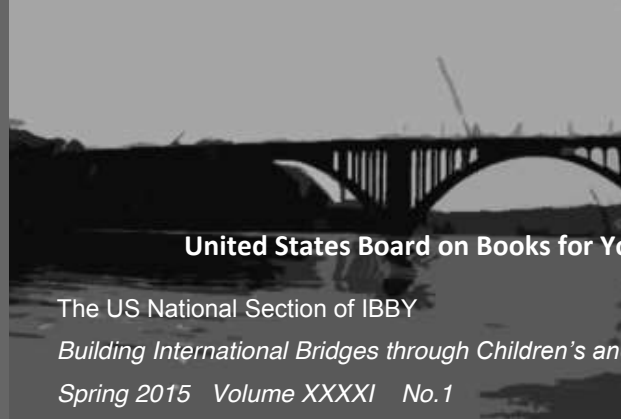
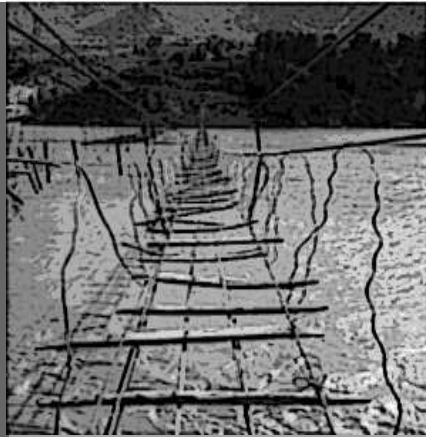


# bridges

A PUBLICATION  
OF USBBY



United States Board on Books for Young People

The US National Section of IBBY

*Building International Bridges through Children's and Young Adult Literature*

*Spring 2015 Volume XXXXI No. 1*

## 11TH IBBY REGIONAL CONFERENCE

**New York City**  
October 16-18, 2015

**Save the  
Date!**

***Through the Looking Glass:  
Exploring the Wonderland of  
International Children's Literature***

In conjunction with  
The Léman Manhattan Preparatory School  
Located in the historic  
Bank of America headquarters,  
Broad Street Ballroom and  
Cunard Cruise Line buildings  
Lower Manhattan



USBBY gives thankful  
acknowledgement to author and  
illustrator Chris Raschka for our  
unique USBBY logo.

## WHAT IS USBBY?

The United States Board on Books for Young People is the United States Section of the International Board on Books for Young People and is a place for those interested in national and international activities related to children's literature. USBBY publishes a semi-annual newsletter for its members, maintains an active website, sponsors regional conferences which feature speakers of international interest, and co-sponsors sessions held at conferences of the American Library Association, the International Reading Association, and the National Council of Teachers of English. The USBBY provides a discounted rate to members for subscriptions to *Bookbird*, a quarterly international journal on literature for children. It encourages the provision of high quality literature for young people throughout the world, and it cooperates with organizations which have similar objectives.

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Therese Bigelow, President-elect (through 2015)  
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**(Center for Teaching through Children's Books)**

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Björn Sundmark, Editor, *Bookbird*  
Valerie Coughlin, *Bookbird*, Inc. Board President  
Glenna Sloan, *Bookbird* Correspondent  
V. Ellis Vance, Liaison to IBBY Executive Committee

## TO JOIN

To join USBBY and to receive your copy of *Bridges*, please send a check for \$50.00 or more, depending on the membership option you select, to USBBY Membership, c/o: Ellis Vance, 5503 N. El Adobe Dr., Fresno, CA 93711-2363. Annual dues for the various options are listed with the membership form on the back cover of this publication. You may also join online at [www.usbby.org](http://www.usbby.org).

## SUBMITTING ARTICLES AND NEWS TO BRIDGES

The editor considers email announcements, manuscripts, and press releases related to national and international children's literature. Please double-space and incorporate references into text. Submit electronically using Microsoft Word format if possible. Supply complete titles of books with bibliographic references. Include author's name, address, and affiliation on the first page of the manuscript. Deadlines for submissions are July 15 and January 15. Editor contact information: Dr. Nancy L. Hadaway, Email: [hadaway@uta.edu](mailto:hadaway@uta.edu)



## From the USBBY President Janelle Mathis

Spring 2015

Dear USBBY Members and Interested Colleagues,

Our current year 2015 is well underway and its beginning has ushered in many opportunities for USBBY members and others to whom we always extend an invitation to membership.

The OIB committee has just announced the 2015 Outstanding International Book list. Celebrating its 10<sup>th</sup> year of acknowledging outstanding international titles, this list has become a significant resource for classroom and university educators and librarians, researchers, and others seeking titles that reflect our global community. Be sure to find the USBBY “bookmark” list on our website as well as the link to the online *School Library Journal* article by Brenda Dales and other committee members that provides both visuals and annotations to inform about this list. A huge “Thank You” is due to this committee, both the 2015 group and past committees, whose work takes many hours of reading and responding—an act of love but one that requires commitment. Because of this committee over the past 10 years, USBBY’s OIB list has become a highly anticipated announcement for many children’s literature advocates! I’m sure it goes without saying, but share this list with others as it is a valuable resource.

USBBY also has new faces coming to the board as well as new committee chairs and members. While we so appreciate the work of those who were acknowledged at the NCTE General Membership meeting as their terms ended and those who could not be present, we also look forward to our new board and committee members. Welcome to Brenda Dales and Marion Rocca, elected board members; JoAnn Jonas, appointed by ALA; Adrienne Waintraub, appointed by CBC; Jim Stiles, elected treasurer; Pat Shearer, recording secretary; and, of course, our president-elect, Therese Bigelow.

As 2015 progresses it will continue to be a memorable year in light of our 11<sup>th</sup> IBBY Regional Conference in New York City, October 16 – 18. Doris Gebel and her committees have taken the lead on creating an outstanding program around the theme of “Through the Looking Glass: Exploring the Wonderland of International Children’s Literature.” If you were an Alice fan, or still are, the title is quite compelling if you think about the many complexities of Wonderland as well as the potential metaphors that come to mind with “Through the Looking Glass.” Program information and registration is available on the website and more information is in this newsletter. Additionally, please consider proposing a session.

Our co-sponsored sessions continue to be well attended with the most recent occurring at ALA Midwinter in Chicago. Despite threats of January blizzard conditions, attendees came to our Friday evening session to hear our new OIB list presentation and to hear the speaker Sabaa Tahir, and I was approached by several new people later at the conference to share how much they enjoyed the session! Many thanks to Wendy Stephens, who organized this, and again to the OIB committee. So many people who may come to our conferences have yet to come to our sessions. It is up to us to invite and encourage them to discover how meaningful USBBY sessions can be. I was especially honored and pleased at Midwinter to present the Bridge to Understanding Award to the Día Family Book Club, an extension of El día de los niños/El día de los libros (Children's Day/Book Day) whose founder, Pat Mora, has been an avid supporter and friend of USBBY.

Finally, take this opportunity to discover your state ambassadors and have conversations about how you might actively engage people in discussions and activities around international children's literature in your own community. Our hope in the next year is to expand the involvement of people at the local levels. A beginning point might be a meeting with colleagues to share possible plans for International Children's Book Day, April 2, 2015. While we don't need a particular day to celebrate literature, International Children's Book Day provides an opportunity to "jump start" discussions and activities that can be carried out all year. Check our website for links to ideas to celebrate this day or perhaps, create your own celebrations and share with us through our newsletter. We would love to feature activities you are doing in your communities around international children's books.

This year has already been a remarkable one and can only get better as we plan to gather in New York this fall to share the Wonderland of Children's Books! I look forward to seeing you there!

Sincerely,  
Janelle Mathis  
USBBY President 2014-2015

#### **Books and Backpacks Project for Unaccompanied Refugee Children**

REFORMA, the National Association to Promote Library and Information Services to Latinos and the Spanish Speaking, has initiated a new program to assist refugee children stranded at the U.S. border. The Books and Backpacks for Unaccompanied Refugee Children project seeks to collect donations for the unaccompanied refugee children who have been arriving from Latin America countries by the thousands to the U.S. These children are facing difficulty during processing and must endure long spans of time in detention centers across the nation. To donate, visit <http://refugeechildren.eix.com/refugee-children>.

## Planning Ahead-Upcoming IBBY Congresses

**2016: Auckland, New Zealand** will host the 35<sup>th</sup> IBBY Congress, Literature in a Multi-Literate World, August 18-21, 2016. For more information, go to <http://www.ibbycongress2016.org/>

### WHAT IS IBBY?

The International Board on Books for Young People was begun in 1953. IBBY's mission is to promote international understanding through children's books; to give children everywhere the opportunity to have access to books with high literary and artistic standards; to encourage the publication and distribution of quality children's books, especially in developing countries; to provide support and training for those involved with children and children's literature; and to stimulate research and scholarly works in the field of children's literature.

The organization is composed of 61 National Sections operating on both national and international levels. IBBY's policies and programs are determined by its Executive Committee—ten people from different countries and a President elected by the National Sections during the biennial General Assembly held at each IBBY Congress.

IBBY's activities include:

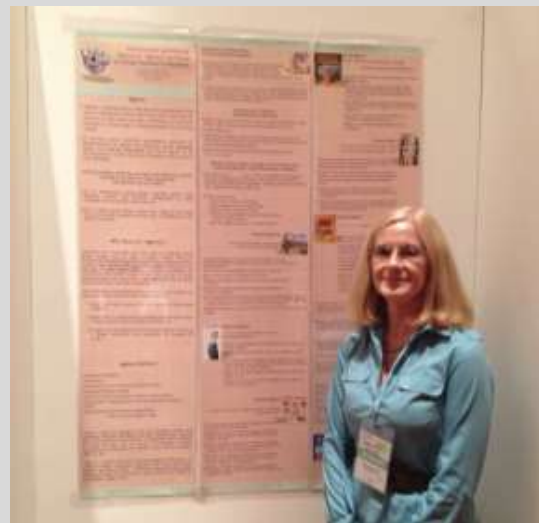
- The Hans Christian Andersen Awards
- The IBBY Honour List, a biennial selection of outstanding, recently published books honoring writers, illustrators, and translators
- IBBY Congresses
- IBBY workshops and seminars for developing countries
- The IBBY-Asahi Reading Promotion Award
- The IBBY Documentation Centre of Books for Disabled Children and Young People
- Publication of *Bookbird*, IBBY's quarterly journal
- The annual celebration of International Children's Book Day on April 2

### Scenes from the IBBY 34<sup>th</sup> International World Congress Mexico City, Mexico

#### Poster Presentations



Holly Johnson, Ohio USBBY State Ambassador, displays her poster, "Displacement Narratives: Inclusion of Authentic Voice or Authentic Inclusionary Practices?"



USBBY President Janelle Mathis presents her poster, "The Inclusive and Diverse Nature of Agency as Found in Global Children's Literature."

Scenes from IBBY 34<sup>th</sup> International World Congress  
“May Everyone Really Mean Everyone: Reading as an Inclusive Experience”  
Mexico City, September 10-13, 2014





**Bookbird (L-R) Treasurer, Ellis Vance, Secretary, Junko Yokota, Editor, Björn Sundmark**



**Hans Christian Andersen Jury President and 2014 Winners, Roger Mello (Brazil) and Nahoko Uehashi (Japan)**



**2014 Hans Christian Andersen Jury and Winners**



**USBBY members meet with Twinning partners at IBBY Congress in Mexico City. From left to right: 1st row: Afaf Abu Nahlel-Harb, Palestine; Jehan Helou, Palestine; Marjoto Mathurin, Haiti; Jocelyne Trouillet, Haiti; Evie Freeman, USBBY; Ellis Vance, USBBY. 2nd row: Kathy Medlener, South Africa; Janelle Mathis, USBBY; Shereen Kreidieh, Lebanon; Joan Glazer, USBBY**

Meeting Report: USBBY officers met with Twinning partners from South Africa, Lebanon, Haiti, and Palestine at the IBBY Congress in Mexico City. Twinning partners shared information about their sections. A discussion focused on ways that USBBY could be more supportive of our Twinning partners and how all sections could help one another. Twinning partners were encouraged to attend the IBBY regional conference in New York in October 2015 and we agreed to meet again at the IBBY Congress in New Zealand.





**USBBY member, Evie Freeman, is elected to the IBBY Executive Committee**



**2014 Hans Christian Andersen illustrator, Roger Mello, shares the art that he donated for the *Bookbird* auction**

**Wally de Doncker, new elected IBBY President 2014-2016**

Excerpt from speech given at the closing ceremony, Museo Franz Meyer, Mexico City, Mexico

**What role has IBBY to play today?** People often ask me questions about IBBY. What exactly is IBBY? What does IBBY do? What does it stand for? I always ask them if they have enough time to listen to my response! If I drop some names of celebrities who were responsible for the launch of IBBY, they usually are quite impressed. However, that is just me getting warmed up: the *Hans Christian Andersen Awards* for children's literature often rings a bell. If I tell them about the *IBBY-Asahi Reading Promotion Award*, *International Children's Book Day*, the *Child's Right to Become a Reader: IBBY's Books for Children Everywhere Campaign*, which was the starting block for the IBBY-Yamada workshop programme, the *IBBY Documentation Collection for Disabled Young People* in Toronto, *IBBY Honour List*, *Silent Books*, the *IBBY Children in Crisis Fund*, and its partner the *Sharjah/IBBY Children in Crisis Fund*, *IBBY World Congresses*, our journal *Bookbird*... they are rendered speechless. In addition, I also give them examples of initiatives taken by some of the IBBY national sections worldwide. And, to top it off, I often tell them about the many institutions that are IBBY-related or that have resulted from an IBBY initiative: I have never met anyone who was not impressed by the international work done by IBBY. Still, I often get the question: How come we have not heard of IBBY before? Well, that is what we have to work on in the future. We have to make sure that a broad public gets acquainted with IBBY.

**IBBY has accomplished a lot over the years. But we still have to work very hard, because I am somewhat worried about what the future may bring.** One of our objectives is battling illiteracy. IBBY takes this battle further than most other NGO's who are concerned with the promotion of learning to read. IBBY wants to promote a reading culture and give every child the opportunity to become a life-long reader and this is only possible if the child enjoys reading. To help this along, IBBY focuses on quality literature for children. A recent UN-report states that 40% of all children in the world cannot read; half a billion women today are still completely illiterate. These figures really are cause for concern.

The closing of libraries, often because of financial cutbacks, is also a cause of deep concern. I like libraries! I became who I am today through reading, but until my tenth birthday, our village did not have a library. Despite this, my hunger for literature was substantial. My mother bought me a new book every month from the newsagents. In class, once a month we could choose a book to take home and read... However, for those of us who devour books, two books a month is just teasing! Everything changed when a small library was built in the village. Finally, plenty of books became available for me to read whatever I wanted. I am still grateful to the librarian.

To Jella Lepman, the most important mission of IBBY was the promotion of mutual understanding between nations through good literature for children. In a globalized world, this should be self-evident. There are a few signs that tell us that we are succeeding in this mission as nations start to work together on economic, environmental, emigrational and cultural levels. However, there are also many countries torn apart by conflict, such as Syria, Guatemala, Iraq, Somalia and Palestine, to name just a few, which show us that there is still a lot of work to be done.

**What is my vision of the future of IBBY?** It's clear from these present issues that there is a lot to be done in the future:

- As a world organisation, we have to keep arguing that reading is a basic right for everyone. To be able to read, good materials, such as poetry books, novels, picture books, have to be available to all children. Recently, a librarian told me that we are creating a new elite, by which he meant that children who enjoy

reading and devouring books could do so because their parents have the means to buy books. IBBY must continue to advocate for all children to have the right to great literature; this includes children from underprivileged families, immigrant children, refugees, disabled children and sick children. Those who cannot (or may not) read are excluded. This is something that IBBY cannot accept.

In September 2013, just a year ago today, an article was published in the Guardian from the UK, it said: *“It makes sense to have a moral reaction to the closing of libraries, literacy underscores the universal declaration of human rights, including the right of education, the right to freedom of opinion and expression. Libraries are an economic investment.”*

- In relation to this statement, I would like to encourage the IBBY national sections to continue to invest in reading and to set up more innovative projects. Projects such as the IBBY-library in Lampedusa, organised by IBBY Italy, the Motor-Bike Libraries of Indonesia, and the ‘O Mundo’ project, organised by IBBY-Flanders are exemplary of what IBBY is capable of establishing. Every section of IBBY has this potential.
- I would also like to encourage the sections to work across borders. With any economic crisis, we often fall back to attempting to solve problems alone – too proud to ask for help. Cooperation on a regional level can help to bring about changes and offers of support. IBBY provides us with many opportunities to work together. A section that is financially sound can join with a struggling section to organise joint initiatives to promote reading. Often, these initiatives result in long-lasting friendships.
- During the previous General Assembly, you approved the introduction of a formal commitment to the principles of **the International Convention on the Rights of the Child as ratified by the United Nations in 1990** to the current IBBY Statutes. Because of that action it is our responsibility to uphold these rights. Forgive me for repeating what I said earlier today, but it is important enough to say again. It is unacceptable that there are countries in this day and age in which girls are banned from reading or even learning to read. It is unacceptable that some countries destroy children’s libraries with impunity. It is also unacceptable that many children are unable to read at an adequate level after finishing primary school. It remains unacceptable that children’s libraries are being closed because of financial cutbacks, thus rendering books inaccessible to children from underprivileged families. **Every child has the right to read.**
- IBBY also must have the courage to prevent dictators or other bullies from using children’s and youth literature as a means to brainwash children.
- Internationally, I would like to strengthen the ties with the many IBBY- related institutions and international organisations. Furthermore, I would like to forge new ties with new institutions and other world organisations that support the mission of IBBY.
- The steady and beneficial work done by IBBY must get more attention. Through the Internet and social media, we have seen that there is great interest in the mission and history of IBBY. We need to build up this interest.

As my final word this evening, I would like to share my favourite quote from the Norton Anthology of Children’s Literature with you: *‘To be literate, to be able to read and write, is to possess a kind of power. The history of literacy is in part the story of democracy.’* It is the job of ‘our’ IBBY to make sure that every child can obtain this ‘power’.

**Wally De Doncker, 13 September 2014, Mexico City**

**The United Nations Convention on the Rights of the Child –  
What It Means for Children around the World**

by V. Ellis Vance, USBBY Executive Director

(with added information from IBBY documents and Wikipedia, the free encyclopedia)

**At the IBBY World Congress in London, UK, in 2012, the IBBY Executive Committee proposed that IBBY introduce a formal commitment to the principles of the International Convention on the Rights of the Child as ratified by the United Nations in 1990 to its Statutes and its mission.** As explained by Wally de Doncker, IBBY Vice-President at the time, “This recognition is important to the future of IBBY and it will make IBBY’s basic mission of bringing books and children together much stronger. It is also a logical consequence of the importance of the IBBY Children in Crisis Program.”

De Doncker pointed out that this would benefit children and the work of IBBY in different ways:

1. The link to the Convention of the Rights of the Child sends a clear signal to the EU, UNESCO, and others that IBBY is working to improve the status of children.
2. Although books are important to IBBY, we also know that the future of the book is in danger.
3. This statement will extend IBBY’s mission for the future. IBBY will protect and uphold the Rights of the Child especially concerning reading and literacy.

**The United National Convention on the Rights of the Child is a human rights treaty that sets out the civil, political, economic, social, health and cultural rights of children.** The Convention aims to protect and promote the rights of all children around the world and was the first international treaty to integrate all human rights in reference to children, allowing them to participate in family, cultural and social aspects of life. It emphasizes the right to survival, development, and protections against abuse, neglect and exploitation. It also addresses issues with education, health care, juvenile justice and the rights of children with disabilities. It defines a child as any human being under the age of eighteen, unless the age of majority is attained earlier under a state’s own domestic legislation. The Convention includes 54 articles related to the rights of children worldwide.

At the London Congress General Assembly, the delegates unanimously approved a motion to include the following as an extra statement in Clause I as part of IBBY’s aims:

**“To protect and uphold the Rights of the Child especially concerning articles 14, 17, 23, 28, 29 and 30 of the Convention of the Rights of the Child.”**

**Article 14** states that the child shall have the right to freedom of thought, conscience and religion, and respects the rights and duties of parents and legal guardians to provide direction to the child in the exercise of his or her right.

