



LIBRARY LEGERDEMAIN

Michael Manchester

Copyright © 2012 by Michael Manchester

Library Legerdemain
ISBN 978-0-9917029-0-9
First Edition

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or any information storage and retrieval system now known or to be invented, without written permission.

Printed and bound in Canada

Written, produced, designed, photographed and published
by Michael Manchester
www.michaelmanchester.com

Created using the open source
desktop publishing program Scribus
www.scribus.net

Front cover illustration by Dmytro Beridze

10 9 8 7 6 5 4 3 2 1

CONTENTS

Introduction	5
--------------	---

Part One - Effects for Individuals

And Then There Was One	11
A Message from Garry	17
Presto! Chango!	24
Cut and Restored Bookmark	34
A Magic Match	42

Part Two - Effects for Groups

Eenie, Meenie, Miney, Mo	55
Marked Bookmarks	60
Out of Classroom Experience	69
Book Wormhole	76
A Fine Balance	87

Bibliography	105
--------------	-----

INTRODUCTION

Magic is a stretch. It stretches
our idea of what is possible.
Magic says to every one of us,
get bigger dreams. Our dreams
are too small.

- Eugene Burger -

Illusions and literature intersect. Their shared ambition is to occupy the mind, distract it from its everyday concerns. By watching a magic performance or reading a book, we recharge ourselves with enchantment and take a piece back with us to our ordinary lives (Buscema, 2012). The child who has not learned this skill will find their adult years diminished as a result.

Librarians, in schools and the community, seek to foster a sense of wonder. They connect boys and girls with stories that allow them to conceive the impossible: that they can fly, become invisible or change shape. Magicians continue to be inspired by the same dreams.

To augment this daily work, libraries will occasionally feature a magic show as part of its programming. However, these are often the same effects that will be performed at birthday parties, festivals and events. Hence, it is not uncommon for a performance to be interrupted by children declaring that they "know that one" (Kaye, 2005, p. 123).

AND THEN THERE WAS ONE

Difficulty: ● ○ ○ ○ ○

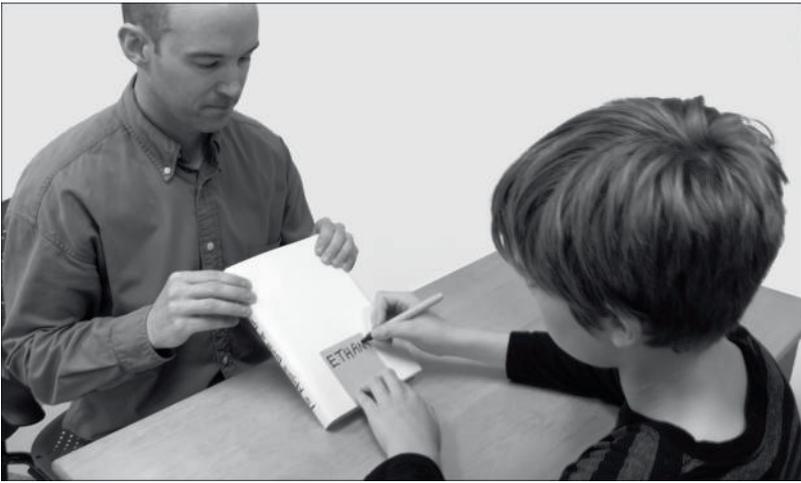
Effect: Seven books are randomly narrowed to a single title that the librarian had predicted.

Requirements: Seven age-appropriate books
Table
Piece of paper
Marker

This is an excellent opportunity to connect with a new patron because it requires giving a personal tour of the library. It's also effective for the reluctant reader who can't make a decision about what book to borrow.



1 Make a selection of seven books and have the child help carry them to a table. Holding books familiarizes them as objects for those unaccustomed to reading.



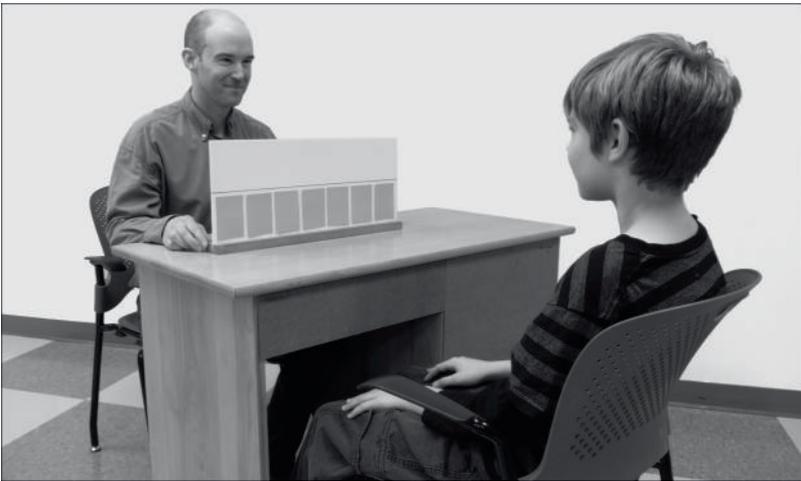
10 Mention that Garry likes to know who is receiving his message and picks up the vibrations of writing. Have the child write his/her name on the top of the slip.



11 Leaving the child's name exposed, place the book on the table. Make some magical gestures and invite the child to do the same.



