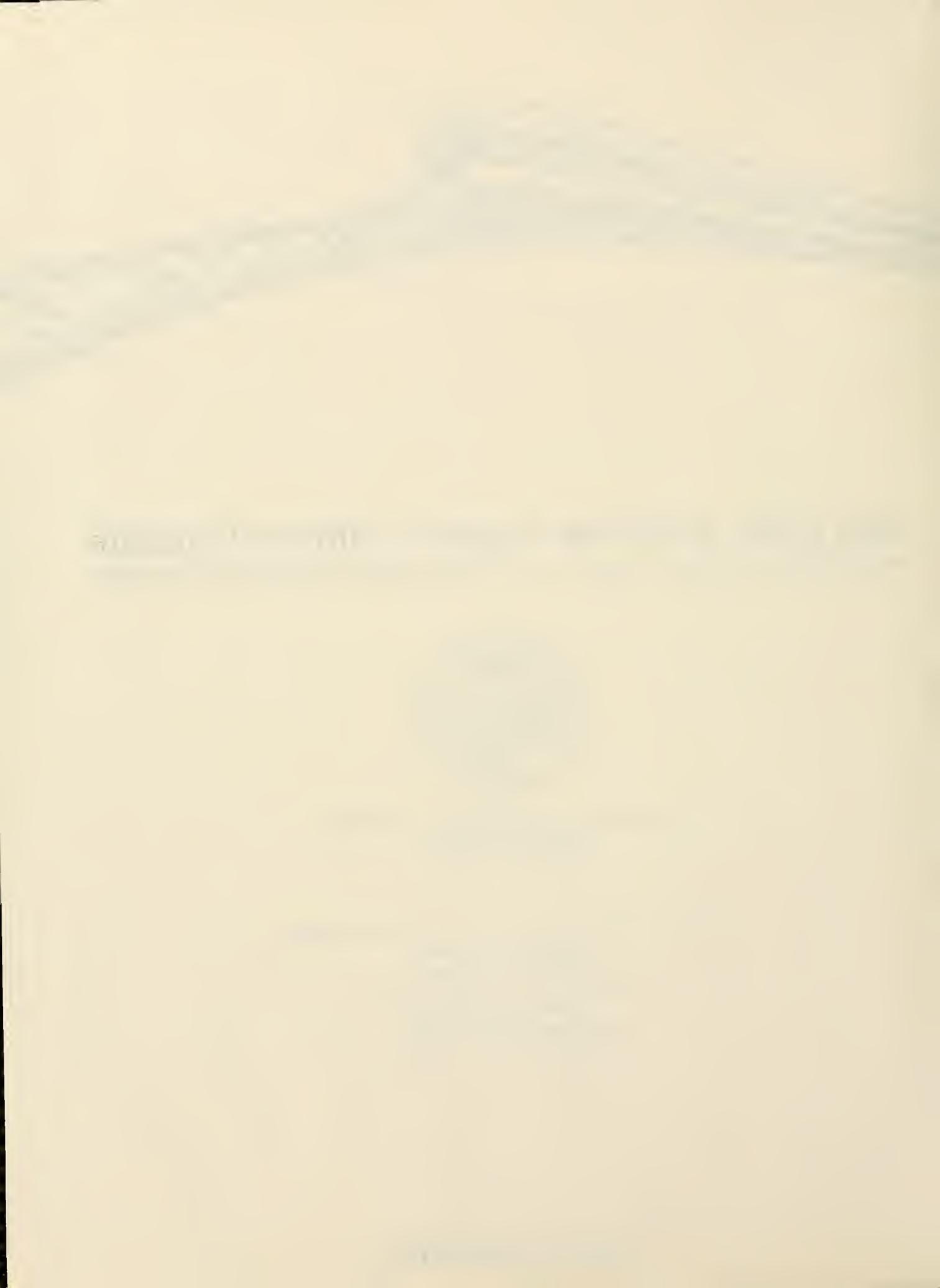
# 1981 State of Florida Summer Library Program

made possible through a grant from Library Services and Construction Act.



FLORIDA DEPARTMENT OF STATE  
George Firestone  
Secretary of State

prepared by Betty Davis Miller, Youth Services Consultant,  
State Library of Florida  
with the assistance of  
Sherry Cotter and Carol Herman,  
Children's Librarians,  
North Dade Regional Library  
Miami-Dade Library System



We're riding the 1981 Summer Library Express with special thanks to:

1981 Advisory Committee

to

Sherry Cotter and Carol Herman  
Workshops Conductors

to

Cuneo Advertising Agency  
for designing S.L.P. materials

to

State Library Staff and typists especially  
Charlotte Whitfield and Felita Henry

to

Center for Professional Development  
Florida State University, for administering  
L.S.C.A. Grant, particularly Kathy Vedro,  
program coordinator

to

All of you who shared your successful  
programs from last year.

## SUMMER LIBRARY PROGRAM ADVISORY COUNCIL 1981

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## I. EVALUATIONS

Your evaluations and logo sheets are included in the manual packet.

Please read the evaluation before your program starts - it helps you collect the kind of information asked for.

Then put it in a safe place until the end of the program.

Evaluations are due September 11, 1981.

Return to: Betty Davis Miller  
Youth Services Consultant  
State Library of Florida  
R.A. Gray Building  
Tallahassee, Florida 32301





## 1980 Evaluation

The State Library of Florida is engaged in a project to improve the monitoring and evaluation skills of its staff, and in turn to provide a checklist which will be useful in all our reporting procedures. The list will be applied not only within this agency, but by local libraries in preparing final reports on federal projects.

I prepared the following report on the 1980 Evaluation of the Florida Summer Library Program to test the use of the checklist, and found that the picture it presented of thirteen years of a statewide summer library program was probably of interest to each of you.

## Evaluation 1980 S.L.P.

## EXTERNAL CONDITIONS:

## I. NEEDS

A. Setting of Project

This program is designed to take place in every public library in the state which serves children, and to serve every child in the state through the outlet of the public library.

In actuality because of time, staff, space and financial limitations, all of the libraries do not participate, nor do all the children in the state come to the library during the summer, but this year we did receive evaluations from 174 outlets. This included branches, main libraries and systems.

Since there is some evidence that long summer vacations cause lapses in academic progress, it was felt in 1968 that reading during the summer, with its consequent intellectual stimulation, would serve as a bridge between the school terms. Therefore a summer program was devised to foster reading for fun and was called Florida Vacation Readers. In 1980 we maintain that we wish not only to encourage reading but the use of the entire library with its information in all different kinds of formats. This would present the library as an institution whose resources are on tap all year round, and an institution which will fill recreational as well as informational needs.

B. Beginning of Project

The Statewide Summer Library Program began in 1968 under the then youth services consultant, Mary Jane Anderson, as the Florida Vacation Readers Program. A committee of seven librarians active in children's work met to establish guidelines and rules, write a statement of philosophy and decide upon promotional materials. (It is an interesting sidelight that of the original group only one, Martha Irwin, at St. Petersburg Public Library, is still active in children's work in Florida, and Ms. Anderson, as you know, is the present Executive Secretary of the Association of Library Service to Children of the American Library Association. Since Ms. Anderson left Florida there have been three other consultants for Children and YA Services in the State Library.

C. Development of Program 1968-1980

Essentially, the summer program is the same in spirit as it was when it began, but it has had shifts in philosophy and execution which mirror, some of the changing directions in children's services and the culture at large.

I quote, as illustrations, sections from the first manual Tournament of Books (37 pages) and from the last two manuals, 1980 Energetic Summer Program (229 pages, indexed), and Super Summer '79 (116 pages).

## Purpose

1968 manual - "The purpose of the Florida Vacation Readers Program will be to provide an opportunity for Florida 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 story telling, 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."

1979 manual - "One purpose of the Summer Library Program is to motivate reading, and each individual should be encouraged to participate at his/her own pace.

Programs and activities of the Summer Reading Program should be designed to entice children of all ages to expand their worlds, to make them want to know more, to make them excited by the new visions that other lives and diverse topics can show...

If our purpose is to motivate reading, perhaps another more over-arching purpose is to motivate the exchange of ideas and the transmission of culture. Reading is *one* but but not the *only* way to do this.

Our ultimate purpose as librarians and program planners is to encourage children to know and understand themselves and their world and to help them realize that the *resources* of the *library* can aid them to this end.

Therefore, we should make the public library more visible in the community and, *as much as we can, we should reach beyond our library walls*. Whatever ways we can devise to reach out will help us meet our responsibility to every child, not merely those who find the library."

In 1979 the program name was changed from Summer Reading Program to Summer Library Program.

1980 manual - "(This) program takes place in the public and institutional libraries of the State...It is considered an important part of library development because the goals of this program are to increase the use of the library as an information center, and lifetime resource."

## Materials

1968 - Publicity and promotional materials consisted of posters, bookmarks, reading cards, buttons (pins), rubber stamps and certificates. WJXT Channel 4 of Jacksonville was chosen to produce a filmed TV commercial to be shown by all TV stations in the state. (We are not sure this actually took place. We can find no records to that effect.)

1980 - The materials were a poster, bookmarks, reading records (including a certificate), a sheet of puzzles which folded into booklets, and metal clips.

Since the beginning, professional artists have been used to design the materials.

### Theme

1968 manual - "The committee wished the program to appeal particularly to the "reading age" child (9 to 12 Years old), especially to boys. They selected a theme no boy could call "kid stuff". This first year would be, they decided, "A TOURNAMENT OF BOOKS." [Such a statement in the wake of the women's movement would be risky indeed in 1980, even allowing for the assumption that girls are more frequent patrons, better readers and/or more likely to participate in an organized library reading program than boys.]

1979 - The theme was SUPER SUMMER '79, an extension of the Superman - Superwoman craze and a realization that while children still like fantasy they like it in modern dress and TV media terms (at least for promotional materials).

1980 - The theme was E.S.P. ENERGETIC SUMMER PROGRAM. It was even more contemporary, reminding everyone by its title of the vital role energy resources play. The order form said "We will focus on energy, the world's resources, conservation, ecology and our place as productive, active, energetic people in this scheme. The letters E.S.P. also lead us into another kind of thinking about energy and that is the energy or power of the human mind."

### Manual

1968 - "This tournament manual was written to help you understand program goals, to help you plan for use of the materials (publicity)...and to help you enjoy a relaxed reading program in your library." Suggestions included in this (manual) are primarily aimed at the planning stage.

1979 - The manual included goal statements, program philosophy, extensive planning checklists, ideas for additional publicity, display and resources (films and bibliographies), plus a complete puppet show. The manual was used as a resource for five regional workshops dedicated to producing better Summer Library Programs.

1980 - The manual included the above, minus the puppet show but with over a hundred pages of programming ideas supplied by participating libraries. It also included a summary of the evaluations of the previous year's program.

### Rules and Regulations

- 1968 -
1. "The Tournament is open to all children who have completed a year in first grade.
  2. Each child maintains a personal reading card, stamped by the librarian as books are completed.
  3. Each child who reads at least one book receives both a button and a certificate.
  4. Reading cards are interchangeable from one library to another.
  5. Children participating in the Tournament are free from required reading lists and from competition with other children.
  6. Reading during the Tournament is for fun!

1980 - "The guidelines for the program give great latitude to local libraries in the ways in which they structure their programs. There are only 6 points on which strict adherence is required for participation.

1. The program is not competitive in anyway.
2. No reward or recognition should be given for number of books read. Not even one book should be required as a condition for receiving any materials or hand-outs.
3. It is open and free to Florida's children.
4. Participation in the program is open to all public libraries in Florida and is entirely voluntary.
5. Acceptance of the free materials signifies acceptance of the above principles.
6. Participation requires that you complete the evaluation form which is enclosed with this manual and return it at the end of your program. Please read the form ahead of time so that you will know which questions are asked."

### Evaluations

Evaluations have been a part of the program since the very beginning.

1968 - The first evaluations were included in the manual. Questions were asked about the number of children who received reading cards (37,240) and the number of children who received certificates (28,256). Part of the evaluation asked for descriptive information such as the types of programs given, and how publicity materials were used. Questions soliciting suggestions and questions about user satisfaction were included.

1980 - For the first time evaluations were not included in the manual (to facilitate reproduction and return), but were sent in separate form with the manual. Instead of questions about numbers of children we asked questions about number of visits. To increase the use of the library during summer months, it seemed that the most meaningful figure to determine library usage would be attendance figures at programs which

were a direct result of the statewide Summer Library Program. In 1980 there were recorded 222,873 trips to the public libraries to attend programs which were specifically devised and implemented as part of the 1980 Energetic Summer Program. This is about 1600 more than 1979.

These figures do not give us any indication of the number of 'drop in' visits to browse, or use the reference department or check out books. We have tried in the past to collect circulation statistics for the summer months which we could compare with figures for the school year months. But most libraries are not set up to break out circulation of children's materials.

Several items in the 1968 evaluations have been deleted over the years, either because the focus of the program has changed or because the question supplied information which was not used by us once we collected it. e.g. "Did the library sponsor a special beginning program?"

Basically, however, during the 13 years the program has been in existence, the evaluations have attempted to involve the participating librarians themselves into activity affecting the scope and shape of each subsequent year. It is this factor as much as anything else which contributes to the long life and success of this program. It is not static, but fluid and changing. We are always making adjustments, listening to what the people who run the programs have to say and responding as much as possible to their comments and suggestions.

Present state of the art: In summary, the Statewide Summer Library Program is presently made up of five componets, only one of which is new (the workshops) since the inception of the program, but the administration of the program within these categories has changed and does change from year to year. One notable aspect of this is the increased degree of involvement between the local level and the state. For example, there were more than 25 people at this year's advisory committee meeting, and workshops have been mainly cooperative and participatory for the past several years.

The five parts of our Statewide Summer Library Program are:

1. Advisory Committee to Youth Consultant  
Representation on the committee is determined by geographic area and by size of the library system.  
Duties of the Advisory Committee
  1. Establish philosophy of the summer program
  2. Select yearly theme
  3. Decide on materials
  4. Plan for workshops
  5. Provide advice and counsel to consultant in matters relating to SLP and children's and youth services in general.

2. Provision of Free Materials - Designed and distributed under the terms of the LSCA grant.
3. Five Regional Workshops - Using the selected theme, these workshops provide local librarians an opportunity to share ideas for:
  - A. Displays
  - C. Programs - puppet shows, games, storytime, crafts
  - B. Publicity
  - D. Materials - booklists, decorations, songs
4. Planning and implementation on the local level - the crucial point where the child and the library come together.
5. Evaluation - Evaluation forms for SLP are supplied with manual. Reports are necessary and valuable.

## II. RESOURCES

The statewide aspects of the program are funded under a grant of the Library Services and Construction Act.

Local additions such as extra materials, and imprint of libraries name on supplied material are supplied from local library budgets.

The Grant is administered by the Center for Continuing Education of the Florida State University, but is supervised by the consultant for Youth Services.

## III. TARGET GROUPS

The target group is two-fold. On the first hand and immediately, it is aid to local children's librarians as they plan and direct individual summer programs for the children of their community. Secondly, it is aimed at children, in that promotional give-aways and incentives are designed to entice children into the library and once there, to use its resources.

## FINANCIAL :

### I. Original plan for funding and subsequent patterns

It is believed that the original Summer Library Program was funded under a Library Services and Construction grant. After several years it was moved to a State Budget, then in a time of financial cruch was moved back into the LSCA Program where it presently is. It was administered for us by Florida Library Association and then, by the Orlando Public Library for four years. During that time, Orlando subsidized the program each year until Federal Funds were released. In 1979, however, we provided funding for both the '79 and '80 program from one fiscal year. This enabled us to meet expenses for this program as they occured. A strict accounting of funds in each category is supplied by the Administering agency, which is at present the Florida State University's Center for Continuing Education.

### II. Changes in cost trends

The first SRP in 1968 cost \$4,866, not including consultant's travel or mailing of materials. The budget for 1980 was \$20,200. Over the years,

in addition to the inflationary spiral, the size of the advisory committee has double (14 compared to 7), we have instituted five regional workshops, and the volume of materials has increased substantially, although we cannot find a record of how many of each item were ordered in 1968. In 1980 we ordered 5,000 posters; 664,000 bookmarks; 121,500 reading records; 119,000 games and puzzles and 122,000 medallions (metal clips) at a cost for materials and delivery of \$14,041.20.

### III. Continuation of Project

At present, the Summer Library Program is alive and healthy, but the potential demise of Federal Funds makes its continued existence questionable unless it is replaced in the State Budget, where, with an increase in secretarial allocation, it could be managed more efficiently and with better control, eliminating administrative expense and allowing for more direct supervision of the consultant over all phases of the program.

#### SERVICE :

##### I. What services does the project deliver?

The project delivers planning assistance to those who will have Summer Library programs in their local libraries. It does this by way of the manuals and the workshops.

It also delivers publicity and promotional materials which have been determined by a representative advisory committee, professionally designed, and then delivered.

#### WHO IS SERVED :

##### I. For whom is project designed?

Project is designed for librarians who will produce Summer Library programs and for children who will participate.

In the first case the program is successful. The practicing librarians feel the manual is helpful; the materials are satisfactory (though this year we had trouble with printers and paper and our materials arrived much too late); the workshops are helpful (here again, our evaluations tell us that last year's departure from the standard format was not as satisfactory as we had hoped and we are reverting to past practices). They are overwhelmingly satisfied with the program and would like for the State to plan a similar program in 1981.

In the second case, the program seems to be successful for those children it reaches. 156 answered yes to the question "Do you feel the Summer Library Program succeeded in motivating children to think positively of the library and its resources?"

#### SERVICE QUALITY :

##### A. User Reaction

In large part, the evaluation we include is a user satisfaction survey. (See evaluation form and summary attached.)

Out of 173 evaluations returned, 156 felt that S.L.P. served as a positive force to motivate children to use the library and its resources. 97 liked the materials, 141 found the manual helpful, 137 liked the

evaluations separate from the manual, 100 found it helpful to receive the manual before the workshop, 60 found the workshops helpful, 117 are satisfied with the program, and 173 would like a similar program in 1981.

What we do not have, is what kind of evaluation the children would give to their local programs.

#### OUTCOME:

##### I. What was program designed to accomplish?

- A. The program was designed to assist librarians with the planning necessary to produce a good summer program, and to provide materials so that all libraries large, small, rich and poor could work with professionally produced, quality materials. To this end we produced a manual, organized and presented five workshops and distributed \$14,000 worth of materials.
- B. To what extent have outcome objectives been met?

The rate of success varies from year to year. In 1980 the manual was thought to be the best ever, the workshops were changed in format from previous years in an attempt to present more theoretical, professionally stimulating material. The majority agreed that the workshops were very interesting but the majority also insisted that they needed more nuts and bolts type of preparation for the summer programs, so in the early winter we are reverting back to our more standard, "how to" type workshops. The materials were thought to be an improvement over those of the year before with the exception of the "medallions". They were almost unanimously disliked. We will never do that again. Once again, though, the objectives seem to have been met so far as librarians are concerned, since 117 said they were satisfied with the program.

#### PROCESS:

##### I. Evaluation perspective assumed

- A. The idea of special programs during the summer is an old one, and for many years local libraries all over the state each had their own summer program. The Summer Library Program on a statewide basis is undertaken because it is felt that participatory, cooperative planning of common goals is more efficient and economical than simultaneous, repetitious activities in local libraries, and that the quality is improved by the sharing of ideas and expertise.
- B. Is the evaluation aiming to describe what is happening?  
The evaluation form (copy included with summary of 1980 Evaluations) attempts to assess the degree of user satisfaction with the statewide implementation. Although it asks one or two questions relating to the implementation of the program on the local level, its chief aim is not to ascertain the process by which the local level succeeds or fails. However, activities on the local level are reported, pictures are sent,

clippings are collected, special programs are described, and actual samples of publicity and displays are included in our annual evaluations.

The general feeling is that summer programs are useful, in that they do provide experiences that improve the quality of life, do make the library seem more accessible, do improve relations between the library and the community, and do prove that, as institutions, libraries serve a function which is both recreational and educational. There has not been much data collected on a statewide basis to provide numerical proof that this is so but observation seems to support that belief. Perhaps it is time to collect some other kinds of evidence.

## II. General Program Description

- A. The program has been pretty well described in previous sections with illustrations of modifications. The activities detailed do in fact take place and the comments regarding those activities are recorded in the attached summary.
- B. In what activities have participants in the project taken part?

In 1979 and again in 1980, a large part of the manual was composed of material supplied by Florida children's librarians. For the past four or five years, local librarians have been involved in planning the workshops and in executing them. Time during the workshop program for librarians to participate, talk to one another, and share perspectives and ideas has become a standard part of the format. All activities are directed by the state consultant.

## III. Organization and Management Style

- A. How is project administered?  
The project is administered by the Center for Professional Development of Florida State Universities. They provide the following services:
  1. To handle all finances; allocate the grant funds; prepare travel authorizations.
  2. To prepare and submit bid invitations to graphic art and printing firms for the design and production of all program materials.
  3. Collect orders from participating libraries
  4. Supply contracts to workshop consultants and artists.
  5. Distribute program manuals.

It is under the direction of the Youth Service Consultant who fulfills the following functions.

1. Appoints Planning and Advisory Committee, set dates for meetings, makes local arrangements, sets agenda.
2. Selects graphic artist, supervises and approves design and production of materials.
3. Plans five workshops, identifies consultants, sets schedule, issues invitations, lends assistance in execution.
4. Compiles Program Manual.
5. Collects and compiles evaluations.

- B. The kinds and numbers of personnel who took part in the program and procedures for selection.

The Advisory Committee in 1980 consisted of 13 Children's Librarians or Coordinators from the following places: Clearwater, Miami-Dade, Gainesville, Jacksonville, Broward County, Northwest Regional System, Tampa-Hillsborough System, Orlando, Volusia County, Broward County Library System, Leon County, Palm Beach County and West Florida Regional.

Representation on the committee is determined by expressed interest, geographic area, and size of the library system. A letter of invitation is issued and participants are invited to bring any other members of their staff who can come at their own expense. This year we had 25 at our meeting.

The Workshops - Attendance at all five workshops for the 1980 program was 315, the largest we have ever had. Invitations were sent to all libraries who requested materials.

- C. How are planned goals, objectives and activities of the project communicated?

Through the Advisory Council, through the Orange Seed, through cover letters with the order form, through invitations and through the workshops.

- D. Staff involved in planning project and in problem solving.

The Planning Council by its very name is actively involved in the planning process. It establishes the philosophy of the summer program, selects the yearly theme, decides on the materials, helps to plan for the workshops. They are aided in this, as is the Consultant, by feedback from the yearly evaluations from all participants, so that problems encountered in the previous year's operations are addressed in the planning for the coming year.

Incidentally, suggestions as to yearly theme and improvement of program are solicited in evaluations. We have also asked for the names of those who wish to volunteer to help with workshops or the planning process and have a list of those names.

- E. How many libraries are directly involved in the implementation of this project?

277 branches, bookmobiles, main libraries, etc. used summer library program theme and/or materials in 1980.



November 26, 1980

17

Third and Final  
EVALUATION SUMMARY--1980 SUMMARY LIBRARY PROGRAM

175 Evaluations returned

Total attendance	222,873
Visits to schools	130
Used publicity materials	81
Contacted newspapers	148
Contacted radio	95
Had volunteers	90
Students	66
Adults	70
Had extra paid help	47
Conducted programs outside of Library	42

	YES	NO	IN PART
Is SLP a positive motivation for the library and its resources	156	6	
Did you like the materials	97	14	59
Was the manual helpful	141	12	4
Like evaluations separate from manual	137	16	
Helpful to receive manual before workshop	100	9	
Find workshops helpful	60	40	
Satisfied with program	117	11	37
Like a similar program in 1981	170	5	



II. Public Service Announcements





## Public Service Announcements

(:15)

Young people all over the state are hopping on the Summer Library Express at their local public library. This summer your library is featuring many special programs and activities for young people: movies, storytimes and lots of other special events. Check with your local Public Library to find out how you can get on board the Summer Library Express.

(:15)

Kids, don't miss the most exciting trip of the year: the Summer Library Express at your local Public Library (NOTE: name of specific library can be included in place of "local Public Library"). The trip will take you on many exciting adventures through books, films, records and many activities. Call your Public Library for information on how you can get on board the Summer Library Express.

(:10)

Your Public Library is sponsoring the Summer Library Express, a special program of activities for kids ages 5-12. Call your Public Library today for information on how your kids can get on board the Summer Library Express.







### III. HANDOUTS

The following participation sheets and the certificate may be copied by you in any quantities and distributed to your patrons during the summer.





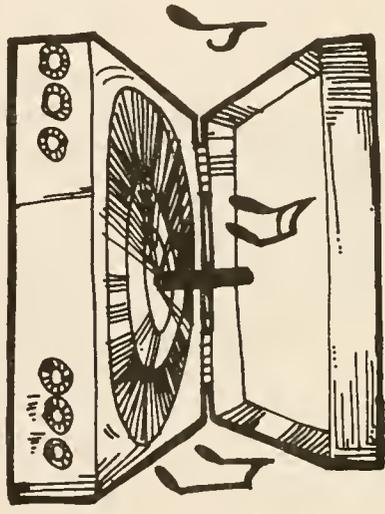
# Express Extra Cards

Cut out these tickets and keep them. Each time you do one of the activities shown, tape the card to the Express Extra square on your Reading Game board. See if you can use all of the cards this summer!

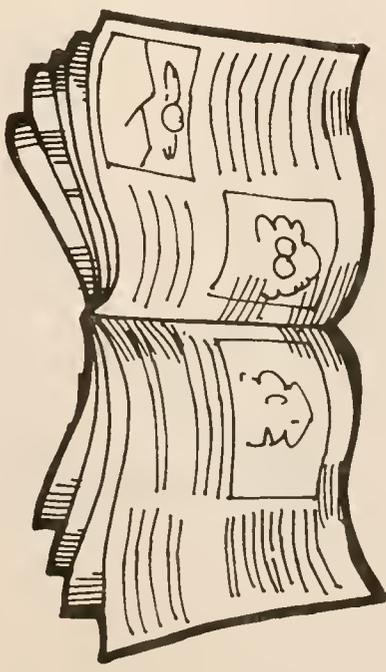
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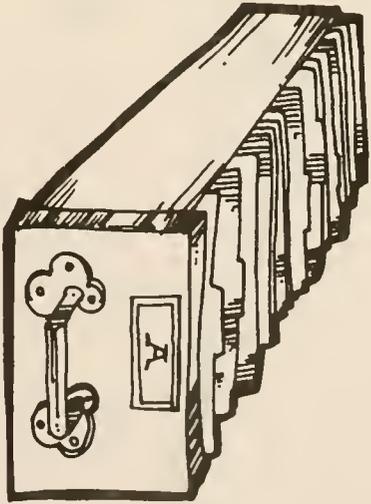
**Talk to the Librarian**



**Listen to a Recording**



**Read a Periodical**



**Use the Card Catalog**

*cut along dotted lines*

*cut along dotted lines*

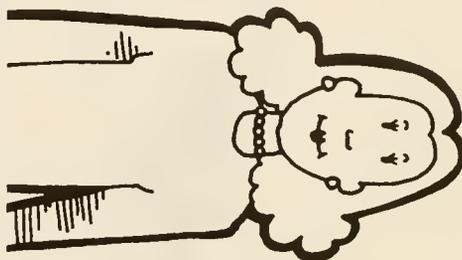
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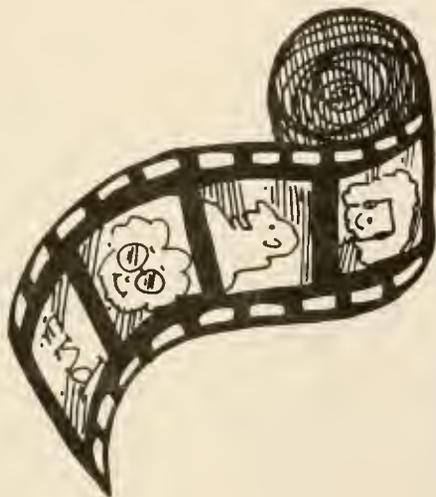
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cut along dotted lines

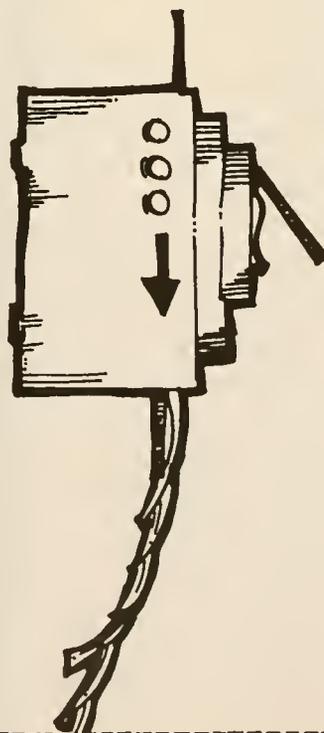


Get Help From the Reference Librarian

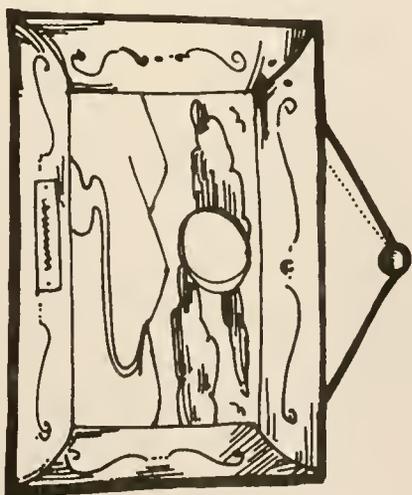


See a Film Strip

cut along dotted lines



Make a Photo Copy



See an Art Exhibit

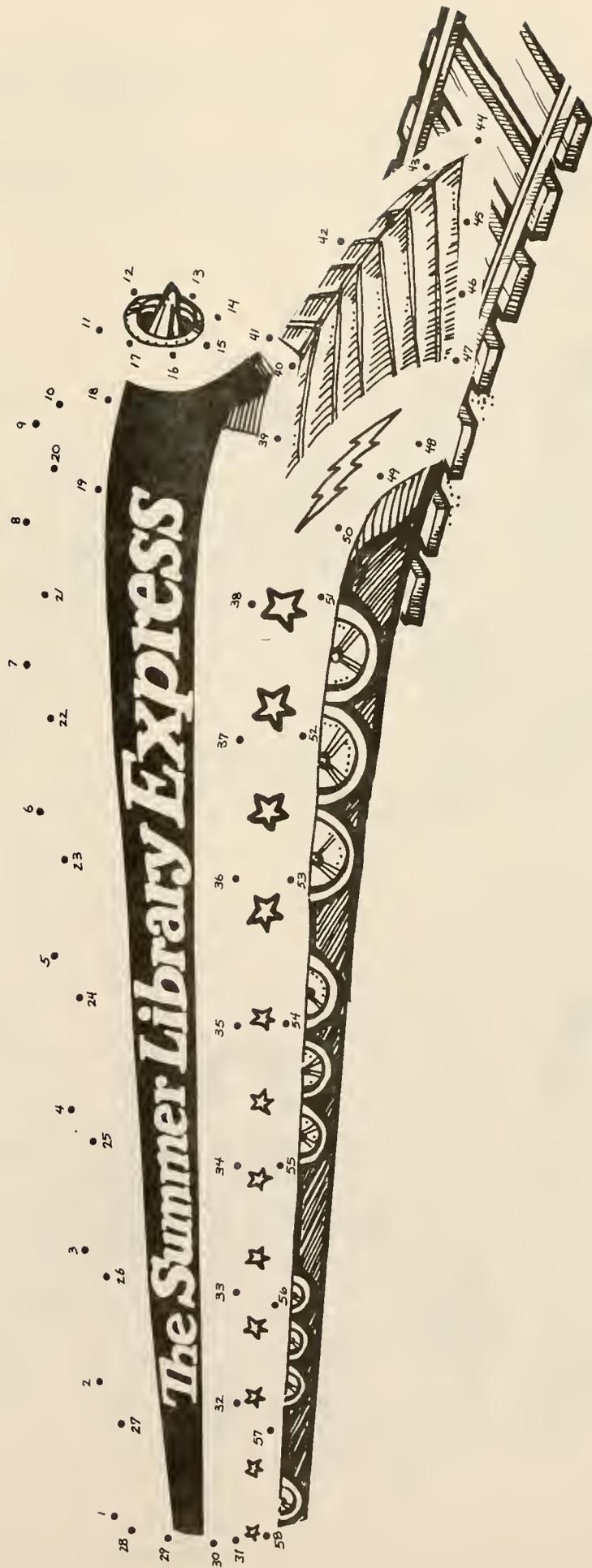
cut along dotted lines

cut along dotted lines



# Connect The Dots

Connect the dots, starting at 1, and see if you can find out what is waiting at the end of the tracks!





# Can You Spot The Differences?

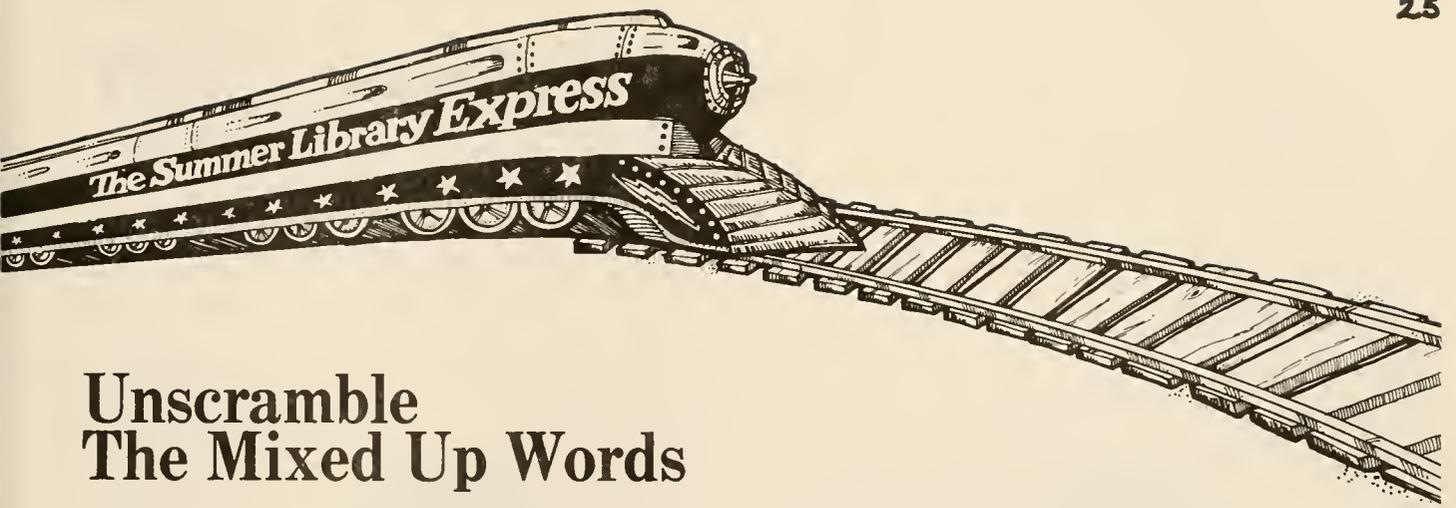
The two pictures on this page look the same—but they aren't! There are 6 differences between the top picture and the bottom picture. See if you can find them all!



Answers: (1) The antenna on the radio is missing. (2) The darkened eye of the dog is gone. (3) The girl's pocket is moved from left to right. (4) The tennis racket webbing is gone. (5) The butterfly is gone. (6) The spurs are gone from the boy's shoulder.

Handwritten text in the upper section of the page, consisting of several lines of cursive script that are too faded to be transcribed accurately.

Handwritten text in the lower section of the page, also consisting of several lines of cursive script that are illegible due to fading.



## Unscramble The Mixed Up Words

There are a number of words on this page describing some of the many types of books and other things available in your Public Library. There's just one problem: the letters are all mixed up. See if you can unscramble the letters and write the words correctly!