**Article 17** states that the child shall be ensured of access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being, and physical and mental health. This would include the production and dissemination of children’s books from a diversity of cultural, national and international sources with particular regard to the linguistic needs of minority or indigenous groups.

**Article 23** recognizes that a mentally or physically disabled child should enjoy a full and decent life in conditions which ensure dignity, promote self-reliance and facilitate the child’s active participation in the

community with access to available resources including education, training, health care, rehabilitation services, preparation for employment and recreation opportunities.

**Article 28** recognizes the right of the child to education with a view to achieving this right progressively and on the basis of equal opportunity for all children. It also ensures that school discipline is administered in a manner consistent with the child's human dignity and encourages international cooperation contributing to the elimination of ignorance and illiteracy throughout the world.

**Article 29** states that the rights of the child shall be directed to the development of the child's personality, talents and mental and physical abilities to their fullest potential; the development of respect for human rights and fundamental freedoms; the development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, his or her country of origin, and for civilizations different from his or her own; the preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin; and the development of respect for the natural environment.

**Article 30** states that in places where ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child shall not be denied the right to enjoy his or her own culture, to profess and practice his or her own religion, or to use his or her own language.

**Why has the United States refused to ratify the Convention on the Rights of the Child?** Currently, 194 countries have ratified the Convention. Only South Sudan and the United States have failed to ratify and South Sudan has started the process to ratify within this year. **Ratification by South Sudan will leave the United States as the only non-ratifying member in the United Nations.**

#### **Why is the United States the only United Nations country failing to do so?**

According to Wikipedia, the United States government played an active role in the drafting of the Convention. It commented on nearly all the articles and proposed the original text of seven of them. Three of these came directly from the United States Constitution and were proposed by the Reagan administration. It was signed by U.S. Ambassador to the United Nations, Madeline Albright, in 1995, but was not submitted to the Senate by President Clinton. President Barack Obama has described the failure to ratify the Convention as "embarrassing" and has promised to review it and submit it to the Senate, but with two years remaining in his administration, there is no set timeline for doing so.

The Convention is unlikely to be ratified by the Senate in the near future because it forbids both the death penalty and life imprisonment for children, even though a country can legitimately ratify subject to reservations and interpretations of its articles. Even so, in 2005, the U.S. Supreme Court declared juvenile executions to be unconstitutional as "cruel and unusual punishment" and, in 2012 the Court held that mandatory sentences of life without the possibility of parole are unconstitutional for juvenile defendants.

According to Wikipedia, many organizations in the United States support its ratification, including groups that work with children. The Campaign for U.S. Ratification of the Convention on the Rights of the Child (<http://www.childrightscampaign.org>) argues that criticisms mentioned by opponents of the convention "are the result of misconceptions, erroneous information, and a lack of understanding about how international human rights treaties are implemented in the United States, and that ratification "would establish a useful framework from which our leaders could create cost-effective and comprehensive policies and programs that address the specific needs of children and families.

Opposition to the ratification by some conservative and religious groups, some of whom claim it conflicts with the United States Constitution, has apparently played a significant role in the non-ratification of the treaty so far. They also fear the Convention's intrusion in the rights and authority of parents to teach and discipline their children.

Legal concerns over ratification have mostly focused on issues of United States sovereignty and federalism. Meanwhile, the U.S. Supreme Court has held that to some significant degree, no government – federal, state, or local – may interfere with the parent-child relationship.

The Convention upholds all primary rights of parents and their roles regarding their children throughout the entire document. It states that the government should respect the responsibility of parents, and include guidance for nurturing their children. The Convention also places responsibility on the government to protect and assist families.

Convention supporters further point out that, under the Supremacy Clause of the United States Constitution, the Convention cannot override the Constitution because no treaty can override the Constitution. In addition, as a “non-self-executing treaty” the Convention does not grant any international body enforcement authority over U.S. and/or its citizens, but merely obligates the U.S. federal government to submit periodic reports on how the provisions of the treaty are being met or not.

David Smolen, author of *Overcoming Religious Objections*, argues that the objections from religious and political conservatives stem from their view that the United Nations is an elitist institution, which they do not trust to properly handle sensitive decisions regarding family issues. He suggests that legitimate concerns of critics could be met with appropriate reservations by the United States to the Convention.

**Meanwhile, the USBBY supports the U.N. Convention on the Rights of the Child and the articles added to the IBBY Mission and Statutes.** Since 2012, under the leadership of Kathy East, 2013 USBBY President, USBBY has been actively involved in activities leading to the ratification of the Convention by the United States. Letters calling for ratification have been sent to President Obama, the U.S Secretary of State, and the U.S. Representative to the United Nations. Members of USBBY and the State Ambassadors have also been enlisted to write to their U.S. Senators. East has been instrumental in a petition drive calling for the ratification of the Convention that can be found on the USBBY website. [www.usbby.org](http://www.usbby.org). To date we have not been able to move the Senate toward ratification, but USBBY will continue to focus on this until it is accomplished. We echo President Obama; it is an “embarrassment” for the United States standing in the world. But, it is more than that. It is also repudiation by our country that children in the U.S. and around the world deserve to be protected as stated in these Convention Articles.

**We would urge you to continue this struggle for ratification by writing to your Senators, signing the petition on the USBBY website, and making your voices heard whenever and wherever you can! My hope is that the information provided in this article and in other referenced information will help you to formulate a proactive and constructive argument that will help in advocating for its passage.**

**IBBY's Children in Crisis Program is at the very core of what IBBY is all about today.**

As stated on IBBY's website, The **IBBY Fund for Children in Crisis** provides support for children whose lives have been disrupted through war, civil disorder or natural disaster. The two main activities supported by the Fund are the therapeutic use of books and storytelling in the form of bibliotherapy, and the creation or replacement of collections of selected books that are appropriate to the situation.

The Program not only provides immediate support and help, but also makes a long term impact in the communities, thus supporting IBBY's belief that every child has the **Right to Become a Reader**.

Since 2005, very generous USBBY donors have supported the work of the Children in Crisis Fund for children in Indonesia, Afghanistan, Peru, China, Afghanistan, Haiti, Chile, Pakistan, and Japan. In the past two years, IBBY, USBBY and other national sections have focused on the plight of the Syrian refugee children in Lebanon and the children in Gaza Palestine.

According to information on IBBY's website, [www.ibby.org](http://www.ibby.org),

**IBBY Lebanon has brought relief to Syrian children**, caught up in the war, and now refugees in Lebanon. The therapeutic program used is bibliotherapy and it was developed for Lebanese children after the Lebanese civil war and the war with Israel. The program uses books, theatre and other methods to help children understand their own feelings, express them and recognize the feelings of others. To date, \$33,000 has been transferred to IBBY Lebanon for this project.

**IBBY has been supporting two children's libraries in the Gaza Strip** since 2008. One library was situated in the northern community of Beit Hanoun near the Israeli border, the other in the south in the town of Rafah, close to the border crossing with Egypt. The funding for the libraries came, to a great extent, from the great American children's author and lifetime USBBY member, Katherine Paterson and her family foundation. These libraries were destroyed in July 2014 in the conflict with Israel. In October 2014, IBBY launched an appeal for the reconstruction of these libraries. To date, \$35,000 has been donated for the reconstruction of the Gaza libraries.

These two projects are particularly important to USBBY that has a twinning partnership with Lebanon and Palestine. Information about the work of these projects can be found in articles in this edition of *Bridges* written by our Lebanese and Palestinian partners, Julinda Abu Nasr and Jehan Helou. This important work that greatly affects the lives of the children of Syria and Gaza is ongoing. Donations are always welcome and can be made on the USBBY website, [www.usbby.org](http://www.usbby.org).

**IBBY, through Bookbird, is also conducting a special auction of artwork generously donated by Hans Christian Andersen Award winner, Brazilian illustrator, Roger Mello.** This gorgeous painting graces the cover of the issue 52:4 (the last issue in 2014) and was donated by Mello to benefit the IBBY Children in Crisis Project for Syrian Refugee Children in Lebanon. The poster publicizing the auction can be downloaded at Mello auction at [www.ibby.org](http://www.ibby.org) and bids can be placed at a confidential email address, [BookbirdAuction@gmail.com](mailto:BookbirdAuction@gmail.com). Bidding and additional information can also be found on the USBBY home page at [www.usbby.org](http://www.usbby.org). The winning bidder will be announced at the Bologna Children's Book Fair in March 2015.

**USBBY also supports the REFORMA Project to help refugee children being detained at the U.S. southern border.** Information coming from USBBY member, Oralia Garza de Cortes, explains that the REFORMA Children in Crisis Task Force was established during the ALA annual conference in Las Vegas (June 2014) because of concern for thousands of children coming across the border last summer from El Salvador, Honduras, and Guatemala, most of them unaccompanied minors making the tortuous journey alone. A website has been created at <http://refugeechildren.wix.com/refugee-children#!about.us/csqz> where information and blog coverage about the work can be found.

The local REFORMA chapters have been successful in making three deliveries of six hundred books to the large detention centers run by a private company, the Geo Group, which is a for profit company under contract with the Department of Homeland Security to house the detained children. REFORMA is also working with Southwest Key to provide books for the children under their care who are under house arrest, but in much more improved dormitory facilities. These shelters are located in five southwestern U.S. cities. Southwest Key has agreed to accept books in Spanish donated with funds raised by REFORMA. They are also interested in books in Spanish or bilingual books for their library collections, and REFORMA is committed to helping them develop these collections with funds raised by this project.

#### **How can USBBY help with the REFORMA Project?**

1. Sign the resolution in support of the REFORMA Children in Crisis Project. The resolution is against family detention and more specifically calling for the U. S. Department of Homeland Security to rescind its “no-release” policy that has been in effect since last June, resulting in the incarceration – sometime for many months – of women and children refugees principally from El Salvador, Honduras, and Guatemala who pose no threat to anyone. The USBBY Board is currently studying this resolution and will make it available for information on the USBBY website.  
More information can also be requested at [releasedetainees@gmail.com](mailto:releasedetainees@gmail.com). It is being suggested that this resolution be taken to any groups of which you are members – student groups, community organizations, union, precincts, neighborhood associations, professional organizations, and religious congregations.
2. Make a donation to REFORMA specifically for this Children in Crisis Project. Individual USBBY members can make a donation through PayPal by going to the USBBY home page, [www.usbby.org](http://www.usbby.org). Designate that the donation is for the REFORMA Children in Crisis Project.
3. Partner with a local chapter or REFORMA members, [www.reforma.org](http://www.reforma.org), to sponsor a Southwest Key Facility by working with facility staff to understand the role of books for these children in crisis.

In an email from Oralia, “I so value my membership in USBBY. It has certainly broadened my horizons to the large world of international children’s literature. Most importantly, I value the amazing leadership of what IBBY has done throughout the years to help children in crisis. No doubt the REFORMA Children in Crisis Project was patterned after USBBY’s work in this arena. I look forward to a continuing collective action for our most vulnerable children”

For more information, continue to follow the upcoming issues of *Bridges* as well as USBBY [www.usbby.org](http://www.usbby.org) and IBBY [www.ibby.org](http://www.ibby.org). And, as always, thank you for giving me the honor and opportunity to serve as USBBY’s Executive Director. I continue to welcome your questions and comments at [Executive.Director@usbby.org](mailto:Executive.Director@usbby.org).



**2015 IBBY Regional Conference Report**  
**by Doris Gebel with information from the USBBY website**

Mark your calendars now for the 11th IBBY Regional Conference, October 16-18, 2015 at the Léman Manhattan School, 41 Broad St, New York City. The Conference hotel is the DoubleTree by Hilton, Lower Manhattan. A list of other hotels in the area will be available on the website.

**Conference theme:** "Through the Looking Glass: Exploring the Wonderland of International Children's Literature" marks the 150th anniversary of the first publication of Alice's Adventures in Wonderland and the IBBY Regional Conference title plays with and expands on the significance of that and other such publishing landmarks.

The sessions will focus on excellence in publishing books for young people in a global marketplace, challenges of translation and distribution, the importance of the graphic format in promoting information and visual literacy, and the literary effects of the ever-changing geopolitical landscape.

Authors, illustrators and translators from every continent will be on hand to make this conference a truly international event.

**Friday Opening Session:** Kate DiCamillo will discuss her experience as our United States National Ambassador for Young People's Literature with moderator Jenny Brown



**Saturday General Session 2:** Children's book historian and critic, Leonard Marcus, will present "Alice and Milo."



**General Session 3: Illustration Panel** with 2014 Hans Christian Andersen Illustration winner Roger Mello along with French nominee and finalist Francois Place, moderated by Paul Zelinsky



**General Session 4: Translation Panel** with Aja and Olga Bukhina with moderator Neal Porter

**General Session 5: Graphic Novel Session** featuring Gene Luen Yang with Mark Siegel



**Sunday Morning Opening Session:** Introduction of 2014 Hans Christian Andersen US nominees, Lois Lowry and Chris Raschka

**General Session 6: Children's Books after the Fall of the Iron Curtain,** Sibylla Shekerdjiska, Boris Kulikov, Vladimir Radunski, Peter Sis

**Closing General Session 7:** British author, David Almond



**NOTE:** For changes and updates on this information, check the USBBY website.



Nami Concours official website  
[www.namiconcours.com](http://www.namiconcours.com)

**NAMI CONCOURS 2015**  
by Junko Yokota  
President of the International Jury  
Nami Concurs II

Nami Concours 2015, the second Nami Island international illustrators' Concours (Niiic), already shows exponential growth as a significant event in the world of children's picture book illustration. The inaugural concours of two years ago celebrated the arrival of a new opportunity to elevate the level of picture book creation, for it is such high-level visibility that heightens the awareness of the caliber of art necessary to create outstanding picture books for children.

The juries that examined submissions for the 2013 and 2015 awards endorsed what we came to call "Nami Vision," which succinctly expressed the core values of the Nambook Festival. That is, we sought artistic expression that gave evidence of five qualities: Sympathy, Universality, Creativity, Inspiration, and Respect for Diversity.

Picture book illustration is art, but not art for hanging on a wall. Rather, it is intended to become a book, a very specific art form. Although many aspects of awards such as these are based on intuitive interpretations informed by judges' individual professional backgrounds, jury members endorsed the following as key criteria for examining the submissions:

- **Illustration quality:** the overarching criterion in terms of technical execution of the selected medium, and effectiveness of applying artistic elements for visual communication.
- The degree to which "**soul**" is evident. Simply stated, this was sought in how "having soul" represented an expression of truths and representations of the world's people.
- Consistency of the **visual narrative** to express an understandable flow of the story, or how information is presented.
- The degree to which the work seems *intended for child audiences* of a wide range.
- *Potential for multiple interpretations* and multi-layered ways of interacting with story.

- ***Simplicity/essentiality/clarity*** in expression.
- The degree of ***originality and innovation*** exhibited.

The biggest change procedural from the inaugural competition was a shift from original art submission to digital submission for the first round, and a choice of original or print submission for the final round. This allowed more illustrators access to the competition by uploading their files. But perhaps the most important reason was that Nami Concours is not a competition for original art to hang on the wall. These illustrations are intended for composition into a picture book that is printed and shared.

At the end of this highly international competition, our grand prix winner came from Brazil, and our Golden Island winners from Germany. Green Island winners are from Iran, Reunion, and South Korea. Purple Island winners are from Canada, Chile, Lithuania, Malaysia, Poland, Russia, Slovenia, South Korea, and Spain. Origin of country was never a consideration when discussing the entries, yet cumulatively, these top winners represent five continents.

As jury president of this international competition, I am honored to have worked with such a collaborative, generous, and insightful group of critics. The professionalism with which each jury member presented her or his own perspective, respectfully listened to others, and harmoniously worked toward a mutual goal made the entire process one that raised the caliber of our own understandings while making difficult choices.

On behalf of the jury, I express enormous gratitude to Mr. Kang Woo-hyon for conceptualizing and guiding Nami Concours, and to the entire Nambook "family" for ensuring its success through their insightful attention to details while maintaining focus on the goals. I also convey deep appreciation to the 1300+ illustrators who submitted their work for consideration. And to all who have joined us in the ventures of Nami Concours and Nambook Festival, let's continue to work together and provide the best for the children of our world!

#### CONFERENCE ON CENSORSHIP

#### "Outlawed: The Naked Truth about Censored Literature for Young People"

Arne Nixon Center for the Study of Children's Literature, Fresno State

The Arne Nixon Center for the Study of Children's Literature in the Madden Library at Fresno State is conducting an exciting new conference on censorship! "Outlawed: The Naked Truth about Censored Literature for Young People" held April 10-12, 2015, will feature some of children's literature's best and brightest stars: Jacqueline Woodson, Lesléa Newman, Matt de la Peña, Leonard Marcus, Margarita Engle, Michael Cart plus nearly 35 panel presenters from across the United States and abroad. Conference presenters will examine censorship in children's literature from numerous angles. Sherman Alexie will kick off the conference with a presentation April 9th at 7:30 in the Fresno State Satellite Student Union. More details are listed on the website at [www.arnenixoncenter.org](http://www.arnenixoncenter.org). For more information please email [jcrow@csufresno.edu](mailto:jcrow@csufresno.edu) or call the Center at [559-278-8116](tel:559-278-8116).

## MAKING CLOTH BOOKS FOR CHILDREN IN MINORITY LANGUAGES

by Anne Pellowski

November, 2014 was the 40<sup>th</sup> occasion I had to share in the making of picture books with a group of enthusiastic parents and pre-school teachers. This time it was in the Taita hills of Kenya, a remote region in the foothills of Mt. Kilimanjaro. The language spoken there is Kidawida. Although there are some brief texts written down, there is no printed picture book for children in that language.

This was my second trip to the region. In 2010, I went there, accompanied by Jenny Gillespie (member of USBBY and at that time with Cricket Magazine). We both agreed it was a memorable visit, made special by the hospitality of Connie and Mwasi Nyatta, who were also hosts this time around.

As in the first workshop, this one was held in the Mary Patch Turnbull Memorial Library, the Werugha branch of the Kenya National Library Service. Werugha is actually the center of about 15 villages. It is almost impossible to locate on a map, but if you look for Wundanyi and then imagine you are driving on a rough road about 15 kilometers further west, up and down steep hills, you would be in Werugha.

To help me and take photos and video was a friend from Winona, Mary Farrell. And I could not have done it without her.



This workshop was unusual in that it consisted of two parts. In the first we made about 100 books in Kidawida, carried out by 10 parents and 10 teachers, paired from 10 surrounding villages; we then showed them the pocket libraries which would hold the books (as well as some in English and Swahili) and talked about how they could be used with the pre-school children in their villages. The idea is to get the children used to their home language in books and to hearing English language picture books, better preparing them for entry into school.

The second (shorter) was in training the 10 teachers how to run the actual pocket libraries. We also made a few more books.

Thanks to many contributions from USBBY members, family, and friends, I was able to purchase the cloth and felt (for felt figure stories) plus 100 appropriate paperback picture books from the US. Scholastic was also generous in donating books from their list, many of them written and or illustrated by Africans or African Americans. Many other items were donated as well, notably the 10 story quilts made by my sister, Angie, for

the children to sit on in small groups as they listened to stories. I was able to take all these materials (in 7 very large suitcases) thanks to Delta. (The empty suitcases stay behind.)



After making a book following simple models I had brought, with all pictures pre-selected and texts already translated into Kidawida, the participants then tried their hands at making up stories to go with the pictures in cloth that I had brought with me – all prepared with fusible web on the back, so they could be cut out and ironed on to the cloth pages (pre-cut by me with help from some Winona friends, from donated old 100% cotton sheets). Thank goodness for rummage, garage, and estate sales, carefully combed through by numerous nieces and friends!

Even though it gets physically harder and harder as I move through my 80's, I get such satisfaction from doing these workshops that I feel it is what keeps me going. The preparation of the pages and the pictures (including putting fusible web on them) for a workshop of 3 days during which 100-120 books can be made, takes about 2-3 months of solid day-to-day work.



