



Lifelong Learning and Libraries

By Elektra Greer, Longmont Public Library

Lifelong learning and libraries have always gone hand in hand and the Children's and Teen Services Department (CATS) at Longmont Public Library is no exception. Here at CATS, no hand is too small and no mind too young to embark on a lifetime of learning. As the new Head of Children's and Teens, I am embarking on my own new, great adventure: one filled with new places, new faces and new ideas. Being a career educator, and also having been born into a family which was always on the move, I know first-hand that libraries are both the portal to the mind and home to the heart. Whether a child comes to our library seeking excitement and diversion, or looking for solace and quiet, we are here to fill all those needs. Our department strives to be your family's single, best resource for educational, socio-emotional, developmental and recreational information. In this dizzying technological age, we still believe in the timeless comforts of a parent's lap, a welcoming librarian and a good book (even if that books runs on batteries!)

As a parent, as well as an educator and librarian, I often reflect on this global, information age into which my children have been born. Not since the invention of the Gutenberg press in the 1400s, has such a dramatic, cultural shift occurred in the ways we share, process and analyze information. Talk about a generation gap! So, as parents and our children's first teachers, how do we balance this wondrous access to information with the distractions and fragmentation that necessarily come with it? How can we ensure that our children develop the skills necessary to navigate the frenetic world they are inheriting, while still providing opportunities for them to nurture their creativity? Can critical thinking skills—skills that require patience and reflection—be developed in this era of immediate gratification and distraction?

There are no easy answers for such complex questions—for any of life's complex questions—but a library is a good place to begin to look. Our resources, our staff, our programs are all

developed to provide you with a safe, inquiring community of educators, information professionals, and fellow LifeLongmontLearners seeking to expand and focus their lives. Summertime is the perfect season for allowing young minds to daydream and grow in unexpected and unstructured ways. Just as our bodies need sunshine and physical activity to grow, our minds need quiet and contemplation to mature. How should you help your child get the most out of summertime reading? First and foremost, let them set their own pace and let them choose their own books. Within limits, children should be reading the books that interest them. After twenty years of teaching and librarianship, I have yet to meet a "reluctant reader." Only readers who reluctantly read what they are given. Let them choose books that reflect their passions and whether those books are graphic novels, magazines, nonfiction materials or dog-eared paperback beach reads: don't worry, it's all good! Below are some of my helpful hints for raising healthy minds as well as healthy bodies!



- Turn off technology at least 30 minutes before bedtime. Let children relax into the evenings with quiet reading time. Our minds need to slow down at the end of the day and although television viewing and other technologies may seem calming, they actually over-stimulate parts of the brain which leads to restless sleep habits.

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Upcoming Learning Opportunities

Northern and Southern Plains Indian Singers & Dancers

Longmont Museum
July 28

www.ci.longmont.co.us/museum
303-651-8374

Keys to Successful Homeownership

Longmont Public Library
July 29

www.ci.longmont.co.us/cdbg/news.htm
720-564-2279

Senior Law Day

August 14

www.seniorlawday.org
303-441-1585

We're Interested in Hearing From You

Let us know how you're able to spread positive lifelong learning information in your community. As a way to inspire your fellow Learning Ambassadors, we'll include results and your good ideas in upcoming issues! Send your experience and results to Karen Roney at karen.roney@ci.longmont.co.us, or call 303-651-8633.



Lifelong Learning and Libraries

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- Be a role model for good reading habits. As we all know, one of the cardinal rules for good parenting is to “walk the talk.” Children learn from what we do, not what we say. Let them see you reading quietly for at least thirty minutes a day and they will become as entranced as you are!

