

OLAQ

Volume 15 , Number 4
Across the Great Divide (Winter 2009) | Pages

July 2014

Volume 15, Issue 4

(2014). Volume 15, Issue 4. *OLA Quarterly*, 15(4). <http://dx.doi.org/10.7710/1093-7374.1724>

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OLA Quarterly is an official publication of the Oregon Library Association | ISSN 1093-7374

OLA Quarterly

Across the Great Divide



Winter 2009

Vol 15 • No 4

OLAQ

The *OLA Quarterly* is an official publication of the Oregon Library Association.

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Upcoming Issue

Spring 2010

*Print in a Digital World:
Issues and Considerations*

Across the Great Divide

*Lee Catalano,
Catherine Carroll,
Kiva Liljequist &
Susan Smallsreed*

*Stephen Cox &
Beverly Harris*

*Katie Anderson,
Candace Morgan
& Leigh Morlock*

*Sue Kelsey &
Caleb Tucker-Raymond*

*Anna Johnson &
Tracy Pulford-Russell*

*Hope Crandall,
Mary Parra &
Deeda Chamberlain*

*Jeanney McArthur &
Arla Melzer*

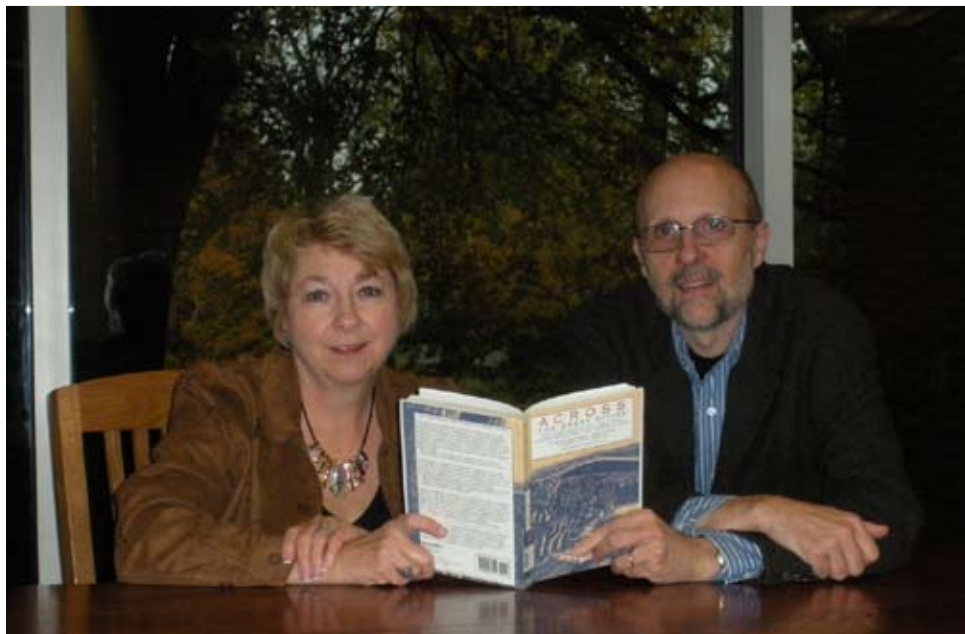
*Ian Duncanson &
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to the Schools
*Linda Bilyeu &
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*Carol Dinges &
Mary Ginnane*



Crossing the Great Divide— Collaboration is The Bridge!



OLAQ Winter 2009 Guest Editors
Ruth Murray is a retired school librarian and instructor and advisor at Portland State University. She has been on the OASL board for 15 years because she believes in the importance of supporting this state wide volunteer organization. She is currently President-elect of OASL and a proud member of OLA.

Bob Schroeder is a Reference / Instruction Librarian at Portland State University. He coordinates Information Literacy and liaisons with the University Studies department where he teaches library instruction classes to about 2,000 freshmen each year, including many students in local high schools. He's a proud member of both OLA and OASL.

Collaboration is based on shared goals, a shared vision, and a climate of trust and respect (Muronago and Harada).

Each partner fulfills a carefully defined role; comprehensive planning is required; leadership, resources, risk, and control are shared; and the working relationship extends over a relatively long period of time (Callison).

By working to enhance that relationship, trust and that shared vision can be realized.

Ruth:

In school libraries, most of the collaboration centers on how to work with the teachers within our schools. Another important collaboration relationship is between the school, public, and academic libraries. In this issue, we have asked librarians in all areas, to present ideas showing how to make this happen in a successful manner. This collaboration is another important tool to enhance

student achievement K-grad school.

Bob:

Soliciting and reading these articles about successful collaborations has been a lot of fun. Reading them has made me reflect on the role those of us in academic libraries play.

In many of our academic institutions librarians are scholars and we need to do research and perform community outreach—as parts of our jobs or as part of the promotion and tenure process. I've been thinking about how many great questions my colleagues in public and school librarians have. As we librarians in colleges and universities are looking for interesting questions to tackle there are scores of interesting focus groups, surveys, and studies bubbling up all around us in public and school libraries across the state. To my colleagues in academic libraries I would offer the following paraphrase of the Michigan State motto, "If you seek an interesting line of inquiry, look around you."

Ruth and Bob:

We hope you enjoy every article of this issue. By showing you the success stories, we hope to see you duplicate and build on the efforts of these innovative librarians in schools, in public libraries, and at colleges and universities throughout Oregon. The Divide is NOT so great.

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The Michigan State motto is "Si Quaeris Peninsulam Amoenam Circumspice" or "If you seek a pleasant peninsula, look about you."

It's as Simple as a Phone Call

by *Lee Catalano,
Catherine Carroll,
Kiva Liljequist &
Susan Smallsreed*

*Lee Catalano
School Corps Librarian,
Multnomah County Library,
Portland, OR*

*Catherine Carroll
Teacher/Librarian,
Walt Morey Middle School,
Troutdale, OR*

*Kiva Liljequist
Library Media Specialist,
Metropolitan Learning Center,
Portland, OR*

*Susan Smallsreed
Youth Librarian,
Northwest Library
(Multnomah County Library),
Portland, OR*



Front row, left to right: Lee Catalano and Kiva Liljequist
Back row, left to right: Catherine Carroll and Susan Smallsreed

“Serendipity arrived in my school mailbox.” Catherine Carroll, Teacher Librarian.

“Susan’s reaching out to me made all the difference.” Kiva Liljequist, Library Media Specialist.

The job description of librarians at Multnomah County Library states that he or she will “maintain an active relationship with the educational community,” and the youth librarians in our system take this dictum to heart. Each of the youth librarians at our 17 (soon to be 19) library locations works closely with teachers and library staff in their service areas. Here are a few stories:

Catherine Carroll began her career as a Teacher Librarian at Walt Morey Middle School in east Multnomah County in 2002.

The school was only three years old; the starter collection was excellent, but small. “I knew I needed help,” she explains.

“Serendipity arrived in my school mailbox in the form of a flyer from Multnomah County Library announcing just the services I could use to supplement my collection. My teachers required a compilation of books on specific topics, to use for research projects. The Bucket of Books (also known as an Assignment Alert) was a perfect match. Librarians gather a selection of 25–30 books on a topic, often including a teacher’s guide with an annotated list of age-appropriate Web sites, and a pathfinder for doing research. All of this was ready for pick up within two weeks or so from my request, at the branch library nearest to me. I contacted the library staff, introduced myself and began a relationship with Multnomah County Library that continues



to grow with my program every year.”

In addition to the curriculum support, Carroll continues, “Over the years, our students and staff have received free training on a myriad of web-related research and safety skills related to information literacy, as well as access to the library’s outstanding collection of databases.”

Kiva Liljequist is the Library Media Specialist at the Metropolitan Learning Center, a K–12 alternative school located near downtown Portland. When she was new to her school, she relied on the public library as well. Librarians are “always available to me,” she explains. “They come to teach high-schoolers about electronic databases, they gather public library materials for students to use, they compile lists of topic- and age-appropriate web sites, and they even come to staff meetings to educate teachers about their services. The support they provide is endless and invaluable.”

Liljequist also has fostered a great working relationship with the Youth Librarian at her school’s nearest branch library. “At work one day in late August, a woman walked over to me and said, ‘Hi! I’m Susan! What do you wanna work on together?’ The woman was Susan Smallsreed, the youth librarian from the Northwest Library; and by coming to introduce herself, she opened the door to great collaborations and an increased awareness on my part of the myriad services that our public librarians are excited to offer.

“Susan’s reaching out to me made all the difference; I don’t know that I would have ever thought to go to my local branch and look for the youth librarian there.”

Carroll works closely with the Youth Librarian at her local branch as well, and she notes the reciprocal qualities of their relationship: “What do I provide in return? KIDS! Our building has the highest rate of participation in their summer reading program. My students are library volun-

teers, and members of the Teen Council. My library information board promotes programs and activities occurring at both our libraries.”