Also, it is great to see the results when some of the appealing books are chosen by the locals to be reproduced in print, as happened after my workshops in Ethiopia (thanks to the Paterson Family Foundation). Murti Bunanta of Indonesia has also reproduced quite a number made in workshops there. Jocelyn Trouillot of Haiti is still waiting for funding to do one or two titles they especially liked in Haitian Creole.

In early March, 2015, Susan Stan will be accompanying me to Ecuador, to do more workshops in their dialect of Quechua.

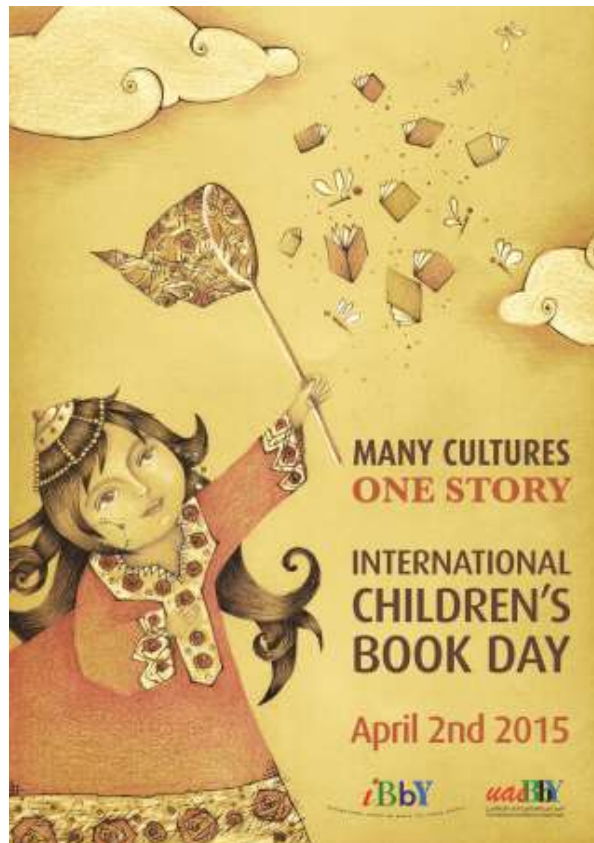
**International Children's  
Book Day**

April 2, 2015

Since 1967, on or around Hans Christian Andersen's birthday, 2 April, International Children's Book Day (ICBD) has been celebrated to inspire a love of reading and to call attention to children's books. Each year a different national section of IBBY has the opportunity to be the international sponsor of ICBD. It decides upon a theme and invites a prominent author from the host country to write a message to the children of the world and a well-known illustrator to design a poster. For 2015, the host country is the United Arab Emirates.

We encourage you to celebrate ICBD. You might sponsor celebrations, events, storytimes, displays and activities with the children you love. To start, check out the many creative ways that others are celebrating this important day and share your own ideas at the USBBY website. A special resource blog has been developed and is available at <https://icbdblog.wordpress.com/>. Our hope is that these will become rich resources of ideas to promote international understanding through children's literature.

Once you have developed programs, do remember to submit them for consideration for the Bridge to Understanding Award. You can view a PowerPoint explaining the criteria for this award on the USBBY website: [http://www.usbby.org/list\\_b2u.html](http://www.usbby.org/list_b2u.html).



The theme of the 2015 ICBD celebration is "Many Cultures, One Story" and the United Arab Emirates is the sponsoring IBBY national section. You can download the poster at <http://www.ibby.org/317.0.html>.

**CELEBRATING  
USBBY Members  
25 continuous years or more**

**Members since 1985**

Junko Yokota

**Members since 1987**

Deborah Pope  
Dorothy Solomon  
Ann Beneduce  
Margaret Jensen  
Katherine Paterson  
Carl Tomlinson

**Members since 1988**

Betsy Hearne  
Amy Kellman  
Barbara Maxwell  
Susan Stan  
Barbara Barstow  
Roslyn Beitler  
Rebecca Burgess  
Grace Ruth  
Barbara Lehman  
M. Jerry Weiss  
Anne Pellowski  
Alida Cutts

**Members since 1989**

Susan Patron  
Maureen White  
Holly Willett  
Eliza Dresang  
Laura Robb



## Spotlight on Longtime USBBY Member

### What USBBY Membership Has Meant to Me by Carl Tomlinson

My introduction to USBBY was in the early nineteen eighties when I was a naïve first-year assistant professor. I was attending a literacy conference in Chicago and read in the program about a meeting of the United States Board on Books for Young People. It sounded interesting, so I went to the designated room, opened the door, and went in. A small group of people was seated at a table and seemed surprised at being interrupted, so I backed out of the room. A red-haired woman immediately followed me and asked what I wanted. I asked if I could join the group, because from what I'd read, USBBY sounded interesting. She smiled and suggested that I start by joining the organization and attending its co-sponsored session at the conference. The meeting in progress, she told me, was a meeting of the Board of Directors. The red-haired woman was Barbara Elleman, then editor at *Booklist* and creator and editor-in-chief of *Book Links*, just one of the many wonderful (and helpful) people I have met through my association with USBBY.

I followed Barbara's advice and joined USBBY. As someone whose focus within the broad fields of literacy and children's literature was international children's literature, I found that USBBY and IBBY offered a ready-made framework for research, a network of experts within the field who were always willing to advise and help a new-comer, and conferences that brought together librarians, educators, authors, illustrators, and publishers as no other literacy conference did. Thanks to USBBY and IBBY, I was able to meet scores of children's and young adult book authors and illustrators, share ideas with colleagues whose research and teaching interests were similar to my own, meet publishers and learn more about what is involved in bringing good books from other countries to the United States, and, most importantly, become familiar with hundreds of excellent books for children and young adults that I might otherwise have missed. All of this information found its way into my university courses and improved them.



**Carl Tomlinson was presented with the USBBY Alida Cutts Lifetime Membership Award at the 10<sup>th</sup> IBBY Regional Conference, St. Louis, Missouri**

As a direct result of my involvement in USBBY and IBBY, my life was enriched by such experiences as attending IBBY conferences in Williamsburg, VA (1990), and Cartagena, Colombia (2000), visiting the Dromkeen National Centre for Picture Book Art near Melbourne, Australia, attending a Carnegie Medal Award ceremony in London, and hosting a Finnish translator for an unforgettable week-long visit.

Working on projects for USBBY and IBBY brought me into contact with dozens of children's literature specialists world-wide. When USBBY decided in 1995 to publish a bibliography of international children's books, I volunteered to help. During the two years it took to complete *Children's Books from Other Countries*, I was continuously impressed by the dedication and willingness of USBBY and IBBY members who contributed their service and knowledge to this project.

What good fortune that I opened that door at the conference thirty years ago! USBBY subsequently opened many doors for me that greatly enhanced my career, introduced me to a host of good friends, and brought me a lifetime of good reading.

**COMING SOON**

***Bridges to Understanding, Volume 5***

by Annette Y. Goldsmith

Sequels bring with them certain expectations. Volume 5 of USBBY's *Bridges to Understanding* international youth literature bibliography series follows four stellar volumes that annotate the best of children's literature originating from outside of the US: Carl M. Tomlinson's *Children's Books from Other Countries* (1998), Susan Stan's *The World Through Children's Books* (2002), Doris Gebel's *Crossing Boundaries with Children's Books* (2006), and Linda M. Pavonetti's *Bridges to Understanding: Envisioning the World Through Children's Books* (2011). These four books are companion volumes, and together form a unique catalog of English-language imports and translations that USBBY has been publishing with Scarecrow Press (now Rowman & Littlefield). As of Susan Stan's book, the series also includes entries for selected books set in other countries but first published in the US. Each bibliography has a particular focus. For Volume 5, the theme is storytelling. Interspersed amongst the annotations you will find small stories about the books' creators and readers. Co-editors Susan Corapi, Theo Heras, and I hope that these tasty little tidbits will add to the flavor of the whole.

It certainly takes a village for this type of collaborative work, and we'd like to share a few highlights. The thirty-three annotators, all USBBY or IBBY Canada members, have to date been assigned 400 books published from 2010-2014. Marianne Martens (Kent State University) has contributed a chapter on international children's literature and subversive cultural exchange. Finally, we are thrilled to report that Klaas Verplancke, award-winning Belgian author and illustrator and friend of USBBY, is donating artwork for the cover. We hope to have the book out in time for the USBBY Regional Conference in New York this October. If not, it will definitely be ready for ALA Midwinter in Boston in January 2016. We hope it will be a worthy addition to the series.

## How to apply for the Bridge to Understanding Award

Applications and criteria for the 2015 Bridge to Understanding Award are available at [www.usbby.org](http://www.usbby.org) or from the USBBY secretariat at [Secretariat@usbby.org](mailto:Secretariat@usbby.org). Phone: (224) 233-2030. To be considered the program must occur during the year 2015.

### **Deadline for submissions is January 31, 2016.**

USBBY, the United States National Section of the International Board on Books for Young People (IBBY), is dedicated to promoting high quality literature for young people throughout the world.

### **2014 USBBY Bridge to Understanding Award Winner**

The United States Board on Books for Young People (USBBY) is pleased to announce that the 2014 Bridge to Understanding Award was given to the Día Family Book Club, a project of the Association for Library Service to Children (ALSC) of the American Library Association. This project introduces books about diverse cultures from around the world to children and families through a series of book discussions. ALSC has selected books and provided toolkits, publicity kits and lesson plans that provide a strong starting point for libraries to match the activities to their own communities. In the two years of its existence, the Día Family Book Club, an extension of El día de los niños/El día de los libros (Children's Day/Book Day), has succeeded in involving libraries nationwide, and thus children and families nationwide, in book sharing and discussion.

Established in memory of Arlene Pillar, an educator who served USBBY as newsletter editor from 1984 until her untimely death in 1990, the Bridge to Understanding Award formally acknowledges programs that use children's books to promote international understanding among children. The responses of many of the families who participated in the Día Family Book Club show just how successful this program has been.



**The Bridge to Understanding Award, which carries a \$1,000.00 monetary prize, was presented Friday, January 30, 2015, at ALA Midwinter at the USBBY gathering.**

### **What is the Bridge to Understanding Award?**

This prestigious award was established in memory of Arlene Pillar, an educator who served USBBY as newsletter editor from 1984 until 1990.

The award recognizes a program that promotes reading as a way to expand understanding of one or more cultures or countries outside of the United States. Preference is given to programs that focus on contemporary life and culture.

Organizations eligible for this award include schools, libraries, scout troops, clubs and bookstores. The program may be a one-time event or an ongoing series that serves children ranging in age from kindergarten through tenth grade.

This award carries a monetary prize of \$1,000 and a certificate.



### **Children's Day, Book Day / El día de los niños, El día de los libros (Día)**

Día, a collaboration of national literacy organizations, presses and readers,

- creatively celebrates all our children and youth, and the importance of bookjoy in their daily lives,
- promotes culminating April 30th Children's Day, Book Day celebrations, and proposes establishing an annual national April Children's Day, Book Day comparable to Mother's Day and Father's Day.

We were inspired to start this initiative by Mexico's annual national tradition *El día del niño*, the day of the child. Knowing how essential literacy is in our country, we combined the celebration with linking all our children and young people to reading. From early education to universities, this initiative inspires creativity, inclusivity, cooperation and action.

In addition to promoting culminating April celebrations that strengthen and unite communities, our year-long commitment includes promoting creative literacy throughout the year, day by day, *día por día*. We advocate outreach to diverse families as our literacy partners, **Diversity in Action**--striving to invest in respectfully and innovatively coaching all families to share a love of books, their pleasure and power.

Children's Day, Book Day (Día) will celebrate its 20th anniversary in 2016. Join us, and urge your colleagues to join us, in boldly championing bookjoy for all our children and youth. Together, let's grow a nation of readers, essential in a democracy.

For Día's history, partners, etc., please visit <http://www.patmora.com/whats-dia/>

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Pat Mora shared these Día ideas and tips at ALSC's Day of Diversity in Chicago. Help her promote these for April 2015 Día celebrations and join her in building enthusiasm for Día's 20th Anniversary, April 2016. Together, we can make this a national celebration and an annual tradition.

**Children's Day, Book Day / El día de los niños, el día de los libros (Día)**

Suggestions for Planning a Culminating April Día celebration:

1. Begin planning your book fiesta in January. All celebrations small and large contribute to reaching our literacy goals.
2. Assemble a diverse planning committee: librarians, teachers, families, higher education faculty and students, community organizations, representatives from Summer Reading/Learning, and local media. Consciously plan to reflect the cultures and languages of your community in this committee and in all the aspects of the celebration.
3. Jointly establish your ambitious yet achievable Día goals for the year. Local businesses, organizations, restaurants, foundations, national chains, etc., have supported Día celebrations. Teens, retired librarians and teachers are wonderful volunteers.
4. Invest in planning creative literacy activities, the heart of a Día celebration: book parades, book-related crafts, book games, puppet shows, story-tellers, writing workshops, etc. Involve families as partners.
5. Although small events such as a special story-time can be initial celebrations, many Día fiestas occur on the weekend for the whole family and include distributing diverse books for children and youth or book raffles.
6. If you're also planning entertainment, keep it secondary in focus and ideally have children and young people as performers. Honor children by featuring them.
7. View Día as an opportunity to expand the attendees' understanding of our national cultural diversity and our many languages.
8. For more tips, review the planning booklet: <http://www.patmora.com/dia-planning-booklet/>.

Also, register your event and review the excellent resources at <http://dia.ala.org>.

Thanks for joining the National Día Community. Let's share bookjoy!

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## ***Bookbird: A Journal of International Children's Literature***

**Bookbird** is open to any topic in the field of international children's literature. The editor will also include themed issues and will post calls for manuscripts on the IBBY website.

Manuscript format: Word for Windows as an email attachment; Manuscript length: Up to 4000 words  
Editorial contact information: Please send a copy of your manuscript to the editor, Björn Sundmark at [bjorn.sundmark@mah.se](mailto:bjorn.sundmark@mah.se)

### **USBBY State Ambassadors Program Submitted by Evie Freeman**

The purpose of the USBBY State Ambassadors program is to promote the use of literature to build international understanding and to spread the word about USBBY as a professional organization. We hope to involve more of our current members in activities related to our mission within their states as well as gain new members. These activities might include distributing information on state listservs, creating displays or presenting sessions at local conferences, organizing book discussion groups, or promoting International Children's Book Day.

In January 2015, 26 states have ambassadors. See the list of state ambassadors on the following page. And, be sure to check out each new edition of *Bridges* for the State Ambassador Spotlight column.

If you would like to serve as a USBBY state ambassador, please contact Evie Freeman ([freeman.5@osu.edu](mailto:freeman.5@osu.edu)) or Kathy Short ([shortk@u.arizona.edu](mailto:shortk@u.arizona.edu)).

### **2015 Día National Program Registry**

The 2015 Día National Program Registry is now open, and ALSC is inviting libraries to begin registering their upcoming programs. By using the national registry, libraries help build a searchable database that showcases all types and sizes of library programs that highlight Diversity In Action.

Each registered event is given its own unique webpage allowing for libraries to share information about their Día program on their own website and through their social media outlets. Families are able to use the searchable Día map to find programs to attend in their communities.

The national registry is also a great way for libraries to share diversity programming ideas and best practices with colleagues across the country. To learn more about Día and to download free resources including booklists, coloring sheets, toolkits, book club curriculums and more; please visit <http://dia.ala.org>.

## THANKS TO ALL THE USBBY STATE AMBASSADORS

- Alabama: Jamie Naidoo ([jcnaidoo@slis.ua.edu](mailto:jcnaidoo@slis.ua.edu)) and Wendy Steadman Stephens ([wendysteadmanstephens@gmail.com](mailto:wendysteadmanstephens@gmail.com))
- Arizona: Karen Kabrich ([k@azkab.com](mailto:k@azkab.com)) and T. Gail Pritchard ([tpricha@email.arizona.edu](mailto:tpricha@email.arizona.edu))
- California: Joan Schoettler ([j-schoettler@sbcglobal.net](mailto:j-schoettler@sbcglobal.net))
- Connecticut: Cathy Kurkjian ([kurkjianc@ccsu.edu](mailto:kurkjianc@ccsu.edu))
- Florida: Nancy Ryan ([nancy.ryan@saintleo.edu](mailto:nancy.ryan@saintleo.edu)); Christiana Succar ([chsuccar@yahoo.com](mailto:chsuccar@yahoo.com)) and Mary Ellen Oslick ([moslick@stetson.edu](mailto:moslick@stetson.edu))
- Illinois: Margaret Pyterek ([Peterborough48@gmail.com](mailto:Peterborough48@gmail.com))
- Indiana: Edi Campbell ([edith.campbell@indstate.edu](mailto:edith.campbell@indstate.edu))
- Kansas: Blinn Sheffield ([Blinn.sheffield@iplks.org](mailto:Blinn.sheffield@iplks.org))
- Kentucky: Diana Porter ([Diana.Porter@eku.edu](mailto:Diana.Porter@eku.edu))
- Maryland: Ernie Bond ([elbond@salisbury.edu](mailto:elbond@salisbury.edu))
- Massachusetts: Bindy Fleischman ([bindyf@gmail.com](mailto:bindyf@gmail.com))
- Michigan: Betsy Susan Morgan ([bmorgan@glenoaks.edu](mailto:bmorgan@glenoaks.edu))
- Minnesota: Renae Ekstrand ([ekstrand@augsborg.edu](mailto:ekstrand@augsborg.edu))
- Mississippi: Ellen Ruffin ([ellen.ruffin@usm.edu](mailto:ellen.ruffin@usm.edu))
- Missouri: Victoria Jones ([victoriajones@claytonschools.net](mailto:victoriajones@claytonschools.net))
- New Mexico: Yoo Kyung Sung ([yookyung@unm.edu](mailto:yookyung@unm.edu))
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## STATE AMBASSADOR SPOTLIGHT

### **The Bloody Book Castle, Jella Lepman, & Me: Exploring Munich's Internationale Jugendbibliothek/International Youth Library (IJB/IYL) by Jamie Campbell Naidoo**

#### **Background**

The brainchild of librarian Jella Lepman, the Internationale Jugendbibliothek/ International Youth Library (IJB/IYL) (<http://www.ijb.de/en/about-us.html>) in Munich holds the world's largest collection of children's books from around the world. The library was developed after WWII as a way to provide children in war-torn Germany with an opportunity to learn about the larger world around them and make cross-cultural connections. Situated within *Schloß Blütenburg* (<http://www.blutenburg.de/>), a historic Bavarian castle on the outskirts of the city, the IJB/IYL attracts scholars interested in exploring intercultural understanding through children's books. The local lending library provides Munich families with access to children's and YA titles in a variety of languages and offers outreach programs to encourage children to develop their writing skills as well as cultural literacy. The IJB/IYL also develops the White Raven Book List each year to highlight the best multilingual children's and YA books published the preceding year in countries around the world. Librarians in the US can use this list to develop collections of outstanding foreign language materials to reach their local immigrant or foreign-speaking populations.



***Schloß Blütenburg*** (<http://www.blutenburg.de/>)

Another program offered by the IJB/IYL is the research fellowship programme that provides support for librarians, educators, reading specialists, authors, professors, etc. to use the vast collection of the IYL to complete a given project. Generously supported by the Foreign Ministry of the Federal Republic of Germany, the programme awards approximately fourteen prestigious fellowships annually to individuals from around the globe working on a research project broadly related to children's literature.



## Schloß Blumenburg and Me

In December 2013, I received word that I had been selected to be one of the Stippis (the affectionate name those at the IJB/IYL use for fellowship recipients) for Fall 2014 to identify and catalog a record of foreign language children's picture books and easy-to-read children's novels with lesbian, gay, bisexual, transgender, or queer (LGBTQ) content to add to the limited English-language scholarship on the topic of homosexuality in children's literature and to build upon the work from my book *Rainbow Family Collections: Selecting and Using Children's Books with Lesbian, Gay, Bisexual, Transgender, and Queer Content* (2012). My fellow Stippis during my visit were Lara Hedberg from Australia, Kelly Hübber from Sweden, Valerie Coghlan and Aine Mcgillicuddy from Ireland, Eka Tabliashvili from Georgia, and Mahshid Mayar from Iran.

