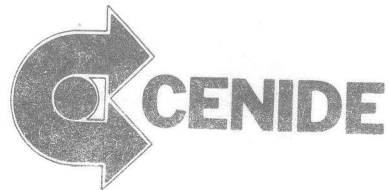


MINISTERIO DE EDUCACION
INIDE
Centro Nacional de Información
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Lima - Perú



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Lima, 20 MAR. 1978

CARTA N° 108-/INIDE/CENIDE

Señores

Centro Brasileiro de Pesquisas Educacionais
Rua Voluntários da Pátria, 107, Botafogo, ZC-01,
20.000, RIO DE JANEIRO, RJ
BRASIL

Instituto Nacional de Estudos
e Pesquisas Educacionais
-841 11 ABR 1978

Es grato dirigirnos a Uds. a fin de comunicarles que la Subdirección de Documentación Educativa del Instituto Nacional de Investigación y Desarrollo de la Educación se ha constituido en Centro Nacional de Información y Documentación Educativa, a partir de la Resolución N° 2677 del Ministerio de Educación del Perú. Es finalidad del Centro Nacional de Información y Documentación Educativa ofrecer permanentemente información y documentación científica-técnica en materia educativa a la Comunidad Nacional e Internacional, y en especial, apoyar a la gestión educativa.

En breve les haremos llegar información más amplia sobre el particular, que nos permita continuar e incrementar las relaciones ya establecidas.

Agradeceremos dirigir las comunicaciones que se nos cursen a la siguiente dirección:

CENTRO NACIONAL DE INFORMACION Y DOCUMENTACION EDUCACIONAL -
CENIDE
Jr. Van de Velde N° 160
Urbanización San Borja
Apartado Postal 1156
Lima, 100
PERU

Es propicia la oportunidad para hacerles llegar nuestro saludo cordial.

Atentamente,

Centro Nacional de Información
y Documentación Educativa
Dirección

REGINA MORGAN DE GOÑI
Directora del Centro Nacional
de Información Educativa



Archivo A153-0
CENIDE/PMdG.
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MINISTERIO DE EDUCACION
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Lima, 20 MAR. 1978

CARTA N° 108-77-CENIDE/UDOC

Señores

Centro Brasileiro de Pesquisas Educacionais
Rua Voluntários da Pátria, 107, Botafogo, ZC-01,
20.000, RIO DE JANEIRO, RJ
BRASIL

Nos es grato dirigirnos a usted para comunicarle que hemos reorganizado el Servicio de Canje, y en tal sentido deseamos establecerlo y/o reiniciarlo con Uds. en base a las publicaciones que producen nuestras instituciones del Sector Educación.

Para los efectos de la selección del material le enviamos una "Lista de Publicaciones ofrecidas en Canje", y les agradecemos por anticipado nos envíen listas similares.

Hacemos propicia la oportunidad para brindarle nuestra mayor consideración.

Atentamente,

Centro Nacional de Información
y Documentación Educativa
Unidad de Documentación



CENIDE/PMdG
UDOC/EMdC
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MINISTERIO DE EDUCACION
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Centro Nacional de Información
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Lima - Perú



Dirección Postal: Van de Velde 160 - Apartado 1156 - Lima 100 - Perú - Telf. 364993

PUBLICACIONES OFRECIDAS EN CANJE

LISTA N° 2

Le rogamos incluir en su pedido el número clave de las publicaciones que solicita en Canje.

1. MONOGRAFIAS

1.1 RETABLO DE PAPEL

- 1.1.1 Barrantes, Emilio. Comunidad, Educación, Reforma. Lima, INIDE, 1971. 139 p. /agotado/.
- 1.1.2 Freinet, Celestín. La Escuela Popular Moderna; Guía práctica para la organización material, técnica y pedagógica de la escuela popular. Lima, INIDE, 204 p. /agotado/.
- 1.1.3 Freire, Paulo. Pedagogía del Oprimido. Lima, INIDE, 204 p. /agotado/.
- 1.1.4 Arguedas, José María. Los Ríos Profundos. Lima, INIDE, 242 p. /agotado/.
- 1.1.5 Picard, Nicole. El Descubrimiento del Número. Lima, INIDE, 1973. 95 p.
- 1.1.6 Bachelard, Gastón, 1884-1962. El Nuevo Espíritu Científico. Tr. de Augusto Salazar Bondy. Lima, INIDE, 1972. 186 p.
- 1.1.7 Ortiz Rescaniere, Alejandro. De Adaneva a Inkari; Una visión indígena del Perú. Lima, INIDE, 1973. 182 p.
- 1.1.8 Porras Barrenachea, Raúl. Mito, Tradición e Historia del Perú. Lima, INIDE, 1973. 101 p.
- 1.1.9 Mesa Vidal, Lilia. Lenguaje y Expresión de los Niños, por Lilia Mesa Vidal, Milciades Hidalgo Cabrera, Josefina Urdaneta y Celestina Freinet. Lima, INIDE, 1973. 242 p.
- 1.1.10 Espinoza Soriano, Waldemar, 1936. La Destrucción del Imperio de los Incas; la Rivalidad Política y Señorial de los curacazgos Andinos. Lima, INIDE, 1973. 290 p.

- 1.1.11 Varese, Stefano. La Sal de los Cerros; una aproximación al mundo campa. Lima, INIDE, 1973. 400 p.
- 1.1.12 Piscoya Hermosa, Luis A. Sobre la Naturaleza de la Pedagogía. Pról. Walter Peñaloza R. Lima, INIDE, 1974. 147 p.
- 1.1.13 Ráez, Ernesto. Teatro para Niños. Lima, INIDE, 1974. 176 p.
- 1.1.14 Ortega, Julio. Realidad Nacional, Selec. y Notas. Lima, INIDE, 1974. 2 volúmenes.
- 1.1.15 Pollitt, Ernesto. Desnutrición, Pobreza e Inteligencia. Lima, INIDE, 1974. 193 p.
- 1.1.16 Jordana Laguna, José Luis. Mitos e Historias Aguarunas y Huambisas de la Selva del Alto Marañon. Lima, INIDE, 1975. 306 p.
- 1.1.17 Perú INIDE, 1974. Tecnología Educativa; antología. Lima, INIDE, 1975 - 1976. 2v.
- 1.1.18 Perú INIDE, 1974. Aportes para la Enseñanza del Lenguaje. Lima, INIDE, 1975. 214 p.
- 1.1.19 Ponce, Fernando A. La Ciudad en el Perú. Lima, INIDE, 1976. 2v.
- 1.1.20 Lecaros V. Fernando. Visión de las Ciencias Histórico-sociales. Lima, INIDE, 1976. 2 v.
- 1.1.21 Flores Galindo, Alberto. Sociedad Colonial y Sublevaciones Populares; Túpac Amaru 1780. Lima, INIDE, 1976. 323 p.

1.2 EDICIONES BASICAS Y PREVIAS Y LINEA DE REENTRENAMIENTO

- 1.2.1 Alban, Wilfredo y otros. Introducción a las Ciencias Naturales. Lima, INIDE, 1977. 208 p.
- 1.2.2 Barriga, Carlos. Introducción a las Ciencias Sociales. Lima, INIDE, 1977. 112 p.
- 1.2.3 Bullón, Ada. Hacia una Personalidad Creativa. Lima, INIDE, 1975. 137 p.
- 1.2.4 Cabrera Guerra, Manuel. Sistema de Educación Musical KODALI. Lima, INIDE, 1976. 88 p.

- 1.2.5 Escobar, Alberto. Lenguaje. Lima, INIDE, 1977. 128 p.
- 1.2.6 Guía de los Usuarios de Documentación e Información Educacional. Lima, INIDE, 1977. 36 p.
- 1.2.7 Jara, Victoria de la. Introducción al Estudio de la Historia de la Escritura de los Incas. Lima, INIDE, 1975. 74 p.
- 1.2.8 Mayer, Róger. Educación por el Arte. Lima, INIDE, 1977. 227 p.
- 1.2.9 Palacios H., Eduardo y otros. Educación Física. Lima, INIDE, 1976. 141 p.
- 1.2.10 Petzoldt, Hans. Formación Laboral. Lima, INIDE, 1976. 93 p.
- 1.2.11 El Proceso Peruano; Lecturas. Lima, INIDE, 1974. 362 p.
- 1.2.12 Ramirez, Luis H. y Otros. Proyecto de Atlas Lingüístico y Etnográfico del Perú. Lima, INIDE, 1974. 52 p.
- 1.2.13 Reentrenamiento Docente. Actividades y Materiales Didácticos de Matemática. Lima, INIDE, 1977. 152 p.
- 1.2.14 Reentrenamiento Docente. Educación Inicial. Lima, INIDE, 1977. 67 p.
- 1.2.15 Reentrenamiento Docente. Promoción Educativa. Lima, INIDE, 1977. 133p.
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- 1.2.17 Vargas Dávila, Susana. Bases para una Didáctica de la Matemática. Lima, INIDE, 1976. 38 p.
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- 1.3.1 Alcántara, María y otros. Elaboración de Instrumentos de Evaluación para la Selección de Docentes. (Documento de consulta interna). Lima, INIDE. 83 p. /agotado/.
- 1.3.2 Aliaga, José y otros. Escala de Marginalidad. Efectos Psicológicos de la Marginalidad Social. Lima, INIDE, 1977. 133 p.

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- 1.3.4 Aliaga, José y Otros. Manual de Instrumentos de Estructuras Comportamentales. Lima, INIDE, 1976. 133 p.
- 1.3.5 Aliaga, José y otros. Validación de la Escala de Diferenciación Social. (Técnica de Escalamiento de Gultman). Lima, INIDE. 21 p. /agotado/.
- 1.3.6 Aragón, Vilma y otros. Sondeo Experimental de una Secuencia Teórico-metodológica de nociones Matemáticas para el Tercer Grado de EBR. Lima, INIDE, 1975. 187 p. /agotado/.
- 1.3.7 Arellano, Teresa y otros. Matemática. Fichas de trabajo para el Sexto Grado de EBR. (Documentos Experimentales) Lima, INIDE, 1977. 93 p./agotado/.
- 1.3.8 Arellano, Teresa y otros. Matemáticas. Fichas de Trabajo 5º grado de EBR. Documentos Experimentales. Lima, INIDE, 1976. 90 p. /agotado/.
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- 1.3.10 Arellano, Teresa y otros. Cuadernos de Matemática para Educación Básica (Documentos Experimentales). Lima, INIDE, 1975. 95 p. /agotado/.
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- 1.3.12 Bullón, Ada y otros. Programa Experimental de Desarrollo de la Personalidad Creativa. (Informe Final). Lima, INIDE, 1976. 117 p.
- 1.3.13 Bullón, Ada. Lo que Observo cada Día. (Libro para niños). Documento de Trabajo. Lima, INIDE, 1976. 74 p.
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- 1.3.16 Bullón, Ada. Cómo Somos y qué rol cumplimos. (Libro para niños). Lima, INIDE, 1976. 85 p.