Liljequist’s youth librarian, Susan Smallsreed, also sees the benefits: “Partnering with schools is an easy way to build and maintain relationships with young library users and to instill a respect for the public library’s resources as they age towards tax-paying community members.

“A partnership has many advantages,” Smallsreed continues. “For the public librarian the major advantage is access to kids and parents. We maintain relationships started in storytime, meet even more students and can market library programs and events (e.g. think Summer Reading Program volunteers!).

“The school librarian gets support for literacy enrichment activities like book groups, book talking, program promotion,



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and someone to help him or her access curriculum support resources for teachers. A visit from a public librarian can lend authority to school activities. And of course, students and teachers get access to a much larger collection, an alternative meeting space and a fabulous collegial relationship!”

Smallsreed, Liljequist and Carroll offer some suggestions for public librarians wanting to collaborate with their school colleagues, and vice versa. Public library staff can:

- Share information about the library services designed particularly for educators, such as an Educator Library Card (see box).
- Promote participation in public library events, such as a visiting author or other literary activities.
- Provide multiple copies of books as well as snacks for an in-school book club.
- Offer and give tours of the public library.
- Get library card registration forms to the school.
- Promote the summer reading program with presentations, booktalks, class visits and opportunities to register.
- Be a guest reader at special school events.
- Donate a storytime as an auction item for school fundraisers.

Multnomah County Library’s School Corps

In 1997, Youth Services Director Ellen Fader feared that budget cuts would reduce students’ access to library services. She and five librarians created the School Corps dedicated to outreach and collaboration with staff at school libraries. Twelve years later, the Schools Corps—now four (3.0 FTE) librarians—is still going strong meeting the information needs of Multnomah County students. In the most recent school year, School Corps provided services to over 43,000 teachers and students through a variety of programs. School Corps librarians provide onsite training in using the library’s online resources, offer booktalking programs—focused on reaching those County schools not meeting 3rd grade reading benchmarks, create customized—as well as standardized—classroom book collections, and make presentations to both parents and students regarding safe and effective internet use. The librarians reach out to students in after-school programs by offering literacy-based activities. And each summer, School Corps connects with teachers and library staff through new books workshops: Gotta Read This and Novel-ties. For more information, visit School Corps’ Web site: <http://www.multcolib.org/schoolcorps/>.



- Teach literacy enrichment classes.
- Purchase and promote Young Reader's Choice Award nominee books.

School library staff can:

- Communicate with teachers about public library activities, and introduce the local librarian into the classroom.
- Identify classroom projects that would benefit from public library collaboration (e.g. create a classroom library system).
- Keep public library staff apprised of school library activities, such as Oregon Battle of the Books, Book Jeopardy, Read for the Record; as well as "home-made" programs like creating book trailers, poetry slams, or book/movie clubs—then invite her (or him) to join you!
- Get library card registration forms to teachers.
- Link from your Web site to public library resources specifically for students, such as the Homework Center or L-net.
- Dedicate library bulletin board space (or similar) to public library promotional materials.
- Support student participation in public library activities, such as membership in the Teen Council, or volunteering.


- Share stories of public and school library collaboration with principals and parents.

Each of the library staffers interviewed for this article concluded with the same advice:

"All it took was one initial phone call" (Catherine).

"All it takes is a phone call" (Kiva).

"It's as simple as a phone call" (Susan).

So, put down this magazine and start dialing! 

Educator Library Cards

Following a series of educator focus groups in 2002, Multnomah County Library created a library card specifically for childcare providers, K–12 educators, and homeschooling teachers/parents. Cardholder privileges include a longer checkout period (six weeks) and an unfilled hold list of up to 40 items. Unlike the library's other services to educators, any qualifying individual eligible for a Multnomah County Library card, as well as fee-paying card holders, can obtain an educator library card. For more information, visit the Web site: <http://www.multcolib.org/schoolcorps/edcard.html>.



Collaboration to Promote and Defend the Freedom to Read

by **Katie Anderson, Candace Morgan & Leigh Morlock**

Katie Anderson is the Coordinator of the Oregon Intellectual Freedom Clearinghouse in the Oregon Center for the Book at the State Library. She also is the Youth Services Consultant, and was an elementary school teacher prior to becoming a librarian.

Candace Morgan is an adjunct faculty member for Emporia State University's School of Library and Information Management. She is a member of the OLA Intellectual Freedom Committee, member of the ACLU of Oregon and Freedom to Read Foundation Boards and editor of the 7th and forthcoming 8th edition of ALA's Intellectual Freedom Manual.

Leigh Morlock is a library teacher at Health and Science School in the Beaverton School District. She also teaches part-time for Portland State University's library media program, and is the chairperson for the OASL Intellectual Freedom Committee.

Public and school librarians share a belief that “free access to the books, ideas, resources, and information in America’s libraries is imperative for education, employment, enjoyment, and self-government” (Council of the ALA). In support of this fundamental democratic principle public and school libraries provide collections and services that offer a full range of choices to support the intellectual growth, personal development, individual interests and recreational needs of the individuals they serve. They seek to provide these resources and services in an “environment that promotes inquiry, creativity, self-direction, communication, and the ability to think critically and make reading choices” (OEMA). Collaboration between public and school libraries to promote and defend the freedom to read in the communities they jointly serve “contribute[s] to a future that values and protects freedom of speech in a world that celebrates both our similarities and our differences, respects individuals and their beliefs, and holds all persons truly equal and free” (Council of the ALA).

“Celebrate the Freedom to Read in Oregon” is a collaborative project of the ACLU of Oregon, the Intellectual Freedom Committees of the Oregon Library Association, the Oregon Association of School Libraries, and the State Library to create statewide recognition of Banned Books Week (BBW) and encourage all types of libraries and bookstores to celebrate BBW. The project encourages participation by providing libraries and bookstores with a list of ideas for celebrating BBW, a list of library materials challenged in Oregon, and free “I Read Banned Book” buttons. To participate, Oregon schools, libraries, and bookstores need only to have a display, program or other activity to celebrate the freedom to read anytime during BBW or during the month of October.

The project began in 2006 as collaboration between the ACLU of Oregon and the Intellectual Freedom Committee of the Oregon Library Association as a statewide celebration of both the 50th anniversary of the ACLU of Oregon and 25th anniversary of Banned Books Week. In 2007, OASL was brought in to help encourage school libraries that had not done so before to participate in BBW, and to help develop ideas for displays, activities, and programs schools could use to make planning their BBW celebration easier. The State Library was also brought in that year to help expand the Oregon Intellectual Freedom Clearinghouse’s list of reported challenges to library materials to include challenges to library materials that have gone unreported.

In 2008, 241 libraries and bookstores in 31 of 36 Oregon counties participated in BBW. Libraries and bookstores that wish to participate in 2010 should contact Candace Morgan at cd_df_morgan@msn.com. Include the name and address of the library, number of branches or locations that will be participating and the name, phone number and e-mail of the contact person. Please include “Banned Books Week” in the subject line.

Below are some of the ways participating school and public libraries have collaborated to celebrate BBW.

- High School students interviewed Public Library staff for their school’s electronic message board.
Hillsboro Public Library
- During an event community members read aloud an excerpt from their favorite banned book. A local high school English teacher read from and discussed his experiences teaching a frequently challenged book.
Lake Oswego Public Library



- At a middle school literacy night, small yellow “I Read Banned Book” buttons were given away to parents, teachers and students after they had completed a short from about a banned book they had read and whether or not they recommended it.
Springfield Public Library
- Suggestions from Multnomah Co. Library included: sponsoring an Open House at the library for school media specialists in the service area for the library; putting up posters; handing out bookmarks; displaying challenged and banned books; giving a Banned Books T-shirt to those who answer a BBW Quiz; and encouraging media specialists to use the BBW Quiz in their school libraries.
Multnomah County Library, Capitol Hill Branch
- Multnomah County Library School Corps presented “Feasting on Forbidden Fruit” (How censorship affects children and teens, including an overview of censorship issues in the U.S., a PowerPoint presentation on challenged books, and a chance for students to review banned and challenged picture book.)
Madison High School, Portland Public Schools

Here are other ideas to consider:

- Have the school or community newspaper or local radio or television station interview library staff from both the school and public library about BBW, the freedom to read, or censorship.
- Have students create poems, posters, or other works of art expressing what the freedom to read means to them and display their art in the local public library during BBW.

- School and public librarians could collaborate to implement a banned/challenged book club for students.
- Invite a public librarian to come book talk challenged books to your students.
- Have a contest where students design bookmarks for challenged books in Oregon, bookmarks are voted on at the school and public library. The winners are made into bookmarks and distributed at the school and library.
- School and public librarians could collaborate to have students write reviews of challenged/banned. Public librarian then posts the reviews on the library’s blog or youth services Web page.

