

Association for Library Service to Children

MILDRED L. BATCHELDER AWARD

COMMITTEE MANUAL

September 2007

FOREWORD
Mildred L. Batchelder

Mildred L. Batchelder, a former executive director of the Association for Library Service to Children, was a strong believer in the importance of good books for children in translation from all parts of the world.

She began her career working at Omaha (NE) Public Library, then as a children's librarian at St. Cloud (MN) State Teachers College, and subsequently as librarian of Haven Elementary School in Evanston, IL.

She joined the ranks of the American Library Association in 1936. Batchelder spent 30 years with ALA, working as an ambassador to the world on behalf of children and books, encouraging and promoting the translation of the world's best children's literature. Her life's work was "to eliminate barriers to understanding between people of different cultures, races, nations, and languages."

The award was originally proposed by Eleanor Burgess, head of children's services at the Grand Rapids Public Library, after she heard Batchelder deliver a report on international children's book publishing following a five-month sabbatical in which she visited eleven countries. Burgess was so moved by her enthusiasm for international children's literature, that she stepped up to the podium immediately after hearing her speech at a Children's Services Division (now ALSC) meeting, and suggested the award in her honor. It was approved by the CSD Board at the same conference.

Mildred Batchelder died in 1998, but her enthusiasm for international understanding through children's books lives on through the award named to honor her career.

BATCHELDER AWARD COMMITTEE MANUAL

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Notes:

This manual attempts to outline the practices, procedures and principles to follow in the selection and presentation of the Mildred L. Batchelder Award. While as complete as possible, it cannot be exhaustive. Therefore, it is important to use the manual as a guide and to go further for guidance as needed.

Throughout this manual, the “Mildred L. Batchelder Award” is called the “Batchelder Award.” References to “the President,” “Vice President,” “Board,” “Executive Director,” and “Executive Committee” imply ALSC affiliation. The American Library Association “Public Information Office” is referred to as PIO. The “ALA Youth Media Awards Press Conference” is referred to as the ALA YMA Press Conference.

PART I: BACKGROUND INFORMATION

HISTORY

The Mildred L. Batchelder Award is a citation awarded to an American publisher for a children's book considered to be the most outstanding translated book of the year. Books eligible for the award are those originally published in a foreign language in a foreign country and subsequently published in English in the United States.

The purpose of the award is to encourage international exchange of high quality children's books by recognizing U.S. publishers of such books in translation. According to Mildred L. Batchelder, children in all countries should have good books in translation from many parts of the world for these reasons:

- 1) children of one country who come to know the books and stories of many countries have made a beginning toward international understanding
- 2) knowing the classic stories of a country creates an attitude for understanding towards the people for whom that literature is a heritage
- 3) children, who know they are reading in translation the same stories which children in other countries are reading, develop a sense of nearness with those in other lands
- 4) interchange of children's books between countries through translation enhances communication between the peoples of those countries, and, if the books chosen for traveling from language to language are worthy books, the resulting communication is deeper, richer, more sympathetic and more enduring.

(from "Translations of Children's Books" by Mildred L. Batchelder in *Minnesota Libraries*, Autumn, 1972, pp. 307-15).

Established in 1966, the award honors Mildred L. Batchelder, the former Executive Secretary of the Children's Services Division of the American Library Association (ALA). Announced during ALA's annual Midwinter Meeting, the award was initially presented to the winner on April 2, the date of International Children's Book Day.

In 1987, the award terms were clarified as follows:

- 1) primary attention is directed to the text;
- 2) picture books are to be considered only if the text is substantial and is at least as important as the pictures;
- 3) folk literature is not eligible;
- 4) the book's readers should be able to sense that the book came from another country.

Before 1979, the award was given to a book published two years previously and a shortlist of five nominees for the award was publicly announced so that the ALSC membership could vote for the winner. Beginning in 1979, the winner was selected by a committee and the award was given to a publisher for a book published in the preceding year. Two awards were announced in 1979: one for 1978 and one for 1979. Beginning in 1994, an honor book and publisher were selected and announced, as well.

The award is selected annually unless the award committee is of the opinion no book of that particular year is worthy of the award. Currently, the Batchelder Award (a plaque) is presented to the winning publisher during the ALSC Awards Presentation during the ALA Annual Conference each summer. The Mildred L. Batchelder Award is given and administered by the Association for Library Services to Children of the American Library Association (50 E. Huron Street, Chicago, IL 60611).

COMMITTEE FUNCTION STATEMENT

To select from the books published the preceding year the most outstanding book originally published in a foreign language in a foreign country and subsequently published in English in the United States.

THE COMMITTEE

Four members plus a Chair comprise the Batchelder Award Committee. The members are appointed by the ALSC President in the fall. The appointment is for two years. The term of service begins at the conclusion of Annual Conference in the year before consideration and concludes at the end of the Annual Conference that follows the selection meeting.

PURPOSE OF THE AWARD

The purpose of the Mildred L. Batchelder Award, a citation to an American publisher, is to encourage international exchange of quality children's books by recognizing United States publishers of such books in translation. The award was established by the Children's Services Divisions of The American Library Association in 1966 in the belief that "interchange of children's books between countries, through translation, influences communication between the peoples of those countries..." (MLB, 1966). It honors Mildred L. Batchelder, whose work for children's librarianship and literature at the national level over three decades has had international and lasting effects. (Source: *Top of the News*, January 1967, p. 180)

TERMS, DEFINITIONS, AND CRITERIA

Terms

The Mildred L. Batchelder Award shall be made to an American publisher for a children's book considered to be the most outstanding of those books originally published in a foreign language in a foreign country and subsequently published in English in the United States during the preceding year. The Committee may name an honor book or books. The award, in the form of a citation, shall be made annually, unless no book of that particular year is deemed worthy of the honor.

Definitions

1. "American publisher" mean a publisher with editorial offices in the United States that publishes books under U.S. publishing conventions for a United States market.
2. "Children's book" means a United States trade publication for which children, up to and including age 14, are a potential audience. Books for this entire age range are to be considered.
3. "Book" means the work was published in book format both in its country of origin and in the United States. The U.S. book is neither a condensation, excerpt, nor abridgement of the original book.
4. "Most outstanding" refers to the quality of the book as defined by the CRITERIA (cited in the next section).
5. "Originally written and published in a foreign language in a foreign country" means that the book must have been written in and published in a language other than English and that this publication must have been in a country other than the United States.
6. "Subsequently published in English in the United States" means that the United States publication in English must not have taken place prior to the publication in its original foreign language in its country of origin. U.S. publication may occur simultaneously with original foreign language publication or simultaneously with publication in English in other countries.
7. "Published during the preceding year" means that the book has a U.S. publication date in the year under consideration, was available for purchase in the U.S. in that year, and has a U.S. copyright date no later than that year. A book might have a U.S. copyright date prior to the year under consideration but, for various reasons, was not published until the year under consideration. New translations of works previously translated into English and published in the United States are not eligible.
8. "Unless no book of that particular year is deemed worthy of the honor" indicates that a committee may choose not to select an award winner if no book is judged to have met the terms and criteria established for the award.

Criteria

1. Focus of attention:

Primary attention must be directed to the text. Picture books should be considered only if the text is substantial and at least as important as the pictures.

Graphic novels are eligible so long as they are of substantial length and the text is considered to be as vital as the illustrations.

2. Relationship to original work:

- a. The translation should be true to the substance (e.g., plot, characterization, setting) and flavor of the original work and should retain the viewpoint of the author.
- b. Reflection of the style of the author and of the original language are assets unless in the translation these reflections result in awkwardness in style or lack of clarity for children.
- c. The book should not be unduly “Americanized.” The book’s reader should be able to sense that the book came from another country.
- d. Folk literature is not eligible.

3. Quality of the United States Book:

- a. The textual qualities to be evaluated will vary depending on the content and type of the book being considered. Each book should be evaluated only on the elements pertinent to it. These include
 - Interpretation of the theme or concept
 - Presentation of information including accuracy, clarity, and organization
 - Development of plot
 - Delineation of characters
 - Appropriateness of style
- b. In all cases, committee members must consider the book’s manner of presentation for and the potential appeal to a child audience.
- c. Aspects of the overall design of the book should be considered when they significantly enhance or detract from the text, thus making the book more or less effective as a children’s book. Such aspects might include illustration, type face, layout, book jacket, etc.
- d. In some children’s books, illustrations are important. In considering such a book, consideration should be given to the retention of the original illustrator’s work in the U.S. edition.

NOTE: Often it will be impossible for the committee members to read the book in its original language. Therefore, the committee must use its best judgment in evaluating the

quality of the translation (point 2 above), keeping in mind that a translated book is a separate entity from the book as published in its original language.

(Approved by the ALSC board, Annual Conference 1981. Revised Midwinter 1987.)

Definitions Expanded (with examples)

1. "American publisher" mean a publisher with editorial offices in the United States that publishes books under U.S. publishing conventions for a United States market.

Acquisition and editing must be done in the United States. Publishers such as Tundra and Greenwood, with editorial offices in Canada, are not eligible.

2. "Children's book" means a United States trade publication for which children, up to and including age 14, are a potential audience. Books for this entire age range are to be considered.

3. "Book" means the work was published in book format both in its country of origin and in the United States. The U.S. book is neither a condensation, excerpt, nor abridgement of the original book.

Example: *Sound of Colors* by Jimmy Liao, first published in Taiwan in 2001 as a 128-page book, was ruled ineligible because a writer was hired to take the literal translation and to adapt and re-shape it into poetic text, cutting it down to 80 pages.

4. "Most outstanding" refers to the quality of the book as defined by the CRITERIA (cited in the next section).

5. "Originally written and published in a foreign language in a foreign country" means that the book must have been written in and published in a language other than English and that this publication must have been in a country other than the United States.

Example: *City of Beasts* by Isabel Allende was originally published in the U.S. in both Spanish and in English. Because the original Spanish language edition was first published here in the U.S., the English translation of the text was ruled ineligible.

6. "Subsequently published in English in the United States" means that the United States publication in English must not have taken place prior to the publication in its original foreign language in its country of origin.

Example: *We Were Not Like Other People* by Ephraim Sevela was first written in Russian but was never published in its original language. It was translated into English from the original manuscript and was published in the U.S. by Harper & Row in 1989. Because it had never been published in its original language, it was ruled ineligible for Batchelder.

U.S. publication may occur simultaneously with original foreign language publication or simultaneously with publication in English in other countries.

Example 1: *Inkheart* by Cornelia Funke was published in its original German in 2003 and in the U.S. in an English translation in 2003. It was considered eligible.

Example 2: *The Thief Lord* by Cornelia Funke was published in English in the same year in the U.K. and the U.S. It was considered eligible.

Example 3: *Fall-Out* by Gudrun Pausewang, was translated into English and published in the U.K. in 1994, and subsequently published in the U.S. a year later. It was ineligible.

7. "Published during the preceding year" means that the book has a U.S. publication date in the year under consideration, was available for purchase in the U.S. in that year, and has a U.S. copyright date no later than that year. A book might have a U.S. copyright date prior to the year under consideration but, for various reasons, was not published until the year under consideration.

This simply means that we want to assure that two Batchelder Award Committees in any given two-year period do not consider the same book.

New translations of works previously translated into English and published in the United States are not eligible.

Newly translated editions of classic such as *Pinocchio* or *Pippi Longstocking* are not eligible, no matter how wonderful they might be.

8. "Unless no book of that particular year is deemed worthy of the honor" indicates that a committee may choose not to select an award winner if no book is judged to have met the terms and criteria established for the award.

ALSC POLICIES

ALSC POLICY FOR SERVICE ON AWARD COMMITTEES

ALSC affirms its confidence in the integrity of members who are invited to be nominated or appointed to serve on award committees, and in the integrity of the officers or nominating committees responsible for selecting candidates. Because of the nature of the work of such committees, those who serve on them must be especially sensitive to conflict of interest situations and the appearance of impropriety. The purpose of this policy is to clarify the eligibility and responsibility of candidates asked to serve on such committees.

CONFLICT OF INTEREST

It is the policy of the Association for Library Service to Children, its Board of Directors and committees to insure that members in all of its activities avoid conflicts of interest and the appearance of conflicts of interest resulting from their activities as members of committees of the Association. In particular, no person should obtain or appear to obtain special advantages for themselves, their relatives, their employer or their close associates as a result of their services on a committee.

A conflict of interest occurs when an individual's personal or private interests may lead an independent observer reasonably to question whether the individual's professional actions or decisions are influenced by considerations of significant personal or private interest, financial or otherwise.

CONFIDENTIALITY

Committee members need to maintain a high degree of confidentiality regarding the committee's discussions, both oral and written. All committee members need to feel free to speak frankly in a closed session, knowing that their comments will not be repeated outside that room, and that they preserve the right to speak for themselves outside of that closed session.

Committee members are urged to discuss books under consideration with others throughout the year to obtain a variety of critical opinions. However, it is important to remember that, in these discussions, committee members may express only their own opinions, and may not quote the opinions of other committee members or indicate in any way which books are under consideration. It is understood that all eligible books are being considered up until the selection of the winner is made.

GUIDELINES FOR AWARD COMMITTEES

The Association for Library Service to Children grants a number of awards and it is very important that conflicts of interest and the appearance of conflicts of interest be especially avoided and that confidentiality be maintained in the process of determining who should receive the awards. It is a privilege to serve on an award committee and with that privilege come specific responsibilities to assist the Association for Library Service to Children in preventing conflicts of interest and the

appearance of conflicts of interest in the award process. Each person who is nominated or appointed to serve on an award committee is expected to consider carefully whether any of his or her personal or professional interests, obligations, activities, or associations could reasonably lead to even the appearance of a conflict of interest, or breach of confidentiality, and to discuss any such potential conflicts with the ALSC Executive Director prior to accepting the nomination or appointment. Situations that arise after a committee member has begun to serve should be directed to the ALSC President, Committee Chair, Priority Group Consultant, and Executive Director. The final decision rests with the Executive Committee.

Those who accept a nomination or appointment to the book award committees, should adhere to the following guidelines:

- 1) Members who have written or illustrated a book that may be eligible for consideration during the period of service on the award committee should not accept an appointment or nomination to an award committee.
- 2) Members who have served as an advisor or consultant to an author or illustrator of a children's book, or as an advisor to a children's book publisher, beyond the scope of assigned library duties, such as providing reference service, should not accept appointment or nomination if that book may be eligible for consideration during the period of service on the award committee. This includes writing teachers guides or readers' group guides at the request of a trade book publisher.
- 3) Members should not accept appointment or nomination to an award committee if they have a close family relationship (parent, spouse/partner, son/daughter) or a personal relationship with the author or illustrator of any book that may be eligible which could reasonably be seen by an independent observer to cause a conflict of interest.
- 4) Members should not accept appointment or nomination to an award committee if they have a close family relationship (parent, spouse/partner, son/daughter) with a person employed by a U.S. trade publisher.
- 5) Members should not accept appointment or nomination to an award committee if they, or a close family member, directly own(s) equity (stock ownership, stock options, convertible note(s), or other ownership interest) that represents more than a 5% stake in a U.S. trade publisher.
- 6) Members of award committees should not reveal or publicize any confidential information learned through service on the committee; nor should they make such confidential information available to non-committee-members.
- 7) Members of award committees who run or participate in social networking Web sites or software, including blogs, wikis, electronic discussion lists, and the like, should not engage in any discussions about their ALSC award committee work, or about the status of eligible books in relationship to these awards during their term of committee service.
- 8) Members may not serve concurrently on the ALSC Board and an ALSC award selection or media evaluation committee.

9) From time to time, the Association for Library Service to Children may take other action or establish such other guidelines as may be necessary in the Association's sole discretion to protect the integrity of the award process. Questions from prospective committee members and candidates should be directed to the Executive Director; situations that arise after a committee member has begun to serve should be directed to the ALSC President, Committee Chair, Priority Group Consultant, and Executive Director. The final decision rests with the Executive Committee.

MEETING ATTENDANCE AND ACCESS TO MATERIALS

Persons elected or appointed to an award committee should:

- 1) Be able to attend all required discussion and decision meetings scheduled for the Annual and Midwinter meetings of ALA and follow procedures established by the committee.
- 2) Have ready access to the major part of the current output of children's books under consideration. It is recognized that there will be an occasional book under consideration which a committee member is unable to obtain. In such an instance, arrangements for review copies may be made as prescribed in the committee's guidelines.