YTOPER \_\_\_\_\_

OGHAPBIRY \_\_\_\_\_

SLIFM \_\_\_\_\_

TEYSYMR \_\_\_\_\_

TRA XBHEITI \_\_\_\_\_

CINFOTI \_\_\_\_\_

ORERSDC \_\_\_\_\_

HYSRITO \_\_\_\_\_

AZMIGEAN \_\_\_\_\_



# This Is A "Color Me" Page



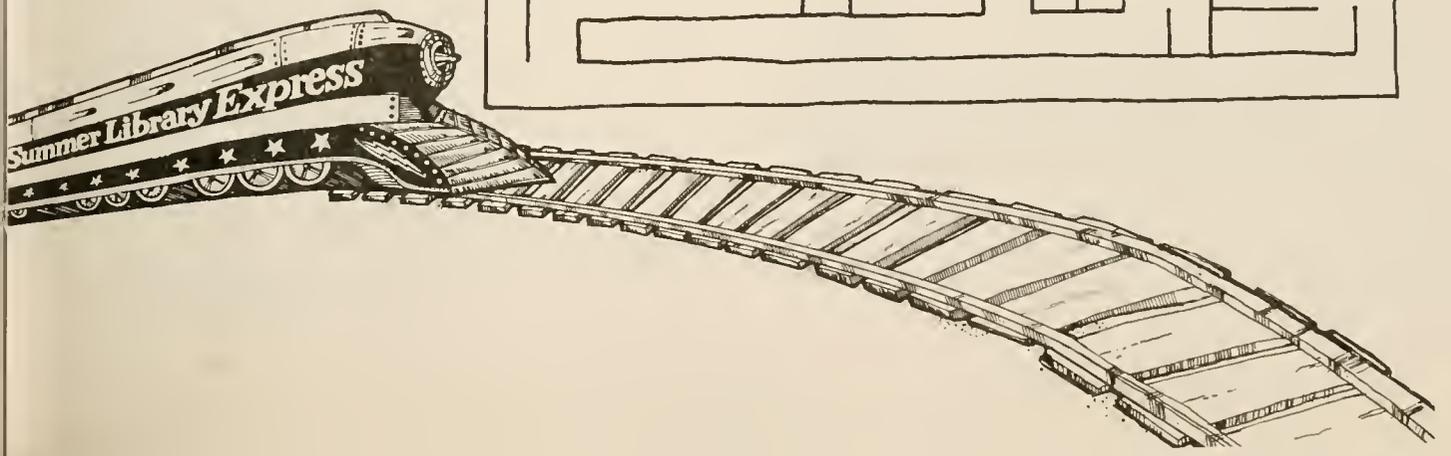
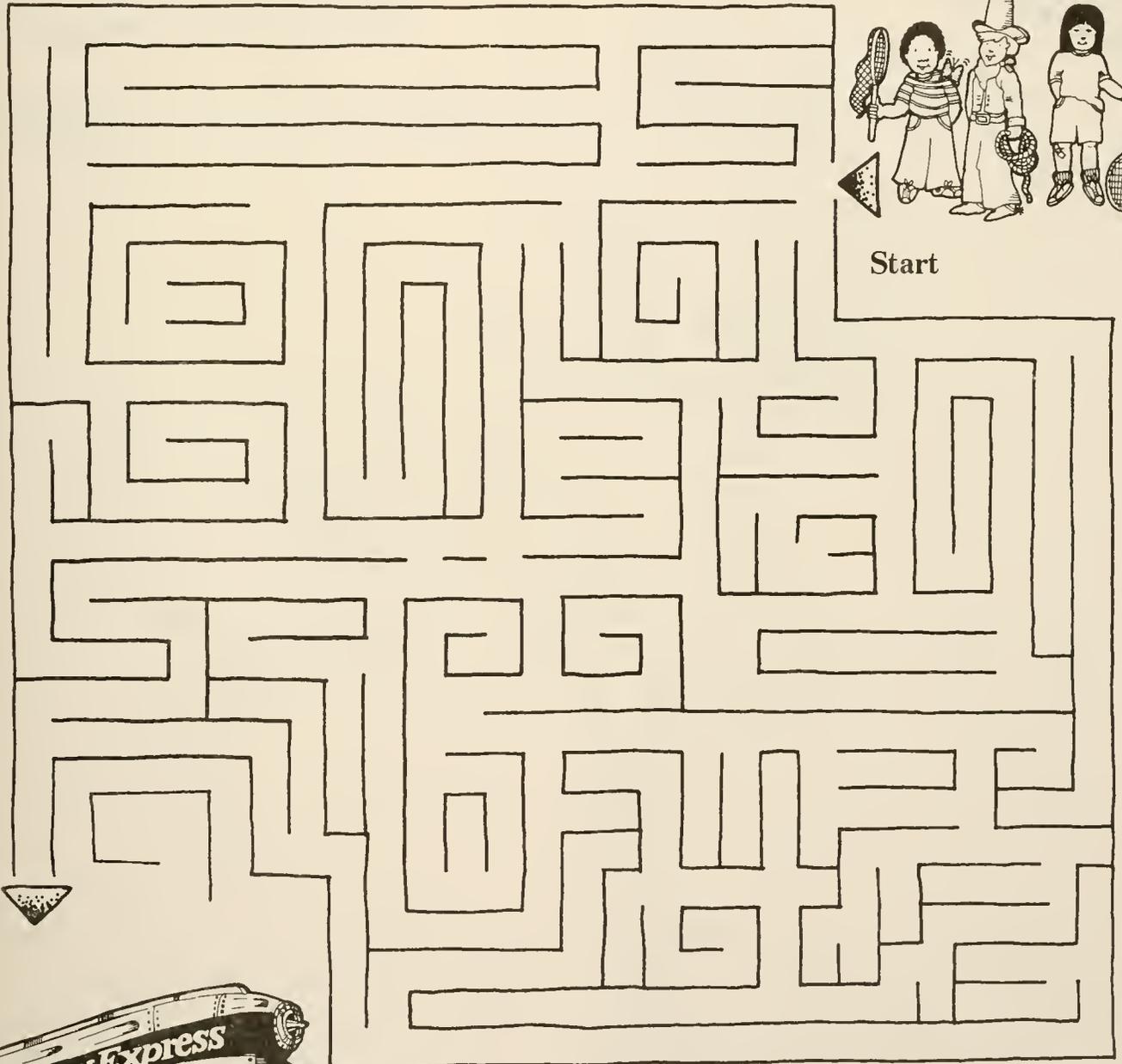


# Maze

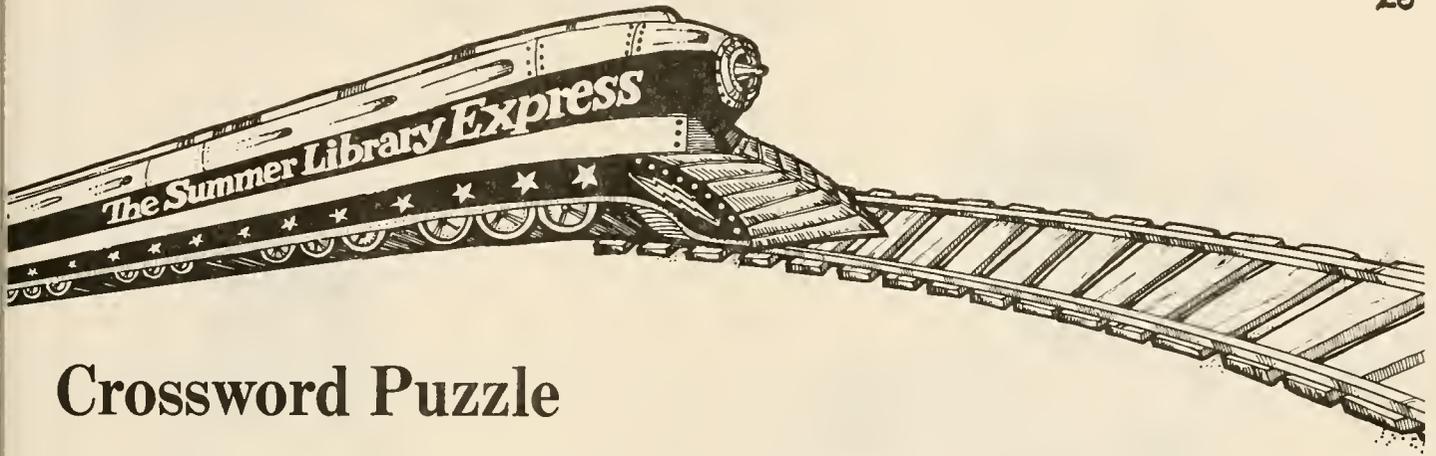
Starting at the top right corner of the page, find your way to the Summer Library Express located at the bottom left corner. But be careful—there are some dead ends along the way!



Start

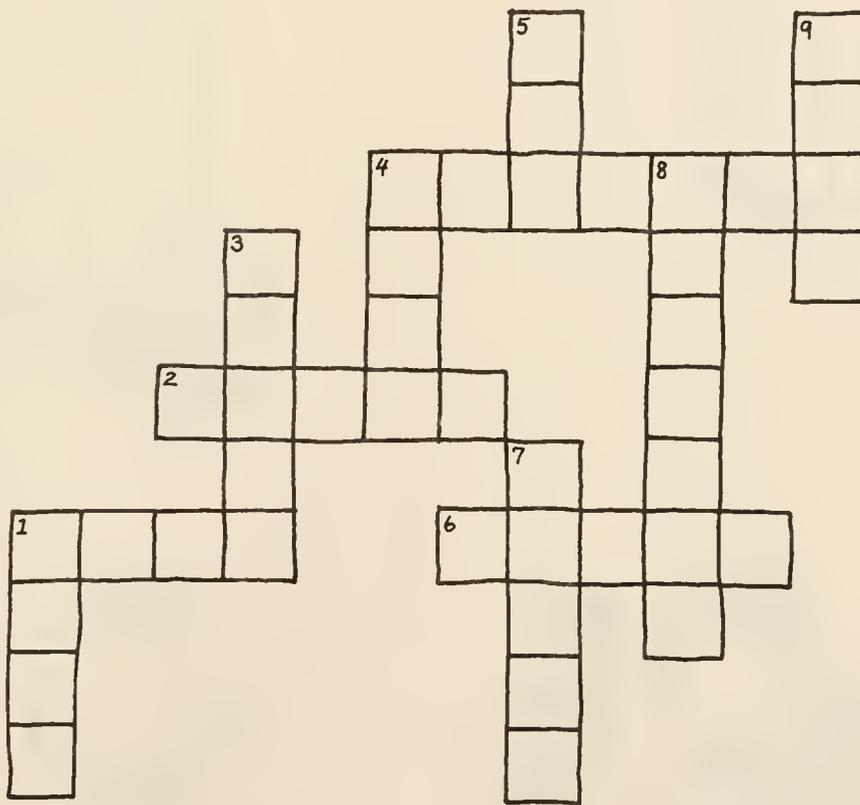






# Crossword Puzzle

Read the clues and fill in the blanks with the words that deal with your Public Library and things you'll find there!



## DOWN

- 1 It doesn't cost anything to use my Public Library; it's \_\_\_\_\_!
- 3 The Library has thousands of these waiting to be read!
- 4 This item allows me to check out books when I present it to the Librarian!
- 5 There are chairs in the Library where I can \_\_\_\_\_ and read!
- 7 This reference book is full of maps!
- 8 My Public \_\_\_\_\_ is a great place to find adventure!
- 9 These pieces of paper come together to make up a book!

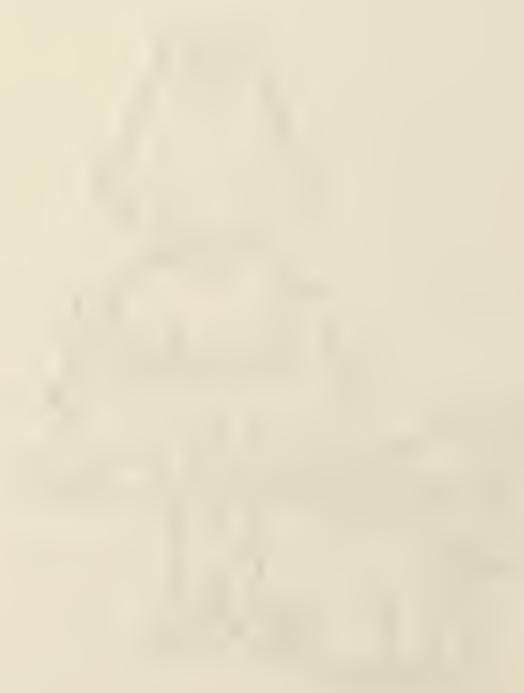
## ACROSS

- 1 These "moving pictures" are shown at the Library often!
- 2 Many of these important things go on a page to make up a book!
- 4 This holds information on all the books in the Library, and helps me find the book I need!
- 6 This is read to kids at regular times at the Library!



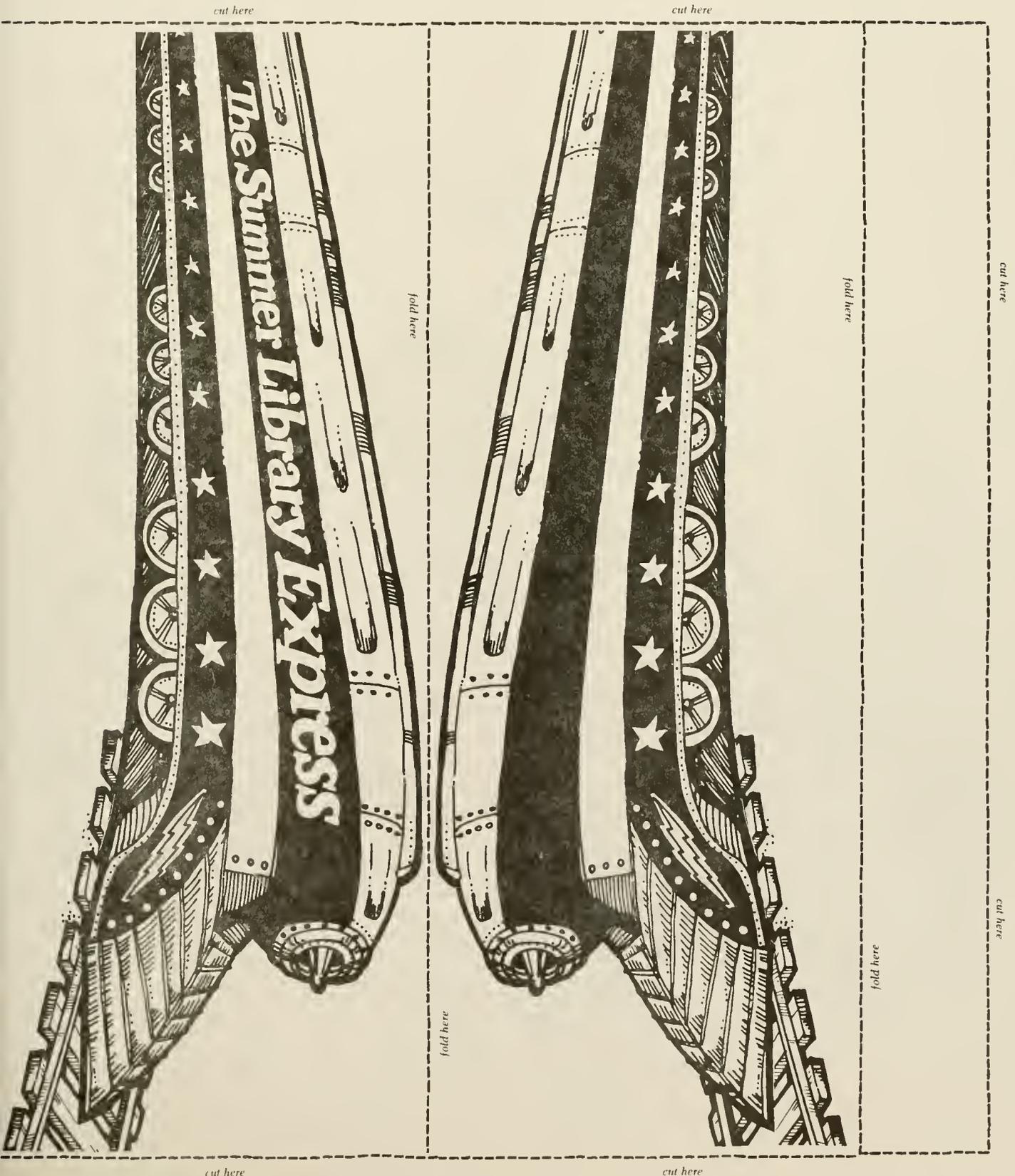
# This Is A "Color Me" Page





# Build Your Own Summer Library Express

The Summer Library Express is moving on . . . and you can create your own Express using this page! Just cut the train picture where you see the lines indicated, fold where shown, add a piece of adhesive tape and you've got your own Summer Library Express!





## IV. Certificate

If you wish to use a certificate for your Summer Program, the one on the following page may be reproduced.





# Certificate of Arrival

This Is to Certify That

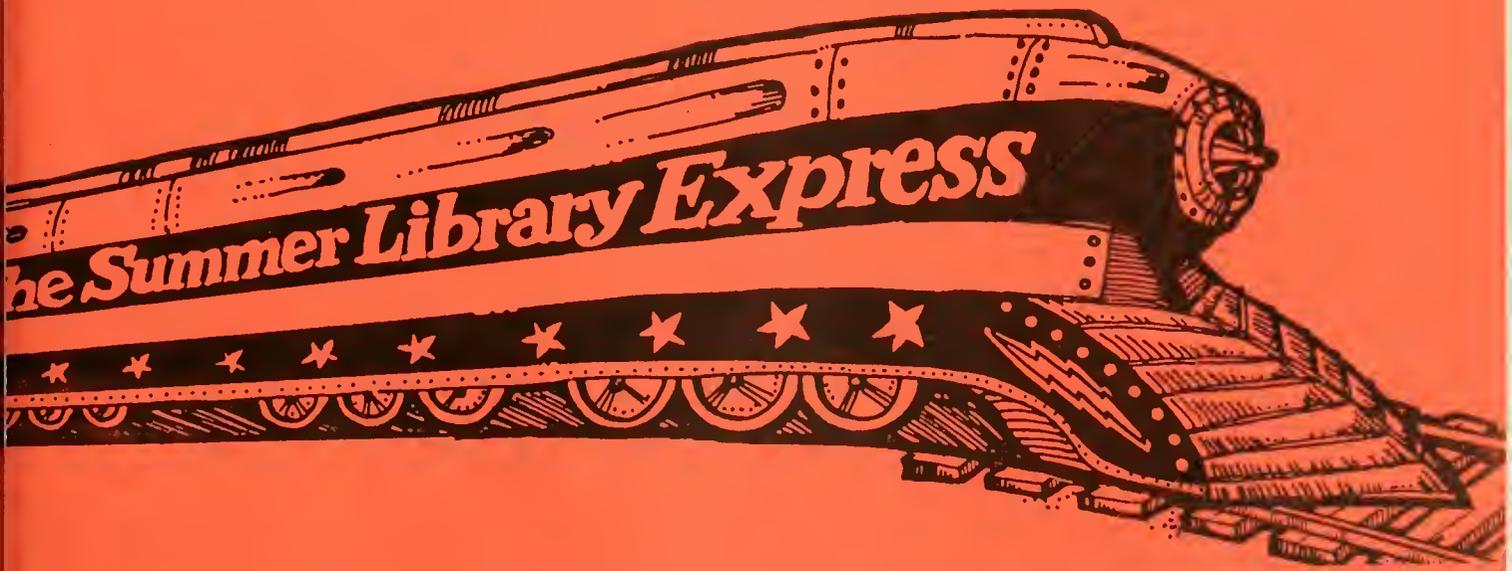
has completed all the steps in the 1981 State of Florida Summer Library Program  
and has arrived at the destination as a

## Summer Express Reader!





V. Sherry and Carol's Summer Library Express Workshop



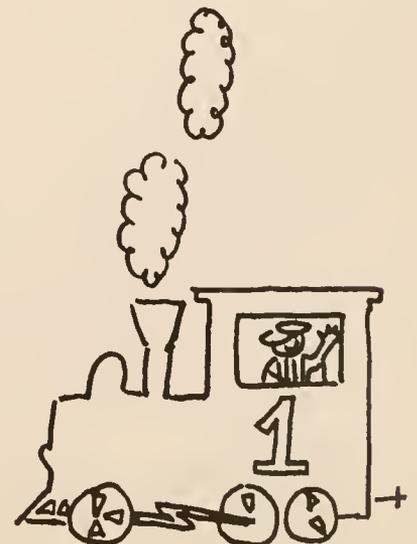


TIMETABLE

9:00-9:30	FUEL STOP--Registration and coffee CLEAR THE TRACK--Introduction and welcome CLASSIFICATION YARD--Program ideas and how to expand them <u>LITTLE LOCOMOTIVE</u> --A shadow puppet show BLOW THE WHISTLE, RING THE BELL--A sing-a-long GENERATING STEAM--Idea exchange
11:30-1:00	SOMEONE'S IN THE KITCHEN WITH DINAH--Lunch MAKING TRACKS--Creating with crafts ALL ABOARD--Stories, story-telling and choral reading
2:30-2:45	WHISTLE STOP--Break HEADLIGHT-ERS--Films and filmstrips on the rails PADDINGTON STATION--Creative dramatics GATHERING SPEED--It's a Batman puppet show: <u>The Last Laugh!</u> STREAMLINERS--Diesel decorations and <u>attract</u> ions
4:45-5:00	CABOOSE--A happy ending!

## STOPS

Monday, February 9, 1981 at Ft. Myers, Florida  
 Tuesday, February 10, 1981 at Clearwater, Florida  
 Thursday, February 12, 1981 at Tallahassee, Florida  
 Monday, February 16, 1981 at Daytona Beach, Florida  
 Friday, February 20, 1981 at Miami, Florida







HEAR THAT WHISTLE BLOW!

DESTINATION: Lots of summer fun!

We anticipate that this will be an exciting ride; for your comfort and convenience we've provided:

Page

Puppet Show and Patterns: The Last Laugh-----3-27

Shadow Puppet Show Patterns: Little Locomotive-----28-35

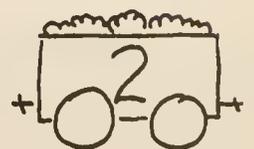
A Tell-and-Draw Story: Train Ride-----36-37

Selected Bibliographies of: Stories, Poetry, Songs, Films and  
Filmstrips, Recordings, Plays, Games, Crafts, Chants!-----38-58

Program Ideas and Details-----59-75

Puppet Skits for School Visits-----76

SO--sit back and enjoy the trip!





Holy Ha-ha's! It's Book Bafflement for the Dynamic Duo  
in  
THE LAST LAUGH  
an original puppet show by Carol Herman and Sherry Cotter  
with the permission of DC Comics.

## CHARACTERS:

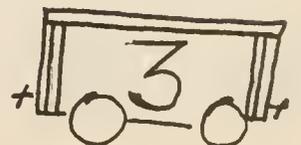
Batman  
Robin  
Joker  
Riddler  
Conductor  
Engineer  
(Voice of) Commissioner Gordon

## SCENE CHANGES:

the Joker's lair  
the Batcave  
outdoors at railroad siding

## PROPS:

small newspaper  
small books  
Batmobile  
train



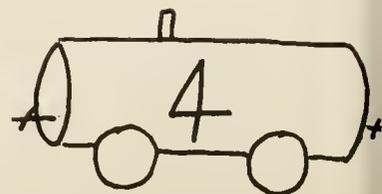
ACT I

Scene 1

(RIDDLER appears in front of Curtain, reading newspaper).

RIDDLER (to audience): Gadzooks! What ghastly game is this? The newspaper says that a train loaded with riddle books and joke books is coming to the Gotham City Public Library! These are terrible tidings! Why--if those books reach the Library, everyone in Gotham City will be able to read jokes and riddles! And tell them too! I can't allow this to happen! After all, I am the Prince of Puns and my friend, the Joker, is the Lord of Levity! HMMMMMM...Ah, ha, ha, ha, ha! I'll go to the Joker's lair right away! Together we'll think of some scandalous scheme to set things right!

(RIDDLER disappears behind Curtain).



2

ACT I

Scene 2

(JOKER's lair. RIDDLER and JOKER are onstage as Curtain rises).

JOKER: Ha, ha! My fiendish friend! What devilish doings bring you to my hilarious home?

RIDDLER: The laugh seems to be on us this time, Joker! Today's paper says that a train full of joke books and riddle books is being delivered to the Gotham City Public Library tomorrow! Everyone in Gotham City will be laughing without us!

JOKER: Yes, I read about the Summer Library Express! It's bound for the Library, chock full of jocular jokes and ridiculous riddles. We can't let that train arrive in Gotham City, Riddler! We must control all the jokes and riddles! We can't allow the plebian public free access to our secret stock of mirth!

RIDDLER: I'll just bet those Dynamic Dunderheads, Batman and Robin, are mixed up in this somehow! They'll try anything to weaken our hold on the people of Gotham City--including undermining our monopoly on merriment!

JOKER: You're probably right, you riotous Riddler! That makes it even more imperative that we move quickly to prevent this horrible happening.

RIDDLER: I'm sure that together we can hatch a perfect plot to foil all the Gotham City clods.

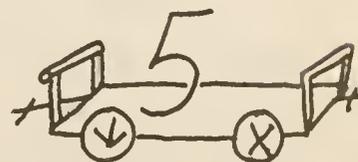
JOKER: Of course we can! We are the Kings of Clowndom and will remain so!

(Both think hard for a moment).

RIDDLER: Best of brainstorm, Joker! I have the most perfidious plan in mind. Just listen to this!

(They huddle together, whispering, as Curtain descends).

CURTAIN



## 3

ACT I

Scene 3

(Batcave. BATMAN and ROBIN are studying newspaper as Curtain rises).

ROBIN: Holy happiness, Batman! It's joy and jubilation heading for Gotham City! The Summer Library Express is on its way here, carrying a cargo of joke and riddle books for all the children to enjoy during their summer vacation. It says here that Bruce Wayne has donated funds to provide the Library with these chortles and chuckles.

BATMAN: Yes indeed, Robin; what is the good of wealth if not to make others happy? And what better way to spread cheer than through laughter!

(Batphone rings, interrupting: Beep, beep, beep, beep!).

BATMAN (answering phone): Batcave here. Who's calling, please?

COMMISSIONER GORDON's voice (from offstage): Commissioner Gordon here, Batman. I've received a cryptic code from some malevolent miscreant. The message says:

Gotham City may plan and scheme  
and hope to import books by train,  
but thanks to the work of a certain team  
all your efforts will be in vain!

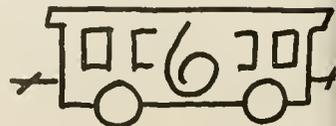
ROBIN: Holy hooligans, Batman! That has to be from the Riddler and the Joker!

BATMAN: Right, Robin. But we must determine the significance of this perplexing puzzle before those jocular jinx-ters do their devious damage.

COMMISSIONER GORDON: I've called on you, Dynamic Duo, because I am confident that if anyone can solve this madcap mystery, you two can. Don't hesitate to call on me for assistance. I'll be in close touch.

BATMAN: Certainly, Commissioner. We'll get to work right away.  
(He hangs up Batphone).

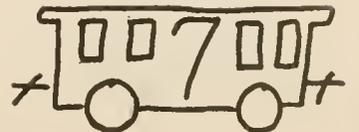
ROBIN: Holy hastiness, Batman! Let's feed this rancid rigmarole into the Batcomputer and see what we can learn.



4

BATMAN: Good thinking, Boy Wonder!

CURTAIN



5

ACT II

Scene 1

(Outdoors at railroad siding. CONDUCTOR and ENGINEER are loading books on train in preparation for journey).

CONDUCTOR: Gee, Boss. This is such a pleasant task to be bringing all this good humor to Gotham City.

ENGINEER: How right you are, friend. Why--you might call us the "good humor" men!

(Both laugh and continue to load the train busily. RIDDLER and JOKER enter unnoticed).

RIDDLER: Those two sound like real gullible goofs! This plan will be like child's play.

JOKER: Why it's almost sinful how easy it will be to trick those naive nincompoops. Just like taking candy from a baby.

CONDUCTOR (loudly): All aboard! All aboard the Summer Library Express! Destination: Gotham City!

RIDDLER (to JOKER): Now's our chance; here we go!

(They walk over to CONDUCTOR and ENGINEER).

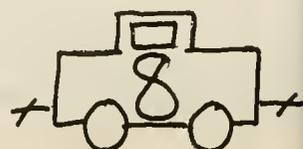
CONDUCTOR (cordially): Good day, gentlemen. May I be of assistance?

JOKER (falsely charming): Yes, you may. Is this the Summer Library Express?

ENGINEER: Yes, it is! I'm your energetic engineer for this triumphant trip to Gotham City. As you may already know, this is a very special train. We're delivering joke and riddle books to the Gotham City Public Library!

CONDUCTOR (chuckling): As a matter of fact, we've been calling ourselves the "good humor" men! Hyuk, hyuk, hyuk!

RIDDLER: Why this is just the train for us! My friend and I love good humor!



## 6

JOKER: I always say that I can tell a man I like by his sense of humor!

CONDUCTOR: In that case we're extra glad to have you two accompany us. That reminds me of a good joke.  
"Where do good little engines wash themselves?"

RIDDLER: Why I don't rightfully know.

JOKER: Me either.

CONDUCTOR (laughing): "Behind their engineers!" Get it?

(All start laughing).

ENGINEER: I have a fine riddle for you. "Why did the cow go over the railroad track?"

JOKER: That one has me stumped.

RIDDLER: Me too!

ENGINEER: "Because she couldn't go under it!"

(All laugh).

RIDDLER: Now I have one for you, my jolly jesters!  
"How can you make a locomotive sit down?"

CONDUCTOR: You got me there.

ENGINEER: I give up.

RIDDLER (gleefully): "Remove its tender behind!"

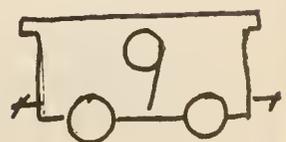
(All laugh uproariously).

JOKER: I have one to top that. "How can you tell when a train is gone?"

ENGINEER: Gee--I don't know.

CONDUCTOR: I haven't the faintest idea.

JOKER: "It leaves its tracks behind!"



7

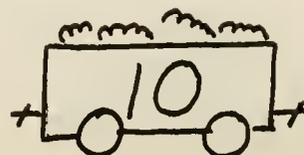
(By this time CONDUCTOR and ENGINEER are hysterical; RIDDLER and JOKER laugh with them as they push them offstage).

RIDDLER: Let us not tarry, you clever comic.

JOKER: Quickly. Let us hijack this train before those laughing loons realize what is happening.

(Train sounds are heard as they pull out offstage).

Curtain



8

ACT II

Scene 2

(Railroad siding. BATMAN and ROBIN rush onstage as Curtain rises).

ROBIN: Holy hurrahs, Batman. I'm glad we were able to figure out that taunting twister from those surreptitious senders.

BATMAN: Hold the hurrahs, Boy Wonder, until we know whether the Summer Library Express is proceeding on schedule.

ROBIN: No sign of activity here, Batman.

BATMAN: We don't know whether that is good or bad, Robin.

(CONDUCTOR and ENGINEER come laughing onstage, falling against one another).

ROBIN: Holy horrors, Batman! The Engineer and Conductor are still here!

BATMAN: But where is the Summer Library Express? (approaches ENGINEER and CONDUCTOR). Excuse me, gentlemen.

CONDUCTOR: You're excused! Hyuk, hyuk, hyuk!

ROBIN: I doubt if we'll get any sense out of these two, Batman.

ENGINEER: Say--that reminds me. "What is the difference between a teacher and an engineer?"

CONDUCTOR: I dunno.

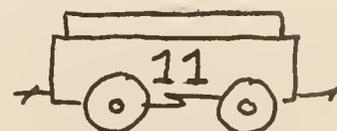
ENGINEER: "One trains the mind and the other minds the train!"

(ENGINEER, CONDUCTOR and even ROBIN all laugh).

BATMAN (sternly): Stop that! All of you! This is no joke, men! The Summer Library Express has been hijacked!

ENGINEER (snapping out of it): Hijacked! My train hijacked?

CONDUCTOR: How could that be?



9

BATMAN: I have a strong suspicion how this came about. Did either of you see two funny felons pass this way?

CONDUCTOR: You don't mean those two jovial gents who chatted with us?

ROBIN: I'm afraid we do. You see--the Riddler and the Joker have been sending camouflaged clues threatening to steal the joke and riddle books from the Summer Library Express!

ENGINEER: And we played right into their harmful hands! Oh, what a disgrace for me! I let all of Gotham City down.

BATMAN: Don't blame yourselves, friends. Very few individuals are equal matches for the likes of those perennial pranksters! The Boy Wonder and I will settle this score with those cohorts in chicanery! In the meantime I want both of you to report this dastardly deed to the Gotham City Police.

CONDUCTOR: We're terribly sorry, Dynamic Duo. I don't know how we could have been so careless.

ENGINEER: It's just that once they started us laughing we couldn't stop!

BATMAN: That's quite understandable. We all know how contagious laughter can be.

ENGINEER: We'll be off now to the Police. Again our apologies.

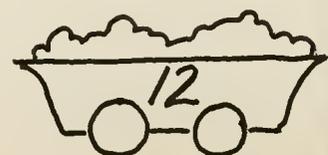
(CONDUCTOR and ENGINEER exit offstage).

ROBIN: To the Batmobile! There's no time to lose!

BATMAN: There's only one place those sly scoundrels can be heading! To the Joker's lair!

(They exit in Batmobile).

CURTAIN



10

ACT III

Scene 1

(Joker's lair. RIDDLER and JOKER are unloading books as Curtain rises).

JOKER: What a hilarious haul this is for us!

RIDDLER: I can just imagine all those baffled brats in Gotham City mewling for their giggles and gags!

JOKER: Ah, ha, ha, ha, ha! What power! They're all ours now!

RIDDLER (looking at a book): Look at all of this! I'll have much material to add to my comic collection. Listen to this one.

(They're interrupted by a crash as BATMAN and ROBIN break into lair).

BATMAN: The fun and games are over, you boisterous buffoons! Hand over those books!

JOKER: The laugh is on you, Batman. You've blundered right into our treacherous trap. With these books as bait we've got you right where we want you. Quick, Riddler, the laughing gas!

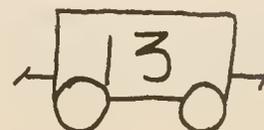
RIDDLER: Have some essence of elation, you egotistical egg-heads! (Sprays BATMAN and ROBIN who fall down, laughing).

JOKER: Let's hide them in the dingiest dungeon! That's the best place for these Dynamic Dunces! Ha, ha, ha, ha!

RIDDLER: There's no need to bother, you zany zealot! They're totally incapacitated as you can see! Let them watch helplessly as we complete our crazy crime! We have lots more books to bring in; let's go get them!

(JOKER and RIDDLER move offstage to get more books).

BATMAN: Oh, ha, ha, ha, ha! Quick, Boy Wonder! Ha, ha, ha, ha! The antidote for these--ha, ha--awful antics! Ha, ha, ha, ha! It's--ha, ha--in my--ha, ha--Bat-belt--ha, ha! I'm too weak--ha, ha, ha--with laughter--ha--to get it! Ha, ha, ha!



11

ROBIN: Ha, ha, ha! I think I can--ha, ha, ha--get it, Batman!  
Ha, ha, ha, ha! If only--ha, ha--I could get closer!  
Ha, ha, ha, ha! I've got it!

(ROBIN sprays antidote; they finally stop laughing).

BATMAN: You're a wonder, Boy Wonder! Now let's hide over there  
so we can take those raucous rascals by surprise!

(BATMAN and ROBIN hide offstage; JOKER and RIDDLER return onstage  
with more books).

JOKER: Zounds! Those laughing louts seem to have disappeared!

RIDDLER: But how could even those artful adversaries have found  
a solution to their delirious dilemma?

(BATMAN and ROBIN jump onstage).

BATMAN: Your ghastly gas can't jeopardize justice for long, you  
vile villains! You might as well give yourselves up!

JOKER: That's a joke! Ha, ha, ha! We, the Kings of Comedy,  
surrender to you Boring Birds of Blah? I could die laughing.  
Ha, ha, ha!

(All fight until RIDDLER and JOKER are defeated).

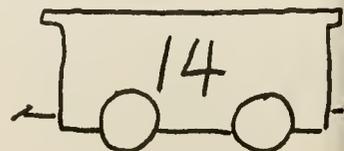
BATMAN: Haven't you two learned that lawlessness never pays?  
Robin--you load these two puerile punks onto the Summer  
Library Express while I gather up these books to deliver  
to the Gotham City Public Library.

ROBIN: Holy happy endings, Batman! We've saved the day--and  
the books--for Gotham City! (Pushes RIDDLER and JOKER  
along). Come on, you two finished felons! It's the  
Gotham City jail for you!

BATMAN: We're not finished yet, Robin! This show won't be  
over until the Summer Library Express arrives at its  
destination.

(All move offstage).

CURTAIN



12

ACT III

Scene 2

(Railroad siding. Train with BATMAN and ROBIN moves across stage and offstage with sound effects; BATMAN, ROBIN, CONDUCTOR, ENGINEER all come onstage).

ENGINEER: We want to thank you again, Dynamic Duo, for preventing a catastrophic calamity from occurring.

CONDUCTOR: Yes, you two are really the "good humor" men since you delivered the riddle and joke books to the Library.

BATMAN (laughs): Robin and I were glad to be of service. Now we can all relax because those capricious criminals are in jail. Remember: He who laughs last laughs best!

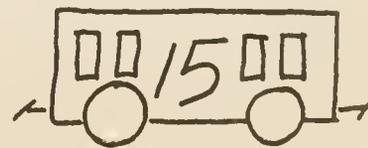
ROBIN: Laughs? That reminds me of a good joke. Did you hear the one about the man who missed his train? The Conductor asked him: "Oh, sir, did you miss your train?" "Not at all," said the man. "I didn't like its looks so I chased it out of the station." (Starts laughing).