Banned Book Week is a successful promotion of the Freedom to Read and we encourage all libraries to participate. Whether you are in a school or public library you can find more ideas for celebrating BBW by visiting the Oregon Intellectual Freedom Clearinghouse at <http://oregon.gov/OSL/LD/intellectual.shtml> and then contact your public or school librarian to collaborate in this effort and reinforce the important message of Banned Book Week within your community. 🌿

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Preparing Our Students to Succeed

by *Anna Johnson & Tracy Pulford-Russell*

Anna Johnson is a faculty librarian at Mt. Hood Community College in Gresham where she coordinates the (busy!) library instruction program. She is a frequent participant in regional conversations about information literacy instruction, and has no fear of public speaking whatsoever.

Tracy Pulford-Russell is the teacher librarian at Lincoln High School.



Anna Johnson



Tracy Pulford-Russell

We represent two steps on the ladder of K–20 education: Tracy is the teacher-librarian at Lincoln High School in the Portland Public Schools district and Anna is a librarian and instructor at Mt. Hood Community College (MHCC) in East Multnomah County. Tracy is especially interested in developing her student’s research and writing skills, and has established a research/writing center in the library that is modeled after college writing centers. Anna guest lectures in more than 100 courses each year, teaching students across the MHCC curriculum how to find and evaluate information in their subject areas. While we specialize in different educational environments, we feel strongly that Oregon’s librarians at high schools, colleges, and universities can and should work together to articulate information literacy (IL) standards, especially as our populations of students become more fluid.

In a city as rich in educational institutions as Portland students will always “swirl” between high schools, community colleges, and universities. Today we are seeing more overlap than ever before, as high school students take college classes earlier, and as university students shift to community colleges and back again to save money.

Knowing that our students are swirling between learning environments, teachers at every educational level must develop ways to assess that students are mastering the crucial skills at each grade level. Teacher librarians know that IL skills are essential for all students. But to what extent do library and information skills instruction at levels K–12 impact college performance? Research shows that students that attended high schools with library instructional programs bring a higher level of understanding about information research to their college experiences (Smiley and Goodin). This makes collaborative work and discussions between academic librarians across the educational system so important.

For all librarians who teach information literacy, it’s important to define what we want our students to learn in our own classrooms, but we must also have a reasonable understanding of the information literacy skills students have already mastered before they come to us. Articulation agreements between colleges and universities such as the Associate of Arts Oregon Transfer degree (AAOT) have been in place for years, and are frequently revised by the State Board of Education to ensure that all players are at the same table. It is our



opinion that similar articulation agreements can and should exist between public high schools and public colleges and universities, and that IL must be an explicit component of these agreements.

Since 2006, librarians and writing instructors at colleges and universities across Oregon have been collaborating to develop a set of shared information literacy proficiencies for students ready to begin upper-division coursework. From its inception, one of the major goals of this group has been to stress the importance of explicitly stated IL outcomes in the AAOT. Happily, the State Board of Education has been receptive to this effort; information literacy outcomes will be included in the AAOT, for the first time, in Fall 2010. Colleges are now facing the challenge of selecting which courses will fulfill these outcomes. The statewide collaboration between librarians and writing instructors has recently formalized its structure as ILAGO: the Information Literacy Advisory Group of Oregon. ILAGO maintains an electronic mailing list; to join the conversation, send an e-mail to ilago-subscribe@cctrls.org (no subject line is needed).

ILAGO's work has been the topic of discussion at several meetings of PAIL: the Portland Area Information Literacy group, a quarterly forum held at Portland State University (PSU) and attended by public, school, college, and university librarians. In the Portland area, four ILAGO members have adapted this collaboration at the local level, for students transferring to PSU from its neighbor community colleges, by defining specific skills for each of the eight IL proficiencies. (This work is illustrated on a poster, available at <http://ilago.wordpress.com/resources/> and may be adapted under a Creative Commons license.)

After several years of discussing information literacy proficiencies for rising juniors, the Portland-area conversation

has now expanded to include high school teacher-librarians, with a goal of defining skills for each of the existing eight proficiencies for students ready to begin college-level coursework. (We were careful not to refer to this group of students as "high school graduates" nor "entering freshmen" since students, especially at community colleges, begin taking college courses at many different ages and life stages). Our collaboration seeks to answer the question: which information literacy skills does a student need to have mastered in high school if he/ she is to succeed in college?

We have drafted an adaptation of the Portland-area proficiencies to the skills that could and should be expected of a student entering first-year college coursework. In these proficiencies students are expected to confer with teacher librarians and other experts, whereas students ready to begin upper-level college coursework are expected to demonstrate mastery of basic information literacy skills on their own.

This effort forms the beginning of a conversation with other area high schools in the hope of articulating shared information literacy proficiencies; it's critical that we do this work by and for ourselves, since Oregon has not adopted IL standards for K–12 students. In fact, according to the Oregon Coalition for School Libraries & Information Technology, less than one third of K–12 students in Oregon attend a school that has a teacher-librarian. We have hope that this inequity will soon be addressed: recently the Oregon Legislature passed House Bill 2586 which "Requires local districts' continuous improvement plans to include (the) goal of implementing a strong school library program." The Oregon Department of Education will need to identify what a "strong" library program looks like.

With HB 2586 and the revised AAOT degree, Oregon's board of education has taken major steps toward recognizing the



importance of clearly articulated information literacy standards. As librarians we need to join together to continue to advocate for the establishment of state adopted information literacy standards K–20 so that all of our students are prepared to succeed. Individually, at our home institutions, we need to get seats at the table when standards and degree requirements are being discussed. We highly recommend that all academic librarians identify and participate in campus committees that deal with articulation agreements and/ or educational assessment. It’s much better to co-host the party than to get an invitation after the party’s already been planned! 🌿

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Information literacy proficiencies for students ready to move into upper-division coursework

Students who are ready to begin upper-division coursework can ...

1. Identify gaps in their knowledge and recognize when they need information.
2. Find information efficiently and effectively, using appropriate research tools and search strategies.
3. Evaluate and select information using appropriate criteria.
4. Treat research as a multi-stage, recursive learning process.
5. Ethically and legally use information and information technologies.
6. Recognize safety issues involved with information sharing and information technologies.
7. Manipulate and manage information, using appropriate tools and technologies.
8. Create, produce, and communicate understanding of a subject through synthesis of relevant information.

(From <http://blogs.library.oregonstate.edu/ilsummit/2007-summit/proposed-proficiencies/>)



Everybody Wins:

The Story of a Small County with a Big Library

by *Jeanney McArthur & Arla Melzer*

Arla Melzer has served faithfully as media assistant at Sherman County Public/School Library for 16 years. After graduating from Sherman High School, she attended Portland Community College. Her previous work experience encompasses program assistant for OSU Extension Service, legal secretary and office manager. Her first priority is her family: husband, Ken and three beautiful daughters, Abbie, Paige and Emily.

Jeanney McArthur works half-time as library coordinator at Sherman County Public/School Library, needing to preserve ample time for her primary passion, art. After graduation from Sherman High School, she earned a Bachelor of Science from Oregon College of Education, with a major in art and a minor in humanities and literature. (Her artwork can be glimpsed at jeanneymcArthur.com.) She and her husband, Mike, have one son, Colin.



Jeanney McArthur (left) and Arla Melzer.

To set the stage ... in 1993, when Arla began her employment as media assistant, Sherman High School Library comprised 1703 square feet including the library proper, a workroom and a modest (read: tiny) office. Folding chairs and tables, a 2-station computer carrel and half-empty bookshelves awaited students. During the preceding and economically-challenging years, whenever the library was without staffing, the room would be locked, requiring teachers to personally manage access and circulation for their respective classes.

But first, a few words about Sherman County, circa mid-1990s. Located in north central Oregon (although commonly referred to as rural eastern Oregon), with a population of 1990, Sherman County held the dubious distinction of being the only domain of the state without a county public library. A citizen's task force findings and an informal survey of local residents revealed a high level

of support for the establishment of a county public library. Then, and rapidly, three very significant developments resulted. Sherman County Court enacted a 1996 ordinance to establish a public library presence in the existing high school library. In 1997, the State Library encouraged these efforts by awarding LSCA funding for start-up costs, collections and furnishings for Sherman County Public/School Library. A 1997 intergovernmental agreement between Sherman County Court, Sherman County School District and North Central Education Service District (NC-ESD) committed the financial resources necessary to maintain and operate this newly-merged, hybrid library.

In August of 1996, when Jeanney began her job-share employment with Arla, the structure and funding for Sherman County Public/School Library was largely in place. Her first daunting but exhilarating task was book selection, given an \$80,000 budget



and about 6 months to complete the assignment. Arla was exceedingly busy with planning and management and everything else that goes into setting up a public library. NCESD and Sherman County School District have continuously employed a part-time, certified media specialist for professional support on a regional basis. Fortunately, a successful partnership with GorgeLINK Consortium for collaborative library resource sharing, circulation systems and mentoring was already solidified at this time. A key membership and partnership with Libraries of Eastern Oregon (LEO) has provided many benefits since our formative years, namely, programming opportunities that we couldn't have individually secured and legislative funding for a preliminary schematic design for a new library building.