Although these requirements may limit membership on a committee, wise selection requires complete participation of all members of the committee.

FREQUENCY OF SERVICE ON CALDECOTT, NEWBERY, AND SIBERT COMMITTEES

No individual may serve on either Caldecott, Newbery, or Sibert Award Committees more often than once every five years. This guideline will apply to Newbery, Caldecott, and Sibert Award Committees only, as these are committees to which members are elected and books eligible are numerous. This guideline will not apply to the selection of nominees for Chair. This guideline will not apply to other ALSC prestigious award committees.

Violation of any of the above guidelines may result in dismissal from the award committee and may preclude service from future award committees.

Do you understand and agree to adhere to the guidelines for service on the award committee as outlined herein and agree to adhere to such other guidelines as the Association for Library Service to Children may hand down from time to time?

Yes No

Signed: _____

Date:

Name: _____

Please fill out and return the attached checklist.

RELATIONSHIP WITH PUBLISHERS

Guidelines for Committee Members

Members of the committee adhere to guidelines regarding their relationship to publishers.

Important points:

- The ALSC Deputy Director makes the committee roster available to publishers as soon as possible in the year under consideration.
- Many publishers send committee members eligible books for consideration. Committee members may accept these unsolicited books.
- The Chair surveys committee members regularly to ascertain which books have not been received.
- If certain titles have been difficult to obtain, the Chair may contact publishers directly to inform them of books the committee needs to see, especially towards the end of the year when time is so important. Individual committee members should not contact publishers. The Chair may also notify the ALSC Deputy Director who can also try to obtain the books.
- The Chair may contact publishers for background information about books under consideration, in order to verify eligibility.
- Committee members are not to solicit publishers for free, personal copies of eligible books. Members accept appointment to this committee with the understanding that they have access to new books and may borrow additional books from the ALSC office. Ultimately, it is the responsibility of each committee member to obtain such books for reading.
- Committee members are cautioned to avoid any conflicts of interest that might grow out of personal contact with personnel involved in publishing children's books. It is not necessary to suspend these contacts so long as there is the express understanding that such contacts in no way influence how books are considered or the final choices made.
- Committee members are not to solicit publishers for favors, invitations, or the like. However, should there be such unsolicited offers, committee members may accept with the express understanding that acceptance in no way influences how books are considered or final choices made.

Guidelines for Publishers

Publishers are encouraged to support the work of the Batchelder Award Committee. Submission procedures are outlined for publishers on the ALSC Web page.

To submit works for consideration for one of the ALSC media awards:

- Review the terms and criteria for the award.
- Send one copy of the work to the ALSC office (50 East Huron, Chicago, IL 60611-2795). Please indicate for which award the submission is intended.
- Submit one copy of the work to the award committee Chair. You have the option of sending a copy of the work to each committee member, but it is not required.
- A list of selection committee members for each award is available through a link on each award's Terms and Criteria page.

Deadline for submitting works is **December 31** of the publication year for all awards and notables.

SELF-PUBLISHED /SMALL PRESS TITLES

If an author or representative of an author of book published by a small, independent press submits his or her Batchelder- eligible book to the Batchelder Committee for consideration, and that book is republished later by another publisher, then the book will not be reconsidered upon its commercial publication. The chair of the Batchelder Committee will keep and pass on a current-year list of Batchelder- eligible books received directly from authors or from small, independent presses (Adopted by ALSC Board of Directors, June 2004).

ELECTRONIC COMMUNICATION

Electronic communication facilitates the distribution of information from the Chair to committee members, the regular discussion of procedural issues, and, at the discretion of the Chair, the open discussion among committee members of matters of concern. The Committee adheres to the "Guidelines for Electronic Communication for ALSC Committees," as adopted by the ALSC Board and as posted on the ALSC web page (see page 87).

The Chair will establish ground rules for electronic communication by the committee at the beginning of his/her term. At times, the Chair may invite open discussion on a matter of concern. The Chair facilitates such open discussion.

As a practical matter, e-mail is not used for substantive discussion. It is not a substitute for face-to-face book discussion. During the year, committee members may wish to discuss matters of concern having to do with eligibility or factual errors in a book. Questions on such matters are directed to the Chair who decides whether or not to bring a particular question to the full committee.

Since the committee's electronic communication is generally confidential, there are several ways to better insure confidentiality. For e-mail, include the word "confidential" on the subject line or as part of the transmission options. For FAX communication, include the word "confidential" on a cover sheet.

PART II: COMMITTEE WORK

Although the decisions are made at the Midwinter Meeting, much work is done prior to the meeting. Due to the small number of translated books published in the United States each year, it is possible for every member of the Batchelder committee to read all eligible titles. At the very least, each member is responsible for reading the books suggested by other committee members. Committee members will often reread those books that appear to be top contenders.

The Batchelder Award committee is one of the ALA committees that hold closed meetings in line with ALA policy on open and closed meetings. The procedures of each committee are public information, but committee members must maintain confidentiality about the books that are considered by committee members, the number of ballots, the tallies on ballots, and any discussion of the books among committee members.

An initial practice book discussion takes place at the Annual Conference. (see Annual Conference meeting, page 23). Several blocks of time are scheduled for the committee to meet during the Midwinter Meeting at which the selections are made. The committee will meet for as long as necessary, and meetings may be extended beyond the scheduled times if additional time for discussion and balloting is needed. The first item of business is to make procedural decisions, such as the order in which books will be discussed and when to move to a vote.

The committee then proceeds to discussion. The Chair repeats the terms of the award. The merits of each book under consideration are discussed. Committee members are reminded that they are comparing books of the year with each other and are not to consider earlier works of any author, or other books published in the same countries in previous years. Some books may be eliminated from the list during the discussion. No books may be added that were not submitted for consideration by the committee members prior to the Midwinter Meeting. Although the award is not a popularity award, there is sure to be discussion of whether certain books are indeed children's books. There is often reference to the terms, definitions, and criteria for the award as the committee discussion proceeds.

When the books under consideration for the award have been fully discussed, the committee moves to its first ballot. Each member votes for three books, and the ballots are counted according to a point system: first choice books receive four points; second choice books, three points; third choice books, two points. To win, a book has to receive at least 3 first-place votes and have at least a 3 point lead over the book with the second highest number of points. If there is no winner on the first ballot, discussion is reopened and continued until there is consensus to proceed to another ballot. This procedure of further discussion and balloting continues until an award winner is selected.

The committee then addresses the question of whether to name honor books. The committee may name as many or as few as it chooses, or none, keeping in mind that the books should be truly distinguished, not merely general contenders. Honor books may only be chosen from among those that appeared on the final award-winning ballot. When honor books are announced to the public, they are announced in alphabetical order, by author, so as to accord equal honor to all books.

ATTENDANCE AT MEETINGS

Batchelder Award Committee members are responsible for attending all required meetings at the Annual Conference and at the Midwinter Selection Meeting. Other events are optional. A resignation to the ALSC President must be tendered in the event a committee member is unable to attend a required meeting. The President shall then appoint a new committee member to fill the vacancy. The President may look to a member of the Notable Children's Books Committee to stand in as a replacement if timing of the replacement draws close to the Midwinter Selection Meeting. This person would also continue serving on the Notable Children's Book Committee. This is the reason the two committee's meeting do not overlap. If a suitable replacement can not be found in time for the Midwinter Selection Meeting, the committee will operate one member down and will have to reformulate the voting process to vote one member down.

First Midwinter Meeting (the year under consideration). Refer to calendar below.	Member attendance optional. Chair attendance is required. Chair to attend Division Leadership Meeting, meet with PGC, and attend award/notable training. Open, introductory meeting may be scheduled.
Annual Conference of year under consideration. (Prior to Midwinter Selection Meeting). Refer to Part II, "Annual Conference Meeting (Prior to Midwinter Selection Meeting)."	Attendance required. Closed meeting.
Midwinter Selection Meeting of next year. Refer to Part II, "Midwinter Selection Meeting."	Attendance required. Closed meeting.
Annual Conference of next year (after Midwinter Selection Meeting). Presentation of award at Awards Presentation and Membership meeting. Refer to Part II, "Award Presentation."	Attendance optional.

WELCOME

Once the committee is complete, it is recommended that the Chair send a letter of welcome to the membership. The letter might include an outline of the year's work and upcoming issues. It is usually accompanied by relevant enclosures (e.g., the year's calendar, the roster, guidelines for book discussion, etc.)

CALENDAR

November – First Midwinter

Committee members learn of their appointment in the fall preceding the Midwinter in which their terms begins. Soon after appointment, each committee member should receive a copy of the Batchelder Award Committee Manual. Committee members should spend the first few months, reading over the manual and doing some of the suggested background reading (see page 26).

The incoming Chair should send a letter of welcome to each committee member at the time of appointment. The incoming Chair should attend the Midwinter Meeting and attend the Division Leadership Meeting and meet with Priority Group Consultant VI. Making contact with the current committee Chair is also recommended. The committee meetings are closed, but it is still helpful to get to know the Chair.

The committee is encouraged to meet at Midwinter of the year under consideration for an informal first meeting. The committee's year of service is officially underway, but it is not a required meeting. At this meeting, the Chair will introduce the members, may distribute the year's calendar if available, and often will invite experts in the field and past committee chairs to talk about evaluation techniques. No official business takes place. Books under consideration are not discussed, nor are any procedural issues decided.

January-June

Early in the calendar year the committee members begin receiving books submitted for the Batchelder Award. These will trickle in, but committee members should try to read the books as they are submitted. Committee members should be aware that not every book they receive is actually eligible for the award. They should refer any questions they have about the eligibility of specific books to the Chair.

The Chair keeps a running list of all translated titles, with an indication as to whether or not eligibility has been established, and shares this list with the

committee on a monthly basis.

Many Chairs suggest that members keep notes on each title to aid in discussion during the committee meetings at Annual Conference. This is a matter of personal choice, but however members organize their ideas, they should come to conference prepared to discuss each title. The Chair should let the committee know in advance if the final book discussions will be arranged in order by author or by title, so committee members can organize their notes accordingly.

May

Committee members send the Chair a list of titles they have read that they feel should be considered for the awards. Chair compiles the list and sends it to committee members and to the ALSC Deputy Director.

Annual Conference

The committee meets. The agenda includes a review of the selection criteria, with special attention to eligibility questions, and discussion of any titles that have been received prior to Conference.

Committee members are advised to attend the ALSC Awards Presentation and Membership Meeting on Monday morning, where the previous year's Batchelder Award will be presented. This will help them to understand what will be expected of them at the awards presentation the following year.

Committee members will also want to set aside time to visit the exhibits and inquire about upcoming fall titles that may be eligible for the Batchelder Award. Please note that these sorts of inquiries do not constitute soliciting review copies from publishers. If a publisher offers to send you a copy, you may provide your mailing address.

July-December

The committee continues to read new submissions and keeps in touch with the committee Chair regarding exceptional books. The fall publishing titles begin to arrive during this period. Twice during the Fall, the Chair will ask committee members to send in any new suggestions they have for consideration.

November/December

The Chair calls for nominations from the committee.

Midwinter Selection Meeting

It is at this Conference that the award selection is made. Committee members should come to the conference prepared and ready to discuss all eligible books. It

is essential that *all* members attend *all* meetings.

The committee will want to make sure that there is enough time at the Midwinter Conference to select the winning title and any honor books, provide accurate bibliographic citations, write the press release, the description of the book[s] used at the press conference, and verify pronunciation of authors' names.

The committee Chair should schedule at least two meetings. The Chair will notify committee members as soon as possible of dates, times, and location for Midwinter meetings. The Chair is responsible for making sure that all eligible books are taken to the Midwinter Meeting. Prior arrangements can be made with the ALSC office for shipping. At the Midwinter Meeting, the Chairperson is also responsible for securing a copy of the award winning title as well as any honor books to be used during the press conference.

The committee Chair will be supplied with the proper forms and samples used to submit the award winning books to the ALA Public Information Office (PIO). PIO holds a mandatory meeting, late on Friday afternoon, for all award committee Chairs to go over the specifics of the press release and the press conference.

On the Sunday before the ALA YMA Press Conference, the committee will meet according to a schedule established with PIO and the ALSC Office. The committee Chair will make phone calls to the awardees. The ALSC Executive Director will provide a contact name for the publisher(s) receiving the Batchelder Award and honor books, if any.

On the morning of the ALA YMA Press Conference, the committee should arrive early as indicated by the schedule provided by the ALSC Office for committee photographs. Photographs will be taken near the PIO Office. Then all committee members will be escorted to the press conference room.

Annual Conference

The outgoing committee Chair will also be responsible for presenting the citation at the ALSC Awards Presentation on Monday morning at the next Annual Conference. Attendance at this conference is not mandatory for committee members; however, it is always satisfying to bring one's committee experience full circle by being present when the award is conferred and accepted.

PREPARATION

From the terms and criteria for the award, it is obvious that the focus of the award committee is distinct from the usual selection concerns in a library, which may include: current holdings in a collection, children's interests, needs for special materials, curriculum guidelines, contemporary interests, and local community concerns. In your year of committee work, you will need to begin to focus on the terms, criteria, and definitions of the award. Here are some suggestions:

1. It is important to refresh your understanding of the specific criteria for evaluation as you embark on your committee year. Spend the early months reading the background material. A list of recommended reading is included in this section. Familiarize yourself with the language of evaluation and criticism so that you can articulate your own perspectives and ideas as the year unfolds. It is especially important to practice using this language throughout the year, so you can feel completely prepared for the committee's final deliberations.
2. Take part in book discussions of several kinds. These might be regular selection meetings, workshops, classes, or professional association meetings. It helps to put together discussion sessions with other professionals in your community, people who are interested in the process. You will also be engaging in an activity similar to your first meeting with your award committee, where you will need to present your ideas more clearly and succinctly and listen more carefully than ever before.
3. Speak to community groups, faculty meetings, PTAs and individuals about currently published books and about the history of these widely publicized awards. School districts in your area may appreciate a workshop for teachers on the past award winners and current pool of books from which you will be choosing this year's winner. Planning such a presentation will help you develop your background on the awards as well.
4. You may wish to try to write down your own critical viewpoint. If you do this, examine it in light of the terms and criteria for the award. Have you taken account of the factors to be considered?
5. If most of the writing you do about children's books in your professional work has a focus different from the terms and criteria of the award, try writing some critical analyses of children's books structured around the Batchelder Award terms and criteria. For example, review and read the winner and honor books of a previous year and write critical analyses of each in relation to the terms and criteria.
6. Promote discussion of eligible books in your local community by organizing and taking part in mock Batchelder discussions and sending the results to the committee.

READING LIST

Spend time early in the year, before you have many books to consider, reading selections from these lists.

I. Read books and articles about international publishing and translation:

Beuchat, Cecelia and Carolina Valdivieso. "Translation of Children's Literature: Inter-Cultural Communication," *Bookbird* 30:1 (March 1992), pp. 9-14

Stresses the importance of the translator transmitting cultural information in literary translations. In addition, there are many observations included here that will help to hone one's critical skills for evaluating translated children's books.

Hallford, Deborah and Edgardo Zaghini. *Outside In: Children's Books in Translation*. Milit, 2005.

The British counterpart to Susan Stan's book (see below) includes several informative essays about translation and an excellent foreword by Philip Pullman who muses about the paucity of translated titles in an era of increased globalization.

Hirano, Cathy. "Eight Ways to Say You: The Challenges of Translation," *Horn Book* 75:1 (January/February 1999), pp. 34-41

The translator of the 1997 Batchelder Award book, *The Friends* (Farrar) discusses the challenges translators face when they go beyond purely mechanical translations. Full text is available online on the *Horn Book* Web site (<http://www.hbook.com/>).

Jobe, Ron. "Translation," in *The Continuum Encyclopedia of Children's Literature*, edited by Bernice E. Cullinan and Diane G. Person. Continuum, 2001. pp. 781-783

An excellent and concise overview of the current state of translated books for children in the United States.

