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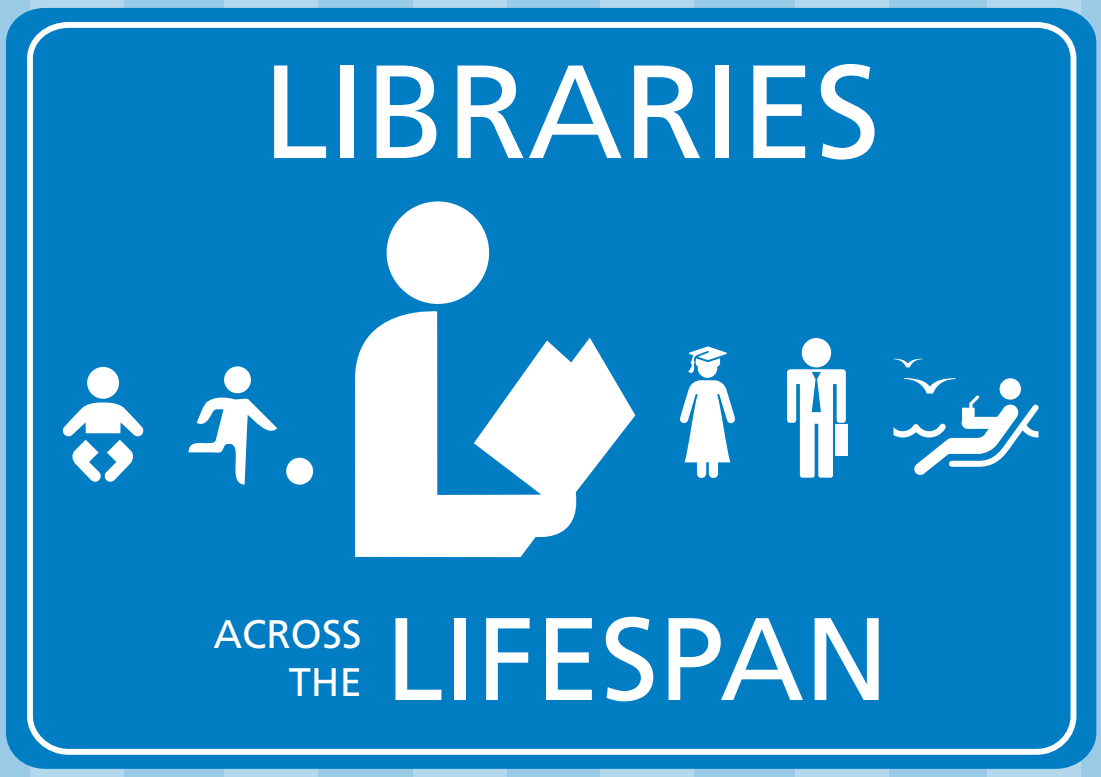

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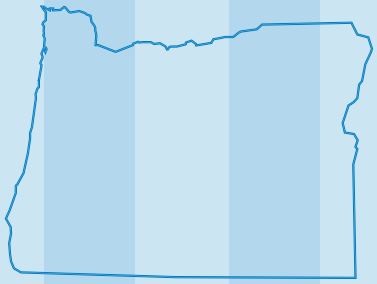

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INTERCHANGE
Journal of the Oregon
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Spring 2014
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OREGON ASSOCIATION OF SCHOOL LIBRARIES
dba Oregon Educational Media Association

MISSION STATEMENT OASL provides progressive leadership to pursue excellence in school library media programs by:

- advocating information literacy for all students;
- supporting the highest levels of library media services in schools;
- supporting reading instruction and enjoyment of literature;
- strengthening member professionalism through communication and educational opportunities;
- promoting visibility in education, government and the community

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Introduction

From the Guest Editor Ayn Frazee

When I first heard that the theme of this joint issue of *Interchange* and *OLA Quarterly* would be "Libraries Across the Lifespan" I thought, "Of course!" Very few of us discovered our love of reading and library services as adults, though for a great number of us, the path to librarianship was long and winding. I have heard numerous fond recollections of favorite librarians and reading experiences from preschoolers to respected elders. I've also heard interesting tales from librarians, novice and veteran alike, detailing their journey into the profession. Some of us have always known we were destined for the library life, while others of us took the scenic route to the job. All of us, however, have landed in a profession that is more than just work, but a passion.

In this issue we get to see the real intersections of libraries at every level: from collaborations between school and public libraries to partnerships between libraries and their larger communities. The librarians and library advocates represented by OASL and OLA truly exemplify service. From infancy to older adulthood in public, private and school libraries across Oregon and online, Oregon librarians are making an impact by providing essential services to our population. I'm so pleased to keep such good company.

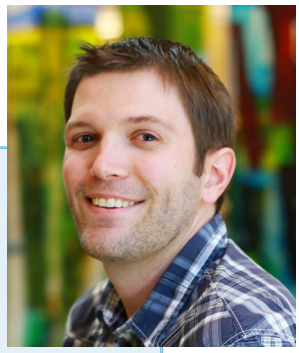
Ayn Frazee is a teacher-librarian and instructional coordinator at Rosemont Ridge Middle School in West Linn. She recently completed her Master's in Educational Media and Librarianship at Portland State, prior to which she worked in public libraries as a library assistant. You can drop Ayn a line at frazeea@wlwv.k12.or.us or follow her on Twitter @ayntastic.

From the Guest Editor Isaac Gilman

The Oregon Library Association's units serve an important purpose—they allow us to collaborate with colleagues who work in similar areas or with similar populations. But it's important to remember that, ultimately, every unit is serving the same patrons—just at different points in their lives. Oregon libraries serve the very young to the very wise: from storytimes, to summer reading, to college papers, to job searches, to aging in place, we meet our patrons where they are. And as they move between our libraries—public, school, special, and academic—across their lives, it should be our goal to provide our own "continuity of care:" ensuring that patrons know what is available to them at other libraries, and equipping them for the next stage of their life, education, or career.

Providing this continuity requires that we understand the work of our colleagues in other libraries. Like Ayn, I am proud to be part of a library community that "gets" this: as exciting as the collaborations are that are included in this issue, there are many examples of connections between public, school, and academic libraries that are not reflected here. For example, ACRL-Oregon (full disclosure: I'm on the board), funded the attendance of two academic librarians to the 2013 OASL conference (and we are offering to fund the attendance of two OASL members to the 2014 Library Instruction West conference) to promote dialogue between school and academic librarians. And this joint issue of *Interchange* and *OLA Quarterly*—the first since OASL joined OLA—is itself an expression of the shared purpose of all Oregon libraries.

It is my pleasure to play a role in bringing these articles to both *Interchange* and *OLA Quarterly* readers. As a "legacy" Oregon librarian (my mother graduated from the University of Oregon library school and worked in both school and public libraries in Coos Bay), libraries have been part of *my* lifespan since I was born—from storytime, to History Day research, to college all-nighters, to library school, to my current professional scholarship. It is inspiring to see how Oregon libraries are working (and working together) to provide that lifelong service to others!



Isaac Gilman is Assistant Professor and Scholarly Communications & Research Services Librarian at Pacific University. You can reach Isaac at gilmani@pacificu.edu or follow him on Twitter @gilmani (although he hasn't tweeted anything yet, so it might be somewhat boring).

From the OASL President's iPad

by Nancy Sullivan

Nancy Sullivan is the 2013–2014 OASL President and the teacher-librarian at Madison High School in Portland, Oregon. E-mail is the best way to reach her: president@oasl.olaweb.org for association business or nsullivan.pdx@gmail.com for personal communication.

For over a dozen years during my career as a school librarian, I have been lucky enough to have served students from kindergarten through 12th grade. I currently work in a marvelous, challenging, and hectic urban high school setting in Northeast Portland. When I think about the theme of this issue and I remember back to the kindergarten, first, and second graders I taught years ago, the main difference that stands out in my mind between elementary and high school students is probably not what you would expect. It's the hugs.

Kindergartners absolutely love and cherish their school librarian. They are just learning about stories and story time and the magic of the library. They are just learning that we can help feed their endless hunger for information and that they can explore new worlds through picture books. They're just starting to learn how to use the nonfiction section and that there is a structure to all this information. So they love you. And hug you. You are the person they associate with this fantastic and wonderful place.