Our success story revolves around two big steps, or rather, huge steps. Firstly, the merger as a high school and public library greatly enhanced our status and services. A merger suits our small, close-knit community whereby the high school is the prominent social center of the county. Secondly, the construction of a modern, spacious, 7200 square-foot building, complete with a program room, kitchenette, enlarged children's area, designated computer lab, two private study rooms, leisure reading space, restrooms, separate public entrance, gallery wall and glass breezeway connecting to the high school (which has undergone its own expansion to accommodate 7th through 12th grades) culminated in a Grand Opening celebration in March 2009.

Due to multiple collaborations and increasing community support, we are experiencing strong growth as a library community. At the July 1997 Public/School

Library Grand Opening, registered library patrons accounted for 30 percent of the population of Sherman County. Following the March 2009 New Building Grand Opening, our patron count multiplied to nearly 63 percent, despite a significant decline in the general population. Collaborative library programs currently involve Sherman County Commission on Children and Families, Healthy Start, local Day Care and outreach to Senior Services. Expanded programming efforts have earned "Outstanding Ready to Read Project Awards" in 2000 and 2006 from Oregon State Library. A popular, annual Read Aloud program hosted by Jane Kirkpatrick (founding Library Board member and acclaimed author) is a perfect example of the blending of library services, providing a venue for students, teachers and community members to unite and read favorite literary selections.


Of course, there were inevitable challenges and growing pains along the way. Under the category "Who Would Have Ever Expected?" we would have to list the time mischievous students planted a snake in the return book drop; the incident where one child bit another on the bottom after losing patience at the drinking fountain subsequently producing irate parents to appease; an innocent public patron being mistaken for an intruder in the school; recent graduates hanging out in the library hoping to fraternize with students; and trying to squeeze 67 children and adults into our initial, under-sized high school library space for a reptile show. A worrisome financial challenge occurred when NCESD withdrew as a funding agency due to imposed cutbacks; however, Sherman County Court has magnanimously and consistently

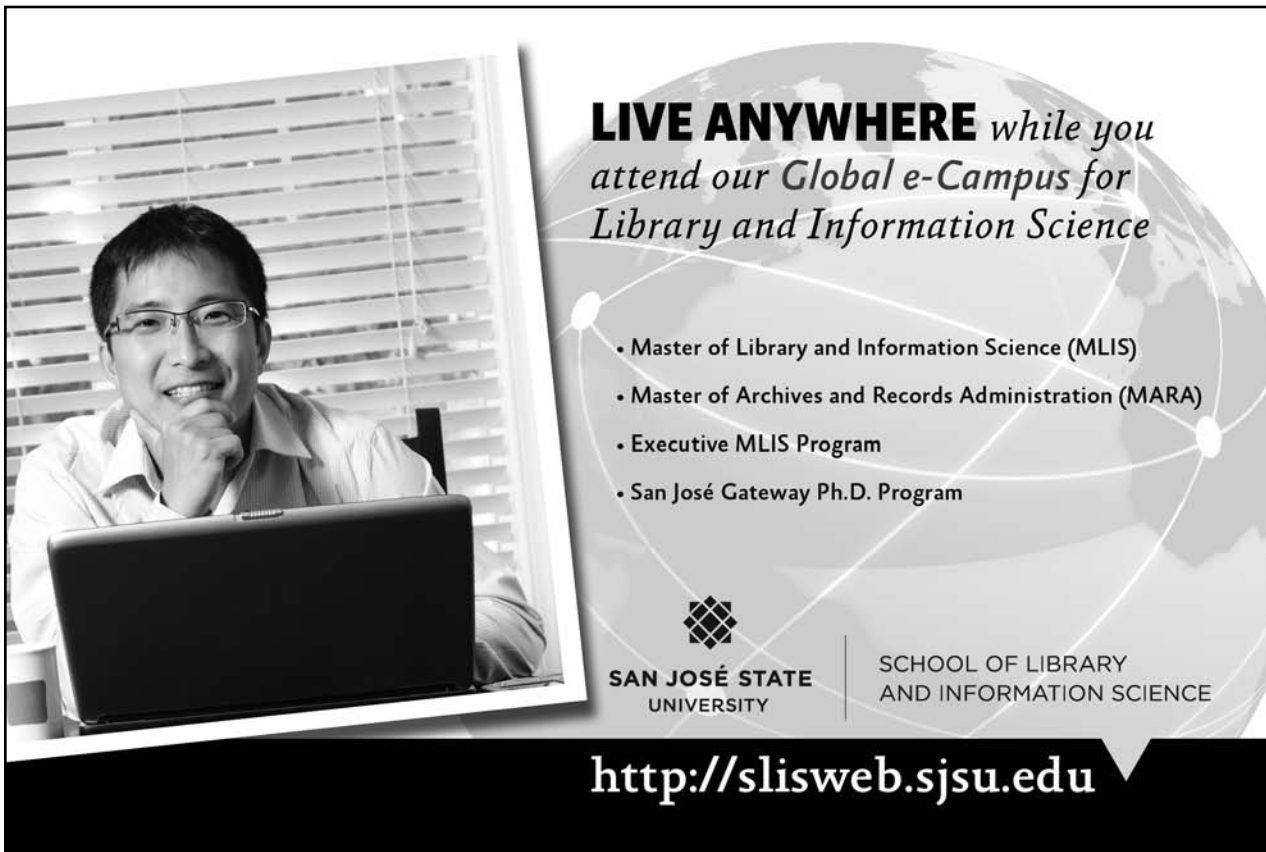


ected to increase their financial obligations as needed.

All of our collaborations, on every level and at every turn, were instrumental to our success. In large part, both the merger and the capital campaign were accomplished under the direction of a progressive, engaged Library Board with a clear vision and a dedicated, mutually-supportive, complementary staff. Private foundations and grantors pledged over one million dollars toward the new library building, Sherman County Court negotiated a donation of one million from a local PGE wind turbine project and local dona-


tions approached ninety thousand. The unwavering support and willingness to take ownership demonstrated by Sherman County Court, coupled with the cooperation and in-kind contributions extended by a School District with a focus on educational enhancements for the community led to a win-win combination.

Our growth curve stretches from being the last county in Oregon to establish a county public library, to fully-functioning as a merged public and school library, to construction of the 106th new public library in Oregon since 1990 ... not a bad measure of success. 



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Library Linx:

Bringing the Public Library to the Schools

by **Linda Bilyeu & Heather McNeil**

Linda Bilyeu is the Information Technology and Library Media Specialist for the Bend-LaPine Schools. She is a member of OASL/OLA and this year's District Librarian of the Year for Oregon. Linda is currently involved with a Professional Learning Community of secondary librarians who use Lesson Study to increase collaboration with teachers/librarians. She uses the Deschutes Public Library to provide books for her reading habit and believes Library Linx is the answer for staff and students with a similar reading obsession.

Heather McNeil is the Youth Services Coordinator for Deschutes Public Library. She is also the award-winning author of two collections of folklore, and an internationally recognized third generation storyteller. Teaching early literacy tips and skills, telling stories, reading about Africa, riding horses with her daughter and encouraging students and teachers to use Library Linx are some of her many passions.



Like bookends, Heather McNeil from Deschutes Public Libraries and Linda Bilyeu from Bend-LaPine Schools work together through Library Linx to support literacy for students.

Heather: The History of Library Linx

In 2002 the Deschutes Public Library (DPL) District Board identified working closely with schools as a high priority. This was due to several reasons: a) a lack of financial support available to school media centers was resulting in severely outdated collections and minimal staffing; b) many new neighborhoods with large populations were being developed in areas without close proximity to a public library; and c) limited availability of public transportation in central Oregon. Then-Library Director Michael Gaston determined that the best solution was to make library resources available as easily as possible by “bringing the public library to schools.” Library Linx was the result of that vision, and has been successfully operating in 10 schools, increasing to 15 in the fall of 2009, and eventually reaching as many as 30 schools in three school districts.

The idea of Library Linx is that students and teachers place holds on public library materials, and the public library delivers the materials, via DPL's courier van, to a designated location, selected by the school district. Then the school district's

courier delivers the materials to each of the schools, Monday-Friday. The media manager checks out the items to the student or teacher using one of DPL's Innovative Interfaces Express Lane self-checkout computer. Materials are returned to the school's media center, picked up by the school's courier, returned to the designated site, and picked up by DPL's courier to be returned to the public library.

Obviously, this arrangement required quite a bit of cooperation from the three school districts of Deschutes County and Deschutes Public Library. An interagency committee was created, comprised of representatives from each of the school districts, appointed by their superintendent, and DPL staff, including the managers for Access Services, IT, Facilities, and Youth Services. They met several times in order to work through the challenges of gradually expanding to over 30 schools in three school districts. For instance:

- Courier service. With no additional staffing, would schools be able to deliver the crates of library materials?