Klingberg, Göte, Mary Ørvig and Stuart Amor, editors. *Children's Books in Translation*. Almqvist & Wiksell, 1978.

A collection of 16 papers given at the Third Symposium of the International Research Society for Children's Literature in Södertälje, Sweden. Of special interest: "Translation: Art, Science, and Craft," by Mae Durham Roger and "How Emil Became Michel: On the Translation of Children's Books," by Birgit Stolt.

Lepman, Jella. *A Bridge of Children's Books*. Translated from the German by Edith McCormick. ALA., 1969 (Reprinted in 2002 by The O'Brien Press and USBBY)

A classic work by the founder of the International Youth Library and the International Board on Books for Young People (IBBY) chronicles her life devoted to encouraging international understanding through children's books.

Moeyart, Bart. "Friday's Tongue: On Language and Translation," *Horn Book* 82:2 (March/April 2006), pp. 137-144.

A spirited article by a multilingual translator discusses the qualities that make a good translator and a good translation.

Nikolajeva, Maria. "What Do We Translate When We Translate Children's Literature?" by Maria Nikolajeva. *Beyond Babar: The European Tradition in Children's Literature*, edited by Sandra Beckett and Maria Nikolajeva. Scarecrow Press, 2006, pp. 277-297.

A very readable and thought-provoking overview of children's book translation which addresses key issues such as familiar vs. exotic, translating culture, names and places, and narrative changes.

Oittinen, Ritta. *Translating for Children*. Garland, 2000.

A scholarly, yet readable, book that focuses on translation itself, rather than on books in translation. Special emphasis is given to child readers of translated works, and to literal word-for-word translations vs. interpretation and non-literal translations.

Stan, Susan. *The World Through Children's Books*. Scarecrow, 2002.

A comprehensive compendium of international children's books available in the United States that includes both translated and original works in English. Of special interest is Carl M. Tomlinson's introductory essay "An Overview of International Children's Literature," which includes a helpful account of how international books come to the United States. Tomlinson edited the earlier edition of this work, *Children's Books from Other Countries* (Scarecrow, 1998).

Yamazaki, Akiko. "Why Change Names? On the Translation of Children's Books," *Children's Literature in Education* 33:1 (March 2002), pp. 53-62.

Argues that translation is most challenging when children have the least knowledge of and experience with the culture from which the text originates. Explores the practice and effect of changing personal names in translated children's books to make them seem less foreign.

II. Read background articles by and about Mildred L. Batchelder and the Batchelder Award:

Indieke, Sandra and Monique leConge. "From Thieves to Hens: The 2003 Batchelder Award and Honor Books. *Children & Libraries* (Winter 2003), pp. 12-14

Although this article deals specifically with the 2003 award winners, it includes good background information on the history of the award, as well as a sidebar of comments by Batchelder Committee members, discussing what it was like to be a member of the committee.

Joels, Rosie Webb. "Weaving World Understanding: The Importance Of Translations in International Children's Literature," *Children's Literature in Education* 30:1 (March 1999), pp. 65-83

After providing a concise overview of internationalism in contemporary children's literature, Joels makes a strong case for children's books in translation, using past winners of the Batchelder Award as examples.

Nist, Joan. "Cultural Bonds and Serious Themes in U.S. Translated Children's Books: A Study of the first Twenty Years, 1968-1987, of the Mildred L. Batchelder Award," *Bookbird* 26:4 (November 1988), pp. 5-9

Analyzes the first two decades of Batchelder Award winners, noting that the majority of them are serious historical fiction titles originating in Western Europe. The author's doctoral dissertation dealt with the first ten years of the Batchelder Award.

Silvey, Anita. "Two Beautiful Daughters," *Horn Book* 67:5 (September/October, 1991), p. 516

On the occasion of Mildred Batchelder's 90th birthday, Silvey's editorial pays tribute to her career and makes a passionate plea for more international literature.

Sutherland, Zena. *Mildred L. Batchelder, 1901-1998. Horn Book* 75:1 (January/February 1999), pp. 100-102

An obituary that truly captures the personality and spirit of Mildred Batchelder. Includes a retelling of the famous skinny-dipping story that she liked to tell on herself.

III. Read as many previous Batchelder Award winners as possible. This will help you acquire a sense of the distinctive flavor of outstanding translated books from earlier years. A complete list of Batchelder winners and honor books is included at the end of the manual.

IDENTIFYING, OBTAINING, AND READING ELIGIBLE TITLES

Committee members will begin to receive books from children's publishers for consideration in the spring. Eligible books will also be announced in catalogs and reviews and may appear in libraries and bookstores. *Begin immediately to read and evaluate all eligible books.* Unfortunately, there are not many books eligible for the Batchelder most years, so it's not difficult to keep up.

Members must develop a convenient system for taking notes about each book read. Some will keep complete bibliographic information on each book, a short summary, and a critical statement, noting both strengths and weaknesses with some specificity. Notes about books that do not seem to be serious contenders will probably become briefer as the year progresses. It is a mistake, however, not to make notes about each book. A book that at first reading does not seem a serious contender may prove to be a good possibility on further consideration. Committee members will need to re-read many books, especially those recommended by fellow committee members. Personal notes will help in the recollection of first impressions and further thinking about the book. (A sample note-taking form follows).

The Chair will establish procedures for informing members of books being read and considered by others. The committee may communicate with an occasional report early in the year and more frequent reports later. Providing information to other committee members is every member's responsibility, and your Chair will set up procedures for your committee. The books to be considered at the selection meeting at Midwinter must have been recommended or suggested prior to the selection meeting.

ELIGIBILITY

It is important for committee members to check on the eligibility of titles—the year of U.S. publication; the translation copyright date; and details about the book’s publication in its original language. If you read a book that you think should be considered, but are unsure about its eligibility, contact the committee Chair with the bibliographic citation and your question. The Chair and the Priority Group Consultant will check on the eligibility and inform the committee.

See *Definitions Expanded with Examples* (page 11) for more information about eligibility.

NOTE-TAKING

From the outset, committee members need to develop some convenient system for taking notes about each book that is read. Some prefer a file card system; others keep a binder with notes, sometimes organized with tabs.

Succinct and specific notes clarify thinking and aid in the Midwinter Selection Meeting discussion. In addition, some committee members keep complete bibliographic information on each book, a short summary, and a critical statement, noting both strengths and weaknesses based on the award criteria. As the year’s work begins, the Chair sometimes asks committee members to share ideas on taking notes with the whole committee. It is recommended that notes be taken on each book that is read. Notes about books not thought to be serious contenders may shorten as the year progresses. It is important to remember that a book not impressive on first reading may prove more interesting later on. Re-reading is frequently required. Notes record first impressions and measure changes in thinking.

Committee members do not usually bring a personal copy of every book under consideration to the Midwinter Selection Meeting. Therefore, notes need to include references to specific page numbers and/or quoted passages to justify specific points to be made during discussion.

Many committee members collect professional reviews of titles under consideration. Although reviews are not to be quoted during discussion, they raise questions and clarify opinion.

SUGGESTION AND NOMINATION PROCESS

1) The Chair maintains a running list of all translated books, with a notation after each one to indicate whether it's eligible or not (or whether eligibility is still in question). The Chair distributes this list to committee members once a month, either via email, FAX, or U.S. mail.

2) Committee members should read all eligible books included on the monthly list, and send their suggestions to the Chair once in the late spring, and twice in the fall. The committee members are asked to suggest books deemed to be strong contenders for the award, based on the award criteria.

The suggestion process serves several important functions. Of course, it encourages committee members to identify strong contenders. It also alerts committee members as to which books merit consideration by the group. Then too, the suggestion process helps committee members begin to weigh relative strengths and weaknesses of books based on the award criteria.

Committee members often recommend a book previously suggested. This practice allows the committee to develop an early gauge of support for titles—a gauge that becomes useful in identifying titles to consider in the nomination process.

Suggestion deadlines are listed on the calendar established at the beginning of the year. Suggestions are submitted to the Chair by e-mail to meet designated deadlines. The Chair needs to receive notification should a committee member have no suggestions to add. Suggestions sent by U.S. mail or FAX must be **received** by the designated deadlines.

After each suggestion deadline, the Chair compiles a list of suggested titles, indicates the number of suggestions for each title, and distributes the list to committee members. After the second round of suggestions, the Chair distributes a cumulative suggestion list along with a monthly list. (These two kinds of lists may be combined). Suggestions remain anonymous.

Serious consideration is to be given to all suggested titles including those with minimal support. Sometimes only one committee member has seen a particular book. Sometimes support grows after re-readings or in comparison to other books under consideration.

3) The Chair communicates with the publishers of all suggested titles to get the publishing history for each one (See Sample Letter to Publishers, page 50). This

background information helps to verify eligibility and will later serve to help with the writing of the press release.

4) In late November or early December, the Chair requests formal nominations from committee members. These consist of brief written statements outlining why each book is outstanding and how each one fulfills the criteria for the award.

These nominations serve several functions. They serve as a focus for all suggestions made during the year. The written discussions serve as preparation for oral discussion at Midwinter and provide practice in stating clearly and succinctly your ideas about books that seem distinguished. Finally, they make each committee member aware of which books require their closest scrutiny and which you will need to re-read.

To avoid making commitments prior to the Midwinter discussions, ranked preferences are not given on the nominating ballots. Although books nominated on these two ballots will probably be the ones the committee will discuss most fully, all the books suggested by committee members and others will be discussed at Midwinter.

Please submit your nominations on time, include complete bibliographic information, prepare your statements carefully, and read each packet of nominations and justifications thoroughly. The Chair will set up guidelines and dates for submitting your nominations.

FIRST MIDWINTER MEETING

The committee is strongly encouraged to meet at Midwinter of the year under consideration for an informal first meeting. The committee's year of service is officially underway, but it is not a required meeting. At this meeting, the Chair will introduce the members, may distribute the year's calendar if available, and often will invite experts in the field and past committee chairs to talk about evaluation techniques. No official business takes place. Books under consideration are not discussed, nor are any procedural issues decided.

ANNUAL CONFERENCE MEETING (PRIOR TO MIDWINTER SELECTION MEETING)

Committee members and the Chair are responsible for making careful preparations for the Annual Conference Meeting.

Committee Member Responsibilities

It is the responsibility of committee members to:

- Obtain, read, and consider all books on the practice discussion list prior to Annual.
- Bring

	Batchelder Award Committee Manual.
	Pertinent committee communications.
	Personal notes about all books to be discussed.
	Reviews of books to be discussed (optional).
	Copies of books to be introduced for practice discussion.

Chair Responsibilities

It is the responsibility of the Chair to:

- Notify

	The ALSC Deputy Director about which books have been suggested on an on-going basis and as soon as possible.
	The committee members about time and locations of meetings.

- Establish

	A short list of suggested titles for practice book discussion.
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- Check with the ALSC Deputy Director on

	Meeting schedule as soon as possible. Work out scheduling concerns.
	Meeting room arrangement as soon as possible. A conference set-up is usually requested.
	Books under consideration. Work with the ALSC Deputy Director. One copy of each book on the practice discussion list will be sent to Annual if you wish. Sometimes the office does not have the books requested in which case the Chair specifically arranges for them to be on hand. It is necessary to have a book in hand for practice discussion of that book to take place.

- Arrange for

	Secretary to take minutes on procedural matters, but not practice book discussion.
	Storage of books that ALSC sends during Annual Conference (if applicable) since there is not a locked room. The books are divided up between committee members to take back to their hotel room after the meeting concludes for the day and they bring them back the next day. After the final meeting concludes, the books are re-packed and prepared for delivery back

	to the ALSC office. Instructions are sent with the books.
	A second set of books under consideration. Work with the committee. The Chair asks committee members to bring books that they are introducing formally into discussion.
	<ul style="list-style-type: none"> • Provide
	A proposed agenda (distributed prior to Annual).
	A short list for the practice book discussion (distributed prior to Annual).
	Information packet for committee with a final agenda, discussion list, discussion guidelines, etc.
	Name labels for discussion table.

Agenda

The agenda at Annual Conference includes:

- An opportunity for committee members to become re-acquainted.
- Discussion of terms, criteria, and definitions for award and honor books.
- Discussion of procedures to be used by the committee during the remainder of the year and at the Midwinter Selection Meeting.
- Review of responsibilities for committee members and the Chair.
- Discussion of the importance of full participation by committee members and the Chair.
- Discussion of what steps to take should full participation be impossible (e.g., how to tender a resignation).
- Review role of the Priority Group Consultant. At the discretion of the Chair, the Priority Group Consultant is invited to address the committee.
- Discussion of eligibility issues.
- Practice book discussion using a short list of suggested titles.

The secretary takes minutes on the order of business and on procedural matters. No notes are taken on the practice book discussion. After Annual, the secretary prepares the minutes and sends them to the Chair. The Chair reviews the minutes and distributes them to committee members.

Book Discussion

It is important to remember that only the book discussion at Midwinter leads to final selection. Book discussion at Annual is for practice only. Therefore, it is not necessary to discuss a long list of books at Annual. The Chair establishes a short list well before Annual to allow committee members time to prepare. This exercise serves several functions. It allows the committee to practice meaningful book discussion based on the award criteria, to raise and clarify procedural questions, and to become comfortable working together as a group.

Reports

One month prior to Annual Conference and Midwinter Meetings, the Chair prepares and submits a Committee Agenda Cover Sheet (form D.1 in the Division Leadership Manual) and attaches the agenda. After the Annual Conference and Midwinter Meetings, the Chair prepares and submits a Post-Conference Report (form D.2 in the Division Leadership Manual), detailing the committee's work. This is due within three weeks of the end of conference.

It is especially helpful to the ALSC leadership for committee chairs to comment on any committee members that were especially outstanding or, conversely, any who did not rise to the occasion. If a Chair feels that there is problem with the overall process, definitions, or terms, he/she may request a slot on the ALSC Board's agenda to raise these concerns.

All report forms should be submitted to the ALSC President, Vice-President/President-Elect, Executive Director, Deputy Director, and Priority Group Consultant by the designated deadlines. The forms are located in the Division Leadership Manual and on the ALSC Web site.

MIDWINTER SELECTION MEETING

Books to Be Considered

It is important for committee members to remember that ONLY books previously nominated or suggested by committee members or ALSC members may be considered at the Midwinter selection meeting. No books may be added to the list once the Midwinter meeting begins. For this reason it is important to return nominating ballots promptly, suggest books for committee consideration, and urge ALSC members to send suggestions in to the committee.

During committee meetings at Midwinter, once a book has been dropped from consideration for the award, that book may NOT be placed back on the list of books under consideration. Therefore, when committee members begin to delete titles, such deletions must be made with care.

Committee Member Responsibilities

It is the responsibility of committee members to:

- Obtain, read, and consider all books on the Midwinter discussion list prior to the Midwinter Selection Meeting.

- Bring

	Batchelder Award Committee Manual.
	Pertinent committee communications.
	Personal notes about all books under consideration.
	Reviews of books under consideration (optional).
	Justification statements for all books under consideration.
	Copies of any books under consideration that may require re-reading (optional).

Chair Responsibilities

It is the responsibility of the Chair to:

- Notify

	The ALSC staff about which books have been suggested and nominated on an on-going basis and as soon as possible.
	The committee members about the times and locations of meetings.

- Establish

	A Midwinter book discussion list.
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- Check with the ALSC Deputy Director on

	Meeting schedule as soon as possible. Work out any scheduling concerns.
	Meeting room arrangement as soon as possible. A conference set-up is usually requested.
	Books under consideration. Work with the ALSC Deputy Director. One copy of each book under consideration is to be sent to Midwinter by the ALSC office; however sometimes the office does not have the books requested, in which case the Chair specifically arranges for them to be on hand. It is necessary to have a book in hand for discussion of that book to take place.

- Arrange for

	Access to the meeting room. The committee usually has an exclusive use room during the Midwinter Selection Meeting. The ALSC Deputy Director will notify you on how to obtain the key in early January.
	A second set of books under consideration. Work with the committee. The Chair asks committee members to bring books that they are introducing into discussion. The result is having two sets of books which is helpful for purposes of re-reading and for writing the press release.