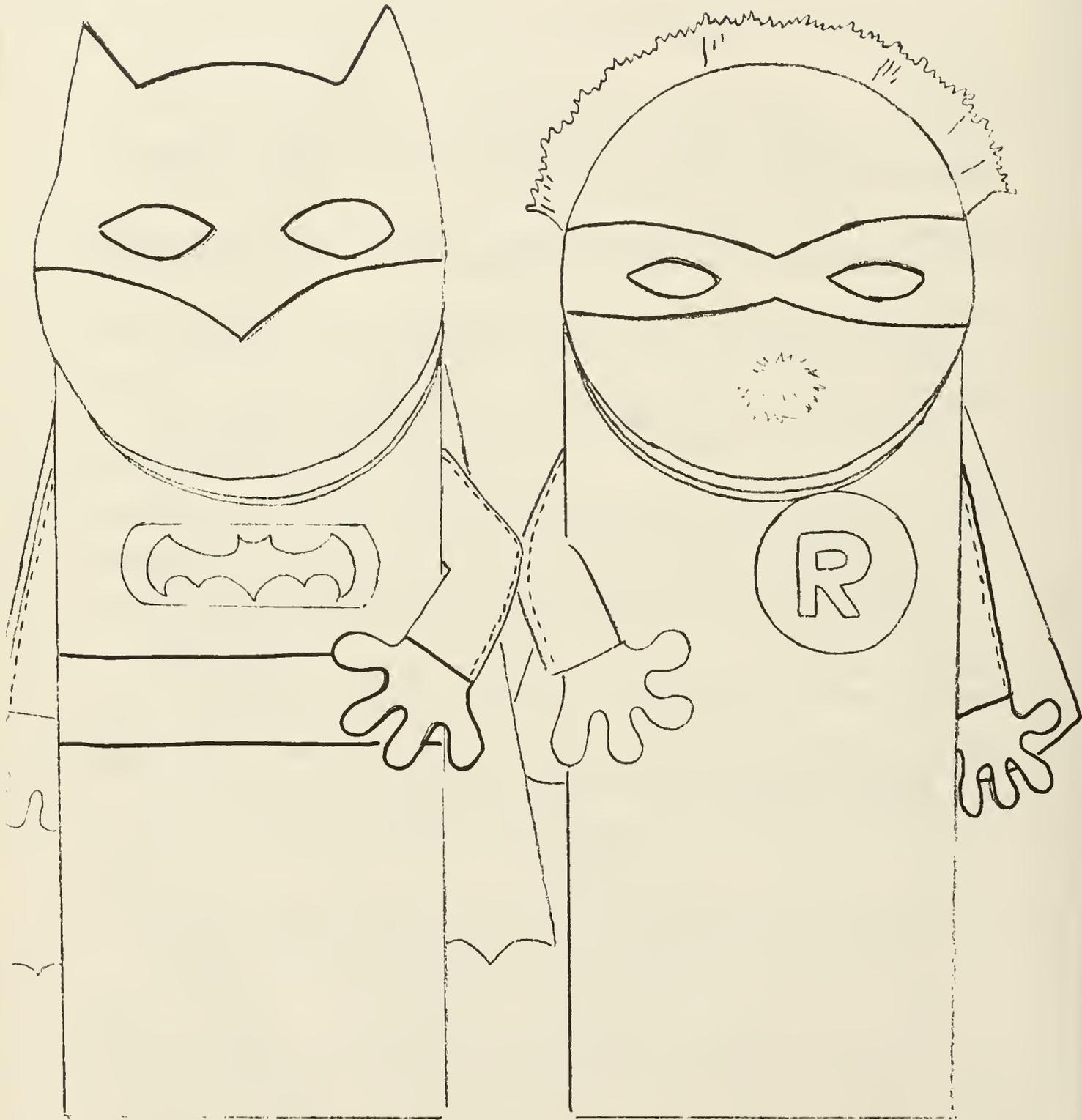
(BATMAN, ENGINEER and CONDUCTOR all look at each other, start mumbling and walk offstage, leaving ROBIN alone, laughing).

ROBIN (looking all around): Hey! Where is everyone? Wait for me! (Runs offstage; train whistle is heard).

CURTAIN

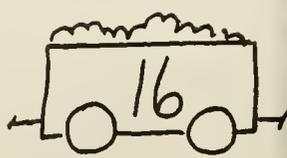
THE END!

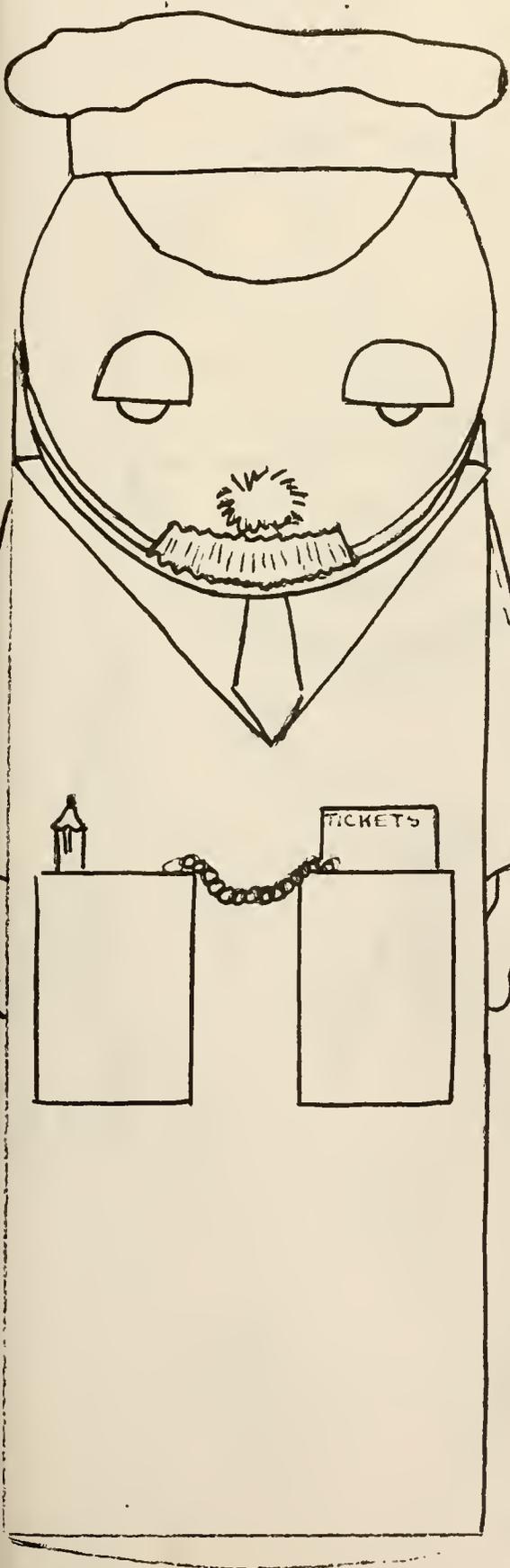




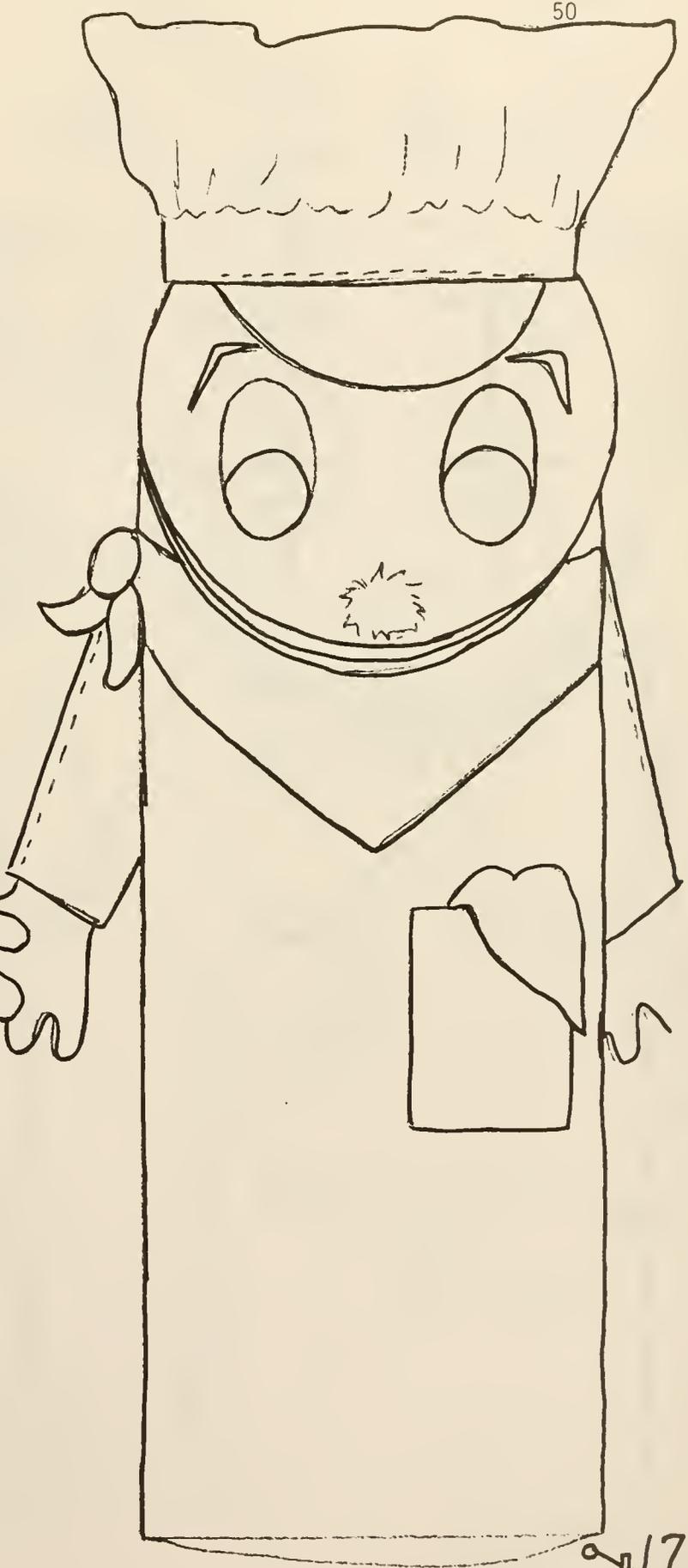
Batman

Robin



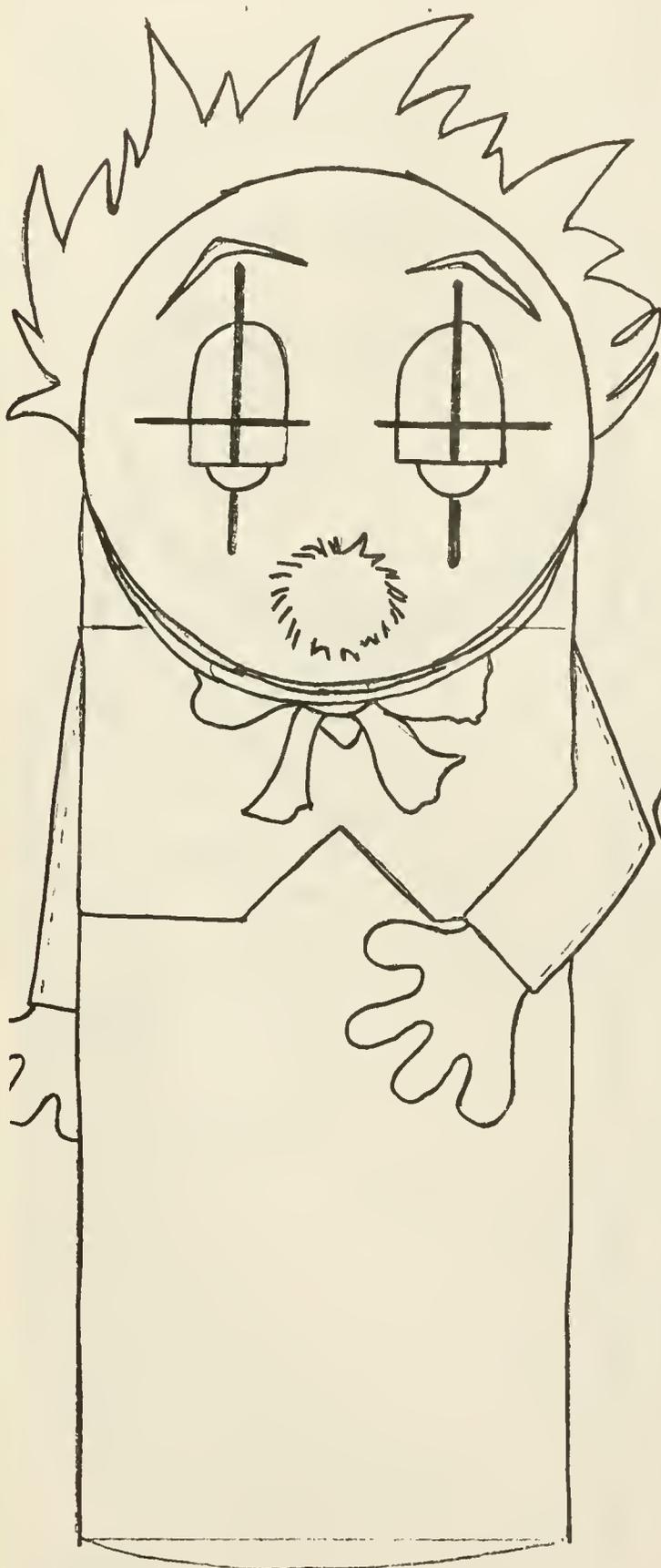


CONDUCTOR



ENGINEER

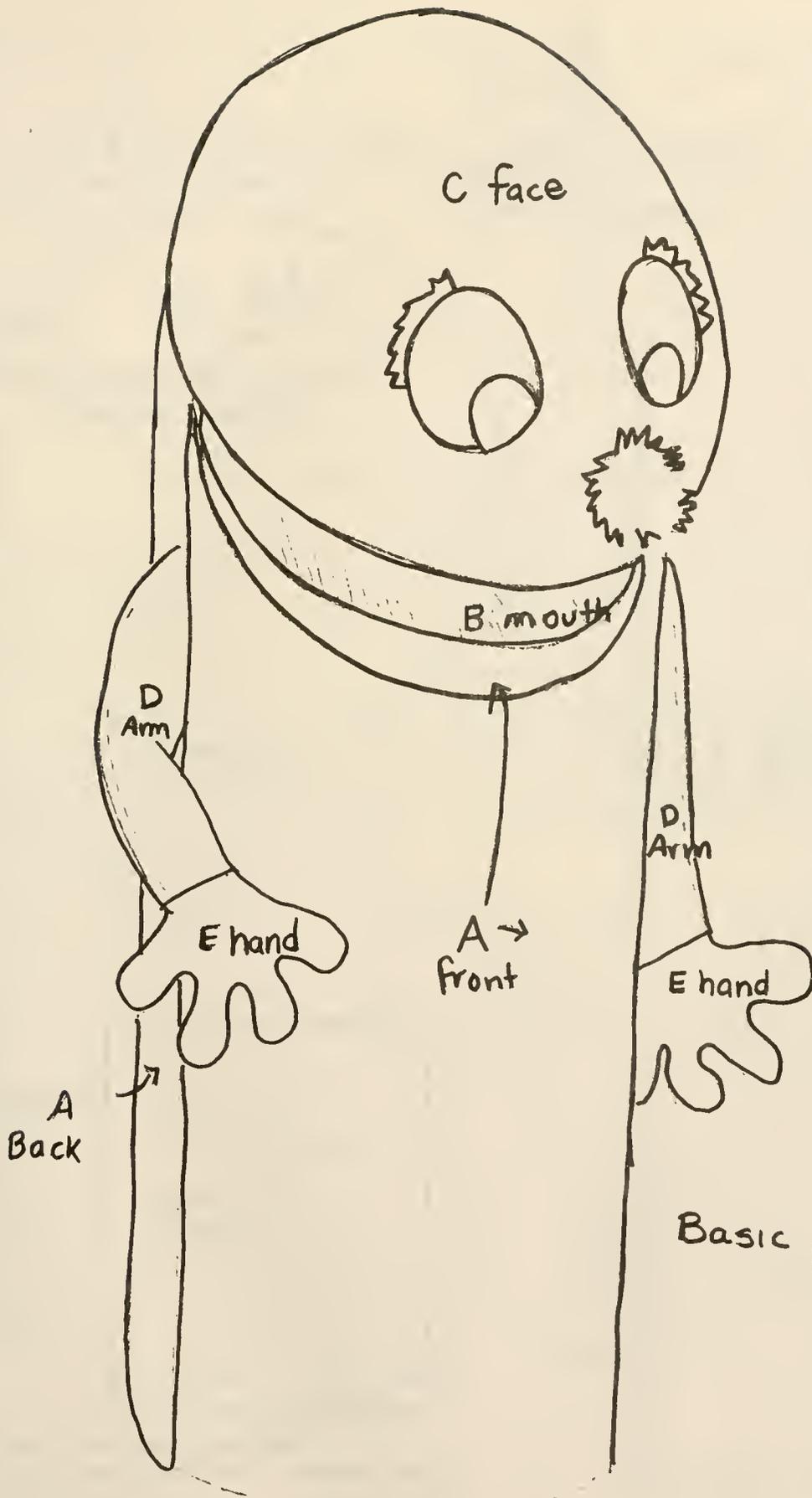




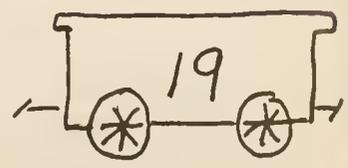
Joker



Riddler

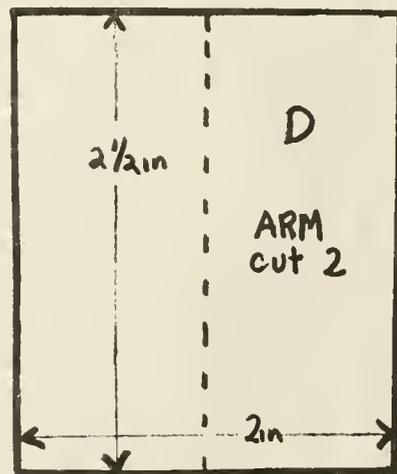
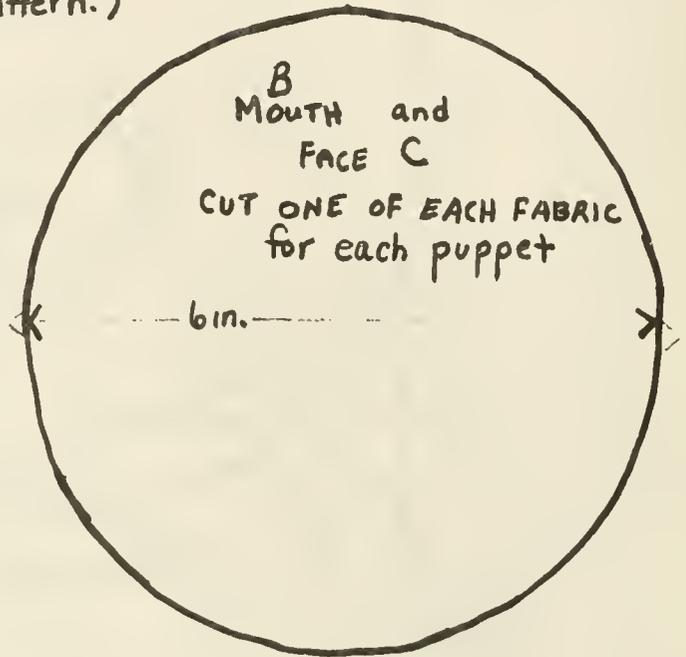
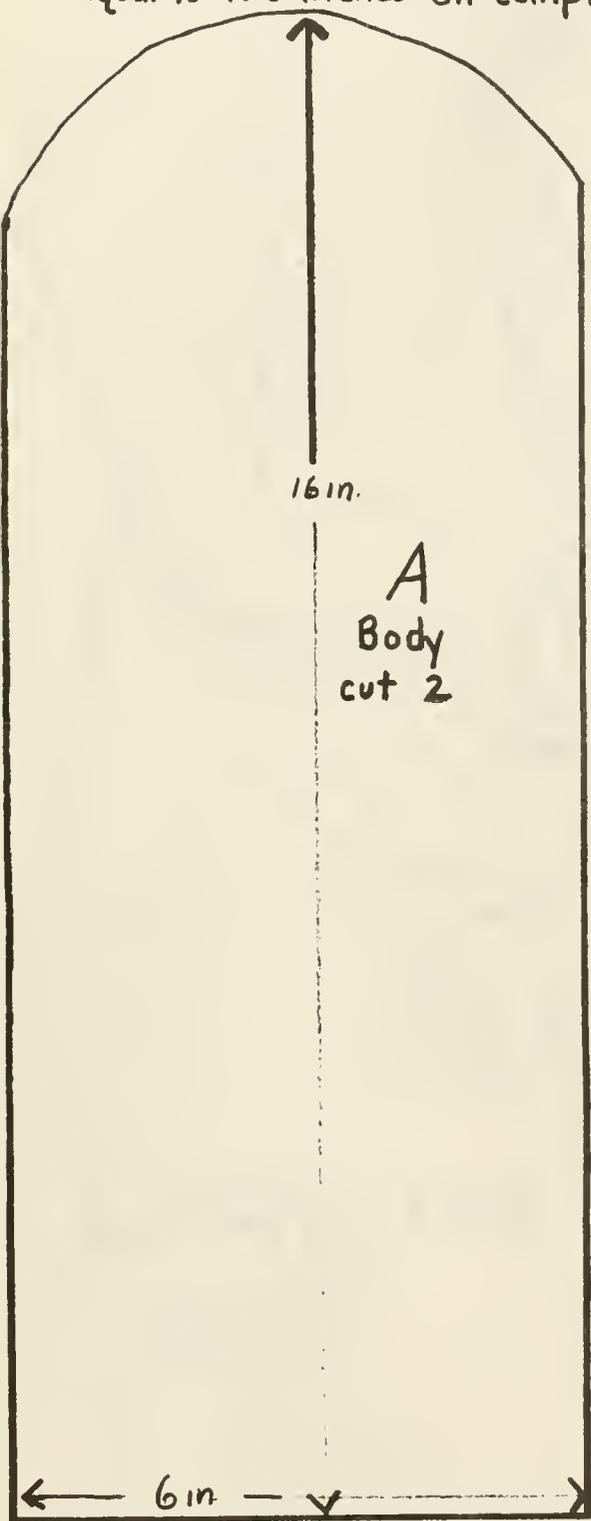


Basic puppet body  
3/4 view

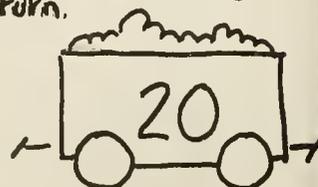


# BASIC PUPPET BODY

All puppets need pieces A, B, C, D, & E  
Unless otherwise indicated, all patterns are scaled 1:2. (one inch is equal to two inches on completed pattern.)

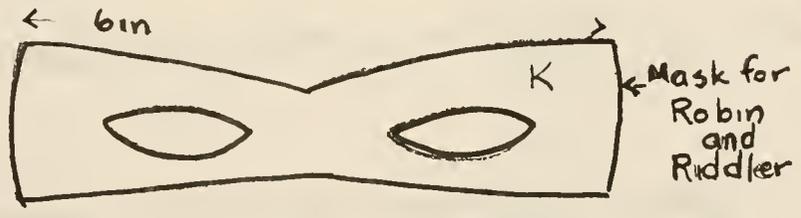
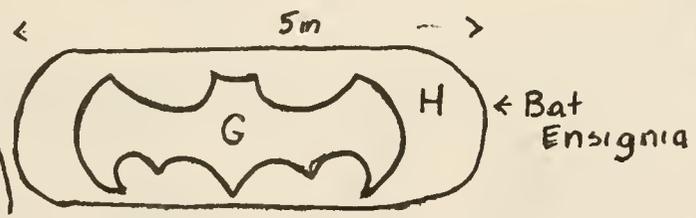
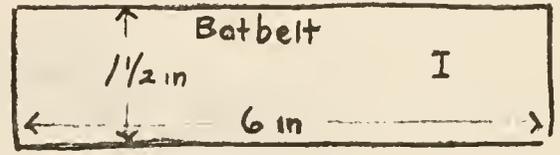


fold here, and sew shut wrong sides together - do not turn.

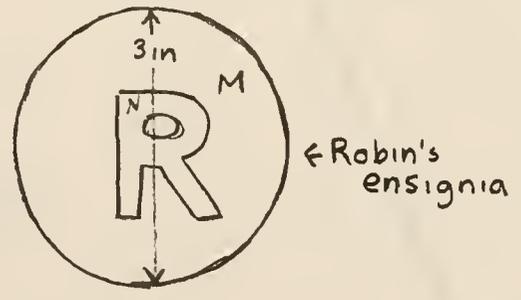


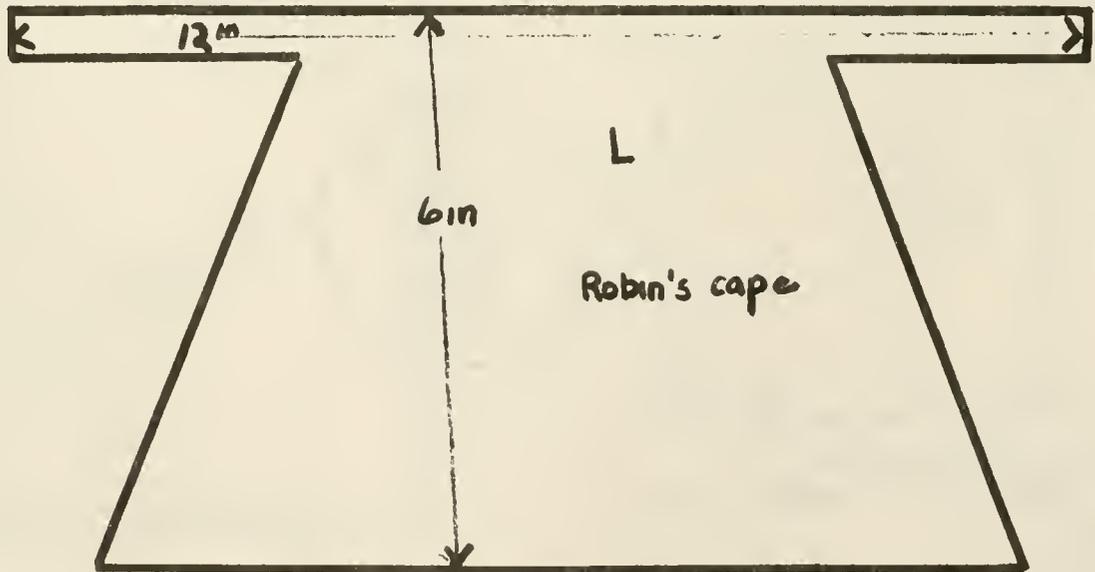
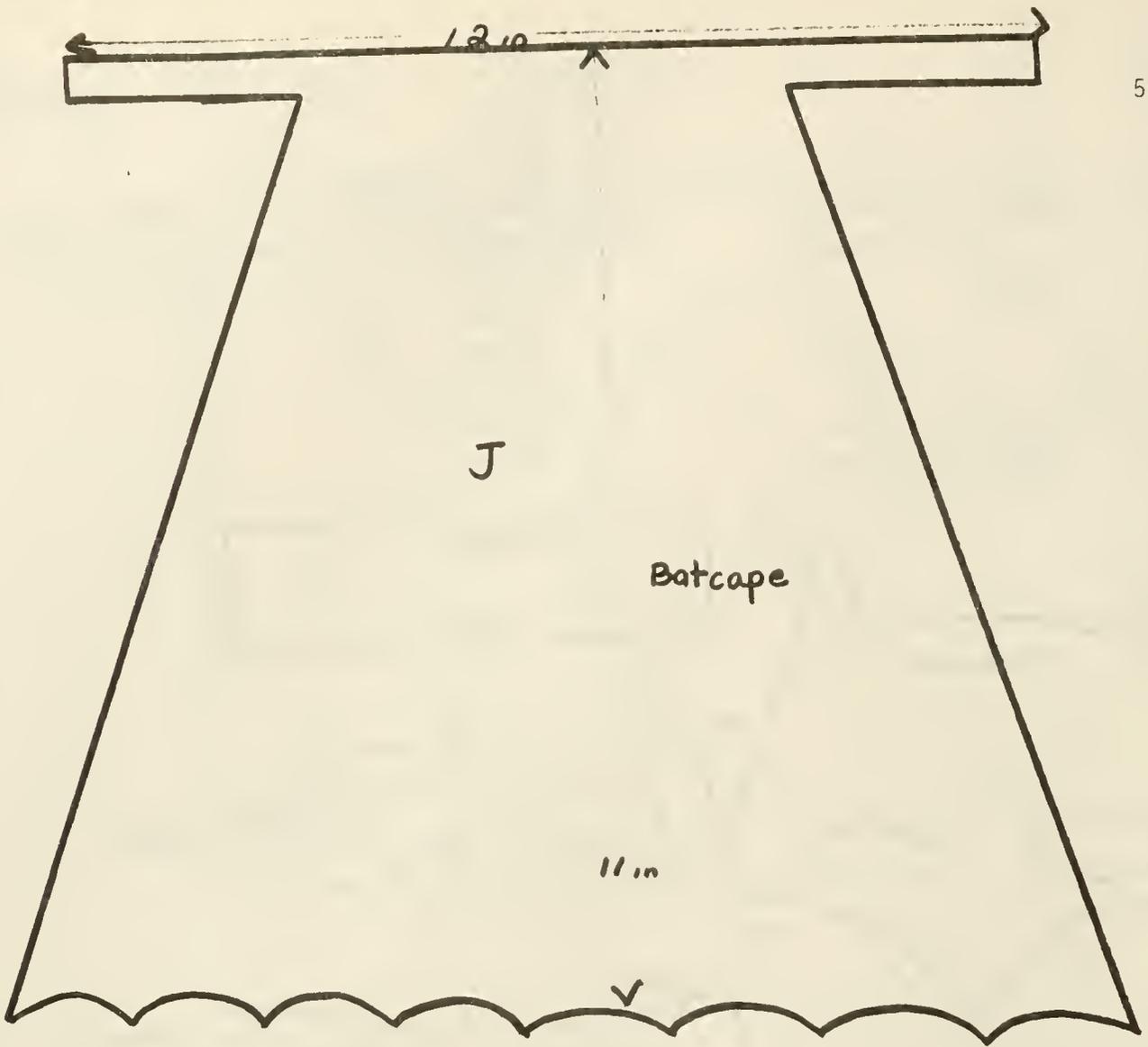
CUTTING

- A - GREY
- B - RED
- C - FLESH TONE
- D - GREY
- E - BLUE
- F - BLUE
- G - BLACK
- H - YELLOW
- I - YELLOW
- J - BLUE



- Robin :
- A - RED
  - B - RED
  - C - FLESH TONE
  - D - GREEN
  - E - GREEN
  - L - YELLOW
  - K - BLACK
  - M - BLACK
  - N - YELLOW

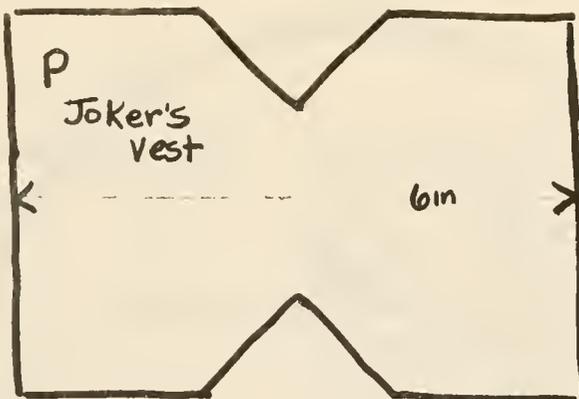




22  
-0-0-

### Joker:

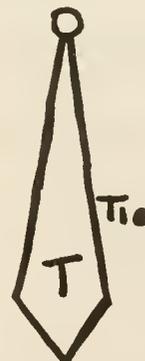
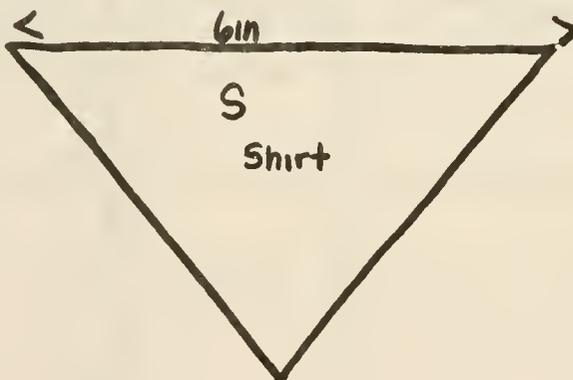
- A - BLACK
- B - RED
- C - WHITE
- D - BLACK
- E - WHITE
- O - PINK
- P - GREY
- Q - RED



### Riddler:

- A - BLACK
- B - RED
- C - FLESH TONE
- D - BLACK
- E - FLESH TONE
- K - BLACK
- R - MULTICOLORS

? R Riddler's  
O Question marks  
Various sizes

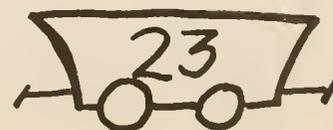


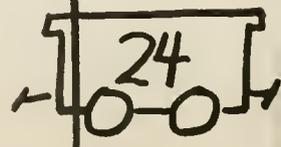
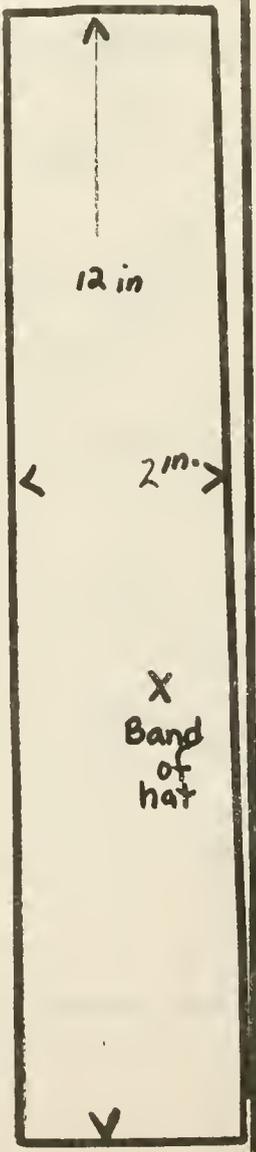
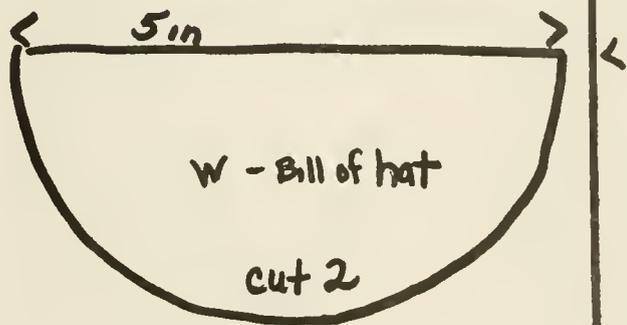
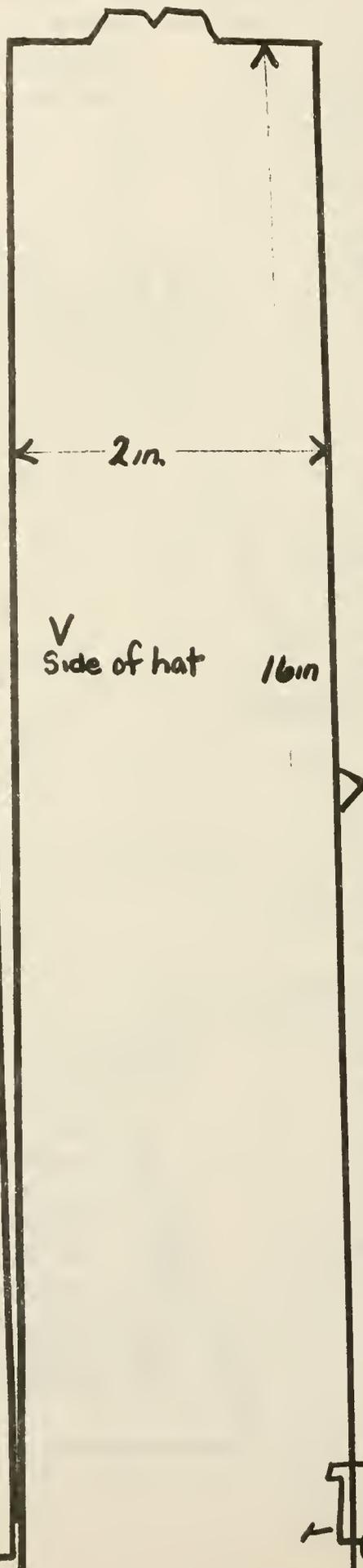
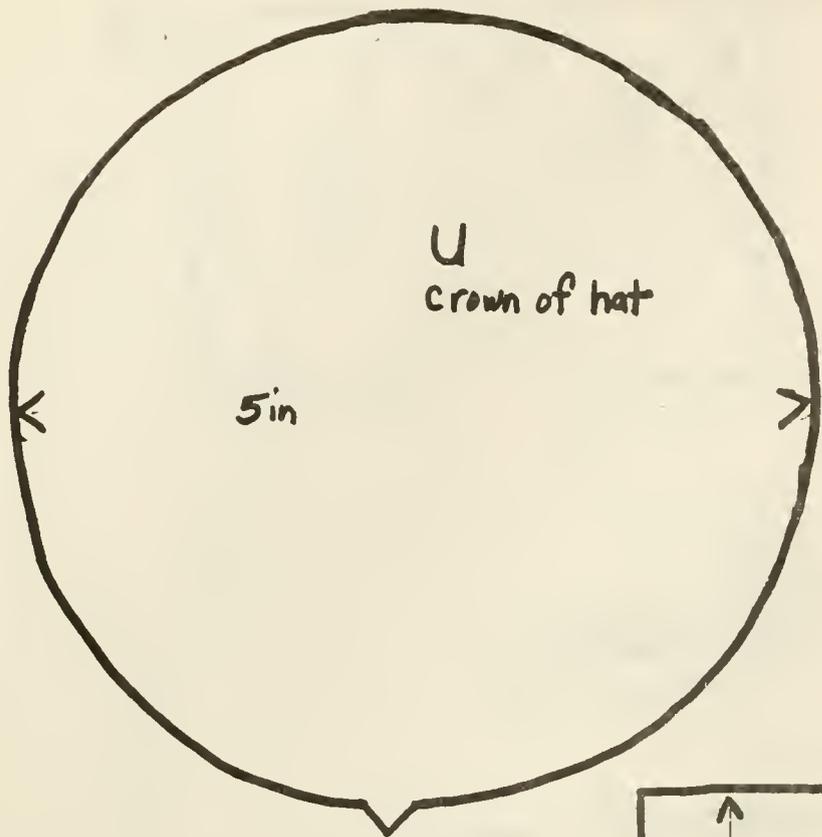
### Conductor:

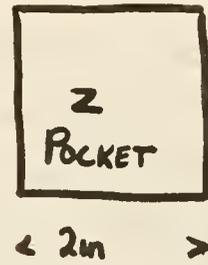
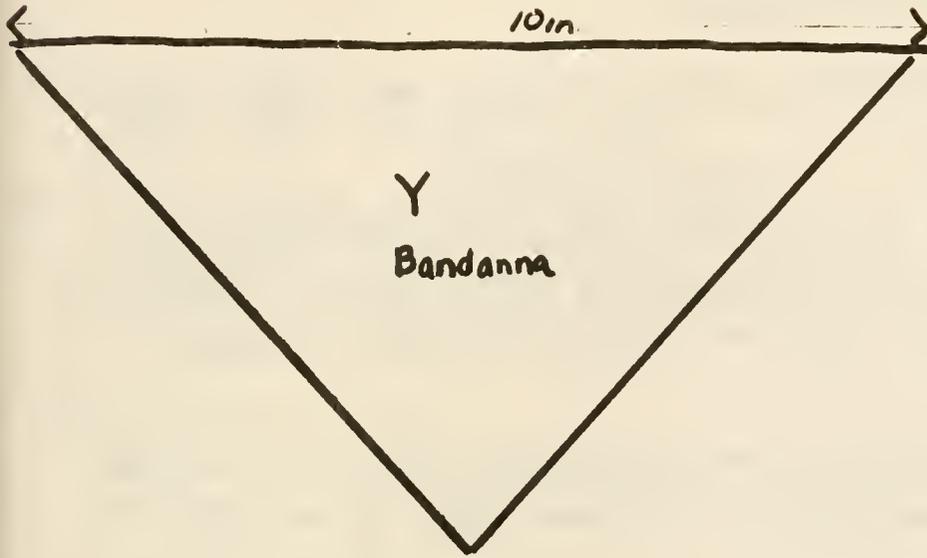
- A - BLUE
- B - RED
- C - FLESH TONE
- D - BLUE
- E - FLESH TONE
- S - WHITE
- T - BLACK
- U - BLUE
- V - BLUE
- W - BLUE
- X - BLUE
- Z - BLUE  
(cut 2)

### Engineer:

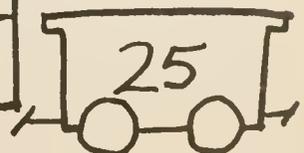
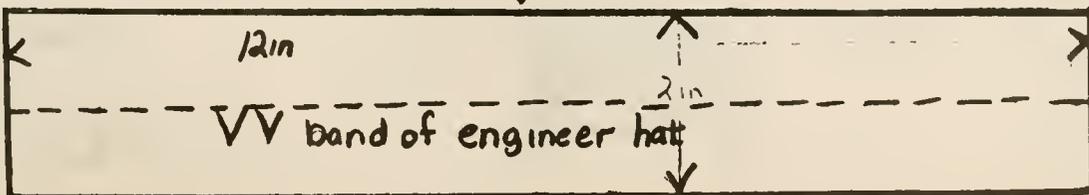
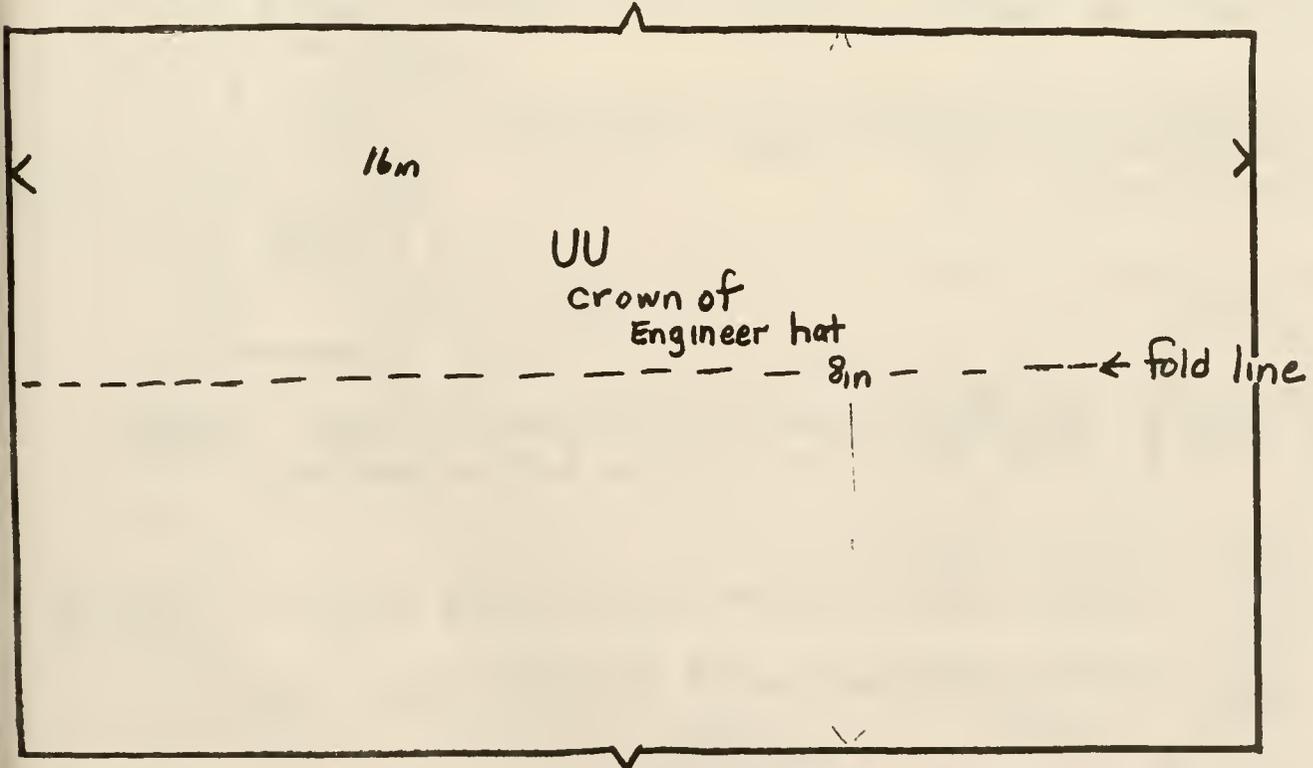
- A - TICKING
- B - RED
- C - FLESH TONE
- D - TICKING
- E - FLESH TONE
- UU - TICKING
- VV - TICKING
- Y - Bandanna
- Z - TICKING
- W - TICKING





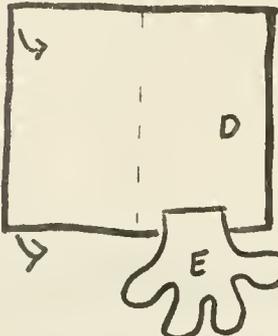


Eyes, noses, and other facial features may be constructed from scrap: of felt, yarn, pom-poms, etc., and attached with fabric glue. Remember not to indicate the mouth on the face as this is a mouth-puppet.



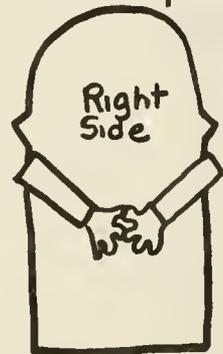
# Instructions

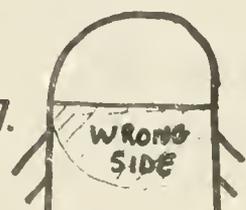
1. Nearly all puppets are made from heavy-weight felt. Use felt for ensignias, facial features, decorations.
2. Batman's cape and Robin's cape should be made from a slippery fabric that will not stick to felt. Polyesters are good. The engineer's body should be made with denim ticking.
3. Seam allowances are  $\frac{1}{8}$ ".

4.  Pin E in place as indicated. Fold D at dotted line and stitch  $\frac{1}{8}$ " from edge. Do not turn.

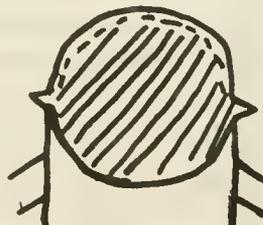
5. Pin arms in place one inch below notches on front panel A as shown at right.

- \*6. (see step 11) With right sides together, stitch front and back panels from notch to bottom at sides. Turn right-side-out.

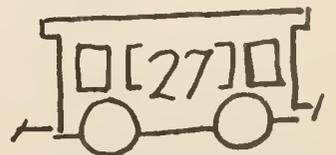
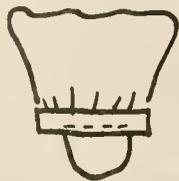


7.  Fold front panel at line formed between notches. Stitch front panel  $\frac{1}{8}$ " from fold to form chin.

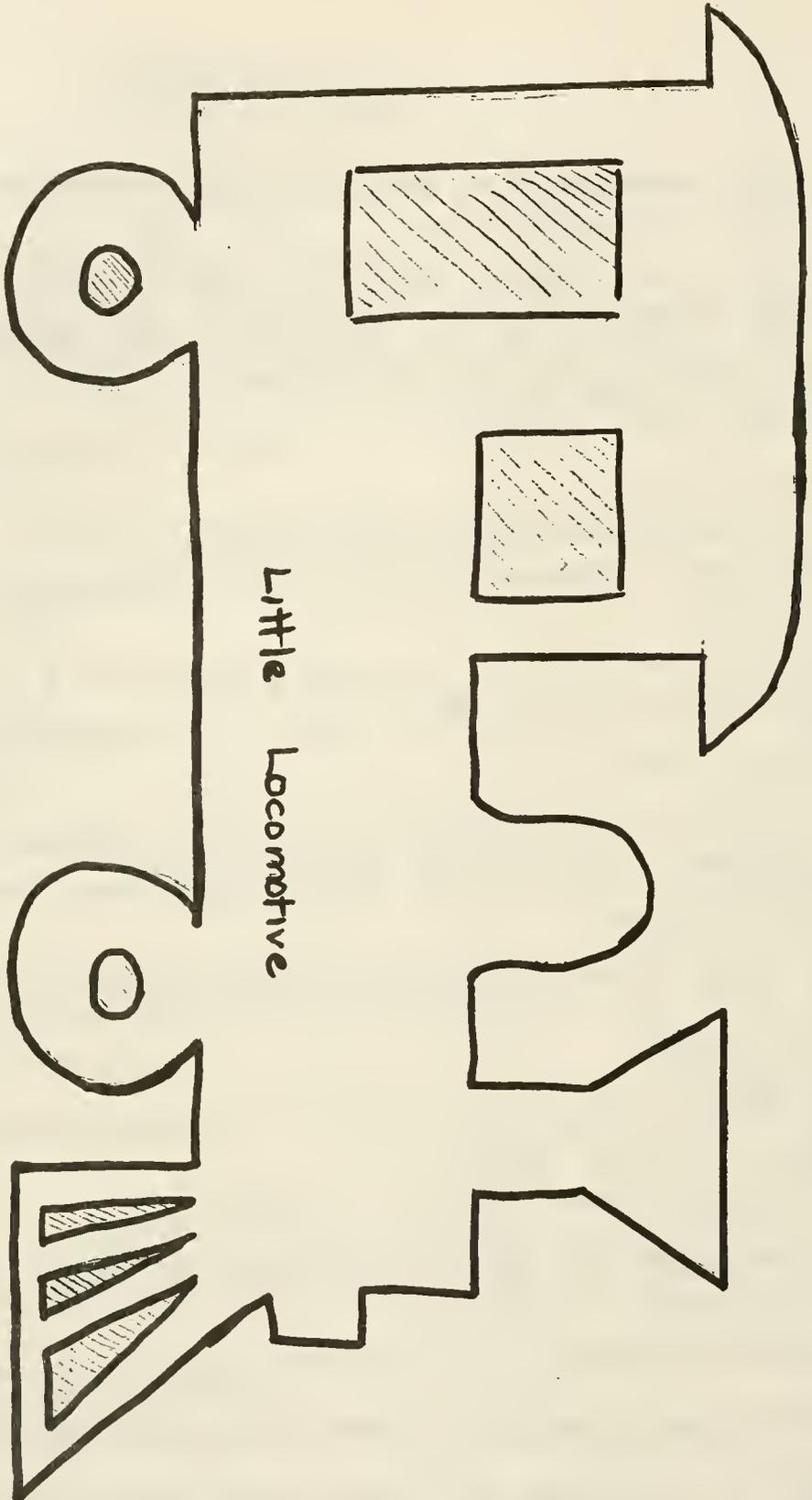
8. Make matching tuck in piece B, inserting tongue if indicated.
9. With right sides together, pin B to front panel A so that notches match. Stitch from notch to notch.



10. With right sides together, pin C to free edges of A and B.  
Stitch: Clip all curved seams.
- \*11. Using fabric glue, attach insignias and facial features. Bathrobes and masks must be trimmed to fit. For extra durability, facial features and insignias can be stitched in place at step 6.  
Whip-stitch capes in place.
12. Conductor's hat:
- Stitch double-notched ends of V together.
  - Stitch single-notched edge of V to notched edge of U.  
Clip seam.
  - Run gathering stitch in un-notched edge of V.
  - Right sides together, stitch around curved edges of W.  
Clip and turn.
  - Pin gathered edge of V to X, adjusting gathers. Now place W between V and X with straight edges even. Stitch through all thicknesses.
  - Turn X to inside of hat and whip-stitch into place.
13. Engineer's hat:
- Fold UU at dotted line, right sides together, matching notches.  
Stitch un-notched edges.
  - Run gathering stitch along un-notched edge.
  - Right sides together, stitch around curved edges of W.  
Clip and turn.
  - Right sides together, pin UU to VV, adjusting gathers, Stitch.
  - Fold VV to inside along dotted line, whip-stitch in place.
  - Place W on inside of band, curved edge free. Stitch in place.



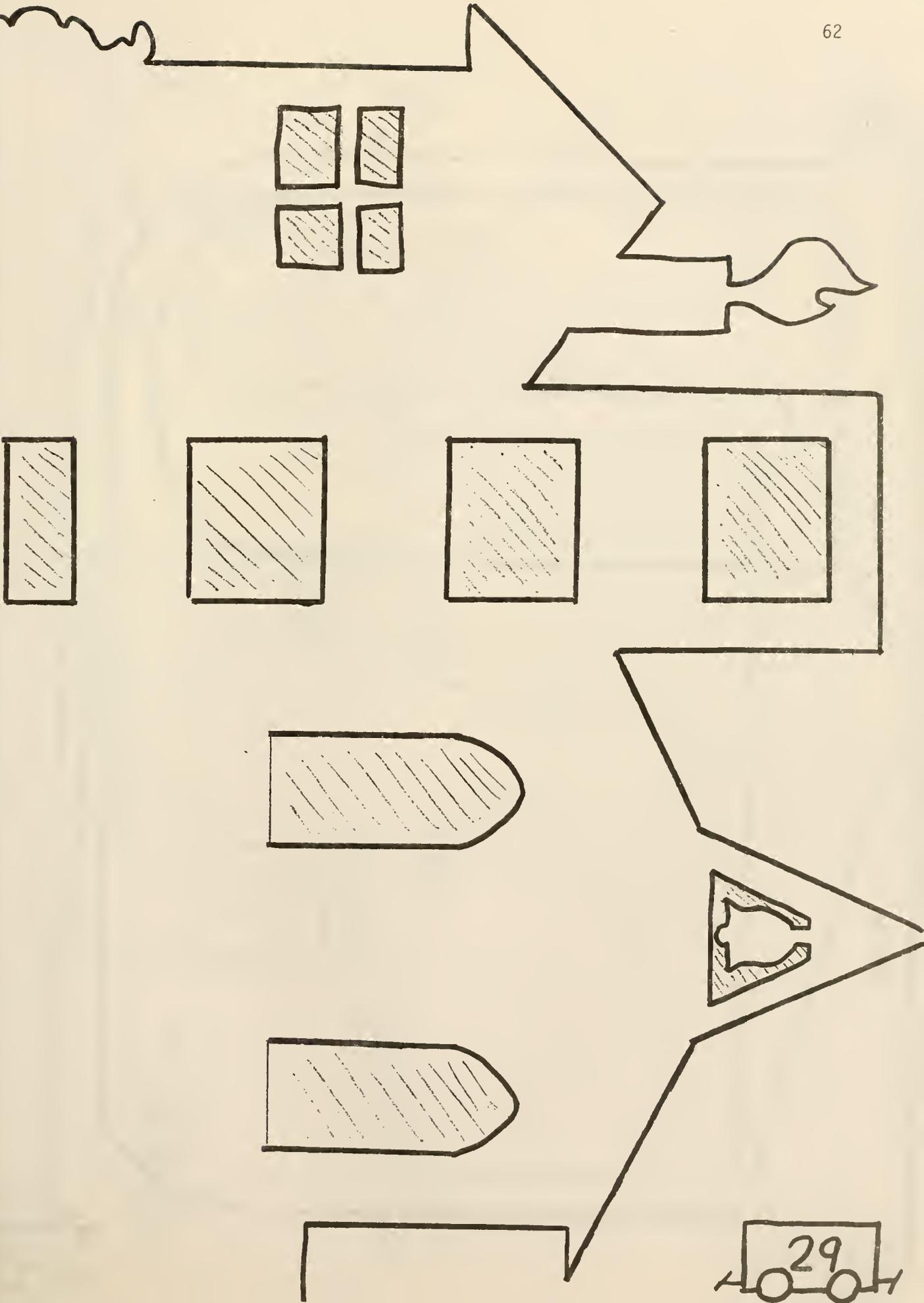
# Shadow Puppet Patterns for The Little Locomotive by Ibb Spang Olsen



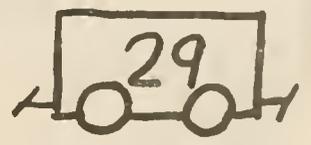
Little Locomotive

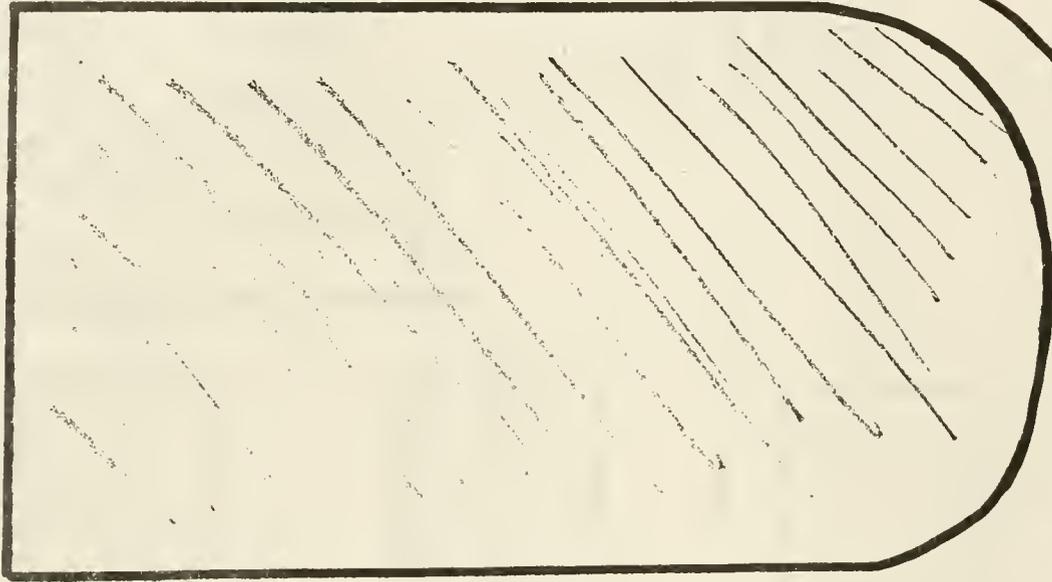
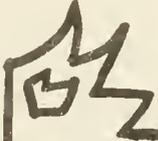


Doves in flight  
Cut 2

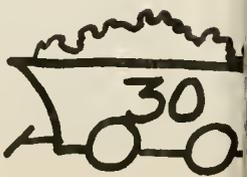


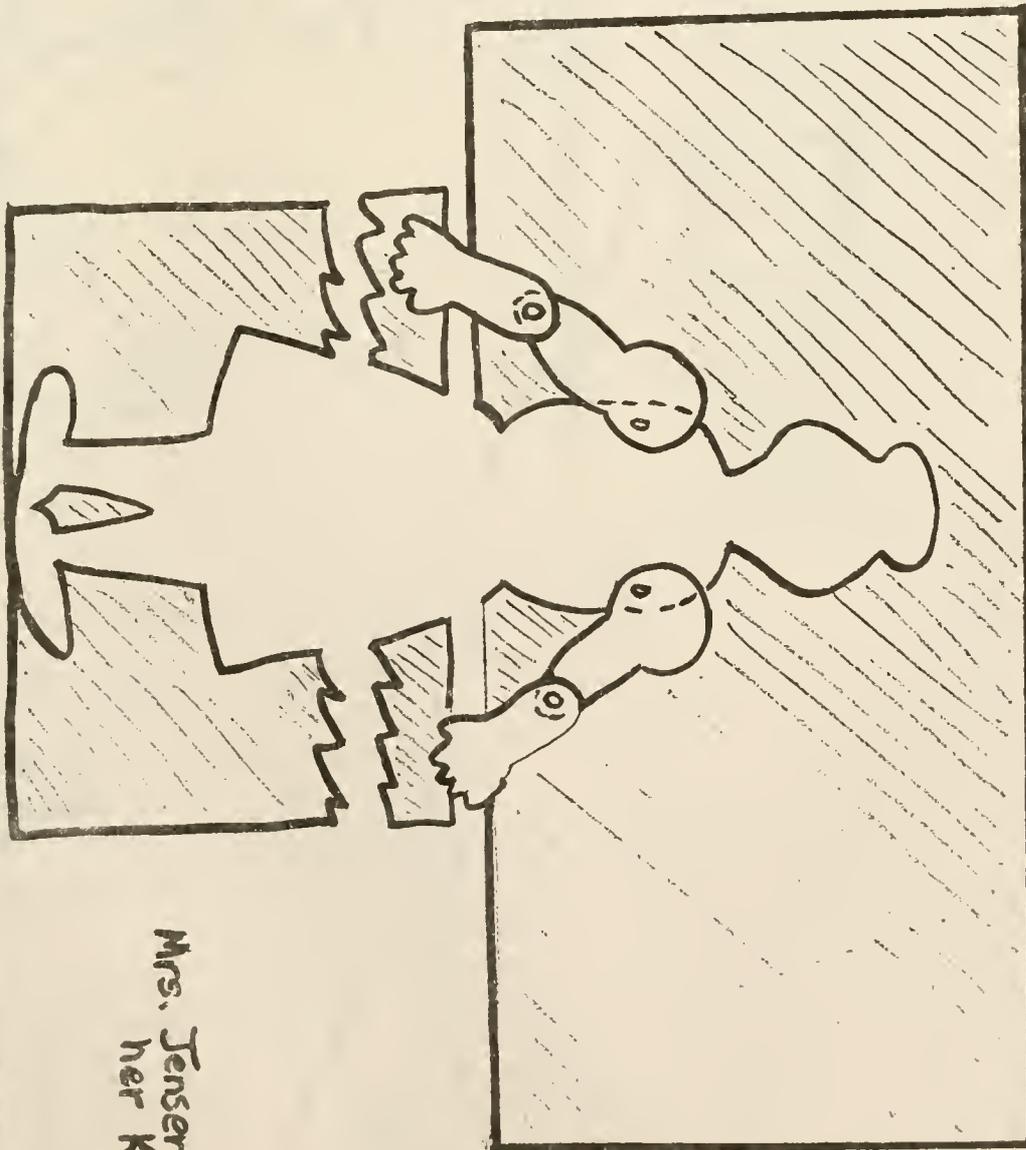
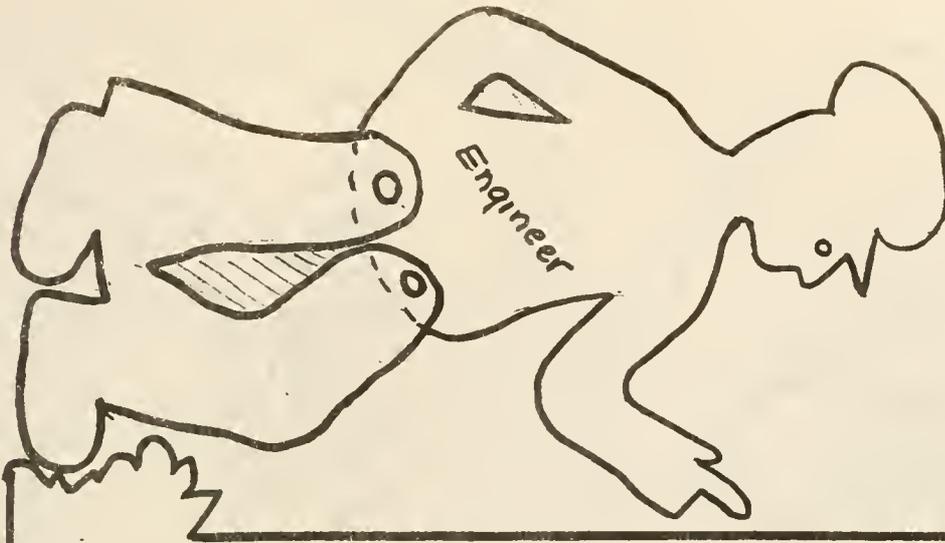
Town





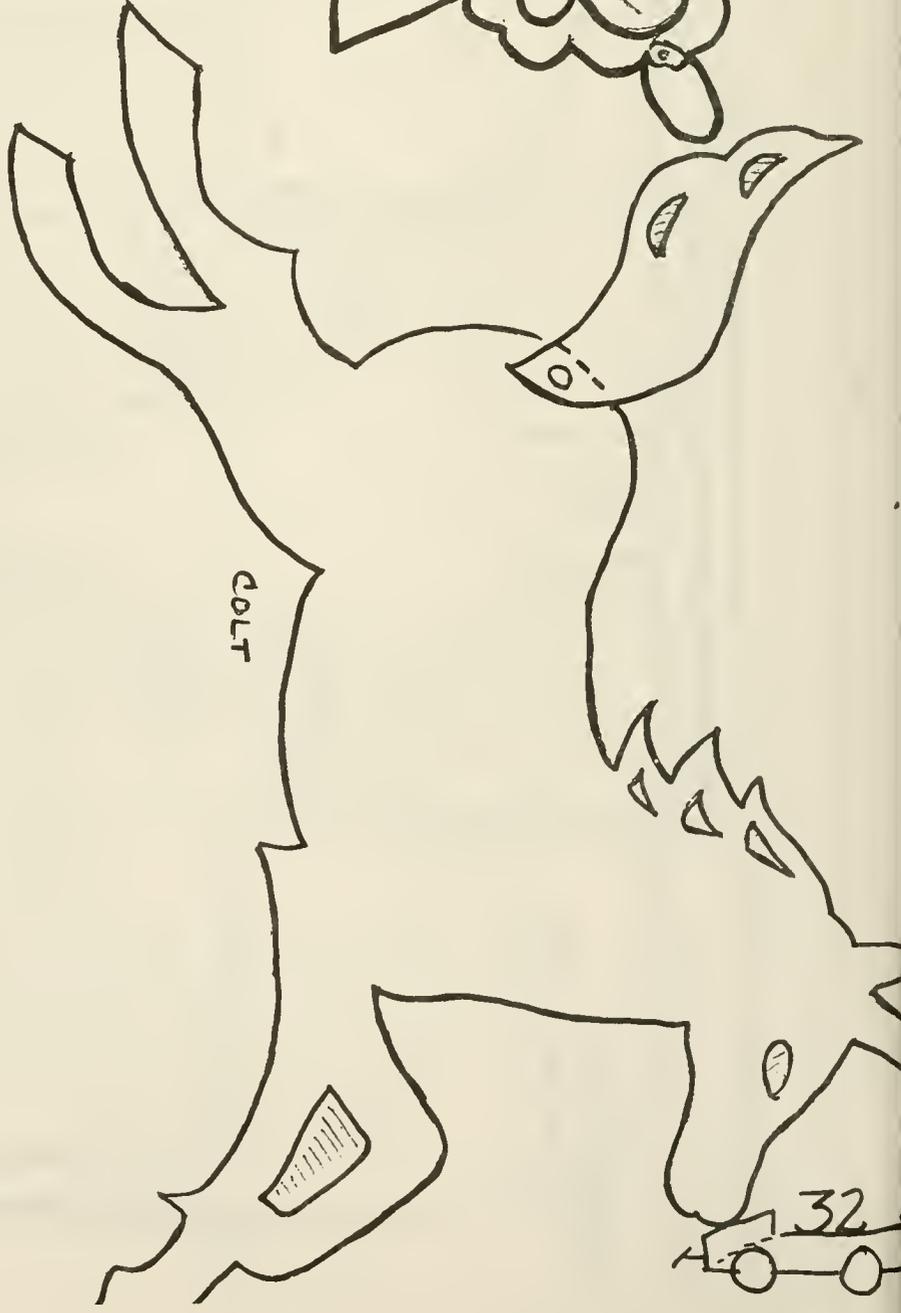
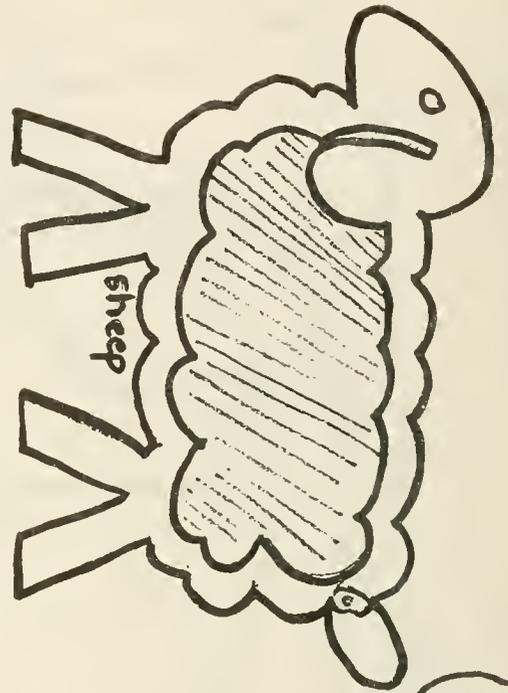
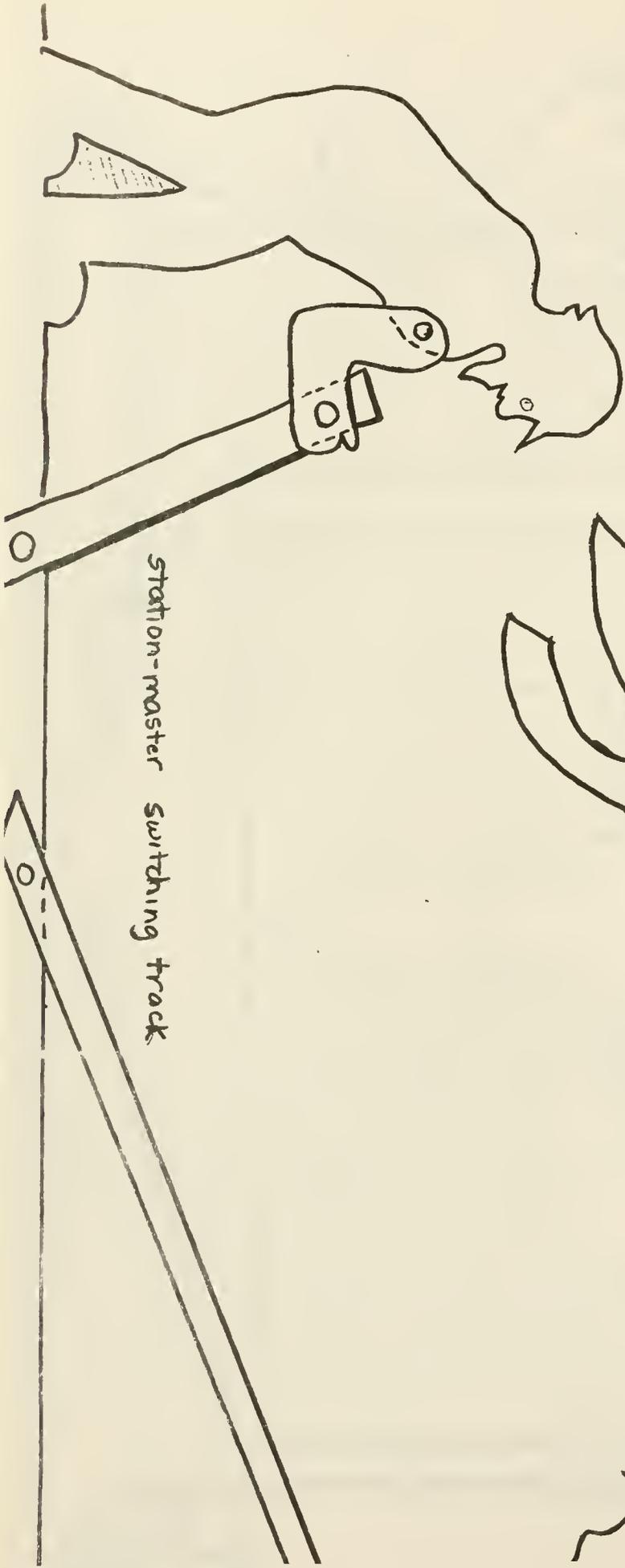
to mid



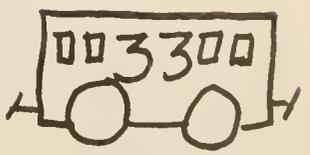
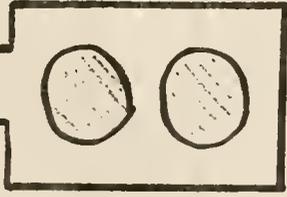
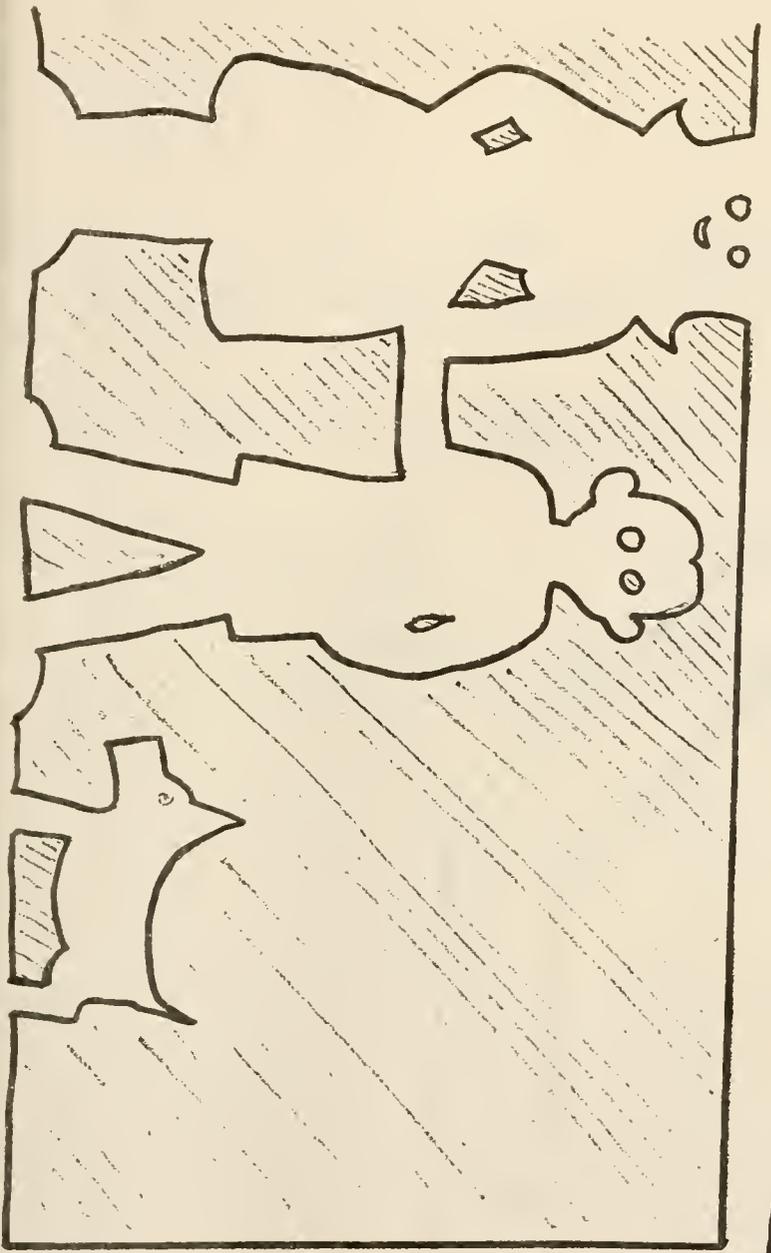


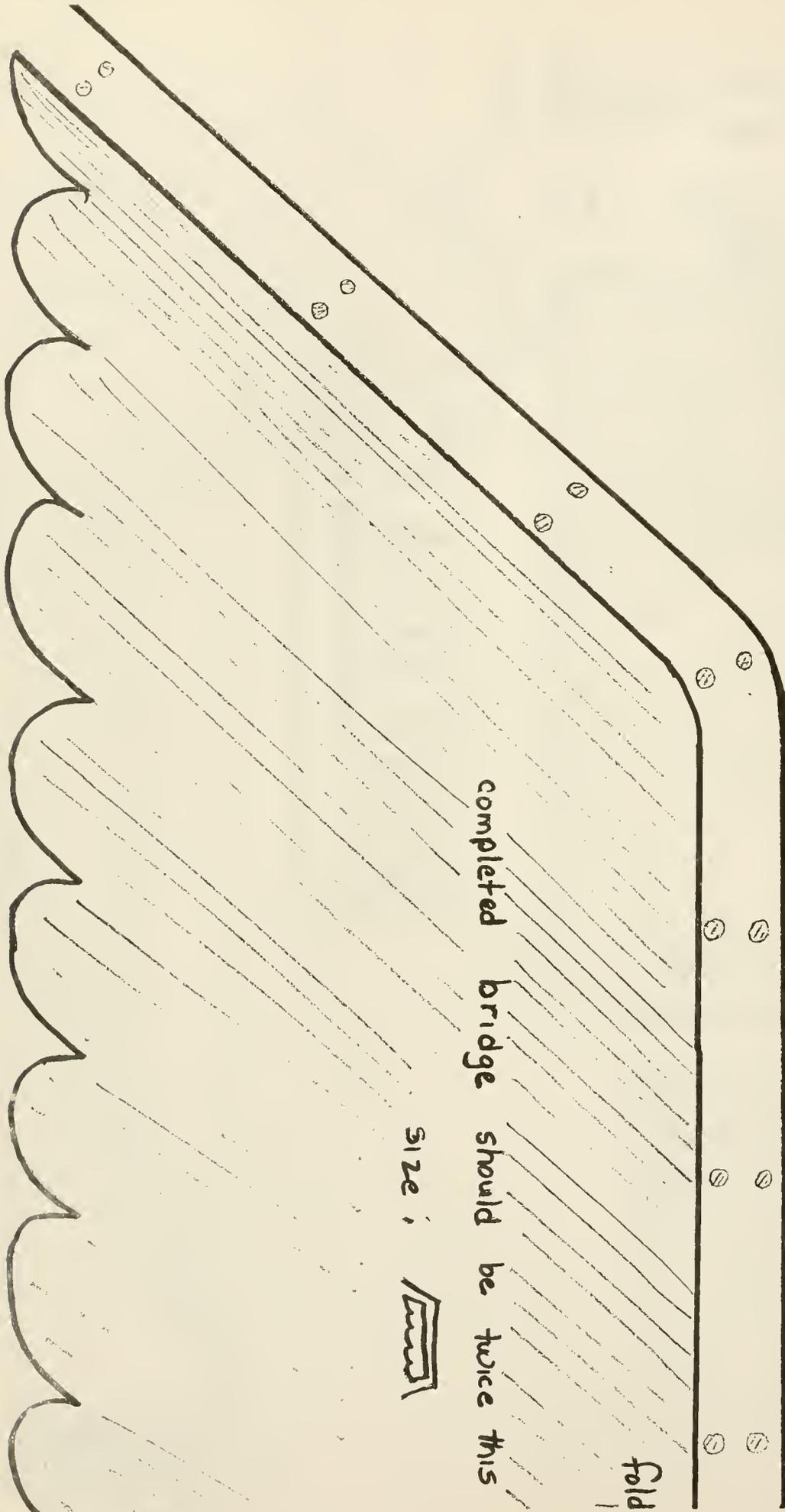
Mrs. Jensen in  
her Kitchen





STATION



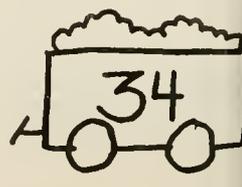


completed bridge should be twice this

size ; 

fold

Copyright permission applied for



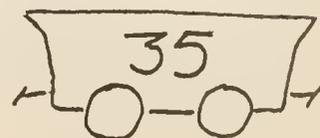
## SHADOW PUPPETS: A BIBLIOGRAPHY

For help in assembling shadow puppets please consult any of the following sources:

Cochrane, Louise. Shadow Puppets in Color. Boston: Plays, Inc., 1972.