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- 1.3.20 Equipo Psicológico del Niño. Guía para Elaboración del Perfil Psicopedagógico en Educandos de 8-11 años. Lima, INIDE, 90 p.
- 1.3.21 Fernández, Hernán y otros. Apuntes sobre la Problemática de las ESEPS. Lima, INIDE, 1974. 46 p.
- 1.3.22 Flores, Rosa y otros. Educación y Empleo a Nivel Regional. Lima, INIDE, 1975. 319 p.
- 1.3.23 Manrique, Luis y otros. El Fenómeno Educativo en el Medio Rural. (Zona de expansión urbana, Valle Lurín). Lima, INIDE, 1975. 183 p. ✓
- 1.3.24 Mendoza, Aida. El Lenguaje del Niño Hispanohablante - Informe Complementario, sustantivos en el habla coloquial de los Niños de Cabana. Lima, INIDE, 1975. 138 p.
- 1.3.25 Mendoza, Aida y otros. El Lenguaje del Niño Peruano Hispanohablante-Informe Parcial N° 3, Sistema Fonológico del Castellano y Variantes Regionales. Lima, INIDE, 1976. 152 p.
- 1.3.26 Mendoza, Aída. El Lenguaje del Niño Peruano Hispanohablante. Informe 4. Fonéticas del habla infantil. Lima, INIDE, 1977. 152 p.
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- 1.3.29 Minaya, Liliana y otros. El Castellano Hablado en Puno. Lima, INIDE, 1975. 153 p.
- 1.3.30 Minaya, Liliana. El Lenguaje del Niño Peruano Hispanohablante-Informe Parcial N° 3. Descripción Sintáctica. La Frase Nominal en Doce Ciudades del País. Lima, INIDE, 1976. 168 p.

- 1.3.31 Minaya, Liliana y otros. Descripción Sintáctica. La Frase Nominal en Doce Ciudades del País. Lima, INIDE, 1976. 168 p.
- 1.3.32 Muelle, Luis. Los Costos en la Educación Primaria y Básica Regular. Un Énfasis en la distribución Regional. Lima, INIDE, 1975. 163 p.
- 1.3.33 Muelle, Luis y otros. Revisión Bibliográfica de los Sistemas Educativos en algunos Países. Un énfasis en los niveles que corresponden a las ESEPS en el Perú. Lima, INIDE, 1975. 82 p. /agotado/.
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- 1.3.36 Ortega, Percy y otros. Diagnóstico Situacional y la Acción del NEC -Villa María del Triunfo. NEC 01 y 04. Lima, INIDE, 1976. 129 p.
- 1.3.37 Palomino, Luis. La Evaluación de las Operaciones Intelectuales en los Educandos de 5 a 8 años en Lima Metropolitana. Informe Final. Lima, INIDE, 1976. 232 p.
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- 1.3.40 Reátegui, Norma y otros. Perfil de Desarrollo Psicológico de las Estructuras Cognitivo-afectivas Básicas de un Grupo de niños de la Provincia de Lima. Lima, INIDE, 1975. 180 p.
- 1.3.41 Rivera, Juan. Educación Permanente. IV Seminario de Centros e Institutos Latinoamericanos de Investigación Educativa. Lima, INIDE, 1975. 15 p. ✓
/agotado/.
- 1.3.42 Rojas, Ibico y otros. El Castellano hablado en Piura. Lima, INIDE, 1974. 115 p.

- 1.3.43 Sánchez, Héctor. Diseño Metodológico para la Elaboración de Proyectos de Investigación a Través del Camino Creativo. (Documento de Trabajo). Lima, INIDE, 1974. 45 p. /agotado/.
- 1.3.44 Sánchez, Héctor y otros. Estudio Psicosocial del Docente Peruano (1973-74). Lima, INIDE, 1976. 173 p. /agotado/.
- 1.3.45 Sánchez, Rodolfo y otros. Dinámica de Grupos en la Elaboración del Diagnóstico Situacional del NEC. ~~Efectos Psicológicos de la Marginalidad Social.~~ Lima, INIDE, 1975. 153 p.
- 1.3.46 Sánchez, Rodolfo y otros. El Fenómeno Educativo en el Medio Rural (Zona Centro). Lima, INIDE, 1974. /agotado/.
- 1.3.47 Subdirección de Investigaciones-SUDIE. Manual para el Diagnóstico Situacional del NEC. Lima, INIDE, 1975. /agotado/.
- 1.3.48 Uzátegui, Luis y otros. Estudio sobre Costos Educativos. LIMA, INIDE, 1974. 143 p.
- 1.3.49 Vargas, Mercedes. Estudio de Seguimiento de Egresados de Institutos Técnicos Superiores. Lima, INIDE, 1975. 219 p.
- 1.3.50 Vidalón, Gladys. Acerca del Concepto de Actitud. (Documento de Trabajo). Lima, INIDE, 1975. 17 p. /agotado/.
- 1.3.51 Vidalón, Gladys. Inventario de Actitudes Docentes de Minnesota. Lima, INIDE, 1977. 47 p. /agotado/.

2. PUBLICACIONES PERIODICAS

2.1 REVISTA EDUCACION

2.1	Nº 9	Educación Bilingue	1972
2.1	Nº 10	Educación Inicial	1973
2.1	Nº 11	Alfabetización	1974
2.1	Nº 12	Currículum	1974
2.1	Nº 13	Selva Peruana	1975
2.1	Nº 14	Educación Básica Laboral	1976
2.1	Nº 15	Coordinación Educativa	1976.

2.2 CUADERNOS DE BIBLIOGRAFIA EDUCATIVA

- 2.2 N° 1 Comunicación, junio 1974.
- 2.2 N° 2 Sociología Educativa, julio 1974.
- 2.2 N° 3 Educación Inicial, agosto 1974.
- 2.2 N° 4 Currículum, enero-febrero 1975.
- 2.2 N° 5 Administración Educativa, marzo-abril 1975.
- 2.2 N° 6 Metodología Educativa, mayo-junio 1975.
- 2.2 N° 7 Educación Especial, julio-agosto 1975.
- 2.2 N° 8 Educación de Adultos, setiembre-octubre 1975.
- 2.2 N° 9 Tecnología Educativa, noviembre-diciembre 1975.
- 2.2 N° 10 Filosofía de la Educación, enero-febrero 1976.
- 2.2 N° 11 Educación por el Arte, marzo-abril 1976.
- 2.2 N° 12 Orientación y Bienestar del Educando, mayo-junio 1976.
- 2.2 N° 13 Planificación Educativa, julio-agosto 1976.
- 2.2 N° 14 Psicología Educativa, octubre-noviembre 1976.
- 2.2 V. 4 N° 1 Matemática, enero-abril 1977.
- 2.2 V. 4 N° 2 Educación a Distancia, mayo-junio 1977.

2.3 BOLETIN BIBLIOGRAFICO

Boletín Bibliográfico: Es un índice clasificado (CDU) de las colecciones del INIDE (libros y revistas).

- 2.3. v 1 N° 1 Enero/Febrero 1975
- 2.3. v 2 N° 2 Agosto/Diciembre 1975
- 2.3. v 2 N° 1 Enero/Junio 1976

2.4 BOLETIN BIBLIOGRAFICO - (Selección Semanal)

Es una Selección clasificada con CDU de los documentos que incrementan las colecciones del CENIDE.

v. 1 n. 1.7 octubre 1977

2.5 ANOTACIONES BIBLIOGRAFICAS

Hoja informativa quincenal.

v. 1 n. 1 Set. 1977.

2.6 BIBLIOGRAFIA ESPECIALIZADA, sobre temas educacionales. Seriada.

N° 1 Oct. 1977

2.7 BOLETIN INFORMATIVO Del Centro Nacional de Información y Documentación
Educativa.

v.1 n° 1 Oct. 1977.

2.8 AULA ABIERTA

Aula Abierta: Recoge la inquietud del magisterio nacional en cuanto a experiencias surgidas en la realización de la labor educativa, especialmente en lo que se refiere a aspectos técnico-pedagógicos. Recoge asimismo las experiencias del docente en el aula.

- Año 1 N° 1 Junio 1976

- Año 1 N° 2 Oct. 1977

3. PUBLICACIONES DEL MINISTERIO DE EDUCACION Y OTRAS INSTITUCIONES DE CARACTER CIENTIFICO EDUCATIVO.

3.1 Escobar, Alberto y otros. Perú ¿País Bilingüe? Lima, Instituto de Estudios Peruanos, 1975. 150 p.

3.2 Escobar, Alberto. El Reto del Multilingüismo en el Perú. Lima, Instituto de Estudios Peruanos, 1972. 281 p.

3.3 Primer Seminario del Sistema Nacional de Planificación. La Organización del Sector Educación y el Sistema Sectorial de Planificación. Lima, Ministerio de Educación, 1973. 49 p.

3.4 Olmedo, José Joaquín. La Victoria de Junín, Canto a Bolívar. Lima, Editorial Salesiana, 1974. 60p.

3.5 Reforma de la Educación Peruana. Lima Ministerio de Educación, 1970, 200 p.

4. REPRODUCCIONES

4.1 Micropelículas

4.2 Microfichas.

CENIDE/PMdG.

UDOC/EMdC.

ena.

- 376

Brasília,

20 JUN 1978

Ilma. Sra.

Peregrina Morgan de Goni,, DD. Directora
Centro Nacional de Información y
Documentación Educativa - CENIDE
Jr. Van de Velde nº 160
Urbanización San Borja
Apartado Postal 1156
Lima, 100
Peru.

Senhora Diretora,

Em atenção à sua carta nº 108/INIDE/CENIDE,
de 20 de março próximo, que nos enviou, queremos expressar-lhe nos-
sa satisfação relativamente à transformação da Subdirección de Do-
cumentación Educativa del Instituto Nacional de Investigación y
Desarrollo de Educación em Centro Nacional de Información y Docu-
mentación Educativa.

Desejamos a V.Sa., bem como à Instituição, to-
do o sucesso possível.

Outrossim, informamos que o Centro Brasileiro
de Pesquisas Educacionais, que fazia parte da estrutura do Institu-
to Nacional de Estudos e Pesquisas Educacionais, localizado no Rio
de Janeiro, foi extinto em junho de 1977, e todos os setores rema-
nescentes que funcionavam naquele Centro foram transferidos para
a sede do INEP, em Brasília, no seguinte endereço:

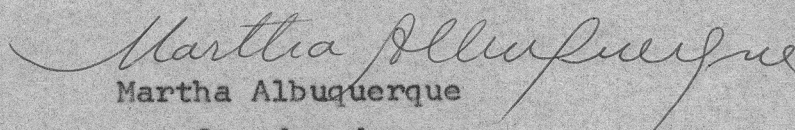
- Instituto Nacional de Estudos e Pesquisas
Educacionais - INEP
SCS Q. 13 Lotes 20/21- Ed. Araguaia
70.000 - Brasília - DF.