- Provide

	Information packet for committee with agendas, discussion list, discussion guidelines, etc.
	An established agenda (distributed to committee prior to Midwinter).
	Background information on the publishing history of each book under consideration.
	Name tents for discussion table.
	Office supplies/equipment (computer, calculator, camera, thesaurus, etc).
	Tally sheets and selection ballots for voting.

Order of Business

1. Reintroduction of committee members.

2. Procedural decisions:

How voting is to be handled. (There is a set procedure for the balloting for the ALA award books, but there are other matters that may require votes.)

- Order in which books will be discussed.
- How books will be eliminated from consideration prior to the first ballot and after balloting has begun.
- Reminder of the procedures for naming honor books, if any.

3. Review of the terms, criteria, and definitions of the award.

4. Discussion:

Each book nominated or suggested will be considered. Many committees have found it helpful to go through the list once, usually starting with books that committee members have suggested but not nominated. Any book that does not seem a serious contender may be eliminated at this time by some agreed upon procedure. Once this is completed, full discussion of each book remaining on the list takes place. Other committees find that starting with nominated books while the committee is fresh, and then proceeding through the complete list, is more productive.

Committee members must always keep in mind that once a book has been eliminated it cannot be reintroduced. When any book is eliminated from consideration, it is removed from the table so that only the books still under consideration remain.

Some tips to keep in mind:

- Use good critical analysis, no vague words (cute, nice, good, etc.).
- Be cooperative—listen to each other, no side conversations.
- Refer back to the criteria to keep the discussion focused.
- Make comparisons only to books that were published in the year under consideration.

- Clarity—be clear in what you say, think through the point you are making, and speak loudly enough to be heard by everyone.
- Be concise—be sure that what you have to say adds to the discussion; try not to repeat what others have said.
- Do not book talk or summarize the plot.
- Refrain from relating personal anecdotes.

5. Balloting:

When there is consensus that all the books on the discussion list are fully discussed, the committee proceeds to a selection ballot. Certain procedures apply:

- Committee members list first, second, and third place votes for the award on a selection ballot.
- In tabulating ballot results, the teller assigns four points to each first place vote, three points to each second place vote, and two points to each third place vote.
- There is a formula to determine the winner. A book must receive at least 3 first choices at four points per vote for a total of at least 12 points, and it must have a 3 point lead over the book receiving the next highest number of points.

Tally

Once balloting is complete, the tellers tabulate the results. The tabulations are double-checked, and the Chair reads the results aloud to the committee. Depending on the results, certain steps are taken:

- If there is a winner, the committee proceeds to considering whether or not to select honor books.
- If the first ballot does not produce a winner, the committee follows procedures for re-balloting.

Re-Balloting

The committee may not proceed to another ballot without a second round of book discussion. At this point, certain choices present themselves, and certain procedures apply:

- By consensus the committee may choose to withdraw from the discussion list all titles that received no votes on the first ballot.
- By consensus the committee may choose to withdraw additional titles that received minimal support on the first ballot.
- Once withdrawn from the discussion list, a book is permanently eliminated from consideration for the award.
- Once a second round is complete, the committee proceeds to a second ballot.

- On a second ballot (and, if necessary, all subsequent ballots), votes are tabulated by the tellers who use the same point system and formula as in the first round to determine a winner.

If after a second ballot, there is still no winner, the committee is required to re-open discussion and then re-ballot, alternating between discussion and re-balloting until a winner is selected.

Selection of Honor Books

Immediately following determination of the winner of the award, and following appropriate discussion, the committee will entertain the following:

- Whether honor books will be named.
- Whether the committee wishes to choose as honor books the next highest books on the original winning ballot or to ballot again.
- If the committee votes to use the award-winning ballot, they must then determine how many honor books to name.
- If the committee chooses to ballot for Honor Books, only books that received points on the award winning ballot may be included. The same voting procedure is followed as for the award winner.
- If the committee has chosen to ballot for honor books, following that ballot, the committee will vote how many books of those receiving the highest number of points are to be named Honor Books.

MIDWINTER: AFTER SELECTION

Confidentiality of Discussion and Selection

It is important to preserve secrecy between the time the winner is selected and the time the announcement is made to the winning publisher and to the public at large. This secrecy ensures adequate publicity for the awards, avoids the dissemination of misinformation, and avoids the possibility that any business might profit from receiving information earlier than the general public.

Committee members should be aware that employees of the winning publishing companies are all informed at the same time. While we all understand that some “leakage” is possible because so many people are involved, so long as the committee members and publishing company personnel avoid unnecessary discussion of the winners prior to the announcement, the integrity of the announcement is assured insofar as possible.

Please remember, then, that the following items are not for public discussion at any time prior to, during, or following the selection of the awards:

1. Reasons given by other committee members speaking either for or against any book under consideration. The committee's reasons for selection of the winner and honor books will be given by the committee Chair or a designate who prepares the press release or the announcement articles.
2. Specific titles or lists of titles under consideration. Remember that all eligible books are under consideration prior to the Midwinter Selection meeting.
3. The number of ballots necessary for any decision or the vote in any balloting.

Preparation of Information for Press Release

The committee re-convenes after the selection process is complete to prepare a press release for PIO. Responsibilities are:

- The Chair divides preparation responsibilities among committee members and edits their work for continuity. Justification statements about the winning books are used as background.
- The Chair provides the completed press release to PIO by the designated deadline and in the designated format. If you do not have a laptop, often someone on the committee will have a one that can be used to prepare the press release. USB jump or "thumb" drives will be provided by PIO at the Friday informational meeting. You will save your press release to this drive and turn in the drive to PIO when finished.
- The press release will be distributed immediately after the ALA YMA Press Conference. The press release is available in print or on the ALSC Web site. Refer to Part IV, *Press Release: Sample*.

Award and Honor Notification Phone Calls

Usually on Sunday evening the Executive Director obtains the phone numbers of the winning and honor book publishers and provides them to the Chair. The Chair then notifies the winners according to the process established with PIO (usually via speakerphone). Committee members are also invited to be present for this contact, which is often the culminating event of the committee experience. The timing of the calls is dependant upon several factors (The availability of the winning publishers and the time zone of the Midwinter Meeting).

ALA Youth Media Awards Press Conference

The committee convenes at the PIO headquarters on the morning of the ALA YMA Press Conference. Usually the committee is asked to pose for a group photograph. The ALSC Deputy Director will notify the Chair before Midwinter when the committee is scheduled for their photograph as all award committees are scheduled that morning. It is essential

that all members are present a few minutes before the scheduled time to avoid delays. It is essential that the press conference start on time.

At the ALA YMA Press Conference, the ALSC President announces the winner of the Batchelder Award and, if chosen, honor books. Other award announcements include the Caldecott, Carnegie, Coretta Scott King, Geisel, Newbery, Odyssey, Printz, Schneider, Sibert, and in appropriate years, Pura Belpré and Wilder Awards. Seats are usually reserved for the various committees at the front of the room. Committee members are usually asked to stand for recognition when the award is announced.

AFTER MIDWINTER SELECTION MEETING

Members of the committee should work with their local news media in publicizing the Newbery, Caldecott, Geisel, Odyssey, Sibert and Carnegie Medals, and, in appropriate years, the Wilder and Belpré Awards. Be sure that local newspapers and radio stations receive copies of the press release. On occasion, local newspapers and television and radio stations have given extra coverage to the awards when a local person was involved in the selection process.

If you are interviewed, please emphasize the importance of good books for children, the terms of the award, and the committee's reasons for the choices made (keeping in mind the need for confidentiality about the deliberations). Other promotional activities might include developing programs and displays in libraries, schools, and other agencies about the Batchelder Award and honor books, speaking to local organizations, and sharing your experience with local professional organizations.

Presentation of the Award Citations

The Batchelder Award and honor book citations are presented at the ALSC Award Presentation on Monday morning at the Annual Conference. Although committee members are not required to be present, most find a special satisfaction in being part of this very special occasion.

PART III: ROLES AND RESPONSIBILITIES

Responsibilities of Others

Responsibility for selection of the award winner and honor books rests with the Batchelder Award Committee. This manual describes these responsibilities. However, there are others who have responsibilities for the award. The next several pages give you an overview of the responsibilities ascribed to others, beginning with an overview of the committee Chair.

COMMITTEE CHAIR

The committee Chair is a voting member of the committee with all the rights and responsibilities of other committee members.

There is a delicate balance that the Chair must maintain between being the Chair and being a committee member. Many Chairs find it helpful to the free flow of the discussion if they limit their discussion to books they feel strongly about, speak later in the discussion of any book, and speak only to make a point that has not already been made.

The Chair is responsible for setting the tone for committee discussion. This can be done by accepting all statements relative to the discussion, by firm leadership leading the discussion on pertinent issues, and by the ability to provide opportunity for all committee members to speak, without allowing any member to dominate.

In addition, the Chair does the following:

General

	Sends welcome letter to members with procedural information.	ASAP
	Establishes calendar for year and mailing procedures. Distributes it to committee.	ASAP
	Establishes guidelines for use of e-mail and any other checks that ensure that correspondence is received and answered as needed.	ASAP
	Sends congratulations letter to employer/supervisor of committee members.	ASAP
	Checks to see that Batchelder Award Committee Manual is sent to committee members by the ALSC Deputy Director.	By Nov.
	Verifies with each committee member their shipping address for the roster submitted to publishers; submit any changes to ALSC Deputy Director.	all- 1 st MW
	Maintains a mail roster (work, home, e-mail, fax with preferences), based on verified roster information, to communicate with committee.	ASAP
	Works with the ALSC Deputy Director to arrange committee meeting schedule so that it fits with the other award committees and the Notable Books Committee and on room arrangements for Annual and Midwinter meetings.	on-going
	Keeps in touch with committee members about which books are not readily available	on-going
	Notifies publishers about which books committee members have not seen.	on-going
	Invites ALSC members-at-large to submit titles for consideration. Uses ALSC-I Electronic Discussion List, ALSCConnect Newsletter, ALSC Web site and <i>Children and Libraries</i> . (optional: other publications and EDLs about children's literature).	on-going
	Solicits and receives suggestions and nominations; prepares lists of eligible books and sends them to committee members. Suggestors remain anonymous.	by established deadlines
	Checks eligibility of books suggested or nominated, with assistance of the Priority Group	

Consultant.	on-going
Chair communicates with the publishers of all suggested titles to get the publishing history for each one	on-going
Maintains running list of suggestions and nominations to include titles of all books suggested and nominated (author, publisher, translator); eligibility status, # of suggestions; # of nominations; date of suggestion and nomination	on-going
Calls for nominations and justification statements/distributes non-ranked nomination list and justification statements to committee.	Dec.
Forwards suggestions lists and nomination lists to the ALSC Deputy Director.	on-going
Consults with Priority Group Consultant on procedural and personnel issues and on eligibility questions.	on-going
Answers all correspondence promptly (committee, ALSC, and general).	on-going
Copies appropriate correspondence to committee members, Executive Director, ALSC President and Vice-President, Priority Group Consultant, and Deputy Director.	on-going
Facilitates committee e-mail discussions as needed.	on-going
Sends appreciation letters to committee members' supervisors	at outset and conclusion of service
Works with committee members not fully participating and after consultation with Priority Consultant, recommends resignation.	on-going
Attends Division Leadership meetings as schedule permits.	on-going

First Midwinter Meeting

Works with ALSC Deputy Director on introductory meeting arrangements: scheduling, room assignment, manuals needed meeting August 31	by
Notifies committee members as to meeting schedule and location	Confirm meeting date early fall, room location in Dec.
Arrange for any guest speakers and confirm Priority Group Consultant visit	during early fall
Prepares agenda for meeting and distributes to committee	Dec.
Prepares Committee Agenda Cover sheet and submits agenda to appropriate leadership	Dec.
Assigns committee secretary (prior to meetings).	Prior to MW
Conducts meeting	Jan.
Submits Post-Conference Report form to appropriate leadership (forms in Division Leadership Manual and on ALSC Web site)	within three weeks end of MW

Annual Conference (before Midwinter Selection Meeting) and Midwinter Selection Meeting

Works with ALSC Deputy Director on all meeting arrangements: scheduling, room assignment, discussion list books to be provided, etc.	on-going
Notifies committee members as to meeting schedule and location.	Confirm meeting date by Feb., room location in May.
Sets agendas for Annual and Midwinter Meetings/distributes proposed agendas to committee ahead of meetings.	May and Dec.
Develops and distributes roster of committee members' hotel addresses for communication.	May and Dec.
Prepares and distributes list of books to be discussed to committee members and the ALSC Deputy Director (three weeks prior to meeting)	May and Dec.
Prepares information packets for committee members with agendas, discussion lists, discussion guidelines, etc.	May and Dec.

	Keeps committee members and ALSC Deputy Director informed of late suggestions. Dec. and Jan.
	Informs the committee members and the ALSC Deputy Director immediately of late additions to the list of books under consideration so that the books may be read by committee members and the ALSC office may check the books for eligibility and bring them to the MW meeting. No later than one week prior to the beginning of MW
	Conducts Annual and Midwinter Selection Meetings. AC and MW
	Assigns committee secretary (prior to meetings). Jan. June and
	Assigns tellers (prior to Midwinter Selection Meeting) MW
	Arranges for necessary supplies/equipment (books, ballots, name tents, tally sheets, office sundries, calculator, camera, thesaurus, etc). prior to AC and MW
	Arranges to have biographical information on strong contenders available at Midwinter. prior to MW
	Attends ALA YMA Press Conference briefing. Friday p.m. @ MW
	Prepares or arranges for a committee member to prepare and submit the press release, winning books, and other announcement articles for PIO by the designated deadline MW
	Asks committee members to make recommendations regarding policies, practices, and procedures. Recommendations cover internal changes, changes in the working relationship with ALSC staff and PIO, and/or matters requiring Board action. at end of Midwinter Selection Meeting
	With committee, notifies winning publishers by phone usually on Sunday evening. MW
	Attends ALA YMA Press Conference with committee members. MW
	Submits minutes, ballots, and tally sheets to ALSC Deputy Director. Upon conclusion of final meeting at MW
	Reviews and distributes minutes from Annual to committee members. after AC
	Submits Post-Conference Report form to appropriate leadership (forms in Division Leadership Manual and ALSC Web site) within 3 weeks end of AC and MW

After Midwinter Selection Meeting

	Sends letters of congratulation to the publishers of the award winner and honor book recipient(s). immediately after MW
	Sends notification letter to the translator of the winning book and honor book recipient(s). immediately after MW
	Sends appreciation letters to committee members and to committee members' employers/supervisors. immediately after MW
	Prepares and sends committee recommendations regarding policies, practices, and procedures to new Chair, President, Vice-President, Executive Director, Deputy Director, and Priority Group Consultant. February
	Send the next Chair titles of any books with next year's copyright date that the committee has identified in its reading, and friendly suggestions about procedural matters. February
	Submits budget request for next committee (on request). For budget information, please see the most current edition of the ALSC Division Leadership Manual. by March if requested
	Maintains financial records of committee's expenses and requests a reimbursement from ALSC (all year). For instructions on requesting reimbursement, please see the most current edition of the ALSC Division Leadership Manual.

	after MW	
	Contacts publishers of winning books to answer questions about the award presentation and make sure authors are clear on arrangements.	after MW
	Invites committee members to award presentation.	after MW
	Prepares remarks for the ALSC Awards Presentation to introduce the award winner and honor book recipients. Sends remarks to ALSC Executive Director so the PowerPoint Presentation can be prepared	
	Early May	
	Sends all committee files to ALSC Deputy Director (comm.. communication: letters, emails, etc)	by May

Annual Conference (after Midwinter Selection Meeting)

	Greets award and honor winners. Presentation	Awards
	Introduces committee members to audience as part of award presentation. Presentation	Awards
	Presents the citation to the publisher of the winning book and honor book(s), prefaced by prepared remarks about why each book was selected.	Awards Presentation

PRIORITY GROUP CONSULTANT

	Assists Chair with procedural, personnel, and eligibility questions.	on-going
	Assists members with unusual issues, particularly those having to do with Chair.	on-going
	Attends committee meeting at Annual Conference to explain role (at request of Chair).	1 st MW & 1 st AC
	Works with the Chair to review annually the procedures of the committee and to make recommendations for improving the process.	