After spending many months doing happy dances, buying travel guides, and searching for the perfect fully-furnished apartment, I finally boarded a plane in early October 2014, arriving in Munich on the last day of Oktoberfest. I rented an apartment in an old farmhouse in Langweid (a community a few miles from the IJB/IYL). My mornings were spent on brisk walks to the castle through fields and residential neighborhoods, and across the Würm River. Often I shared a few *Grüß Gotts* (traditional Bavarian morning greeting) with other commuters along the way. In the evenings, I would often go explore the city using the super efficient public transit system.



**Jamie's farmhouse in Langweid**

Occasionally, the other Stippis and I would go on impromptu tours generously offered by the librarians and *lektorats*. Vegetarians truly have not lived until they visit a traditional Bavarian restaurant where 99.99999% of the menu is accompanied by a huge slab of red meat! On the other hand, nothing compares to delicious *kaffee und küchen*, which we always seemed to find at the end of our excursions. My favorite place for these treats was the Café Katzentempel (<http://www.cafe-katzentempel.de/>) that offers guests a choice of playful cats to entertain whilst the *kaffee und küchen* is being consumed.



**Jamie with two life-size figures from the Willy Puchner exhibition at the IJB/IYL**

After a few days at the castle, several of the Stippis and I jumped a train to the Frankfurt Book Fair where we helped with the IJB/IYL program and explored an almost overwhelming world of lavish books from around the globe. It was truly exciting (and somewhat heartbreaking) to discover that one of my favorite illustrators, Ana Juan, had created a vast array of amazing books that we have never seen here in the U.S. While at the fair, I also tracked down a few children's titles related to my research project on LGBTQ families. In addition to all the exciting exhibits at the book fair, the Stippis explored some of the other cultural venues that Frankfurt has to offer. I decided to take advantage of the Struwwelpeter Museum (<http://struwwelpeter-museum.de/museum.htm>) where I spent hours exploring the German classic and studying the many iterations and pop-culture references related to our slovenly friend.

Back in Munich and exhilarated from the book fair, I took advantage of my desk in the study library of the castle and began ordering books to examine for my project. During my time at the IJB/IYL, I identified and examined over 60 children's picture books, novels for young children, and children's informational books with LGBTQ content in the collection. These books were written in Czech, Danish, Dutch, French, German, Italian, Portuguese, Spanish, and Swedish. I archived many of them to further analyze at a subsequent time. While in the study library, I discovered the most useful gem for my research: *Famiglie: Papà, Mamme, Fratelli, Zii, Nonni, Cugini e Amici*, a booklet from an exhibition at the 2013 Bologna Book Fair featuring LGBTQ picture books from around the world. I used various *lektorats* at the library to assist me with locating titles that I had overlooked or to better understand particular texts. The reference librarians were extremely helpful tracking down books that were unavailable when I originally requested them. Through resources at the IJB/IYL, I further identified some 120+ additional children's books to order for my research project.



**Jamie's work space at the IJB/IYL Study Library**

The Stippis also had the opportunity to help assist with and respond to the installation of the new *Guten tag, Lieber Feind!* exhibition at the IJB/IYL. For several years, the exhibition has traveled around the world using books as messengers of peace. In Fall 2014, it returned back to the castle for updates and renewed creative interpretations.

I would be remiss if I did not tell everyone about the interesting and often surprising cuisine that awaited Stippis and IJB/IYL staff during lunch at *Schlossschänke Blutenburg*. This charming Bavarian restaurant is onsite at the castle and offers a time for Stippis, visitors, and IJB/IYL staff to socialize, share ideas, and simply enjoy each other's company. Those affiliated with the castle pay only a very modest fee for their lunch and have the option of *fleisch* (meat) or *vegetarisch* (vegetarian). Being the latter, it was a welcome relief to have a least one meal a day where I didn't have to try and ask about the contents on my plate. With that said, it was always interesting to see what the Bavarian *vegetarisch* dish of the day would be. Sometimes, the cooks did not know quite what to do with us. My most memorable dish was a delicious and hearty bowl of lentil soup – with a whole boiled egg floating in the middle. The *fleisch* eaters had their sausage and we had our egg. Everyone was happy – though some of us were slightly confounded.

### **The End . . . Or Just the Beginning**

I ended my time at the IJB/IYL in mid-December just in time to attend the annual holiday party at the castle. The food was delicious and the entertainment unforgettable; however, it was the warmth of the people that evening – exhibiting the same hospitality they had shown since October – that will remain in my heart forever. Like all the Stippis before me and all those yet to follow, I had come to the end of my short time at the Bloody Castle but just embarked on a lifetime of frequent return visits. *Vielen Dank, liebe Freunde!* I am planning my next visit already.

**Thanks to USBBY State Ambassador Jamie Naidoo's efforts to promote  
the use of literature to build international understanding!**

**PRESS RELEASE**  
**2014 HANS CHRISTIAN ANDERSEN AWARD US NOMINEES ANNOUNCED**  
by Angelica Carpenter, chair, 2014 Hans Christian Andersen Committee



HCA Award image from <http://www.ibby.org/>

The United States Board on Books for Young People (USBYP) is pleased to announce that author Lois Lowry and illustrator Chris Raschka have been nominated as the United States representatives to be considered for 2016 Hans Christian Andersen Awards.



Lois Lowry's *The Giver* won the 1993 Newbery Award. This book, translated into more than thirty languages, reached many new markets in 2014, when it was made into a major motion picture. Author Lowry asks the question, what are we willing to sacrifice for our own comfort and safety? Ironically, her science fiction/fantasy novel about a society that has lost its literature has become one of the most frequently challenged books in the United States. Lowry won her first Newbery for *Number the Stars*, a World War II novel in which Danes try to save their Jewish friends and neighbors from the Nazis. Lowry writes humorous books, too: *Anastasia Krupnik*, a family story, proved so popular with young readers that it grew into a series of eight books. She writes historical fiction, realistic fiction, and mysteries, too. Lowry has won many other awards and she has given generously of her time to address readers, librarians, teachers, and other fans of children's literature. She has been the United States nominee for the Hans Christian Andersen on two previous

occasions; in 2000 she was a finalist for the international award. Everyone in USBBY, along with Lois Lowry, hopes that the third time will be the charm!

Chris Raschka has illustrated more than forty books, most of which he also wrote. In fiction, non-fiction, and wordless stories, his pictures activate pages. In his two Daisy the Dog stories, seemingly simple strokes reveal the strong emotions of Daisy and her owner. Raschka's work stretches the child reader's imagination: in *Cow Cow*, the reader must turn a rectangle into the cow. In *Give and Take*, free-flowing pictures and a well-balanced story lend themselves to discussions about generosity and greed. In *Charlie Parker Played Bebop*, *Mysterious Thelonious*, and *John Coltrane's Giant Steps*, Raschka's innovative art makes readers see, and perhaps even hear, the music he describes. Raschka, who plays the viola, has just published a new jazz title: *The Cosmobiography of Sun Ra: The Sound of Joy is Enlightening*. Some of his books tackle controversial subjects, like *Happy to Be Nappy* (hair) and *Arlene the Sardine* (death). In his Caldecott Honor Book *Yo? Yes!*, thirty-four words and bold illustrations take two boys from a potential racial stand-off to a friendship. Edgy and modern, but respectful of all artistic traditions, this illustrator personifies the best of American illustration.

Often referred to as the "Little Nobel Prize," the Hans Christian Andersen Medal is considered the highest international recognition given to an author and illustrator of children's books. Hans Christian Andersen Awards are presented every two years by IBBY, the International Board on Books for Young People, to an author and an illustrator whose complete works have made an important and lasting contribution to children's literature. Nominations are made by the National Sections of IBBY. Angelica Shirley Carpenter chairs the United States Hans Christian Andersen Committee; other members include Carolyn Angus, Mary Ashwood, Nancy Snyder, and Natalie Ziarnik.

Recipients of the Awards will be selected by a distinguished international jury of children's literature specialists. Winners will be announced at the IBBY Press Conference at the Bologna Children's Book Fair in 2016. The United States nominees will be featured speakers at the USBBY 2015 conference, to be held in New York October 16-18, 2015.

#### **Gift Cards Available for Donations to USBBY's Special Projects**

For special occasions, speaker's gifts, or other times when you wish to honor someone, consider a donation to one of USBBY's projects such as the Children in Crisis Fund. Special cards have been created to send to recipients acknowledging your gift in their honor. For further information or to make a donation, please contact Ellis Vance at [Executive.Director@usbby.org](mailto:Executive.Director@usbby.org).

## Don't miss USBBY Co-Sponsored Sessions throughout the Year

### American Library Association (ALA) Annual Co-Sponsored Session

USBBY holds a co-sponsored session at the Annual Convention of the American Library Association (ALA) featuring an international author or other expert in the field of literature for children and young adults.

### International Literacy Association (ILA) Annual Co-Sponsored Session

USBBY holds a co-sponsored session at the Annual Convention of the International Reading Association featuring an international author or other expert in the field of literature for children and young adults.

### National Council of Teachers of English (NCTE) Annual Co-Sponsored Session

USBBY holds a co-sponsored session at the Annual Convention of the National Council of Teachers of English, held in November, featuring an international author or other expert in the field of literature for children and young adults.

Coming July 2015

USBBY-ILA Co-Sponsored Session

Monday July 20 11:00-12:00

America's Center St. Louis, Room 140

Ruta Sepetys

(sponsored by Penguin)

Learning about Lives Transformed: Promoting International Understanding through Historical Fiction

Submitted by Lauren Liang



Retrieved from <http://rutasepetys.com/about/>

Award-winning author Ruta Sepetys has captivated readers around the world with her engaging stories of young adults' lives transformed by historical events. Readers' world knowledge and intercultural understanding can itself transform through reading her books. In this session, Sepetys will discuss elements of craft involved in her creation of high-quality domestic and international historical fiction. She will focus on three areas: the extensive research behind her works, issues of accuracy and authenticity in writing historical fiction for young adults, and the reception and interpretations of her work in countries other than the United States.

## HOW YOU CAN BECOME INVOLVED IN USBBY

Now is a good time to make known your interest in becoming actively involved in the work of USBBY. USBBY committee members accomplish their tasks through meetings held during ALA, ILA, and NCTE conventions, as well as via email, fax, and "snail mail."

Committee service opportunities include:

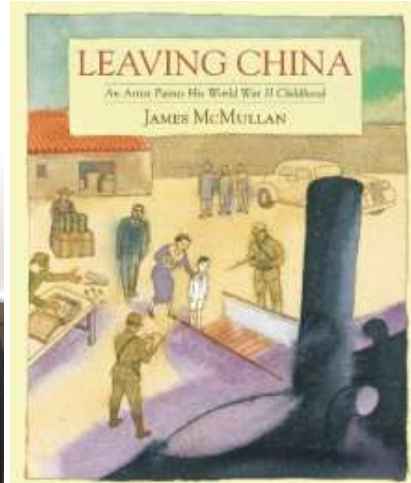
- Bridge to Understanding Award
- Hans Christian Andersen Award
- Membership
- Nominating Committee
- Organization and Bylaws
- Outstanding Books for Children with Disabilities
- Publicity and Promotion

Please communicate your interests to Secretariat, Center for Teaching through Children's Books, National Louis University, 5202 Old Orchard Road, Suite 300, Skokie, IL 60077, USA.

**USBBY-NCTE Co-Sponsored Session  
November, 2014**

**Global Explorations in Children's and Young Adult Literature: Multiple Ways of Knowing**

Submitted by Ruth McKoy Lowery  
The Ohio State University at Mansfield



**Jennifer Graff and Ruth Lowery with author/illustrator James McMullan,**  
sponsored by Algonquin Books & Algonquin Young Readers

On November 22, 2014 the NCTE/USBBY co-sponsored session at the NCTE conference in Washington, DC featured international author and illustrator, James (Jim) McMullan. The session opened with welcoming remarks by Janelle Mathis, President of USBBY, followed by a presentation of the 2014 Outstanding International Books for Children and Young Adults by Deborah Wooten from the University of Tennessee, Knoxville. Jennifer Graff from the University of Georgia, who serves as the 2014-2015 NCTE liaison to the USBBY board, introduced our keynote speaker.

James McMullan is an award-winning author and illustrator whose work has appeared in a variety of books for adults and young readers. He has been internationally recognized for his seventy posters for the Lincoln Center Theater. McMullan was awarded the Society of Illustrators' prestigious Hamilton King Award. Teaming with his wife, Kate McMullan, the dynamic duo created the beloved read aloud picture book series which includes titles such as *I'm Mighty!*, *I Stink!*, *I'm Dirty!*, *I'm Fast!* and *I'm Brave!* McMullan received the *New York Times* Best Illustrated Book award in 2002 for the picture book *I Stink!*

Focusing on his newest publication, *Leaving China: An Artist Paints His World War II Childhood*, McMullan enthralled the audience with his reflections on his childhood through stories and paintings. *Leaving China* is a unique memoir comprising more than fifty short essays and illustrations. McMullan shared how his early childhood in China and wartime journeys with his mother influenced his whole life, especially his painting and illustration. James McMullan was born in Tsingtao, North China, in 1934, the grandson of missionaries who settled there. As a little boy, Jim took for granted a privileged life of household servants, rickshaw rides, and picnics on the shore—until World War II erupted and life changed drastically. His father, a British citizen fluent in several Chinese dialects, joined the Allied forces.

For several years while waiting for his father’s return, McMullan and his mother moved from one place to another—Shanghai, San Francisco, Vancouver, Darjeeling—first escaping Japanese occupation then trying to find security, with no clear destination except the unpredictable end of the war. McMullan noted that those ever-changing years took on the quality of a dream, sometimes a nightmare. The loss of his father amplified this notion. He tried to recreate these experiences in the stunning paintings that along with their accompanying text tell the story of *Leaving China*.

Weaving together his experiences with the theme of global explorations, McMullan shared tidbits of the paintings selected to complement the story. Members of the audience wanted to know if he had been back to China in recent years and what he thought of the changes there. He shared that he had not been back in many years and has not done much traveling in recent years. Several participants expressed that they felt privileged to hear McMullan’s first-hand experiences, noting that meeting him and hearing him reminisce gave the story “life.”

Jennifer Graff shared a summation of McMullan’s work: “While Jim has shared his artistic talents with us throughout the years, we are now fortunate to have access to his personal life through his memoir, *Leaving China: An Artist Paints His World War II Childhood*. And Jim does indeed paint a vivid narrative of his life through words and watercolors. This intricately balanced book of text-and-image, conveys the complexity, tragedy, and beauty of life within an ever-changing and often tumultuous world. By inviting us into quite a few of his transformative life moments, Jim offers us a personalized view of global history and enables us to see how similar the past and present are with regard to living during times of war, being a member of the military family, participating in the perpetual and involuntary movements of migration, as well as the vital need to be recognized and accepted for who you are and who you wish to be, regardless of social status and societal and familial expectations.”

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<http://algonquinyoungreaders.com/book/leaving-china/#sthash.5Uo7dKe3.dpuf>  
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**USBBY Membership Levels**

There are several levels of membership in USBBY. Consider upgrading to a higher level in order to help with the many important USBBY initiatives.

<b>Basic</b>	<b>\$ 50</b>
<b>Sustaining</b>	<b>\$ 75</b>
<b>Donor</b>	<b>\$ 150</b>
<b>Sponsor</b>	<b>\$ 500</b>



**Coming November 2015**  
**USBBY-NCTE Co-Sponsored Session**  
**Meg Medina**  
**Crafting Cultural Realities: The Artistry and Accountability of Writing Literature for Youth**  
Submitted by Jennifer Graff



[Photo retrieved from <http://megmedina.com/about/> on January 29, 2015]

Meg Medina, recipient of numerous awards such as the 2011 Ezra Jack Keats New Writers award, the 2014 Pura Belpré award, the 2014 International Latino Book Award, and the 2014 Américas Award commendation will share her insights as a Latina writer who focuses on the realities of youth living and participating in contemporary societies often divided by privilege and prejudice. Medina’s thought-provoking and engaging narratives in picturebook and novel formats generate multiple opportunities for youth (as well as adults) to learn from and with one another as they navigate their lives, the world, and the intersections of both. Issues of linguistic plurality, cultural realities and representations, as well as the relationships between the reader, the writer, and the world are highlighted in this session.

Prior to listening to and learning from Meg, identified as a “Reading Revolutionary” in [CNN’s Top 10 Visionary Women](#), audience members will be warmly welcomed by USBBY President, Janelle Mathis and learn more about USBBY and the work that we do. Opportunities for dialogue and session handouts will be readily available during this transformative session.

**ALA Midwinter USBBY Membership Meeting 2015  
Chicago, IL**

**by Wendy Stephens, ALA/AASL Representative to the USBBY Board of Directors**

The USBBY program at the American Library Association's Midwinter Meeting got a little extra publicity this year. Images of both Sabaa Tahir herself and the dramatic cover of her novel, *An Ember in the Ashes*, flanked the exhibits areas, and Tahir took the stage at the USBBY event at the Chicago Hilton just an hour after a high-profile champagne toast in her honor at Penguin booth. Her publisher's investment in eye-catching publicity for its debut young adult novelist made clear their confidence that Tahir is going to be a very big deal.

Tahir's novel won't be published until later April but the much-anticipated work featured a rigid and hierarchical society informed by a range of classical sources. At the USBBY event, Tahir spoke movingly about her own immigrant experience growing up living in her family's motel in the Mojave Desert and about the vivid construction of worlds in fantasy novels and her own creation of resonant characters who she revisits as friends even after concluding this particular volume.



**Thanks to Penguin for bringing Sabaa Tahir to ALA Midwinter and for their support of USBBY**

Tahir dedicated time to discussing her research process, emphasizing how her interviews with law enforcement and military officers related to their dehumanizing and transformative training experiences and the tolls those have taken on their interpersonal relationships. Tahir also described her long road to publication and the importance of IBBY's mission given her own personal experience as a new American and in working on a news desk covering international conflicts.

After commandeering the seating in available ballrooms to accommodate the crowd, it was an exceptionally celebratory evening as ALA's ALSC (Association for Library Service to Children) divisional President Ellen Riordan accepted USBBY's Bridge to Understanding award, honoring the work of the association surrounding Día Family Book Club.



**ALA's ALSC (Association for Library Service to Children) Divisional President Ellen Riordan**

As the evening opened, Brenda Dales and four members of the Outstanding International Books Committee shared their 2014 list, first through a scrolling slideshow and then in themed booktalks. Mona Kerby presented via a recorded YouTube video, highlighting three books related to IBBY's core mission of understanding. Bobbie Xuereb discussed four books related to celebrating and fostering friendship, Terry Hong reviewed three works, including the dramatically unfurling accordion codex *Migrant*, around the theme of transformative journeys, and Holly Johnson discussed the inclusion of everything from local folk art traditions to architectural landmarks in three books which included particularly strong visual elements.

Thanks largely to the hard work of Dales and her committee, Penguin's support of Sabaa Tahir's appearance, and the assistance ALSC program office, the Midwinter program introduced many librarians and library school educators to the work of USBBY and IBBY and forged a connection between this up-and-coming author and the organization.

**Make plans now to attend the next IBBY Congress in Auckland, New Zealand**



## Building Global Partnerships

Currently, USBBY has partnerships with the national sections of **Haiti, Lebanon, Palestine, South Africa, and Zambia**. More news about our twinning partners is available in their newsletters posted on the USBBY website at <http://www.usbby.org/usbbypartners.html>.

### Haiti

Submitted by Wendy Stephens, ALA/AASL Representative to the USBBY Board of Directors

- Wendy has corresponded with Anton Levy and Jocelyne Trouillot about the computer training IBBY Haiti has requested and that was approved during the November 2014 USBBY board meeting with regard to potential dates, training set-up, and available hardware and software. We are discussing the first and third weeks of June as possible times for that.