Agradecemos, também, a presença em nosso Instituto, do Professor Danilo Sánchez Lihón, cuja visita nos proporcionou a oportunidade de uma troca de experiências em nossa área de trabalho.

Colocando-nos ao dispor de V.Sa., agradecemos a oferta de publicações, relacionando, em anexo, algumas de nosso interesse.

Estamos enviando, em porte separado, o material de que podemos dispor no momento, em termos de permuta.

Receba V.Sa. nossos protestos de consideração e alta estima.


Martha Albuquerque
Coordenadora
Coordenadoria de Documentação
e Informações do INEP.

Publicações que desejamos receber

MONOGRAFIAS

- 1.1.2. FREINET, Celestin. La escuela popular moderna; guia práctico para la organización material, técnica y pedagógica de la escuela popular. Lima, INIDE. 204 p.
- 1.1.8. PORRAS BARRENACHEA, Raúl. Mito, tradición e historia del Perú. Lima, INIDE, 1973. 101 p.
- 1.1.15. POLLITT, Ernesto. Desnutrición, pobreza e inteligencia. Lima, INIDE, 1974. 193 p.
- 1.1.17. PERU. INIDE, 1974. Tecnología educativa, Antología. Lima, INIDE, 1975 - 1976.

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- 1.2.3. BULLÓN, Ada. Hacia una personalidad creativa. Lima, INIDE, 1975. 137 p.
- 1.2.6. GUIA DE LOS USUÁRIOS E INFORMACIÓN EDUCACIONAL. Lima INIDE, 1977. 36 p.
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INVESTIGACIONES EDUCACIONALES

- 1.3.2. Aliaga, José y otros. Escala de marginalidad. Efectos psicológicos de la marginalidad social. Lima, INIDE, 1977. 133p.
- 1.3.23. MANRIQUE, Luis y otros. El fenómeno educativo en el medio rural. (Zona de expansión urbana, Valle Lurín). Lima, INIDE, 1975. 183 p.
- 1.3.35. NEGRÓN, Luis y otros. El fenómeno educativo en el medio rural. (Zona de Concentración de Comunidade Campesinas - Cuzco. Lima, INIDE, 1976. 198 p.
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nº 10 - 1973

nº 11 - 1974

nº 14 - 1976

nº 15 - 1976

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nº 5 - marzo - abril 1975

nº 13 - julio - agosto 1976

v. 4 nº 2 - mayo - junio 1977

2.6. Bibliografía Especializada

3.5. Reforma de la Educación Peruana. Lima, Ministerio de Educación,
1970, 200 p.

FRIENDS OF IBBY

U.S. NATIONAL SECTION

INTERNATIONAL BOARD ON BOOKS FOR YOUNG PEOPLE

Newsletter

Summer-Fall, 1977

Vol. II, No. 2

Available in English

PROCEEDINGS OF THE 15th CONGRESS OF THE
INTERNATIONAL BOARD ON BOOKS FOR YOUNG PEOPLE (IBBY)
Athens, Greece 28 September-2 October, 1976

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The 1976 Hans Christian Andersen Medals and Honor List Presentations by LUCIA BINDER, President, Hans Christian Andersen Jury

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Note: If you registered for and attended the Congress, you will automatically receive a copy of its Proceedings in due course.

THE SECOND ANNUAL MEETING OF THE FRIENDS OF IBBY

(The 1977 Annual Meeting of the Friends took place in Washington, D. C., on January 30th. Two visitors from abroad were able to join us for the evening, and their remarks--edited slightly--follow.

LEENA MAISSEN, from Basel, Switzerland, is IBBY's Secretary, as well as its entire Secretariat! For many years, the administrative responsibilities associated with the management of IBBY had to be assumed entirely by IBBY's President. With IBBY's growth in activities and influence, it became clear that its day-

to-day management required more attention than its President could devote to it. For the past five years, IBBY has been fortunate to have Leena Maissen's help, tact and leadership at its disposal.

We had expected to have PATRICK HARDY, Director, Penguin Books, England, with us in Washington. This proved not to be possible. JUDY TAYLOR, Director of The Bodley Head, London, shared some thoughts with us.)

IBBY: WHAT IT IS, HOW IT WORKS,
WHAT IT IS DOING
by
Leena Maissen

Well, you should have some idea about what IBBY is, because it is something you find important and worth supporting. The excellent Friends of IBBY Newsletters have already provided thorough information about IBBY and its activities. Nevertheless, I would like to mention some general matters.

One could say that the key to IBBY is contained in its name. International stands for something common for the whole humanity, a matter of worldwide interest. Board is a group of people who have joined together to form an advisory or consultative body, a union or an organization. Then come Books and there are no secrets anymore: we now know what the special link uniting these people all over the world is. But it is not just books, it is books for young people. Young People: that is a polite way of saying children up to 14, 15 or 16 years of age. So already in its name something becomes evident that is characteristic of IBBY: a respect for children, young, yes, but also people. This reveals respect and concern, which support the conviction on which IBBY is based (and I quote the first sentence from IBBY's statutes): International Board on Books for Young People was founded in view of the fact that in all parts of the world books for children and young people play an essential role in their training and upbringing and because books, by bringing to the young a wider knowledge of other countries, develop international understanding and good will

between the peoples and thus serve the cause of peace, and because literature for the young has some of its own values and rules and poses some problems which are not always the same as those of adult literature.

So this is IBBY: a group of people who are seriously working to promote the best in literature for children in order to make it permanent worldwide property.

Jella Lepman used to say that children's books are a bridge. When IBBY was founded, soon after the Second World War, so many bridges had been destroyed. International contacts were confrontations, one's neighbors were enemies. It was a very moving and courageous conviction that inspired Jella Lepman to create what she did right after the war: the conviction that children's books are a bridge to international understanding and good will and so serve the cause of peace. Of course we cannot prove anything of that sort: there are no statistics to show what kind of preventative influence children's books may have had in world politics. We have to be realistic: the world will hardly ever be totally "good" and peaceful, there will hardly ever be complete peace on earth. Good will is often simply not enough. And yet there is something so important behind all the international associations: active interest in something one feels significant and worthwhile, the idea of solidarity and mutual assistance, tolerance and partnership.

This sounds very idealistic and it is very idealistic. IBBY is a non-profit-making organization composed of people who spend a considerable part of their time, energy and money to support IBBY's aims. Here lies IBBY's strength and weakness. Strength in the sense that nobody is working with IBBY for personal financial profit. Weakness in the sense that most people being involved with IBBY are already full-time professionals, which often causes conflicts between good intentions and actual contributions. Strength in the sense that so much can be accomplished at low costs, weakness in the sense that so little can be accomplished because of lack of sufficient funds.

Now, what are the aims of IBBY? IBBY does have very pragmatic and clearly formulated aims, so I think it is best I quote them from the statutes: First: To bring together bodies throughout the world which are concerned with furthering the cause of good books for young people. Second: To promote the availability of such books and access to them: a) By encouraging their production to fit needs throughout the world. b) By associating them with other modern means of communication, such as radio, television, press, films and recordings. c) By encouraging the growth of libraries for the young. Third: To contribute to the promotion of books for young people in all possible ways. Fourth: To assist in the spread of books of international quality and to encourage translations. Fifth: To initiate, encourage or advance every aspect of research into every aspect of children's literature and its illustration, and to organize the publication on an international scale of the results of such research. Sixth: To assist with information and advice any persons, groups, institutions, or organizations, be they national or international, who might wish to concentrate all or part of their activities upon books for the young and on the training in this field of librarians, teachers, editors, writers or illustrators.

How does IBBY work? In each member country there is a National Section, at present there are 39 of them: In North America, the U. S. A. and Canada; in Latin-America, Argentina, Bolivia, Brazil, Chile, Ecuador, Paraguay, Peru, Uruguay and Venezuela; in Africa, Ghana, Nigeria; in Asia, India, Iran, Israel and Japan; then Australia; in Europe, Austria, Bulgaria, Cyprus, Czechoslovakia, Denmark, Finland, France, German Federal and German Democratic Republics, Great Britain, Greece, Italy, Netherlands, Norway, Poland, Portugal, Spain, Sweden, Switzerland, Soviet Union and Yugoslavia.

These National Sections are usually formed by collective and individual members, representing authors, illustrators, publishers, booksellers, librarians, teachers, university professors, critics, etc. In some countries already existing institutions involved with children's

books also perform the functions of a National Section, such as the Instituto Nacional del Libro Espanol in Spain, or say here in the U. S. A., the American Library Association and the Children's Book Council. Some sections which were founded by IBBY, such as the Arbeitskreis für Jugendliteratur in the Federal Republic of Germany, the Schweizerischer Bund für Jugendliteratur in Switzerland or Suomen Nuortenkirjaneuvosto in Finland now develop their programs quite independently. In many countries the IBBY section is the only existing body coordinating children's book activities nationally and internationally, as in Greece; in some others the IBBY sections work side by side with other organizations, although IBBY is the international link.

The work done in the member countries at the national level is the solid basis on which IBBY as an international organization stands. The biennial reports by the National Sections make quite impressive reading. The Sections organize exhibitions of children's books, often based on book lists that are compiled to select the best books of the year. These catalogs are sent to libraries and schools and are also distributed abroad. Many sections organize special Book Weeks, often around IBBY's International Children's Book Day on April 2nd. Many national children's book awards are presented by the IBBY sections, or members of the section are jurors for state awards. Here in the U. S. A. you have the Mildred L. Batchelder Award, associated with IBBY, which is announced on April 2nd. In Finland there is the Anni Swan Prize, in Sweden the Gulliver Prize, in Spain the Lazarillo Prize, to mention only a few. The most recent creation is "O Melhor para Criança" (The Best for the Child) Award to be given by the Brazilian Section for the best children's book published in the preceding year. In West Germany there is the famous "Deutscher Jugendbuchpreis" which involves very thorough jury work to select the best children's book, the best juvenile book and the best non-fiction book of the year from more than 500 new titles published during the year, 300 of them being original German, 200 translations. A substantial financial reward is

attached to each prize which gets unusual publicity in the mass media.

Most National Sections organize national and international seminars, conferences and meetings on a regular basis, and all possible questions relating to children's books and promotion of reading are discussed. Here again the German-speaking, Scandinavian and East-European sections are active but such meetings take place in Portugal, Israel, Japan, Iran and Australia as well.

Important international and national seminars have been held in South America in cooperation with IBBY sections and UNESCO to coordinate the efforts to develop book programs in this part of the world. Just to get people together to give them a platform to express their problems and plans and hopes can be significant: the IBBY Congress in Rio de Janeiro in 1974 was so necessary and important in this respect.