ALSC STAFF

General

	Checks eligibility for membership of committee appointments. (Prog Coord)	before notification
	Notifies members appointed by President. (ED & Prog. Coord)	by August in year before work begins
	Distributes manuals to committee members upon acceptance of appointment. (DD)	@Nov. in year before work begins
	Provides publishers with a committee roster/posts roster on ALSC Web site. (DD)	immediately after 1 st MW
	Maintains a collection of all suggested and nominated books from lists sent by Chair. (DD)	on-going
	Works with Chair on meeting schedule and meeting room arrangements for 1 st MW meeting, Annual (prior to Midwinter Selection Meeting) and Midwinter Selection Meeting. (DD)	on-going
	Assists with call for ALSC members-at-large to submit titles for consideration (ALSC publications and ALSC-L electronic discussion list. (Comm. Officer-CO)	on-going

Annual Conference (before Midwinter Selection Meeting) and Midwinter Selection Meeting

	Upon request, provides one copy of each book on discussion lists/notifies Chair of any books that cannot be provided. (DD)	@May and December
	Arranges for Chair to have key to meeting rooms. (DD)	MW only
	Provides Chair with phone numbers for winning publishers. (ED)	MW
	Works with PIO on arrangements for announcement: phoning winners, ALA YMA Press Conference, press release, distribution of press release in print and on ALSC Web site, etc. (ED, DD, CO)	MW
	Works with President on ALSC portion of the ALA YMA Press Conference. (ED)	MW
	Updates awards lists on ALSC Web site. (CO)	Immediately after announcement

After Midwinter Selection Meeting

	Sends letters with details about ALSC Award Presentation arrangements to the publishers of the award winner and honor recipients. (ED)	after MW
	Works with President on arrangements for award presentation. (ED)	after MW
	Handles office correspondence related to the awards.(ED)	on-going
	Arranges for preparation of citations. (DD)	after MW
	Provides Chair with copies of former presentation speeches, deadline for presentation speeches, and information on ALSC Award Presentation procedures (ED)	after MW
	Updates brochures on the awards—including editing, design, and arrangements for publication.	
	Updates awards lists in new committee manuals. (DD)	after MW

Annual Conference (after Midwinter Selection Meeting)

	Brings citations to Conference.	AC
	Carries out responsibilities related to award presentation and other events	AC
	Handles last minute details related to award presentation.	AC

ALSC BOARD OF DIRECTORS

	Regularly, and on request, reviews, reaffirms, and/or changes terms and procedures for award selection.	on-going
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ALSC PRESIDENT

	Appoints four committee members plus a Chair	Fall of year before work begins
	Fills vacancies as needed.	on-going
	Deals with conflict of interest or with problem of committee member participation in consultation with the Executive Committee and Priority Group Consultant	on-going
	Promotes the award along with others.	on-going
	Announces the ALSC awards at the ALA YMA Press Conference	MW
	Presides over ALSC Awards Presentation and Membership Meeting	AC (after MW Selection Meeting)

ALSC MEMBERSHIP: ROLE

	Submits titles for consideration.	on-going
	Promotes community interest in the award/distributes	

	information about award.	on-going
	Attends award ceremony as part of Awards Presentation and Annual Membership Meeting.	AC after MW Selection Meeting

PART IV: SAMPLES AND DOCUMENTS

MILDRED L. BATCHELDER AWARD
Letter Sent to Publishers of Suggested Titles: Sample

Date

Publisher Name

Address

Dear (Name):

(Title of book), published by you, is one of the books on a list from which the winner of the Mildred L. Batchelder Award will be selected.

To help the Mildred L. Batchelder Award Selection Committee of (year) reach its decision on which book of the translated books of (previous year) will be selected, we hope that you will give us the following information about your publication.

Will you comment upon:

1. The form (manuscript or book) in which the original book was submitted and by whom.
2. The source (a reader, a synopsis, a translation sent to you, or other source) of evaluation that led to the decision to publish the title listed above.
3. The qualifications of the translator.
4. Is the above title a co—publication with another publisher in another English—speaking country?
5. Is this a complete translation with necessary editing or is this an abridgment or condensation?

We shall appreciate your comments on these or other helpful details you might wish to send us.

Please send your reply to:

(Give name and address)

Sincerely,

Chair, Mildred L. Batchelder Award Selection Committee (year)
Association for Library Service to Children

cc: (Person's Name), ALSC Executive Director

MILDRED L. BATCHELDER AWARD*Selection Ballot: Sample***SELECTION BALLOT**

Ballot, Number _____

First Choice: _____

Second Choice: _____

Third Choice: _____

MILDRED L. BATCHELDER AWARD

Employer/Supervisor Information: Sample

Please supply the employer/supervisor information so a letter can be sent to your employer/supervisor regarding your participation on the Batchelder Award Committee. You may list as many names as you like.

Your name

Supervisor's Name: _____

Supervisor's Title: _____

Name of Institution: _____

Mailing Address: _____

Supervisor's Name: _____

Supervisor's Title: _____

Name of Institution: _____

Mailing Address: _____

MILDRED L. BATCHELDER AWARD*Letter to Employer/Supervisor #1: Sample*

Dear _____,

Please accept our congratulations and gratitude for your support of _____ during his/her term on the Association for Library Service to Children's Mildred L. Batchelder Award Committee.

This is an especially exciting assignment. In this time of increasing globalization, the Batchelder Award contributes to international understanding by giving children in the United States a window into the lives of children living in other parts of the world. Books selected by the committee will become part of the canon of distinguished international children's books for years to come. As part of this committee, _____ will help to select the most outstanding translated book for American children.

In accepting this appointment, each committee member has made a professional commitment to be involved in an intense and time-consuming process: reading, evaluating, discussing, and ultimately selecting the year's most outstanding translated book for children. Needless to say, already well-practiced reviewing and evaluative skills will be further honed and heightened.

In July our committee will meet during the ALA Annual Conference in _____. We will meet to make our selections in (month, year) in _____. The award presentation will be at the ALA Awards Presentation at the ALA Annual Conference in _____ in (month, year).

Thank you again for your support during this selection process.

Sincerely,

Chair, (year) Batchelder Award Committee

MILDRED L. BATCHELDER AWARD*Letter to Employer/Supervisor #2: Sample*

March 3, 2001

Dear _____,

Please accept once again our gratitude for your support of _____ during (his/her) term on the (year) Batchelder Award Committee. As you probably know, the award is administered by the Association for Library Service to Children, a division of the American Library Association.

For your information, the winners, announced in January, are as follows:

Winner:

(Title by author. Translated from the ____ by _____. Publisher)

In addition, there are (#) Honor Books.

(Title by author. Translated from the ____ by _____. Publisher)

(Title by author. Translated from the ____ by _____. Publisher)

This was an exciting assignment. It is an enormous professional commitment to be involved in the intense and time-consuming selection process: reading, evaluating, discussing, and selecting the year's most outstanding translated book.

The Batchelder Committee met in (month) at the ALA Annual Conference (place). We met in (place) in (month) to make our selections. The awards will be conferred at the ALSC Award Presentation at ALA's Annual Conference in (place), (date).

On behalf of ALSC I thank you for your support during this exciting year.

_____ was instrumental in maintaining the prestigious and distinguished traditions of the Batchelder Award.

Thank you again for your support of _____ and the Batchelder Award.

Sincerely,

Chair, (year) Batchelder Award Committee

MILDRED L. BATCHELDER AWARD*News Release Form: Sample*

Committee members sometimes notify employers/supervisors about their work on the Batchelder Committee independently. Also, they often notify local newspapers, professional organizations, and/or their own alumni organizations independently or through library public relations departments. The resulting notice underscores individual participation as well as the work of ALSC and ALA. Below is a sample news release form:

From: _____

FOR IMMEDIATE RELEASE

(your name and position) is named to position in National Library Group

(Your name) will serve as (position—member or Chair) on the Mildred L. Batchelder Award Committee. The committee is charged with selecting annually the most outstanding translated book published in the United States for children. Honor books may also be named. The Batchelder Committee operates under the direction of the Association for Library Service to Children, a division of the American Library Association.

<p>Include a brief statement of your professional responsibilities/activities:</p>
--

The American Library Association serves as a voice of America's libraries and the people who depend on them. ALA promotes the highest quality library and information services and protects public access to information. There are nearly 64,000 members worldwide. It is the oldest and largest library association in the world with members in academic, public, school, government, and special libraries.

The Association for Library Service to Children is concerned with:

- the evaluation of library materials for children;
- improving and expanding library services for children and those who work with them in all library settings;
- advocating the rights of children within and beyond libraries;
- supporting the professional development of members;
- supporting research and study in these areas.

MILDRED L. BATCHELDER AWARD

Letter Sent to Publisher of Winning Book from the Chair: Sample

February 21, 2007

Angus Killick
Director, School and Library Marketing
Hyperion Books for Children
114 Fifth Avenue, 14th floor
New York, NY 10011

Dear Mr. Killick,

Congratulazione! The 2007 Mildred L. Batchelder Committee was so pleased to select The Last Dragon by Silvana De Mari as an honor book. And I'm sure everyone involved in its publication is proud for bringing this title to the attention of young American readers.

Speaking for myself and my committee members, we look forward to celebrating this special achievement with you at the Annual Conference of the American Library Association in Washington, D.C. this June.

Again, our congratulations and our thanks,

Carol Ann Wilson
Chair, Mildred L. Batchelder Award Selection Committee 2007
Association for Library Service to Children

cc: ALSC Executive Director

MILDRED L. BATCHELDER AWARD

Letter Sent to Publisher of Winning Book from the Executive Director: Sample

March 2, 2007

Adrienne Waintraub
Random House
1745 Broadway
New York, NY 10019

Dear Adrienne:

Many congratulations on the 2007 Mildred L. Batchelder Award for *The Pull of the Ocean* and the Batchelder Honor for *The Killer's Tears*! May we please receive three copies of *The Pull of the Ocean* (we already have three *Killer's Tears*, somehow). They may be sent to my attention.

The Batchelder Awards and Honors will be presented to Delacorte's designated representative during the 2007 ALA Annual Conference in Washington, DC, during the ALSC Awards Ceremony scheduled for Monday, June 25, 2007, 10:30 - 11:30 a.m. A continental breakfast will be served prior to the ceremony. You'll notice, if you have attended this ceremony in the past, that this year it is taking place later in the morning. This is due to the ALSC President's Program speaker, Marian Wright Edelman, needing to speak first thing that morning rather than at the usual midmorning time.

The representative will have 2-3 minutes for remarks once the Award has been presented; no remarks are expected for the Honor. As you may know, we publish Batchelder acceptance remarks in the winter issue of *Children and Libraries: The Journal of the Association for Library Service to Children*. We would like to have an electronic copy of these remarks shortly after the Annual Conference in order to meet publication deadlines.

I have enclosed information on ordering award seals. You may be interested in advertising your winners in *Children and Libraries*; I have enclosed a rate card.

We do not yet know the location for the meeting, but will notify you as soon as we do, probably in May. Please let me know who will be attending the meeting to accept the Award and Honor on behalf of Delacorte Press.

Congratulations again! If you have any questions, please feel free to contact me.

Sincerely,

Diane Foote
Executive Director
312-280-2162
dfoote@ala.org

cc: Kathleen T. Horning, ALSC President
Carol Ann Wilson, Chair, Batchelder Award Committee

MILDRED L. BATCHELDER AWARD

Letter Sent to Translator of Winning Book by Chair: Sample

Dear _____,

Recently, announcement was made that the Mildred L. Batchelder Award for (year) has been won by (publisher) for the publication in (year) of (title) which you translated. Congratulations and best wishes to you on this recognition of excellence in translation.

Enclosed are copies of two press releases which explain the Award and the process of selection of the winning title.

The official citation will be presented to the publisher (location place) on (date).

Sincerely,

Chair, Mildred L. Batchelder Award Selection Committee (year)
Association for Library Service to Children

cc: ALSC Executive Director

MILDRED L. BATCHELDER AWARD*Press Release: Sample*

Contacts:
Larra Clark/Macey Morales
ALA Media Relations
312-280-5043/4393

For Immediate Release
January 23, 2006

2006 Batchelder Award honors Arthur A. Levine Books for "An Innocent Soldier"

(SAN ANTONIO) Arthur A. Levine Books, an imprint of Scholastic, Inc., is the winner of the 2006 Mildred L. Batchelder Award for the most outstanding children's book originally published in a foreign language and subsequently translated into English for publication in the United States for "An Innocent Soldier."

Originally published in German in 2002 as "Der Russländer," the book was written by Josef Holub and translated by Michael Hofmann. The book tells the story of a young farmhand's experience as a soldier in Napoleon's invasion of Russia beginning in the winter of 1811. Betrayed by his farmer, he is conscripted into the Grande Armée and joins an ill-fated march to conquer Moscow. He becomes the personal servant of a young aristocrat, a life-transforming experience for both of them.

"Adam's naïve narration allows readers to understand the horrors of war even as he begins to grapple with its futility and evolves from a passive reporter to a fully engaged survivor," said Batchelder Chair Karen Breen.

Two Batchelder Honor Books also were selected: "Nicholas," published by Phaidon Press Limited and "When I Was a Soldier," published by Bloomsbury Children's Books.

"Nicholas," written by René Goscinny and illustrated by Jean-Jacques Sempé, was translated into English by Anthea Bell. It was originally published in French as "Le petit Nicolas." A favorite among French schoolchildren for nearly half a century, the Nicholas stories introduce American readers to the hilarious escapades of a schoolboy and his classmates in an all-boys school.

"As Nicholas describes the events in his playground and classroom, readers will enjoy the irony of his version of reality," Breen said.

"When I Was a Soldier," by Valérie Zenatti, was translated into English by Adriana Hunter. It was originally published in French as "Quand J'étais Soldate." Zenatti's memoir tackles the unusual topic of compulsory military service in Israel, revealing the complex fabric of Israeli society. Her account of her first year as a soldier describes an experience totally foreign to American teens.

"Zenatti draws readers in with her portrayal of typical young adult concerns juxtaposed with her deepening understanding of the Israeli-Palestinian conflict," Breen said.

MILDRED L. BATCHELDER AWARD*Chair's Award Presentation Speech: Sample*

It is a great honor for me to present the award for the 1997 Mildred L. Batchelder Award to Farrar Straus & Giroux, United States publisher of *The Friends* written by Kazumi Yumoto and translated into the Japanese by Cathy Hirano.

When you know someone is watching, it makes you try harder, observes Kiyama, the narrator of *The Friends*. He is talking about the old man he and his two friends have been spying on but the same could be said for the Batchelder Award itself which was established by Mildred L. Batchelder to encourage the international exchange of high quality children's literature by recognizing U.S. publishers of such books in translation. We know that this kind of publishing requires a great deal of commitment and effort; the Batchelder Award lets publishers know that we librarians are watching. When you know someone is watching, it makes you try harder.

The 1997 committee appreciated many things about *The Friends*, including its outstanding characterization of three distinctive sixth-grade boys and the old man; its wise and witty tone which remained so true to the voice of a 12-year-old boy, in *any* country; its compelling plot which illuminated themes of friendship, individual differences and, on a deeper level, the death of childhood. For American children, *The Friends* opens a window through which they can observe what life is like for some of their counterparts living in Japan. They will see cultural differences, yes. But they will also see that children living on the other side of the globe are more similar than dissimilar. This was, after all, Mildred Batchelder's vision when she established the award, so it gives me great pleasure to present it to Editorial Director, Margaret Ferguson, who will accept on behalf of Farrar, Straus & Giroux.

PART V: APPENDICES

THE MILDRED L. BATCHELDER AWARD

The Children's Services Division has a brand new project—The Mildred L. Batchelder Award. This award, in the form of a citation to an American publisher, is intended to encourage international exchange of quality children's books by recognizing publishers of such books in translation here. At the same time it honors one whose work for children's librarianship and literature at the national level over three decades has international and lasting effects. The first Mildred L. Batchelder Award will be given in July, 1968.