- Allow for at least an hour of unstructured play each day. Summertime is the perfect time to let children develop their ingenuity. If “necessity is the mother of all invention” than boredom is the mother of all creativity. It may be hard on your nerves for a few moments, but let them whine and fuss until they find ways to turn sticks into structures and words into ideas. And if your child ends up watching the paint dry, don’t worry: philosophers and theoretical physicists alike spend a lot of time staring out into space! (Think Sir Isaac Newton)

- Embrace serendipity. Bring your child to the library and let him/her browse for awhile. Browsing is becoming a lost art, but it’s often the serendipitous find—the hidden gem—that will lead your child to an “aha” moment.

- Be a subtle sleuth and watch and observe what excites your child the most. Then, come to the library without your child and let us help you find some fun and engaging materials which fit his/her interests. Bring those materials home and leave them lying around the house. Don’t say anything (always hard for us parents!!!) and watch the magic of discovery unfold. For certain children, it’s best to let them “discover” things on their own.

- Ask interested questions about what your child is reading. Don’t fake this: children can tell! Find a time when you really have a few moments to have an interested discussion with your child, and then ask real questions. Also, ask questions that encourage inference skills, analytical skills,

and summation skills. (Why do you think the character behaved in the way that he/she did? Why do you think the author chose to write a book about this topic? What do you think the main conflict was within the story? If you had to tell your friend about this book in five sentences or less, what would you say? If you had to text or twitter about this book, what would you say?)

- Be open- minded about the different ways your child absorbs information. Reading comic book strips, listening to audiobooks, flipping right to left through manga: these are all different, but equally valuable ways for children to read. Leave academic reading skills to the classroom. Reading fluency is contextual and it’s just as important for a child to be able to read recreationally as it is for a child to be able to read for a standardized test.

- Start a family book club. Here at our library we have book bags filled with 10 copies of a classic book title. Most of the titles can be adapted for family (and friends and neighbors of families) members of all ages. Make this a fun, weekly event with



everyone sharing in good discussions, fun games and delicious potluck treats.

- Introduce your child to some great reading- recommendation websites. The American Library Association has some great resources, as do most educational organizations and publishers. Here are some suggestions to get you started:

2010 Notable Children’s Books

www.ala.org/ala/mgrps/divs/alsc/awardsgrants/notalists/ncb/index.cfm

Guys Read with books that guys have said they liked www.guysread.com/

Come into CATS and say “hello!” We love to help you find some great reads and we also have some wonderful story time, storytelling and creative arts programming for all ages. And...if you have any suggestions for ways in which we can help you and your family “raise a reader” let us know. We are always taking suggestions at our reference desk for ways to make our library your family’s favorite reading resource.

Finally: check back on the LifeLongmontLearning website for monthly updates from your CATS department. We will highlight staff reviews, peer reviews (your children can submit written reviews of their favorite books to us and we will post them!), programming ideas and booklists. And, if you can’t wait that long, always feel free to email me at elektra.greer@ci.longmont.co.us with any of your questions and concerns.

Adults Keep Reading

By Judith Anderson, Longmont Public Library

Book discussion groups are for everyone. They provide the opportunity to build connections and be a part of a community. For those too busy to meet in person there are online book clubs and discussions to join. Although online may be convenient many feel that nothing takes the place of an in person book club experience.

Before you start your own group, do some research. There may be an existing group that will meet your needs – ask around for neighborhood groups, service organizations, church groups, businesses, the library...

The Longmont Public Library offers book discussion groups that are open to everyone, just read the book and join the discussion. The groups meet at the library. There are evening and afternoon groups. Call the Reference Desk (303-651-8472) for more information or check the library's web site http://www.ci.longmont.co.us/library/adult/book_groups.htm



There are many benefits to forming your own discussion group. The founding members set the time and tone for the club. Discussion groups or book clubs can be simple – meet once a month, talk about the book, pick a new book and go home or be very social including food – breakfast/lunch/dinner at a restaurant; wine and cheese at someone's home; or coffee and an awesome dessert.