Sometimes it is quite a shock to realize that, while in countries such as Denmark for example, children's book services are so well taken care of that the IBBY National Section has a hard time trying to think what could be improved, there are IBBY countries fighting with elementary problems connected with book production and book distribution. In Brazil, half the population, that is 50 million, are children under 14 years of age. In this huge country there are only 500 bookshops, situated mainly in Rio de Janeiro, Sao Paulo and Porto Alegre and there is usually just one public library with children's books in the major cities (Sao Paulo being here an exception). And, of course, there are other countries in the world where children never get a book into their hands, never learn to read. So there is very much that IBBY should do. It is a never-ending challenge. To show you what IBBY sections are doing, I would like to compare here in detail the activities of two IBBY sections, the youngest of them all, Bolivia, and one of the most active and largest, Czechoslovakia.

Bolivia entered IBBY at the Congress in Rio de Janeiro in October 1974. 2.3 million of

the 5.5 million inhabitants of Bolivia are children. I do not have statistical information on how many children's books in Spanish were available during 1974 to 1976 to these children, but I do know that only three original children's books appeared in Bolivia during this two-year period.

In Czechoslovakia there are 15 million inhabitants; 3.5 million of them (approximately 20%) are children, one million more than in Bolivia. In one year--in 1975--almost 600 children's books appeared totalling more than 16 million copies. 315 of these were original books, 156 new translations.

So one can say that the Bolivian Section of IBBY is indeed doing pioneer work when it tries to interest various individuals and authorities in promoting books for Bolivian children and when it tries to encourage authors and illustrators of native origin. The section has been active in making IBBY's aims known through numerous publications. There have been round-table discussions and seminars organized by the section, TV discussions as well as two exhibitions. And the Ministry of Education and Culture has solemnly proclaimed that the 2nd of April be officially celebrated as International Children's Book Day in Bolivia, too.

This is a beginning. By contrast, in Czechoslovakia two well-functioning units, the Society of Children's Book Lovers in Prague and the Circle of the Children's Book Friends in Bratislava, with seven branches in the biggest cities, represent IBBY.

The list of publications by the Czech Section in the two-year period includes informative publications in foreign languages, most important of all a History of Czech and Slovak Children's Books, which appeared in four different languages and was widely distributed abroad. There were four publications in Czech of seminar and conference papers; in Bratislava a bulletin called "Joy for Children" appears six times a year and is directed to the press, TV and radio and to

individuals working with children's books; besides, there are a semi-annual newsletter to the Circle members and bulletins to students of librarianship.

There were six conferences on different aspects of children's literature organized by the Prague branch, one of them a major international event. Besides the famous Biennale of Illustrations in Bratislava, the Slovak branch was busy with three seminars. Each year four different national awards are presented to authors, illustrators and publishing houses and numerous exhibitions at home and abroad are organized by both branches. In the past few years for example, Danish, Hungarian, Bulgarian and Lithuanian children's books were exhibited. Catalogs of recommended books were prepared and children can order these books at special prices as members of the world's largest Young Readers Clubs.

Now to International IBBY. What are the common international activities of IBBY? I would mention the Andersen Awards first. One of IBBY's chief aims is to discover the best books and to encourage authors and illustrators to write them. The Andersen Awards are important from the point of view of prestige and publicity that they lend to children's literature as a serious and high-quality sector in world literature in general. As you know, the Andersen Awards are presented biennially to an internationally outstanding author and an equally distinguished illustrator who have made a lasting contribution to children's literature. In connection with these awards, an Honors List is published; each IBBY section identifies an important book for writing and one for illustration which have appeared during the preceding years.

For many IBBY members the biennial congresses and general assemblies are the only opportunities of getting together and getting to know each other. So they are important, indeed. They are a meeting-place, a forum for exchanging opinions, formally and informally. For me IBBY congresses are always very special experiences: there are so many problems and hindrances organizing them

that I always find it a miracle that they take place at all and that the participants understand approximately what is said and meant: considerable effort is needed simply to communicate. But I have seldom been so convinced of the importance of IBBY as at the past two congresses in Rio de Janeiro and in Athens when I realized during a discussion that the passionate and eloquent words in a language I did not understand--Portuguese or Greek--were impatient, even angry pleas to IBBY to do something, to do something quickly to make good books available to children in these countries. I did not know these people but I felt that their words were a challenge to us all....

MATTERS THAT CONCERN US ALL

by
Judy Taylor

I asked Patrick Hardy what he was intending to say under his original intriguing title "Hidden Prejudices" and he answered rather vaguely, "Oh, I thought I might talk about publishing children's books in Britain today." Well, I'm not going to dwell on that subject for too long because who wants to hear about other people's problems on a Sunday evening and in the middle of a busy conference? What I should like to do is to share with you my thoughts on one or two other matters that concern us all. But firstly the publishing business.

The situation could be summed up very briefly in just one word--difficult. Things have not been easy for anyone in Britain in the last two or three years, as no doubt your newspapers have relayed to you, and publishers have suffered along with everyone else. Government expenditure on school and library provision has, in terms of sums of money written on paper, increased, but of course not nearly enough to meet an inflation that has steadied down to 15% from a terrifying 25-30%, coupled with the plummeting value of the pound itself and the increase in the actual costs of making a book. In the last three years the cost of paper, printing and binding has nearly trebled. In addition, we have had a total wages freeze,

followed by two years of the Social Contract, which permitted in the first year a maximum weekly wage increase of 6 pounds (which at that time was 9 dollars and 60 cents), and in the current year, the maximum increase is 5%, with a ceiling of 4 pounds extra a week (or at the current rate of exchange 6 dollars and 80 cents). As the only way to earn more money is to change your job, you can imagine the staffing problems.

Alongside all this there is the complete prohibition on the raising of selling prices on manufactured goods which were already completed at the time the order was made. Although the cost of warehousing your books, despatching them and in fact the general doing of your day-to-day business have escalated frighteningly (the cost of electricity, for instance, has risen something like 25% in the last year), you may not put up the price of those already finished books. New publications, reprints and rebinds may be priced realistically but every publisher is faced with what is becoming an increasingly extraordinary situation, where some of your slower-moving backlist titles sell for one pound, and a new book, of exactly the same length and format, sells for three pounds. What ought to happen, of course, is that the backlist sells like wildfire (until it disappears altogether), but as you well know, librarians want and need the new books, and when they have been bought, there is no money left for anything else. One of the obvious dangers of such a situation lies in the area of selection. It is inevitable that in the immediate future fewer risks will be taken by both publisher and buyer. A number of treasures stand to be lost.

It is also unfortunate that during this time of great financial strain and stress for all of us, publishers are simultaneously faced with the complete breakdown of their hitherto traditional world marketing arrangements. Reorganization in this area of business is challenging and far-reaching but it is also expensive. Once again money is the problem.

Having run the risk of depressing everyone

(but possibly most of all myself) let me for a moment look on the bright side. Hard times are sometimes good discipline. We have had to work hard to put our houses in order, after the balmy days of the early 1970's which allowed us to become a bit too complacent. The last year or so has meant taking a thoroughly good look at the priorities both in the office and at home. Why, for instance, is it assumed that business can only be done over food and drink? Do we need to travel by taxi when there is a perfectly good public transport system? Do we need to have two Sunday papers each week when there is always time to read only one? Is it really necessary to make that telephone call during the expensive hours of 9:00 AM-1:00 PM, or even during the next most expensive hours of 1:00-6:00 PM? Have you remembered to switch off both the fire and the lights when you left the room? It's amazing how the bills begin to drop when you pay attention to such detail.

And then in the middle of all this soul-searching came the DROUGHT! Now here was a real crisis, something that every man, woman and child could see and feel and do their bit about. You have no doubt heard a lot about it but you must allow me my moment of nostalgia. 1976 was the driest British summer since records began. Everything dried up: the rivers, the streams and the gardens. It was possible to walk across the Thames at Richmond and through the reservoirs in Wales. The country has never been faced with such a lack of water before and the powers-that-be were not quite sure what advice to give. They started with putting a total ban on washing cars, then moved to a ban on watering gardens, then to the war-time recommendation that no bath should be filled with more than five inches of water, and then to the distinctly post-war recommendation that you should share your bath with someone else--with the choice left to you.

Then the powers-that-be turned to lavatories. Firstly you were advised to put a brick (or perhaps even two bricks) into the water cistern of your lavatory, because it is well-known that you don't need all the two gallons of water in the standard

British lavatory cistern to flush the loo. Incidentally, I discovered the other day that the Continental cistern holds only 1½ gallons of water. I always knew that we were cleaner than they are! Then came the instruction that loos should not be flushed each time--but "only on certain occasions." Most newspapers found it very difficult to be explicit about this. The paucity of acceptable language for public debate on such matters is woefully inadequate.

As summer turned into autumn, prayers were offered in churches, and rainmaking ceremonies were held in Hyde Park, but the stroke of genius was played by the Government. They appointed a Minister for Drought. Almost the next day it started to rain and it has rained or snowed ever since. Reservoirs are overflowing, rivers are bursting their banks, fields are being flooded--and we are being exhorted to flush the loo each time we even walk past the bathroom door! There is now talk of the appointment of a Minister for Rain... However, the time when everyone in this room needs to start worrying is when there is talk of the appointment of a Minister for Reading!

And so I must get back to books and to slightly saner matters, to IBBY in particular. One of the problems we all have is to get over to people the importance of IBBY. "International understanding through books" is a lovely ideal, and one that anybody would agree with. Those involved professionally with children's books have every opportunity to put it into practice but times are hard and money is short. A publisher faced with (a) putting into print a book that first has to be translated and then probably specially promoted or (b) publishing a promising book by a totally unknown but native author, would most likely choose the latter. The librarian's dilemma is not dissimilar. Translations sometimes require just that extra effort to introduce--and again money is short. But is that what "international understanding through books" really means? America and Britain are two great children's book producing countries, but you know and I know that we are only scratching

the surface in the provision of books for our children. I am told that the child population of the United Kingdom is over 13 million. Add to these figures the child population of Canada, Australia and South Africa--and they make today's print runs of 7,500 and 10,000 look pretty sick. We are reaching only a minute portion of children in the English-speaking world and hardly touching those for whom English is a second language.

And there are, among those children who do have access to books, those who even so are badly served. One aspect of this came home to me very forcibly when I was last in Australia. Before I left someone had said to me in casual conversation, "Why doesn't anyone publish books for the handicapped child?". My mind flew to washable pages, easy to turn, with large print, bold outlines and so on--all very laudable and no doubt useful in special cases but regrettably hopelessly impracticable for any but a charitable institution. However, the remark remained in my mind and, whenever I had the chance during my trip, I went off to the long-stay ward of the local children's hospital or to a school for the physically handicapped, to see what the children were reading and to talk with them about books. Of course, the majority of them didn't need special books. However badly handicapped they were, they all wanted to be mountaineers, ballet dancers, footballers, you name it, and they all wanted to read books about their heroes and heroines. But one small boy did point out to me how rare it is to see a child in a wheelchair in a children's book. How often do you see a wheelchair in a crowd scene, or a child (or adult for that matter) wearing a deaf aid or with calipers? After crossing the room at breakneck speed in his chair, this small boy brought to show me the only example he knew in a printed book of an illustration of a wheelchair--and it was the Disabled Persons symbol in a book called Signs and Symbols. Publishers have a lot of work to do in that direction--and in that there is no language barrier.