### Lebanon

Submitted by Julinda Abu Nasr (PhD), Honorary President, LBBY

The year started with evaluating last year's events, planning for the coming year and dividing responsibilities among members. Here is our news:

- The yearly Reading Competition started in November as usual. In general we have about 50 schools participating in the event. The culmination of this event takes place in April.
- UAEBBY has invited LBBY to share with their group the setting up of a mobile library for refugee Syrian children in Lebanon to be called "Big Heart Library" to be financed by UAEBBY. A similar library was set up by UAEBBY in Jordan and now they want to start one in Lebanon. LBBY is considering teaming up with a public library in Lebanon to implement the project. We will keep you informed of further developments.
- "Reading Start" an NGO initiated by Rania Turk is teaming up with us in a very interesting project, namely, "Read me a Story". An early intervention reading program whereby book packages are given to new mothers from the lower class that are trained to read to their babies. Mothers are reached through health clinics that cater to their children's health needs. For this project Rania received a generous grant from IBBY through LBBY. We will send you photos of the different events that Rania has managed to implement with the mothers and children to date.
- The bibliotherapy project with Syrian children is about to start with new groups of children. The delay is due to lack of funding that prevented the Lebanese government from accommodating Syrian refugee children in the public schools. Now that the schools are starting again we will be able to implement the project with as many children as our budget allows. We will keep you informed of our activities supplying reports and photos as we go along.
- LBBY web site will get a face lift if we can find the money to venture into that. We continue with the Facebook page introducing changes as needed.

### Palestine

Submitted by Jehan Helou, PBBY

PBBY is pleased to have this wonderful twinning with USBBY, and we appreciate all expressions of solidarity.

- The situation of Palestinian children is still very tragic. Gaza is still in rubble, under siege, and basic needs are barely available. Added to that, there was a very cold winter and even floods for several days. Very sadly 6 babies died from exposure to freezing temperatures. Moreover, everything is moving very slowly and stress has hit everyone.

- PBBY through our two libraries started to implement psycho-social activities to restore our children's balance through giving the children open space to express their problems by telling their stories and experiences, writing, drawing, playing, psycho-drama, acting or storytelling. When needed, providing the child with psychological guidance and counselling, as some children will develop some symptoms, which affect their performance in all directions, and there will be deeper psychological troubles that need professional intervention.

The situation of the two IBBY Libraries follows.

- **Al Ataa Library** in Beit Hanoun was completely destroyed and everything in it was lost! Al Ataa Charitable Society hosting the library was completely destroyed. Beit Hanoun was exposed to sort of carpet bombing and destruction, and many of its inhabitants lost their homes. All were displaced, which led to the deterioration of the situation on all levels. All the children of the library were displaced including the librarian Abla Hamad. Many children were wounded.
- **Al Shawka- Rafah Library**, the Area was heavily bombarded and all the children were displaced including the librarian Mahmoud, their houses completely or partially destroyed. Four children, who were active in the library were killed! The library was occupied by the Israeli occupation forces that messed with its contents and left rubbish behind them. Because of the ferocious shelling of the area, the shelves fell on the books, some were torn or damaged; windows were broken, several computers and the camera were missing.
- **Some good news:** IBBY, true to its mission and ideals, soon launched an appeal to rebuild and restore the Gaza libraries. This was declared in the opening session in IBBY Congress in Mexico. More can be read on [www.ibbypalestine.org](http://www.ibbypalestine.org) Many of the sections responded in solidarity with Palestinian children and by December 2014, \$ 35,000 was donated and sent to PBBY. The money will be used to restore al-Shawka library and to support the replacement library and help to refurbish al-Ataa library which was destroyed. In addition the funds will be used to support ongoing activities and salaries of the librarians.
- Some of the previous IBBY funds covered around 100 school bags and materials for the libraries' children.
- PBBY received an emergency donation of \$ 10, 000 from United Palestinian Appeal (UPA) <http://helpupa.org/about-upa> towards buying more school bags and some winter children clothing (jackets and boots)



- This is the time when the library is most needed! PBBY urgently requested the Gaza Team to find a temporary place for the children who used al- Ataa library. With the help of al-Ataa Society and Abla who has been with PBBY since 2008, PBBY managed to find a temporary place for a humble library in a small building it is called Al- Sikka (name of the area).



- Activities are resumed in both libraries starting with psycho-social activities to book discussions, writing and drawing, etc.

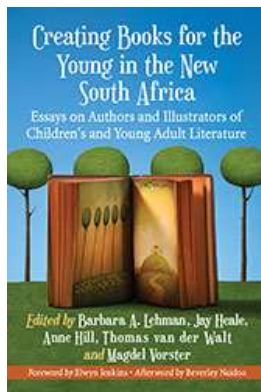


- Of course our other activities are taking place. We joined recently Librarians and Archivists with Palestine <https://www.facebook.com/Librarians2Palestine> in discussing the book *Mornings in Jenin*.

## South Africa

Excerpts from the IBBY SA newsletter

- The IBBY South Africa newsletter included a review of the 2014 book, *Creating Books for the Young in the New South Africa: Essays on Authors and Illustrators of Children's and Young Adult Literature*, edited by Barbara A. Lehman (USBBY), Jay Heale, Anne Hill, Thomas van der Walt and Magdel Vorster. This book will be a valuable resource for those interested in international literature.



- The South African project, Biblionef (<http://biblionefsa.org.za/>) took storytelling to another level by going to read in unusual places. Their My Language My Heritage Campaign launched its first Read-in at Mzoli's Restaurant in Gugulethu in November, where Biblionef staff and volunteers read and displayed books in various languages. The aim of this campaign is to raise awareness and support to acquire more books in the African languages for their book donation program.

## Zambia

Excerpts from the Luboto Library Partners Newsletter

- 710 multimedia lessons to teach children who are speakers of Zambia's seven major languages how to read have been completed! Improving on a pilot set of 700 lessons created in 2011 with support from EIFL's Public Libraries Innovation Programme, creation of this new and dramatically improved set of lessons was made possible by our All Children Reading grant, with the generous support of the ACR partners: USAID, World Vision and AusAID.
- The newsletter highlighted Ndala Bukolo who "has been with Lubuto for a little over a year, bringing his wonderful talents, skills and enthusiasm for enriching children's lives through drama from his previous work with Barefeet, a Lusaka-based drama organization. He guides children in the use of laptops and Lubuto*Literacy* lessons at the Ngwerere Library, from which he also conducts engaging outreach to young people in the surrounding community. But he especially shines in his facilitation of the drama programs at both of our Lusaka libraries, creatively teaching the children how to make props for the stories they perform after 8 weeks of rehearsal."

**PROFESSIONAL BOOK REVIEW**

***Global Voices: Picture Books from around the World***

Reviewed by Nancy Hadaway

*Global Voices: Picture Books from around the World* is a concise but excellent resource for librarians, teachers, and teacher/librarian educators and anyone interested in international children's/young adult literature.

Part I offers a brief introduction and rationale for reading international literature as well as some helpful insights about reading, both text and illustrations, across cultures.

Part II provides an overview of the state of publishing and children's/young adult literature in six geographical regions: Africa and the Middle East, Asia, Australia and New Zealand, Canada, Europe, and Latin American and the Caribbean. After the overview for each region, Stan provides an annotated bibliography of recommended children's/young adult literature published in the region, written by indigenous authors who have emigrated to other areas or by insiders who have lived/worked in the area. Profiles of well-known international authors and illustrators for each region (e.g., Niki and Jude Daly, Shaun Tan, Gita Wolf, Isol) and examples/annotations of their books are woven throughout the information on each geographic area.

*Global Voices: Picture Books from around the World* is definitely a resource that each of you will want to add to your professional library!



**Stan, S. (2014). *Global voices: Picture books from around the world*. Chicago, IL: American Library Association.**



**My Name is . . .**  
**Or, What I Wish American Schools Taught About Arabs**  
**Ibtisam Barakat**

As a bilingual author who does school visits, I aim to encourage the conversation about the art of writing as a broad human heritage composed of the influences of many cultures. I aspire to ignite the desire to cultivate a courageous and creative self that is eager to explore the unknown rather than shy away from it. And I am aware of the importance of giving a voice to the quiet learners – the ones who often choose the farthest place from the spotlight – the back row. I think that the back row is a world of its own.

Today, in the back row of a classroom in an American school, I did not know that I would meet an Arab student until it was his turn to tell everyone his name. “Osama,” he muttered softly, followed by a strong silence that spoke of a desire to be left alone. But I felt that I heard all that was not said. I sensed that I grasped the feeling as though it were a book of a thousand pages filled with stories of people who have hard times with their names, the most intimate bridge between the self and the other. I saw Osama’s sadness travel from the very back of the room, over the rows of seated students, the many books and pens, and the blondish “messy buns” of female classmates in front of him, and it reached me. “Where does your name come from?” I inquired. He replied with the name of an Arab country. “That means you are an Arab,” I celebrated intentionally. “An Arab like me.” He shook his head lightly, not knowing what to do with my excited words.

“Please come stand next to me and help me speak about our home culture,” I invited him. He was reluctant at first. But when I assured him that I meant every word, and encouraged him again, he found his way from the very back of the room to the very front. “How does it feel to be a visible Arab?” I teased. He smiled a little.

Now I turned to everyone. “Do you know what his name means?” But they did not. “Do you know how to pronounce his name?” Several of the students tried but said something that was not how his name is pronounced. If it were an opening of a song, they all would be out of tune.

“Osama,” I prompted gently. “Why not teach your classmates the right way to say your name?” He sighed. His voice remained low. He looked right and left. He was answering in subtle hand gestures. I recalled how I did that for years before I learned to translate my Arabic hand gestures to English words. Osama’s hand gestures were enough of an answer. It occurred to me that he might have given up on teaching his name. That took me to a time when I once was at a gathering and the mere request for me to repeat my name one more time, sparked a strong sense of alienation and made me cry. “Alright, then,” I patted Osama on the shoulder. “I will teach the class your name. Do I have your permission to do so?” His eyes opened as though he was about to receive a present. He smiled and nodded. I slowly taught everyone how to say his name. Then the entire class repeated it correctly – in unison.

I was able to do that because ever since I came to America, I accepted the extra job of teaching my name over and over until a person who thinks that it is so alien, discovers that it is so simple. It is one of my volunteer jobs, I tell myself. Secretly, I often wished that there were friends for each person whose name is “multi-cultural” who volunteer to help in teaching that person’s name. People adopt streets and trees, I noticed. Perhaps people can adopt a name also, and help a neighbor feel more included.

“Do you know what your name means?” I asked Osama. “A lion? I think. . .” he replied. “Yes; a lion with a magnificent mane that has been shampooed, conditioned, combed, hair dried and styled this morning. A lion whose grace and magic makes all the cats of the world wish they could roar the beauty of their hearts out

even once,” I said playfully. I then explained to everyone that Arabs have at least three hundred names for the lion. It is one of Arab’s biggest loves. Arabs also love the gazelle, and the eagle.

“Three hundred names?” a student exclaimed. Yes; that is true; three hundred names. You will find whole Arab families with children having different names, such as Haitham, Dergham, Basel, Laith, Abbas, but the meaning of all these names is a lion.

With Osama still standing by my side, I asked the class what they know about Arabs in general. The collective knowledge came to three points from only two students. The rest of the class had nothing at all to say. The three points were that Arabs smell a certain way; there is a special cologne that they wear. The student who offered this information explained that he noticed the cologne when he and his family were visiting Britain where he saw many Arabs. He also shared that he thinks that Arabs mistreat their women. The second student made a guess that Arabs, judging by their name, must speak Arabic.

So I asked everyone in class if they would like to know more about Arabs. They agreed.

“Open sesame!” I began, using a command originating in Arabic literature. From then on, we conversed and gradually a clearer picture began to emerge: Arabic numbers, found everywhere, and touched daily on the phones, are called Arabic numbers for a reason. These numbers revolutionized mathematics. The Arabic counting system replaced the Roman numeral system and made possible ease and speed of calculation and other mathematical operations. Algebra altogether is a field developed by a Muslim man who lived and worked in Arabic a few centuries ago. His name is Al Khwarezmi.

Hundreds of Arabic words found their way to English through Spanish and French. They include sugar from *sukkar*; racket from *rahat*; banana from *banan*; alcohol from *alghoul*; coffee from *qahwah*. When the Western countries began to import coffee from the Middle East, the drink played a role in the French revolution, as people sat in coffee houses and debated political conditions.

The very word alphabet is a combination of Alef, Ba, and Ta, the first letters of the Arabic language. Arab thinkers and philosophers translated Aristotle and debated him for eight hundred years before his writings were translated to Western languages from non-Arabic texts.

And at the center of Arab culture, there is Islam, one of the largest world religions. Islam began in the Arabic language but now there are more than one billion Muslims in the world. Arabs themselves, people who speak Arabic, are not more than twelve percent of all Muslims. The country with the largest Muslim population is Indonesia, a non-Arab country.

There are twenty-two Arab countries in the Middle East. Iran is not one of them. Turkey is not one of them. Afghanistan is not one of them. These last three are Muslim countries that are not Arab. Even though Islam is the largest Arab religion, Arabs have many religions and ethnicities. Arabs include Christian Arabs, with a large spectrum of Christianity; Jewish Arabs, Kurdish Arabs, Amazeegh Arabs, Durze Arabs, Armenian Arabs, Asian Arabs, and African Arabs to name only a few. The diversity of the cultures that compose the modern word “Arab” traces back to ancient times.

Old Arabs loved the sky and the moon. So there are at least two hundred Arabic names in the sky due to Arab astronomical works. The number zero as a concept that is central to computer programming was invented by the Arabs four years before the Indians also created the value of zero.

Along the path of creating the first camera, i.e. the pin hole camera, the discovery that light does not come from the eye but comes from objects to the eye, was made by the opticians Ibn Al Haitham who lived between Iraq and Egypt and wrote his work in Arabic. His name, Al Haitham, is one of the 300 names of a lion.

In the place called the Arab world now, the first alphabets of several languages were invented – in Egypt, in Lebanon, in Iraq and Syria. Ancient world wonders such as the Pyramids of Egypt and the hanging gardens of Babel were constructed. The first cities were built and inhabited due to the world-changing vision of settling and developing agriculture. So too the first watering systems were developed. Many of the early roots of world civilization and the fruits too, began there.

In more recent times, in the United States, a most loved book of poetry, *The Prophet*, was authored by Arab Lebanese-born Jubran Khalil Jubran, who must have struggled to teach people his name because it is recorded as Kahil Gibran. *The Prophet* has sold more than 100 million copies and has never been out of print, currently on its 163<sup>rd</sup> printing.

The Egyptian NASA scientist, Farouk El-Baz, helped in the planning of Apollo 13 mission to the moon. Arab-American lawyer, US presidential candidate, and auto safety consumer advocate Ralph Nader's pioneering work is why all our cars in the United States are required to have seat belts and strong windshields. His writings and activism prompted the historic shift of auto safety responsibility from the consumer to the government, making it establish safety guidelines that auto manufacturers must observe. And American-Lebanese Dr. Michael DeBakey added greatly to medicine, earning a Congressional Medal for his innovations in twentieth century medicine. In the Arab world, Syrian female athlete, Ghada Shouaa, in 1996, won the Olympic gold in track and field, and Yemeni female journalist Tawakkul Kurman won the Nobel Prize for peace in 2011.

The students were taking notes eagerly as though I were speaking of a world so distant and so new. Perhaps what we do not know is new no matter how old it is, I thought.

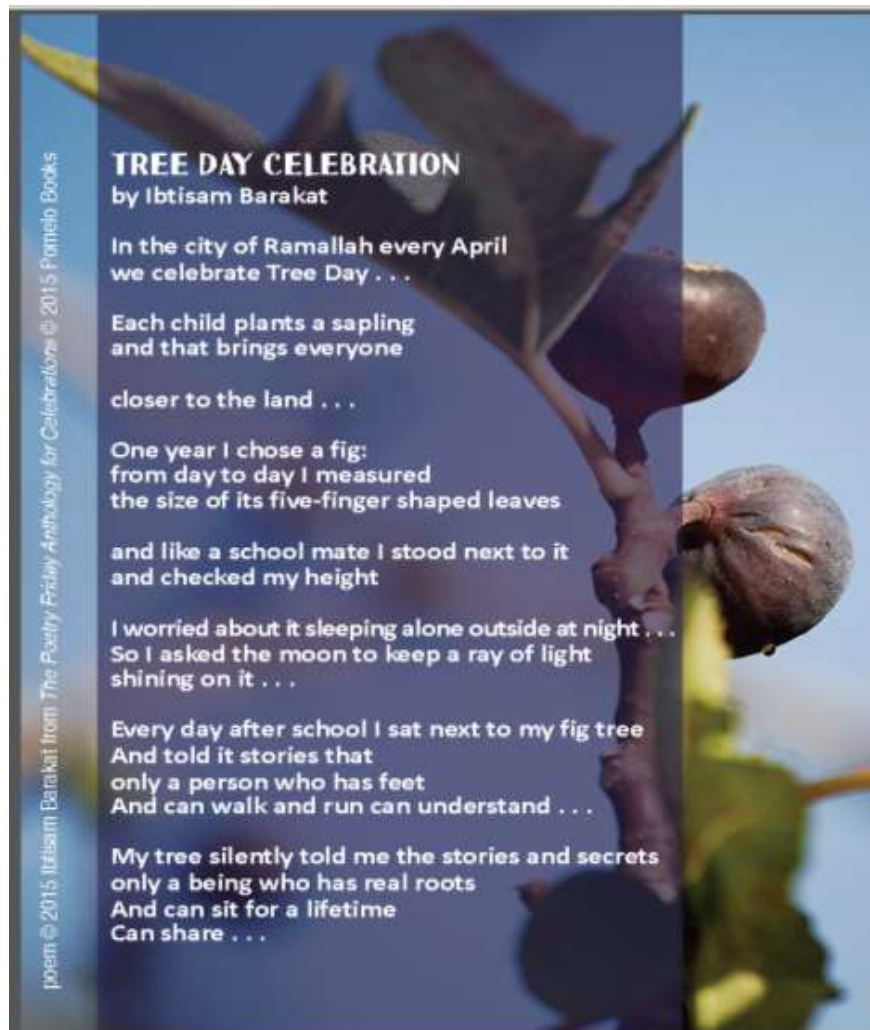
And as the class was nearing its end, Osama, went back to his seat. I invited everyone to remember, if they ever find themselves generalizing about the East or West, that the sun starts out in the East daily, and people there send it to the West, as a gift of light. . . Everyone laughed. And the light moment brought the class to its close.