Steps to a successful book discussion group:

1. Get a core group together. These are people who already have some connection. They will help you get the group started and recruit more members.
2. Choose a date, time and place to meet.
3. Recruit members. At least 6-8 and up to 11 makes for a good size. It is hard to coordinate schedules so set the meeting time and ask the group to make it a priority to attend. Always be looking for new members. Over time members will come and go and come again based on other commitments.
4. Establish the ground rules. These can be set by the core group before recruiting or the whole group. The ground rules should include how books are chosen, who hosts, who leads discussions and what kind of commitment is expected. Remember, book groups do not have to read the newest fiction or focus on bestsellers. Your group might choose to read about history or world events, biographies or sports, mysteries or local authors. Whatever your passion, there is the opportunity to invite others to get together and share.
5. Meet. Set the schedule and choose the titles for a few months.



To support book groups all over the city, the Longmont Library offers more than 70 titles in the "Books in a Bag" collection. Each book bag contains 10 copies of the book plus a notebook with discussion questions. The book bags check out for 6 weeks. The Library also provides access to the 115 titles in the Colorado State Library book club service.

Planning and running your own book club can be a challenge. But if done with thoughtfulness and care, your book club will prove to be a great experience for everyone involved.



Book Clubs: An Important Component Of Lifelong Learning

By Beverly Springer , Professor Emeritus of International Studies, American Graduate School of International Management

Book clubs serve two important functions for lifelong learning. The obvious one is, of course, is that such clubs encourage members to explore new subjects and ideas. The second function is that is that they are good for our brain. Engaging in discussions actually stimulates new neuron growth and neuron connections in our brain. Scientist used to think that the human brain stopped developing after a certain age. Now they know that the brain needs exercise such as lively discussions



just as the body needs physical exercise. As an added plus, book clubs are easy to organize and fun to join. You just need two or three interested people, a focus and a meeting place. Once started, a book club takes on a life of its own. In the case of World Affairs, a Longmont book club, Gordon Pedrow (Longmont City Manager) suggested to Baldy Ranson (Retired Economics Professor) and me that a book club focused on world affairs would be a good way to encourage more international interest in our town. We arranged an organizational meeting, e-mailed a few people and put an invitation in the events section of the Times-Call. A dozen people showed up at the first meeting. We decided to have monthly meeting, made a list of our e-mails and telephone numbers and selected a book to read for the next meeting. I took on the simple task of sending everyone two e-mails a month to keep members informed of books and meetings. We agree as a group on the books we read and usually the person who suggests a book leads the

discussion. We have found no need for officers or rules.

We now have about twenty people on our e-mail list. Membership has grown as members invite friends or interested people contact us. Twice we have had a meeting with an author as a speaker. The first time Peter Horwedel spoke about his book FIRST KILL YOUR FAMILY which deals with the child soldiers in the Sudan. This book just won the Colorado Award for history. The second speaker was T.R. Reid who wrote the New York Times' best seller THE HEALING OF AMERICA. Two hundred people came to hear him. Arranging for a speaker takes take a bit of work organizing and getting out some publicity but these public meetings have been a great way to attract new members and also to stimulate public interest in international affairs.

Please contact me if you want more information: Beverly Springer Springrb@comcast.net.

Everybody's Reading: *Tallgrass* by Sandra Dallas

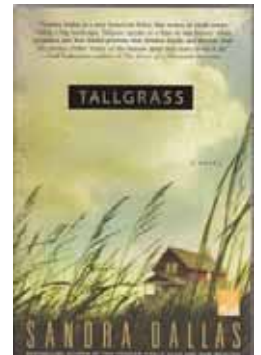
By Ruth McMillen, Longmont Public Library

The Longmont Public Library selected Sandra Dallas's book *Tallgrass* as the "Everybody's Reading" community-wide read for 2010. This is the tenth year the Longmont Public Library has organized a "one book – one city" reading program for adults. The idea behind the program is to get members of the community reading and discussing the same book.