By middle school you might get a hug during field day on the final day of school. Hormones are kicking in. Emotions are all over the place. There is drama … drama … and more … drama. These kids are still excited about books and all they hold but they are often too wrapped up in themselves and navigating their interpersonal relationships to even think about your role as their information advocate. Although, you still are a good source of book recommendations, some counseling, encouragement, and more.

By the time students get to high school there's just no hugging, but there is a nice handshake at graduation. There is a lot of serious research, learning about themselves, their world, and their place in it; relearning how the library is organized because they forgot everything that they knew before. You start to see the people they will become as they come to terms with their flaws, experience lots of different relationship dynamics, broaden their thinking, and manage to keep their idealism mostly intact throughout.

I had a rare opportunity to spend the day at Mt. Hood Community College a few years ago. It was unexpected, but lo and behold, during the tour of the

library I spied some of my former students. I was so pleased to see them using their college library. I peeled off from the tour to touch base … and got hugs!

Libraries of all sizes and types are important in our patrons' lives from preschool (and hopefully even before) through every stage of childhood and adulthood. I'm so proud to be part of a profession that brings reading and passion for information to people of all sorts and all ages. Our patrons see themselves represented in our collections in many diverse ways including language, race, gender, and ability. Our libraries are a place to feel safe, become informed, create content, come together, and feel welcomed. Keep up the good work!

The Importance of Libraries, Relatively Speaking

by Elma Witty & Phyllis McCracken

Sisters Elma Witty and Phyllis McCracken at the 2013 OASL conference.

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phyllismccracken@gmail.com

Once upon a time, a father, mother, and three children lived on a farm in far eastern Oregon. Money was in short supply, but books and other reading materials were always available. "Family Night" entertainment often consisted of the father reading aloud to the rest of the family (many times the mother darned socks as she listened). Among the selections read were short stories from the *Country Gentleman* magazine and whole books that were serialized in the "Oregon Farmer" (*Mrs. Mike, Plow the Dew Under*). With this sort of background, it may not be surprising that two of the children became librarians and the third is a publisher.

Elma Witty

I am the oldest child in that family. I majored in elementary education and taught four years in Adrian, Oregon, before getting married and staying home with my family. Eventually I made my way back to school, working at various times in special education, in the business office, in alternative education, and in a grant program seeking to help students by improving focus and balance. Finally, when the posi-

tion was available, I became the school librarian at Adrian and completed the Library Media Specialist program at George Fox University. I have been the school librarian at Adrian for 13 years now and enjoy it so much that I am having a hard time deciding when to retire, although I have at least moved to halftime work for this year.

My husband and I have three children, all of whom are library users (at least one of our kids first went to the library when he was a week old!). The city library in Nyssa, the county library in Ontario, and the school library in Adrian were all important as they were growing up. Our oldest son visited his aunt in Salem for extended periods during several summers so he could go to the city library with her each day and spend his time reading books. Over the years he has made extensive use of libraries at Stanford University, Palo Alto and Menlo Park, in California; Massachusetts Institute of Technology, Cambridge and Boston (and several surrounding towns) in Massachusetts; and King County, Washington. Most of the books our kids currently check out from libraries are e-books.

My father-in-law, an elementary school teacher, said that throughout his career, students who were readers never gave him any problems. I believe school libraries play an important role in creating and supporting readers. The Adrian School library serves toddlers and preschool children in our community with a weekly story hour; students in grades K–5 have weekly library classes; when students in grades 24 finish books during their scheduled reading times, teachers send them to the library to check out new books; middle school and high school students check out books before school and during language arts and English classes. Occasionally, adults in the community check out books and audio books from the library. Ours is a library that seeks to serve patrons *across the lifespan!*

Phyllis McCracken

I am the second child of that family. I remember as a youngster playing outside while my older sister was inside the house reading a book. I wasn't sure I wanted to grow up if it meant one would choose to read instead of to play. (Of course, I now enjoy reading!)

At our small grade school in Scotts Mills, the "library" consisted of several books on shelves in the principal's office. After moving to Ontario, we had access to the county/city library near the junior high, and as a high school senior I had an after-school job shelving books there. At George Fox College, I worked in the library to help pay tuition, and after a couple years changed from elementary education to major in language arts/literature.

Salem Public Library hired me in 1965 as a library assistant, and I worked there until my retirement forty-two years later. During that time, I worked in various roles in circulation, children's, and technical services and experienced many changes in technology. From the "chunka" Gaylord checkout to cameras and keypunch cards to computerization, the goal was always the same: the sharing of resources. Individual families are unable to afford the resources which are purchased by pooling our tax money, and individual homes do not have space enough to house such a collection, though some have tried!

I have witnessed a variety of patterns for cooperation between different kinds of libraries. For a time, the West Salem branch shared space and books with Walker Junior High School. Interlibrary Loan is an excellent tool for sharing. Having recently moved to a retirement community, I find that our library includes a shelf of books on revolving loan from the public library.

In addition to a firm belief in sharing, I applaud the universality of the public library. For all ages and reading levels and for a huge range of interests, the library is available.

Collaboration Ideas for K–12 School and Public Libraries

by Jacqueline Partch

Jackie Partch is a librarian and lead worker for the Multnomah County Library School Corps (https://multcolib.org/educators/school-corps). You can reach her at: jacquelp@multcolib.org.

After working for more than 15 years in a public library program that collaborates with schools, I've found lots of ways for school and public libraries to work together. Here are some of my favorites:

Summer reading programs

Summer Reading is a natural collaboration point. Multnomah County Library has begun signing up most K–12 students before school ends. The districts send us student information electronically so we can add it to our database. If this sounds overwhelming, maybe public library staff could visit the school during library time or lunch to sign up students. Some schools have a party or other prize in the fall for students who completed the public library's summer reading program; this provides extra incentive to finish. I've even heard of a few schools that open the school library occasionally during the summer for students. What about inviting someone from the public library to stop by and sign students up for summer reading or award prizes to those who finish?

Newsletters

Does your school or library have a newsletter? Maybe you could ask your collaborative partner to write an article with you, sharing new books or programs of interest to the audience. (I'm writing this article because a school media specialist, Erin Fitzpatrick-Bjorn, recommended me. Thanks, Erin!)

School assignments/Common Core

Overwhelmed with teacher requests on a small budget? Your public library may be able to pull some books for students to check out or make a list of recommended titles. (Public librarians really appreciate knowing about those perennial assignments, so we can keep them in mind the next time we do a book order.)

Parent nights

I occasionally get panicked phone calls from schools looking for someone to come to a parent night. Public librarians are usually happy to visit these events in order to staff a table about library resources or speak to parents about topics like homework resources or books for beginning readers. These visits let us connect with families we might not see otherwise. Some libraries may even be able to issue library cards on-site.

Library card signups

Perhaps you could hand out applications for public library cards at your school, maybe during parent/teacher conferences. Once all those students are signed up for cards, partner with your public library colleague to show students what they can do with them: access databases to help with homework, reserve books in the library catalog, etc.

Battle of the Books

If your school offers Oregon Battle of the Books (OBOB), consider asking public library staff to serve as judges. Or perhaps you could collaborate to run an OBOB book group.

Other school contacts

My first point of contact in a school is always a school library staff person, but my school library colleagues have also introduced me to others in the school who are eager to connect with the public library, such as the after-school program director, the school counselor, and the Title I coordinator.

There are many opportunities for school and public libraries to collaborate. I encourage you to develop a partnership using one of these ideas or one you create. You are sure to find an opportunity to collaborate that will become your favorite, too.

Expanding Opportunities with Library Cards

by Kate Dwyer

For the past 22 years, Outreach Education Librarian Kate Dwyer has lived in Takilma, Oregon in Josephine County. After two years as the branch manager for the Illinois Valley branch of Josephine Community Libraries, Kate was hired to oversee the Expanding Opportunities Program, funded by the Institute for Museum and Library Services. For more information about the program, please contact Kate at kdwyer@josephinelibrary.org.

Public libraries have much to offer school libraries in collaboration and collective impact, but gaining access to the school setting for meaningful projects can be challenging. In Josephine County, a simple project—aimed at increasing the number of student public library cardholders—has reverberated beyond its face value to build trust and open doors at schools.