The idea for the award was proposed by Eleanor Burgess, Head of Children's Work at the Grand Rapids, Michigan, Public Library, right after the CSD program meeting at the Detroit ALA conference, July, 1965. She shared the enthusiasm of others at that meeting for Miss Batchelder's report of her investigation of foreign children's book publication and exchange during her five-months' sabbatical visit to eleven countries. (For an account of this visit, see "A Travelogue," *TON*, June, 1965.) At this CSD program Miss Batchelder pointed to the need for greater exchange of children's books around the world. Her talk served as a basis for an article published in the January, 1966 issue of *ALA Bulletin* in which Miss Batchelder wrote, "To know the classic stories of a country creates a climate, an attitude for understanding the people for whom that literature is a heritage. When children know they are reading in translation the same stories which children in another country are reading, a sense of nearness grows and expands. Interchange of children's books between countries, through translation, influences communication between the peoples of those countries, and if the books chosen for traveling from language to language are worthy books, the resulting communication may be deeper, richer, more sympathetic, more enduring. I accept and believe in these assumptions."

Because this statement expresses a philosophical commitment generally shared by librarians who work with children in public and school libraries, the idea for the Mildred L. Batchelder Award was enthusiastically approved by a quorum of CSD Board members at the Detroit Conference. A committee was appointed to work out the details for the Award which were approved by the ALA Awards Committee, and by ALA Council in executive session at New York, July 15, 1966. Helen Sattley served as Chairman of the Mildred L. Batchelder Award Committee through the Midwinter meeting, 1966, when Carolyn Field assumed the Chairmanship. The members who gave so unstintingly of their time and thought to the formulation of an award which would not only honor Miss Batchelder in a way which expresses her deep and abiding concerns but also furthers an important effort of CSD are: Augusta Baker, Eleanor Burgess, Carolyn Field, Ruth Gagliardo, Virginia Haviland, Anne Izard, Rosemary Livsey, Barbara Moody, Helen Sattley, Sara Wheeler, Marian Young and Winnifred Crossley, ex officio.

The terms of the award are as follows:

1. The award will be made to an American publisher for a book considered to be most outstanding of those books originally published in a foreign language, in a foreign country and subsequently published in the United States during the calendar year preceding the appointment of the Mildred L. Batchelder Award Committee.
2. The award, in the form of a citation, will be made annually, unless the committee appointed to make the nomination is of the opinion that no book of that particular year is worthy of the honor, whereupon the award is withheld for that year.
3. The selection will be by the membership of the Children's Services Division from a slate of three to five books nominated by a Mildred L. Batchelder Award Committee appointed annually by the President of the Children's Services Division and consisting of five members. "Children's book" herein is to be interpreted as any trade book (including picture books) for children between and including the pre-nursery age level and the eighth grade.
4. The usual deadline for nominations is at the membership meeting of the Children's Service Division at the Annual Conference of the American Library Association of the year following the appointment of the Mildred L. Batchelder Award Committee and subsequently published in the November issue of *Top of the News*. Membership ballots, to be marked with the Newbery-Caldecott ballots, are due early in January of the following year, so that the ballots may be counted and announcement plans finalized at the Midwinter Conference following the Annual Conference at which the nominations were announced.
5. Release of the election results will be prepared by the Committee for a March public announcement and for inclusion in the spring library and educational journals.
6. The award will be presented to the publisher who has won the award, or a designee of the publisher, at the membership meeting of the Children's Services Division during the Annual Conference by the president of the Children's Services Division.

The Mildred L. Batchelder Award will, it is hoped, encourage more American publishers to seek out superior children's books abroad for translation and publication here so that exchange and reading of books for children published in various lands will be stimulated, and International understanding will be given additional strength and impetus.

SARA H. WHEELER, Past President of CSD

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REPORT OF AD HOC COMMITTEE TO REVIEW THE TERMS
OF THE
MILDRED L. BATCHELDER AWARD

The committee met on Wednesday, December 10, 1969 to discuss the terms of the Batchelder Award. We had reports from Helen Canfield and Virginia Haviland, two previous Chairpersons of Mildred L. Batchelder Award Committees. We also had a detailed report with suggestions from Lillian Gerhardt and Janet Strothman, both of whom are members of the 1970 Mildred L. Batchelder Award Committee. Our committee studied these reports and discussed them along with our own ideas. The following report is a result of the Ad Hoc Committee's deliberations:

There are two possibilities for a book to be considered eligible for the Award. First, the American publisher receives a book and a resume, but the latter is not a completed translation. The American publisher does not, as a rule, have access to original reviews unless they are in *Bookbird* or unless the original publisher includes them with the book. This is unlikely and especially so if the book has not received uniformly good reviews. Therefore, the American publisher must rely on a reader and must approach the book as one would approach an original manuscript. Secondly, the book can be a joint commission. An English publisher and an American publisher can translate and publish together. It should be clear that this is a joint venture. A book already translated in English and read for the first time in English translation should not be eligible for consideration.

Definition of good translation:

The book should be in good, readable standard English— —not stiff and stilted. It should retain the flavor of both the background and characters of the original work so that, when reading the book, one should realize that it came from another country. Where possible, the mood of the original language should be retained. The book should not be Americanized. If the original book is about another land and people other than its own, the translation should retain the viewpoint of its original author. Since, it will often be impossible for the committee to read the original, the committee members must use their own best judgment. The American book should not be an abridgment or condensation of the original. The same book selection standards should be used as would be used in judging any book for children. It is interesting to note that very often the best translation is that made by the person who speaks English as a first language. Our committee feels that there should be recognition of the fact that some languages are much easier to translate than others and so are less challenging to the American publishers.

When the committee reaches the point in its deliberations where a group of more than five books remains to be considered publishers should be asked to submit detailed information about the translations and the translators. A form letter should be sent to these publishers which would incorporate the following points:

1. The form in which the original book was submitted to American publishers and by whom.

2. The source of the evaluation that led to the decision to publish.
3. The name and qualifications of the translator.
4. Is this a co—publication with another publisher in another English— speaking country?
5. Is this a complete translation, with necessary editing or is this an abridgment or condensation?
6. Further details, if any.

This Ad Hoc Committee wishes to make recommendations concerning the committee itself. The members should have book knowledge and experience and therefore, this is not a committee for “training.” The Chairperson should also have experience in the organization and management of a committee. He should schedule a sufficient number of meetings for full discussion of recommended titles. Membership on the committee should also guarantee attendance at these meetings. Appointment to this committee is an important assignment.

The above recommendations and suggestions are an attempt to clarify the problems faced by former committee members. These problems were procedural, administrative and those of interpretation. Therefore, the terms of the Award as adopted by ALA Council on July 15, 1966 should remain unchanged. The recommendations and suggestions of the Ad Hoc Committee could be incorporated in a directive similar to the one given the Newbery—Caldecott Committee members.

Respectfully submitted,

Augusta Baker, Chairperson
Jean Karl
Kathleen Sheehan

cc: Ms. Tarbox
Ms. Jinnette
Ms. Ledlie
Ms. Karl
Ms. Sheehan

1/19/70

THE HAZARDS OF TRANSLATION

By Margaret K. McElderry

WORLD WAR II disrupted, among other things, the normal flow of information from country to country, the cultural exchange of art, music, and books. Channels of communication were cut off, and national energies and resources were, of necessity, directed toward an all-out war effort. As a result, when the war was over, there was a great hunger for knowledge about what had been happening elsewhere. In the United States we were eager to know about books that had been published abroad — often under extraordinarily difficult circumstances — and the same kind of interest was evident in other countries. Thus began a period when books from other lands were eagerly scanned by publishers, and many were chosen for translation and publication both here and abroad.

But with the Vietnam war era and with the gigantic and rapid upheavals and changes in our way of life, we in the United States shifted our focus from the broader one that had existed for many years after World War II to a much narrower one. We began concentrating on ourselves, trying to understand what was happening and why, how we could define and begin to solve our problems. Naturally, this shift in focus has greatly affected the publishing of books for children. From a period of abundant translation of books from abroad, we have moved to a time when only the most outstanding books are accepted for translation and publication. Many charming stories that reflect life in other countries and that would broaden young readers' horizons if they could read them are casualties of this shift in emphasis. American children, as librarians tell me again and again, are becoming more difficult all the time to interest in books about other lands. They want to read about the here and now of the United States. In time, this trend will shift again. Such phases of changing interest are constantly with us, but it makes translations riskier now than before — and they were always risky enough.

Some editors and publishers, no matter what the climate of interest, have eschewed translations as a matter of policy because of the risks involved. Consider for a moment the hazardous pattern of a translated book. An editor in this country rarely knows more than one language; so when a foreign book is received, he or she must send it out for a report. It's a real trick to find a reader totally conversant with the foreign language who is also a judge of literature, to say nothing of children's literature, and who has as well a particular knowledge of children's books and reading in the United States. Since any one reader seldom combines all these qualities, an editor usually has two — or better three — readings made before reaching a decision. If they are sufficiently convincing, he or she then decides to publish. The next hazard is the translation itself, with the editor again totally at the mercy of the translator's integrity. Because the editor is always one step removed, as it were, from the material, making decisions not on his or her own knowledge but at second hand, one understands the position of the publishers who say thumbs down on translations.

Thank goodness, there *are* editors and publishers who believe in the absolute necessity of a continuing exchange of books between countries. It is, in my opinion, a responsibility on the publishers' part to try to make the best books from other parts of the world available.

There are two broad categories to be considered in translations — picture books and

books with a considerable text. Since nonfiction is much less frequently exchanged between countries, I am referring only to fiction. In the case of picture books, the illustrations are the first thing to be considered by an editor. If they are truly outstanding, they should be made known to children everywhere. The editor then turns to the accompanying text. Is it equally distinguished and successful? All too often the text is weaker than the pictures, and one gets the feeling it was simply manufactured in order to permit an artist to make lovely pictures. That is always a great disservice to the artist, for the book that results is not an integrate~whole. Sometimes, though it is rare, a new text can be written directly in English which, though based on the original idea, is much more successful than a translation of the second-rate text in the foreign language.

This was the case in a book that I published in 1960. *Chendru* (Harcourt) was written originally in Swedish by Astrid Sucksdorff, who — while she was living in India — had made remarkable full-color photographs of a boy and his pet tiger. Mrs. Sucksdorff's gift lay more in photography than in writing, and when Collins, the English publisher who originally undertook to bring out the book in the English language, faced the problem of translating the text, they decided — and I agreed on behalf of the American edition — to ask William Sansom, a well-known English short story writer and essayist, to write a new version. He did, and the text is worthy of the brilliant photography.

In books for older readers, the quality of the original text is all important. There is no question of anyone writing an English version (though I'm afraid some so-called translators make more changes than they should because it is easier for them; and they get away with it). Occasionally, though it should always be done with the author's permission, a very skillful translator may tighten a book a little as he works on it, in effect doing a certain amount of editing that should probably have been done even before the book was originally published. In my own experience, this kind of tightening was done very successfully by Marie Ponsot, an American poet in her own right, who translated two excellent books by the French writer Michel-Aim~ Baudouy — *Old One-Toe* (Harcourt) and *More Than Courage* (Harcourt). But with a writer like Margot Benary-Isbert — whose first book to be published in the United States in translation, *The Ark* (Harcourt), won a firm place for her in our literature — there was no question of editing and tightening the translation. Her writing did not require it. Fortunately, her English was good enough so that she could read the translation and make helpful suggestions, a situation that rarely exists.

I'd like to give one more specific example of a translation project — a book I published in the fall of 1973 — because it demonstrates a rather special set of problems, perfectly fascinating ones, actually. The book is *It's Raining Said John Twainig: A Collection of Danish Nursery Rhymes* (A Margaret K. McElderry Book, Atheneum), edited, translated, and illustrated in full color by that remarkably gifted artist, N. M. Bodecker, Danish-born, but an American resident for over twenty years. As a child, he learned some wonderful old rhymes from his Danish nurse. (She is now a very old lady, and the book is dedicated to her.) When his own sons — three of them — were small, he wanted them to know the rhymes, too; so he decided to translate them into English for the boys. In some instances, because verse is the most difficult form to translate, he had to alter the original rhymes to make them good English rhymes. Years later, he painted wonderful pictures to go with them so that other children might enjoy the work.

An English publisher (Macmillan), a Danish one (Gyldendal), and a Swedish one (Rabén & Sjögren) printed their editions of the book with ours. The book, originally scheduled for printing in Hong Kong, was finally printed in England, because the prices in Hong Kong shot up too high after color-proofing the book there. Of course, there was no problem about the text for the English edition. Macmillan used Mr. Bodecker's original English text, but in Denmark and Sweden there was a real problem. Mr. Bodecker's pictures are very detailed and were designed to go with his English version of the old rhymes. Therefore, in some instances, it was not possible for the Danish publisher simply to use the original Danish verse. Where Mr. Bodecker had had to write a new version of the rhyme in order to make it work in English, the pictures did not quite fit the details of the original Danish verse. Eventually, the Danish publisher found a well-known Danish poet who fell completely in love with Mr. Bodecker's illustrations. Months later, he appeared in the Gyldendal offices with new poems in Danish, based on the old rhymes, that go perfectly with the pictures. The same thing happened in Sweden. Rabén & Sjögren showed the pictures to a poet who was enchanted with them and wrote new versions in Swedish, when necessary, as well as translating the others. I doubt many books will equal this one's complex history — but everyone is happy now, and we are all thankful that Mr. Bodecker's old nurse lived to see the book!

When the translation of a fine book is successful and the book puts down strong roots in a new country, the rewards of originating the translation are, as for anything difficult of accomplishment, extremely rich. How much poorer our literature would be if no one had ventured to transplant Astrid Lindgren's *Pippi Longstocking* (Viking) from Sweden to the United States, Hans Baumann's *Caves of the Great Hunters* (Pantheon) from Germany, Collodi's *Pinocchio* from Italy, Saint-Exupéry's *The Little Prince* (Harcourt) from France — to name only a handful of the books that now belong as much to American children as to the children of foreign lands. Translation must — and will — continue to be undertaken, but the wise publisher's motto must be: Proceed with Caution at Your Own Risk.

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Translation: The Editor's Viewpoint

by Elizabeth D. Crawford

FIRST OF ALL, I'd like to tell you how pleased and appreciative we are at Morrow Junior Books to be the recipients of the Mildred Batchelder Award for *The Winter When Time Was Frozen*. A pat on the back is always nice, especially when it comes from a group of people we make a great effort to please. But when the pat is given for publishing a good book in translation, it is especially gratifying—for publishing translations is fraught with uncertainties all along the line. They require extra care, and often their reception is disappointing, particularly if you consider that the decision to publish has been weighed with more than usual concern. When you share our enthusiasm for a book and demonstrate it this way, it's just lovely. So, on behalf of all of us involved, thank you.

Much has been written and spoken about how translations get to be published here. As I was casting about for some fresh ground to explore with you, I was struck by the thought that probably the basic reason we editors are tempted by foreign books is that they are exotic—different from what we find at home. I don't for a moment discount the importance of making our young aware of and understanding of the best of other cultures — but I think perhaps the consideration of the value occurs to us only after our roving eye has traveled to the foreign publishers' lists and been riveted by something that we fall for and would love to try out here. And yet, this same exotic quality is often what seems to stand in the way of a book's ready acceptance by American readers. The more "foreign" it is, the harder it is to induce young people to read it and the more difficult to induce people to make it available to them. This neat little paradox makes us examine each translation prospect very, very carefully. The questions we must ask ourselves, both when acquiring such books and also in the editing of them, are (a) Does this book offer the American reader an experience he or she can't find in a book originating here? and (b) If it does, is that experience presented in a way that will invite our readers to share it?

How one answers these questions varies with editorial taste, of course, and when it comes right down to cases, the answers don't fall so neatly into the proper categories. Very often we are not able to evaluate the book under consideration for ourselves but must rely on other people's judgment as a basis for decision. If an editor can read a foreign language well enough to get the sense of a story, it's a great help, but even those of us who are lucky enough to be able to do that in one language are helpless when it comes to all those others we don't know. We must rely on the reports of trusted readers. The best situation is when you have worked with one person over a long period of time and a number of reports. Then you get a sense of how your reader reacts and thinks and can interpret his or her report accordingly. But still, this secondhand system is rarely as good as being able to read a proposed book yourself or to be able to discuss it with your colleagues.