In honor of this event, author Sandra Dallas will visit Longmont on Thursday evening, August 5th to talk about *Tallgrass*. The event will be held at the Longmont Theatre at 513 Main Street at 7:00 p.m. **Free tickets to the event will be handed out at the library's reference desk beginning July 6.** Tickets are limited to two per person and are available while supplies last. Ms. Dallas will be available to sign copies of her book after the event.

Sandra Dallas, from Denver, is the author of more than a dozen books, and has been called "a quintessential American voice." Her fiction often examines small-town America and the relationships of the ordinary people who live there. Dallas's 2007 novel, *Tallgrass*, deals with the internment of Japanese Americans in Colorado during World War II.

To place a copy of the book or audio book on reserve, call the Library at 303-651-8473. The summer reading program and the visit by Sandra Dallas is generously funded by the Friends of the Longmont Public Library.





Good News About Lifelong Learning

By Mary Wilson Callahan, Ph.D., MBA
Transitions That Work
Longmont CO

When we talk about “lifelong learning,” we usually mean the continuation of learning, for fun and profit, after years spent in formal educational settings – more of the same, except, of course we are adults. It is true that a great deal of learning takes place in schoolrooms, training facilities, hospitals, seminars, conferences, and corporate settings, but the realm of learning is really much bigger than all of that. In fact, it also includes Informal Learning and Incidental Learning (described below), and begins before a child even gains verbal skills and accompanies him throughout his life, no matter what he is doing or what kind of problem he is trying to solve.

Informal Learning means the learning activities that a person intentionally selects to widen his knowledge and skills beyond traditional schooling. This could include reading, coursework, being trained or coached by an expert, interviewing experienced people, and just digging in and doing a project by trial and error. The point is that the persons selects the content and evaluates the outcome in his own terms.

Incidental Learning refers to the unintended, often unconscious learning that we acquire as the byproduct of another activity, including growing up in a family, engaging in sports, interacting with people like ourselves and unlike ourselves, watching others deal with problems, trial-and-error experimentation, or even formal learning.”

We learn a huge array of skills and attitudes through incidental learning. For example, how does a person learn about trust and fear? How does a person develop preferences and prejudices? It is by observing how people close by behave – not by conceptualizing their behavior but just by being with them. This is obviously the case when we are children, but in every new situation we encounter in life – like taking a job with a new company – we learn “the rules of the road” and how to get things done through mostly informal socialization. A recent study of job-related learning conducted by the Center for Workforce Development (CWD) concluded that, “62% of what employees need to know to do their jobs is acquired through informal [and incidental] learning in the work place.” In fact, every day we are learning new things that either challenge or confirm what we already have in our knowledge base.

Incidental learning is similar to tacit learning, a term that was popularized in the early 1990s by Nonaka and Takeuchi in their book, *The Knowledge-Creating Company*. In the wider knowledge-creating world, tacit learning and incidental learning refer to knowledge that we don’t know we have or how we acquired it. In

order to become useable and useful, we need to recognize this knowledge and bring it into the realm of explicit knowledge. This typically happens in the flash of a sudden insight, followed – ideally – by a period of reflection that enables us to flesh out the knowledge, consider its accuracy, connect it to other things we know, and find its application in the situation that awakened it.

Although we use incidentally learned tacit knowledge all the time – think of gut reactions, intuition, and what feel like natural good instincts – the reflection period is crucial. By taking the time to understand what we have learned incidentally, we can not only to make more effective use of the knowledge but, more importantly, we can identify erroneous assumptions (prejudices) and mistakes, prevent unintended negative consequences, and even achieve learning-propelled personal transformation.

What are the everyday implications of the recognition that the realm of learning includes three different kinds of learning? A few are:

- If you are an educator, parent, manager, or leader, encourage and allow time for students, children, employees, or group members to recognize and reflect on newly discovered knowledge that was acquired through incidental learning.
- Adults of all ages, no matter what their working and living situations will benefit from taking time for reflection.
- Those who have influence in what could be thought of as a “learning environment” (such as a home, a schoolroom, an office, a park, a restaurant, a senior center, etc.) can enrich the environment with elements that integrate informal learning and trigger incidental learning.