Background: *Expanding Opportunities Program* at JCL

With funding through the Library Services and Technology Act (LSTA), Josephine Community Libraries (JCL) in southern Oregon provides staffing to educate leaders and residents in Josephine County about libraries and information literacy in the digital age. The Expanding Opportunities Program focuses on three primary areas—education, employability, and entrepreneurship. Dubbed the Outreach Education Librarian (OEL), the JCL LSTA-funded staff person conducts general library education classes for a community that seems largely unaware of the 21st century features of a library system. Not surprisingly, this familiar refrain is often heard: "We don't need libraries anymore because we have the Internet." Through her classes and outreach, the OEL turns this into: "I had no idea! This is amazing! Thank God we have a library!"

In addition to general community education, the Expanding Opportunities Program also includes outreach within the school system, specifically focusing on middle schools (teachers, parents, and students) as a target audience to ensure high value impact. Middle school students are generally ready for an introduction to library databases, and are doing substantive reports that require some research skills. The mission includes training teachers to introduce their students to both school and public library online resources, and working closely with school librarians to multiply their efforts. The lessons include identifying source quality, framing searches, locating and synthesizing information, using citation tools, and issues of digital citizenship. Naturally, some school librarians are already teaching these skills, but it's a big job and they welcome an increase in the capacity to reach more students. Other school librarians have been without resources or support to

take on digital skills training. This partnership emphasizes the importance of the effort and focuses additional resources on implementing a comprehensive program.

Josephine County has two school districts, and between them there are six middle schools, serving about 2,440 students. Each district signed on as a primary partner in support of the Expanding Opportunities Program grant. The OEL met with all school librarians in August to assess their needs and frame the project in ways that would be most helpful. School librarians in one district were ready for additional support for existing efforts, and in the other they expressed frustration at a lack of collaborative time with little access to training on digital resources. They were eager to learn. The project was greeted warmly in official meetings, but there were plenty of barriers to actually getting into classrooms and school libraries.

Although school and public libraries should be natural partners, effective collaboration has proven challenging to achieve in recent years, as budget cuts drastically reduced the capacity of the public library to reach out to its neighbors. In decades past, our school libraries enjoyed a warmly collaborative relationship with the public library, and each devoted time to meeting and planning together. Now, with our public library surviving on a shoestring, and certified school librarians largely replaced with classified staff, dynamic partnerships and visioning have given way to guarded turf and issues of greatly diminished service capacity. Classified staff in school libraries are naturally concerned that outside help will make them less necessary, and this has affected the previous climate of natural partnership. However, school library staff recognize the dire need for digital skills curriculum and this program seeks to address that need and to help school libraries reach more students.

Card Access: Establishing Partnerships through Library Cards

To overcome some initial resistance, and to build trust and value for public libraries among all the stakeholders, the OEL needed a project that everyone understood and could support, and which would be a first step to reaching the Expanding Opportunities program goals.

In August, just prior to the new school year, the OEL approached the Superintendent of each school district to request support for placing a public library card application in every middle school student's registration packet, a fully paper process. They agreed, and were excited to participate.

Program data

Using birthdate as a marker, JCL's pre-project ILS data showed that our library system had already registered 1,300 junior library cards in the middle school age group. So that existing accounts would not be confused with new students registered as part of this initiative, JCL staff created a marker line on Polaris database card records to show if a student had been registered under this program, which would allow us to track growth and usage. This established a baseline to help evaluate the impact of the program.

Application forms

Two data collection questions were added to the front of JCL's usual library card applications: "Does your student currently use the public library?" and "Does your child have Internet access at home?" In addition to these two questions, one school district allowed a specific library use survey to be added to the back of the form, while the other school district did not.

A volunteer made 2,400 copies of the amended application form, and counted them all into leftover Summer Reading bags, labeled for each school. An instruction form for the office staff was included, along with an absolutely indispensable key item: chocolate. The wise librarian knows that any team project is fueled and lubricated by this precious substance, and any supplication toward team members' good graces must be accompanied by a generous offering.

Preparing for registrations

As schools began their registration process, the public library staff and volunteers got ready. Volunteer data entry teams were scheduled. The patron database and bulk mailing manager created task lists. Mailing envelopes were ordered and systems were designed for handling a potential deluge of paper card applications.

At the end of registration week, the OEL made the rounds to schools to gather completed forms. There were significantly more returned forms in the schools where the applications had been placed within the registration packets compared to the schools where the applications were offered on the counter as optional, which was not a surprise. Also, schools where staff had an existing relationship with the OEL had a much better rate of return because office staff were enthusiastic about the project and expressed their excitement to parents, who were then more likely to complete the form.

The school registration process dragged out as late deliveries trickled in or as families took time to gather the documents they needed for school. Staff waited to process the cards until the end of the month, and the OEL made frequent trips to schools to pick up "stragglers."

The "deluge"

Then they were here: over one thousand library card applications. The return had been less than JCL hoped, but higher than the schools had expected. Their experience with forms being returned had led them to expect fewer.

Hundreds of library card applications arriving in a deluge required an orchestrated team response at JCL. Each school's returns were counted and marked as to which school they came from. Forms went to a data entry team which checked each name for an existing library record. When a student already had an active library card, the information was updated so that the record's time to expiration was extended. If there was an inactive record, unused for over two years, a new card was issued assuming it may have been lost, and waiving the usual $3 card replacement fee. (If there were unresolved fines over $10.00, no new card was sent.)

Survey results

Survey data collected on the applications were collated and tabulated into spreadsheets. Seventy percent of parents reported that their students did not currently use the public library. In the school district which allowed a larger survey, the top two reasons for not using the library were transportation issues and "have Internet." This reflects the largest misunderstanding within the community that the OEL has identified to date—the erroneous idea that untrained use of the Internet can replace school and public libraries as a meaningful research tool.

Seventy-six percent of families reported having Internet access in the home. However, informal interviews with students during school library observation times, as well as discussions with teachers, consistently revealed a lack of *meaningful* Internet access. Merely having the home hooked up does not necessarily result in middle school students having educational experiences online. Jockeying for turns, the allure of games, social media time, and various distractions seem to use up students' online time far more than educational content.

Issuing library cards

To issue new cards, the data entry team entered all of a student's information and clipped a new card to the application, with the card number showing. Fulfilled applications were then alphabetized by student's last name.

A "problems team" addressed tricky applications, called schools to clarify hieroglyphic handwriting, made gentle courtesy calls to families with outstanding fines, and tried to get as many forms as possible cleared to move forward.

JCL decided to mail the library cards directly to the students. Team members who had children thought the likelihood of the cards coming home if students received them at school was not high—the cards might languish in lockers, backpacks, or gym bags. Also, receiving items in the mail is a treat for children, so they wanted to elevate the library card with the excitement of mail for the student.

The OEL wrote a welcome letter for students which included their card number and password (some students had not chosen a password, so one had been issued, or they might need to be reminded of theirs, and she wanted students to have immediate access to their accounts without barriers.) The back of the letter listed new young adult materials in our collection, and upcoming library events at all four branches, including a middle school family open house at each branch.

JCL's patron database manager printed each letter with the student's address for a window mailer. Volunteer "stuffers," trained in bulk mailings for JCL, came to an all-day marathon session in which six helpers checked each letter against the card number attached to it, folded the letters, and sealed the flaps. Then, to distinguish the lemon yellow mailing envelopes from junk mail, each envelope was embellished with colorful ink pad stamps.

Out of the thousand applications, many students already had active cards, (i.e. were part of the existing group of 1,300 middle school age patrons), some forms were incomplete or illegible, and some had unresolved issues. In the end, however, almost 600 new cards were issued!

Because the addresses were collected as part of a school registration process, the return mailing bounce rate was reduced compared to other bulk mailing efforts. About 20 envelopes bounced back from the Post Office, and staff located the (still alphabetized) applications for these, determined which school the student attends, and hand-delivered these to the schools.

Publicizing the program

JCL wrote a press release for the project, and the Grants Pass *Daily Courier* published an excellent article, complete with a photograph of a middle school girl in the teen library. Awareness of the project was high at the schools, with teachers discussing it enthusiastically.

Building value for libraries among educators and parents

One of the finest moments of this project was when JCL staff met a mom in the library with her three middle school sons, all of whom had received their first library card in the mail that week. They were warmly welcomed, received a tour of the library, and all went home with books. The library front desk staff were elated!