Ibtisam Barakat works in both English and Arabic. She is the author of *Tasting the Sky*, a Palestinian Childhood, winner of the International Reading Association's best book award, among other awards and honors. Her books in Arabic include *The Letter Ta Escapes*, which won the Anna Lindh Foundation Best Book Prize in 2011, and *A Present for the Letter Hamzah*, forthcoming from the United Arab Emirates national library publications, 2015. Her most recent book is *Balcony on the Moon*, a Palestinian coming of age memoir. It is forthcoming from FSG/Macmillan. She is the founder of WRITE YOUR LIFE seminars. For more on the author:

[www.ibtisambarakat.com](http://www.ibtisambarakat.com)

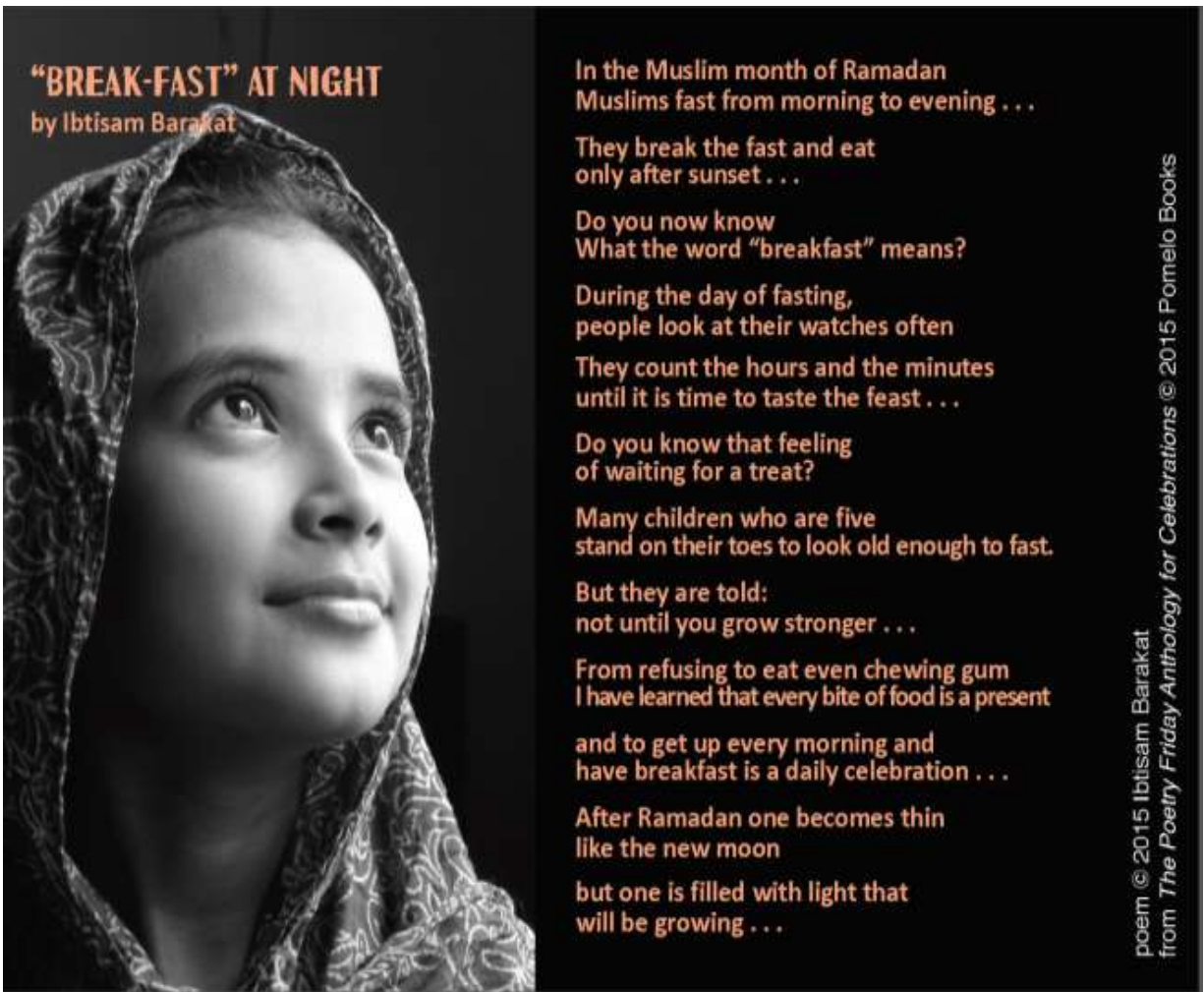


**Author and Poet: Ibtisam Barakat -- Website ©: Ibtisam Barakat 2015. Photo: Matt Peyton, NYC**



**TREE DAY POEM author comment:** Arab culture taught me to love nature. So I bring to my writing and my audiences all sorts of trees blooming, birds singing, the sun, the sea, the mountains, butterflies, flowers, twigs, fires, rain, thunder.. Nature is part of my inner world, not only outside. As a child in Palestine, I had no toys, but I had the outdoors and language as great friends. In one elementary school textbook, everyone read a story about an old man who was busy planting trees. When asked why he was doing that even though he probably will not live to taste the fruits of those trees, he replied : “someone in the past planted so that I may find the ripe fruits of their labor. I am planting so that someone else in the future may find the ripe fruits of my field.”

So when it was Tree Day celebration, a day we remembered and celebrated in our schools, I choose a fig tree to plant. I wanted to share with others, especially the birds that nest on fig trees, a taste I loved. The fig tree is sacred for Muslims. It is mentioned in the Qur’an, the holy book of Islam, with Allah mentioning it before the olive tree. When I came to America, even though I spoke the language, and knew where to go and what to do, walking the streets not knowing the names of the trees reflected to me strongly that I was in a new place. Not even one fig or olive tree could be seen for miles or months. Only after knowing the names of the trees, animals and birds, could I feel at home. But the fig tree will give me roots always. Right here in the middle of America where I live, I raise two fig trees. They are growing in my living room. They have names and I maintain a conversation with them. And in the summer, I set aside a little budget to buy many packages of fresh figs when they are in the specialized grocery store. Sometimes one small fresh fig costs a dollar. I stand there debating quietly. But I end up telling myself that it is not only a fruit, but medicine for the part of me that is home sick. My health insurance plan does not cover homesickness. So I buy the figs.



**BREAK-FAST AT NIGHT author comment:** Arab culture is mainly Islamic with great diversity in its midst. It is like American culture being primarily a Christian culture with great diversity in its midst. Many holidays are celebrated in the US, but nothing comes close in magnitude to the celebration of Christmas. In the Arab world it is comparable. Christmas is celebrated and a large number of holidays are celebrated by various groups, but nothing comes close the Big Eid that happens annually after an average of two million Muslims go to do the pilgrimage in Mecca, and the Ramadan Eid, after Muslims fast the entire moon cycle of that month. In Ramadan, it is a special feeling to think that one billion people in tens of countries around the world are doing the same ritual for an entire month.

Ramadan is the most fun month in the Islamic calendar for children. All month long, there is television programming to help people pass the time, street decorations, school activities, gifts, delicious feasts, special Ramadan foods, and a joyful obsession with the sunset daily, because one can eat only after sunset, and an obsession with the moon phase and where it is in the sky, because at the end of the moon cycle Ramadan will be over. Ramadan changes the rhythm of life in the Muslim world. That is why the poem Break-Fast at Night represents the larger spirit of the month. And breaking the fast, if one thinks of the word fast as in the tempo of life, brings with it a slowing down that allows people to enjoy every bite of food, and every bite of life. . .Arabs have a saying that things are known by their opposites. . .So the gift of food becomes clear when one has an intentional annual experience with hunger. . . It brings to the center the subtle and complex reality that to lose something is to also gain insight if not to gain something else... Ramadan is a month filled with rekindling the appreciation of the gifts of life for the grownups and fun for the children like a baklava is filled with walnuts and pistachios... All of it is in layers. The deeper the hunger and longing, the sweeter the insight and the spiritual reward. . .

**The Need to Read:  
USBBY's 10<sup>th</sup> Annual Outstanding International Books List  
by Brenda Dales, OIB Chair**



Reading in front of the fireplace with hot chocolate as snowflakes fall outside, reading instead of going to work because an ice storm makes for treacherous travel, reading on the deck in the spring until the sun goes down and it's too dark to see, reading under the trees on a warm summer night until the mosquitoes start feasting, reading by the fireplace again in fall with a throw around the shoulders and a cup of tea. Members of the 2015 USBBY Outstanding International Books (OIB) committee had an abundance of books to read during the year 2014. Over 380 books from pre-kindergarten to grade 12 appeared at our doorsteps or offices, and opening the packages was a literary rush. It sometimes seemed my stack increased disproportionately even as I removed and read books from my tottering tower of titles, but the need to read eclipsed any worries about my growing cache.

As chair of the committee, I was captivated as I read comments and recommendations from the eight OIB committee members throughout the year. The thoughtful considerations and ideas about the books assisted all of us in preparing for the culmination of our work—creating the 10<sup>th</sup> annual Outstanding International Books list.

After communicating for months via e-mail, the committee members and I met face-to-face during December of 2014 in the warm and inviting Butler Children's Literature Center at Dominican University in River Forest, Illinois. Four members—Laretta Henderson, Terry Hong, Bobbie Xuereb, and Terrell Young—were in their second year on the committee so their faces were familiar, while four first-year members—Holly Johnson, Mona Kerby, Ed Sullivan, and Barbara Ward—joined the amiable fray of talking books for two solid days.

The final committee vote resulted in 42 international titles for the 2015 list. This was an especially satisfying task, as the 2015 list completes the first decade of Outstanding International Books. The first list was selected in 2006, and we thank those forward-thinking innovators for creating this valuable resource and setting the bar. In the past ten years, a total of 396 books have appeared on OIB annual lists.

All ten lists of Outstanding International books, *School Library Journal* articles annotating the lists, criteria, and related information such as maps and PowerPoint presentations, can be found on the OIB page on the USBBY website at: [http://www.usbby.org/list\\_oibl.html](http://www.usbby.org/list_oibl.html)

Thanks to all of the previous OIB chairs and committee members who prepared the way for a remarkable year of reading. I am pleased to pass this magnanimous task on to the 2016 OIB committee.



**OIB Committee at Butler Children's Literature Center at Dominican University (L to R): Bobbie Xuereb, Ed Sullivan, Terry Hong, Terrell Young, Mona Kerby, Holly Johnson, Laretta Henderson, Barbara Ward, Brenda Dales**



**OIB Committee (L to R): Laretta Henderson, Barbara Ward, Brenda Dales, Terrell Young, Ed Sullivan, Terry Hong, Holly Johnson, Mona Kerby, Bobbie Xuereb**

## ANNOUNCING THE 2015 USBBY OUTSTANDING INTERNATIONAL BOOKS

The USBBY Outstanding International Books List is published each year in the February issue of *School Library Journal* and as a bookmark. Here is the 2015 list. For more information, go to [www.usbby.org](http://www.usbby.org).



### PreK-2

- Arnaldo, Monica. **Arto's Big Move**. Owlkids. (Canada)  
 Camcam, Princesse. **Fox's Garden**. (Stories Without Words). Enchanted Lion. (France)  
 Davies, Nicola. **The Promise**. Illus. by Laura Carlin. Candlewick. (UK)  
 Dubuc, Marianne. **The Lion and the Bird**. Trans. by Claudia Z. Bedrick. Enchanted Lion. (Canada)  
 Haughton, Chris. **Shh! We Have a Plan**. Candlewick. (UK)  
 Kalluk, Celina. **Sweetest Kulu**. Illus. by Alexandria Neonakis. Inhabit Media. (Canada)  
 Lagercrantz, Rose. **My Heart Is Laughing**. Illus. by Eva Eriksson. Trans. by Julia Marshall. Gecko. (Sweden)  
 Luxbacher, Irene. **Mr. Frank**. Groundwood/House of Anansi. (Canada)  
 Uegaki, Chieri. **Hana Hashimoto, Sixth Violin**. Illus. by Qin Leng. Kids Can. (Canada)  
 Vallat, Christelle. **Celia**. Illus. by Stéphanie Augusseau. Peter Pauper. (Belgium)  
 van Hout, Mies. **Surprise**. Lemniscaat. (The Netherlands)



### GRADES 3-5

- Adderson, Caroline. **Norman, Speak!** Illus. by Qin Leng. Groundwood/House of Anansi. (Canada)  
 Cole, Tom Clohosy. **Wall**. Candlewick/Templar. (UK/set in Germany)  
 Grill, William. **Shackleton's Journey**. Nobrow/Flying Eye. (UK)  
 Hole, Stian. **Anna's Heaven**. Trans. by Don Bartlett. Eerdmans. (Norway)  
 Jordan-Fenton, Christy & Margaret Pokiak-Fenton. **Not My Girl**. Illus. by Gabrielle Grimard. Annick. (Canada)  
 Kuhlmann, Torben. **Lindbergh: The Tale of a Flying Mouse**. Trans. by Susan Levesque. NorthSouth. (Germany)  
 Landmann, Bimba. **In Search of the Little Prince: The Story of Antoine de Saint-Exupéry**. Eerdmans. (Italy)  
 Millard, Glenda. **Once a Shepherd**. Illus. by Phil Lesnie. Candlewick. (Australia)



Schmidt, Annie M. G. **A Pond Full of Ink**. Illus. by Sieb Posthuma. Trans. by David Colmer. Eerdmans. (The Netherlands)

Smith, David J. **If...: A Mind-Bending New Way of Looking at Big Ideas and Numbers**. Illus. by Steve Adams. Kids Can. (Canada)

Tan, Shaun. **Rules of Summer**. Scholastic/Arthur A. Levine. (Australia)

van Leeuwen, Joke. **The Day My Father Became a Bush**. Trans. by Bill Nagelkerke. Gecko. (The Netherlands)

Walser, David (reteller). **The Glass Mountain: Tales from Poland**. Illus. by Jan Pieńkowski. Candlewick. (UK)

Walters, Eric. **Hope Springs**. Illus. by Eugenie Fernandes. Tundra. (Canada/set in Kenya)



#### GRADES 6–8

Abirached, Zeina. **I Remember Beirut**. Trans. by Edward Gauvin. Lerner/Graphic Universe. (France/set in Lebanon)

Bassoff, Leah & Laura DeLuca. **Lost Girl Found**. Groundwood/House of Anansi. (Canada/set in Sudan & Kenya)

Boyne, John. **Stay Where You Are & Then Leave**. Illus. by Oliver Jeffers. Henry Holt. (UK)

Das, Amrita. **Hope Is a Girl Selling Fruit**. Trans. by Gita Wolf & Susheela Varadarajan. Tara. (India)

Dillon, Patrick. **The Story of Buildings: From the Pyramids to the Sydney Opera House and Beyond**. Illus. by Stephen Biesty. Candlewick. (UK)

French, Simon. **My Cousin's Keeper**. Candlewick. (Australia)

Mateo, José Manuel. **Migrant: The Journey of a Mexican Worker**. Illus. by Javier Martínez Pedro. Trans. by Emmy Smith Ready. Abrams. (Mexico)

McKay, Sharon E. **The End of the Line**. Annick. (Canada/set in the Netherlands)

Prins, Marcel & Peter Henk Steenhuis. **Hidden Like Anne Frank: Fourteen True Stories of Survival**. Trans. by Laura Watkinson. Scholastic/Arthur A. Levine. (The Netherlands)

Ramstein, Anne-Margot & Matthias Arégui. **Before After**. Candlewick. (UK; orig. France)

Shyam, Bhajju, with Gita Wolf & Sirish Rao. **The London Jungle Book**. Tara. (India/set in England)

#### GRADES 9–12

Bass, Karen. **Graffiti Knight**. Pajama Press. (Canada/set in Germany & the former Czechoslovakia)

Charleyboy, Lisa & Mary Beth Leatherdale (Eds.) **Dreaming in Indian: Contemporary Native American Voices**. Annick. (Canada)

Maier, Corinne. **Marx: An Illustrated Biography**. Illus. by Anne Simon. Nobrow. (UK; orig. France)

Sarn, Amelie. **I Love I Hate I Miss My Sister**. Trans. by Y. Maudet. Random/Delacorte. (France)

Shraya, Vivek. **God Loves Hair**. Illus. by Juliana Neufeld. Arsenal Pulp. (Canada)

Zail, Suzy. **Playing for the Commandant**. Candlewick. (Australia/set in Hungary & Poland)

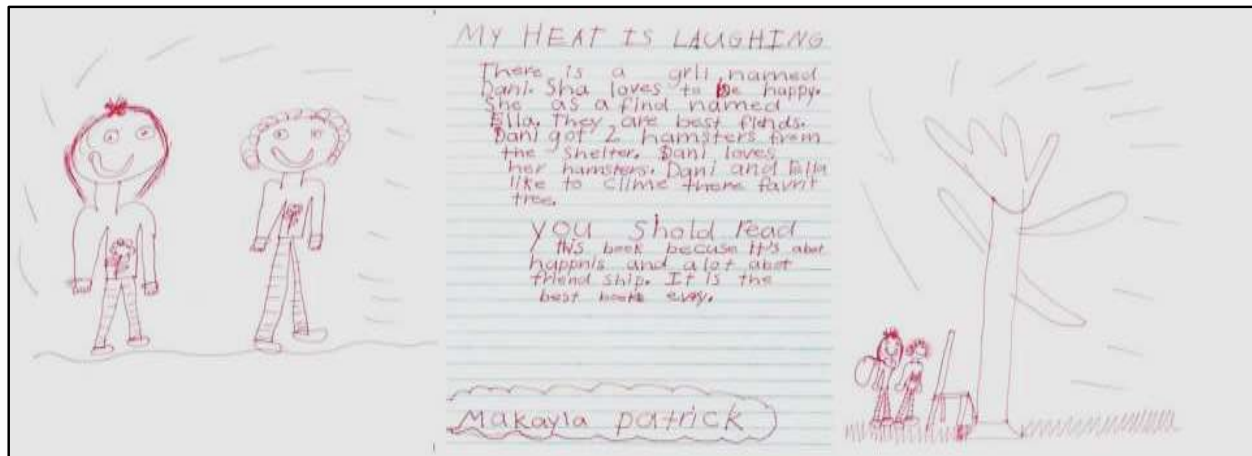
**How Does This Translate?**  
**by Jennifer Graff and Oksana Lushchevska**

As we conclude our winter holiday festivities and begin a new calendar year, we cannot help but reflect on the ways in which literature can be an integral member of our memory making experiences. From the energizing ALA, NCTE, and other notable children's and young adult literature award announcements to the ongoing onslaught of winter storms and unprecedented snow accumulations, we hope everyone has had opportunities to create lasting memories and read others' memories in narrative format.

In the world of literature, memories are often manifested through genre (e.g. memoirs, auto/biographies, and traditional tales), and content (i.e. historical events, summer adventures, etc.). Authors and illustrators of literature help translate the seemingly untranslatable experiences of people and encourage the resurrection (or suppression) of thoughts, words, or actions. Such literature also helps develop what Ulanowicz (2013) terms "second-generation memory," whereby individuals "internalize and narratively reinterpret elders' remembered pasts" (p.4).

The books shared in this issue focus on memories that span the continuum of the humorous and horrific. Whether it is arguing about taking a nap, performing dance recitals, navigating new cities or new lives without loved ones, or standing by one's convictions, all of these memories are rooted in familial love, support, and inner confidence. Some books also showcase the psychosocial effects of global injustice. Such stories are necessary when considering the increasing sense of "societal amnesia" regarding human rights violations that have occurred in both the near and distant past.

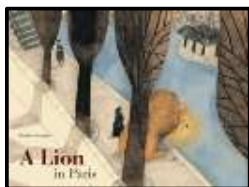
Speaking of memories, we wish to share one memory created at NCTE's annual convention held this past November in Washington, DC. While strolling through the exhibit hall, Jennifer saw a young girl, Makayla, intensely reading Rose Lagercrantz and Eva Ericksson's (2010) *My Happy Life*. When Jennifer asked Makayla where she had found *My Happy Life*, Makayla led her to a publisher's booth and proclaimed that Lagercrantz's books were "her favorite books ever." At that moment, Makayla spied Lagercrantz and Eriksson's latest book, *My Heart is Laughing*. Eyes wide, she clearly wanted to expand her personal library. After a bit of conversation and the purchase of *My Heart is Laughing*, Jennifer casually asked Makayla to send her a review of the book and gave Makayla's mother her contact information. Within two weeks, Jennifer received Makayla's 10-page review showcasing the role of happiness in not only the characters' lives but also her own. Below is an excerpt from Makayla's review, which reminds us of the powerful effects literature can have on the heart, mind, and soul.



We continue to feel fortunate that we are able to create lasting memories with books—the gifts that keep on giving. This is largely due to the generosity of many publishers. We thank them for supporting USBBY in multiple ways, including book donations. We wouldn't be able to do this without their support. If interested in engaging in any conversations about any of the books reviewed, please contact us at [howdoesthistranslate@gmail.com](mailto:howdoesthistranslate@gmail.com). We would love to speak with you!

Ulanowicz, A. (2013). *Second-Generation Memory and Contemporary Children's Literature: Ghost Images*. New York, NY: Routledge

### Translated Books for Younger Children



Alemagna, Beatrice. **A Lion in Paris**. Translated from the French *Un Lion à Paris* by Rae Walter. Eerdmans Tate Publishing, 2014. ISBN 9781849761710. First published in 2006 by Autrement Jeunesse: Paris, France. (Ages 4-8).

*A Lion in Paris* is like any new adventure: expect the unexpected. This was our initial thought when we opened this picturebook from the bottom rather than from the right! Even with the unexpected entrance, this tale will be readily identifiable for those who have experienced the trials and hopefully tribulations of moving. An unnamed lion sets off on a life-changing journey for love, life, and financial security. Upon arriving in Paris, his preconceived notions, grounded in experience, are put to the test as he grapples with unfamiliar geographical, linguistic, and societal terrain. Ultimately, he finds a place of comfort, which he now calls home. This stylishly oversized picturebook, complete with representations of must-see Parisian locales, is bound to be one shared with many.