And it is not only up to the publisher to show some initiative. A few years ago, the Saskatchewan Public Library decided

that, if they were to serve the large population in the northern part of the province properly, they must have some books that the people there could read. So they sought the necessary permission and they translated four simple Canadian picture books into Cree Indian, and reproduced two hundred copies on the library duplicator. The English text on one page is complemented by the phonetic translation and the symbolic text on the other. The books were a great success and now they have four more, original stories by Canadian Indians this time, the result of the First Annual Native Writers' Contest, sponsored jointly by the Imperial Order of the Daughters of the Empire and the Provincial Library of Saskatchewan.

And then back to the other side of the world. Melbourne in Australia has the largest Greek-speaking population of any

city outside Athens in Greece itself. But the library in Melbourne had no books for their Greek children to read. Greece publishes few children's books and almost no translations. So the library set about solving the problem themselves. They selected a list of favorite picture books and pasted the Greek texts into them. Now the Greek children of Melbourne can begin to acquire the reading habit but, most important of all, they can share the same books with their English-speaking neighbors.

These few projects I have observed in my travels are, I know, only the tip of the iceberg, but to me they are what Jella Lepman's founding spirit of IBBY is all about, and what "International Understanding through Children's Books" really means. We all have a very long way to go and an enormous amount to do--but let's get on and do it.

BOOKLISTS FROM ABROAD
(and some listings in U. S. publications)

The Friends of IBBY Newsletter hopes to be able to bring to the attention of its readers certain children's booklists that are available from abroad, and to cite listings of foreign children's books that crop up from time to time in U. S. publications. Volume I, No. 2 and Vol. II, No. 1 of the Newsletter identified a number of booklists, many of which are available annually. See those Newsletters for details on titles, ordering information, prices, etc., relating to such booklists. (N. B. The French children's literature publication formerly called Bulletin d'analyses de livres pour enfants now has the name La revue des livres pour enfants.) Generally, institutions abroad are unable to bill you for orders, so you should include your check with your request for the list or publication if payment is required.

<u>Country</u> <u>(or Continent)</u>	<u>Booklist/listing</u>	<u>Order</u> <u>information</u> (where pertinent)
AFRICA	"Books Published In and About Africa: Young People's Books," 10-page annotated listing/catalog of "198 English-language titles or series, most of which while commonly read in Africa by African youth are hardly known in the U. S." Listings divided into Folktales, Picture Books & Stories for the Very Young, Stories for Older Children, Fiction for YAs, Plays and History & Geography. Books appear to have been evaluated by Boston-area librarians and in cooperation with CSD Committee on Selection of Foreign Children's Books.	Send 24¢ in stamps and self-addressed mailing label marked "Third Class" to: Donald MacMaster Africa Agency Suite 335 639 Massachusetts Ave. Cambridge, Mass. 02139

Country (or Continent)	Booklist/listing	Order information (where pertinent)
AFRICA (cont'd)	<p>In <u>Black Books Bulletin</u>, Vol. 4, No. 4, Winter, 1976. From the introductory note in the "Books for the Young" section edited by Hazel Copeland: "In this issue we alter this course and give exposure to some of the books that have been published by African publishing houses. Although these books may be hard to get in this country, we thought you should be aware of some of them and the potential that exists for children's books written by African authors throughout the world." Included are reviews of:</p>	<p>Institute of Positive Education 7524 S. Cottage Grove Ave. Chicago, Ill. 60619 (Single issues \$2.00)</p>
	<p>THIS IS OSEI by J. S. Mensah. (Ghana: Ghana Publishing Co.) 1974. 30 pp.</p>	
	<p>THE STAR THAT COULD NOT PLAY by Oyamo. (New York: Oyamo Ujamaa, Inc.) 1974.</p>	
	<p>MERRYMAKING by Charity Waciuma; illus. Beryl Moore. (Nairobi: East Africa Pub. House) 15 pp.</p>	
	<p>WHO'S CALLING? by Charity Waciuma. (Nairobi: East Africa Pub. House) 1972.</p>	
	<p>TAWIA GOES TO SEA by Meshack Asare (Ghana: Ghana Publishing Co.) 1970. 33 pp.</p>	
BELGIUM	<p>"Belgian French Language Juvenile Literature," a handsome, illustrated 105-page catalog (in French and English) of an exhibition organized by the International Youth Library, Munich, and the Belgian Ministry of French Culture. Includes a number of informative essays on the history of French children's literature in Belgium, publishing, comic books, etc.</p>	<p>Francis de Lulle Conseiller-Chef de Service de la Diffusion des Arts Avenue de Cortenberg 158 1040 Bruxelles Belgium (Free; very limited supply)</p>
BRAZIL	<p>"O livro infantil brasileiro; bibliografia de ilustradores," by Regina Yolanda Werneck. A 151-page bibliography <u>in Portuguese</u> of 470 artists who have illustrated Brazilian children's books from the early 20th Century to 1974.</p>	<p>Fundação Nacional do Livro Infantil e Juvenil Rua Voluntários da Pátria 107 Rio de Janeiro 20000 Brazil (\$3.00)</p>
CANADA	<p>In <u>Booklist</u>, American Library Assn., March 1, 1977. "French-Canadian Children's Books." Eleven titles published 1973, 1974 and 1975, selected by Irène Aubrey, National Library of Canada; annotated by Lucretia Harrison, CSD Committee on the Selection of Foreign Children's Books.</p>	

Country (or Continent)	Booklist/listing	Order information (where pertinent)
CHILE	"Bibliografia de la Literatura Infantil Chilena," compiled in <u>Spanish</u> by Ada Antillo Coppa.	Colegio de Bibliotecarios de Chile Casilla 3741 Santiago Chile (\$5.00)
CHINA (Taiwan)	In <u>Booklist</u> , American Library Assn., Feb. 1, 1977. "Chinese Children's Books." Seven titles selected by Leo C. Ho, Director, Learning Resource Center, Washtenaw Community College, Ann Arbor, Mich. From the introductory note: "The compilation of Chinese children's books is a difficult task. All the Chinese children's books that are published in Taiwan come in multiple volumes rather than single copies. Each set here is reviewed as generally as possible rather than by individual story."	
GERMANY (Federal Republic of Germany)	"Deutscher Jugendbuch-Preis 1976," the attractive annual pamphlet (20 pp.) in <u>German</u> , in which the prize-winning children's books published in Germany in 1976 are described and promoted. The major winners for 1976 were Wilhelm Schlote, Peter Härtling, John Christopher (for the German-language edition of THE GUARDIANS) and Theodor Dolezol. German editions of well-known foreign books include Briggs' FATHER CHRISTMAS, Ungerer's STORYBOOK, Haywood's AWAY WENT THE BALLOONS, O'Brien's MRS. FRISBY....., Dickinson's THE DANCING BEAR, Holman's SLAKE'S LIMBO, Kerr's IF I LOVE YOU....., Hamilton's THE PLANET OF JUNIOR BROWN, Reiss' THE UPSTAIRS ROOM, etc.	Arbeitskreis für Jugendliteratur e. V. Elisabethstrasse 15 8000 Munich 40 Federal Republic of Germany (\$1.75)
	In <u>Booklist</u> , American Library Assn., April 15, 1977. "German Books for Children." A selection of thirty-one "recently published German children's books for preschool and primary-school children," compiled by Sybille Jagusch, Baltimore County, Maryland, Public Library, and CSD Committee on the Selection of Foreign Children's Books.	Note: "Twenty Years of the German Youth-Book Prize" is also available for \$2.70. It, and pamphlet noted on left, may be had for a combined price of \$4.00. Additional note: For \$13.00 annually, all publications of the Arbeitskreis für Jugendliteratur may be received automatically three times a year.

Country (or Continent)	Booklist/listing	Order information (where pertinent)
GREAT BRITAIN	"Children's Books of the Year 1976," selected and annotated by Elaine Moss. The always eagerly awaited catalog of the annual exhibition (this year July 20-August 6) at London's National Book League.	Phaedrus, Inc. Box 1166 Marblehead, Mass. 01945 (\$6.75 in U. S.; \$7.75 outside U. S.)
	"Fantasy Books for Children," selected and annotated by Naomi Lewis. A second revised edition of the superb 64-page catalog that accompanies a British exhibition that takes a penetrating, sometimes surprising view of the genre.	National Book League 7 Albemarle St. London W1X 4BB (\$5.00)
ISRAEL	"Reading Books for Children," a 160-page catalog <u>in Hebrew</u> of 752 books selected by the Israeli Ministry of Education.	Yachdav 29 Carlebach St. Tel-Aviv 67-132 Israel (\$3.50)
INDIA	"Books from India 1970-75: Education/Children's Books Catalogue." A twenty-six page, unannotated listing.	National Book Trust A-5 Green Park New Delhi 110016 India (Free)
SPAIN	"Children's and Youth Books in Spain 1960-1975," a 168-page catalog of an exhibit organized by the International Youth Library, Munich, and the Spanish National Book Institute. Introductory essays on "Spanish Children's Literature" by Carmen Bravo-Villasante; "Catalan Children's Books" by Teresa Rovira; "Galacian Children's Literature" by Ramón Piñeiro; "Children's Literature in the Basque Language" by Luis Villasante; and remarks on the influence of Spanish literary tradition on German children's literature by Walter Scherf are in Spanish and English.	Children's Book Council 67 Irving Place New York, N. Y. 10003 (Free, for self-addressed mailing label marked "Spanish catalog" and "Book/Special 4th Class Rate," <u>and</u> enclosing 25¢ in <u>stamps</u> . Very limited-- 25 copies--supply.)
	In <u>Booklist</u> , American Library Assn., Dec. 1, 1976. "Children's Books from Spain." A selection of forty-nine Spanish children's and adolescents' books by Isabel Schon, Arizona State University. The bulk of the selections are of picture books and of fiction, grades K-2 and 3-6. One work of fiction for grades 7-12; two science fiction titles; two biographies (Pablo Casals and Picasso); one book of legends; one poetry title. Twenty-two titles "starred" as outstanding.	

Country (or Continent)	Booklist/listing	Order information (where pertinent)
SPAIN (cont'd)	<p>In <u>English Journal</u>, National Council of Teachers of English, March, 1977. "A Heartfelt Plea: Notes on Books for Children and Adolescents from Spain," by Isabel Schon. Categories are: Picture Books; Fiction, K-2; Fiction, 3-6; Fiction, 7-9; Science Fiction; Biographies; Classics; Historical Fiction; Poetry, Theater & Songs; Fables & Legends; and Religious Stories... "a vast amount of saccharine, moralistic, religious literature for children and adolescents...approved by the powerful Spanish ecclesiastical censure."</p>	

LA JOIE PAR LES LIVRES
AND ITS VARIOUS ACTIVITIES

by
Geneviève Patte

(GENEVIÈVE PATTE is well-known to countless Americans and others visiting in France, for most persons interested in children's books make their way to the children's library at Clamart, which is described in this piece. She recently served for four years as a member of IBBY's Executive Committee. JACQUELINE MICHAUD of La Joie par les livres assisted Ms. Patte in translating this article.)