Out of 600 new cards mailed, in the past three months, fewer than 10 percent have been used at the library. Increased marketing of summer reading programs to young adult readers, inviting teachers to bring student poets to workshops, and increased school visits have all been planned to invite middle school students into the libraries and entice them to participate in activities throughout the upcoming year, with the goal of developing a slow and steady increase in middle school patronage.

Although the student library card usage rate has been low so far (as expected), the program has merits far beyond getting students into the library. Parents, educators, school board members, and media representatives have expressed enthusiasm for the program. Stressing the value of libraries to their students, school principals have thanked JCL for its efforts and become more open to other Expanding Opportunities program goals.

This project demonstrates that repeated entry into the school setting is necessary to build student awareness of the value of public libraries; multiple invitations are required to see a return. But without getting through the door to be a regular visitor in schools, this is hard to build. The middle school library card project engaged school staff and parents as well, leading to enthusiasm for the project's collaborations with school librarians. The increased profile helped stakeholders frame the broader project in a more positive light.

Opening doors

Once our schools saw that the public library had done something tangible and meaningful for their students, the Expanding Opportunities Program became much more welcome. Since then, the OEL has completed hours of observations in the schools where digital skills were already in the curriculum, learning how their school librarians teach and utilize these resources and how kids employ them. She has been welcomed at staff meetings to introduce public library databases, and has achieved a real coup: a public library link on every school library web page in one of the school districts! Digital skills trainings of staff and students are proceeding well and school staff shows enthusiasm for the resources JCL brings to the table.

The Expanding Opportunities Program strives to not only increase student use of public libraries, but to demonstrate the value of school libraries and school librarians. While training teachers in the use of digital resources, school librarians are always included and deferred to as experts, building value for their positions within the school structure. This "rising tide" of library value applies to public and school libraries together.

While there is still much work to be done before our middle school staff and students attain the necessary digital information skills and competencies, thanks to 600 new public library cards, the doors are open, partnerships are on track, and progress is well under way.

Library as Poem Feeder and Breeder

by Karen Bonoff

Karen Bonoff is the library assistant at Rosemont Ridge Middle School in West Linn, Oregon. She enjoys getting students hepped up on a good read and the new wave of genres in literature makes for easy match-making. A native Oregonian, Karen loves pushing PNW writers and exploring every region of the state on foot, ski, or with a paddle. Want to talk regional lit? Drop a line at kbonoff@comcast.net.

Growing up in Lake Oswego, a visit to our public library was a trek full of anticipation. The rush there was followed by the sweet dawdle in Section 811. Anything from the *Rubaiyat* to e.e. cummings would be pulled down into the lap of languid reading. My favorite poet happened to be our neighbor, William Stafford. I anticipated his next book of poems as much as the next Dylan LP. Through my school years, I looked forward to his visits to our classrooms, listening to his stories, nibbling on his writbits. Stafford told us weekly library visits were a vital part of his childhood back in Kansas .

Over the last dozen or so years, libraries and bookstores all over the state, nation, and world, have hosted William Stafford birthday celebrations with poetry readings in his honor. I attend these annual events (every January) at the local libraries; enjoying the company of Stafford's many admirers among his many volumes of poetry. It's a time when high school students will give their first reading and wonderful stories are shared. I look forward to this New Year ritual: the reincarnation of poems via the spoken word.

Every year, the birthday audience is invited to come up and read their favorite Stafford poem and one of their own too. It was at an inaugural celebration where I chose to read the first of many favorite Stafford poems:

> ***An Afternoon in the Stacks***
> Closing the book, I find I have left my head
> inside. It is dark in here, but the chapters open
> their beautiful spaces and give a rustling sound,
> words adjusting themselves to their meaning.
> Long passages open at successive pages. An echo,
> continuous from the title onward, hums
> behind me. From in here the world looms,
> a jungle redeemed by these linked sentences
> carved out when an author traveled and a reader
> kept the way open. When this book ends
> I will pull it inside-out like a sock
> and throw it back in the library. But the rumor
> of it will haunt all that follows in my life.
> A candleflame in Tibet leans when I move.

2014 is the year of the William Stafford Centennial Celebration. Hundreds of public and school libraries, bookstores, meeting places, will become living rooms for sharing the poet's legacy and sometimes birthday cake too.

A few years back, I made a new connection between a library and poetry. I was lucky to join a small group of writers, led by Paul Merchant, Director of the William Stafford Archives at the Watzek Library at Lewis and Clark College. We were given the opportunity to publish a small chapbook of our own poetry and/or prose in the spirit of Stafford. This experience of working in a college environment (where Stafford taught for decades) was yet another catalyst a library can provide … a haven for writers to learn and create together with the resources and inspiration to manifest fresh poetry.

Rosemont Ridge Middle School "Poem in Your Pocket" day display

Working in the library at Rosemont Ridge Middle School, we offer our interested poets varied slants on the subject of poetry. Something for everyone. Each April, we celebrate poetry month by participating in the Poem in Your Pocket program, we have a writing wall for walk-by thoughts, poetry readings at lunch, and little tidbits of poems posted throughout the school.

Using the library as the poetry hub to the masses is a necessity for all those who need a place to dawdle.

Readers For Life

by Korie Buerkle

Korie Buerkle is a Children's Librarian and Assistant Director at the Newberg Public Library. She currently serves as OLA's Children's Services Division Chair where she loves connecting with children's services staff from across the state. If you are interested in volunteering for CSD, or chatting about book clubs, you can email her at korie.buerkle@newbergoregon.gov.

I clearly remember the moment I said to the Children's Librarian, "A parent suggested today that we do book club. We should do that." My boss said, "That is a good idea. *You* should do that." Ten years later, our library staff offers three book clubs for kids, one for adults, and one for senior citizens.

I am inspired by what a book club can do for a community. To me, it's a way for the library to connect readers to each other, to stories, and to a bigger world. I don't ask questions that would tell me if the reader can regurgitate the timeline of events, or remember names; I want to know how the reader related to the story. I want to know how it made them feel, what they liked or didn't like. I want to know how the experience of reading widened their perspective. I ask open-ended questions, many of which are the same or similar for each book.

Facilitating those connections each month is a joy—almost always. I admit sometimes I get a little burned out. But I find I mostly feel that way when I lose sight of creating connections and get focused on how things are not going according to my "plan." Like the time I did book club in a tent, inside the library, with nine 3rd grade boys and flashlights. You will not be surprised to learn there was really no book discussion. But some of those boys had never been inside a tent before, and we created a connection to our book character, *Ellie McDoodle*, that wasn't there before. Next time I would definitely choose to relate to the book in another way, but there was still value in the experience.

I started interning at the public library because I was a college kid in love with books. But I chose to be a public librarian because I love people. I love what we do. I love that book club is yet another way we bring the right book to the right person at the right moment—we are a part of the seemingly serendipitous magic that creates a reader for life. And when I remember that, I look forward to book club again.

Book Award Program Updates

ORCA Awards

By Stuart Levy
2013–14 ORCA Chair

Stuart Levy is the teacher-librarian at Wood Middle School and the OASL Treasurer. You can reach him at levys@wlwv.k12.or.us.

Student voting in the Oregon Reader's Choice Award ended March 31st. The winners of the award will be announced at the OLA Spring Conference on April 17th and will be publicized right afterwards. Also, stay tuned for the 2014 ORCA nominees to be announced at the end of April.

The new ORCA Committee will begin on April 1st. My two year term as chair will end, but I am happy to pass the reins off to Nina Kramer of OYAN.

Thanks for all of your support and your participation!

Beverly Cleary Children's Choice Award Titles for 2014–15

By Libby Hamler-Dupras
BCCCA Chair

Libby Hamler-Dupras is a retired librarian from the Salem-Keizer School District. She is the chair of the BCCCA committee. You can reach her at hdfamily@Q.com.

Please help us promote the 2014–2015 Beverly Cleary Children's Choice Nominees for *next year!*

Anna Branford	*Violet Mackerel's Brilliant Plot*
Andrea Cheng	*The Year of the Book*
Judy Cox	*The Secret Chicken Society*
Amy Hest	*Letters to Leo*
Brenda Peterson	*Leopard and Silkie: One Boy's Quest to Save the Seal Pups*
Jerry Spinelli	*Third Grade Angels*

For more information on the BCCCA program, go to http://ola.memberclicks.net/bccca-home. Thank you to the Oregon Association of School Libraries for sponsoring this very fun program!