Lynch-Watson, Janet. The Shadow Puppet Book. New York: Sterling, 1980.

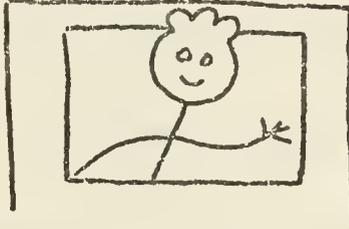
Sims, Judy. Puppets For Dreaming and Scheming. Walnut Creek, California: Early Stages, 1978.



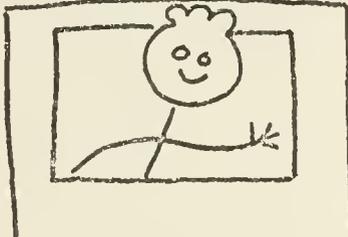
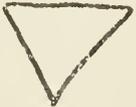
TRAIN RIDE: A Tell and Draw Story



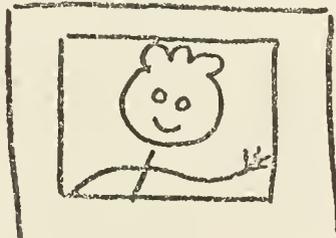
This is a story about a man named Thomas



Thomas lived in a wonderful house, far, far away in the deepest forest.



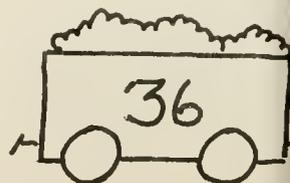
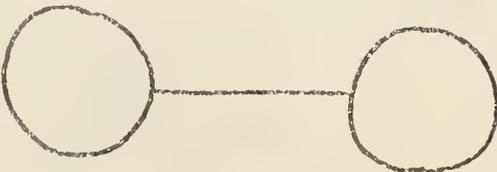
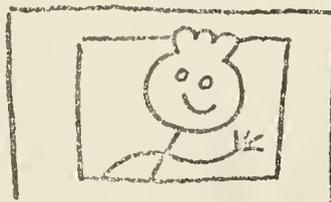
Thomas loved his little house--all except for one thing. Thomas's little house was so-o-o-o-o-o very far from where Thomas worked. Thomas played in the circus band. He played an instrument called a triangle. It looks like this:

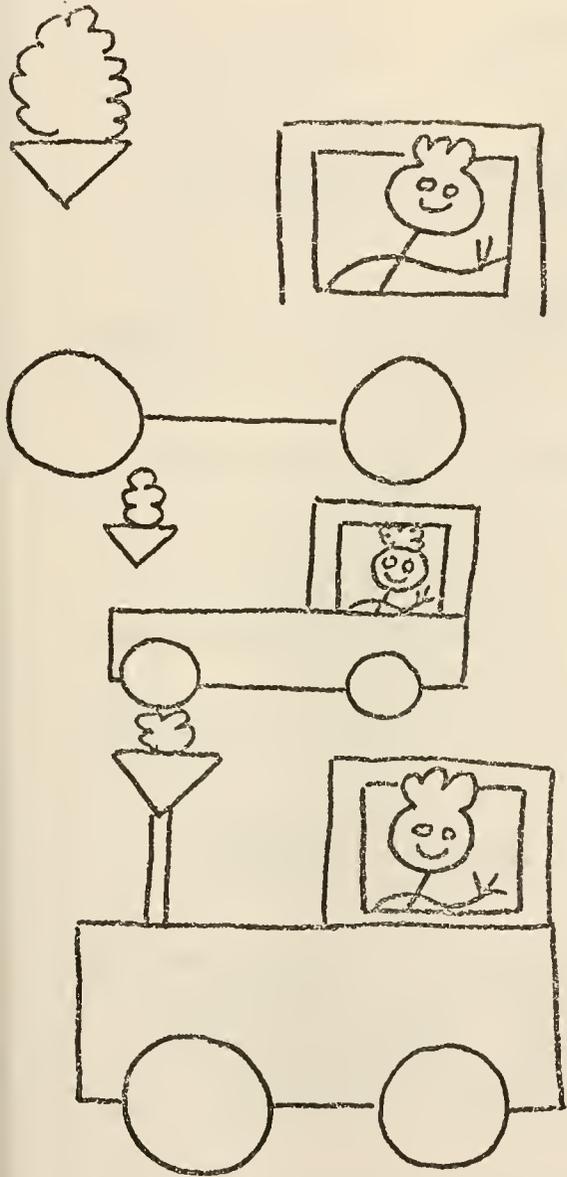


A triangle is very important to a circus band. So it was very important that Thomas be at work for every circus performance. One day when Thomas got into his car to go to the circus, he found that his car wouldn't start. Thomas HAD to get to the circus. So he got on his unicycle and began to pedal.



Thomas hadn't gotten very far when the unicycle had a flat tire. Luckily Thomas met a friend on the path who loaned him a bicycle.



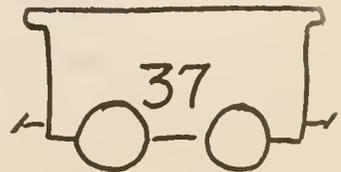


Thomas got on the bicycle and rode as fast as he could. He rode so fast that he didn't see the hole in the path! When the front wheel hit the hole it broke; Thomas couldn't ride the bicycle any more. So Thomas got off the bicycle and began to run. He ran on and on down the winding path through the deep forest.

Thomas ran until finally he came to a road. Then he caught a bus.

He rode the bus right to the end of the line. But he still had miles to go to get to the circus. He had no way of getting there! Thomas sat down on the railroad track and began to cry.

Thomas was sitting right there on the railroad tracks when the train came along. It was the circus train and it stopped for Thomas. It took him straight to the Big Top, just in time for the circus to begin!



## SELECTED BIBLIOGRAPHY OF STORIES

Bell, Thelma Harrington. "Little Black Face." Favorite Stories Old and New. Selected by Sidonie Matsner Gruenberg. Revised and enlarged edition. New York: Doubleday, 1955.

Light-hearted story of an adventurous lamb who sets out to see the world by hitching a ride on the cow-catcher! Best used for story-telling without the book for ages 6 to 12.

Bemelmans, Ludwig. Quito Express. New York: The Viking Press, 1938.

Baby Pedro boards a train and travels without anyone's knowledge; plot concerns the efforts of the conductor to return Pedro to his rightful home. Bemelmans's illustrations are lovely but too small and monotone to show up at a distance. Tell this one without the book, playing up the humor in the story.

Bond, Michael. A Bear Called Paddington. Boston: Houghton Mifflin Company, 1958.

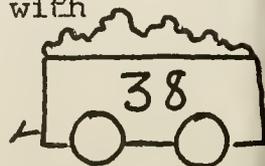
Spunky little bear arrives in London from Peru and has many amusing experiences. Chapter 1 is especially significant since he is named after a train station. Recommend entire series to your good readers. See Workbook for ideas on Paddington activities.

Bontemps, Arna. The Fast Sooner Hound. Boston: Houghton Mifflin Company, 1942.

Storytelling classic of an ambitious dog who challenges a train to a test of speed. Lively and fun.

Broger, Achim. Bruno Takes a Trip. Translated by Caroline Gueritz. New York: William Morrow and Company, 1978.

Clever Bruno disguises himself as a parcel in order to travel cheaply by rail to visit his best friends. Entertaining story enhanced by large, colorful illustrations. A unique twist on travel by rail that might be used with other journey stories.



Burton, Virginia. Choo Choo. Boston: Houghton Mifflin Company, 1937.

Yet another story about a runaway train only this time the illustrations are dull and the plot extremely predictable.

Cameron, Elizabeth. The Big Book of Real Trains. New York: Grosset and Dunlap, 1949.

Excellent illustrations and diagrams of types of railroad cars. Includes explanations of train signals. Good to use as an opener if you decide to follow the types of railroad cars theme. (See Program Ideas). Illustrations could be enlarged and used for a bulletin board.

Carle, Eric. 1, 2, 3, to the Zoo. New York: Collins World, 1968.

Brightly colored illustrations of a train transporting animals to the zoo: good flannelboard or picture book for the very young.

Crews, Donald. Freight Train. New York: Greenwillow Books, 1978.

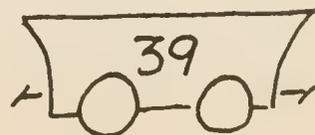
Stunning graphics depicting a freight train in motion; probably most effective as a filmstrip.

Ehrlich, Amy. The Everyday Train. New York: Dial Press, 1977.

Subdued story of a young girl who makes it a ritual to observe the daily passage of a train. The book is too small to be used with any but very small groups.

Gramatky, Hardie. Homer and the Circus Train. New York: G. P. Putnam's Sons, 1957.

A caboose named Homer meets up with some circus animals. Shades of "Casey, Jr!" (See Song Bibliography).



Keats, Ezra Jack. John Henry, an American Legend. New York: Pantheon Books, 1965.

Most attractive version of the legend but the film is substantially more dramatic for larger audiences.

Lenski, Lois. The Little Train. New York: Henry Z. Walck, Inc., 1940.

Typical Lenski fare on the operation of a train by--who else?-- Engineer Small. Introduces some train information and terminology in an elementary way. Good for Lenski fans and the very young!

McPhail, David. The Train. Boston: Little, Brown and Company, 1977.

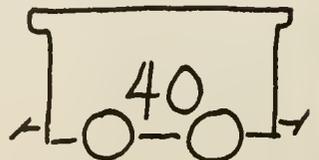
Gentle story of a young child's imaginary adventure, running a real train. Again the picture are too small for large groups.

Norton, Mary. The Borrowers Aloft. New York: Harcourt, Brace & World, Inc., 1961.

Pod, Homily and Arrietty live for a spell in a model railroad layout! Recommend to your good readers for delightful summer reading along with the entire Borrowers series.

Olsen, Ib Spang. Little Locomotive. Translated by Virginia Allen Jensen. First American Edition. New York: Coward, McCann and Geoghegan, Inc., 1976.

Amusing antics of a thrill-seeking locomotive who ventures from his accustomed route to create mayhem. Good for read-a-loud or shadow puppets!



Pattillo, Gilbert S. "Ebenezer-Never-Could-Sneezer." With a Deep Sea Smile: Story Hour Stretches for Large or Small Groups. Selected by Virginia A. Tashjian. Boston: Little, Brown and Company, 1974.

Perfect story-telling participation number with a train motif!

Peet, Bill. The Caboose Who Got Loose. Boston: Houghton Mifflin Company, 1971.

Once again a caboose dreams of escaping from her train; Peet's illustrations enliven the action.

Peet, Bill. Smokey. Boston: Houghton Mifflin Company, 1962.

It's one last hurrah for Smokey, a retired switch engine, as he takes a final cross-country trip. Kudos for the illustrations!

Piper, Watty. The Little Engine That Could. New York: Platt & Munk, Publishers, 1961.

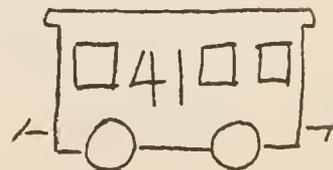
Classic tale of the motivated engine that could and did. Always inspiring.

Rose, Anne. The Triumphs of Fuzzy Fogtop. New York: The Dial Press, 1979.

Fuzzy bumbles and blunders and is considered a hero. Use "Fuzzy's Travels" for journey stories or "Daffy Depot" (See Program Ideas).

Sandburg, Carl. Rootabaga Stories. New York: Harcourt, Brace & World, Inc., 1923.

"How Gimme the Ax Found Out About the Zizag Railroad and Who Made It Zizag" is a storyteller's delight! Lots of alliteration used to tell the tale of some creatures called "zizzies" who get their kicks making the rails crooked.



Slobodkin, Louis. Clear the Track for Michael's Magic Train.  
New York: MacMillan, 1945.

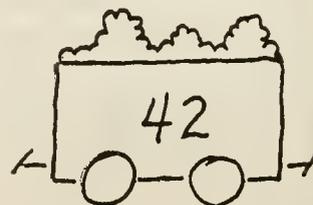
Michael's vivid imagination takes him and his family on an exciting train ride; diminished by rather bland illustrations.

Step toe, John. Train Ride. New York: Harper & Row, Publishers, 1971.

Adventures of some street-wise kids who take a subway downtown and lack the carfare to return home. Subway device makes story somewhat difficult for most young Floridians to understand.

Woolley, Catherine. I Like Trains. Revised edition. New York: Harper & Row, Publishers, 1965.

Worst of the lot of train books. Dull text with equally dull illustrations. Does provide some basic information on trains but The Little Train is far superior! Avoid this one!



## POETRY: A SELECTED BIBLIOGRAPHY

Bennett, Rowena Bastin. "A Modern Dragon." Time For Poetry.  
Compiled by May Hill Arbuthnot and Shelton L. Root, Jr.  
Third general edition. Illinois: Scott, Foresman and  
Company, 1968.

Dramatic use of metaphor; ideal for "Dragon Depot." (See  
program ideas).

Booth, Philip. "Crossing." America Forever New: A Book of Poems.  
Compiled by Sara and John E. Brewton. New York: Thomas Y.  
Crowell Company, 1968.

Catalog of types of railroad cars suitable for choral reading;  
fits well with types of railroad cars theme (See program ideas)  
and poem, "A Project For Freight Trains."

Dickinson, Emily. "I Like To See It Lap the Miles." Poems of  
Emily Dickinson. Selected by Helen Plotz. New York: Thomas  
Y. Crowell Company, 1964.

One of Dickinson's best known "riddle" poems--beautiful and fun  
too! Use for read-a-loud; or taking it from the ridiculous  
to the sublime have the Riddler (See puppet show) read it  
to the kids!

"Engine, Engine, Number Nine." Fun in American Folk Rhymes.  
Collected by Ray Wood. Philadelphia: Lippincott Company, 1952.

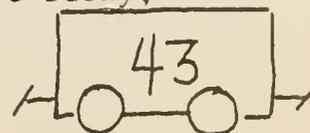
Famous train rhyme that could be great starting point for a  
program on Americana--chants, songs, folk tales, etc.  
Especially good for the week of July 4th! (See program ideas).

Frost, Frances. "Trains at Night." Bridled With Rainbows: Poems  
About Many Things of Earth and Sky. Selected by Sara and John  
E. Brewton. New York: The Macmillan Company, 1954.

Short verse good for group reading.

Harte, Bret. "The Ghost That Jim Saw." Poems of Magic and Spells.  
Edited by William Cole. New York: The World Publishing Company,  
1960.

Scary narrative that is perfect companion to the ghost story,  
"The Railroad Signal-Man." (See recordings).



"John Henry." Golden Slippers: An Anthology of Negro Poetry For Young Readers. Compiled by Arna Bontemps. New York: Harper and Row, 1941.

Epic of John Henry, one of our few black folk heroes. Also available as film or song or picture book. Best used for "Freedom Train" or "Soul Train" programs. (See program ideas).

McCord, David. "Song of the Train." One At a Time: His Collected Poems For the Young. Boston: Little, Brown and Company, 1974.

Excellent rhythmical poem for choral readings.

Merriam, Eve. "How to Eat a Poem." Reflections On a Gift of a Watermelon Pickle...and Other Modern Verse. Compiled by Stephen Dunning, Edward Lueders and Hugh Smith. New York: Lothrop, Lee and Shephard Company, 1967.

Eloquent invitation for everybody to enjoy poetry; perfect introduction to poetry program for children--or adults!

Millay, Edna St. Vincent. "Travel." Time For Poetry. Compiled by May Hill Arbuthnot and Shelton L. Root, Jr. Third general edition. Illinois: Scott, Foresman and Company, 1968.

Charming look at the virtues of train travel; good lead-in for programs on traveling to various destinations.

Milne, A. A. "The Engineer." The World of Christopher Robin. New York: E. P. Dutton and Company, 1958.

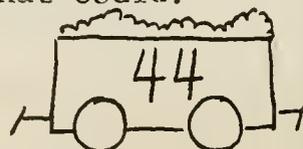
Delightful and amusing episode of a child playing with his train. Good for program on toy trains and film, "Toccata for Toy Trains." (See films and filmstrips).

Sandburg, Carl. "On a Railroad Right of Way." Wind Song. New York: Harcourt, Brace and Company, 1953.

Spectacle of a train amid glorious scenery; effective for narration of slides of trains.

Silverstein, Shel. "The Little Blue Engine." Where the Sidewalk Ends. New York: Harper and Row, 1974.

Silverstein's off-beat satire on "The Little Engine That Could."



Stevenson, Robert Louis. "From a Railway Carriage." The First Book of Poetry. Selected by Isabel J. Peterson. New York: Franklin Watts, Inc., 1954.

Fast-paced look at the landscape from the perspective of a passenger; good for read-a-loud.

Tippett, James S. "Trains." More Poems to Read to the Very Young. Selected by Josette Frank. New York: Random House, 1968.

Simple poem that's fun for choral reading.

"The Train Pulled in the Station." Oh What Nonsense! Selected by William Cole. New York: E. P. Dutton and Company, Inc., 1958.

American folk rhyme of incongruities; perfect for "Daffy Depot." (See program ideas).

Young, David. "A Project for Freight Trains." Zero Makes Me Hungry: A Collection of Poems For Today. Compiled by Edward Lueders and Primus St. John. New York: Lothrop, Lee and Shepard Company, 1976.

Visionary scheme to make freight trains aesthetically stunning. An accompanying activity might be to have the children actually make a freight train, using posterboard or oaktag, according to the poet's directions. For the more sophisticated audience.

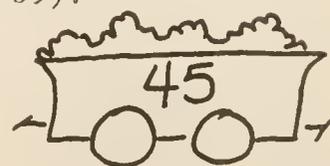
For additional poems please see the following reference sources:

Brewton, John E. and Sara W., compilers. Index to Children's Poetry. New York: The H. W. Wilson Company, 1942.

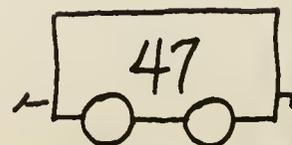
Index to Children's Poetry, First Supplement, 1954.

Index to Children's Poetry, Second Supplement, 1965.

Brewton, John E. and Sara W.; and Blackburn, G. Meredith III. Index to Poetry for Children and Young People. New York: The H. W. Wilson Company, 1972. (Index for 1964-69).

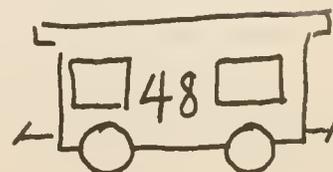


Brewton, John E.; Blackburn, G. Meredith III; and Blackburn, Lorraine A, compilers. Index to Poetry For Children and Young People. New York: The H. W. Wilson Company, 1978. (Index for 1970-75).



## SONGS: A SELECTED BIBLIOGRAPHY

- "Bill Grogan's Goat" in The Fireside Book of Children's Songs.  
Collected by Marie Winn. New York: Simon and Schuster, 1966.
- \* "Casey Jr." in The Illustrated Disney Song Book. New York:  
Random House, 1974.
- \* "The Choo-Choo Train" in The Fireside Book of Children's Songs.  
Collected by Marie Winn. New York: Simon and Schuster, 1966.
- "Chug-a-lug-a-lug" in What Shall We Do and Allee Galloo!  
Collected by Marie Winn. New York: Harper and Row, 1970.
- "Cow on the Railroad Track" in Glory, Glory, How Peculiar.  
Compiled by Charles Keller. New Jersey: Prentice-Hall, Inc.,  
1976.
- \* "Down By the Station" in Eye Winker Tom Tinker Chin Chopper.  
By Tom Glazer. New York: Doubleday, 1973.
- "Engine, Engine!" in Cock-a-doodle-doo! Cock-a-doodle-dandy.  
Collected by Paul Kapp. New York: Harper and Row, 1966.
- "Every Monday Morning" in American Folk Songs For Children.  
By Ruth Crawford Seeger. New York: Doubleday, 1948.
- "Goin' For a Ride" in The Sesame Street Song Book. By Joe Raposo  
and Jeffrey Moss. New York: Simon and Schuster, 1971.
- \* "I've Been Working on the Railroad" in The Fireside Book of  
Children's Songs. Collected by Marie Winn. New York:  
Simon and Schuster, 1966.
- \* "John Henry" in American Folk Songs For Children. By Ruth Crawford  
Seeger. New York: Doubleday, 1948.
- "Jubilee!" in Jean Ritchie's Swapping Book. Compiled by Jean  
Ritchie. New York: Henry Z. Walck, Inc., 1952.
- "The Little Black Train" in American Folk Songs For Children.  
By Ruth Crawford Seeger. New York: Doubleday, 1948.

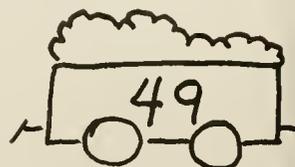


- \* "She'll Be Coming Round the Mountain" in The Fireside Book of Fun and Game Songs. Collected by Marie Winn. New York: Simon and Schuster, 1974.
- "This Train" in Eye Winker Tom Tinker Chin Chopper. By Tom Glazer. New York: Doubleday, 1973.
- "This Train Is A-Coming" in American Folk Songs For Children. Collected by Ruth Crawford Seeger. New York: Doubleday, 1948.
- "When the Train Comes Along" in American Folk Songs For Children. Collected by Ruth Crawford Seeger. New York: Doubleday, 1948.

For additional songs please see:

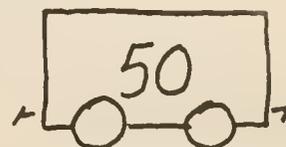
Peterson, Carolyn Sue, and Fenton, Ann D., compilers. Index to Children's Songs. New York: The H. W. Wilson Company, 1979.

\* indicates that song is available on a record; please see recordings for a selected list of albums that contain some usable railroad songs, including the songs that are \*.



## SELECTED BIBLIOGRAPHY OF FILMS AND FILMSTRIPS

- Casey Jones. BFA. 1972. Color. 11 minutes.  
Legend of Casey Jones, the premier engineer on the Illinois Central.
- Choo-Choo. ("Little Rascals") Black and white.  
Typical Rascals hijinx develop when the gang switches places with a group of orphans in order to take a train ride.  
Recommended only for Rascal fans which most children are.
- Choo-Choo, the Little Switch Engine. (filmstrip/cassette) Color.  
9 1/2 minutes.  
Choo-Choo helps the big train get its passengers to the station on time.
- Freight Train. (filmstrip/cassette)  
Donald Crews's book reproduced in filmstrip form with lively soundtrack.
- The Little Engine That Could. Color. (filmstrip/cassette).  
The great classic in filmstrip form.
- The Little Train. Color. (filmstrip/cassette). Random House.  
Graham Greene's story of a little train that runs away to see the world.
- Little Train, Little Train. CF. Color. 1972. 10 minutes.  
Two children explore the remains of a long abandoned spur railroad; the narration is sung as lyrics of a song.
- Model Railroading Unlimited. PRMD. 1978. Color. 19 minutes.  
Hobby of model railroading serves as focus for a comedy about model trains running across a super-sized track.



Paddington Bear Series. FLMRF. 1977. Color.

Various adventures of a lovable bear.

Railroaded. McGraw. Black and white. 1968. 10 minutes.

Slow-paced silent mystery about a train that leaves an unsolvable puzzle behind. Lack of action and plot development make this movie unsuitable for most juvenile audiences.

Railrodder. Color. 1965. 21 minutes.

Buster Keaton travels across Canada via rail, narrowly avoiding disaster with a minimum of excitement and interest.

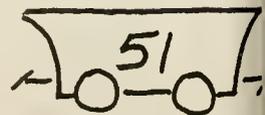
Red Ball Express. CIM. 1975. Color. 3 minutes.

Lively banjo music accompanies changing images of wheels, tracks and trains.

Toccata For Toy Trains. Color. 1957. 14 minutes.

Ebullient homage to the glory of toy trains in which antique toy trains frolic on the rails. Beautiful and fun to watch!

For additional films please consult The State Library Film Catalog #2, November 1979.



## SELECTED BIBLIOGRAPHY OF RECORDINGS

Bert and Ernie Sing-Along. Sesame Street. (CTW 22068).

Familiar songs performed by familiar friends; includes "I've Been Working On the Railroad" and "She'll Be Coming Round the Mountain."

Dumbo. Disneyland Record. (1204).

Of interest is "Casey Jr." a rollicking tune about a little circus train.

Famous Ghost Stories. Pickwick Record. (SPC-5146).

Use "The Railroad Signal-Man," scary story of a phantom lurking on the railroad tracks; good with poem, "The Ghost That Jim Saw." (See poetry).

Forty-Five Songs Children Love to Sing. Camden. (CAS 1038).

Includes "She'll Be Coming Round the Mountain" and "I've Been Working On the Railroad," but the songs are performed as medleys and are usable only if you wish to sing all songs in the medleys.

\* Happy Party Songs For Boys and Girls. Mother Goose Records.  
Two album set. (MGLP 109).

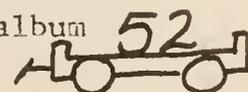
"All Aboard the Happy Train," "Casey Jones," "I've Been Working On the Railroad," "Blow the Whistle, Ring the Bell," "Wabash Cannon Ball" are just some of the railroad songs in this set; also contains a few song/stories that could serve as program fillers.

\* The Little Engine That Could. Wonderland Record. (LP 193).

Simple renditions of "Down By the Station," "Casey Jones," "Choo, Choo Train," "I've Been Working On the Railroad" as well as some stories that could be used as part of a program.

Little Red Caboose and Other Children's Hits Featuring Chip N' Dale. Disneyland Record. (1359).

"Little Red Caboose" is the only train song on this album but Chip N' Dale are great!



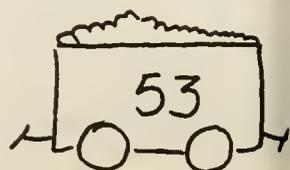
Real Train Sounds: Let's Play Trains. Columbia. (HL 9513).

Monotonous songs and stories about trains including an extremely boring game; main use would be for sound effects.

Special Songs For Special Children. Classroom Materials Company.  
Album One (CM 1143). Album Two (CM 1144).

Includes "Little Red Caboose" and "Git On Board" but tempo is too slow for a rousing sing-along unless it is done with the preschool set.

\* indicates recommended choices.



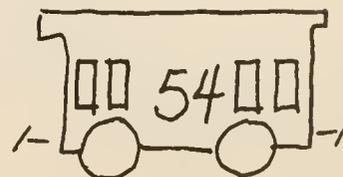
## PLAYS

Bradley, Alfred; and Bond, Michael. Paddington On Stage: Plays For Children. Boston: Houghton Mifflin Company, 1977.

Good dramatizations of various Paddington misadventures. Try using "The Arrival of Paddington," which explains how Paddington got his name. It's fun to have the kids act out the story either as a play according to the script or as a creative dramatics activity with posterboard masks. Try it after showing the Paddington film (See films). (Ages 8 to 12).

Miller, Helen Louise. Plays For Living and Learning: Twenty-five Dramatic Programs For Classroom and Assembly. Boston: Plays, Inc., 1955.

Contains an extremely dull play, "Railroad Rhymes and Rhythms," whose main function appears to be providing information on railroad history through song. Play could possibly be enlivened and adapted for use with Conductor and Engineer puppets (See patterns).



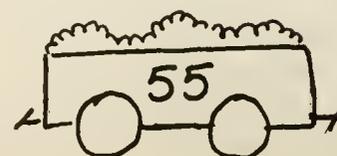
## SELECTED BIBLIOGRAPHY OF GAMES

Bond, Michael. Fun and Games With Paddington. Cleveland and New York: The William Collins + World Publishing Company, 1977.

Contains many fine ideas for activities relating to Paddington Bear. Pay special attention to "Paddington's Great Train Race." Try making large reproductions of the game board depicted in the book so that each group of four children can have their own game to play. Or perhaps you could have the children each make their own game board to take home and play. You might also be interested in having the kids make Paddington stick puppets (patterns are in book) and perform their own puppet shows based on various Paddington adventures. (Ages 8 to 12).

Caney, Steven. Kids' America. New York: Workman Publishing, 1978.

Directions for playing "Domino Trains." All you need are some children (ages 8 and up), a tabletop and a few sets of dominoes and you're ready to play "Domino Trains," an activity that should keep children entertained. When the children develop their skills, try a domino train race! The winner gets a set of dominoes!



## SELECTED BIBLIOGRAPHY OF CRAFTS

Chernoff, Goldie Taub. Just a Box? New York: Walker and Company, 1973.

Simple how-to's for two convenient crafts. Use household size boxes to make a zoo (good with 1, 2, 3, To the Zoo) or to make a train (good with anything!). Easy, cheap and you get to recycle materials! (Ages 5 to 12).

Cole, Ann; Haas, Carolyn; Bushnell, Faith; and Weinberger, Betty. I Saw a Purple Cow and One Hundred Other Recipes For Learning. Boston: Little, Brown and Company, 1972.

Make shoebox trains! Gather empty boxes, scissors, glue, paper, crayons, string, and old buttons and you're ready for this craft. (Ages 3 and up).

Perry, Margaret. Rainy Day Magic: The Art of Making Sunshine On a Stormy Day. New York: M. Evans and Company, 1970.

Make an engine from a soft drink can and a small cereal box. Make a passenger car from a wax paper or toothpaste box. You need construction paper, scissors, glue, crayons-- and cafe curtain rings if you want the train to have wheels. Relatively inexpensive craft fun for all ages (older kids can add more realistic details).

Ploquin, Genevieve. Cork Toys You Can Make. New York: Sterling Publishing Company, 1976.

Directions for making a cork train, complete with locomotive and cars. More costly and complex as more materials are required. Nice idea for older children (ages 8 to 13).

Vermeer, Jackie; and Lariviere, Marian. The Little Kid's Craft Book. New York: Taplinger Publishing Company, 1973.

Totally inept with arts and crafts? Even the most unartistic can help the kids cut and paste construction paper to create an engine and boxcar with toothpick tracks. (ages 3 and up).

Working With Paper. New York: Franklin Watts, Inc., 1971.

Contains a great idea for making an engine from paper. Inexpensive craft fun for older children (ages 8 to 12).



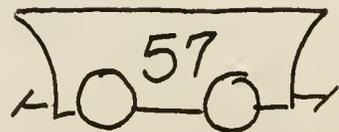
## CHANTS

Cole, Ann; Hass, Carolyn; Bushnell, Faith; and Weinberger, Betty.  
I Saw a Purple Cow and One Hundred Other Recipes For Learning.  
 Boston: Little, Brown and Company, 1972.

"Choo-Choo Train" is a cute chant for the younger set  
 (ages 3 to 8).

Tashjian, Virginia A. Juba This and Juba That. Boston:  
 Little, Brown and Company, 1969.

Includes "Old Hogan's Goat," a foot-tapping, hand-clapping  
 story of a goat who flags down a train. Same as song,  
 "Bill Grogan's Goat." (See songs).



## MISCELLANEOUS

Cardozo, Peter. The Second Whole Kids Catalog. New York: Bantam Books, 1977.

See pages 44-45 for some addresses to send away for various materials on model railroading for kids.

Coplan, Kate. Poster Ideas and Bulletin Board Techniques: For Libraries and Schools. New York: Oceana Publications, Inc., 1962.

See page 44 for directions on making a train out of book jackets to run across your bulletin board. Or, if your budget allows, try using straw place mats to make a "Summer Train" (page 58). Detailed instructions that can't miss!

Free Stuff For Kids. The Third Edition. Minnesota: Meadowbrook Press, 1980.

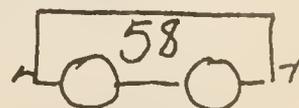
If you write to the following address you'll get lots of information on trains for children:

Office of Information  
Association of American Railroads  
1920 L Street N.W.  
Washington, D.C. 20036

Includes puzzles, games, quizzes and a good bibliography.

Wilt, Joy; and Berry, Kathy. More Great Pretenders: 25 Head-To-Toe Costumes Children Can Make and Use. Waco, Texas: Creative Resources, 1977.

See pages 20-21 for directions on making a nifty "little train" costume from posterboard and paint. Très chic.

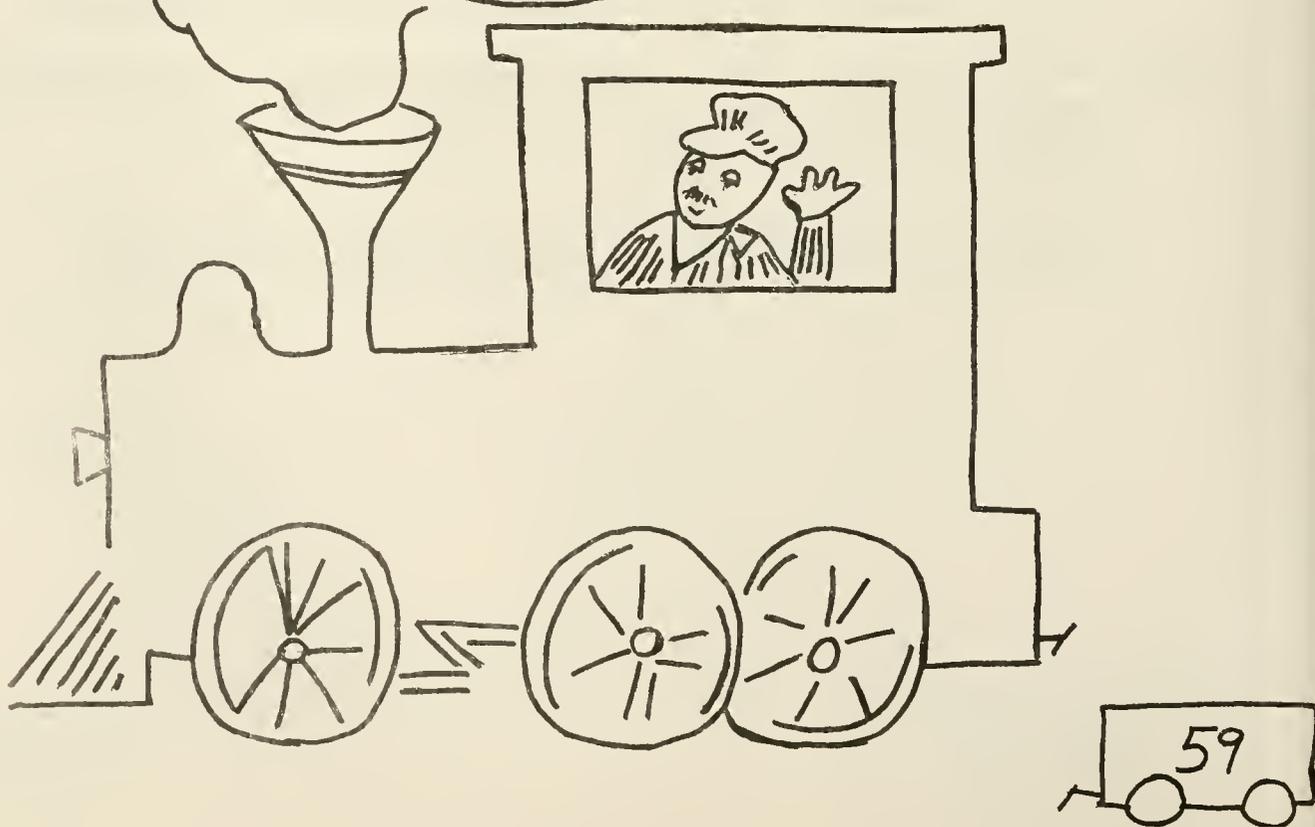


# FULL STEAM AHEAD!

The Summer Library Express rushes through a host of depots, junctions and exotic places -- even never-never lands!