The Winter When Time Was Frozen was brought to our attention by a visitor from the Netherlands because the book had won the Golden Stylus, the Dutch children's book award that equates with our Newbery. With the book was a summary and evaluation by Maryka Rudnik. We knew Maryka—she and Raphael had translated Tonke Dragt's *The Towers of February* for us — and we knew her to be an excellent critic and to possess a wonderful feeling for the texture and nuance of language. So we were disposed to believe her when she said this was a fine book. But all the same, we turned to our trusted adviser, the late Richard Winston (through whom we knew Maryka in the first place), to see how the work stacked up against all the others we had sent him over the years. His enthusiasm made us go forward. Dick said *no* more often than he

said yes, so a *yes* weighed very heavily indeed.

Once we decide to publish a book and the arrangements are worked out with the foreign publisher, the next hurdle is to find a translator. In this case, a pair of good Dutch translators were already interested in the story—if only they were free. And luckily they were—or at least enough so that we could work out a schedule that would satisfy us both. We always try to fit extra time into the publishing schedule for translations because they take much more work in the office than the usual English-language manuscript. No matter how good the translation is, there is a great deal of close work on the text, with conferences between editor and translator and often the author too. In this case we were most fortunate that the Rudniks were living in this country so that we could work back and forth more easily than if they'd been overseas, but there was still correspondence with the author, for which time has to be allowed. Then too, when a book originates in this country, a number of people on the staff will have read it, often before it is even under contract. Not so with a translation. So all the usual preparations for launching a new book are compressed into a very short space of time: catalog copy to be written, jacket copy, an artist to be commissioned for a jacket—which means a manuscript for him or her to read — and the subsidiary rights and marketing people want something to read too. You can just imagine what it must be like, with everyone clamoring for information and copy and then, when the editor finally gets to read the book herself, she finds it doesn't quite live up to her expectations! Sometimes it even seems wise to try to get the author to add some new material or to allow changes. However, in the case of *Winter*, we were *not* disappointed; the book was *very* long, though, and we did drop one chapter (the author's suggestion) to help us publish it at a reasonable price.

Then the fun begins. What we always hope for is a fluent, euphonious translation that never betrays a flicker of "foreignness" in usage or speech rhythms but still conveys the full flavor of that different experience that made the book seem worth translating in the first place. If one has read the original, it can come as a rude shock to see the story in naked English, unglamorized by the excitement of reading and understanding a foreign language! But the rude shock may also be because the translation does not sound like the book one has read. The translator may have put in a few words, have slightly changed the word order, or chosen big words when the author used small ones, and it all goes to change the cadence, texture, and style of the original. Even such a minor alteration in construction as "Now I must get home quickly," changed from the more literal "Now I must hurry home," if done repeatedly, will convert the author's style from a tight, direct one to a wordier and possibly less effective one. And the book thus translated is not the same one the author wrote.

Obviously, this sort of attention to text is only possible if one reads the originating language, and it has its pitfalls too—it's dangerously easy to fall into the trap of retranslating just because one would have done it differently oneself and also, if one is looking very hard at the original all the time, it's possible to forget to "hear American." If one doesn't read the foreign language involved, the work goes along faster, but it is still almost a matter of reading aloud to oneself to be sure it all sounds right, as well as trying to catch anything that our readers will not understand.

Although we don't want our foreign books to sound too exotic, we no longer go to the lengths we used to to Americanize them. We permit foreign foods, currencies, even foreign names if the American tongue and eye can deal with them. In British books we no longer carefully convert all lifts to elevators, all ironmongers to hardware stores. Of course, if the translator is British and translating for an American publisher, the case is different. Then we *do* convert to American idiom. No matter how carefully that translator may have attempted to adapt

for the American audience, there are going to be some usages that sound English. I usually notice it most in the speech rhythms—for instance the way the British use “then” to fill out a sentence. We would say, “Are you going now?” and the British translator might say “Are you off, then?” or “What’s this all about, then?” and we’d say, “Okay, what’s this all about?” Small points, to be sure, but if the book is full of such small points, it will sound foreign.

It’s all stimulating and great fun, and when the book is out and someone says they like it and see in it the qualities that made you want to publish it, it’s the greatest feeling in the world! But of course, high praise is *not* always forthcoming. Sometimes one can understand the reasons, even perhaps agree—sometimes not. What does get under the editorial skin, however, is to read negative comments about the translation itself that are unsubstantiated by any evidence or any suggestion that the critic is particularly knowledgeable about the original. In such instances, we must conclude that the reviewer is falling into the trap of prejudging the unfamiliar—pouncing on the exotic. We can all cite various occasions of irresponsible reviewing, and this kind wouldn’t be worth special comment, except that translated books are an endangered species. They sell less well than indigenous books — even when they *are* highly praised and distinguished by awards (*Pulga*, by S. R. van Iterson, which won the 1973 Mildred Batchelder Award, is now out of print)—and they are more difficult to produce. As budgets shrink and costs go higher, editors become less willing to gamble and so do librarians. Those of us who publish translated books will certainly still be attracted to them, but we won’t be able to justify introducing them if there is barely an audience for them here. These books take extra work from librarians and teachers and reviewers, too. Not everyone is ready to taste the unusual dish on the menu. We editors are responsible for finding the tasty books, and you are responsible for spreading the feast. More power to you!

Ms. Crawford is senior editor of Morrow Junior Books. This article was originally presented as a speech at the Batchelder Award presentation held in Pittsburgh on April 2, 1981.

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Children's Books in Translation

Some of America's best-loved children's books were originally written in another language in another country.

by Mildred L. Batchelder

It does not matter to children whose native language is English that Heidi or Pinocchio or Don Quixote or Nils or the Moomins or Pippi Longstocking or the Little Prince or Rapunzel or the Bremen Town musicians are characters from stories that were originally published in a language they cannot understand. But it does matter to a culture, our culture, and a country, our country, that children through these and many other translated books in libraries and bookstores have access to some of the same stories read by children in other countries. This is especially true for American children who grow up where country boundaries and oceans make it very different from European countries, many of which are separated not by geography but by language and culture.

Through translated books, children come to know the books and stories of other nations and thus make a beginning toward international understanding, toward sharing experiences with children who speak and read other languages. Over many years, a considerable number of children's books, especially from European languages, have been translated and published here, and many have been favorites for generations. We are grateful for the wonderful foreign books of earlier years, which our children love and which are known to them only through translation. We must wonder whether there are not many excellent foreign children's books of recent years that, translated and published in America, would further increase the opportunity for our children to share through stories some feeling of other cultures and people.

Admittedly, there are many problems in publishing translations. The first is identifying and selecting books for possible translation and publication in the United States, or in any country. How can publishers and children's book editors see children's books published in other countries that might be good candidates for translation and publication here? In our country, too few of us are skilled in languages other than our own. Publishers and editors usually have had to depend on literary agents and other secondhand knowledge of books before choosing them. With the advice of a literary agent or a "reader's" recommendation, the decision whether or not to translate and publish a book begins. In addition to the normal costs of publication, translations involve numerous extra costs. To mention a few, payments must be made to the publisher and the author and the translator. And if the original illustrations are used, costs, and perhaps more problems, are added. How essential is the original art to transmitting the book to children of a different geography and language? For some books the illustrations in the original are an integral part of the book, and without them the impact of the author's book is reduced.

On the translator depends the quality of the book in its new form. Translators of children's books need special skills and experience. It requires a dedicated and inspired translator to produce an excellent translation that transmits the author's style and tone and carries the author's story with integrity to children at the intended age level. Assuming that the translator's native language is the language into which a book is to be translated, and this is of first importance, he or she also needs an intimate knowledge of the language of the original book. Anthea Bell, a translator of many children's books into English says, "Any conscientious translator will of course stay as close to both letter and spirit of the original as possible, but especially in translating for children if a clash should arise, then the spirit of the work must take precedence. Any necessity for adaptation may vary from book to book, and from age group to age group, but I would rather—with the author's permission, needless to say—adapt, than lumber a text with footnotes."

By the 1980s, there were opportunities for publishers to see books from countries throughout the world at the annual Frankfurt and Bologna book fairs. Each has extensive displays by publishers and others of books from many countries. Bologna shows children's books exclusively. U.S. publishers, editors, and literary agents, as well as some librarians, attend the fairs. Here books are easily seen, publication rights can be negotiated, and first steps taken toward sharing internationally a wide variety of children's books. Also, ever since its founding in 1949, the International Youth Library in Munich has been building a collection of children's books from all over the world, and it provides a place where editors, publishers, and agents can see and consider children's books for possible translation and publication. By now, IYL has a collection of more than 400,000 children's books.

In the U.S., even after a children's book is chosen, translated, and published, there are further problems before it reaches young readers. Editions of translated children's books may not be large. Publishing experience indicates they may not sell well. Then they are not in print and available for very long. In the twenties and thirties, publishers printed larger editions of children's books, and libraries could buy from publishers' backlists books that had been published several years earlier. Long since, extensive backlists have ceased to be economically feasible, so decisions to buy have had to be made promptly.

Librarians know that translated books for middle and upper grades must frequently be given special introductions. They may have an unusual setting or unfamiliar geographical or historical background and characters. Situations that are obvious to children reading the original book in their own language take for granted such references, but for children reading the story in another language, some explanation in the text or in the librarian's introduction to the book is sometimes needed.

With such considerations in mind, it is understandable that public and school librarians are cautious in buying translated books, waiting for dependable reviews or firsthand examination or a chance to read the book. If too much time elapses in this process, the book may already be out of print before it is ordered. The values that come when children in different countries and languages read the same stories are usually recognized. It may take imagination and patience, however, to open up for children the possibilities and excitement of reading good books in translation.

As U.S. librarians have become active in international library organizations, their interest in the quality and extent of recent translated books has grown. For thirty years as the representative of the children's librarians' organization within the American Library Association (ALA), I talked with the many children's librarians from other countries who visited ALA and went on to visit libraries in many parts of our country. We were interested in their libraries but also in their books, especially our books that were translated and in their libraries. The children's librarians in the U.S. for some years had a committee that made selected lists of U.S. books that the committee believed other countries should consider for translation and publication. The lists were sent to these visitors and to members of such organizations as the International Federation of Library Associations, the International Board on Books for Young People (IBBY), and UNESCO. This did not seem a satisfactory way to channel the suggestions of books in English that might be translated, and reciprocally, it did nothing to encourage the publication of recent outstanding children's books from other languages for English-reading children.

From the visits of foreign children's librarians and from my experiences on a sabbatical in 1964 in eleven European countries, talking with librarians and publishers, I became persuaded that we should emphasize learning what current outstanding foreign children's books were being translated and published in our country and bring more attention to them. I was impressed with our need to promote these books. My intense interest in the field of foreign children's books through translation led, when I retired, to the establishment of an ALA award to recognize a U.S. publisher each year for choosing, translating, and publishing a children's book of merit from another country and language. The proposal for such an ALA award was made and accepted. It would be called the Mildred L. Batchelder Award and would be selected by a committee of the ALA Children's Services Division, now called the Association of Library Service for Children. Announcement of the publisher to be honored and of the book selected is made each year at the ALA midwinter meeting and presentation is made at the ALA summer conference. The first Batchelder award went to Alfred A. Knopf for the translation of *The Little Man* from the German of Erich Kästner and was given at the 1968 ALA conference. In January 1988, the latest award was announced; it was given to Margaret K. McElderry Books for the translation of Ulf Nilsson's Swedish book, *If You Didn't Have Me*. Illustrating the problem of the limited period for which translated children's books remain in print is the experience of the twenty-one books whose publishers have

received the award. Nine are out of print, and four are available in paper binding. Only nine are still in print in the form in which they were originally published. Seventeen publishers have received the award, three of them receiving it a second time. No award was given in 1978, although in 1979 winners were announced for both 1979 and 1978.

Existing hand-in-hand with the translated book is the book in its original edition. In American children's libraries, it is very desirable to include some children's books in languages other than English even when neither children, librarians, nor teachers read those languages. Choosing and obtaining appropriate foreign books for U.S. children's libraries has become easily possible since 1972 with the foreign children's books lists selected by committees of the ALA Association for Library Service to Children and published in the ALA *Booklist*. At first appearing only occasionally, they have become nearly monthly. Over the entire period, lists from twenty different languages have been printed. For some languages for which there is a demand in some parts of the U.S., additional lists have appeared. There have been nineteen lists of children's books in Spanish, six each in German and Chinese, five each in French and Japanese, four in French Canadian, and three in Slovenian. Sources for purchasing the books are always given. It is a welcome development that through these lists good foreign language children's books, perhaps some of them translations of books American children know well in English, can be obtained for children's libraries.

Seeing what other languages look like in print may make the experience of reading translated books more inviting. And how exciting when a visitor or parent or teacher or classmate can read one of them! Seeing books in French, German, Italian, or Japanese can also arouse curiosity and perhaps stir a wish to read and speak another language sometime in the future. Our financial markets are finding they must become global in today's world. So, too, children need to begin early to feel their relationships to children throughout the world. Translated books can begin to bridge the gap.

Mildred Batchelder was the Executive Secretary of ALA's children's and young adult librarians' organizations for thirty years. This essay is drawn in part from a talk she presented at the Third Pacific Rim Conference on Children's Literature in 1986 in Los Angeles. Proceedings of that conference will be published by Scarecrow Press, Metuchen, NJ. The statements by Anthea Bell can be found in her article, "Children's Books in Translation," Signal, January 1979 (Thimble Press, Strand, Gloucestershire, England).

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Mildred L. Batchelder, 1901-1998

By Dorothy J. Anderson

During her thirty years with the American Library Association, 1936-1966, Mildred L. Batchelder became a powerful leader in the world of library service to children and young adults. She exerted a national and international influence well beyond her roles as chief of ALA's first divisions for school and children's libraries, and, later, as first executive secretary of its divisions for children's and young adult services.

Batchelder saw her job at ALA as an opportunity to assess grass-roots needs, bring back ideas and solutions, and form connections with other agencies serving youth. It was a pioneer effort requiring a strong and far-sighted leader. Intelligent, persuasive, and sometimes formidable, Batchelder was equal to the task. She had a rare ability to see opportunities for service, to devise new ways to get a job done, and to enlist the enthusiastic support of other people. Her duty, as she saw it, was to identify, motivate, and utilize individual members. "You can get things done," she always said, "if you don't care who gets the credit!"

Standing barely five feet tall and walking with canes later in her career, Batchelder nonetheless commanded immediate respect as she filled board rooms and auditoriums with the compelling resonance of her New England voice. She had a fast, creative mind and great determination. Not one to spend much time on nit-picky things, she saw the big issues and gave her energy to them.

Of her many major accomplishments, three stand out. First, she developed a world-wide network of relationships between professional people and organizations that benefit children and libraries. Second, she drew talented people into the professional service of ALA, pushed them to the limit, gave them credit, and at the same time facilitated the larger goals of ALA and society at large. Third, through constant promotion of better library services and materials, Batchelder sought to enhance understanding among people of different cultures, races, nations, and languages.

To accomplish these goals she used every means at her disposal: encouragement, persuasion, intimidation, guilt, cooperation, and hard work. "Mildred worked me to death," said New York Public Library's Augusta Baker, "and I loved it!...Mildred made you feel passionate about your calling." "Mildred broadened your vision," said Carolyn Field, former head of children's services in Philadelphia. "You'd come to ALA thinking about your own little corner of the world, and after working with Mildred, you're thinking about the whole world!"

Batchelder made it her business to know everybody and everything. Ideas electrified her. She immediately sent off dozens of little hand-written notes to people around the

world who might be able to implement them. Sara Fenwick told Batchelder once, "I've never picked up the telephone to call you with a question but that I've received not only the answer I needed, but a dozen other good ideas as well. I know these ideas stem from your excitement and fascination with the whole field!" Some of those exciting ideas concerned books for rural children, intellectual freedom, and audiovisual materials; later they addressed computers for libraries; services to preschoolers; services to poor, disadvantaged, and institutionalized children; selection tools; and historical collections of children's books. Under her direction the Frederic G. Melcher Scholarship; the divisional publication, *Top of the News*; the film, *The Lively Art of Picture Books*; and the Jaycee's program, *Good Reading for Youth*, were initiated and maintained.