- Access to library materials. Would schools be able to support the fact that no restrictions are placed on public library materials, which means that students could reserve movies and print materials that might be controversial?
- Financial support of the media center. It has never been the intent of Library Linx to replace the media center, but rather to emphasize its importance. Therefore, DPL required that the school must financially support the media center with an amount that was half the national median expenditure per student. (We used School Library Journal's annual report to determine that amount.) Would schools be able to meet that requirement?
- DPL also required that the media center be regularly staffed by a media manager or media specialist. Would schools be able to guarantee that level of staffing?
- Funding. How would everything be paid for?

Each of the above concerns was addressed carefully with the three superintendents, and all expressed support. We began with three schools, with everything paid for by DPL. Bend La Pine schools assigned their grant writer to support this project by researching and writing grants so that we were able to expand to seven more schools in 2008. At least five more will be added in the fall of 2009.

The financial requirement can be addressed in a myriad of ways—school budget, PTO support, grants, donations, etc. However, when the economy changed so drastically we knew that our requirement for financial support needed to be adjusted, so that is not currently a requirement.

Other continuing requirements include:

- The superintendent signs a Memo of Understanding, and principals and media managers sign off on the list of requirements.
- Each school arranges for DPL staff to visit students and teachers four times during the year to promote Library Linx and library resources,
- Staff in the media center must promote a library card campaign in the fall, with a target of 80 percent of the students and teachers at each school to have Library Linx cards.

Linda: The Challenges

Growing pains are necessary in the birth of any new project. School library staff needed to be trained on DPL library card applications, circulation policies, placing holds to be delivered to the schools, ready reference, and dealing with questionable books or movies arriving at the schools. School libraries select materials allowing for age appropriateness, whereas public libraries offer a wider selection of reading interests and allow patrons to check out anything in the collection. School staff was encouraged to talk to students and call parents if necessary to alert them about school library parameters. After a few discussions, students realized that the staff were partners with parents in providing the best resources for their children.

Media Managers were also educated about the Library Bill of Rights and confidentiality of patron records. Library Linx books are kept behind the circulation desk and only school library staff can check them out so patron requests are kept private. Methods for alerting students about books waiting to be picked up, while protecting confidentiality, were brainstormed among the group.

Other challenges include:

- Students may have a book delivered but are unable to check it out until fines over \$10 are paid at the public library.
- Adding more schools will impact courier service, and may require changing delivery to every other day.
- School books are sometimes returned to the public library.

Heather: The Challenges

The biggest challenge is funding. The first two years were paid for entirely by DPL. Now we have a \$66,000 LSTA grant that will pay for a larger courier van, licensing software, library cards, printers, and promotional materials such as banners and bookmarks.

The library card campaign creates a huge workload for our circulation staff during the first months of school. With each year we learn better ways of clarifying the application and streamlining the process.

Our IT department provides, installs, and remotely supports the Innovative computers for checking out. During a couple of weeks of late summer the staff is dedicated primarily to Library Linx to get everything ready at all the schools.

Finally, there is the challenge of making sure that Library Linx is a success. We have children’s and teen librarians who are assigned as liaisons to the schools, and it is their responsibility to make sure that they promote the project and the library whenever possible, as well as answer questions from the media managers. But 90 percent of the success is due to the dedication of the media managers/specialists, and their willingness to remind students and teachers, “Your school is a Library Linx school!”

Linda: The Successes and the Future

With the growth pains has come an amaz-

ing collaboration between school and public libraries!

“How do we love thee, let me count the ways ...”

1. We love the access to over 400,000 items at DPL.
2. We love the access that students and teachers have without traveling to the downtown library.
3. Our Latino population schools are farther from the public library and often these students do not go to the public library. Having a Library Linx card has opened students and staff to a large collection of books in Spanish allowing parents to read to children at home.
4. We love the training provided by the DPL staff.
5. All Linx schools’ library staff are included in the Central Oregon Regional Library Conference that brings nationally acclaimed speakers and workshop presenters.
6. DPL staff also visit Linx schools to talk to staff about services available at DPL and help with collection development.
7. School staff say, “The convenience of having books delivered here and being able to place holds from school or home is soooooo convenient.” Students at Juniper Elementary say, “The public library has awesome books. We had to sell our car and never get downtown any more. It is great to still have access to all those books.” Juniper’s Media Manager, Peggy Whitney, has been a Linx supporter from the beginning. The enthusiasm of the school library staff is essential to the success of the program.




Peggy comments, "Sure it takes extra work, but the benefits are worth it."

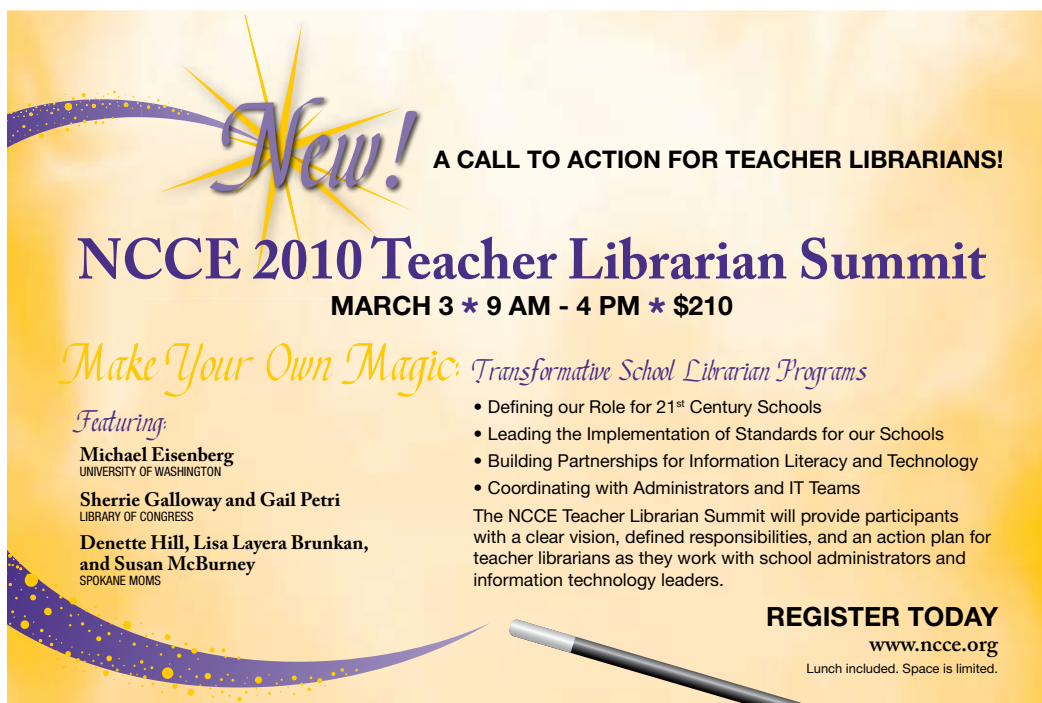
When Library Linx was started, the Bend-La Pine School libraries were a diverse group. Depending on the support of the school principal, funding for books was inadequate which left collections outdated and with insufficient funds to do much about it. Most schools used book fair or PTA money to buy new books, and only a few schools could qualify for Library Linx because of the required \$10 per student funding to become a Linx school. Today the school district gives adequate funds to qualify all schools in the program. Eventually we hope to include all the 26 Bend-La Pine Schools in Library Linx.

This has been a learning process for the Media Managers and Librarians but the growing pains have definitely been worth it. Students and staff have embraced the collaborative project and we have strengthened our ties to the Deschutes Public Library and

all it has to offer. Schools without librarians have welcomed the amazing librarians from DPL, inviting them to give book talks and poetry readings, and promoting the many resources available at DPL, such as databases, programs, and, of course, books!

Heather: The Future

Although Bend La Pine Schools has definitely addressed the importance of the media centers in their district with adequate staffing and funding, it continues to be a challenge for the Redmond and Sisters School Districts. Budget shortfalls have resulted in less staff and flexibility, which means Library Linx might need to be postponed in those two districts. However, DPL continues to be dedicated to the original plan of providing Linx to any school that is able to meet the requirements that aim toward a relevant media center and a strong partnership between school and public library. 



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The Best of Both Worlds:

School and Public Libraries Team Up for Training

by **Stephen Cox & Beverly Harris**

Stephen Cox, Salem-Keizer School District Library Media Program Specialist
Background: Stephen Cox has worked for six years as a high school Library Media teacher, 12 years as a video production teacher and eight years as an Associate Principal in Oregon and Washington State.

Beverly Harris, Salem Public Library Associate
Background: Bev Harris has worked in the Technical Services Division of Salem Public Library since 1973. She is currently the Lead Cataloger, handling all adult materials. Her duties have also included project supervisor, volunteer coordinator, interview and testing panel member, trainer, and children's cataloger.