SO

Stay in your seat  
and prepare  
for a non-stop tour of some  
of the best program possibilities!



## PROGRAM IDEAS

\* Indicates that full program details are included in the workbook.

WHISTLE STOPS

\*Daffy Depot

Petticoat Junction--Clothing, fashion, sewing.

\*Jabberwocky Junction

Paddington Station--Paddington Bear puppets, creative dramatics, crafts, films, games.

Grand Central Station--New York City, Cricket in Times Square.

\*Dragon Depot

Dodge City Depot--Cowboys, Indians, Westerns, Hi-ho, Silver!

Gotham City Station--What else could it be but a Batman puppet show!

\*Switching Stations

Space Station--Stars, moon, ~~sun~~, planets, UFO's.

RAILROAD CROSSING, RAILROAD CARS

Engine--Energy, strength, strong men and women, force.

Locomotive--Types of motion, crafts from Making Toys That Crawl and Slide. (Alice Gilbreath. Chicago: Follett, 1978)

Tender--Teams, partnerships; George and Martha, Frog and Toad, Mole and Troll.

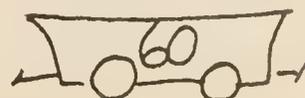
\*Sleeper (Pullman)

Cattle Car--Cows! See program for "Cow on the Railroad Track."

Refrigerator Car--Igloos, snow, ice, North Wind, skating, skiing.

\*Hopper

Boxcar--A great time for crafts; try using ideas from Just a Box? (See craft bibliography).



Flatcar--Woodworking, carving, Paul Bunyan time!

\*Dining Car

Baggage Car--Paper bag puppets, bean bags.

Caboose--Endings, happy endings, surprise endings, how would you end the story, tails (as in the Pooh episode when Eeyore loses his tail).

DOWN BY THE STATION

Bill Grogan's Goat--With Balarin's Goat and the Three Billy Goats Gruff.

\*I've Been Working on the Railroad

Jubilee!--Parties, party games, decorations, stories.

John Henry--Use the film, the story, the poem or the song!

Casey, Jr.--Circus time! Bring on the clowns and the fun!

\*Cow on the Railroad Track

She'll Be Coming Round the Mountain--Mountain tales, folk tales.

RIDE THE RAILS

Soul Train--Black History, Black folk tales, African folk tales and crafts.

\*American Express

Orient Express--Chinese, Japanese, East Indian stories, crafts, films, puppet shows.

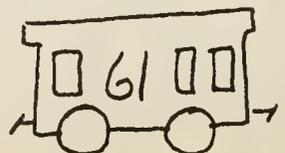
Eurorail--Crafts, stories, games, puppets from the Old World.

Circus Train--See "Casey, Jr." under DOWN BY THE STATION.

Pony Express--Horse stories and films; or communications systems.

OR

You might want to use the names of real railroads and their symbols:



(Write to the Association of American Railroads for a list).

Chessie System--Cats; stories, films, guest veterinarians, crafts.

Maine Central--Trees, wood, lumber, Paul Bunyan.

Texas Mexican--South-of-the-Border crafts, pinatas, fiestas, Pecos Bill.

American Rail Box Car--See "Boxcar" under RAILROAD CROSSING.

### SUNSHINE EXPRESS

Florida Authors--Andre Norton, Syd Hoff, Donald Sobol, etc.

Sea, Sand and Surf--Natural history, museums, naturalists  
(like Hope Ryden), sandcasting, shell crafts.

Florida Attractions--This depends on the region but almost every area offers such attractions. In Miami we have used speakers from the Seaquarium, Everglades National Park, Dade County Zoo.

Florida Creatures--Stories, crafts and guests about alligators, lizards, fish, manatees, pelicans and dolphins.

### GOING PLACES

Consider developing a series of programs on:

How to Get There (demonstrations, stories, crafts, films)--  
Cars, monorails, helicopters, airplanes, jitneys, hot air balloons, buses, boats, bicycles, motorcycles, roller skating, skate boards, running, cable car.

Where to Go--Tales of different countries.

What to See--Stories about fantastic things.

Who to Visit--Famous people; Bluebeard, Rumpelstilskin, etc.

Where Are You Going?--Careers, fortune telling.

\*The Trip Itself



EXPRESS YOURSELF

Stories, guests, activities about any of the following:  
 Dance, music, arts and crafts, magicians, clowns, mime,  
 cooks and cookery, clothing and design, literature.

End this series with a Talent Show!

GUIDED TOURS ON THE SUMMER LIBRARY EXPRESS

Your Library Express stops at:

Candyland--Make a yummy treat and see a "Hansel and Gretel" puppet show!

Land of the Free--American folk tales for July 4th.

African Oasis--Folk tales, crafts, jungle animals, a visit to the Kasbah.

Sea World--Sand and shell crafts, water, fish, sailing.

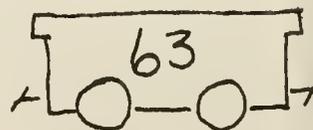
OR

Model your stops after a tourist attraction such as Disneyworld:

Frontierland--Wild West, cowboys and Indians.

Fantasyland--Wizard of Oz, Alice in Wonderland, Fantasy Costume Party!

Tomorrowland--Science fiction, gypsy fortune-tellers.



## PROGRAM DETAILS

WHISTLE STOPS

Display idea: Timetable map with junctions and dates.

\*DAFFY DEPOT--Silly stories and nonsense.

Books:

The Strange Story of the Frog Who Became a Prince  
Hey, Kid! (can be used with a puppet)  
Old Woman and Her Pig (try it with hand puppets)  
Mrs. Mooley  
I Know an Old Lady Who Swallowed a Fly (flannelboard)  
The Funny Thing (stick puppets)  
The Stupids Have a Ball  
Frog and Toad / several episodes lend themselves  
George and Martha / to puppet presentations  
The Snooks Family (in Juba This and Juba That)  
Animals Should Definitely Not Wear Clothing (flannelboard)  
Petunia

Poems:

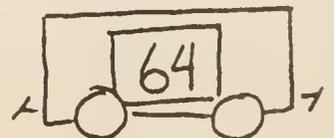
Where the Sidewalk Ends  
The Queen of Eene  
Oh! What Nonsense

Activities:

Clown day--have clowns visit and make up the children  
 Songs from Glory, Glory, How Peculiar!

Films:

The Foolish Frog  
The Cow Who Fell in the Canal  
Leopold the See-Through Crumbpicker  
The Bear and the Fly  
The Chicken's Child



## PROGRAM DETAILS

WHISTLE STOPS

\*JABBERWOCKY JUNCTION--Peculiarities of language.

Books:

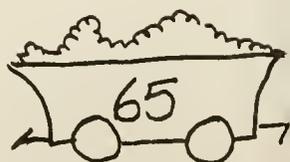
Pumpernickel Tickel and Mean Green Cheese  
There Are Rocks in My Socks...  
Oh Say Can You Say  
Fox in Sox  
A Twister of Twists and a Tangler of Tongues  
My Tang's Tangled  
The Huckabucks (in Rootabaga Tales)  
Amelia Bedelia  
Peter Piper's Alphabet  
The Big Book of Tongue Twisters and Double Talk

Puppet Show:

Tikki Tikki Tembo  
Rumplestilskin

Activities:

Jabberwocky  
 Magalena-Hagalena (fingerplay)  
 Portmanteau words  
 Project tongue twisters on wall; do them together  
 Crossword puzzles  
 Eletelephony



## PROGRAM DETAILS

WHISTLE STOPS

\*DRAGON DEPOT--Everything about dragons!

Books:

The Reluctant Dragon (flannelboard)  
Dragon of an Ordinary Family  
A Good Knight For Dragons  
How Many Dragons Are Behind the Door?  
One Dragon's Dream  
I Love You, Dear Dragon; Happy Birthday, Dear Dragon  
The Knight and the Dragon  
King Krakus and the Dragon  
Dragon, Dragon (in Monsters, Ghoulies and Creepy Creatures)

Puppet Show:

How Droofus the Dragon Lost His Head

Poems:

"A Modern Dragon" (See Poetry bibliography).

Craft:

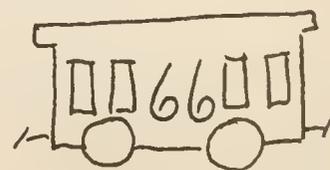
Hand-on-hand dragon

Song:

Puff the Magic Dragon

Films:

Komodo Dragons and Monitor Lizards  
The Princess and the Dragon  
The Lollipop Dragon  
The Reluctant Dragon  
Pete's Dragon



## PROGRAM DETAILS

WHISTLE STOPS

\*SWITCHING STATIONS--Metamorphosis, transformations.

Books:

Wale's Tale  
Sylvester and the Magic Pebble  
The Woman of the Wood  
The Strange Story of the Frog Who Became a Prince  
Cinderella  
Beauty and the Beast  
Snow-White and Rose-Red  
Snow-White and the Seven Dwarfs  
The Hedgehog Who Became a Prince (in The Golden Lynx)  
Once a Mouse

Puppet Shows:

Cinderella  
Beauty and the Beast  
Snow-White and Rose-Red  
Snow-White and the Seven Dwarfs

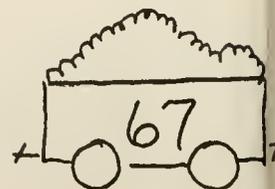
Flannelboards:

Mushroom in the Rain  
Monkey Face

Activities:

Bricks into Crystal Gardens! Try making creeping crystals as described in Handbook for Storytellers (Bauer) or Concoction (Price and Wronsky).

Use an "upside-down" doll to tell a story such as Little Red Riding Hood.



## PROGRAM DETAILS

RAILROAD CROSSING, RAILROAD CARS

Display idea: Add-on railroad cars from Crew's Freight Train.

\*SLEEPER--An assortment of things about sleeping!

Books:

The Man Who Couldn't Snooze (participation story)

The Owl and the Woodpecker

Good-night Owl! (flannelboard)

The Bed Just So (flannelboard)

The King Who Could Not Sleep

The Dream-Eater

There's a Nightmare in My Closet

Hildilid's Night

Clyde Monster

"The Crocodile in the Bedroom" in Arnold Lobel's Fables.

Puppet Shows:

Sleeping Beauty

Snow-White and the Seven Dwarfs

Films:

Rip Van Winkle

Night in a Pet Shop

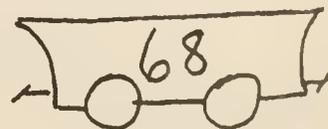
Songs:

"All Through the Night" in Fireside Book of Children's Songs

"The Evening is Coming" in Fireside Book of Children's Songs

"Goodnight, Ladies!" in Fireside Book of Fun and Game Songs

"Rose, Rose and Up She Rises" in American Folk Songs for Children



## PROGRAM DETAILS

RAILROAD CROSSING, RAILROAD CARS

\*HOPPER--All about "hoppers" (frogs, rabbits, kangaroos).

Books:

The Strange Story of the Frog Who Became a Prince  
Katy-No-Pocket (use with realia)

Marshmallow

The Habits of Rabbits

Lobel's Frog and Toad series (good with puppets)

The Frog Prince

Frog Went A-Courtin'

Walter is a Frog

"The Frog at the Rainbow's End" in Lobel's Fables

"The Bad Kangaroo" in Lobel's Fables

Activities:

Leap-frog or frog race

Song: "Be Kind to Your Web-Footed Friends" in Glory, Glory How Peculiar!

Song: "Being Green" from Sesame Street (use with Kermit hand puppet)

"Bunny Hop" Dance

Films:

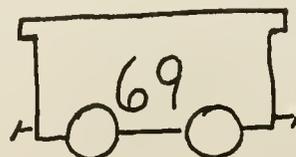
Foolish Frog

Tale of Peter Rabbit

Three Little Rabbits

Craft:

Paper plate frog puppets in Puppet Party by Goldie Taub Chernoff. New York: Walker, 1971.



## PROGRAM DETAILS

RAILROAD CROSSING, RAILROAD CARS

\*DINING CAR--Fantastic feasts!

Books:

In the Night Kitchen  
The Bake-Off  
Fat Magic  
Sand Cake  
The Queen Who Couldn't Bake Gingerbread  
The Huckabuck Family and How They Raised Popcorn in  
Nebraska and Quit and Came Back Again in  
Rootabaga Tales  
Chocolate Mouse and the Sugar Pig  
The Hungry Caterpillar  
The Magic Lollipop  
Socks for Supper  
Mr. Miacca  
Stone Soup  
Chunk O'Meat in Grandfather Tales

Flannelboard Stories:

The Turnip  
The Bun  
The Gingerbread Boy  
The Fat Cat

Poems:

Where the Sidewalk Ends

Films and Filmstrips:

Strega Nona  
Pancakes For Breakfast  
People Soup  
Flying Saucer Full of Spaghetti  
Green Eggs and Ham

Activities:

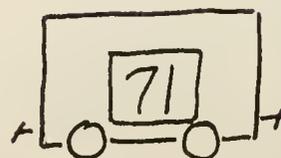
Use George and Martha hand puppets to tell "Split Pea Soup"  
 Cooking--many ideas can be found in Kids Cooking  
Without a Stove; or you might want to try making  
Green Eggs and Ham!  
 Creative Dramatics--try acting out How to Eat Fried  
Worms and Other Plays by Thomas Rockwell

Songs:

"On Top of Spaghetti" in Glory, Glory How Peculiar



"Nobody Likes Me" in Fireside Book of Fun and Game Songs  
"Mrs. Murphy's Chowder" in Fireside Book of Fun and Game Songs



## PROGRAM DETAILS

DOWN BY THE STATION

\*I'VE BEEN WORKING ON THE RAILROAD--People and their jobs.

Books:

Funny Little Woman

Rich Man and the Shoemaker

Wild Washerwoman

The Judge

The Plant Sitter

The New Teacher

Busy People

If I Ran the Circus

Mothers Can Do Anything

Bearymore

Woman of the Wood

Sam Who Never Forgets

Anthony's Father

Two Piano Tuners

"The Obstinate Shoemaker" in Danish Fairy and Folk Tales

Ox-Cart Man

Puppet Show:

The Elves and the Shoemaker

Films and Filmstrips:

The Stonecutter

A Story, A Story

The Three Robbers

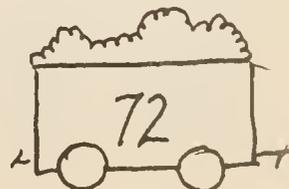
The Brave Little Tailor

Paul Bunyan

Songs:

"Old MacDonal'd Had a Farm" in What Shall We Do and Allee Galloo!

"I've Been Working on the Railroad" in The Fireside Book of Children's Songs



## PROGRAM DETAILS

DOWN BY THE STATION

\*COW ON THE RAILROAD TRACK --Cows of course!

Books:

Mrs. Mooley

Cow Who Fell in the Canal

"How the Cow Went Under the Ground" in The Days When the Animals Talked

"Giant Pear and Giant Cow" in Swiss-Alpine Folktales.  
Cow-tail Switch

Puppet Show:

Akimba and the Magic Cow

Films and Filmstrips:

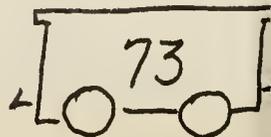
Jasmine

Cow Who Fell in the Canal

Songs:

"The Old Cow Died" and "Riding Round the Cattle" in  
Animal Folk Songs For Children

"Cow on the Railroad Track" in Glory, Glory How Peculiar



## PROGRAM DETAILS

RIDE THE RAILS

\*AMERICAN EXPRESS--A patriotic potpourri!

Books:

Grandfather Tales

Tall Tales--John Henry, Paul Bunyan, Johnny Appleseed

Journey-Cake Ho!

Lentil

Blueberries For Sal

Rootabaga Tales

Sam the Minuteman

Poem:

Paul Revere's Ride

Films and Filmstrips:

Yankee Doodle Cricket

Room for Heroes

The Legend of Sleepy Hollow

Saga of Windwagon Smith

Puppet Show:

Wicked John and the Devil

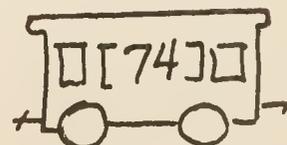
Activities:

American Cooking (use the The Little House Cookbook)

Square-dancing

Quilting bee

Sing-a-long with American folksongs



## PUPPET SKITS FOR SCHOOL VISITS

Get flustered and tongue-tied facing class after class, day after day, to publicize your Summer Library Program? Why not let a theme puppet do the talking for you? Practice some sample puppet skits with your puppet and then vary the script depending on the size and age of the group. Here are some examples of a typical talk.

Skit for single puppet (Conductor or Engineer):

Puppet: Hi, boys and girls! I'd like you all to come with me aboard the Summer Library Express for a whole train-load of fun! Leaves (name day and time) from (name library) for (name of program). Don't forget the first run is on (name kick-off date). Get your tickets now! (Puppet distributes bookmarks).

Skit for Conductor and Engineer together:

Engineer: Mr. Conductor, are we about ready to depart?

Conductor: No--not yet. Got a whole group of young friends here to give tickets to. I certainly don't want them to miss any of the fun aboard the Summer Library Express.

Engineer: I should say not. Listen, kids. You'll definitely want to mark the date of (name date) on your vacation timetable. That's the day when the Conductor and I have our big adventure with Batman and Robin! You won't want to miss us in The Last Laugh!

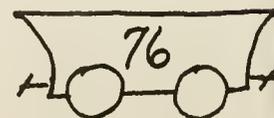
Conductor: Yup, it's my first starring role and if you really think I'm good I might give you my autograph. Right now we've got a train to make. We're heading back to the library according to schedule.

Engineer: All aboard! All aboard the Summer Library Express!

(Puppets get into locomotive and caboose).

Conductor: We're bound for the library! See you all there!

(Exit).



## PROGRAM DETAILS

GOING PLACES

\*THE TRIP ITSELF --mixed-up jaunts and journeys!

Books:

"Mouse Journey" in Arnold Lobel's Mouse Tales  
 "Fuzzy's Travels" in The Triumph of Fuzzy Fogtop  
Quito Express  
 "Black Face" in Favorite Stories Old and New  
The Treasure  
Bruno Takes a Trip  
The Travels of Babar  
The Rooster Who Set Out to See the World  
The Traveling Musicians  
Ralph Rides Away  
Journey Cake Ho!

Film:

The Red Carpet

Game:

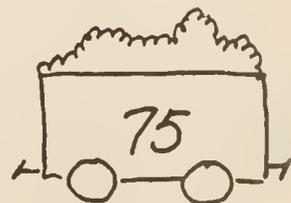
Suitcase Relay Race

Activity:

Wizard Of Oz creative dramatics

Song:

"The Bear Went Over the Mountain" in The Fireside Book of Fun and Game Songs



## CHORAL READING

Poetry is meant to be heard and choral reading is a fine way to use poetry in the story program because it gets the children involved.

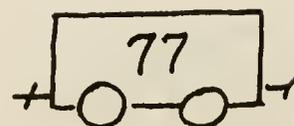
## SONG OF THE TRAIN

David McCord

Clickety-clack,  
Wheels on the track,  
This is the way  
They begin the attack:  
Click--ety--clack,  
Click--ety--clack,  
Click--ety, clack--ety,  
Click--ety  
Clack.

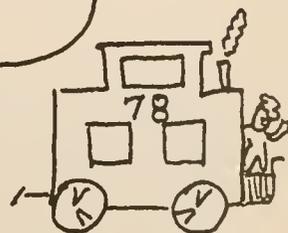
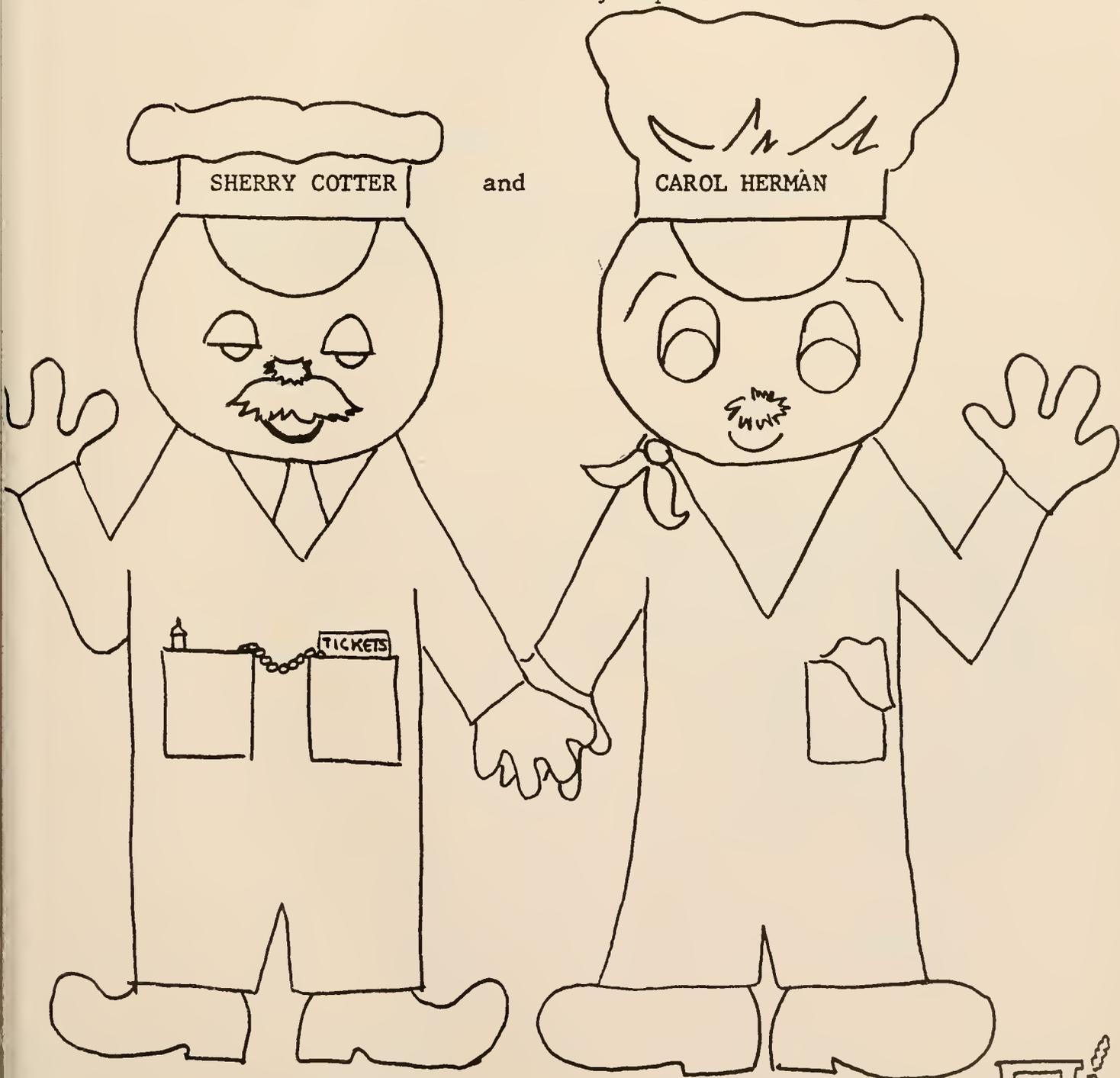
Clickety--clack,  
Over the crack,  
Faster and faster  
The song of the track:  
Clickety--clack,  
Clickety--clack,  
Clickety, clackety,  
Clackety  
Clack.

Riding in front,  
Riding in back,  
Everyone hears  
The song of the track:  
Clickety--clack,  
Clickety--clack,  
Clickety--clickety,  
Clackety  
Clack.



LAST STOP! Your own library!

We hope that you enjoyed riding with us. Your Engineer and Conductor aboard the Summer Library Express have been:





## VI. Program Ideas From Last Year

I only wish we could print all the programs you sent in. Excellent, Spectacular Programming went on in Florida in 1980! Included in the next section are some representative samples.



1980





V. (Continued)

B. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Registration

2. DESCRIPTION OF PROGRAM: As children registered, we photographed them and told them to come back later to see their pictures. We painted a big mural on the window and posted the pictures as developed. The enclosed photos show part of the mural (painted with tempera paints), our registration table, and one of our staff members trying out the photo booth.

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. COSTS: About \$40.00 for film, developing, a sheet to cover the registration table and paint for the window.

5. REVIEW OF PROGRAMS SUCCESS: \_\_\_\_\_

Very good - many children were motivated to see their pictures and stayed to see how many of their friend's pictures were displayed.

6. NAME: Maitland Public Library

7. LIBRARY ADDRESS AND TELEPHONE NUMBER: \_\_\_\_\_

501 South Maitland Avenue

Maitland, FL 32751

Phone: 305/647-7700

Duplicate this format for each program - add additional sheets.

## V. (Continued)

B. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Collage craft session
2. DESCRIPTION OF PROGRAM: Gayle Bone, a local artist, led the craft session after showing examples of collage techniques. She showed the children how to use various scraps of materials, tissue, paper, etc. to achieve textural and dimensional results.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: Due to the large turn-out, limited space, and age difference, we divided the children into three groups: (1) looking and cutting pieces to work with, (2) working at the glueing table, making small collages, (3) working on the group effort--depicting Keystone Heights, the lake, the City Park (including the Library), etc.
4. COSTS: Minimal. Donated magazines, scraps, old greeting cards.
5. REVIEW OF PROGRAMS SUCCESS: The end-result of the group effort was a six-foot long collage of our city (on inexpensive brown butcher paper). We displayed the art in the Library and all the children took pride in having worked on a specific part of the collage.
6. NAME: Andi Blount
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: Keystone Heights Branch Library  
P.O. Box 727, Keystone Heights, Fl. 32656 473-2853 (area code 904)  
Or---Headquarters Library P.O. Box 248, Green Cove Springs, Fl. 32043

Duplicate this format for each program - add additional sheets.

V. (Continued)

B. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Extravagant Surprise on Paper

2. DESCRIPTION OF PROGRAM: The children made collages. This is an old idea but the kids loved it. I made an example one for them from crazy little things in my desk. They spent alot of time just looking at that.

Have a large variety of pictures torn out of magazines, construction paper, glue and popsicle sticks for spreading the glue - and, oh yes, some scissors with round tips.

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: Encourage the children to bring things from home. Like buttons, material (cloth) or ANYTHING. They enjoy the chance to show their imagination and initiative.

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 -----  
 -----

4. COSTS: MAYBE \$4.00 The main expense was construction paper, which we bought off the rolls at the school. The rest were  
 5. REVIEW OF PROGRAMS SUCCESS: "leftovers" from other programs or supplies already in the library. The children really seemed to enjoy doing this and they were given the opportunity to show off their handiwork before it was taken home.

-----

6. NAME: Jan Velie

7. LIBRARY ADDRESS AND TELEPHONE NUMBER: 727-7181

Meadowlane Community Library

Minton Road

Melbourne, FL 32901

Duplicate this format for each program - add additional sheets.

## V. (Continued)

B. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Sun Sampler Grades 4-6
2. DESCRIPTION OF PROGRAM: This group made a sun sampler of various stitches used in needlework..at the end of the program each girl had a lovely wall hanging for her room. Also a book talk was given.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: Frames were made 14x14, material had the sun already drawn on it., needles and thread were provided..Carol our local award winner instructed the girls on the correct stitches.
4. COSTS: \$8.00 1½ yards of material.
5. REVIEW OF PROGRAMS SUCCESS: Very successful ... we are now planning a needlepoint class for this age group and older.
6. NAME: Lorraine Cors Branch Librarian
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: 6477 U.S. Hwy 19 North Hudson 862-5824

Duplicate this format for each program - add additional sheets.

V. (Continued)

B. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Making a Chinese Abacus.
2. DESCRIPTION OF PROGRAM: The Chinese Abacus was discussed and there was a demonstration of its use. After the children completed their abacus, they learned to use them.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: The children made their abacus using wire, beads, cardboard and small jewelry cardboard box (3" x 4")  
*(with ~~holes~~ holes)*
4. COSTS: \$1.00/participant (limited to 10 children)
5. REVIEW OF PROGRAMS SUCCESS: Very successful.  
The children both enjoyed and learned from this program.
6. NAME: Hilce Ann Partridge
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: Port Tampa Branch Library  
8611 Interbay Blvd.  
Tampa, Florida 33616  
839.4461

Duplicate this format for each program - add additional sheets.

## V. (Continued)

B. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Science Magic
2. DESCRIPTION OF PROGRAM: Each child was given a copy of an experiment. They chose the materials necessary and practiced until they were ready to show the group. They were given help when it was needed.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: Experiments were taken from a book entitled The Great Science Magic Show by Ned and Lois Arnold
4. COSTS: \$15.00 for materials
5. REVIEW OF PROGRAMS SUCCESS: The children had fun, and they also learned a scientific principle from each experiment.
6. NAME: Ellice Ann Partridge
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: Port Tampa Branch Library  
8611 Interbay Blvd.  
Tampa, Florida 33614  
839-4461

Duplicate this format for each program - add additional sheets.

## V. (Continued)

B. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Enjoy Soccer Playing
2. DESCRIPTION OF PROGRAM: Children were given a demonstration of how to play soccer and given the opportunity to play a little.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: First find someone to demonstrate. Contact the schools or soccer leagues. The only things needed are some balls and cones for marking the area.
4. COSTS: -0-
5. REVIEW OF PROGRAMS SUCCESS: It was very hot that day. but the kids were very enthusiastic. They wanted to play in spite of the heat.
6. NAME: Jan Velie
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: 727-7181  
Meadowlane Community Library  
Minton Road  
Melbourne, FL 32901

Duplicate this format for each program - add additional sheets.

## V.

B. List any different or especially successful programs you would like to share with others.

1. Name of program: Fantasy Costume Party
2. Description of Program: For Fantastic Energy Week children were invited to participate in Fantasy Costume Party whether they had a costume or not. The librarians were dressed in costumes they had made. We had made costumes for all the children ahead of time. We proceeded to discuss inexpensive ways of making costumes with ideas and samples from children's costume books. We dressed volunteers in the various costumes and when everyone was outfitted we had a costume parade through the library. We then had the children return the costumes to us for future use and gave the kids lollipops.
3. Step-by-Step Program Instructions: Using the following books we constructed sample costumes from donated fabric, crepe paper, posterboard, construction paper, accessories, party hats, discarded clothes, etc. Each librarian created her own costume as well and explained to the children how it was made.  
Marcia Cox--Creature Costumes  
Alice Gilbreath--Making Costumes for Parties, Plays and Holidays  
Gail Haley--Costumes for Plays and Playing  
Peggy Parish--Costumes to Make  
Marie-Blanche Pointillart--Costumes from Crepe Paper  
Susan Purdy--Costumes For You to Make  
Joy Wilt--The Great Pretenders and More Great Pretenders
4. Costs: None! All the costumes were made from materials we had on hand.
5. Review of Program's Success: Children adore costuming and what was especially nice about this costume party was that the children were not required to come in costume. Thus no one was excluded because he lacked a costume. Furthermore since all the costumes were made from left-over or donated materials we saved energy by recycling these materials for our own use. We also explained to the children that this was a good and inexpensive method for them to make their own Halloween costumes.
6. Name: Carol Herman
7. Library Address and Telephone Number: North Dade Regional Library, 2455 N.W. 183 S  
Miami, Florida 33055 (305)625-6424

## V. (Continued)

B. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Encounters with Special Places
2. DESCRIPTION OF PROGRAM: Tour of the "Hot Cookies" bakery. We went three times and took a maximum of 15 children each time (they signed up in advance). We walked 2 blocks
3. ~~STEP-BY-STEP PROGRAM INSTRUCTIONS:~~ to the bakery where they made up some batter of their own and left with smiles and samples.

4. COSTS: None
5. REVIEW OF PROGRAMS SUCCESS: Very popular. Extra staff was needed to walk the children to the bakery. They enjoyed this behind-the-scenes view.

6. NAME: Elyse Levy

7. LIBRARY ADDRESS AND TELEPHONE NUMBER: \_\_\_\_\_

South Miami Library (MDPL)

4000 Sunset Ct

Miami, Florida 33143

(305) 667-6121

Duplicate this format for each program - add additional sheets.

V. (Continued)

B. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Quilting Program

2. DESCRIPTION OF PROGRAM: Using fabric crayons the children drew pictures on paper.

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: Paper was cut into 9" squares and the children drew any picture they wanted to. The staff made suggestions where the children were undecided. The staff will iron the picture onto white material and sew on the border material. This quilt is for display only so we are not going to use batting, but it will have a backing the same as the border.

4. COSTS: Crayons - 12 @ 1.15 (13.80) Material - 4 yd. @ 1.69 (7.16)

5. REVIEW OF PROGRAMS SUCCESS: A big success. We had enough children to get a good selection of pictures.

6. NAME: - Library Staff- South Dade Regional Library, M-DPL

7. LIBRARY ADDRESS AND TELEPHONE NUMBER: 10750 S. W. 211th Street, Miami, FL 33189 Phone - 233-8140

Duplicate this format for each program - add additional sheets.

V. (Continued)

B. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: TALENT SHOW

2. DESCRIPTION OF PROGRAM: Children performed for an audience of other children and interested adults. (Librarian was the announcer)

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: 2 months before the show: supply entry forms\*. 1 month before, make up the participation certificates\*. We did not give prizes - everyone got an award certificate. (Be sure to make this clear to all who enter). 1 week before (or after cut-off date) audition if necessary, or else call and confirm acts. Then put names on participation certificates. When all acts have been confirmed, put them in "on-stage" order and print up programs. You must remain flexible even after programs are handed out - one of our acts had to be held to the end while we waited for mom to bring the costume! We held our show in our auditorium.

4. COSTS: none

5. REVIEW OF PROGRAMS SUCCESS: This program promoted good community relations, and since there were no prizes, everyone went home happy. (See attached newspaper reports!)

6. NAME: Joanne Pattison

7. LIBRARY ADDRESS AND TELEPHONE NUMBER: \_\_\_\_\_

Manatee County Central Library

1301 Barcarrota Boulevard

Bradenton, Florida 33505

748-5555

Duplicate this format for each program - add additional sheets.

\*Sample attached

V. (Continued)

B. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: "Sand Painting"
2. DESCRIPTION OF PROGRAM: Telling the children a little <sup>about</sup> the "Sand Painting" that the Indians do and why they do the paintings.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: Draw the design onto a stencil. Run off copies you need using construction paper. Buy 5# cornmeal (white), divide it into at least 4 containers. Add ground up
4. COSTS: appx. \$10.00 | Chalk (colored or tempera
5. REVIEW OF PROGRAMS SUCCESS: It was a big hit. | 1 powder) (4 different colors. Put glue on outline, doing one color at a time.
6. NAME: Nancy Wotley | 1 Tap off excess cornmeal.
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: Let dry.  
207 Pine Ave.  
Live Oak 32060  
(904) 362-2317

Duplicate this format for each program - add additional sheets.

## V. (Continued)

B. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Extra Strange Pets
2. DESCRIPTION OF PROGRAM: The manager of a local pet center brought in unusual pets that most children wouldn't have. (Snakes, a ferret, a gecko lizard, some unusual birds, and a tarantula)
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: (1) Contacted several pet centers to find one willing to do this type program. (2) Arrange publicity. (3) Day of program arrange animals so the children couldn't see them beforehand.
4. COSTS: none
5. REVIEW OF PROGRAMS SUCCESS: It was a smash. My hour long program could have easily been two hours. Children were still asking questions when their parents started coming in to pick them up. All ages attended and I had over 100 here. Circulation hit an all time  
6. NAME: Cathy Campbell high that day.
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: \_\_\_\_\_  
Bartow Public Library  
315 E. Parker St.  
Bartow, 33830  
(813) 533-4985

Duplicate this format for each program - add additional sheets.

V. (Continued)

B. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Silly Party
2. DESCRIPTION OF PROGRAM: Every Thursday at 2:30 p.m. the children participated in a variety of different activities we called Silly Party.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: The Thursday Silly Party was started off with a story being told or a book read. Then a game, example: a re-lay game, a word game using book titles or book characters, a song, or creative dramatics (acting) out a story book. The program ended with a film, a craft, or another song.
4. COSTS: None
5. REVIEW OF PROGRAMS SUCCESS: The attendance on Thursdays grew very large.
6. NAME: - Library Staff - South Dade Regional Library, M.D.P.L.
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: 10750 S. W. 211th Street, Miami, FL 33189 Phone - 233-8140

Duplicate this format for each program - add additional sheets.