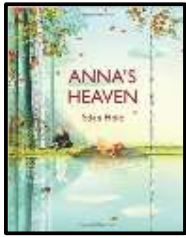
de Moüy, Iris. **Naptime**. Translated from the French *A la sieste!* by Shelley Tanaka. Groundwood Books, 2014. ISBN 9781554984879. First published in 2013 by L'école des loisirs: Paris, France. (Ages 2-5).



How can a young girl convince wild animals to take a nap during naptime? Will she be able to manage their tempers? No doubt, each animal has its own reason for not taking a nap as well as a strong will. Declarations and commands such as “I am too big to have a nap,” “Leave me alone,” or “I don't have time for a nap” humorously capture and resemble the language young children use as they embrace their evolving independence. A gouache-enriched narrative

invites imaginative play while reflecting enjoyable emotions. *Naptime* is a perfect bedtime story to connect young children and adults in a positive, soothing goodnight giggle.

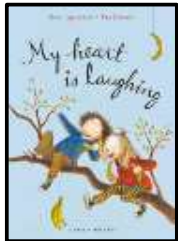
Hole, Stian. **Anna's Heaven.** Translated from the Norwegian *Annas himmel* by Donn Bartlett. Eerdmands Books for Young Readers, 2014. ISBN 9780802854414. First published in 2013 by Cappelen Damm: Oslo, Norway. (Ages 6-10).



How can God watch over everyone? Where is Anna's mother? Why can't we know everything? Young Anna searches for the answers while she and her dad live through a tremendous family loss. Although Anna misses her mother, she tries to keep her father on a spiritual path. The mixed-media illustrations enable a delightful exploration of a paradise, which Anna imagines for herself and her father. Their journey reminds us of people's struggles during their hardest times. Anna and her father's observation of paradise would most definitely lead younger and older readers in conversations about trauma and loss, memory and vitality, mourning and rejoicing.

**2015 USBBY OIB Book Gr. 3-5**

Lagercrantz, Rose. **My Heart Is Laughing.** Translated from Swedish *Mitt hjärta hoppar och skrattar* by Julia Marshall. Illustrated by Eva Eriksson. Gecko Press, 2014. ISBN 9781877579523. First published in 2012 by Bonnier Carlsen: Stockholm, Sweden. (Ages 6-9).



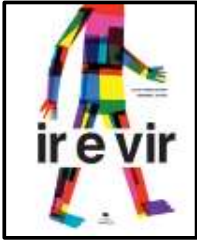
Young readers' rejoice! Dani's back (see *My Happy Life* (2010)) and she is still committed to making "new endings for stories with unhappy endings" (unpaged). In Lagercrantz and Eriksson's latest international transitional reader, Dani makes the best of a difficult situation. Her good friend, Ella, has moved away and she has become the target of school bullies. Dani's memories of the "good times" helps her deal with her struggles. Thankfully, a surprise visit from Ella enables Dani to add to her treasure chest of memories and ensures that when she is surrounded by friends and loved ones, her heart truly is laughing. **2015 USBBY OIB Book PreK-2**

Luján, Jorge. **Moví la mano/I Moved My Hand.** Translated from Spanish by Elisa Amado. Illustrated by Mandana Sadat. First published in 2014 by Groundwood Books: Toronto, Canada. ISBN 9781554984855. (Ages 2-8).



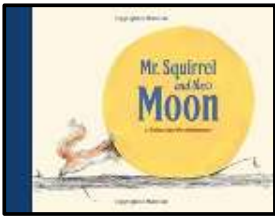
*Moví la mano/I Moved My Hand* pays tribute to the emotional and physical connections expressed through movement. When a young girl begins her dance recital in her living room, both the readers and the young girls' parents enter the enchanted world of her imagination. All elements of this picturebook—fonts, mixed-media collage illustrations, and a short vivid poem—work cohesively for an animation-like experience. Besides a stunning visual experience, the use of two languages, distinguished by specific font colors, as well as the rhythm of a cumulative tale, set the stage for a lyrical treat! *Moví la mano/I Moved My Hand* is a work of art that will transform reading into an unforgettable joyous experience.

Martins, Isabel Minhós. **Coming and Going**. Illustrated by Bernardo Carvalho. Translated from the Portuguese *Ir e Vir* by Isabel Alves and Bergen Peck. Tate Publishing, 2014. ISBN 9781849761611. First published in 2012 by Planeta Tangerina: Carcavelos, Portugal. (Ages 6-9).



In this artistically and conceptually vibrant picturebook, Martins and Carvalho offer social commentary on our migratory patterns and the need for environmental conservation. By contrasting “ease of movement” with the destruction of our natural resources and the extinction of species, Martins and Carvalho invite us to consider not only the past but also how the past will inform our future. Might life as we know it be only a memory in a short period of time? Carvalho’s abstract art intensifies the realistic condition of our natural world.

Meschenmoser, Sebastian. **Mr. Squirrel and the Moon**. Translated from the German *Herr Eichhorn und der Mond* by David Henry Wilson. NorthSouth Books, 2015. ISBN 9780735841567. First published in 2006 by Esslinger in Thienemann-Esslinger Verlag: Stuttgart, Germany. (Ages 6-9).



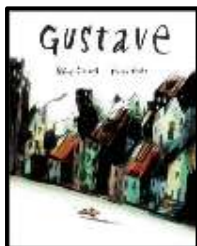
An active imagination can be a blessing and a curse. One day a “block of cheese” falls off a cart and rolls into the life of Mr. Squirrel. Thinking the block of cheese is the moon and that people will think he has stolen it, Mr. Squirrel begins to fear the worst. He quickly develops an action plan to return the moon to its rightful place in the sky. A comedic chain of events results in a billy goat, hedgehog, and mice joining Mr. Squirrel in his quest to return the “moon” to the sky. Alternating double-page spreads of Mr. Squirrel and his friends strategizing about the moon and sitting in jail offer some head-shaking comedic relief. Be sure not to miss the endpages, as they add yet another dimension to this fanciful and highly memorable tale.

Peet, Mal, & Graham, Elspeth. **Night Sky Dragons**. Illustrated by Patrick Benson. Candlewick Press, 2014. ISBN 9780763661441. First published in 2014 by Walker Books: London, United Kingdom. (Ages 4-8).



Yazul is experiencing difficulties bonding with his father and feels both lonesome and sad. The one thing that lifts his spirit is creating kites with his grandfather, despite his father’s intense disapproval. When their community is threatened, Yazul’s expertise with kites proves life-saving and new understandings are developed between father and son. This part historical/ part imaginative story will appeal to many and will spark inquiries about the cultural and geographical characteristics of Asia’s Silk Road.

Simard, Remy. **Gustave**. Translated from the French *Gustave* by Shelley Tanaka. Illustrated by Pierre Pratt. Groundwood Books, 2014. ISBN 9781554984510. First published in 2013 by Les Éditions de la Pastèque: Montreal, Quebec. (Ages 6-9).



“Gustave won’t play with me anymore. He won’t tell me goodnight. He won’t look at me anymore.” Such are the consequences of young rodent and his “friend,” Gustave, after not heeding mother’s warning and setting off on an adventure far from home. During that adventure, they meet a cat and Gustave becomes a victim of a tragic accident, saving the young rodent in the process. The excellent partnership of Simard’s candid discussion of death (with a touch of humor) and Pratt’s dark and rich ink and gouache illustrations showcase the young rodent’s distress, fear, and sorrow. However, not to worry: his mother, as one might expect, comforts him. Mothers always know best seems to be a consistent theme, regardless of culture or country.

Stark, Ulf. **The Yule Tomte and the Little Rabbits: A Christmas Story for Advent.** Illustrated by Eva Eriksson.



Translated from the Swedish by Susan Beard. First Second, 2014. ISBN 9781782501367. First published in Swedish in 2012 as *Jul i Srora Skogen* by Rabén & Sjögren: Stockholm, Sweden. (Ages 5-8).

Grump, a Christmas gnome or “tomte,” is tired of his life, especially holidays such as Christmas. He wants to just forget it. However, an unexpected twist occurs when the wind sweeps up the gnome’s hat and a few other belongings and transports them right into the hands of a family of rabbits living in the forest. Misunderstanding the situation, the rabbits eagerly prepare for a holiday visit from the gnome. When the gnome does not arrive, the small rabbits become concerned and initiate a search for him. Finally, the gnome and the rabbits find each other and unite into one big family for a Christmas celebration. This warm and charming chapter book captures the spirit of the Holidays of Light and provides an opportunity to learn about Swedish traditions. It is an intriguing chapter book to check out for the 2015 winter holidays.

Yang, Belle. **Hurry Home, Hedgehog!** Candlewick, 2015. ISBN 9780763665982. First published in 2015 by Candlewick Press, Doverville, MA. (Ages 2-4).



Belle Yang’s bilingual (Mandarin Chinese/English) board book tells the story of a Hedgehog returning home after day of foraging for a delicious meal. The rhythmic pattern of the simple language, accentuated by onomatopoeia, encourages the reader to cheer for Hedgehog’s return while engaging in language play. A key discussing the different tonal marks heard in spoken Chinese is an important addition to this enjoyable read.

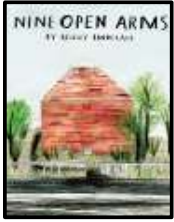
### Translated Books for Older Children

Dauvillier, Loïe. **Hidden.** Illustrated by Mark Lizano. Color by Greg Salsedo. Translated from the French *L’Enfant Cachée* by Alexis Siegel. First Second, 2014. ISBN 9781596438736. First published in 2012 by Le Lombard: Brussels, Belgium. (Ages 6-10).



Trauma. Pain. Secrets. Silence. Love. Understanding. Time. In a simple yet deep conversation, Dounia Cohen, a grandmother, tells her young granddaughter about her own experience during the Holocaust. When the woman retells her story, she shares the most painful moments that she never dared to tell anyone before—not even her son. Lizanos’ comic strips and full-page illustrations show the fragmentations of moments locked between the past and the present. Some illustrations dramatize these moments, while others provide comfort. This book is a good example of how graphic narratives might help younger readers to comprehend and engage with a complex topic. This hopeful story is also likely to inspire young people to ponder the connections between historical and current acts of injustice and abuse of power. **2015 USBBY OIB Book Gr. 6-8; 2015 Batchelder Honor Book**

Lindelauf, Benny. **Nine Open Arms**. Enchanted Lion, 2014. ISBN 9781849761055. First published in 2004 by Em. Querido's Uitgeverij B. V. as *Negen Open Armen*: Amsterdam, Netherlands. (Ages 12-14).



“Moving is letting your story start afresh,” isn't it? Mystery, psychological tension, and personal glimpses of the historical past unite to narrate the story of time and its people. When twelve-year old Fing and her family move to an old house, Sjlambams Sahara, her father tries to stay positive about their future. However, it turns out that the house, which they name Nine Open Arms, offers many surprises and unexpected events. The characters

need to pay attention to the past to understand the present. The narrative presents an intriguing nexus between the place and the people. While the house is not anthropomorphized, it offers dynamics to the family through its old “voice.” Lindelauf presents many details on the landscapes and provides many opportunities to taste the “limburgish” slang. The book includes translator's notes to provide some background on the story. A glossary and a map help readers to easily navigate through cultural specifics. **2015 Batchelder Honor Book**

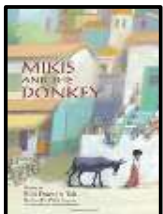
Schutten, Jan Paul. **Hello from 2030: The Science of the Future and You**. Translated from the Flemish *Groeten uit 2030* by Beyond the Words/Simon & Schuster. Aladdin/Beyond the Words, 2014. ISBN 9781582704746. First published in 2011 by Davidsfonds Uitgeverij: Leuven, Belgium. (Ages 8-14).



Technological advancements seem inevitable, yet our resources are not unlimited. The loss of our natural resources is possible unless, in each of our actions, we seek ways to conserve or regenerate those resources essential for life. *Hello from 2030* is one act that hopes to generate a plethora of other actions to help us understand and think critically about the

future as we currently know it. This book is a critical examination of environmental and societal issues and their influence on the Earth. The writing is direct and clear, the vividness and usage of vocabulary are accurate and attractive, and the visual aids will engage readers of all ages.

Tak, Bibi Dumon. **Mikis and the Donkey**. Translated from the Danish *Mikis de ezeljongen* by Laura Watkinson. Illustrated by Philip Hopman. Eerdmans, 2014. ISBN 9780802854308. First published in 2011 by Querido: Amsterdam, Netherlands. (Ages 8-10).



In his village of Liapades on the Greek Island of Corfu, a young boy Mikis is known as the donkey boy because he treats his donkey as he would treat a human: with gentleness, love, and understanding. He names his donkey and cares for her in his home when she becomes ill. Unfortunately, not everyone in his community shares Mikis' approach and they often mock

him. Over time and through the support of friends and classmates, Mikis' beliefs become more understandable to the larger community. His grandfather even encourages Mikis to have a donkey farm when he grows up. This straightforward short story, illustrated with lively charcoal illustrations, will cheer up young readers with a positive ending and strengthen their connections to both home pets and wild animals. **2015 Batchelder Award Winner**

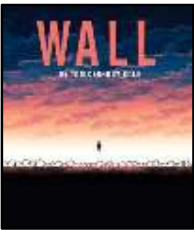
## Global Books for Younger Children

Haughton, Chris. **Shh! We Have a Plan.** Candlewick Press, 2014. ISBN 9780763672935. First published in 2014 by Walker Books Ltd: London, United Kingdom. (Ages 4-8).



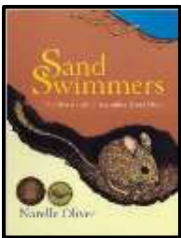
Much to four hunters' chagrin, luck is not on their side during a day of bird hunting! Even the most calculated plans go awry when put into action, especially if the plans could result in the harm of another (in this case, a bird). Ever so slowly (but not necessarily very quietly), the hunters seek to catch this elusive bird. When the youngest of hunters successfully offers the bird a meal instead of a bullet, they close in. However, the bird manages to keep out of their hands' and guns' reach. This cumulative minimalistic story is an eye-catching and pleasurable literary adventure complete with humor and relief. **2015 USBBY OIB Book PreK-2**

Cole, Tom Clohosey. **Wall.** Templar, 2014. ISBN 9780763675601. First published in 2014 by Templar Books: Dorking, United Kingdom. (Ages 5-9).



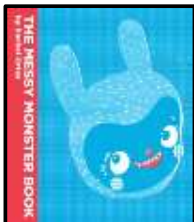
A young boy tells the story of how his family reunites in violent and controversial times when Eastern and Western Germany was divided by the Berlin Wall. Through the creative use of space, Cole enhances the feelings that the protagonist and his family experience and intensifies dramatic moments, filling up the double-page spreads with close-up images and some particular landscape details. *Wall* was published for the 25<sup>th</sup> anniversary of the fall of the Berlin Wall and will serve as a good pairing for Peter Sís's autobiographical picturebook *The Wall: Growing Up Behind the Iron Curtain* to provide another perspective on the recent historical past. **2015 USBBY OIB Book Gr. 3-5**

Oliver, Narelle. **Sand Swimmers: The Secret Life of Australia's Desert Wilderness.** Candlewick, 2014. ISBN 9780850917680. First published in 1999 by Lothian Pub Co: Melbourne, Australia. (Ages 7-10).



*Sand Swimmers: The Secret Life of Australia's Desert Wilderness* beautifully and engagingly reveals the flora and fauna of the Australian desert as well as provides some historical background and facts about the rich Australian ecosystem. The book is well-structured and artistically organized. The illustrations clarify and extend the text with both small and oversized details. The book includes an acknowledgment, bibliography, and an index page to ensure the author's qualifications. Oliver's choice of topic will easily appeal to avid readers' interests.

Ortas, Rachel. **The Messy Monster Book.** Tate Publishing, 2014. ISBN 9781849761055. First published in 2014 by Tate Publishing: London, United Kingdom. (Ages 5-8).



Play, quest, and fantasy unite to raise questions and stimulate imaginations. Rachel Ortas combines the elements of a digital game into an interactive picturebook focused on dreams and nightmares. By following Messy Monster, Zoe and Felix to the Planet of the Dreaming Mountains, readers simultaneously jump into lots of entertaining adventures and, at times, dwell on philosophical and educational issues. Questions such as "Sometimes, what looks ugly to you will look beautiful to someone else. What do you think?" or "What do you think makes a good friend?" offer opportunities for generative discussions. A specific game-like color palette and a recreated digital-like background provide a feeling of an online activity and offer a good opportunity to interweave art and digital platforms.



Smith, Sarah. **The Butterfly House**. Tate Publishing, 2014. ISBN 9781849762052. First published in 2014 by Tate Publishing: London, United Kingdom. (Ages 4-8).



It is time for Lizzy and Jack to visit their Nana Georgina who has a greenhouse full of butterflies and always has a nice snack awaiting them. However, for this visit, the children bring an unexpected guest: a cat. Although the children enjoy the time with Nana, the cat's incessant chasing of the butterflies adds some tension and movement to the quiet and cozy domicile of the elderly woman. Colorful and black-and-white mixed media illustrations create vivid metaphors for a continuation of life and reincarnation. *The Butterfly House* is a cheerful picturebook that celebrates intergenerational relationships.

### Global Books for Older Children

Gray, Nick, and Scandiffio, Laura. **A True Story: Escape from Tibet**. Annick Press, 2014. ISBN 9781554516629. First published in 2014 Annick Press: Toronto, Canada. (Ages 10-14).



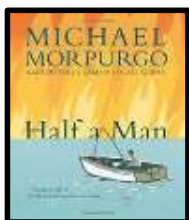
What are the paths to freedom? What is a story of horror and heroism within an oppressive political state? And, what does the concept of a hero refer to within dangerous circumstances? *A True Story: Escape from Tibet* offers a documentary-style narrative of the personal journey taken by two Tibetan brothers, Tenzin and Pasag. The brothers depart from their homeland to escape the Chinese Communist government. Although their journey is packed with humiliation and alarm, they manage to cross the Snow Mountains and reach a monastery in Tibet, where they are able to cherish their own Tibetan culture and traditions. The book includes a foreword by the Dalai Lama, black-and-white photographs, an epilogue, a historical timeline, and a glossary, all of which solidify the credentials of both the story and the plight of the Tibetans. For those who prefer e-books, you're in luck as there is a digital version.

McKay, Sharon. **The End of the Line**. Annick Press, 2014. ISBN 9781554516582. First published in 2014 by Annick Press: Toronto, Canada. (Ages 9-12).



Sharon McKay's work as a "war artist" continues in *The End of The Line*. When the Nazis occupied Holland in 1942, Beatrix and her mother needed to escape. While en route to safety, Beatrix's mother is unexpectedly caught and leaves her daughter's fate in the hands of strangers. Brothers Hans and Lars Gorter, catapulted into the complexities of war in a split second, accept responsibility for Beatrix. But are they ready for such responsibilities? Beatrix is a young Jewish girl without documents, and she can give herself away at any moment. The two gentlemen, with the sage guidance of their elderly neighbor, Mrs. Vox, learn to take care of the child through the years and experience many bittersweet moments. This historical fiction novel is a touching canvas of Beatrix's life starting from 1942 until 1973 and will contribute to the body of children's literature about WWII. **2015 USBBY OIB Book Gr. 6-8**

Morpurgo, Michael. **Half a Man**. Illustrated by Gemma O'Callaghan. Walker Books, 2014. ISBN 9781406351330. First published in 2014 by Walker Books Ltd: London, United Kingdom. (Ages 12-14).



Since Michael was a young boy, his parents have required he exercise caution when interacting with his Grandpa. He is asked not to stare and to tread lightly when in his Grandpa's presence. The effects of war have physically and emotionally transformed Grandpa into a completely different person. When Michael has the opportunity to live with

his Grandpa for an entire summer, curiosity and compassion enable both of them to establish a life-long bond that results in friendship and healing. Written as if a memoir and evoking the sensibilities of a master storyteller, *Half a Man* leads readers through a painful emotional experience and offers a way through which people can bravely face the traumas of elderly generations and participants of wars.

Webb, Holly. **The Mysteries of Maisie Hitchins: The Case of the Stolen Sixpence**. Illustrated by Marion Lindsay. Houghton Mifflin Harcourt, 2014. ISBN 9780544339286. First published in 2013 by Stripes Publishing: London, United Kingdom. (Ages 7-10).