Stephen Cox

Stephen Cox:

It had been on our school district's "To Do" list for a number of years: provide a training seminar to all of our school Library Media assistants in how to repair and maintain library books. After polling our assistants and library media teachers regarding who was qualified and willing to teach a book repair class I came up with no candidates. I heard that the Salem Public Library had offered a basic book repair class and contacted Beverly Harris and Sharon Sarver to see whether they would be willing to offer a class for our school district in October, 2008.

I have always felt that public and school libraries have a great deal in common, especially when it comes to damaged books. Library books are used, abused and literally loved to pieces. The challenge for staff at both institutions is in how to prevent, repair and assess book damage. Is it worth the time and effort to repair a damaged book?



Beverly Harris

Beverly Harris and Sharon Sarver from the Salem Public Library shared some good advice for our assistants in an interesting and informative training session.

Beverly Harris:

Early in 2008, I was told to develop a class on book repair for patrons. With the help of Sharon Sarver, who does our book repair and trains volunteers to assist, we identified the most common types of book damage and developed a three hour class to demonstrate how to repair those damages using materials readily available to the general public. We also discussed damage prevention.

Between April and November of 2008, 117 people attended offered classes. From class discussions and evaluations, we learned that some school library staff from Salem-Keizer Schools had attended, as did staff and volunteers from other public libraries, church libraries and academic libraries. We



also learned our class filled a need for area libraries as well as for our patrons.

Subsequently, I was contacted by Stephen Cox, head of Library Media Services for Salem-Keizer Schools, and asked if Sharon and I would present our class to media assistants and school librarians on their statewide in-service day. Steve's request was approved by the library director.

This was new territory for Sharon and me. What could we offer to such a group that they didn't already know? I reviewed class evaluations to re-read comments from those who had identified themselves as library staff. From this, our class was modified for library staff.

The class's main goal was to attain proficiency in six basic book repair procedures: cover protection, corners, spines, torn pages, loose pages and hinges. Since we were working with library staff, we used library-quality supplies, providing attendees with lists of supplies commonly needed in book repair and of vendors. After I showed examples of each type of damage, Sharon demonstrated repair. Questions, discussion and idea-sharing were lively. After our lecture and demonstrations, hands-on practice was encouraged.


Secondary goals were to offer ideas for damage prevention, encourage volunteer help to allow for more repair, and promote ongoing collection development.

Damage prevention for school libraries may differ somewhat than for public libraries. We talked about ideas to teach students how to care for both library books and textbooks. Remember "back when" our teachers showed us how to break in new textbooks? Might time spent to protect new textbook corners be worth it if books last longer? There is also a too-many or too-few guide to library shelves—too many books

on a shelf can cause spines to be more easily torn as students pull them off, while too few books on a shelf can cause hinge damage if bookends aren't used correctly. Direct sun over a long period of time can dry out book glue and make spines brittle, resulting in more damage. Shelving oversize books on their fore-edges can put pressure on hinges, as text blocks try to pull down.

Staff at both public and school libraries often have to decide which book repairs will be done based on how much time is needed for repair. By recruiting and training volunteers, more repair can be done. Partially as a result of our repair classes, Salem Public has recruited and trained enough volunteers to double the number of repairs we do, compared to a year ago.

Ongoing collection development and maintenance is a universal challenge. Sharon and I offered some reasons for such work from the perspective of book repair. Should outdated books be repaired, or should they be removed from the collection? Are books being damaged because the shelves are too full? Why are the shelves too full? When is it time to withdraw books instead of repairing them? Who decides when books are beyond repair? What factors determine whether books will be repaired—labor costs, books' cost, type of damage?

At the end of class, everyone appeared invigorated to go back to their libraries and try new methods or share ideas. They must have liked the class, since Sharon and I have now been asked to duplicate this class for two sessions at the OASL Conference this fall. 



Getting the Most Out of L-net

by Sue Kelsey &
Caleb Tucker-Raymond

Sue Kelsey has been a teacher librarian in the David Douglas schools for almost 20 years, currently at Ron Russell Middle School. She spent the summer reading the OBOB middle school titles and Martha Grimes' Richard Jury mysteries and just finished the fascinating Octavian Nothing books by M.T. Anderson.

Caleb Tucker-Raymond is Oregon Statewide Reference Service Coordinator at Multnomah County Library. He was recently seen reading Don't make me think! by Steve Krug, Age of Bronze by Eric Shanower and Games to Play With Babies by Jackie Silberg.



Sue Kelsey and Caleb Tucker-Raymond.

A great way for kids to connect with librarians outside of the school building, including at their local public library and future academic institutions, is with L-net, Oregon's statewide reference service. Last year, L-net received over 30,000 visitors asking questions over live chat and e-mail, and the vast majority of users were kids.

Unfortunately, not all of those kids got answers. With only two or three librarians online at any given time, classrooms visiting L-net—as part of an assignment or just by chance—can easily overwhelm the service. We, a public librarian and a school librarian, got together to explore several strategies to help more people have successful interactions with L-net.

First, we worked with a classroom teacher to introduce students to L-net as a formal part of an assignment. A 6th grade teacher was planning a world culture re-

search project and agreed to have L-net be a resource for the students, in addition to the print and internet sources already chosen. Specifically, the assignment was to select a world culture, develop five questions to ask about that culture, research those questions, and to present one aspect of the culture in class using a poster, PowerPoint or other visual aid.

Second, we created accounts on the L-net Web site so that each classroom's conversations with online librarians would be saved in one place. We assumed that students would want to refer back to their conversations, and wondered if they would mind sharing the transcripts with each other. L-net can send a chat transcript to a student if they provide an e-mail address, but we knew that many of the students would not have them. To save time, we created one account for each class. Students would identify their own work by



entering a screen name when they started a chat.

Third, we notified L-net librarians of the assignment by e-mail and included a link to a page with age-appropriate resources for librarians to use when they helped the kids. We encouraged librarians to suggest more resources for referral using a comments field on the assignment page. Though assignment pages are viewable by everyone, only librarians can comment.

The day of the assignment, the teacher reviewed research steps and developed questions with students, and then came to the library. The school librarian (Sue) presented resources on world cultures before introducing L-net and handing out an L-Net “How-To” sheet with a class username and password. The class picked a question for a practice chat that all viewed using an InFocus projector. Choosing the question as a group and then going through the reference interview with the online librarian helped students see the process they would be going through when they contacted L-net individually. They also got to practice evaluating the Web site suggested by the L-net librarian and see how much time that might take within the chat.

Since only a few L-net librarians might be available at any time, the librarian had set up three computers as L-net stations with a white board “sign-up” next to them so that students could sign up for the next available L-net computer. Students were reminded that they would get a chance later to contact L-net if they didn’t get a chance during this first research session.

Students were very enthusiastic about using L-net, in fact it was hard to keep it limited to no more than three students using L-net at one time. The first day, 3–6 students were able to have an L-net chat in each of the three classes. Those who were able to connect with an online librarian right away, and who had clear, specific ques-

tions and previous “chat” experience, were those who seemed to feel most successful.

Between the three classrooms, 105 questions were submitted to L-net in a little over one week. One of the classes submitted 66 questions, the second 28 and the third just 11 questions. For 56 of the questions submitted, the student never connected with the librarian. L-net was simply too busy, even when the activity was limited to three students at a time.

In the 49 sessions where students connected to librarians, students spent an average of 11 minutes in session with the librarian. The longest session was 28 minutes. Resources from the World Wide Web were shared with students in all but one of the sessions.

After the assignment had been going for a few days, L-net staff (Caleb) visited the school to get feedback from students using L-net, and was lucky enough to observe some students using it as well. Though

Tips for librarians working with kids online

- Kids often read and type slower than adults.
- They can’t see you and they want to know about you.
- It’s okay to ask a student’s grade, if the question is part of an assignment, or to talk to a teacher.
- Offer to show the student how you found resources for them.



students were frustrated when they couldn't connect, they liked the idea of getting personal help from a faraway person on the internet. One classroom suggested that L-net add more staff by recruiting librarians from all over the world.

Students' technology skills varied greatly. All students typed using the 'hunt and peck' method, some as slow as eight words per minute. After receiving Web resources from the librarian, one student was observed writing the links down, to check later at home. She was either unsure how links worked or lacked the confidence to click on them without being expressly told. Other students were more adroit, typing up to 20 words per minute and able to keep the conversa-

tion with the librarian going in one window while evaluating resources in another.

Students' language skills varied also. Their questions were well thought-out, but not always grammatically correct: "how is the famous greeks?", "Do mimes come from Italy?," "do ierland have a king or queen" and "just what is kabuki anyway?"

To use L-net well with a whole class, plan enough time with the classroom teacher for library sessions covering research skills, questioning skills, demonstrations of L-net and time for students to go online no more than two at a time for at least 15 minutes.