8 Seated across from a child, explain that you will predict the seven letters the child will randomly select from a pile on the table.



9 Show that the back of the display board is blank. Indicate that you will write your prediction on the lower pieces of paper and tape the child's letters to the top.

MARKED BOOKMARKS

Difficulty: ●●○○○

Effect: While the librarian's back is turned, bookmarks are personalized. These are collected and mixed. But the librarian is able to match them with the appropriate child.

Requirements: Several prepared bookmarks
Matching pens

Just as items in a library's collection can be tracked by assigning them a unique catalog number, so too can props in a magic effect be tracked by using identifying markings. Practise recognizing the markings and it will be quick to perform.



1 In advance of performing this effect, gather four bookmarks and prepare them according to the following steps.



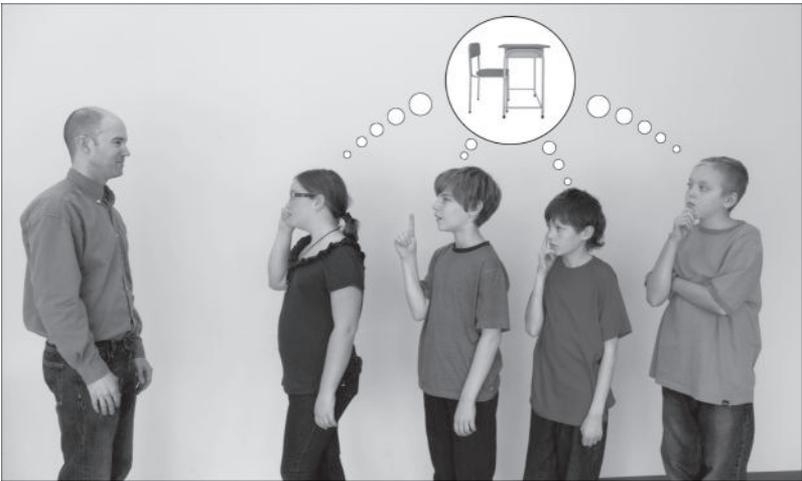
4 Now you need to memorize these three numbers.



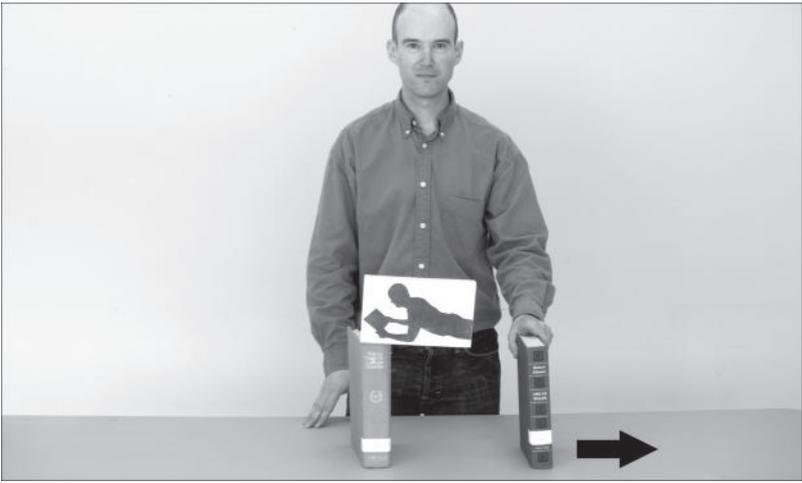
5 At the start of a performance, tear off three sheets of paper from the notepad. Choose three participants and give each of them one page and a pen.



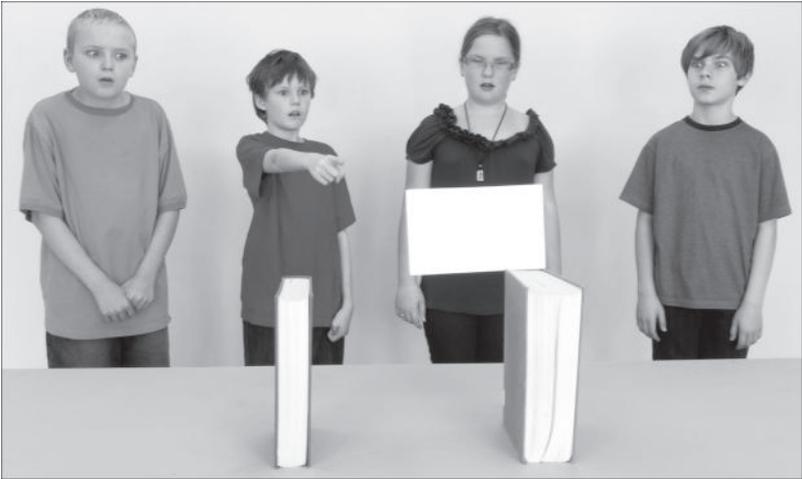
4 If possible, have the teacher lock the classroom when everyone leaves. This will give the impression that the room is inaccessible while the group is away.



5 At the library, tell the students that they remain bonded to their desk after they have left. Using magic, it is possible to alter the classroom when they are not there.



30 "So your teacher isn't available to encourage you to read." Slowly move the hardcover away. This builds suspense.



31 The hardcover no longer supports the book, but the paperback does not fall. Allow a moment for surprise to register.