Oregon Battle of the Books

As this issue of *Interchange/OLAQ* is published, regional Oregon Battle of the Books (OBOB) competitions around the state are wrapping up and crowning their representatives to the state competition, which is scheduled for April 12th in Salem. This year, 441 schools registered from around the state! We expect a great turnout of both familiar faces and newcomers to the competition.

At press time, the following titles had been chosen for the 2013–14 Oregon Battle of the Books program. We appreciate the nominations and feedback that were submitted by so many of you. The list will be finalized in early May. If you haven't participated before, consider getting teams together to read these fantastic books next year. It could even be a great to time to start that collaboration between public and school libraries!

If you would like to comment on the remaining titles under consideration, please visit the OBOB wiki Title section.

Announcing the partial 2014–2015 OBOB list:

3–5 Division

The Fantastic Secret of Owen Jester by Barbara O'Connor, 2010
Gaby, Lost and Found by Angela Cervantes, 2013
Kizzy Ann Stamps by Jeri Hanel Watts, 2013
The Miraculous Journey of Edward Tulane by Kate Dicamillo, 2006
Rules by Cynthia Lord, 2006
The One and Only Ivan by Katherine Applegate, 2012
Sasquatch by Roland Smith, 1998
A Nest for Celeste by Henry Cole, 2010

6–8 Division

Bomb: The Race to Build—and Steal—the World's Most Dangerous Weapon by Steve Sheinkin, 2012
Code Talker by Joseph Bruchac, 2006
The False Prince by Jennifer Nielsen, 2012
Freak the Mighty by Rodman Philbrick, 1993
Into The Wild (Warriors) by Erin Hunter, 2003
The Lions of Little Rock by Kristin Levine, 2012
Ungifted by Gordon Korman, 2012
Wonder by R.J. Palacio, 2012

9–12 Division

Aristotle and Dante Discover the Secrets of the Universe by Benjamin Alire Saenz, 2012
Code Name Verity by Elizabeth Wein, 2012
Mr. Penumbra's 24-hour Bookstore by Robin Sloan, 2012
Please Ignore Vera Dietz by A.S. King, 2010
Ready Player One by Ernest Cline, 2011

It is Important to be Friends with a Public Library:
A Story of OBOB Collaboration

by Gesse Stark-Smith and Nanci Booher

Gesse Stark-Smith is a Bilingual Youth Librarian at the Fairview-Columbia branch of Multnomah County Library. She reviews books for *School Library Journal* and is a member of ALA's Amelia Bloomer Project. You can reach her at gesses@multco.us.

Nanci Booher is the librarian at Multisensory Learning Academy (MLA) in Fairview. In addition to that, she is a Library Assistant at the Albina branch of Multnomah County Library and has a weekly pajama storytime. You can follow her at http://tinyurl.com/ldxac6u (www.neverwearmatchingsox.wordpress.com).

Gesse: A girl comes into your library and asks you if you have a book. You look in the catalog and you see that there are 82 holds on the seven copies your system has. Uh-oh. "No problem" says the girl. "I have a whole list!" But as you go through it, title after title has a similar number of holds. Suddenly you realize: this is the Oregon Battle of the Books (OBOB) list!

If you work at public library, you might have had this experience and you might have tried to think about ways your library could do a better job of supporting schools participating in OBOB. This year, after reports of long hold lists and disappointed young patrons across the system, our youth services director decided to go ahead and purchase some book sets of OBOB titles for branch youth librarians to use with OBOBers. These books were cheaper paperback editions and wouldn't circulate in the general collection but could be given to students at library book clubs.

I was not part of this initial decision and wasn't sure I had time to do anything more than I was already doing. Then one day I started talking to Nanci Booher, the media specialist at the charter school nearby, who was carefully placing as many holds as possible on OBOB titles at our library and scrounging Half Price Books for inexpensive copies. She had a 4th–6th grade book club that was interested in trying out OBOB.

Nanci: This is my first go at OBOB and at an after-school book club. With Gesse's help, we planned a few meetings at the library. We talked about books, ate pie and the kids had the opportunity to check out books after our meeting was over. It was fun for me to have this group of students in a relaxed environment outside of school. Not all of my students knew each other (since they are in different grades) and it has been nice to see new relationships develop.

Gesse: It was great that Nanci would actually walk her students over, so I would have a built-in group of kids. Sometimes it is easier to take on a new program, if you have a guaranteed audience! We wanted our book club to be fun and balance OBOB preparation with general discussion. We would have a little trivia, but we would

also incorporate fun activities that would help kids remember the book in the long run while working on their literacy skills. Also, we were both committed to having thematic snacks. We had gummy worms and cookies for *Gregor the Overlander* and, as Nanci mentioned, pie for *Pie*! In addition to supporting OBOB, this book club was a great way to help students make a connection to their public library. These students always say 'hi' to me in the library now, and I know that they feel comfortable asking me for help with all manner of research and reader's advisory questions.

Nanci: It was important for me to build a relationship with our neighborhood library because not only is it a good resource for our students, it's a good resource for me. I can call Gesse and ask her opinion about just about anything … the layout of my little library, book lists for my book club kids, ideas to incorporate in Battle of the Books. In return, Gesse knows that anytime she has a program or needs to recruit students for a program at the library, she has me to turn to and that I'll get that information out to my students.

Gesse: Working with Nanci is great because when we pool our resources and know-how together everything stretches much further.

Nanci: It is a balancing act. Schools are short staffed and not all of them have the luxury of working with their neighborhood library. Public libraries are busy, busy places and the youth librarians not only have public schools to service, but they have daycares, head starts and private schools. In a perfect world, the schools would have complete access to their neighborhood libraries and youth librarians would be able to serve all of the children in their area. In the meantime, we do the best we can with what time we have.

So what did our Book Club participants think about coming to the public library for their book club? Here's what they told Nanci when she asked:

- It is important because kids get the experience to check out lots of books and be able to have a connection.
- I think it is important because a lot of children love reading and because reading teaches people words that they don't know and that's why it is a good opportunity and without this it is hard to get books that you can't find.
- Because the library is a useful resource for kids.
- I think it's good so kids can learn to like reading.
- It is important to be friends with a public library because they're nice once you get to know them.

We hope we can do an OBOB book club again next year (maybe meeting more than three times and including more kids from other schools). We're also starting to talk about collaborating for some poetry month programming this April. What collaborations are you working on with your neighborhood public or school library?

One Simple Question—One Great Relationship

by Peggy Christensen

Peggy Christensen worked as the teacher-librarian at Millicoma and Sunset Middle Schools before taking the head librarian job at Marshfield High School in Coos Bay, OR. She has been in the library for 14 years. In addition to her regular duties, she also serves as the district librarian for all of the elementary schools. Prior to moving to the library position, she worked 20 years as an English teacher. You can reach her via email at PeggyC@coos-bay.k12.or.us.

One of the first things I did as the new librarian at Marshfield High School was reach out for some expert help from the director of the Coos Bay Public Library (CBPL). The request for an in-service happened quite naturally.

It began with my creating a newsletter, *The Library X-Press*. I sent it to all the librarians and clerks who were in charge of a high school library in all of Coos and parts of Curry County as well as the directors of the public libraries in my town and our sister city, North Bend. Out of that contact there grew an interest in conducting countywide in-service meetings.

I asked CBPL director Carol Ventgen if she would conduct an in-service training on censorship. Hands down, it was one of the best trainings I ever attended. She was organized, purposeful, and had full command of her subject. Because school libraries have considerations that public libraries do not (and vice versa), it led to some healthy discussion and helped us forge some ideas about the direction we needed to take.

Not long after that session, the Coos County Library Cooperative started taking part in "community reads" and asked the high school librarians in the county if they would like to be part of the program. Laurie Nordahl, North Bend High School Librarian, and I definitely did. The two of us got together to plan and share our information on author Craig Lesley's book, *The Sky Fisherman.* Together we did an evening presentation at the CBPL on Craig Lesley's other books. The payoff to us (besides getting to participate in the program) was a visit by an author to our campuses. From that point on, both North Bend High School and Marshfield High School have been the recipients of shared author visits. Sometimes we have to take turns (depending on how long the author is scheduled to be in the area) but most of the time we both get a visit.