Finding time for everyone to use L-net individually might be the hardest part. The best project will be one where students can use many different sources and have several days access to computers so that they can have their chance with L-net. Remember, all 30+ students cannot use L-net at the same time, so having several options during research is critical to success.

Contact L-net at least two days ahead of time, preferably a week. L-net staff will alert librarians about your assignment, and, if you like, set up accounts for your students to store their conversations.

Finally, define success. The most important thing to the students we observed was that they received individual, personalized help. If students have the opportunity to chat with a librarian and have learned about one more resource to help them grow into citizens and scholars, your assignment was successful. 🌿

For More Information

L-net www.oregonlibraries.net

Assignment alert

www.oregonlibraries.net/alert

Caleb Tucker-Raymond

calebt@multcolib.org (503) 988-5438

Introducing students to L-net

- Teach to one small group at a time.
- Make L-net your teaching partner; use it for individual students' reference questions that need very specialized information.
- Teach students how to use multiple windows or tabs on their computer.
- Set up a practice login session first to familiarize your students.
- Contact L-net staff at www.oregonlibraries.net/alert to tell them about your assignment.



Community Collaborates for a Día Celebration

by Hope Crandall,
Mary Parra &
Deeda Chamberlain

Hope Crandall provides library services in English and Spanish at Washington Elementary School in Woodburn. She loves multicultural celebrations for all ages. Hope is a member of OASL, OLA, and REFORMA.

Mary Parra teaches information skills at Nellie Muir Elementary School in Woodburn, Oregon. She has also enjoyed working as Youth Services Librarian at Woodburn Public Library.

Deeda Chamberlain is the Youth Services Librarian at the Woodburn Public Library and a member of OLA. She enjoys collaborating with her excellent colleagues in the public schools to better serve the families of the Woodburn community.



Left to right: Mary Parra, Hope Crandall and Deeda Chamberlain.

The school gymnasium lies empty on a Saturday morning. Folding tables ring the outside of the floor. Lengths of vibrant *papel picado*, tissue paper cut in intricate designs, flutter from strings stretched across the ceiling. The room is quiet now but very soon will fill with the sounds of families exploring the many child-friendly activities offered at the tables. Chairs await the audience who will be entertained by local groups: gyrating break dancers, controlled martial arts students; the high school mariachi band; school district staff colorfully disguised as Mexican folk dancers; and exotically costumed Aztec dancers accompanied by the throbbing beat of drums.

Outside in the parking lot, emergency and public works staff gather to show their vehicles to the curious and admiring. In the nearby cafeteria, parent volunteers prepare an endless supply of popcorn and sno-cones in donated machines. Inside the gym children wait patiently at the most popular tables: the basketball throw sponsored by an insurance

group; the cake walk run by city recreation staff; the craft table operated by volunteers from the two Head Start schools, the fishing pond created and staffed by high school volunteers; and the library table where staff from two elementary libraries and the public library distribute free books to some 500 children. Periodically the cry, "Curious George!" follows the super-sized beloved character through the crowd.

The noise level rises as 950 family members and friends greet one another in three languages. The room vibrates with energy and laughter and the sounds of a community at play as Woodburn, Oregon celebrates its fourteenth annual Día de los Niños/Día de los Libros, Children's Day/Book Day.

Since 1925 Children's Days have been celebrated throughout the world. In 1996 author Pat Mora linked the celebration of children with literacy to create Día de los Niños/Día de los Libros, Children's Day/Book Day, and designated



its date as the last Saturday in April.

Woodburn's Children's Day began in the mid-1990s as a small celebration by migrant families with the Woodburn School District. In the fall of 1999 a district administrator and two children's librarians, dreamed of expanding the celebration to include all families in Woodburn. The librarians, Mary Parra then at the public library, and Hope Crandall of Washington Elementary, proposed that the focus of the celebration be promoting family literacy. The Woodburn Public Library received a grant from Woodburn Together, a community based service organization, to purchase children's books to give away. In the fall of 2004 when Deeda Chamberlain, the new Youth Services Librarian, joined the planning committee, she augmented the Día budget with Ready to Read Grant funds.

Each autumn the steering committee, composed of the three librarians and a school district administrator, begins planning anew. The work of the committee includes identifying and inviting local organizations, agencies, businesses and other groups to participate by providing a youth activity, preferably literacy-oriented. Community members may also donate funds, services, or materials. Publicity, via newspaper, radio, library and school fliers, and a large street banner, has been very successful in building enthusiasm and attendance. In recent years, at request of the committee, both Woodburn City mayor Kathy Figley and Oregon Governor Kulongoski signed proclamations designating the last Saturday in April as Día de los Niños/Día de los Libros, Children's Day/Book Day.

Over the years, the librarians have organized a variety of activities: a professional storyteller, a clown, Clifford and Curious George costumes, coloring and designing bookmarks, library wheel of fortune, making literacy wristbands, fishing pond, writing and illustrating English and Spanish



"We never miss a year, that's why I have so many books!"

From a 5th grade student about the Día at which he has received a book a year.

proverbs, as well as matching kids with just the right free book

Many think of a Día celebration as an event for only Spanish-speaking families. In Woodburn Latino themes, decor, and entertainment dominate because Spanish speakers represent the largest portion of the community. However, as a celebration of both children and books, Día can be customized to fit any community size or ethnic configuration. The name of the game is collaboration. Initial collaborators might be school media specialists, principals, teachers, parent volunteers, public library directors, and youth services staff. Local service groups, like Rotary or Lions, may provide leadership or funding. The Ready to Read Grant can also serve as a source of funding for giveaway books for young children. Community partners such as schools, child care centers, businesses, faith organizations, health clinics, service organizations, social service agencies, local government departments, and local media may provide activities, supplies, publicity, or labor. Many of these organizations are looking for opportunities to connect to the community. A Día project is a perfect fit.

A Día event provides benefits to all collaborators and participants. Families benefit by an increase in community involvement which is very empowering for parents. The event recognizes the importance of children and makes them feel valued by their community. Community partners profit





“At the moment that we persuade a child to cross that threshold, that magic threshold into a library, we change their lives forever for the better.”

—Barack Obama

by educating families about their programs and agendas. Schools benefit by achieving their goal of supporting family literacy. By suggesting additional books, the librarians invite the families to visit all libraries and take advantage of the materials and children’s programs. For statistical purposes, including 950 participants in a grant request would undoubtedly help acquire additional

funds. Last but not least, a Día event creates community spirit because it’s more fun to work and play together!

Woodburn’s Día celebration continues to grow annually in scope, community involvement, and literacy focus. It has helped spawn a Sunday Día celebration in the city plaza sponsored by the downtown merchants, which also included distribution of free books. Next year the committee looks forward to expanding the Día celebration with community literacy efforts of the newly formed Woodburn Reads initiative. Other goals include recruiting more members for the on-going steering committee to strengthen the reading focus, to include a wider base of involvement, and to bring more planners and workers on board in the fall.

For a good overview of Día, see Pat Mora’s Web site:

<http://www.patmora.com/dia.htm> 



How to choose the *best* book.



Bridging the Summer Reading Gap

by Ian Duncanson &
Chris Myers



Ian Duncanson has been a young adult librarian at the Beaverton City Library since 2007. Prior to that, he worked as a reference librarian at the Free Library of Philadelphia. He completed his MLS at Indiana University in 2005.

Chris Myers (not pictured) is a librarian at the Oregon Episcopal School where he is an advocate for the development of each community member's research skills.

Public libraries and schools perennially wrestle with the challenge of managing summer reading, especially the question of how to encourage and promote reading without becoming too compulsory or prescriptive. The summer-reading frameworks at Beaverton City Library and nearby Oregon Episcopal School illustrate some of the overlap and differences in the way public libraries and schools approach summer reading, as well as the potential for effective collaboration between the two.

At the Beaverton City Library, part of the Washington County Library Services Cooperative, the summer reading program offers incentives for youth from birth through grade 12 to read material of their choice for a total of fifteen hours over the summer months. Upon completion of their hours, readers receive a free ticket to a Trailblazers game, a discounted rides pass to a local amusement park, coupons for free food, and a popular paperback book of their choice. In addition, the BCL also offers a special book reviews program for teens where students evaluate the books they read and submit the reviews for weekly gift card prize drawings. This system encourages further evaluation and interaction with the books. Reviews submitted online are also added to the teen section of the BCL's Web site, which aims to cultivate a database of game, graphic novel and book reviews. At the end of the summer, a \$100 grand prize drawing is made using all of the reviews gathered over the course of the program. Weekly programs, including book discussion, gaming, and Anime clubs and special presenter events are also offered and advertised through flyers and a refrigerator-friendly summer events calendar. The structured summer reading program offers

a clear goal that students are eager to meet; during the summer of 2009, the BCL had 1,523 participants.