The Heure Joyeuse was established in Paris' 5th arondissement in 1924 as a project of the American Book Committee for Children's Libraries, chaired by Mrs. Griffiths. The committee wanted to make a gift to the children of Paris, on account of the suffering and hardships endured in World War I. As an appropriate gift should be typically American, a children's library was chosen. In spite of the leadership of three French pioneers, French authorities did not understand the significance of L'Heure Joyeuse, and it was still a little-known institution at the time La Joie par les livres was created in 1965.

La Joie par les livres was launched under a private endowment. The idea of its promoter in founding an experimental library was to give a new incentive to

the creation of libraries for children in France. In 1972, La Joie par les livres ceased to be a private organization. Its different activities are now joined as a public service, administratively related to L'Ecole Nationale Supérieure des Bibliothèques (National Superior Librarianship School).

La Joie par les livres is generally known by its library in Clamart, which has been the subject of numerous articles and which continues to receive numerous visitors, French and foreign alike: librarians; teachers interested in the techniques of extension activities or in the training which they can receive there; publishers and authors anxious to know how the children regard their works; architects attracted by an original and particularly successful architecture, specially constructed for the children.

Like the Heure Joyeuse, La Joie par les livres has emphasized the importance of children feeling at home in the library, of becoming as autonomous as possible and assuming different responsibilities, so that he or she does not consider the library merely as a place in which to consume books and activities, but as a privileged place for developing an understanding of all media; and where reading can be a personal experience. The children may volunteer to participate in the functions of the library after having earned their library-aid card (taking

care of the lending desk, showing visitors around, orienting new readers, arranging books and other sorts of tasks). Children participate in the choice of books mainly through an idea box. They also help make up a documents file by contributing newspaper clippings or exposés of general interest which were done for class. An idea panel collects their suggestions as to what could be undertaken at the library: regular readings of a certain work (at this moment, Water-ship Down by Richard Adams), meetings among children to discuss books, exhibitions to be realized at the library, the invitation of a specialist to come and speak on a subject which interests them.

At the outset, the library proposed a certain number of extension activities. Since the children of the area are for the most part of the lower-income working-class, with an important proportion of immigrants, for whom reading is a difficult task, rarely conveying satisfaction, it was a question of showing that books are not cut off from actual life, but stimulate in various ways the curiosity and imagination of the children, and prepare the road to reading. A printing set enables children to create, choose, possibly illustrate and even publish their own writings. It also allows typographic researches in order to express poetry, for instance, thus permitting the whole library to benefit from the work done by the "poetry club."

Ten years of experience at the library has shown the risk encountered when such extension activities are considered ends in and of themselves. Whatever the activities of children, they must not become institutionalized, for that would contradict the flexible, unpredictable, and personal effects of reading. Everything in the organization is subservient to the spontaneity of the individual's needs. Extension activities which are too institutionalized risk encumbering the library's progress, and lose sight of its essential objectives. The librarians take care, therefore, to continually recenter the library in its specific role: the awakening of reading tastes, in the broadest sense of the word. This includes the

utilization of audio-visual materials and the development of the capacity for choice and critical reading.

This same effort is applied to the audio-visual domain. From the beginning, the library loaned to children audio-visual montages, slides which tell a story. It currently tests the whole of the French production of records for children, and has recently purchased a video-cassette recorder-player, which permits children to watch television programs chosen with them, with the possibility of watching these programs at a chosen moment (which is different from the compulsory timing of the TV), and with the opportunity of discussing the programs afterwards.

Every day, after the children have left, meetings are held that bring together all the persons who have worked with the children: librarians, clerks, cleaning woman. These meetings make possible the immediate discussion, in a manner as precise as possible, of what happened at the library during the day; of what it is necessary to take action on; of the progress of certain readers or groups of readers; to note the research questions of the children, whether their demands were satisfactorily met, and with what materials. This permits a gradual testing of the value of the collection and also sees that the interests of the children are not forgotten.

A collaboration with the schools has existed ever since the creation of the library. Class visits are a way to make known to all children, without exception, the roads to the library, and the various possibilities available to them in the place. The librarians arrange one afternoon a week to offer, to those parents and teachers who wish it, an information session at which they are presented the books of the library. This is so that the teachers and parents will feel more involved concerning the importance of book selection for children, and the teachers will use the library at any time they wish, without having to rely on the availability of librarians.

The library also works with Teachers

Training Colleges of the district. Its aim is to introduce teachers both to children's literature and the functioning of libraries, and their possible contribution to school pedagogy, as there does not yet exist in Teachers Colleges courses on children's literature.

La Joie par les livres attaches great importance to the fact that the children's section of a library is not a place reserved for children, but a place where all persons interested in children's books and the reading problems of children, can come to get information, and possibly to participate in the work. The library is open not only to parents and teachers, but to publishers, authors and illustrators as well. This role is still perceived with difficulty, for the importance of libraries and librarianship have not yet been generally recognized by French people. Since the creation of La Joie par les livres, many children's sections have been opened in France, using methods inspired by the Heure Joyeuse and the library of La Joie par les livres at Clamart. La Joie par les livres has therefore reached one of its objectives, since it is no longer exceptional. But it has maintained its experimental character, which stems from its link to a Documentation Center and its diverse publications.

Since the creation of the library, a concern of the librarians of La Joie par les livres has been to provoke a cooperative work in the analysis and selection of books, with all librarians who so desire. This is done to encourage librarians to a better knowledge of books for children. To disseminate this work La Joie par les livres makes available different publications: The Book Review for Children (La Revue des Livres pour Enfants, previously: Bulletin d'analyses de livres pour enfants), brochures, and bibliographic folders of all sorts.

The reading committee, which in the beginning counted less than ten persons, has enlarged considerably to approximately 300. La Joie par les livres has encouraged the creation of local reading groups, which consist essentially of children's librarians,

but also include teachers, researchers, and sometimes journalists, parents, and booksellers. La Joie par les livres puts at their disposal periodically, as well as to booksellers who wish it, lists of the latest publications, briefly annotated; it also assembles, every two months, meetings where the different local groups express their various points of view, and can also examine books from foreign countries.

All critical analyses are received at the Centre de Documentation of La Joie par les livres (4, rue de Louvois, 75002 Paris). This Centre is, at present, housed in premises belonging to the Bibliothèque Nationale, and is open to all interested people. There is gathered all the current production of books for children, French and foreign professional books and periodicals, card catalogs, and pamphlet files. (It especially invites journalists concerned with articles on children's books near Christmas time, to consult with them.) The publications of La Joie par les livres therefore derive from not only an exhaustive knowledge of books for children, but also from tests made with the children at the library of Clamart, and in other libraries.

To aid in this work of selection, La Joie par les livres has, since 1969, offered lectures, open to all, on children's literature and other media in the library. These lectures are headed not by librarians, but by specialists in every area. For example, this year a cycle of lectures was opened with an exposé by Philippe Ariès, a historian of "psychology-sociology" ("historien des mentalités") whose research work mostly focussed on the child and social life.

La Joie par les livres is responsible for the training of children's librarians. It also organizes courses of various levels (beginning and continuing). One of its concerns, at present, is to give training to persons who will be responsible, in the different regions of the country, for the training of future children's librarians. Other training sessions are reserved for those who work in the reading groups. This training must permit each to expand upon his or her own professional

competence, so that the sessions are of maximum benefit.

La Joie par les livres organizes from time to time public demonstrations. For instance, this year, the presentation of the materials of Weston Woods. An opportunity was thus created for a meeting of librarians, publishers, persons of television and those concerned with audiovisual in general. More recently, an exhibition prepared by the International Library in Munich: a panorama of Belgian literature for children in the French language. This exposition is now circulating in other French cities.

La Joie par les livres had already set up traveling expositions that circulated in all parts of France, such as "Comment nait un livre pour enfants ("the birth of a book for children"). And it is now preparing a very important exhibit that will take place at the Centre National d'Art et de Culture Georges Pompidou, on the theme: "Children, Adventure and Books Today." This exhibition is designed to encourage a flowering of small expositions of foreign books for children in the foreign Cultural Centres of the capital.

The Association of the Friends of La Joie par les livres, created in 1972, at the time of the nationalization of La Joie par les livres, welcomes all those who so desire to be associated with the work of research and training it carries on.

ON THE TRANSLATION OF
CHILDREN'S BOOKS, II:
A SELECTIVE BIBLIOGRAPHY
by
Robin Gottlieb

(ROBIN GOTTLIEB is Librarian at the Children's Book Council. She is a writer, and has contributed numerous articles and bibliographic studies to the Council's Calendar and other publications.)

The following is a supplement to the bibliography originally prepared for the meeting of the U. S. National Section of the International Board on Books for Young People during the 1974 A. L. A. Midwinter

Meeting and subsequently published in the June, 1974, issue of Top of the News, pp. 369-71. The bibliography comprised material published through 1973. This supplement adds items that have appeared since then.

Bell, Anthea. "Translating Children's Books." Top of the News, June, 1976, pp. 317-20. The translator of Ruth Hürlimann's The Cat and Mouse Who Shared a House gives some of the background leading to the translation of this 1976 Batchelder Award winner, as well as explaining why she believes it important for English-speaking children to have translations of the best foreign children's books.

Crampton, Patricia. "Will It Travel Well?" Signal, May, 1975, pp. 75-80. Some of the reasons why a children's book is selected for translation and some of the special responsibilities of a translator of children's books are topics to which a British translator addresses herself in this article.

Dowlatabadi, Mahdokht. "Some Points on the Translation of Children's Books in Iran." Bookbird, 3/1975, pp. 33-35. An Iranian author, translator, and publisher of children's books discusses some of Iran's problems with translations and offers some suggestions for dealing with these problems.

Grittner, Frank M. "Reading, Translation and Educational Development." Bookbird, 3/1975, pp. 3-9. In a talk delivered at a Mildred Batchelder Award Ceremony in 1975, the president of the American Council on the Teaching of Foreign Languages expresses his "firm belief in the value of translated literature" and explains why he feels "we must have translations."

International Research Society for Children's Literature. Tjärhovsgatan 36, S-116 21 Stockholm, Sweden. Proceedings of the Symposium held in Södertälje, Sweden, August 26-29, 1976. The theme of the symposium was "Translation of children's books: the situation and the problems." Members delivered papers that

"focused chiefly on fundamental questions which arise when a children's book is transferred from one country to another and the various kinds of adaptations that occur in this process." It is hoped that the proceedings will be ready for distribution to members by or before July, 1977. A limited number of copies will be available for sale to institutions and non-members.