## V. (Continued)

B. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Environmental Recognition Program: Animals and Reptiles
2. DESCRIPTION OF PROGRAM: An area herpetologist and two park rangers led a program which had a particular emphasis on snakes in the "Lake Region" community. We displayed field guides and many books from our collection on the tables to encourage check-outs after the program.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: Check with your local museum, park, or nature center for "interpretive rangers" who know how to relate to children. Displays, films, etc. may be an asset, depending on the type program. Our program was extremely successful as a question and answer session. The children were very anxious to attend the event when "snakes were in the Library."
4. COSTS: None.
5. REVIEW OF PROGRAMS SUCCESS: This program was definitely the most anticipated of all the events, and was probably the most enjoyed (perhaps tying with the local vet's presentation). We feel that the children learned some common sense rules for dealing with snakes as well as dispelling some fears and misconceptions about reptiles.
6. NAME: Andi Blount
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: Keystone Heights Branch Library  
P.O. Box 727, Keystone Heights, Fl. 32656 904-473-2853  
Or—headquarters Library P.O. Box 248, Green Cove Springs, Fl. 32043

Duplicate this format for each program - add additional sheets.

## V. (Continued)

B. List any different or especially successful programs you would like to share with others.

1. ° NAME OF PROGRAM: Artist Demonstrations: Pottery/ Whittling
2. DESCRIPTION OF PROGRAM: On two occasions local artists demonstrated techniques of their craft: pottery throwing and whittling. Both had done other live presentations, and were comfortable talking and answering questions while demonstrating techniques. Both brought finished and unfinished pieces to display.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: We set up the potter's wheel just outside the Library, and Jean Root "threw" for 1 1/2 hours while children alternated watching different stages of pottery and coming inside to do "thumb print art" and other crafts. The activity level was really energetic! Jim Smith brought hand and electric tools to demonstrate whittling to primarily older children.
4. COSTS: None.
5. REVIEW OF PROGRAMS SUCCESS: Both demonstrations captured the attention of the children (and some adults).  
It seems that a "live" program, even if there is not a lot of participation by the children, really works here.
6. NAME: Andi Blount
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: Keystone Heights Branch Library  
P.O. Box 727, Keystone Heights, Fl, 32656 904-473-2853  
Or--Headquarters Library P.O. Box 248, Green Cove Springs, Fl. 32043

Duplicate this format for each program - add additional sheets.

V. (Continued)

B. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: In case of fire

2. DESCRIPTION OF PROGRAM: Fire safety was the theme

with visual demonstrations , also a Film with Dick Van Dyke

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: \_\_\_\_\_

Captain R.C. Jones, Fireman, NAS , Jacksonville, was asked to come for this program, He brought several demonstrations to show how easy materials can be ignited, and also a film was shown on fire safety. The boys and girls were extremely interested and asked lots of questions. Capt. Jones presented (over)

4. COSTS: Nothing

5. REVIEW OF PROGRAMS SUCCESS: \_\_\_\_\_

1. The boys and girls were most attentive and the demonstrations certainly impressed them.

2. We had arranged books on the subject and they were in great demand after this program.

6. NAME: Clay County Public Library

7. LIBRARY ADDRESS AND TELEPHONE NUMBER: 403 Ferris St.

Green CoveSprings, Fla. 32043

904-284-3822

Duplicate this format for each program - add additional sheets.

each child with a Firemans hat and booklets.

## V. (Continued)

B. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: "Elegant, Somewhat Personal" (Egg Carton Jewelry)

2. DESCRIPTION OF PROGRAM: Children string beads of circles cut from egg cartons of assorted pastel colors (styrofoam cartons).

CRAFT

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: Advance preparation can be done by children (simple but time-consuming)--with hole punch, punch out about 175 little round bits per child from plastic egg cartons. Thread embroidery needles with length of heavy thread. Children string circles on thread, going through middle to give a Puka-shell (over)

4. COSTS: Needles (pack of 18 for 49¢), thread, (49¢), beads (optional) 2.00

5. REVIEW OF PROGRAMS SUCCESS: Was well received because (1) creates no mess (no glue or paint), (2) inexpensive (3) uncomplicated and repetitious--we read stories while children were working, and (4) finished necklaces are really attractive!

6. NAME: Nita Garcia

7. LIBRARY ADDRESS AND TELEPHONE NUMBER: \_\_\_\_\_

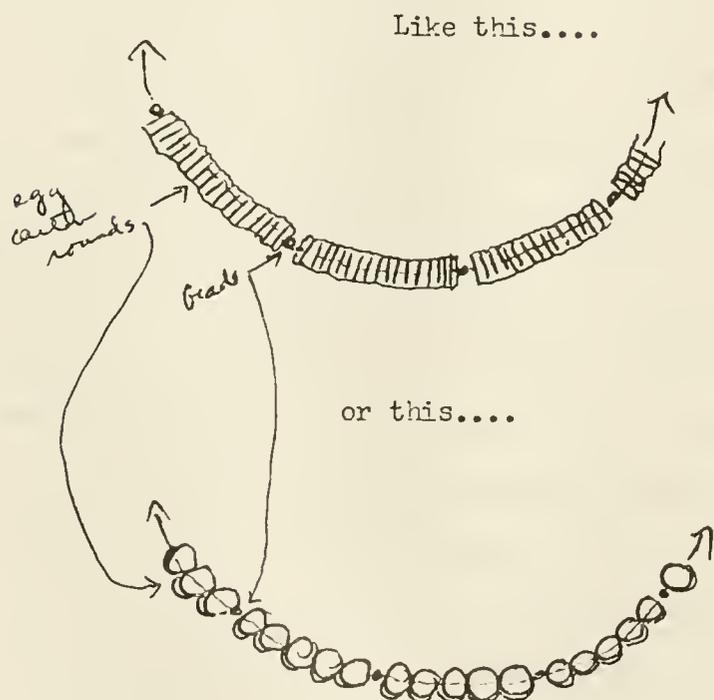
West Regional Library (Miami-Dade)

9445 Coral Way

Miami, 33145 phone 553-1134

Duplicate this format for each program - add additional sheets.

effect, or through the circle lengthwise. (See sketches).  
It worked better to have children put the circles on table  
and poke them with needle instead of holding them in their  
hands. If little beads are available, single beads can be  
put between groups of circles to fancy up the necklace.  
Be sure completed work is big enough to go over child's head,  
then tie ends together.



## V. (Continued)

B. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: GARBAGE GARDENING
2. DESCRIPTION OF PROGRAM: GROWING plants from leftover fruits and vegetables: (eg AVOCADO, CARROTS, PINEAPPLE, ETC.)
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: 1) AVOCADO - Show How to begin STARTING AN AVOCADO PIT; avocados - 2 months old; AVOCADO - 3 yrs old 2) PINEAPPLE - CUT + PLANT AT PROGRAM; 3) CARROTS - cut + demonstrate AT PROGRAM as well as show 2 weeks old; 4) SHOW FILM "Philly Philodendron"
4. COSTS: \$2.00 for fruits + vegetables
5. REVIEW OF PROGRAMS SUCCESS: response was great! Kids really enjoyed film + came back the next week to report on their success with CORN + CARROTS
6. NAME: DORIS LOSEY
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: Seminole BRANCH LIBRARY  
4711 Central AVE  
Tampa, FL 33603  
813-234-1861

Duplicate this format for each program - add additional sheets.

## V. (Continued)

B. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Carnivorous Plants
2. DESCRIPTION OF PROGRAM: a rare plant collector  
donated his collection of carnivorous plants  
for the day. They were discussed and <sup>-- their mechanisms and</sup>  
how to grow and propagate them  
each child drew their favorite plus a puppet of a
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: Carnivorous plant was  
made by the librarian and the story  
Elizabeth by Key was told.  
Some children wanted to make-up their own  
carnivorous plant -- and they drew that as  
well.
4. COSTS: nothing
5. REVIEW OF PROGRAMS SUCCESS: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
6. NAME: Alicia Ann Partridge
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: \_\_\_\_\_  
Port Tampa Branch Library  
8611 Interbay Blvd.  
Tampa, Florida 33616  
839.4461

Duplicate this format for each program - add additional sheets.

1. NAME OF PROGRAM: Energy From The Mind To The Hand
2. DESCRIPTION OF PROGRAM: This was a how to draw workshop based on the drawing books in our collection. Preregister-30.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS:
  - A. Before the program I found a college student interested in teaching the children how to draw. We pulled our drawing books and selected three pictures as examples to teach, which also could be incorporated into a larger landscape type drawing. These were xeroxed and mounted for our display.
  - B. We took large pieces of construction paper, cut it into fourths for each child. We also made sure we had enough pencils and crayons for all. The children sat on the floor and used empty record album covers for lap boards.
  - C. My guest artist showed the steps in drawing each picture on our chalk board and gave the children plenty of time to follow her on their paper. When they had done all three she showed them how they could put them into a landscape. Everyone then colored their pictures.
4. COSTS:

Paper	we had
Crayons	we had
Pencils	we had
5. REVIEW OF PROGRAMS SUCCESS: I never saw children so excited at being able to draw a good picture. So often drawing is really a matter of being taught the correct way of thinking. Some of the parents were so thrilled they asked me to contact my guest artist and ask her if she would like to do private lessons for a group of children. I thought this was one of our best programs of the summer as far as stimulating children individually.
6. NAME AND TITLE: Ginny Yuhr, Children's Librarian
7. LIBRARY ADDRESS AND TELEPHONE NUMBER:

Merritt Island Public Library  
1195 N. Courtenay Pkwy.  
Merritt Island, Florida 32952  
452-3834

1. NAME OF PROGRAM: Energy From Creation
2. DESCRIPTION OF PROGRAM: We let the children make a hand drawn, do-it-yourself film using clear 16mm film. Preregister-30.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS:
  - A. Procure the following materials:
    1. 16mm projector
    2. Clear 16mm film (about 5 minutes worth)
    3. Water soluble markers (felt pens)
    4. Music on cassette or record
    5. Cassette player or record player
    6. Extra 16mm reels
  - B.
    1. Before the program divide the film off onto other reels.
    2. Spread clean paper out on tables that are pushed together end to end and distribute pens.
    3. Mark off an area for each child.
    4. Tape film to paper and leave the excess on the reel hanging over the table.
  - C. Program How To
    1. Do a demonstration film-wavy lines, circles, dots drawn on film.
    2. Show children film-both on screen and off.
    3. Divide children into groups to work on each film.
    4. Then let them do their own thing in their space.
    5. Move the film down off the table and unwind more of it and tape it down as needed.
    6. When finished, show each group's film. Play music while each is running.
4. COSTS:
 

16mm reprocessed film	about \$9.00 (available from a film supply lab.)
Pens	about \$10.00-\$15.00 (Experiment to see what will write on plastic or not dissolve.)
5. REVIEW OF PROGRAMS SUCCESS: A very worthwhile program. The children loved seeing their creative endeavors on the screen. (We spliced the whole film back together and now have it as an example for future film makers!
6. NAME AND TITLE: Ginny Yuhr, Children's Librarian
7. LIBRARY ADDRESS AND TELEPHONE NUMBER:
 

Merritt Island Public Library  
1195 N. Courtenay Pkwy.  
Merritt Island, Florida 32952 452-3834

1. NAME OF PROGRAM: Energy From Water
2. DESCRIPTION OF PROGRAM: Energy From Water highlighted books and stories that were about water or soap and water. It also called attention to activities needing water. A book talk, read aloud story, craft activity, and film were used to accomplish this. Preregister-30.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS:
  - A. Prepare a bibliography and book talk from your library collection. Sample titles:
 

Fiction Selections

Bond. A Bear Called Paddington

Buck. The Big Wave

Byars. Trouble River

Cleary. Ribsy

Norton. The Borrowers Afloat

Rawlings. The Secret River

Winterfield. Castaways in Lilliput

Easy Selections

Belpre. The Rainbow Colored Horse

Freeman. Rainbow of my Own

Holl. The Rain Puddle

Tresselt. Raindrop Splash

Yolan. Rainbow Rider

Zion. Harry the Dirty Dog

Nonfiction Selections

j398.2 Chase. Grandfather Tales. "Soap, Soap, Soap"

j398.2 Lang. Blue Fairy Book. "Water Lilly"

\*Books on Boating, Skiing, etc.
  - B. Read a story from your selection. We read "Soap, Soap, Soap" from Grandfather Tales by Chase.
  - C. Craft Activity:
 

Decorate a bar of soap (BROUGHT FROM HOME)

Materials needed:

soap

glue

double boiler

knives

paraffin wax

tongs

hot plate

precut pictures and/or paper and pens to draw original pictures

How To:

Scrape imprint off the soap with a knife. Glue picture onto the soap. Melt paraffin in double boiler. Hold soap with tongs and dip picture side of

soap into hot paraffin and remove immediately. If wax has dripped down the side of the bar, it can be neaten- ed by scraping with a knife. The picture on the soap will last as long as the soap is used. This activity doesn't take long. A adult must tend the wax pot and do the dipping. The wax could be pre-melted before the activity to save time.

D. Show a film that has something to do with water.

4. COSTS:

Paraffin wax	approx.	40¢
Soap		\$1.00
Glue		no cost-we already had plenty

5. REVIEW OF PROGRAMS SUCCESS: Very successful. The child- ren were pleased and proud of their soap and many checked out books from our display and book talk area.

6. NAME AND TITLE: Ginny Yuhr, Children's Librarian

7. LIBRARY ADDRESS AND TELEPHONE NUMBER:

Merritt Island Public Library  
1195 N. Courtenay Pkwy.  
Merritt Island, Florida 32952  
452-3834

## Evaluation

## V. (Continued)

B. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: CHEERLEADING, an energetic workshop.
2. DESCRIPTION OF PROGRAM: All nine cheerleaders from one of the high schools did the workshop for us. Story hour age children, ages three thru seven were included with the eight thru twelve year olds. The cheerleader divided the children into smaller groups, by ages, and two cheerleaders worked with each group. Did exercises first, then taught them cheers and motions with music.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: Contacted the teacher in charge of the school cheerleaders before school was out. She was very willing for the girls to do this. The girls were enthusiastic about the program. Each summer they hold classes for children themselves. This workshop was the first one of our summer programs, so it worked out well for us and for them. It was a good beginning and was held before the girls' classes.
4. COSTS: Nothing. Their time was donated.
5. REVIEW OF PROGRAMS SUCCESS: This was an exciting and very successful program. All ages enjoyed it, young children and older ones. We had large groups both days the workshops were held.
6. NAME: Margaret A. Cureton, Children's Librarian
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: North Brevard Public Library  
2121 S. Hopkins Avenue  
Titusville, Florida 32780  
(305) 269-7323

Duplicate this format for each program - add additional sheets.

## Evaluation

## V. (Continued)

B. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Extra Special Performers - You.
2. DESCRIPTION OF PROGRAM: This 6 weeks program ran concurrently with the beforementioned ESP, but was for children 8 to 12 years old. It involved teaching the children "how to" do various types to performing, from storytelling to magic.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: 1. Choose forms of art that can be introduced to the child with a simple skill learned within an hour. 2. Line up the demonstrator, be it yourself, a staff member or an outside voluteer who is proficient in whatever the subject for that program.
4. COSTS: Staff time and materials.
5. REVIEW OF PROGRAMS SUCCESS: Very good. The poet and the magician seemed to have the most impact in stimulating an interest, but this is sometimes hard to follow up since the seed of interest planted may lay dormant awhile.
6. NAME: North Miami Public Library (Alice K. Murphy)
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: 835 N.E. 132 St., North Miami, 33161  
(305) 891-5535

Duplicate this format for each program - add additional sheets.

V. (Continued)

B. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Children's Book Exchange
2. DESCRIPTION OF PROGRAM: Children brought their own books from home that they had already read and no longer wanted, to trade for ones they had not yet read
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: Saved donated books for months in advance
4. COSTS: \$0
5. REVIEW OF PROGRAMS SUCCESS: Children loved the idea! They hope for another one next year.
6. NAME: Sue Bohn
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: Satellite Beach Public Library  
565 Cassia Blvd.  
Satellite Beach, Fla. 32937  
(305)773-9411

Duplicate this format for each program - add additional sheets.

V. (Continued)

B. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: E\*S\*P SPECIALS

2. DESCRIPTION OF PROGRAM: 3 separate programs for children 9-12 on special interest topics: writing poetry; making puppets and putting on a puppet show; studying and collecting insects. Each group met once a week for between 4 & 8 weeks. A staff member with a background in the area led each group. Participation was limited to 10 children each & registration was required. The poetry group read poems, talked about what makes a poem, and wrote their own, which we then typed and displayed. The insect study group collected and preserved insects and now have their

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: collections on display.\*\*

Plan weekly outline; collect materials; register kids after advertising; proceed with plans. It is important to have a final product or outcome that kids can participate in or have displayed.

4. COSTS: Varies--Poetry and insects were very inexpensive. Puppets cost a good deal more for materials we did not have on hand.

5. REVIEW OF PROGRAMS SUCCESS: ,

Very good--Although participation was limited, the children who did join us had a good time and came away with some more in-depth experience and/or knowledge.

6. NAME: Linda Boyles

7. LIBRARY ADDRESS AND TELEPHONE NUMBER: \_\_\_\_\_

Gainesville Public Library

222 E. University Ave.

Gainesville, Fl. 32601

Duplicate this format for each program - add additional sheets.

The puppet group was exceptionally good. The kids decided on a script and adapted it; made the puppets, made the tape, blocked the show, and performed for the general public twice at the end of the series. They then took their puppets home-

## V. (Continued)

B. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Extra Special People
2. DESCRIPTION OF PROGRAM: Cloggers group - Four teen-age girls from Plant City came and danced several different routines and then demonstrated clogging to the children
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: Contact Mrs. Joyce Wetherington  
3505 Cason Road, Plant City, FL 33566  
Collect pictures of dancers, all types, and display them  
Advertise the program extensively with newspaper and poster  
Provide refreshments for the children and guests
4. COSTS: \$60.00
5. REVIEW OF PROGRAMS SUCCESS: We had 104 children in attendance in addition to 15 adults. Many adults came to this program and expressed interest and pleasure.
6. NAME: Linda Campbell
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: Ft. Meade Public Library  
75 E. Broadway  
Ft. Meade, FL 33841 ( 813 ) 285-8245

Duplicate this format for each program - add additional sheets.

## Evaluation

## V. (Continued)

- B. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: GREEN THUMB DAY

2. DESCRIPTION OF PROGRAM: Beautify the front of the library

with flower bed plantings. The staff rooted some easy to grow

plants such as coleus, periwinkle, artillery fern, and wedelia  
in the weeks preceding the program and the boys and girls  
participating planted them on Green Thumb Day.

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: The group was large and of a very  
wide age range, so I divided them into six groups all armed with  
a spoon, a few varied species of plants, a bucket of water for each  
group and a paper cup to dip from the bucket. They (as a group) were  
then assigned to a flower bed and allowed to design the planting as  
a group. They were instructed as to the planting techniques they were  
to use and let go on their own, with staff members assisting with  
any problems that arose. The end result was praiseworthy.

4. COSTS: None

5. REVIEW OF PROGRAM'S SUCCESS Next year I will do a program on  
the care of plants once they are in the ground.

6. NAME: Marlene Lee

7. LIBRARY ADDRESS AND TELEPHONE NUMBER: \_\_\_\_\_

Oakland Park Library

1298 N.E. 37th St.

Oakland Park, FL 33334

305-561-6160

Duplicate this format for each program - add additional sheets.

## V. (Continued)

B. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Craft Program
2. DESCRIPTION OF PROGRAM: Children Constructed Personal Scrapbook. Consist of the childs favorite color, car, house, dog, flower etc.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: Materials Needed;  
Different colors of Construction paper, Old Magazines, yarn,  
white glue, scissors, hole puncher, Cut 4 different colors  
of construction paper, punch 3 holes in one side. Tie yarn in  
a bow through holes. Cut pictures out of magazines and glue on.
4. COSTS: 15¢ each
5. REVIEW OF PROGRAMS SUCCESS: It was a lot of fun making  
the Scrapbook. The Children enjoyed it very much. Very Successful.
6. NAME: Althea Halyard
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: Dickerson Community  
Center, 308 So. Campbell St. Daytona Bch, Fla. 32014  
252-8107

Duplicate this format for each program - add additional sheets.

## V. (Continued)

B. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: "Kitchen Kapers"
2. DESCRIPTION OF PROGRAM: Made refrigerator magnets  
shaped like canoes with peas inside.   
All programs include a story - this one a  
delightful one by Rita Gelman, "More Spaghetti  
I SAY"
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: made peanut butter  
logs - a nutritious "candy" - made of 1c.  
p. butter, 5 T non-fat dry milk, 1c. raisins,  
4 T. honey - rolled in shredded coconut. Refrigerate.  
Talked about the importance of good nutrition  
& protein in the diet.
4. COSTS: Had most of the material "on hand" -
5. REVIEW OF PROGRAMS SUCCESS: Our library is concerned  
with the amount of sugar consumed by parti-  
cularly children - giving an alternative "sweet"  
is helpful to both parent and child.
6. NAME: Joyce C. Howie
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: Brannan  
Memorial Library, 105 So. Riverside Dr.  
New Smyrna Bch. Fl. (904) 428-2572

Duplicate this format for each program - add additional sheets.

## V. (Continued)

B. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: BOOK WORMS
2. DESCRIPTION OF PROGRAM: EGG CARTON WORMS PAINTED WITH POSTER PAINTS AND FINISHED OFF WITH PIPE CLEANER ANTENNA,
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: CUT PAPER EGG CARTONS IN HALF LENGTH WISE, EACH CHILD SHOULD GET ONE SECTION AND WILL SHARE PAINTS WITH OTHERS, PAINT SECTIONS SOLID GREEN AND ALLOW TO DRY SLIGHTLY, ADD MARKINGS OF OTHER COLORS AND ADD EYES AND MOUTH, PIPE CLEANERS ARE PUSHED THROUGH THE HEAD TO MAKE THE ANTENNA, ALLOW EACH CHILD TO SUIT HIMSELF,
4. COSTS: PIPE CLEANERS AND POSTER PAINT SUFFICIENT FOR # OF CHILDREN.
5. REVIEW OF PROGRAMS SUCCESS: VERY SUCCESSFUL, THOUGH EACH CHILD IS GIVEN THE SAME BASIC SUPPLIES EVERY ONE WILL COME UP WITH A COMPLETELY DIFFERENT PRODUCT, WE HAD HAPPY WORMS, SAD WORMS, ARMY WORMS, AND MONSTER WORMS, VERY ENJOYABLE,
6. NAME: RUTH M<sub>C</sub>CORMACK
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: EDGEWATER PUBLIC LIBRARY, 135 EAST PARK AVENUE, EDGEWATER FLORIDA, 32032  
904-427-1777

Duplicate this format for each program - add additional sheets.

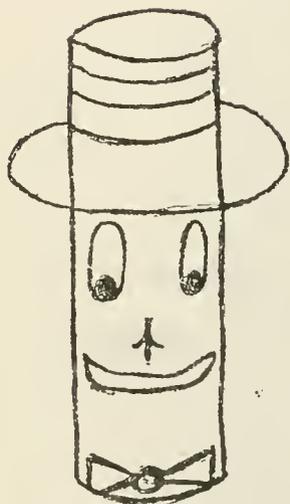


## Evaluation

## V. (Continued)

B. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: POTATO CHIP CAN CREATURES
2. DESCRIPTION OF PROGRAM: OUTRAGEOUS CHARACTERS WERE CREATED FROM SNACK CANS, FELT SCRAPS, EGG CARTONS, CONSTRUCTION PAPER SCRAPS, "LEGGS EGGS", AND GLUE. (WE REALLY CLEANED OUT THE CLOSET ON THIS PROJECT).
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: GIVE EACH CHILD A CAN, HELP COVER CANS WITH CONSTRUCTION PAPER, HOLDING THE PAPER WITH RUBBER BANDS WHILE GLUE IS DRYING. CHILDREN USE THEIR IMAGINATIONS TO CREATE WEIRD CREATURES FROM REMAINING SCRAP MATERIALS. HELP WITH CUTTING AND GLUEING WHERE EVER NEEDED.
4. COSTS: ALL SCRAPS AND DONATED MATERIALS - NO COST!
5. REVIEW OF PROGRAMS SUCCESS: I INSISTED THE CHILDREN USE THEIR "THINKER UPPERS" TO MAKE SOMETHING EXTRA SPECIAL AND DIFFERENT FROM OUR PREVIOUS PROJECTS, MOST OF THE CHILDREN WERE VERY COOPERATIVE AND CAME UP WITH SOME GREAT IDEAS.
6. NAME: RUTH M. CORMACK
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: 904-427-1777  
EDGEWATER PUBLIC LIBRARY, 135 EAST PARK AVENUE,  
EDGEWATER, FLORIDA, 32032



Duplicate this format for each program - add additional sheets.

## V. (Continued)

B. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: EXCITING FUMBLES & BUMBLES
2. DESCRIPTION OF PROGRAM: Our 3 most successful craft hours:  
-Self-portraits with crayon & paper and with construction paper cut-outs on gallon plastic milk jugs.  
-Flour clay wild animals....-Weaving with cardboard looms.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: Adults brought in simple samples of each craft. Children were given simple materials to start and were kidded and encouraged into growing involved with them. Only children that had played out their interest with the simple materials were given anything more involved.
4. COSTS: Donations: yarn, cardboard, jugs. Flour clay--\$4.00.  
(Construction paper & paint in stock)
5. REVIEW OF PROGRAMS SUCCESS: Goal: to get the child engrossed with the material. Secondly, to get him to finish something. Success gaged by the degree of involvement--evidently high because kids complained that the hour was too short and begged to be allowed to continue.
6. NAME: E. Lagana Bluangtook
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: 722 3333  
Palmetto Public Library  
923 Sixth Street West  
Palmetto, Florida 33561

Duplicate this format for each program - add additional sheets.

## V. (Continued)

B. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Swing Your Partner Square Dance

2. DESCRIPTION OF PROGRAM: Children were invited to learn how to square dance as part of our "Saving Energy" Week program to demonstrate one way in which people amused themselves before the advent of electricity.

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: We choreographed a simple square dance for children and wrote our own calls. We borrowed a square dance record and taped music from it. Finally we dressed in western styles to create atmosphere.

4. COSTS: None!

5. REVIEW OF PROGRAMS SUCCESS: The children loved square dancing. We had ninety-two children participate on a day when our library's air-conditioning was not working. We practiced without music until the children understood the basics and then practiced with the music

6. NAME: and calls. The caller (staff librarian) and leaders

7. LIBRARY ADDRESS AND TELEPHONE NUMBER: \_\_\_\_\_  
(Children's Librarians) were exhausted long before the children were.  
The children who had never square danced before were surprisingly fast learners.

Carol Herman, North Dade Regional Library, 2455 N.W. 183 Street,  
Miami, Florida 33055 (305) 625-6424

Duplicate this format for each program - add additional sheets.

## V. (Continued)

B. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: "Silence! ... we're on the air!"

2. DESCRIPTION OF PROGRAM: \_\_\_\_\_

The children provide the sound effects for a "radio script," dramatically read by the librarian. This is recorded and played back as a radio show.

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: ① A radio script, with

many opportunities for easily produced sound effects,

must be written. ② The sound effects and any props

must be provided. Examples include: Rattling chains (using real chains) gunshots (popping balloons), fire (crinkling cellophane), screams, wind, etc

4. COSTS: The cost of a cassette tape; sound props can usually be

5. REVIEW OF PROGRAMS SUCCESS: \_\_\_\_\_

The dramatic tension, the curiosity of hearing one self, as well as the opportunity to "make a lot of noise" for a purposeful reason, were all enjoyed by the children.

6. NAME: Olga Ozores

7. LIBRARY ADDRESS AND TELEPHONE NUMBER: \_\_\_\_\_

2190 West Flagler, Miami, Fla 579-5492

Miami-Dade Public Library, Hispanic Branch

Duplicate this format for each program - add additional sheets.

Continuation

- ③ Each child or group of children is assigned a sound effect. As the librarian reads the script, she points to the appropriate child.
- ④ This is all tape recorded and played back for the childrens.

V. (Continued)

B. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Man and the Sea

2. DESCRIPTION OF PROGRAM: A volunteer ex-sea Captain told sea stories and taught the children sea chanties.

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: Arrangements were made before the summer for volunteer help. Support material on sea stories was borrowed from the Main Library.

4. COSTS: 0 - refreshments were provided by local grocery stores

5. REVIEW OF PROGRAMS SUCCESS: The children loved the stories and the participation in the songs. About 60 children attended, and the majority were of pre-school age. Had the audience been older, Captain Joe would have demonstrated the tying of simple knots.

6. NAME: Margaret Berry

7. LIBRARY ADDRESS AND TELEPHONE NUMBER: \_\_\_\_\_

Northwest Regional Library System

Holmes County Library

City Hall Building

Bonifay, FL 32425 904-547-3573

Duplicate this format for each program - add additional sheets.

## V. (Continued)

B. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Friday Film Festival
2. DESCRIPTION OF PROGRAM: Films were shown continuously from 10 to 4 in the Children's Department every Friday. Films were ordered from the State Library and other free sources and were generally aimed at the schoolage interest level. Usually we had about 5 different titles to use during the day. This program required a minimum of staff help to run the projector and monitor the showings. The need arose out of the many requests we were getting for entertainment from day care programs, Girls Club, Boys Club, etc.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: We found it helpful to have two projectors available to one film could be shown while another was being rewound or threaded. It was feared that problems would arise with kids being left all day, but usually kids were in the library about two hours during these films. Attendance averaged about 100 seeing the films during this six-hour time.

4. COSTS: Clerical time involved in ordering films and handling; staff time in showing films.
5. REVIEW OF PROGRAMS SUCCESS: Children's Department staff found this program to be very successful and greatly appreciated by kids, parents, and teachers. It was quite informal and casual and the children were encouraged to wander in and out and select books during their visit. It was the only way we could offer any regular contact with the day care programs and recreation programs in the area. We choose Friday as the slowest day in the department and the circulation increased tremendously.

6. NAME: Sarah Howell

7. LIBRARY ADDRESS AND TELEPHONE NUMBER: \_\_\_\_\_

Northwest Regional Library System

25 West Government Street

Panama City, FL 32401      904-785-3457

Duplicate this format for each program - add additional sheets.

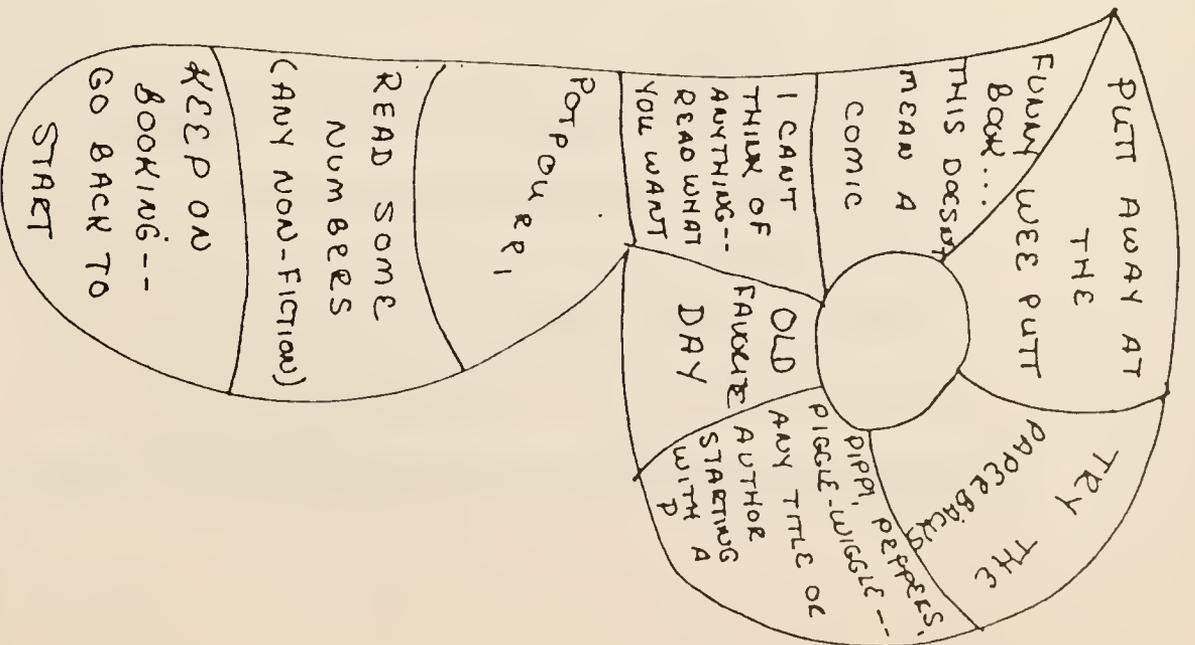
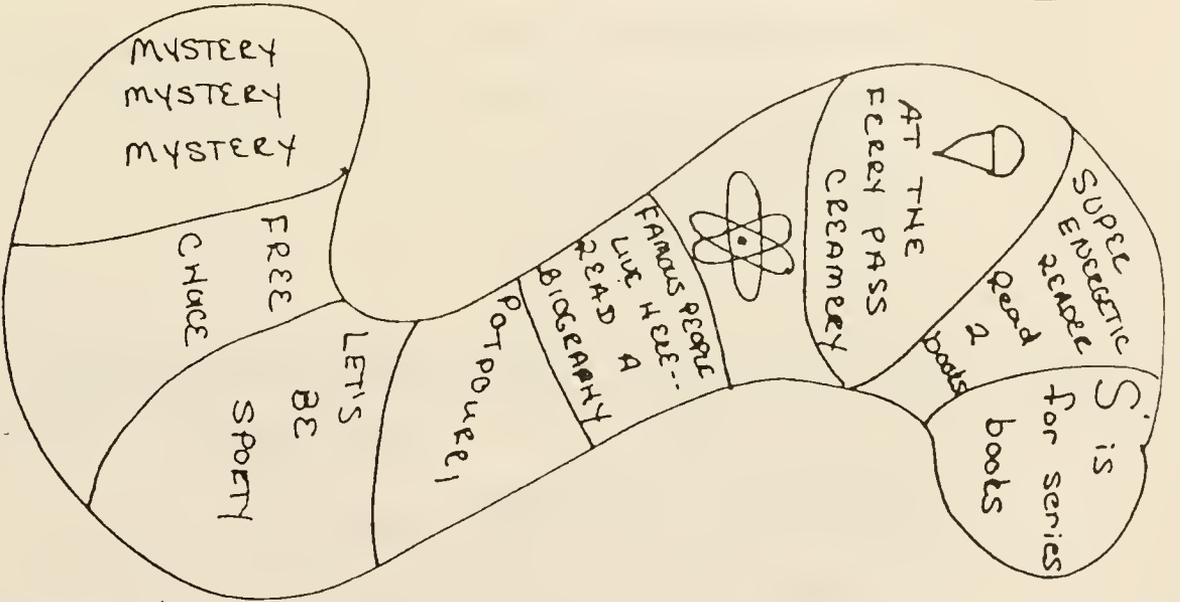
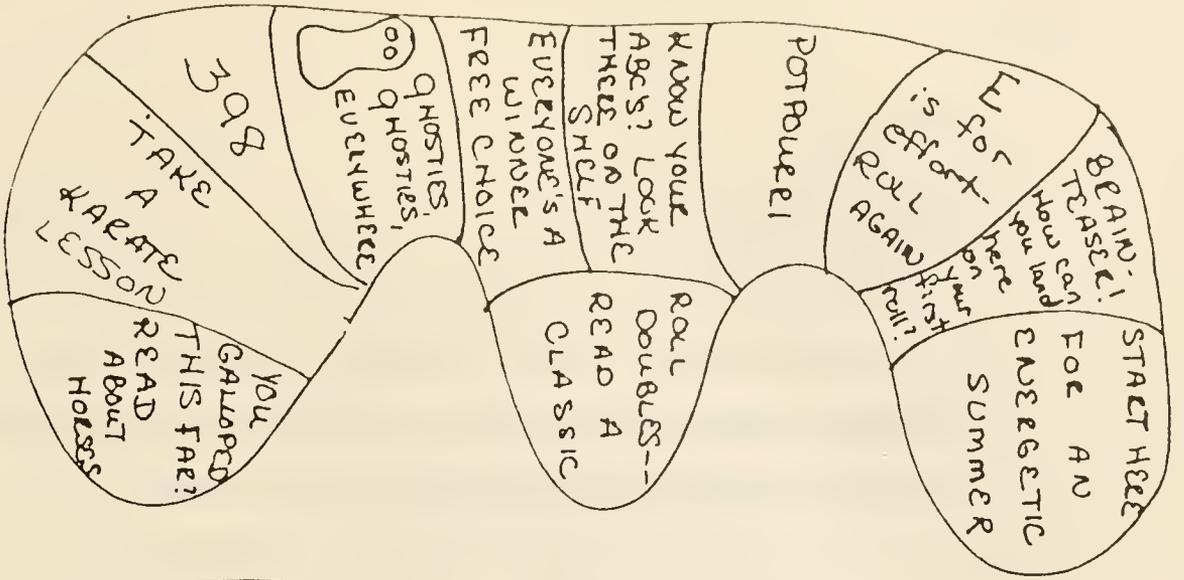
## V. (Continued)

B. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: The ESP Game \*The Sun Ray Game
2. DESCRIPTION OF PROGRAM: A giant board game on the wall that each child played on their visits to the library. See attached sheet for a drawing of it. Large foam rubber dice (such as those hung over rearview mirrors) were used for the children to roll.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: A child's move was counted from the last stop, his name and stop written on the wall, and the librarian helped him select a book from the category. There were free choices, free passes from local merchants (ice cream, golf and karate lessons), and potpourri cards.
4. COSTS: \$3.00 for the dice and paper to make the game
5. REVIEW OF PROGRAMS SUCCESS: Tremendous. It gave some individual book selection to each child, had them reading types of books they normally would not check out, and touched more of them than we could in a formal program situation. 336 children played the game 1068 times.
6. NAME: Beth Nicholson
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: 904 477-4562  
Belvedere Branch Library  
West Florida Regional Library  
6869 N. Ninth Avenue  
Pensacola, Florida 32504

Duplicate this format for each program - add additional sheets.