With the state mandate to form Professional Learning Communities, it seemed natural for the librarians from the two cities and the schools to turn to each other. For me and Laurie, it felt like we were "in the butter" because we went from having no other certified librarian to dialogue with to having a whole committee. It was very rich!

Laurie and I joined Oregon Battle of the Books together. If we were going to give our students practice

opportunities to battle other teams, who better than each other? When it came to picking a venue for the battles to take place, where better than our public library? They jumped on board in a *big* way.

The moderator for the Civil Battle was a former TV anchor from our area. Our judges were the mayors from the two cities. The director and assistant directors from both North Bend Public Library and CBPL filled in all the other roles, plus they provided the snacks! The gallery was full and the competition friendly. Okay, okay, in the end, North Bend scored one more point than Marshfield.

When our teams went to Regionals, the Marshfield students attended as well to support North Bend who made it out of the elimination round.

Laurie shared with me that her principal asked for a list of the OBOB books because he wanted to read them *and* he featured their OBOB teams in an assembly. I shared with her that my superintendent, plus the associate director from CBPL and another assistant from there volunteered as coaches. (But I would like her to know that *this year*, the superintendent, the principal, the assistant principal, the director of human resources, the account, payroll clerk and a host of other people have read books for me and written questions, and the superintendent, two librarians from CBPL and one from NBPL are coaching the teams.) In the end, it isn't about the win/loss column—it's about the relationships that are being built along the way.

Laurie serves on the North Bend Public Library board. She believes that is a good way to make a connection between the public and school libraries. It is also a good way to keep each other informed about programs.

Ultimately, it makes sense that the public and school libraries work together. We both need each other, after all. Perhaps, like me, you will make new friends. In the case of North Bend and Coos Bay, we doubled our fortunes by working closely together.

Smiling and Nodding

by Susan E. Robertson

Susan E. Robertson is a graduate student and mother of two wonderful daughters. With her personal "time and money" she enjoys working on her old house and purchasing art supplies. You can reach her at srobertson@pps.net.

A year and a half ago I enrolled in the Portland State University Library Media Endorsement program. I'd spent years working in a bookstore and volunteering in my child's school library and felt pretty certain a library career would be perfect for me. I pursued this career for many of the same reasons other librarians have: finding that perfect reference material for a teacher, teaching students how (and why) to make citations, breaking up fights for who gets to check-out the latest Pokemon Lego book (they're passionate about reading!). These usual and solvable challenges are expected, relished and even exciting!

There's one challenge that has me stumped. It's an age-old problem. A challenge with no simple solution. "I'm supposed to do what? With how little time? And no money?" As you already know, there are actually two challenges here: time and money, or the lack of both. I recently began my student teaching (at the same school library where I volunteered) and mentioned to my cooperating teacher, Reba Parker, that I had noticed there was never enough time for her to do everything that needed to be done and there was no money. After I stated the obvious, I hoped she was going to tell me her secret for handling this mentally on a day-to-day basis or maybe share a helpful anecdote or mantra for me to repeat. Instead, she looked at me and smiled and nodded. Then, she looked at me and smiled and nodded some more.

There is really no easy solution for these challenges. Obviously, it would be helpful if I were issued magical-librarian powers with my teaching license, were a superhero, or was okay with breaking the law to print my own money (silver lining with this scenario … I could probably work in the penitentiary's library once incarcerated.)

"You're doing it again," I said to Reba when she was nodding and smiling at me the next day after I brought up the topic again. After I pointed out that she needed to give her student teacher a pep talk, she eventually said, "It boils down to setting priorities and spending a lot of time to get what you need." (There's that time thing again.)

Ultimately, a school librarian needs to get comfortable with the fact that there is going to be the discrepancy between the time and money allotted to do the job and what could be accomplished if there were plenty of time and money to do the job. I hope that makes sense. Maybe there's a better way

to state it, such as, "You have to let some things go," or simply, "Get over it."

I'm betting on getting magical powers because from what I've seen so far there are plenty of school librarians making magic happen. They, however, would probably more accurately describe it as hard work. Hard work, and after smiling and nodding, they may also say it's the donation of unpaid time to get the thing their program needs, *money*.

Resource Roundup Spring 2014

by Jen Maurer

Jen Maurer is the School Library Consultant at the Oregon State Library, and her duties include working with OSLIS and the K–12 aspect of the statewide databases. Previously, Jen worked with the bookmobile program at the Salem Public Library and was a teacher and school librarian for a dozen years, split between Texas and Oregon. You can reach her at jennifer.maurer@state.or.us.

From brochures for helping parents of kindergarteners understand the Common Core to recommendations for improving teen library services to materials to facilitate adult learners' preparations for career certification exams, these resources aid library patrons of all ages.

YALSA Report about Teen Services in Libraries

The Young Adult Library Services Association, or YALSA, sponsored the National Forum on Libraries & Teens which released a report in January called "The Future of Library Services for and with Teens: A Call to Action." The report's recommendations are for public and school libraries. This is from the executive summary:

> Libraries provide a lifeline for teens, their families and communities across the nation by providing a safe and supervised space for adolescents to engage in creative, educational activities with caring adults and mentors. But a variety of significant developments point to a need for libraries to change in order to successfully meet the needs of today's teens. The Future of Library Services for and with Teens: a Call to Action, is the result of a yearlong national forum conducted by the Young Adult Library Services Association (YALSA) in 2013, with funding provided by the Institute of Museum and Library services. The Call to Action lays out a new path for serving 21st century teens through libraries. This 2014 report shows that many libraries are continuing to grapple with diminishing resources while at the same time struggling to meet the needs of a changing teen population. Additionally, significant developments in technology have led to the need to rethink how services for and with teens are best created and delivered. The Call to Action provides recommendations on how libraries must address challenges and re-envision their teen services in order to meet the needs of their individual communities and to collectively ensure that the nation's 40+ million teens develop the skills they need to be productive citizens.

Report and Executive Summary: http://tinyurl.com/YAForumproj
School Library Journal Article about the Report: http://tinyurl.com/SLJ-YALSA

Common Core Brochures for Parents

With all the attention the Common Core State Standards (CCSS) for English language arts and mathematics are receiving, you may be getting requests from parents who want to better understand the implications for their children. The National PTA and the Council of the Great City Schools offer free, downloadable brochures with CCSS information organized by

grade level. Each brochure or road map is in color and available in English and Spanish. The publications give some background about the Common Core, offer specific examples of skills and expectations for that grade level, and suggest ways parents can help their children succeed. Each English language arts pamphlet emphasizes the value of reading for pleasure.

PTA Two-Pagers, ELA & Math: http://tinyurl.com/PTA2ELA-MA
PTA Four-Pagers, ELA & Math: http://tinyurl.com/PTA4ELA-MA
Road maps, ELA: http://www.cgcs.org/domain/114
Road maps, Math: http://www.cgcs.org/domain/149

The Oregon Department of Education features these and other resources in their CCSS toolkit for parents.

Toolkit for Parents: http://www.ode.state.or.us/search/page/?id=3425
Toolkit in Spanish: http://www.ode.state.or.us/search/page/?id=4041
Parent Guides: http://www.ode.state.or.us/search/page/?id=3398

New Learning Express Library Interface

In January, the Learning-Express Library (LEL) interface underwent a major update. Public, tribal, and academic libraries have updated the LEL links on their websites. K–12 access is via OSLIS, and temporarily, there are two links to Learning-Express Library on the site. Use version 3.0 if you are new to LEL. Everyone who registered for LEL using version 2.0 will have to create a new account in version 3.0. If you have unfinished tests or courses in version 2.0, you have until the end of June 2014 to complete them. The link to version 2.0 will be removed from OSLIS at the end of June. Also note that materials for the updated GED test are only available in version 3.0. As a reminder, Learning-Express Library helps students and adult learners improve the skills required for academic and career success. There are practice sets, tutorials, and e-books to develop skills in math, reading, writing, and basic sciences. Also, there are materials to help prepare for taking the GED, SAT, ACT, AP, PSAT/NMSQT, career certification tests such as NCLEX-RN, Praxis, and more. Some popular software tutorials are also included.