Polushkin, Maria. "A Few Words on Translation." The Horn Book, June, 1974, pp. 256-59. The ways in which a translator of Russian children's books solved some of the difficulties presented by her work--at the cost of much searching and anxiety--are described in this article.

Sawicki, Norma Jean. "The Fate of Translated Children's Books." The Horn Book, June, 1974, pp. 260-62. The children's editor at Crown Publishers examines the reception of the translated books on her list and concludes that "those translations which are not obviously rooted in a foreign culture are made available to many children, while those which are rooted in a foreign culture are not." She finds resistance in the United States to books that genuinely bridge cultures.

Scherf, Walter. "IBBY and the Problems of Translating Children's Books." Bookbird, 1/1974, pp. 19-25. The Director of the International Youth Library in Munich asks if IBBY might help with various needs related to translation, such as the need for more and better national literature surveys, the need to reduce the number of second-hand adaptations and third-rate translations, the need to enlarge the base of the oral tradition collections, and the need to inform translators about the available reference tools.

Ed. note: The October and December, 1977, issues of The Horn Book will contain "Blind Idiot: Problems of Translation," by Edward Fenton.

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Paul Heins, U. S. Editor, Bookbird

Anne Pellowski, Alternate IBBY Representative to UNICEF

Zena Sutherland, Member, Hans Christian Andersen Jury

All Friends of IBBY will want to read "International action-stations" by Patricia Crampton. This informative piece about IBBY appeared in the March 25, 1977, issue of (London) Times Literary Supplement. Patricia Crampton served on the 1976 Andersen Jury, and will once again have that responsibility in 1978

THE SWISS ASSOCIATION OF BOOKS
FOR YOUNG PEOPLE/SCHWEIZERSCHER
BUND FÜR JUGENDLITERATUR

by
Peter Oprecht

(Past issues of this Newsletter have included pieces about IBBY National Sections in Great Britain, Denmark and France. In many countries--the U. S. is a good example--the IBBY affiliation is one part of a responsibility one or more organizations may have related to children's books. In Switzerland, that organization is described in the piece that follows by PETER OPRECHT, who, among his various responsibilities, serves as Editor of the magazine Der Schweizer Buchhandel. Mr. Oprecht's piece has been translated by JOHN HERMAN, Assistant Director, Children's Book Council)

In the beginning of October of 1953, at the conclusion of the meeting of the International Board on Books for Young People in Zurich, it was determined that, in order to make known the activity of IBBY as widely as possible, chapters should be formed in various countries. At the same time, some in Switzerland had been discussing the creation of a comprehensive organization concerned with the complete range of literature for young people that would facilitate mutual contact and the exchange of ideas. These plans were realized at the end of 1954. On November 27, 1954, the Swiss Association for Books for Young People was founded, thus relieving IBBY of one of its charges.

By June 3, 1955, 100 members had joined; and on September 20, 1955, the Swiss Association for Books for Young People was admitted into IBBY as a national member. Membership climbed slowly but steadily: 291 by the end of 1956; barely 1,000 by 1960; and it now stands at approximately 5,000.

The Swiss Association--or else the Zurich section of the Association--produces each year a catalog of children's books--DAS BUCH FÜR DICH--which, appearing in an edition of some 340,000 copies, lists the children's and young adult books of the German language. In the various Swiss

cantons--especially Zurich--the catalog is furnished free to all school children. The attempt regularly to bring out a similar volume in French has so far proved unsuccessful; just as sundry difficulties have beset the production of an Italian edition.

Two events hold a dominant position in the calendar of the Swiss Association. 1) Children's Book Day, which occurs in the middle of March and treats an appointed subject. In 1977 the theme was "The Hero in Children's Literature." 2) Children's Book Week falls in the middle of November, its inauguration occurring each year at a different place in Switzerland. Recently, politicians have shown an interest in Book Week; and Book Week's opening has become a popular event. For some years, the Director of the Interior, Dr. Hanspeter Tschudi, has not let pass the opportunity of opening Book Week himself in Zurich.

The activity of the Swiss Association is supported by means of a contribution in excess of 20,000 francs from the Swiss Confederation. The contribution of the different cantons amounts to a similar sum. The contribution from members, which in 1976 reached some 55,000 francs, forms the most important source of revenue. The Swiss Association, however, could not fulfill its undertakings without the aid of "Kartenaktion." Each year the director of "Kartenaktion" issues four greeting cards, whose illustrations are taken from Swiss picture books, or at any rate are cuttings from such books. These greeting cards are sent out in great number and as widely as possible; and thus they help to spread the idea of good books for children. The periodical "Jugendliteratur," which contains articles in German and French and appears four times a year, serves as the Association's official publication, and as a means for keeping the members informed of the activities of the Board of Directors, the Central Board and the Secretariat. Members of the Swiss Association receive this journal without extra charge with their contribution.

Unfortunately, the Association's most important activities lie overwhelmingly in the German speaking area. As yet, it

has not been possible to gain a firm footing in French speaking Switzerland; and in the Italian speaking areas, with the exception of the valleys of the canton of Graubünden, a real interest has not been manifest. The canton of Graubünden represents an exception; there the Association for the Study of Good Children's Books embraces almost all the teachers of the public schools, and the idea of instituting libraries for children's and young adult books is energetically pursued. The fact that Graubünden speaks three languages--German, Romansh

with its five variations, and Italian--has not hindered the successful implementing of these projects; indeed, Graubünden must be considered one of the most important areas in the Swiss Association.

In the course of the Association's 25 years, it has always been possible to find individuals--especially from educational circles--who would place themselves at the Association's disposal; and it is hoped that in the future this will continue to be the case.

FORTHCOMING MEETINGS ABROAD, OR INTERNATIONAL MEETINGS,
OF POSSIBLE INTEREST

Note: Readers of the Friends of IBBY Newsletter no doubt also read Bookbird regularly. Recent issues of Bookbird have contained information about children's literature and reading conferences worldwide in a format that is far more accessible than in the past, so hereafter the Newsletter will, for the most part, not duplicate Bookbird's information, but only supplement it, where possible, or emphasize certain meetings that seem likely to be of greatest interest to Newsletter readers. Most of the information that follows was furnished by sponsoring organizations, some IBBY National Sections and others.

	<u>Conference & Date</u>	<u>Contact</u>
AUSTRIA	13th Conference of the International Institute for Children's Literature. Krems on the Danube, August 21-26, 1977. <u>Note:</u> Overall aim of conference is to examine children's books translated into German that have had an effect on German children's literature.	International Institute for Children's Literature, Fuhrmannsgasse 18a, 1080 Vienna, Austria
BELGIUM	International Federation of Library Associations & Institutions (IFLA) World Congress. Brussels, Sept. 3-10, 1977. <u>Note:</u> American Library Assn. has made arrangements for charter tours; contact Convention Destinations Unlimited, Inc., 1010 Jorie Blvd., Oak Brook, IL 60521, for details.	IFLA Secretariat Tower 3rd floor Netherlands Congress Bldg. Box 9128, The Hague, The Netherlands
BRAZIL	Seminars on the Role of the Children's Library. In September, 1977, in Rio de Janeiro, Sao Paulo and Porto Alegre. <u>Note:</u> Special guest lecturer will be Genèvieve Patte of La Joie par les livres (see elsewhere in this Newsletter for information about that activity.)	Fundação Nacional do Livro Infantil e Juvenil, Rua Voluntários da Pátria 107, Rio de Janeiro 20000

	<u>Conference & Date</u>	<u>Contact</u>
BRAZIL (cont'd)	"The Arts of Bookmaking," Exhibition and Seminars. Rio de Janeiro, Oct. 22-29, 1977 (Brazilian Book Week). <u>Note:</u> Special emphasis on children's book illustration.	Divisão de Integração Cultural, R. do Passeio, 62, 11o andar, Rio de Janeiro 20 000
CANADA	"Kaleidoscope," Canadian Rockies Conference on Literature for Children and Youth. Calgary, Alberta, Sept. 22-25, 1977. Sponsored by Early Childhood Education & Learning Resources Councils. <u>Note:</u> Special exhibitions will include National Library display on illustration in Canadian children's books and a display from the Osborne Collection of the Toronto Public Library; speakers tentatively include Brian Wildsmith and Robert McCloskey.	Dennis Seaman 36 Brazeau Cres, S. W. Calgary, Alberta T2W 0Z1
CZECH- OSLOVAKIA	Sixth Biennale of Illustrations Bratislava (BIB). Site: House of Culture, Bratislava. Jury meetings: Sept. 5-7, 1977. Opening of BIB: Sept. 9. Meeting of International BIB Committees: Sept. 10. Symposium: Sept. 12-13. Closing of BIB Exhibition: Oct. 25	BIB Namestie Slovenskeho Narodneho Povstania c. 11 Bratislava
GERMANY (Federal Republic of Germany)	International Reading Association (IRA) Seventh World Congress on Reading. Hamburg, August 1-3, 1978.	Public Information Office IRA 800 Barksdale Road Newark, Delaware 19711

16th CONGRESS OF THE INTERNATIONAL BOARD ON BOOKS FOR YOUNG PEOPLE (IBBY)

Würzburg

October 25-29, 1978

Detailed information in later Newsletters

GREAT BRITAIN	"Children's Books of the Year 1976" Exhibition. National Book League, London, July 20-August 6, 1977. <u>Note:</u> Annotated catalog by Elaine Moss available in U. S. from <u>Phaedrus</u> ; see "Booklists from Abroad" section of this Newsletter for order information.	Children's Book Officer National Book League 7 Albemarle St. London W. 1
	Second Annual Conference of Children's Book History Society. Worcester College of Higher Education, August 23-26, 1977.	Pat Garrett 25 Field Way Hoddesdon, Herts.