\* A much simplified version of ESP for the younger children. The design was taken from the state art work and the children moved around the rays of the sun. Categories were things like animals, friends, etc.



POTPOURRI CARDS: This is a  $\Delta$ ...find a fun math book; Roll again, Jack!; Talk to the animals(read Dr. Doolittle or an animal book); Mom deserves a break today...get her a book; Blue Ribbon Day...read a prize winner; Meet Mr. Wizard...read a science book; History is for the birds...read one or the other; 372.5(Creative Activities series); Skip back to first grade...read 3 easy books; Pretend you are in high school...read a comic; Take a world cruise-- visit another country; Poetry is not always words that rhyme, check the 811's for a real good time

## Evaluation

## V. (Continued)

B. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Under-the-tree crafts.
2. DESCRIPTION OF PROGRAM: Subject! Ecology, nature, crafts. Theme: Use nature's free gifts to make things this summer. Make things from seeds, plants, rocks.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: Our program emphasized making pine cone animals while sitting under a tree on the public library's lawn.
4. COSTS: Minimal - just glue and construction paper.
5. REVIEW OF PROGRAMS SUCCESS: Children loved it. Many wanted to make two or three things.
6. NAME: Dan Smith
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: 964-6400  
Bradford County Public Library  
105 E. Jackson St.  
Starke, Fl 32091

Duplicate this format for each program - add additional sheets.

## Evaluation

## V. (Continued)

B. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: CREATIVE DRAMATICS WORKSHOPS
2. DESCRIPTION OF PROGRAM: This was an experimental program  
and featured two hour workshops with children broken into  
two age groups. These were held two weeks.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: \_\_\_\_\_  
A very talented person in the drama department con-  
ducted these workshops. Her name was given to us after  
several phone call to our local community college. The  
program was arranged in late spring. Appropriate publicity  
and registration took place ahead of time as there was a limited
4. COSTS: Total: \$120.00 paid by the Friends of the Library. /enrollment.
5. REVIEW OF PROGRAMS SUCCESS: One of our most successful  
program - both children & mothers raved about the reactions  
& there were many requests for a repeat next summer.
6. NAME: Marcia Thompson
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: \_\_\_\_\_  
Wilton Manors Public Library  
500 N.E. 26th St.  
Wilton Manors, Fla. 33305  
305-566-7915

Duplicate this format for each program - add additional sheets.

## Evaluation

## V. (Continued)

B. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: SEMINOLE INDIAN VISIT
2. DESCRIPTION OF PROGRAM: Two members of the Seminole Indian tribe, located in Broward County, came to the library. Approximately 65 children enjoyed learning about the history, culture, and modern living conditions of these people.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: We contacted the local education office of the Seminole Indians. After several conversations, we set up a date, did appropriate publicity (this was not held during a regular program, so a bit more publicity was used), confirmed their visit a few days ahead. Everything went very smoothly.
4. COSTS: nothing
5. REVIEW OF PROGRAMS SUCCESS: Presentation was quite amateurish, slides were not very well prepared or arranged but for the most part, the children seemed very interested.
6. NAME: Marcia Thompson
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: Wilton Manors Public Library  
500 N.E. 26th St.  
Wilton Manors, Fla. 33305      305-566-7915

Duplicate this format for each program - add additional sheets.

## V. (Continued)

B. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: "Marmalade Gumdrops"
2. DESCRIPTION OF PROGRAM: The Ormond Beach Cultural Council in cooperation with the Ormond Public Library presented a Children's Theatre Festival starring the Popcorn Players.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: 1) Set time and date, 2) prepare advance publicity for media, 3) have city workers assemble stage on large lawn next to library, 4) welcome audience and introduce the actors.
4. COSTS: Nothing.
5. REVIEW OF PROGRAMS SUCCESS: In spite of a hot, humid day, approximately 500 children and adults gathered on the lawn to see the performance; they came from miles around. After the live drama, the audience was invited into the library to view "The Red Balloon;" each child received a balloon.
6. NAME: Ormond Beach Public Library
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: 30 South Beach Street Phone: AC 904-677-0328  
Ormond Beach, FL 32074

Duplicate this format for each program - add additional sheets.

V. (Continued)

B. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Energetic Summer Workshops

*SEE ATTACHED XEROX COPY OF SOME OF MY OTHER PROGRAMS*

2. DESCRIPTION OF PROGRAM: In addition to my other programs, I had three workshops for a limited number of children. They were on Natural Foods, Origami, and homemade ice-cream. The Natural Foods Workshop was especially interesting. We made special cookies (with Tahini, honey, etc.) and two kinds of sandwiches. I showed them how to sprout mung beans and alfalfa seeds and they sampled them. Each child was given mung beans and alfalfa seeds to take home to sprout.

3. ~~STEP-BY-STEP PROGRAM INSTRUCTIONS:~~ I drew up a set of instructions with illustrations for sprouting. The alfalfa seeds were sent home in lock-seal baggies with holes punched in them, and thus were ready to sprout. I kept the things we made at the workshop simple and appealing. One type of sandwich was a mixture of dried fruits (apples, pineapple, apricots, figs, etc.) chopped up with nuts and added to cream cheese, which we spread on natural raisin bread. The other type was chopped cucumber, tomato, sesame seeds, and sprouts added to cottage cheese and spread on cracked wheat bread with a little mayonaise. (Sounds terrible but it was delicious.)

4. COSTS: Approximately \$20.00 for all three programs.

5. REVIEW OF PROGRAMS SUCCESS: These programs were educational without being boring. The children seemed to enjoy them inordinately, and I did too. Because of the large number of children attending my programs, these workshops were about the only opportunity I had to deal more personally with many of the children.

6. NAME: Susan Erhardt

7. LIBRARY ADDRESS AND TELEPHONE NUMBER: Port Saint Lucie Branch Library  
180 South West Prima Vista Boulevard, Port Saint Lucie, Florida 33452  
305-878-1467

Duplicate this format for each program - add additional sheets.

# SPROUTING BEANS

160

## SPROUTING BEANS AND SEEDS RIVAL MEAT FOR PROTEIN



1 TAKE ONE CLEAN JAR. CUT A PIECE OF NET (ONE OF YOUR MOM'S OLD STOCKINGS - BUT ASK HER FIRST.) SO THAT IT WILL FIT ON THE TOP TIGHTLY WHEN HELD IN PLACE WITH A RUBBER BAND



2 TAKE YOUR BEANS, ABOUT A TABLESPON IF THEY'RE SMALL - TWO IF THEY'RE BIGGER - -



3 COVER WITH WARM WATER, AND LEAVE OVERNIGHT



4 NEXT MORNING - DRAIN AND RINSE BEANS TWO OR THREE TIMES. (YOU DO THIS BY FILLING THE JAR WITH WATER AND TIPPING IT OVER THROUGH THE NET COVER)

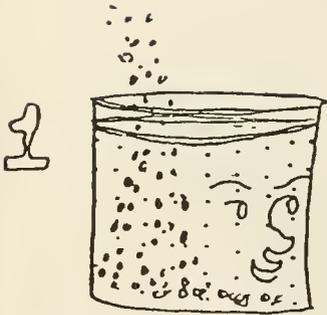


5 DO THIS EVERY MORNING AND EVERY EVENING, AND VERY SOON YOU WILL SEE THE BEANS BEGINNING TO SPROUT. THEY TAKE ABOUT FOUR DAYS.

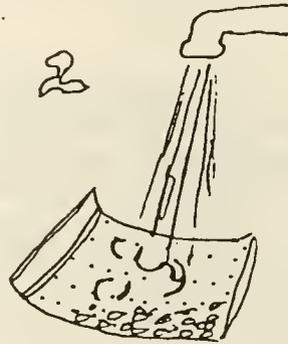


6 WHEN THEY HAVE SPROUTED, ADD THEM TO YOUR SALADS, SANDWICHES OR SPRINKLE ON YOUR FAVORITE SAVORY DISH.

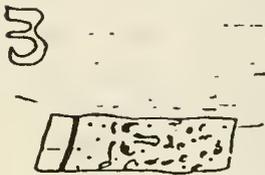
# SPROUTING ALFALFA



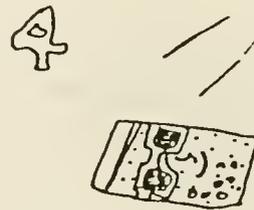
POUR ALFALFA SEEDS INTO BAG. (ABOUT ONE TABLE-SPOONFUL) SEAL BAG WITH ZIP LOCK -



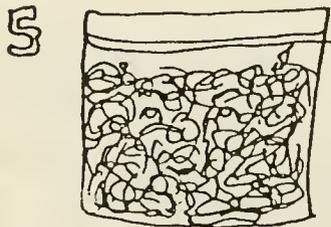
RINSE SEEDS TWICE DAILY, FOR THREE DAYS. WATER WILL DRAIN OUT OF HOLES.



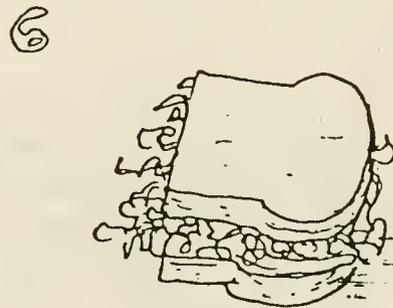
SPROUTING SEEDS SHOULD BE KEPT FLAT IN A WARM DARK PLACE.



ON FOURTH DAY EXPOSE SPROUTS STRONG DAYLIGHT INDIRECT-SUNLIGHT



WHEN SPROUTS ARE MATURE, STORE IN REFRIGERATOR. YOU CAN LEAVE THEM RIGHT IN THE BAG



ADD SPROUTS TO YOUR SANDWICHES - EGGS - SALADS - ETC. YOUR EGG



# POETRY

By young poets of Seminole Library  
Summer 1980

---

## FREE VERSE

### The Library

Check out! Check out!  
People read and write.  
Libraries are for good people  
like you and me.

by Laura

I like it when the sun sets  
because it's so beautiful at night,  
because it's bright orange, yellow and  
it shines as it comes up.

by John

Trees and flowers  
hills or grass,  
Nature's beautiful  
so why ask?

by Anthony

### Today

Today is fun,  
But there's not much sun.  
There's lots of clouds,  
And many crowds.  
I hope the sun will come soon,  
For already I see the moon.

by Mona

The Indians one night  
they got me  
and took me to their village.  
They took me into the chief's teepee  
and tied me up!

by Chris

### The Shining Sun

The sun shines.  
The sun is fun.  
Daylight has to do with the sun.  
The sun shines on flowers,  
the sun shines on others.

by Bryon

There once was a man named Tife  
 That ate his peas with a knife.  
 He ate them with honey,  
 It tasted kinda funny  
 But, "disgusting", cried his wife.

by Rhonda

There once was a beautiful cat  
 who slept all day on a mat.  
 He spotted a mouse  
 who ran through the house  
 then he decided to put on a hat.

by Elnardo

There once was a very big hog  
 one day he got caught in the fog.  
 He could not see where he was going  
 and ran into someone mowing,  
 he felt like a bump on a log.

by Rodney

There once was a girl named Tina  
 Who had a baby named Katrina.  
 Katrina got fat  
 and became quite a brat  
 And demanded a big plate of weiners.

by Valicia

#### HAIKU

The spring has nice smells  
 It is beautiful to see  
 and to feel the sun

by Scott

The flowering branch  
 the bird is very pretty  
 the cat is near us!

by Laura

Horses are pretty  
 A bird is pretty in spring  
 The moon is pretty

by Linelle

Daisies by the road  
 All smiling yellow faces  
 happy in the wind

by Karen

The nice butterfly  
 goes swiftly across the lake  
 I love butterflies

by Kitchell

A horse is pretty  
 A lot of horses are smart  
 and I love horses

by Ed

The pretty blue lake  
 the moon was glowing on it  
 It was beautiful

by Marjorie

## V. Programs:

A. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Model railroading
2. DESCRIPTION OF PROGRAM: Bruce Raykiewicz, model railroad enthusiast, brought to the library and set up a display of model railroad engines and cars and ran them on a set of tracks. Also demonstrated a steam engine which he is in
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: the process of assembling. He brought his collection of books on the subject and spent a long time with the children and their equally fascinated parents demonstrating and answering questions. He also would like to be asked again. He had hoped to have a film on rail-
4. COSTS: roading for the program, but it was booked elsewhere.
5. REVIEW OF PROGRAMS SUCCESS: Bruce had a great way with the children and his enthusiasm for his avocation was catching.
6. NAME: Nancy M. Wakeley
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: Fort Myers-Lee County Library  
2050 Lee Street  
Fort Myers, Florida 33901  
(813) 334-3992

Duplicate this format for each program - add additional sheets.

V. (Continued)

B. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Exciting Special People

2. DESCRIPTION OF PROGRAM: For each of our programs we invited persons to share with our intended audiences their specialty and their "energy". We had the following: Skateboarders, Dancers, Hot Air Balloonist, Naturalist, Children from International Summer Village, Disco Skaters, National Champion Frisbee Throwers and Storyteller.

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: As each participant perform we selected books, films, stories, etc., that seemed appropriate for the program. Four of the activities were held on the outside and after the outdoor performance, we went into the auditorium and conducted the rest of the program. We allowed for a question and answer period whenever necessary.

4. COSTS: Nothing (Frisbees were donated and given to those whose names were pulled by the National Champion Frisbees Throwers

5. REVIEW OF PROGRAMS SUCCESS: \_\_\_\_\_

All of our programs proved to be very successful and our largest attendance was for the Hot Air Balloonist, (401)

6. NAME: Elaine Kitchings

7. LIBRARY ADDRESS AND TELEPHONE NUMBER: Regency Library

Duplicate this format for each program - add additional sheets.

## V. (Continued)

B. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Physical Energy: Gymnastics Workshop
2. DESCRIPTION OF PROGRAM: Teacher from the local Slin-Gyn Club brought several children to demonstrate rolls, flips, cartwheels, etc. Then she and club members taught our group some easy rolls.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: Get parents' signed permission for children to participate. Find gymnastics teacher who can arrange a demonstration and help beginners with easy tricks. Borrow mats. Lots of space is needed--perhaps outdoors if room is small.
4. COSTS: \$0
5. REVIEW OF PROGRAMS SUCCESS: Excellent. All seemed to enjoy watching the demonstration and were eager to try the rolls themselves. Only a few were not allowed to participate due to physical reasons. Our teacher had an especially positive manner with those physically inept.
6. NAME: Maureen Helvin
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: Okeechobee County Library, SE 2nd. Ave., Okeechobee, Fla. 33472  
813-763-3536

Duplicate this format for each program - add additional sheets.

V. (Continued)

B. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: Enchanting Story Hour for Air Week

2. DESCRIPTION OF PROGRAM: Fairy Land Projection

A play, written, directed and performed in the children's  
Department of the Palmetto Public Library.

3. STEP-BY-STEP PROGRAM INSTRUCTIONS: \_\_\_\_\_

Enclosed is a press release which describes the play.

4. COSTS: Nothing: Scraps were donated by patrons. Mrs. Chubb(staff member)  
made costumes for each character.

5. REVIEW OF PROGRAMS SUCCESS: \_\_\_\_\_

Extremely successful. The children were delighted to have a  
part in the play. The devotion and dedication that was shown  
was highly commendable.

6. NAME: Patricia Ann Lightfoot

7. LIBRARY ADDRESS AND TELEPHONE NUMBER: \_\_\_\_\_

Palmetto Public Library

923 6th Street W.

Palmetto, Florida 33561      722-3333

Duplicate this format for each program - add additional sheets.

JULY 22, 1980

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PALMETTO BRANCH LIBRARY  
923 6th Street West  
PALMETTO, FLORIDA 33561

FOR MORE INFORMATION  
CONTACT PATRICIA LIGHTFOOT  
722-3333

FOR IMMEDIATE RELEASE

THE PALMETTO PUBLIC LIBRARY IN CELEBRATION OF AIR WEEK OF THE  
ENERGETIC SUMMER PROGRAMS IS PRESENTING A PROJECTION INTO FAIRY LAND.

THE PLAY IS ENTITLED, "IN SEARCH OF CINDERELLA'S LOST SLIPPER".  
IT IS A LIGHT COMEDY IN WHICH CINDERELLA AND THE MONSTROUS TIME  
MACHINE TRAVEL THROUGH FAIRY LAND AND MOTHER GOOSE LAND IN SEARCH  
OF THE GOLDEN SLIPPER. EACH FLICK OF THIS MONSTROUS TIME MACHINE  
PUTS POOR CINDY IN A DIFFERENT SITUATION AND FARTHER AND FARTHER  
AWAY FROM FINDING HER LOST SLIPPER.

FINALLY A GOOD BREAK FOR CINDY, WHEN SHE FINDS THE GOLDEN  
SLIPPER AT THE FOOT OF SLEEPING BEAUTY ONLY TO BE FRIGHTENED FOREVER

"BY THE STUPID FROG PRINCE!"

WRITTEN AND DIRECTED: MRS. PATRICIA LIGHTFOOT

COSTUME AND MAKEUP BY: MRS. BONNIE CHUBB

FROG PRINCE AND BIG BAD WOLF BY: WALTER PRICE

FAIRYLAND CHARACTERS

PLAYED BY

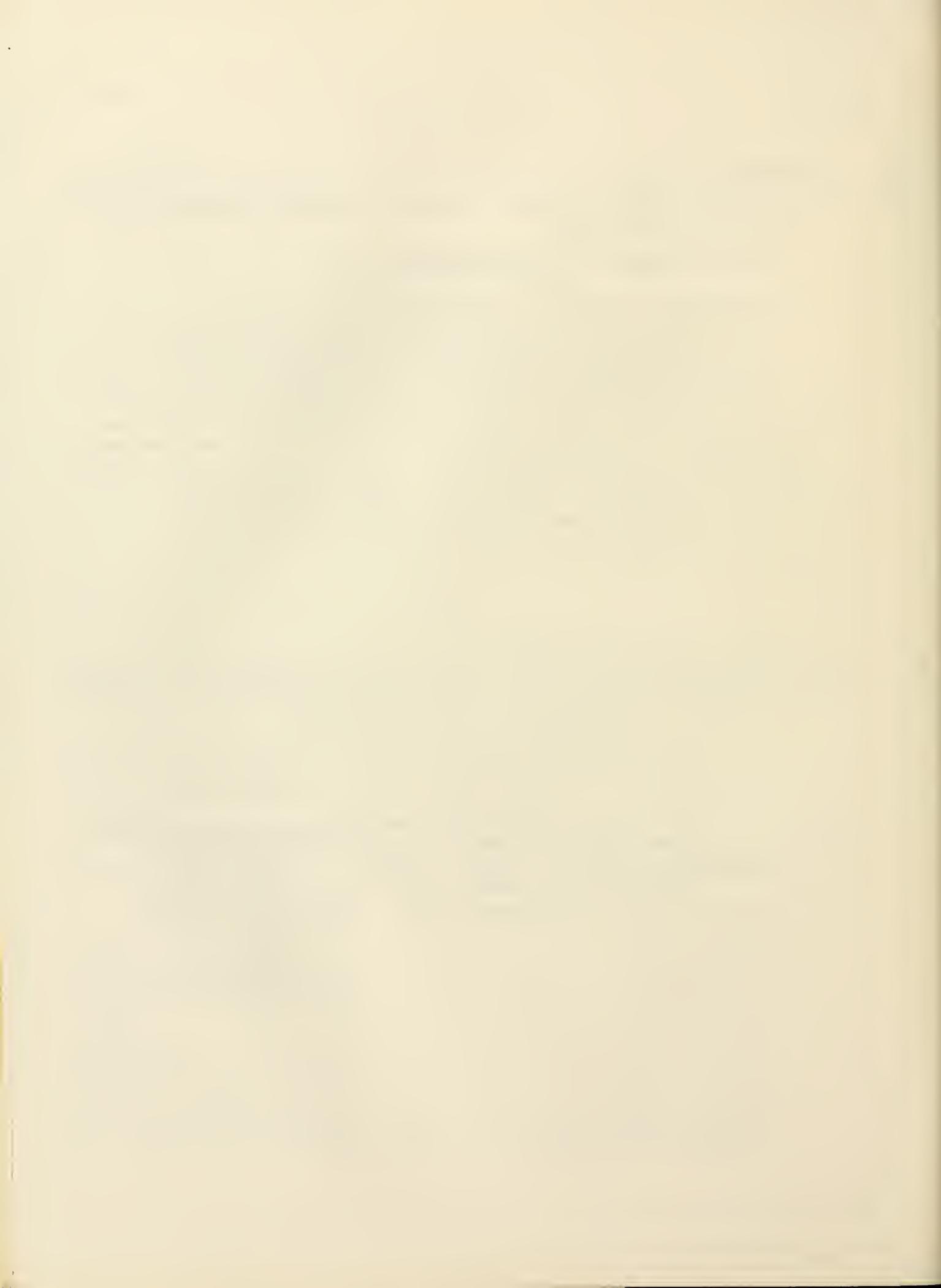
LITTLE RED RIDING HOOD-----	STACY THUNDER
LITTLE MISS MUFFET-----	TRICIA THUNDER
SLEEPING BEAUTY-----	KIM THUNDER
CINDERELLA-----	LAURA MOREHEAD
RABBIT-----	MIKE MCKINNON
SNOW WHITE-----	FAYE MITCHELL
GOLDILOCKS-----	SHERRY HUNTER
PINOCCHIO-----	EMERY BRININGS
DOROTHY IN OZ-----	SUSAN TAYLOR
WITCH-----	MISS PAT
MARY POPPINS-----	MISS BONNIE

V. (Continued)

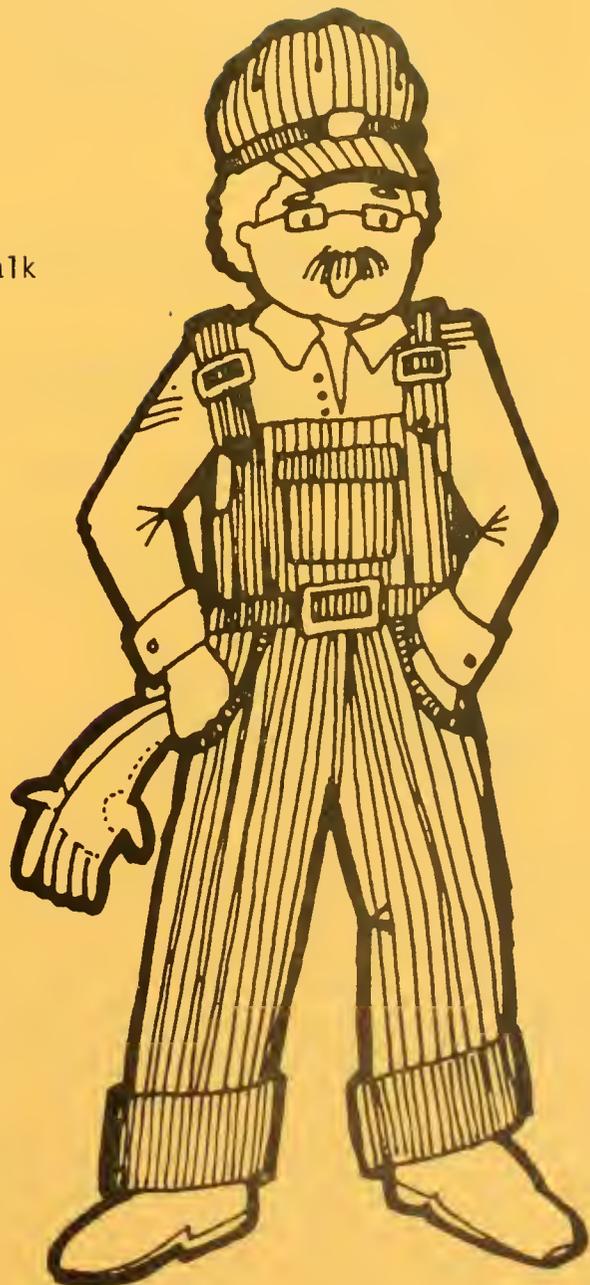
B. List any different or especially successful programs you would like to share with others.

1. NAME OF PROGRAM: "Solar Saturday"
2. DESCRIPTION OF PROGRAM: outdoor solar fair with solar demonstrations (see blue flier) and other participation activities for children, put on with the assistance of the county Energy Office, the Home Extension Agent and solar businesspeople.
3. STEP-BY-STEP PROGRAM INSTRUCTIONS: 6 bi-weekly planning sessions; many, many extra hours for an already overworked full-time staff of 2
4. COSTS: \$100--\$150 in materials, transportation for solar exhibits, etc. One terrific student solar demo. entry.
5. REVIEW OF PROGRAMS SUCCESS: Attendance of 200 children & adults on a spectacularly sunny day. WE WILL NEVER DO THIS AGAIN, and don't recommend that any other small-staffed library undertake such a grandiose scheme. We marvel that it came off so well, and credit Bob Samples with inspiring us with more ambition than good sense! No, it was really a different mode of learning!
6. NAME: Linda Vlahon
7. LIBRARY ADDRESS AND TELEPHONE NUMBER: Selby Public Library  
1001 Blvd. of the Arts  
Sarasota, FL 33577  
phone (813) 366-7303

Duplicate this format for each program - add additional sheets.



VII. The Book Talk





## Book Talk - Bibliography

"One way to share books with children is the book talk. Book talks can inspire children as well as young adults to read books that they may otherwise never pick up, or never even find in the library. Basically, book talks are a means of introducing books to patrons. Part of the story is told, just enough to whet the appetite and to entice the listener to read the entire book. A book talk can be done on an informal basis with one or more children, just browsing along the shelves, and pulling out books of interest: or to a group of children in a more formal setting." From "Book Talks - A Must", by Jean Murphy. Roadrunner. Vol. XIX No. 2, p. 14-16, October 1975.

"Book talking" by Mary Kay Chelton. School Library Journal, p. 39-43, April 1976.

"How to Give a Book Talk" by Margaret Alexander Edwards. Ohio Library Associative Bulletin, Vol. 33, p. 21-23, April 1963.

"Giving a Book Talk" by Mrs. Janice B. Mages. North Country Libraries, Vol. 6, p. 1-4, May 1963.

Copies of any of these articles will be mailed upon request to:

Betty Davis Miller  
Youth Services Consultant  
R. A. Gray Building  
State Library of Florida  
Tallahassee, FL 32301

## THE BOOK TALK

Prepared by Mrs. Margaret A. Edwards for  
"The Librarian, the Teen-Ager and the Book"

Sponsored by  
Florida State Library and the  
Public Libraries Section of  
the Florida Library Association

Many people shy away from speaking because they are not dramatic artists. This is nonsense. In giving a book talk, the object of the game is for the speaker to disappear. He should tell the story so simply and so well that only the story lives and the characters so fill the stage that no one notices the narrator. For this reason, any gesture that calls attention to the speaker is wrong. Here are a few techniques that will add to the performance of a beginner:

1. If two people are conversing, look slightly to the right as one speaks and to the left as the other answers. Decide how tall each of the speakers is and look directly into the eyes of the person spoken to. At the end of a remark when the author writes "he said" or some other explanatory remark, look at the audience.

2. Look directly at the audience in recounting events or making explanations. Take them into your confidence.

3. In order to render a remark or a word important, pause before it and sometimes, after, if it seems more emphatic. To make a word or remark especially forceful, pause and take a quick breath through the mouth before making the statement.

4. For power and dramatic effect, a low tone is far better than a high loud one.

5. Avoid a poker face. The speaker should be so lost in the story that his eyes and face speak for him. This is especially important in portraying sorrow or humor.

6. To change scenes, use the feet. A lapse of time can be indicated to the audience if the speaker will pause and remain silent as he moves his feet to a new position.

7. Watch the effect of the talk on the audience. If, after one is well launched on a story, the chairs are squeaking and people are looking out the windows, quickly bring the talk to a close and select something more likely to appeal. This should be done without reprimanding the audience.

8. In giving a book talk to young people, drop all appearance of authority and speak as a friend who wishes to share a delightful experience.

## VIII. Calendar



# MARCH 1981

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4 ASH WEDNESDAY	5	6	7
8	9	10	11	12	13	14
15	16	17 ST. PATRICK'S DAY	18	19	20 FIRST DAY OF SPRING	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY 1981  
 S M T W T 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

APRIL 1981  
 S M T W T 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



# APRIL 1981

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
MARCH 1981 S M T W T 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	MAY 1981 S M T W T F S 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		1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
PALM SUNDAY	20	21	22	23	GOOD FRIDAY 24	25
PASSOVER EASTER SUNDAY	27	28	29	30		
26						



# MAY 1981

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
APRIL 1981 S M T W T 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	JUNE 1981 S M T W T 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				1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
MOTHER'S DAY						
17	18	19	20	21	22	23
24/31	VICTORIA DAY 25	26	27	28	29	30
	MEMORIAL DAY					TRADITIONAL MEMORIAL DAY



# JUNE 1981

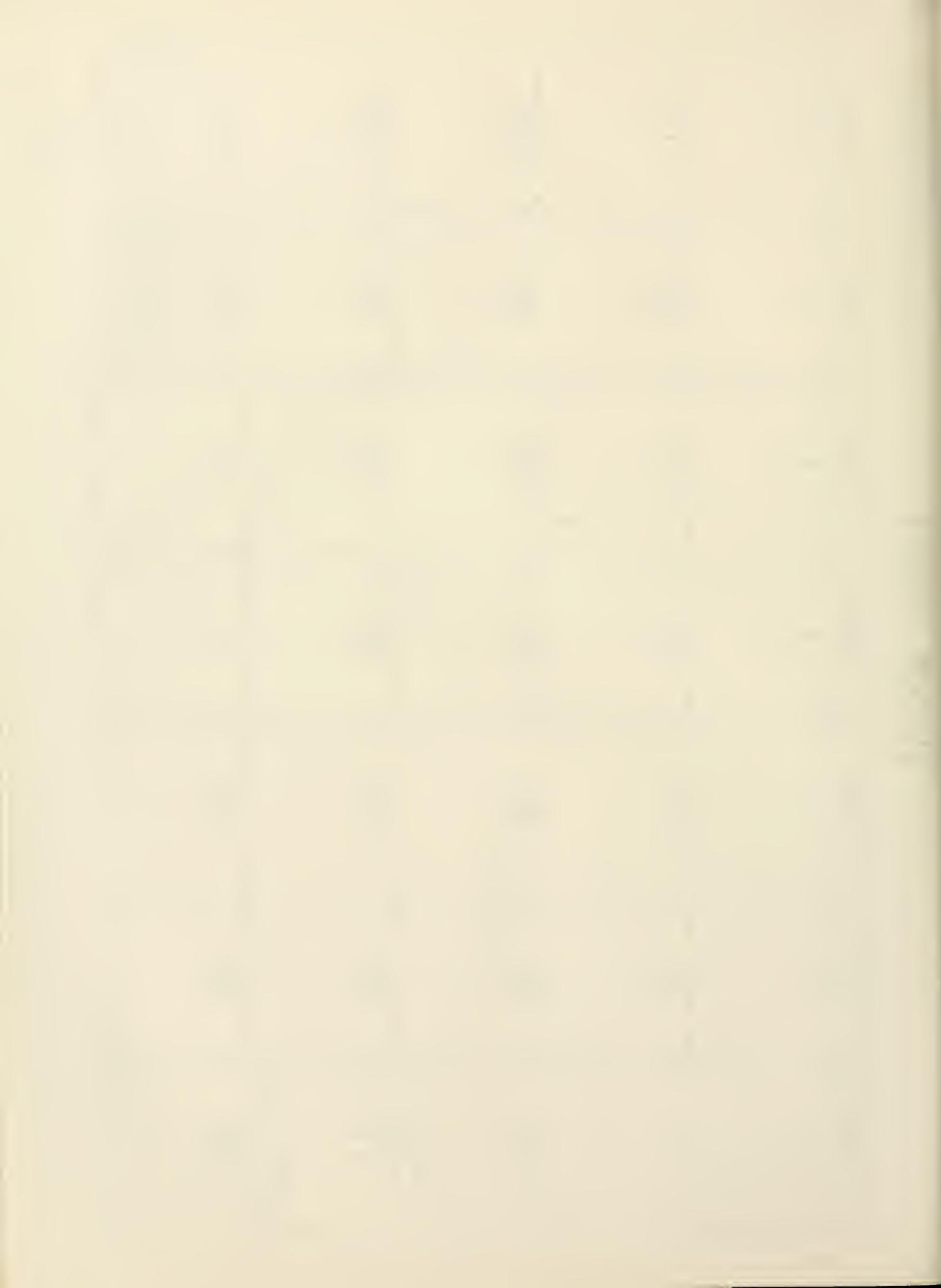
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21 FLAG DAY	22	23	24	25	26	27
28 FATHER'S DAY FIRST DAY OF SUMMER	29	30				

MAY 1981

S	M	T	W	T	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

JULY 1981

S	M	T	W	T	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	

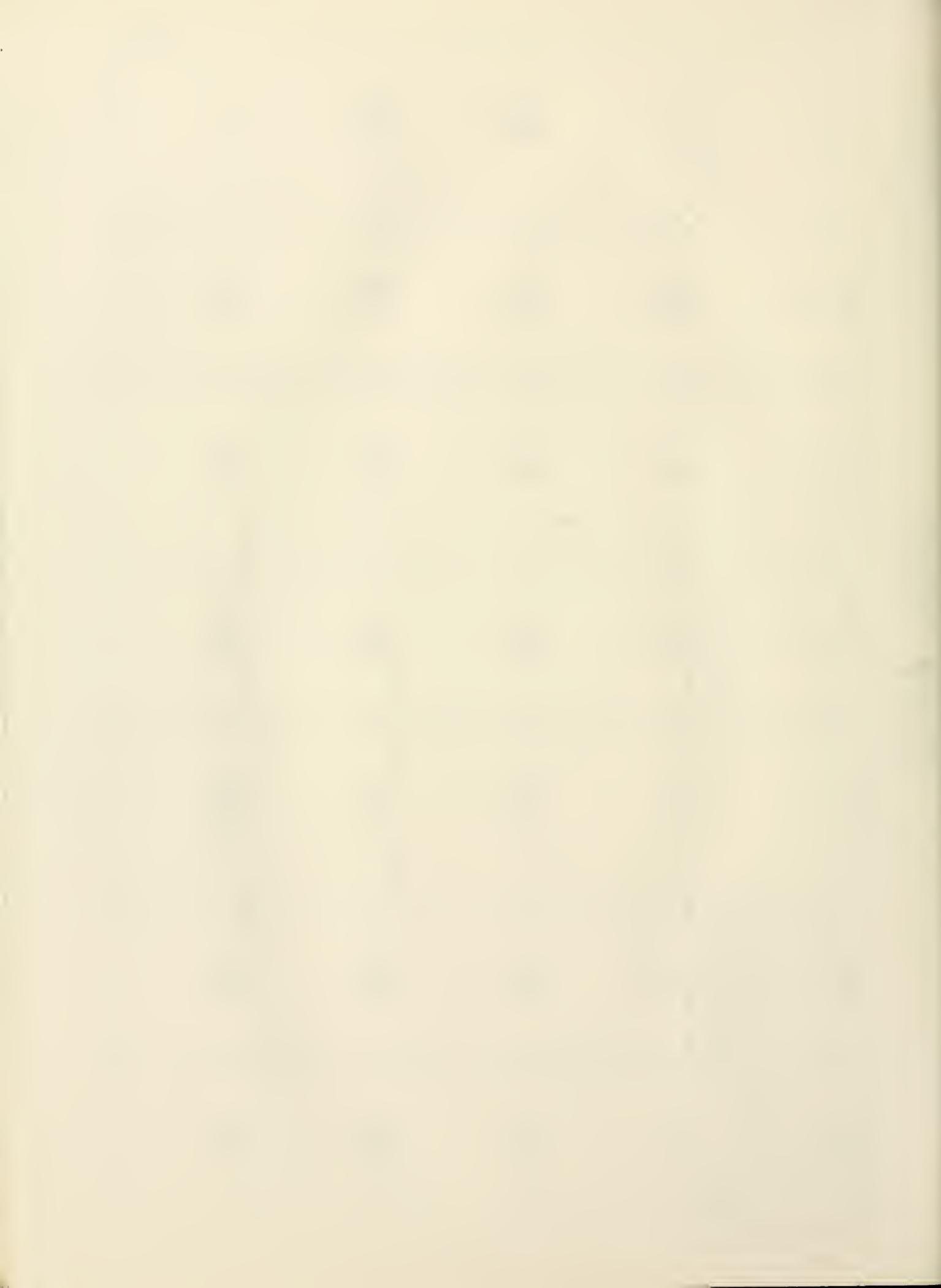


# JULY 1981

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
JUNE 1981 S M T W T 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	AUGUST 1981 S M T W T 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 <sup>24</sup> / <sub>30</sub> 25 26 27 28 29		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	

INDEPENDENCE DAY

DOMINION DAY



# AUGUST 1981

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
JULY 1981 S M T W T 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	SEPTEMBER 1981 S M T W T 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					1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24/31	25	26	27	28	29