Life is so full of opportunities to learn and to use that learning. As you discover the wealth of incidental learning that you possess, you will also discover a richer life.



Recommended Reads For Children by the Longmont Public Library Staff

Along with the great books and materials your children's teachers are recommending for the summer, here are some of our top picks from your library shelves. Although each reader is different with different interests and abilities, the books below are well-written, well-paced and often well-received!



Graphic novel form)
 Tintin series by Herge
 Calvin and Hobbes by Bill Watterson
 Oceanology and other Ology series
 (Dragonology and Wizardology, Egyptology)
 DK Nonfiction series are great for captivating readers of all abilities.

The Pendragon series by D.J. MacHale (also great on audio for car trips!)
 Fablehaven series by Brandon Mull
 The Secrets of the Immortal Nicholas Flamel by Michael Scott
 A Wrinkle in Time and other fantasy novels by Madeleine L'engle
 Hoot by Carl Hiasen



Emerging Readers (Pre-school-1st grade)

Elephant and Piggie series by Mo Willems
 Max and Ruby series by Rosemary Wells
 Little Critter books by Mercer Mayer
 Dr. Seuss Beginner Books
 Good Night, Good Knight and other titles by Shelley Moore Thomas
 Fly Guy series by Tedd Arnold
 Magic Tree House series by Mary Pope Osbourne
 Baby Mouse series by Jennifer I. Holm and Matthew Holm(Graphic novels)
 Owly series by Andy Runton(Graphic Novels)

Fourth-Fifth Grade Readers

Inkheart trilogy by Cornelia Funke
 Children of the Lamp series by P.B. Kerr
 Artemis Fowl series by Eoin Colfer
 Jerry Spinelli books (wide range of topics and themes)
 Shadow Children series by Margaret Peterson Haddix
 The True Meaning of Smekday by Adam Rex
 Bridge to Terabithia by Katherine Paterson
 No Talking by Andrew Clements

High School Readers

The Ugly Series by Scott Westerfield
 Wicked by Gregory Maguire
 A Great and Terrible Beauty by Libba Bray
 Flush by Carl Hiasen
 The Book Thief by Markus Zusak
 Savvy by Ingrid Law
 Down the Rabbit Hole by Peter Abrahams
 Nobody's Princess by Esther Friesner
 Peak by Roland Smith
 The Absolutely True Diary of a Part-time Indian by Sherman Alexie
 Persepolis by Marjane Satrapi (Graphic novel)
 Spirited Away by Miyazaki (Graphic novel)
 Sports Nonfiction and Outdoor survival nonfiction!

Second-Third Grade Readers

Baseball Card Adventure series and My Weird School series by Dan Gutman
 Ramona series by Beverly Cleary
 American Girl historical mystery series
 Horrible Harry series by Suzy Kline
 The Princess Tales series by Gail Carson Levine
 Geronimo Stilton published by Scholastic
 Diary of a Wimpy Kid series by Jeff Kinney
 Warriors Series by Erin Hunter (also in

Middle School Readers

Hatchet and Canyons by Gary Paulsen
 Holes by Louis Sachar
 Nothing But the Truth and Crispin by Avi
 Frankenstein Makes a Sandwich by Adam Rex
 The Westing Game by Ellen Raskin



About LifeLongmontLearning

LifeLongmontLearning is a community-based, City-sponsored movement to increase access to learning opportunities available in our area. It is the vision of this effort's leadership—which represents government, education, community and business—to ensure that all children enter school ready to learn; for all students to acquire the education and skills to be successful in the 21st century; for all working adults to improve their employability in a changing world; and for retired adults to continually enrich their lives. For more information, visit www.LifeLongmontLearning.com.