	<u>Conference & Date</u>	<u>Contact</u>
GREAT BRITAIN (cont'd)	Children's Literature Workshop at Exeter College, August 30-Sept. 2, 1977.	Graham Hammond Univ. of Exeter School of Education Gandy St. Exeter EX4 3LZ
	National Children's Book Week Seminar: Children's Books Past & Present. Festival Hall, London, Oct. 5, 1977.	Children's Book Officer Publishers Association 19 Bedford Sq. London W. C. 1
	"Twenty-five Years of British Children's Books" Exhibition, selected by John Rowe Townsend. National Book League, London, Dec. 15, 1977-Jan. 15, 1978.	Children's Book Officer National Book League 7 Albemarle St. London W. 1
JAPAN	Second Children's Literature Seminar. Hotel Isawa, Yamanashi, July 28-30, 1977.	Japanese Association of Writers for Children 2F Maison Yoshida, 3-10-11 Hyakunin-cho, Shinjuku-ku Tokyo 160
	Ninth National Conference on Children's Books and Children's Culture. Hakone Town, August 1-3, 1977 Hiroshima, August 22-24, 1977	Japan Children's Books Association 105 Sakuradai-Maicopo 4-4-1 Toyotamakita, Nerima-ku Tokyo 176
	Japan Children's Culture Summer College. Bessho Spa, Nagano, August 7-10, 1977.	Japan Children's Books Association (address as above)
	Children's Book Illustration Exhibition. Fall, 1977.	Artists Union for Juvenile Illustrated Publications c/o Mr. Taro Kurotani 1-826, 2-33, Takashimadaira Itabashi-ku Tokyo 175
THE NETHERLANDS	Tenth Loughborough Seminar on Children's Literature. Woudschoten, Holland, August 29-Sept. 3, 1977. <u>Note:</u> Advance information indicated that registration was to have been completed by March 15, 1977.	Annie J. Moerkercken van der Meulen NBLC, dienst boek en jeugd Taco Scheltemastraat 5 The Hague
NIGERIA	International Association of School Librarianship (IASL) Conference, Ibadan, Nigeria, July 28-August 2, 1977. <u>Note:</u> Time is past for advance reduced fare travel arrangements from U. S.	<u>In U. S.:</u> Jean Lowrie School of Librarianship Western Michigan University Kalamazoo, Michigan 49008 <u>In Nigeria:</u> Joseph Fadero Secy., IASL Conference Lagos State Ministry of Education, Library Service P. M. B. 2019 Yaba

Conference & DateContactUNITED
STATES

Friends of IBBY Annual Meeting

Chicago, Illinois January 22, 1978

Details in next Newsletter/
Featured Speaker: MARIA GRIPE, 1974 Hans Christian
Andersen Medalist

Association for Childhood Education International (ACEI) Study Conference. Charlotte, North Carolina, March 26-31, 1978.

ACEI
3615 Wisconsin Ave., NW
Washington, DC 20016

International Reading Association (IRA) Annual Convention. Houston, Texas, May 1-5, 1978.

IRA
800 Barksdale Rd.
Newark, Delaware 19711

American Library Association (ALA) Annual Conference. Chicago, Illinois, June 25-July 1, 1978.

ALA
50 East Huron St.
Chicago, Illinois 60611

Some upcoming articles to appear in

BOOKBIRD

The quarterly publication of the International Institute for Children's Literature, in cooperation with IBBY

"A Look at Nigerian Children's Literature" by P. O. Fayose

"The Illustrator Róbert Dúbravec" by Viliam Dubravský

"Pooh Lives - O. K.?" by Marcus Crouch

Subscription information for Bookbird: In U. S., \$14.00 annually (postage included). Subscription orders to: International Institute for Children's Literature, Fuhrmanngasse 18a, A-1080 Vienna, Austria. Subscription payments to: Creditanstalt-Bankverein, Zweiganstalt, Acct. 49-24536 (Vienna)

International Board on Books
for Young People
(IBBY)

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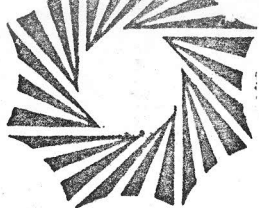
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CONCLUSIONES

TEMAS I, II, IV

1. La necesidad de información educativa en Latinoamérica, puesta en evidencia a partir de las reuniones de Documentación e Información Educativa realizadas en Mar del Plata (Argentina) y Panamá, cobra una especial vigencia en el momento actual por así requerirlo la necesidad de conseguir un mejoramiento cualitativo de la educación a través de reformas emprendidas en los sistemas educativos de la región en la última década.
2. Las políticas educativas de los diversos países latinoamericanos, como los planes de desarrollo nacional y/o planes educativos, en forma explícita o implícita, se orientan a que la educación contribuya al avance de la ciencia y de la tecnología, con miras a alcanzar el desarrollo económico y social, para lo cual se va acentuando la necesidad de otorgar la prioridad del desarrollo de la información científica y técnica y, en este marco, al de la información destinada a afianzar el desarrollo de la educación, que en algunos casos, se ha expresado en la formulación de políticas de información educativa.
3. La investigación aplicada al campo de la información se desarrolla en forma aislada por no contarse con el personal especializado y, fundamentalmente, porque la demanda de servicios supera la capacidad de atención del personal que los presta.
4. La organización de la información educativa en Latinoamérica presenta diversos modos de desarrollo, predominando una tendencia hacia la integración interzonal y regional tanto por iniciativas de los estados, como por las motivaciones surgidas por la acción de los organismos que a nivel internacional promueven el desarrollo de la educación.
5. La infraestructura de la información educativa que atiende a los diversos usuarios de la educación funciona generalmente en forma aislada, lo que impide optimizar los recursos de información educativa de que se dispone y, en algunos casos, los presupuestos que les están asignados, no habiéndose percibido en forma general la importancia y beneficio de constituir redes y sistemas nacionales, que posibiliten la coordinación de las acciones correspondientes y el mejor aprovechamiento de la infraestructura y potencial humano existentes. Sin embargo, en algunos países, se dan experiencias valiosas de conformación de centros, redes y sistemas nacionales y regionales.
6. Existen carencias de personal calificado para asumir las tareas de información educativa, por no tenerse o ser insuficientes los programas existentes de formación y/o capacitación en este campo, y fundamentalmente que posibiliten completar la formación del profesional de la información educativa, tanto en el área educativa como en el de la información.
7. La falta de acceso a las fuentes de información educativa en lengua extranjera y los limitados servicios de traducción existentes, impiden un mejor aprovechamiento de la documentación disponible. En tanto se encarece a la UNESCO a desarrollar un mayor esfuerzo para presentar publicaciones en idioma español, por ser ésta, lengua de trabajo de dicho Organismo.
8. Los organismos internacionales han contribuido al desarrollo de la información educativa en Latinoamérica, sin embargo no se ha logrado un adecuado aprovechamiento de los programas de cooperación disponibles por falta de conocimiento de la existencia de los mismos y/o porque las experiencias alcanzadas no se utilizan como referencia para emprender nuevos programas.
9. El intercambio de información educativa en Latinoamérica se realiza en forma sistemática y sin la fluidez necesaria, debido a no contarse con los mecanismos e instrumentos técnicos que lo posibiliten en forma dinámica y permanente.
10. El procesamiento de la información de interés educativo ha alcanzado diferentes grados de tecnificación, advirtiéndose que se dan desde niveles iniciales, hasta experiencias que se proyectan al tratamiento automatizado de la información.
11. El análisis de la Recomendación N° 71, surgida de la 361 Conferencia Internacional de Educación, permite detectar los avances alcanzados en Latinoamérica en el campo de la documentación e información educativa, así como identificar problemas que impiden su cabal cumplimiento.
12. Los países latinoamericanos presentes en este Seminario se suscriben plenamente a los principios básicos que alientan la Recomendación N° 71, en la seguridad de que ellos presiden la realización de las más atinadas medidas para lograr la eficacia en el acopio, procesamiento, análisis y difusión de la información educativa y en la perspectiva de contribuir al desarrollo de la región.
13. La implementación de la Recomendación N° 71 se está efectuando en forma progresiva en Latinoamérica, encontrándose realizaciones en algunos países; sin embargo en otros se advierte que la gestión educativa no ha tomado conciencia de la necesidad de conceder prioridad al desarrollo de la información educativa como una manera decisiva de coadyuvar al mejoramiento cualitativo de la educación.
14. Los recursos financieros de los países destinados a desarrollar la información educativa son notoriamente insuficientes, debido entre otras cosas a que, en el cuadro de las prioridades nacionales, la información debe ceder paso a otras acciones altamente prioritarias como son las necesidades en materia de alimentación, salud, industrias básicas, etc.
15. La difusión de la información educativa a través de los medios de comunicación social (prensa, radio) se encuentra limitada debido al escaso reconocimiento del enorme potencial educativo de

estos medios, los cuales son utilizados en su mayor parte por la televisión comercial, que fomenta desmedidamente el consumo pasivo de la imagen, el sonido y la pseudo literatura, en detrimento de la necesaria actitud crítica y reflexiva.

16. El status social y económico de grandes sectores

de la población latinoamericana convierten al libro en un objeto suntuario y a la lectura en privilegio de un grupo reducido. Contribuye a esto el significativo índice bajo de hábitos de lectura detectado en los usuarios de los servicios del sistema.

ACUERDO DE BAHIA BLANCA

TEMA III

Los Delegados de los países asistentes al Seminario sobre el Desarrollo de los Servicios de Información Educativa en América Latina, convocado por el Ministerio de Educación de la Provincia de Buenos Aires y organizado por el Centro Provincial de Información Educativa de la Provincia de Buenos Aires - Núcleo Básico del Sistema Nacional de Información Educativa - Argentina, realizado en Bahía Blanca del 19 al 22 de setiembre de 1978;

CONSIDERANDO:

Que en la Primera Reunión de Directores de Centros de Documentación e Información Pedagógica realizado en Mar del Plata en 1966, y en el Seminario de Documentación e Información Pedagógica en América Latina, celebrado en Panamá en 1971, se recomendó la necesidad de desarrollar la Información Educativa en América Latina;

Que en el momento actual dichas Recomendaciones adquieren vigencia para alcanzar el mejoramiento cualitativo de la educación en América Latina;

Que a partir de los mencionados eventos se advierte un avance paulatino de la información educativa en la región, el cual se traduce: en la formulación de políticas de formación científica y tecnológica y en políticas específicas de información educativa y en la organización de servicios nacionales y regionales en dicho campo para atender las demandas de información preferentemente de los usuarios del sistema educativo.

Que en la Recomendación Nº 71, "A los Ministros de Educación sobre el problema de información que plantea en el plano nacional e internacional la mejora de los sistema de educación de la XXXVIª Reunión de la Conferencia Internacional de Educación realizada en Ginebra, en 1971, se recomienda la creación de una red mundial de información educativa basada en redes regionales que se sustenten en programas y sistemas nacionales.

ACUERDAN:

Artículo 1º — Establecer el Sistema Latinoamericano de Documentación e Información Educativa (SILADIE), integrado por los países que conforman la región.

Artículo 2º — Proponer a la Oficina Regional de Educación de la UNESCO para América Latina y el Caribe, con sede en Santiago de Chile:

- a) Asumir la coordinación del Sistema.
- b) Elaborar un anteproyecto de organización y el plan de acción del Sistema, el que deberá ser sometido a la consideración de los Estados Latinoamericanos.
- c) Comunicar los resultados del Seminario a los países que no pudieron concurrir, solicitándoles su adhesión a los acuerdos alcanzados.

Artículo 3º — Recomendar a los Ministros de Educación de los países del área que concedan una especial atención al desarrollo y al fortalecimiento de los programas y Sistemas Nacionales de Documentación e Información Educativa.

Artículo 4º — Solicitar a los organismos internacionales y a las entidades públicas y privadas que cooperan con el mejoramiento de la educación, que orienten su contribución al desarrollo del Sistema Latinoamericano de Documentación e Información Educativa (SILADIE).

En fe de lo cual suscriben el presente Acuerdo en Bahía Blanca, Provincia de Buenos Aires, República Argentina a los veintidós días del mes de setiembre de mil novecientos setenta y ocho.

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