*The Mysteries of Maisie Hitchins: The Case of the Stolen Sixpence* is an illustrated chapter book that invites readers into the world of Victorian London without having to read the “classics”. Twelve-year-old Maisie Hitchins admires the famous detective Gilbert Carrington and dreams of becoming a detective. Luckily, the city offers Maisie the possibility of not only solving small mysteries about its inhabitants but to also rescue a dog and boy from misfortune. Readers who wish to become “arm-chair” detectives can turn off the TV and join Maisie as literary sleuths! The cartoon style ink illustrations offer representational glimpses of London landscapes and add extra dynamics to the first book from a new and fun mystery series.

#### Books for Additional Reading Pleasure

(Note: country listing indicates the book's country of origin)

Bee, William. **Worst in Show**. Illustrated by Kate Hindley. Candlewick Press, 2015. ISBN 9780763673185. First Published in 2014 by Walker Books: London, United Kingdom. (Ages 4-8).

Brian, Janeen. **I'm a Dirty Dinosaur**. Illustrated by Ann James. Kane Miller, 2014. ISBN 9781610672962. First published in 2013 by Penguin Group: Melbourne, Australia. (Ages 4-8).

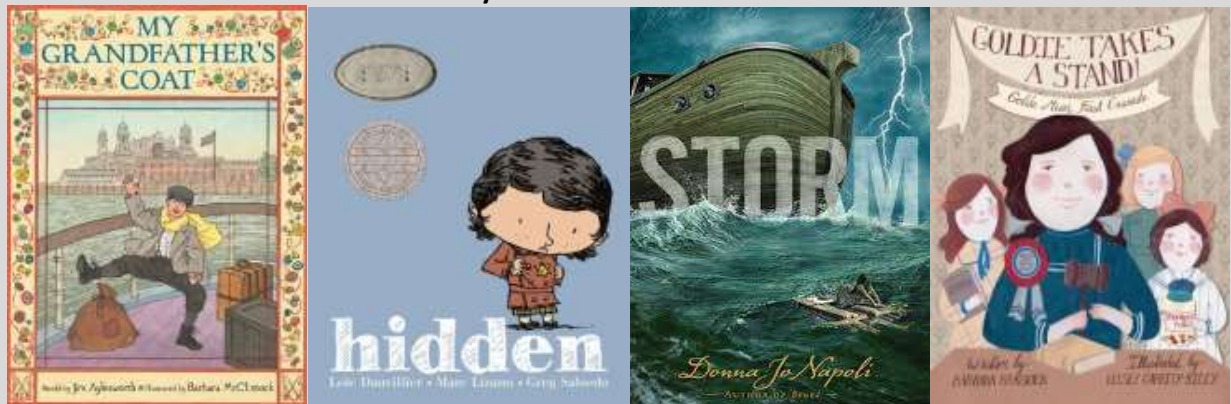
Brown, Carron. **Secrets of the Seashore: A Shine-A-Light Book**. Illustrated by Alyssa Nassner. Kane Miller, 2014. ISBN 9781610673099. First published in 2014 by Ivy Press Limited: Lewes, United Kingdom. (Ages 4-8).

Dawney, Gabby. **A Possum's Tail**. Illustrated by Alex Barrow. Tate Publishing, 2014. ISBN 9781849762212. First published in 2014 by Tate Publishing: London, United Kingdom. (Ages 4-8).

de Fombelle, Timothee. **Vango: Between Sky and Earth**. Translated from French *Vango: Entre ciel et terre* by Sarah Arizzone. Candlewick Press, 2014. ISBN 9780763671969. First published in 2011 by Gallimard Jeunesse: Paris, France. (Ages 10 & up).

- Ellis, Deborah. **The Cat at the Wall**. Illustrated by JooHee Yoon. Greenwood Books, 2014. ISBN 9781554984916. First Published in 2014 by Greenwood Books: Toronto, Canada. (Ages 10-13).
- Engler, Michael. **Elephantastic!** Illustrated by Joëlle Töurlönnias. Translated from German *Elefantastisch* by Ann Garlid. Peter Pauper Press, 2015. ISBN 9781441308412. First published in 2014 by Annette Betz Verlag: Berlin, Germany. (Ages 4-8).
- Goodhart, Pippa. **Just Imagine**. Illustrated by Nick Sharratt. Kane Miller, 2014. ISBN 9781610673433. First published in 2012 by Random House: London, United Kingdom. (Ages 4-8).
- Janosch. **Just One Apple**. Translated from German *Das Apfelmännchen*. NorthSouth, 2014. ISBN 9780735841512. First published in 1965 by NordSüd Verlag AG: Zurich, Switzerland. (Ages 4-8).
- Liniers. **What There Is Before There Is Anything There: A Scary Story**. Translated from the Portuguese *Lo que hay antes de que haya algo* by Elisa Amado. Greenwood Books, 2014. ISBN 9781554983858. First published in 2006 by Pequeño Editor: Buenos Aires, Argentina. (Ages 4-6).
- Machado, Ana Maria. **Until the Day Arrives**. Translated from the Portuguese *Enquanto o dia não chega* by Jane Springer. Greenwood Books, 2014. ISBN 9781554984558. First published in 2013 by Editora Objectiva Ltda: Rio de Janeiro, Brazil. (Ages 10-13).
- Munduruku, Daniel. **Amazonia: Indigenous Tales From Brazil**. Illustrated by Nikolai Popov. Translated from Portuguese by Jane Springer. Greenwood Books, 2013. ISBN 9781554981854. First published in 1987 by Artistic Belleslettres: Moscow, Russia. (Ages 9-12).
- Nordqvist, Sven. **Findus Disappears! The Adventures of Pettson and Findus**. Translated from Swedish *När Findus var liten och försvann*. NorthSouth, 2014. ISBN 9780735841840. First published in 2001 by Bokförlaget Opal AB: Bromma, Sweden. (Ages 6-10).
- Révah, Noémie. **Mister Horizontal & Miss Vertical**. Illustrated by Olimpia Zagnoli. Translated from French *Monsieur Horizontal & Madame Verticale* by Sarah Klinger. Enchanted Lion, 2014. ISBN 9781592701612. First published in 2013 by Éditions Michel Lagarde: Paris, France. (Ages 4-8).
- Saxby, Claire. **Big Red Kangaroo**. Illustrated by Graham Byrne. Candlewick Press, 2015. ISBN 9780763670757. First published in 2013 by Walker Books: Newtown, Australia. (Ages 4-8).
- Tak, Bibi Dumon. **The Legend of Saint Nickolas**. Translated from *Legende von Heiligen Nikolaus* by Laura Watkinson. Illustrated by Giuliano Ferri. Eerdmans, 2014. ISBN 978-0802854308. First published in 2012 by Verlag Herder GmbH: Freiburg im Breisgau, Germany. (Ages 4-8).
- Wignell, Edel. **Bilby: Secrets of an Australian Marsupial**. Illustrated by Mark Jackson. Candlewick Press, 2015. ISBN 9780763667597. First published in 2011 by Walker Books: Newtown, Australia. (Ages 4-8).
- Zommer, Yuval. **The Big Blue Thing on the Hill**. Templar Books, 2015. ISBN 9780763674038. First published in 2014 by Templar Books: Dorking, United Kingdom. (Ages 4-8).

**The 2015 Sydney Taylor Book Awards  
Announced by the Association of Jewish Libraries**



**The Sydney Taylor Book Award Winner for Younger Readers:**

- *My Grandfather's Coat* by Jim Aylesworth with illustrations by Barbara McClintock (Scholastic Press)

**The Sydney Taylor Book Award Winner for Older Readers:**

- *Hidden: A Child's Story of the Holocaust* by Loic Dauvillier & Greg Salsedo with illustrations by Marc Lizano (First Second, an imprint of Roaring Brook Press)

**The Sydney Taylor Book Award Winner for Teen Readers:**

- *Storm* by Donna Jo Napoli (a Paula Wiseman Book, published by Simon and Schuster Books for Young Readers)

**Sydney Taylor Honor Books for Younger Readers:**

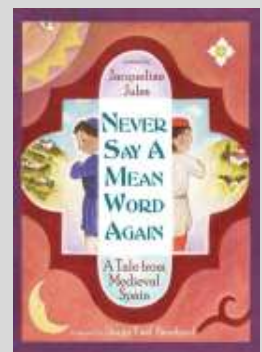
- *Goldie Takes a Stand* by Barbara Krasner with illustrations by Kelsey Garrity-Riley (Kar-Ben Publishing, a division of Lerner Publishing Group, Inc.)
- *Never Say a Mean Word Again* by Jacqueline Jules with illustrations by Durga Yael Bernhard (Wisdom Tales)

**Sydney Taylor Honor Books for Older Readers:**

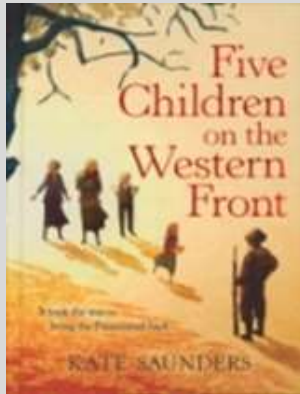
- *Death by Toilet Paper* by Donna Gephart (Delacorte Press)
- *The Whispering Town* by Jennifer Elvgren, illustrated by Fabio Santomauro (Kar-Ben Publishing, a division of Lerner Publishing Group, Inc.)

**Sydney Taylor Honor Books for Teen Readers:**

- *Isabel's War* by Lila Perl (Lizzie Skurnick Books, an imprint of IG Publishing)
- *Like No Other* by Una LaMarche (Razor Bill, an imprint of Penguin Group)



**AWARDS**  
**AWARDS**  
**AWARDS**



**2014 COSTA BOOK AWARD**

*Five Children on the Western Front*, by journalist and children's writer Kate Saunders, won the 2014 Costa book award. The other books shortlisted for the award included:

- *Running Girl* by Simon Mason (David Fickling/Random House)
- *Listen to the Moon* by Michael Morpurgo (HarperCollins)
- *The Ghosts of Heaven* by Marcus Sedgwick (Indigo)

**2015 Pura Belpre**



**2015 Author Award Winner**

- *I Lived on Butterfly Hill*, written by Marjorie Agosin, illustrated by Lee White and published by Atheneum

**2015 Illustrator Award Winner**

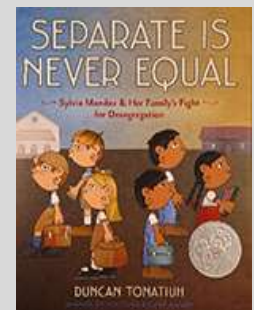
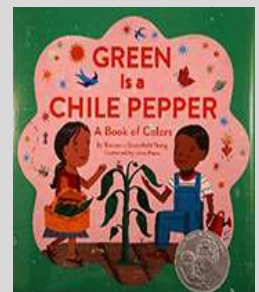
- *Viva Frida*, illustrated and written by Yuyi Morales and published by Roaring Brook Press

**2015 Author Honor Books**

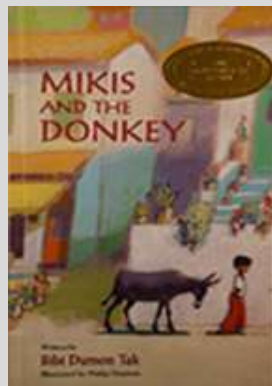
- *Portraits of Hispanic American Heroes*, written by Juan Felipe Herrera, illustrated by Raúl Colón and published by Dial Books for Young Readers

**2015 Illustrator Honor Books**

- *Little Roja Riding Hood*, illustrated Susan Guevara, written by Susan Middleton Elya and published by G.P. Putnam's Sons
- *Green Is a Chile Pepper*, illustrated by John Parra, written by Roseanne Greenfield Thong and published by Chronicle
- *Separate Is Never Equal: Sylvia Mendez & Her Family's Fight for Desegregation*, illustrated and written by Duncan Tonatiuh and published by Abrams Books



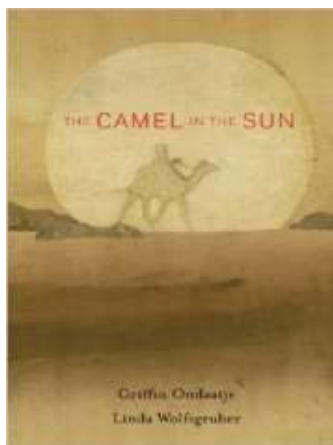
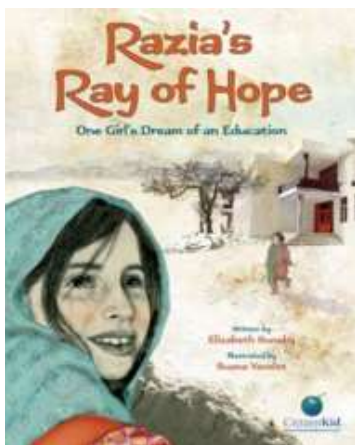
**2015  
Batchelder  
Award**



**Winner: *Mikis and the Donkey***  
*Mikis and the Donkey* is the 2015 Batchelder Award winner. The book was written by Bibi Dumon Tak, illustrated by Philip Hopman, translated from Dutch by Laura Watkinson and published by Eerdmans Books for Young Readers.

**2014 MEOC MIDDLE EAST BOOK AWARDS**

The 2014 Middle East Book Awards now in their fourteenth year recognize quality publications in three categories: Picture Book, Youth Literature, and Youth Nonfiction (not awarded this year).



**PICTURE BOOK**

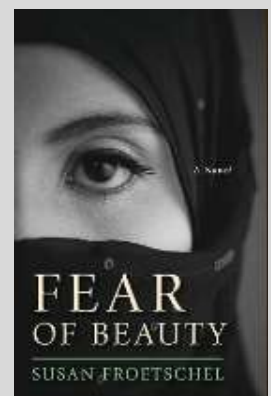
*Razia's Ray of Hope: One Girl's Dream of Education* by Elizabeth Suneby, illustrated by Suana Verelst, Kids Can Press

HONORABLE MENTION: *The Camel in the Sun* by Griffin Ondaatje, illustrated by Linda Wolfsgruber, Groundwood Books/House of Anansi Press

HONORABLE MENTION: *Never Say A Mean Word Again: A Tale from Medieval Spain* by Jacqueline Jules, illustrated by Durga Yael Bernhard, Wisdom Tales

**YOUTH LITERATURE**

*Fear of Beauty* by Susan Froetschel, Seventh Street Books



## Call for Manuscripts

The *Dragon Lode* (ISSN 1098-6448), a juried journal, published by the International Reading Association Children's Literature and Reading Special Interest Group (CL/R SIG) has issued a call for manuscripts for the **Fall 2015 issue, What Is a Picture Book?** In 2008, Brian Selznik won the Caldecott Award for *The Invention of Hugo Cabret*. In doing so, the Caldecott Committee determined that the best American picture book published in 2007 was a "picture book" with 500 plus pages, some wordless and others just text. Was it a bold vote? Maybe... or just maybe it was a sign of that what constitutes a picture book is evolving. What is the place of our standard 32-page picture books and picture storybooks in this era of graphic novels and e-books? We invite manuscripts that explore these questions as we examine the picture book in its twenty-first century iterations, and the influences (good or bad) these different iterations are having on children's reading ability and reading habits. For more information, go to [http://clrsig.org/dragon\\_lode\\_manuscripts.php](http://clrsig.org/dragon_lode_manuscripts.php) **Deadline for Manuscripts: May 1, 2015.**

## CONFERENCES, MEETINGS, & WORKSHOPS

The spring and summer offer many opportunities for professional development related to literacy and children's and young adult literature. Here are just a few opportunities.

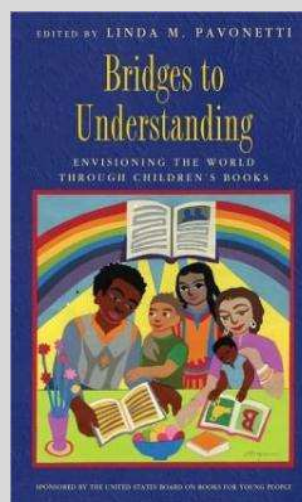
- **Highlights Foundation Workshops,** <http://www.highlightsfoundation.org/upcoming-workshops/>
- **Manitoba Reading Association 3rd Adolescent Literacy Summit, April 9-10, 2015** Winnipeg, Manitoba, Canada <http://www.readingmanitoba.org/>
- **Children's Literature Association (CHLA),** June 18-20, 2015, Richmond, VA [www.childlitassn.org](http://www.childlitassn.org)
- **American Library Association Annual Conference,** June 25-30, 2015, San Francisco, CA <http://alaac15.ala.org/>
- **Australian Association for the Teaching of English and the Australian Literacy Educators' Association Conference,** July 3-6, Canberra <http://www.englishliteracyconference.com.au/>
- **International Reading Association,** July 17-20, St. Louis, MO. [www.reading.org](http://www.reading.org)
- **19<sup>th</sup> European Conference on Reading, Literacy in the New Landscape of Communication: Research, Education and the Everyday,** Klagenfurt, Austria, 14-17 July 2015 <http://www.literacyeurope.org/19th-european-conference-on-reading-klagenfurt-austria-14-17-july-2015/>
- **New Zealand Literacy Association Conference,** Wellington, New Zealand, September 30-October 2, 2015, <http://www.eventuate.co.nz/nzla/>

Stay connected and find out the latest news about USBBY



## Available Now

More information about *Bridges to Understanding: Envisioning the World through Children's Eyes*, the fourth volume sponsored by the United States Board on Books for Young People, following *Children's Books from Other Countries* (1998), *The World Through Children's Books* (2002), and *Crossing Boundaries* (2006) is available at the Scarecrow Press website at <http://www.scarecrowpress.com/>



## CELEBRATIONS & EVENTS

Every spring and summer there are many opportunities to celebrate literacy and emphasize the importance of reading children's and young adult literature.

**International Children's Book Day**, April 2, 2015, check out the USBBY website at <http://www.usbby.org/icbd.html> for ideas about how you can participate and celebrate this day!

**Día de los niños/Día de los libros**, April 30, 2015

**National Poetry Month**, April is National Poetry Month. Check out the many ideas for celebrating poetry at <http://www.poets.org/page.php/prmID/41>

**School Library Month**, April, 2015, is the American Association of School Librarians' (AASL) celebration of school librarians and their programs. Information can be found at <http://www.ala.org/aasl/slm>

**National Library Week**, April 12-18, 2015 sponsored by the American Library Association (ALA) and libraries across the country. Check out <http://www.ala.org/nlw>

**Support Teen Literature Day**, During School Library Month, April 16 offers a special focus on teens and literature. Go to [http://wikis.ala.org/yalsa/index.php/Celebrate Teen Literature Day](http://wikis.ala.org/yalsa/index.php/Celebrate_Teen_Literature_Day) for details.

**Children's Book Week**, May 4-10 2015, is the national celebration of books and reading for young people. The **Children's Choice Book Awards** will be announced at a gala during this week. Details about this week are available at <http://www.bookweekonline.com/about>

See the fall issue of *Bridges* for more upcoming events.

## Reminder:

**El día de los niños/  
El día de los libros**

### Children's Day/Book Day

Join readers of all linguistic and cultural backgrounds on April 30, 2015 for El día de los niños/El día de los libros— a celebration of children, families, and reading. For information and resources to plan your own Día, visit <http://www.patmora.com/dia/>

Share your experiences in celebrating this on-going and growing event!





**Membership Options and  
Annual Dues**

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- E. Patron \$1000
- F. Student \$ 20

*\*3 year maximum with instructor  
information*

**II. Institutional**

- A. Basic \$250
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- C. Publisher Patron \$1000 \*\*

*\*\* includes an individual subscription  
to Bookbird and link from USBBY  
website to the organization's site.*

bridges

**USBBY MEMBERSHIP FORM**

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[Membership dues, contributions, and gifts are fully tax-deductible to the extent allowed by law.] Additional donations to "IBBY Children in Crisis Fund" or "Hands Across the Sea" provide support for needy IBBY sections.

*Please mail this form with your check made payable to USBBY to:  
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