Intellectual Freedom

by Leigh Morlock

Intellectual Freedom Chair Leigh Morlock teaches in the Beaverton School District's Community School. You can reach her at lamorlock@hotmail.com.

The aphorism "Knowledge is Power" (*scientia est potential* in Latin), is most commonly attributed to Francis Bacon of the late 14th century, but its essence has undoubtedly been around far longer. As Maya Angelou's brother once told her, "All knowledge is spendable currency, depending on the market."

Beyond its value as "spendable currency," knowledge—specifically access to knowledge—creates a free and democratic society. The power of knowledge is undeniable; history is replete with examples of society's elite secreting knowledge from the commoners. Across centuries and cultures, we've seen ancient libraries burn, the deliberate withholding of education from African American slaves, and the Taliban keeping girls out of Afghan schools today.

Without equal access to information for everyone, there can be no true intellectual freedom for anyone. Andrew Carnegie believed this, and in the late 19th and early 20th centuries, he donated more than $60 million to fund over 1,600 free lending libraries in the United States. As a young man, Carnegie could only access the public library by paying a yearly subscription of two dollars—about sixty in today's currency—an amount he could not afford. After he became the richest man in the world, Carnegie vowed to give people what he valued most: knowledge, and the freedom to access that knowledge without the boundaries created by class.

The Carnegie libraries, stretching from Alabama to Wisconsin, became integral to their communities and stood as symbols of intellectual freedom. They provided not only access to books and information, but *equal* access for everyone regardless of race, gender, age, or socioeconomic status. In areas where segregation was the law, Carnegie built separate library facilities for African Americans.

In the information-rich world we live in today, it would be easy to forget the magic of Carnegie's far-reaching gift. Imagine if only the wealthy in our society could access the world's rich histories, or great poets, or transforming narratives. With that in mind, I can think of no better way to celebrate "Libraries across the Lifespan" than visiting one of Carnegie's Oregon libraries. Of the 31 original Carnegie libraries, ten still function as libraries: Albany Carnegie Library, Ashland Carnegie Library, Enterprise Carnegie Library, Hood River Carnegie Library, McMinnville Carnegie Library, Newberg Public Library, North Portland Carnegie Library, St. Johns Carnegie Library, Union Carnegie Library, and Woodburn Carnegie Library. Visit one and revel in the greatest possible treasure: knowledge.

Instruction for International Students Living in Oregon:
Censorship in the U.S.

by Laurie M. Bridges

Laurie Bridges is an instruction and emerging technologies librarian at Oregon State University. She holds an MLIS from the University of Washington. Laurie worked in marketing in higher education within student affairs, before becoming a librarian, and holds a MS in College Student Services Administration. Her two degrees have led to her continual exploration of ways that libraries and librarians can engage with undergraduates. Laurie may be reached at Laurie.Bridges@oregonstate.edu.

Enrollment numbers for international students have more than doubled in the last 10 years across the Oregon University System (Oregon University System, 2013). According to the 2008 Oregon University System Fact Book, in the fall of 2008 Oregon State University (OSU) had 992 international students. In the fall of 2013 international student enrollment at OSU was an astounding 3,407 (Randhawa, 2014). This dramatic increase in numbers is in large part due to the public-private partnership between Oregon State University and INTO OSU, which was established in 2008. The INTO OSU partnership is described as follows on the INTO OSU website, "OSU leads and maintains full control of all academic and admissions decisions, while INTO contributes to [international] market knowledge, leads [international] student recruitment, and contributes to the overall [international] student experience"(INTO Oregon State University, n.d.). As temporary Oregon residents, often in their early 20s, international students will take what they learn back to their home countries. Intentionally serving international students and their information literacy needs can have wide-reaching effects beyond the state. OSU librarians have been providing information literacy instruction and research assistance directly to a handful of INTO OSU classes, in one form or another, since its inception. However, this past year I've been pushing beyond the standard information literacy library sessions by developing, with the cooperation of INTO OSU instructors, librarian-led instruction about censorship and banned books.

The idea of providing instruction about censorship occurred to me in the Spring of 2013 after I had a one-on-one research consultation with an INTO OSU student from Oman. The student was working on a 100-level "for and against" essay about censorship. I had visited his class for information literacy instruction and afterward he scheduled a meeting with me because he was having difficulties finding articles in support of censorship. The student and I sat down together and did an exhaustive search of our library databases and Google. It's not easy to find research in support of censorship, but we did find newspaper quotes from Omani leaders supporting censorship. As you might expect, the student and I had an engaging conversation about Oman, the United States, and censorship during our hour-long meeting.

After the research consultation with the student, my thoughts kept returning to the conversation and my role as a librarian and possible free-speech advocate. The following questions bounced around in my mind, "In what ways are librarians responsible for educating the public about censorship? Are any librarians talking with international students about censorship? Would INTO OSU be interested in having me work with some of their instructors to develop a librarian-led session about censorship?"

To answer some of these questions, I began by visiting the website of the International Federation of Library Associations and Institutions (IFLA), which is the leading international organization representing libraries, librarians, and their users around the world. IFLA is an independent, non-governmental, not-for-profit organization. On their website, IFLA outlines four core values; the first one endorses, "… the principles of freedom of access to information. Ideas and works of imagination and freedom of expression embodied in Article 19 of the Universal Declaration of Human Rights" (IFLA, 2013). After reading this, I immediately went to the United Nations website and found Article 19, which states, "Everyone has the right to … seek, receive, and impart information …" (United Nations, n.d.). These findings made it clear that IFLA is affirming the role of librarians around the world to uphold the principles of "access to information."

I then sent out an email to a listserv of US and UK librarians who serve international students, asking if anyone had ever taught a session about censorship. I also had several informal conversations with other librarians at OSU. Although I wasn't able to find anyone who had taught a similar lesson, listserv correspondence and informal conversations did lead me to rule out instruction about worldwide censorship and instead focus on censoring, banning, and challenging books in the US. Why? First, I am by no means an expert on international censorship of books, and becoming one would require extensive research and time. Second, international students come to INTO OSU to learn English and about the US country and culture.

The next step in answering my questions involved talking with the INTO OSU staff. One of the staff members I spoke with was the General English Program Manager. General English is one of four tracks of study in INTO OSU; students on this track are usually taking classes simply to improve their English skills, not necessarily to gain admittance to college or university in the US. All the General English classes are pre-100-level. The General English Program Manager was immediately intrigued by the idea of a librarian-led session about censorship and set up a meeting between me, her, and the Fall term INTO OSU instructor for 5th level Listening, Speaking, and Vocabulary class (5th Level is the top level in the General English program and is a required class).

Censorship and *Captain Underpants*

In our meeting, the three of us discussed how censorship instruction could fit into the course. We also talked about possible readings and settled on *Captain Underpants*, the number one challenged book in the US (American Library Association, 2013). Because the class is *Listening, Speaking, and Vocabulary*, and does not include reading, we limited the assigned reading to a small portion of the third book in the *Captain Underpants* series. While in this meeting, I was told the international students might have little to no knowledge about the US constitution, Bill of Rights, or First Amendment. To discuss censorship in the US, I felt

it was imperative to include at least a short overview of these parts of American history. The lesson was split over two class periods:

Friday (30 Minutes):

1. Distribute three handouts
   Captain Underpants book three (introduction and chapter 1)
   Vocabulary list with definitions of slang words
   Letter from Dav Pilkey, the author, to teachers (Pilkey, n.d.)
2. Short presentation and introduction
   Why librarians care about censorship
   Overview of challenging, banning, and censoring books in the US
   Information about *Captain Underpants* series

Monday (90 Minutes)

1. Review Friday's discussion
2. Short history lesson: Constitution, Bill of Rights, First Amendment
3. Discussion about *Captain Underpants* and banned books
4. Small group work discussion the reading, censorship, and possible reception of *Captain Underpants* in their home country
5. Listen to a five-minute NPR news clip about *Captain Underpants* (Blair, 2013)
6. Large group discussion

After the class concluded, the INTO OSU instructor sent students a link to an online assessment about the lesson. Overall, the student comments were positive. For example, "It was a really interesting presentation. I wish we can [sic] have more presentations like this one," and "It's a good way to know [sic] about American culture," and "She is good at explaining ideas and concerns about our questions and thoughts." When asked how the lesson could be improved, students said things like, "Go depper [sic] into the topics, I want to know more about this and her work," and "She can talk more about some interesting culture of [the] United States," and, "It's a little fast, I hope Laurie can talk a little slower." Of the students who filled out the survey, all recommended I teach the lesson again.