After World War II, she urged the State Department to give leftover audiovisual equipment to libraries; solicited more than two thousand foreign children's books for display at the 1961 Seattle World's Fair; managed the Rockefeller grant that supported the International Youth Library in Zurich; and personally insisted that Virginia Haviland, and later other Children's Services Division and Youth Adult Services Division representatives, attend International Federation of Library Associations and Institutions.

Mildred Batchelder was full of enthusiasms. Of the scores of projects she shepherded to completion at ALA, few intrigued her more than the translation of foreign language children's books. Her grand European tour in 1961 paved the way for decades of continued interest in these books by publishers in the United States. The Mildred L. Batchelder Award keeps that legacy alive.

Batchelder's personality distinguished her from many leaders of her day. She was not afraid of power and she was not afraid of being disliked. She neither sought accolades nor lobbied for herself in any way. The cause itself was paramount. She judged vanity to be a waste of time. I remember the night in the 1960s when a formally-gowned Children's Services Division president queried Batchelder enroute to the Newbery-Caldecott dinner. "How do I look?" she asked. From her wheelChair, Mildred L. Batchelder snapped, "This is NOT about you."

Although a small figure against the dramatic backdrop of two world wars, the Great Depression, and the radical 60s, Batchelder was a giant in her vision of the world-wide impact of children's books. A Victorian, she was outspoken in areas such as race relations and the rights of women and children. In the early years of her ALA tenure, for example, Batchelder was outraged to find that a Children's Services Division keynote speaker, Charlemae Rollins, was forced, because of her color, to use the freight elevator in a southern hotel during the annual conference. Batchelder immediately contacted national antidiscrimination groups and eventually the ALA council voted not to hold conferences in the South until all conferees were assured equal respect and access to facilities.

Mildred L. Batchelder had an unshakable sense of herself as right. Even her friends were treated to doses of her fiery temperament. One said: "Mildred was a fascinating character, very aggressive, very creative...and she had a great and generous spirit which counterbalanced her impatience." Of herself, Batchelder said, "I'm not very graceful in putting up with slowness, and what appears to be stupidity from those who know better, or should know better!" In the middle decades of this century her forceful advocacy pushed children's services to the forefront of the profession and helped to bring the best library materials and services to generations of young people.

Batchelder was honored for her pivotal role in the direction and growth of library services to children and youth by the Grolier Award, which cited her judgment, her knowledge, her wit, and her persuasive national leadership. She also received the Constance Lindsay Skinner Award and honorary membership in the International Youth Library.

"One will not be able to move in this organization for the next forty years without walking in Mildred Batchelder's footsteps," said Mary Jane Anderson in 1981. "She developed the leadership that is taking us forward today." And for that we are all profoundly grateful."

Dorothy J. Anderson is a former assistant dean of UCLA's Graduate School of Library & Information Science. The above remarks are excerpted from her forthcoming biography, tentatively titled *Mildred L. Batchelder & the Golden Age of Children's Services*.

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**ALSC Mildred L. Batchelder Award Winners
1968-Present**

2007

Delacorte Press, for *The Pull of the Ocean* written by Jean-Claude Mourlevat and translated from the French by Y. Maudet.

Honors:

Delacorte Press, for *The Killer's Tears* written by Anne-Laure Bondoux and translated from the French by Y. Maudet.

Hyperion/Miramax, for *The Last Dragon* written by Silvana De Mari and translated from the Italian by Shaun Whiteside.

2006

Arthur A. Levine Books for *An Innocent Soldier* written by Josef Holub and translated from the German by Michael Hofmann.

Honors:

Phaidon Press, for *Nicholas* written by René Goscinny and illustrated by Jean-Jacques Sempé, translated from the French by Anthea Bell.

Bloomsbury Children's Books, for *When I Was a Soldier* written by Valérie Zenatti and translated from the French by Adriana Hunter.

2005

Delacorte Press/Random House Children's Books, for *The Shadows of Ghadames* by Joëlle Stolz, translated from the French by Catherine Temerson.

Honors:

Farrar Straus Giroux, for *The Crow-Girl: The Children of Crow Cove* by Bodil Bredsdorff, translated from the Danish by Faith Ingwersen.

Richard Jackson Books/Simon & Schuster's Atheneum division, for *Daniel Half Human and the Good Nazi* by David Chotjewitz, translated from the German by Doris Orgel.

2004

Walter Lorraine Books/Houghton Mifflin Company, for *Run, Boy, Run* by Uri Orlev and translated from Hebrew by Hillel Halkin.

Honor:

Chronicle Books, for *The Man Who Went to the Far Side of the Moon: The Story of Apollo 11 Astronaut Michael Collins* by Bea Uusma Schyffert, translated from Swedish by Emi Guner.

2003

The Chicken House/Scholastic Publishing, for *The Thief Lord*, by Cornelia Funke and translated by Oliver Latsch.

Honor:

David R. Godine, for *Henrietta and the Golden Eggs* by Hanna Johansen, illustrated by Käthi Bhend, and translated by John Barrett.

2002

Cricket Books/Carus Publishing, for *How I Became an American* by Karin Gündisch. Translated by James Skofield

Honor:

Viking Press, for *A Book of Coupons* by Susie Morgenstern with illustrations by Serge Bloch. Translated from the French by Gill Rosner for the U.S. edition.

2001

Arthur A. Levine/Scholastic Press, for *Samir and Yonatan* by Daniella Carmi. Translated from the Hebrew by Yael Lotan.

Honor:

David R. Godine, for *Ultimate Game* by Christian Lehmann. Translated from the French by William Rodarmor.

2000

Walker and Company, for *The Baboon King* by Anton Quintana, 1999. Translated from the Dutch by John Nieuwenhuizen.

Honors:

Farrar, Straus and Giroux, for *Collector of Moments* by Quint Buchholz. Translated from the German by Peter F. Neumeyer.

R&S Books, for *Vendela in Venice* by Christina Björk; illustrated by Inga-Karin Eriksson. Translated from the Swedish by Patricia Crampton.

Front Street, for *Asphalt Angels* by Ineke Holtwijk. Translated from the Dutch by Wanda Boeke.

1999

Dial, for *Thanks to My Mother* by Schoschana Rabinovici, 1998. Translated from the German by James Skofield.

Honor:

Viking, for *Secret Letters from 0 to 10* by Susie Morgenstern, 1998. Translated from the French by Gill Rosner.

1998

Henry Holt, for *The Robber and Me* by Josef Holub, 1996. Edited by Mark Aronson and translated from the German by Elizabeth D. Crawford.

Honors:

Scholastic Press, for *Hostage to War: a True Story* by Tatjana Wassiljewa, translated from German by Anna Trenter

Viking Publishing, for *Nero Corleone: a Cat's Story* by Elke Heidenrich, translated from German by Doris Orgel

1997

Farrar, Straus & Giroux, for *The Friends* by Kazumi Yumoto (Tokyo, Japan), 1996. Translated from Japanese by Cathy Hirano.

1996

Houghton Mifflin, for *The Lady with the Hat* by Uri Orlev, 1995, translated from Hebrew by Hillel Halkin

Honors:

Henry Holt & Co., for *Damned Strong Love: The True Story of Willi G. And Stephan K.* by Lutz Van Dijk, 1995, translated from German by Elizabeth D. Crawford.

Walker and Co., for *Star of Fear, Star of Hope* by Jo Hoestlandt, 1995, translated from French by Mark Polizzotti

1995

Dutton, for *The Boys from St. Petri* by Bjarne Reuter, 1994, translated from Danish by Anthea Bell

Honor:

Lothrop, Lee & Shepard for *Sister Shako and Kolo the Goat: Memories of My Childhood in Turkey* by Vedat Dalokay, 1994, translated from Turkish by Güner Ener

1994

Farrar, Straus & Giroux, for *The Apprentice* by Pilar Molina Llorente, 1993, translated from Spanish by Robin Longshaw

Honors:

Farrar, for *The Princess in the Kitchen Garden* by Annemie & Margriet Heymans, 1993, translated from Dutch by Johanna H. Prins and Johanna W. Prins

Viking, for *Anne Frank Beyond the Diary: A Photographic Remembrance* by Ruud van der Rol & Rian Verhoeven, in association with the Anne Frank House, 1993, translated from Dutch by Tony Langham and Plym Peters.

1993

[no award given]

1992

Houghton Mifflin Company, for *The Man from the Other Side* by Uri Orlev, 1991, translated from Hebrew by Hillel Halkin

1991

E.P. Dutton, for *A Hand Full of Stars* by Rafik Schami, 1990, translated from German by Rika Lesser

1990

E.P. Dutton, for *Buster's World* by Bjarne Reuter, 1989, translated from Danish by Anthea Bell

1989

Lothrop, Lee & Shepard, for *Crutches* by Peter Härtling, 1988, translated from German by Elizabeth D. Crawford

1988

McElderry Books, for *If You Didn't Have Me* by Ulf Nilsson, 1987, translated from Swedish by Lone Thygesen Clecher & George Blecher

1987

Lothrop, Lee & Shepard, for *No Hero for the Kaiser* by Rudolph Frank, 1986, translated from German by Patricia Crampton

1986

Creative Education, for *Rose Blanche* by Christophe Gallaz & Robert Innocenti, 1985, translated from Italian by Martha Coventry & Richard Craglia

1985

Houghton Mifflin, for *The Island on Bird Street* by Uri Orlev, 1984, translated from Hebrew by Hillel Halkin

1984

Viking Press, for *Ronia, the Robber's Daughter* by Astrid Lindgren, 1983, translated from Swedish by Patricia Crampton

1983

Lothrop, Lee & Shepard, for *Hiroshima No Pika* by Toshi Maruki, 1982, translated from Japanese through Kurita-Bando Literary Agency

1982

Bradbury Press, for *The Battle Horse* by Harry Kullman, 1981, translated from Swedish by George Blecher & Lone Thygesen Blecher

1981

William Morrow & Co., for *The Winter When Time Was Frozen* by Els Pelgrom, 1980, translated from Dutch by Maryka & Raphael Rudnik

1980

E.P. Dutton, for *The Sound of the Dragon's Feet* by Aliko Zei, 1979, translated from Greek by Edward Fenton

1979**Two awards given:**

Harcourt Brace Jovanovich, Inc., for *Rabbit Island* by Jörg Steiner, 1978, translated from German by Ann Conrad Lammers

Franklin Watts, Inc., for *Konrad* by Christine Nöstlinger, 1977, translated from German by Anthea Bell

1978

[no award given]

1977

Atheneum, for *The Leopard* by Cecil Bødker, 1975, translated from Danish by Gunnar Poulsen

1976

Henry Z. Walck, for *The Cat and Mouse Who Shared a House* by Ruth Hürlimann, 1973, translated from German by Anthea Bell

1975

Crown, for *An Old Tale Carved Out of Stone* by A. Linevskii, 1973, translated from Russian by Maria Polushkin

1974

E.P. Dutton, for *Petros' War* by Aliko Zei, 1972, translated from Greek by Edward Fenton

1973

William Morrow & Co., for *Pulga* by S. R. Van Iterson, 1971, translated from Dutch by Alexander & Alison Gode

1972

Holt, Rinehart & Winston, Inc., for *Friedrich* by Hans Peter Richter, 1970, translated from German by Edite Kroll

1971

Pantheon Books, for *In the Land of Ur, the Discovery of Ancient Mesopotamia* by Hans Baumann, 1969, translated from German by Stella Humphries

1970

Holt, Rinehart & Winston, for *Wildcat Under Glass* by Aliko Zei, 1968, translated from Greek by Edward Fenton

1969

Charles Scribner's Sons, for *Don't Take Teddy* by Babbis Friis-Baastad, 1967, translated from Norwegian by Lise Sømme McKinnon

1968

Alfred A. Knopf, Inc., for *The Little Man* by Erich Kästner, 1966, translated from German by James Kirkup

Guidelines for Electronic Communication for ALSC Committees

Adopted by ALSC Board on January 18, 2000

1. Access issues.

A considerable amount of routine committee communication can be handled electronically if all members have convenient access to email. Before and/or during the Midwinter meeting, committee chairs should gather the following information:

- Preferred email addresses of all members.
- Software information: i.e., word processing programs in use, capability for "attachments," etc.
- How often members check their email.

If one or more members do NOT have convenient access to email, it will be necessary to use alternate means of communication so that no one member is excluded from full participation in committee business.

2. Protocols.

2.1. All committee business should be clearly identifiable on the subject line; i.e., cat.com. conference or massmedia.2000 program.

2.2. If messages require a response, the sender should indicate a response deadline. All members should acknowledge receipt of the message to the sender, whether or not they have a substantive response.

2.3. If the message requests discussion of an issue, each respondent should reply to all members of the committee.

2.4. Committee members are expected to participate in electronic discussions, just as they would participate in discussions at conference meetings.

2.5. The chair should copy the priority consultant on all relevant correspondence.

3. Record-keeping

3.1. Routine correspondence between conferences does not need to be saved. The chair should keep a record of any decisions made, however, and report to ALSC headquarters

3.2. Where appropriate, committees may establish an electronic archive for their records.

4. Privacy and confidentiality issues.

4.1. Committees with "sensitive" business such as awards, should be aware of the increased possibility of inadvertent leaks with electronic communications media. Committee members should decide what kinds of information it is safe to transmit electronically and limit their communications accordingly.

4.2. Personal information about individuals (addresses, phone numbers, etc.) should not be posted on Web sites unless they are protected from general public access by secure passwords.

5. Use of electronic discussion lists.

5.1. Committees are encouraged to use the ALSC electronic discussion list to communicate with membership at large about their activities and to generate discussion about relevant issues. Agendas should be posted 4 weeks in advance of conference.

5.2. Committees with the capability of establishing electronic discussion lists may choose to conduct their committee business through a dedicated discussion list.

5.3. The ALSC electronic discussion list should not be used for the transmittal of routine information intended for members of a particular committee.

6. Virtual committees.

6.1. ALSC may determine that some committees can conduct their business entirely online and designate these as virtual committees.

6.2. All members of virtual committees must have convenient access to email.

6.3. It is recommended that the chair of virtual committees attend midwinter and annual conference in order to participate in the division leadership meeting and to conduct other business.

6.4. It is particularly important that all members of virtual committees participate fully in electronic discussion of committee business.

6.5. In order to facilitate input from members at large about committee business, virtual committees should be sure to announce their electronic agendas on the ALSC discussion list well in advance of decision deadlines and solicit comments from the membership.

7. Virtual participation on traditional committees.

7.1. The ALSC vice-president/president-elect, president, or a committee chair may determine that one or more members of an appropriate committee may be designated virtual members. Virtual members participate in all business of the committee but are not required to attend conference meetings.

7.2. It is recommended that no more than 25 % of any committee be virtual members.

7.3. Care should be taken that virtual committee members are allowed to participate in all business of the committee, including discussions and voting. It is recommended that each virtual member be paired with a buddy who attends conferences and takes responsibility for ensuring the virtual member's inclusion. In some cases, it may be necessary to arrange electronic or telephone communication during conference in order to gather input or votes from the virtual member.

Guidelines for Book Discussion

Cooperative Children's Book Center
School of Education
University of Wisconsin-Madison

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Cooperative Children's Book Center

Look at each book for what it is, rather than what it is not.

- Make positive comments first. Try to express what you liked about the book and why. (e.g. "The illustrations are a perfect match for the story because....")
- After everyone has had the opportunity to say what they appreciated about the book, you may talk about difficulties you had with a particular aspect of the book. Try to express difficulties as questions, rather than declarative judgments on the book as a whole. (e.g. "Would Max's dinner really have still been warm?" rather than "That would never happen.")
- Avoid recapping the story or booktalking the book. There is not time for a summary.
- Refrain from relating personal anecdotes. The discussion must focus on the book at hand.
- Try to compare the book with others on the discussion list, rather than other books by the same author or other books in your experience.

All perspectives and vocabularies are correct. There is no "right" answer or single correct response.

- Listen openly to what is said, rather than who says it.
- Respond to the comments of others, rather than merely waiting for an opportunity to share your comments.
- Talk with each other, rather than to the discussion facilitator.
- Comment to the group as a whole, rather than to someone seated near you.