The summer-reading program for the Upper School (grades 9–12) at Oregon Episcopal School is two-pronged. The first prong, similar to the program at Beaverton City Library, is the Summer Reading Challenge. Students are challenged to read 2,009 pages, or 10 separate books, or for 30 hours cumulatively during the summer. Those who complete the challenge win a T-shirt with a design created by an OES high-school student. The Friends of the Oregon Episcopal School Libraries, a parent volunteer group, generously underwrites the T-shirts. About 300 out of the 800 students in the school document meeting the challenge. The second prong, which is more compulsory, allows students to choose one book from a list of titles recommended by faculty members and rising seniors. Each book recommender, or sponsor, gets a chance to give a brief preview of his or her book at an assembly in the spring. Then students select a title, which they commit to read over the summer. In the fall, students meet in mini book groups to discuss the books they read. The sponsors lead these discussions. The books on this list are supposed to be “fun” reads, and teachers are explicitly barred from extending the curriculum into the summer by putting books on the list that are related to one of their classes. This program has been in place in the Upper School (grades 9–12) for six years, and a similar model is being piloted in the Middle School (grades 6–8) this summer. None of this is original to OES, of course. The T-shirt incentive was “borrowed” from Multnomah County Library, and the idea of having students pick one required



book from a list of fun reads came from neighboring Jesuit High School.

Both parts of the program at OES help achieve the basic goal of ginning up excitement about books, and getting students to read, talk about and think about books more than they might otherwise. In particular, having students recommend some of the titles on the summer-reading list has significantly increased student ownership of the program. These two initiatives are supplemented by publicity about the reading programs at Beaverton City Library and other neighboring public libraries. But there is clearly potential for more collaboration between OES and BCL.

For the youth librarians at BCL, promoting the summer-reading program in the local schools, including OES, has been an ongoing challenge. When the end of the school year draws near, teachers and librarians scramble to finish the curriculum, and time is in short supply. Scheduling class visits to discuss the SRP with students can be a challenge amidst the bustle. At the end of the 2008–2009 school year, the young-adult librarians at the BCL visited ESL parents nights, middle school classes, and several classes at a local high school. In addition, the BCL sends its summer reading materials to all of the English teachers and librarians in its service area. Color copies of the summer reading posters, designed by local students, are sent to librarians to hang in the school library. Finally, the BCL Young Adult Division also has a blog (<http://teendomtweendom.blogspot.com/>) designed to keep teachers abreast of library happenings, including the summer reading program.

What more can be done to facilitate cooperation between the two camps on summer reading? For one, school librarians could act more aggressively as liaisons

between teachers and the public library, making sure teachers know about the summer-reading programs and thus might be more likely to tell their students about it. With the required reading portion of OES's programs (and in schools where teachers in English and other subjects mandate required reading), the school librarians could help ensure that the public library has those booklists to help with collection development and program promotion. Many teachers, especially at the high school level, have summer reading lists that they require students to read. These assignments can count towards the library's reading program. The BCL often purchases teacher-required books and OBOB titles for summer reading prizes. The local Powell's Books in Beaverton does a nice job of displaying titles and books from the summer-reading lists of OES and other local schools; with more communication between the schools and the library, BCL could do something similar. Similarly, OES could put a link to the BCL book-review program and teen-reading blog in a prominent place on its library homepage. And it would be very powerful to have a BCL librarian visit the summer-reading preview assembly at OES to talk briefly about the initiatives at the public library, hand out materials, and perhaps even be ready to sign up students for library cards if they don't have them already.

What we're going for, of course, is a feedback loop in which public libraries and schools are mutually reinforcing each other's good efforts to promote reading in the summer. Using existing programs as a springboard, communicating more fully about each other's efforts would be a great step in the right direction. 🌿



The Owl and the Pussy-Cat Go to Sea:

A Cross-organizational Conversation

by Carol Dinges & Mary Ginnane

Carol “Owl” Dinges,
Library Media Specialist,
Lebanon High School,
and President of the Oregon
Association of School Libraries

Mary “Pussy-Cat” Ginnane,
Youth Services Manager,
Eugene Public Library and
Past-President of the Oregon
Library Association



Carol Dinges



Mary Ginnane

While Carol was on vacation Mary asked:
*What is one thought about your work as
a librarian that resonates even when you
are away from the job?*

Carol:

Do you remember that old Brenda Lee classic, “I Want to Be Wanted”? (Refresh your memory on YouTube at <http://tinyurl.com/YouTubeBrendaLee>.) As a high school librarian, some days I think that’s my theme song. I have so many good books, great resources—all I need is someone to share them with! Even though I have a somewhat captive audience, my patrons aren’t always enthusiastic about what I have to share. “No, I’ll just look on the Internet,” they respond, rebuffing my eager advances . . .

I’ve got such great stuff to show them—great new YA lit, classics, easily searchable databases, equally easily searchable books—if they’d only slow down long enough to notice. But they are in such a hurry. No, they really don’t have time to explore the possibilities—they’ll just Google the topic and see what comes up.

How do I lure them in and then convince them to slow down and ponder the possibilities?

Mary:

Oh, Brenda Lee is great—thanks for the link. We in the public library experience that feeling, especially with older youth or when thinking about underserved groups who aren’t visiting the library. I think the feeling is muted by the broad array of services public libraries provide to a wider age range. Storytimes, summer reading programs, events for adults, a diversity of materials and formats . . . to stand in the library rotunda on a weekend and see the streams of people coming in to the library, all with a personal purpose to achieve is very inspiring to me.

The song I offer to you in regard to student library use is “Many Rivers to Cross” written by Jimmy Cliff (<http://www.youtube.com/watch?v=lkMzuXIKQv8&feature=fvw>) and covered by many artists, including my favorite version by The Animals



<http://tinyurl.com/YouTubeTheAnimals>)

There are so many resources, in print and on the information superhighway, virtual rivers of information for youth to use. How can school and public libraries together give them the oars and paddles of information literacy to navigate the river?

Carol:

I like the image of oars and paddles—and maybe we're in need of a few, as well. Working alone, like trying to row a boat or paddle a canoe with only one oar, can work, but how much more effective to paddle with a partner.

In a state where licensed school librarians have disappeared faster than spotted owl habitat, it's sometimes difficult to put aside the instinct for self-preservation in order to look to the public library as a partner. The fear factor comes of school boards and administrators who view the public library as a substitute for maintaining and building a strong school library, and this can quickly escalate to paranoia when the local public library offers to step in and fill the information literacy void left when a school board votes to eliminate their licensed library staff.

I should be grateful that our students won't be left adrift, and yet it feels a little like someone just tossed me an anchor when I fell overboard.

Mary:

Are you sure public libraries are offering to step in and fill the void? I've been a youth services manager for seven years now, and information literacy has been on my mind the whole time, yet teaching—beyond our staff one-on-one interactions with students—hasn't happened. We don't have the capacity to teach a coordinated curriculum like school librarians can. I like to think that school and

public libraries have a common client—the student—to plan and pull together for.

Who to communicate with about that common client does get more difficult with fewer and fewer school librarians to connect with. In Eugene we are using a subscription to Live Homework Help, the web-based tutoring service from tutor.com as a first step to build relationships with students, parents, teachers, and administrators on a path toward an information literacy project. But we can't do it all ourselves from the public library—the access we have with students is fairly random. The motivation may be higher through voluntary visits to the public library and I'd love to leverage that, but our library's ultimate interest is a collaborative project.

What I'd like to know, Carol, are your thoughts about OLA and OASL members working together on the continuous improvement plans that HB 2586 now requires school districts to submit about "strong school library programs." Have you ever seen one of the plans? Will that provide a good opportunity for our two organizations to propose a model plan, or an opportunity for local public and academic librarians to be communicating, along with school librarians, what a strong school library program is?

Carol:

I think that HB 2586 provides the perfect catalyst for public and school librarians to "paddle together." There's no strength in isolation—especially when it comes to educating our children. We in the school community often talk about the importance of parents, schools, and communities working together, and this is a wonderful opportunity to actually put that into effect.

One of the primary goals of education is to create lifelong learners. Again, what



better school-to-life bridge than collaboration between the school and public library? A strong school library program that introduces all students to the effective use of the myriad of resources available, which is then reinforced by regular visits to the public library, cannot help but create confident, self-directed learners who know where to turn when they want to learn.

We need to know the importance of working together, but we also need to communicate this to school boards and community leaders—they are the ones who decide whether or not students will have access to quality school and public library programs.

There are some models for “strong school libraries,” including one developed by the State Department of Education for

the Quality Education Model and another developed more recently by Portland Public Schools, both of which provide an excellent framework from which to develop the implementation plan for HB2586. Furthermore, some Portland librarians are looking into developing a K-university continuum of information literacy skills that should also be incorporated.

If there were ever an opportunity for school, public, and academic librarians to join together, this is it.

Mary:

I’m so glad to read your answer, Carol. I agree with you very much. I foresee a project for the OLA-OASL Joint Committee on School-Public Library Cooperation. Shall we set sail on this course? 🌊





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