In addition to the online survey, I also sent my thoughts and reflections about the lesson to the INTO OSU instructor with whom I had worked. She replied with her own observations and feedback, which indicated after I left the classroom students had more questions about race relations in the US (I discussed race very briefly when I talked about the Constitution and founding fathers) and she also felt the humor of *Captain Underpants* was lost in cultural translation and she recommended trying the lesson with a different book the next term.

Censorship and *The Absolutely True Diary of a Part-Time Indian*

At the end of Fall term, I talked with the General English Program manager about returning to teach the same lesson, with a different reading, during Winter term. She suggested working with two classes at the same time, *Listening, Speaking, and Vocabulary,* and *Reading and Writing.* In *Reading and Writing* students read books chosen by the instructors. As mentioned earlier, *Listening, Speaking, and Vocabulary* is a required class, but the new addition

to my lesson, *Reading and Writing,* is an elective and not all students in that class would be in the other class. The two instructors I was working with for Winter term were enthusiastic and asked that I give a total of three presentations over the course of the term.

As I write this article, it is the middle of Winter term 2014, and the first instructional presentation has already occurred. I taught a session in the *Reading and Writing* class the day after *The Absolutely True Diary of a Part-Time Indian* was distributed to the students. The class was 90 minutes in length. I began the class with a brief overview of librarians and our role in censorship and academic freedom. I did not go into great depth because I will be going to the *Listening, Speaking, and Vocabulary* class to talk at length about librarians, the Constitution, The Bill of Rights, the First Amendment, and censorship. We talked about the difference between a challenged book, a banned book, and censorship. I concluded with an overview of the book and author, Sherman Alexie. This included information about the establishment of reservations in the US and the setting for the book, the Spokane Indian Reservation, where Sherman Alexie was born and raised. At the conclusion of my presentation, the INTO OSU instructor had a list of questions he wanted the students to discuss. It was a lively discussion and the students had lots of ideas and opinions about censorship. At the conclusion of class, I handed out an article that appeared recently in our local newspaper; *The Absolutely True Diary of a Part-Time Indian* was being challenged in a middle school and high school just thirty minutes outside of Corvallis, in Sweet Home (Moody, 2014).

I will be returning to the *Reading and Writing* class when the students have finished the book. The students will vote anonymously as to whether or not they would support the banning of the book in schools. We will then discuss the book at length and review locations where the book has been challenged or banned over the past few years. I will also be introducing another newspaper article about the debate in Sweet Home. Along with the *Reading and Writing* class, I will also be making a visit to the *Listening, Speaking, and Vocabulary* class before the end of the term. As mentioned earlier, in this class I will be discussing the Constitution, Bill of Rights, First Amendment, and freedom of speech in the US.

Conclusion

Over the past several years, I have developed a positive relationship with many staff members and instructors in INTO OSU. The people I have worked with to develop the censorship instruction lesson plans and presentations have been enthusiastic about partnering with the library. Most importantly, international students are engaged and interested in the topic.

Providing instruction about censorship in the US is one way to open the door to conversations about censorship internationally. Indeed, it has been fascinating to hear the students' opinions about censorship in their home countries—and in ours—during group discussions. Many of these students studying in Oregon will return to their home countries and one day become leaders in government, engineering, business, and science. It is my hope that the education we provide to them in Oregon will positively impact them and the people they one day lead. I am looking forward to the remaining two sessions I will teach this term and expect to return to OSU INTO classes Spring term, when I will further develop and improve the censorship lessons and instruction delivery based on student and instructor feedback.

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A Family-Friendly Study Room for Student-Parents and Their Children at Portland State University Library

by Joan Petit

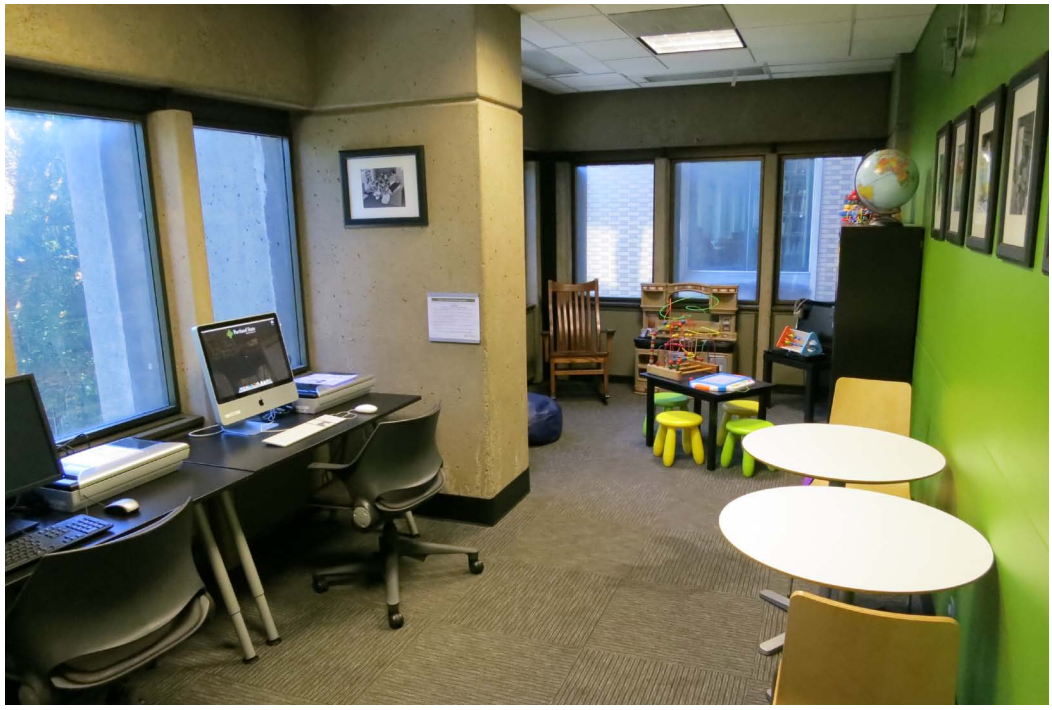
Joan Petit serves as Assistant Professor and Librarian for History, Black Studies, and Judaic Studies at Portland State University. She holds a BA in English and Women's Studies and an MSLS from the University of North Carolina at Chapel Hill, as well as an MA in English from Western Carolina University. Before moving to Portland in 2009, Joan worked as an instruction and reference librarian at Duke University and the American University in Cairo, Egypt. Her research interests include academic libraries' use of social media as well as technology use by students in libraries. You can reach her at: jpetit@pdx.edu.

Portland State University, an urban university located in downtown Portland, serves a large number of non-traditional students, many of whom have taken long breaks in their post-secondary education or who have transferred to PSU after starting at a community college or other four-year institution. Nationally, most undergraduates are ages 18–24. In Fall of 2012, the most recent term for which statistics are available, PSU enrolled 28,731 students, 23,170 of whom were undergraduates and had an average age of 26.6 years. At many colleges, the freshman class is the largest; at PSU, in Fall 2012, the largest class was the senior class, comprising 34 percent of the student body while freshman numbered only 2,250, just under 10 percent of the student body. The average junior was 26.3 years old, while the average senior was 28.3 (Portland State University, 2002).

With so many older students, it is no surprise that our student body includes a large number of students with dependent children. While we lack current and precise data, a 2009 campus child care survey suggested that 21.5 percent of PSU students were also parents, and "(o)f the student parents at PSU, approximately 75 percent are women and 54 percent of these women are single parents" (Balzer et al, 2011).

In 2010, PSU commissioned the Presidential Task Force on Child Development and Family Support. According to their 2011 report, "It was apparent from the interviews with parents and data collected, that the need for more family-focused and family-friendly spaces and places on campus in a variety of locations is pressing. [This includes] space for children to play quietly while their parents study or work …" (Balzer et al, 2011).

At the same time, with campus awareness increasing about the needs of student-parents, then-Assistant University Librarian for Public Services Tom Raffensperger contacted the Helen Gordon



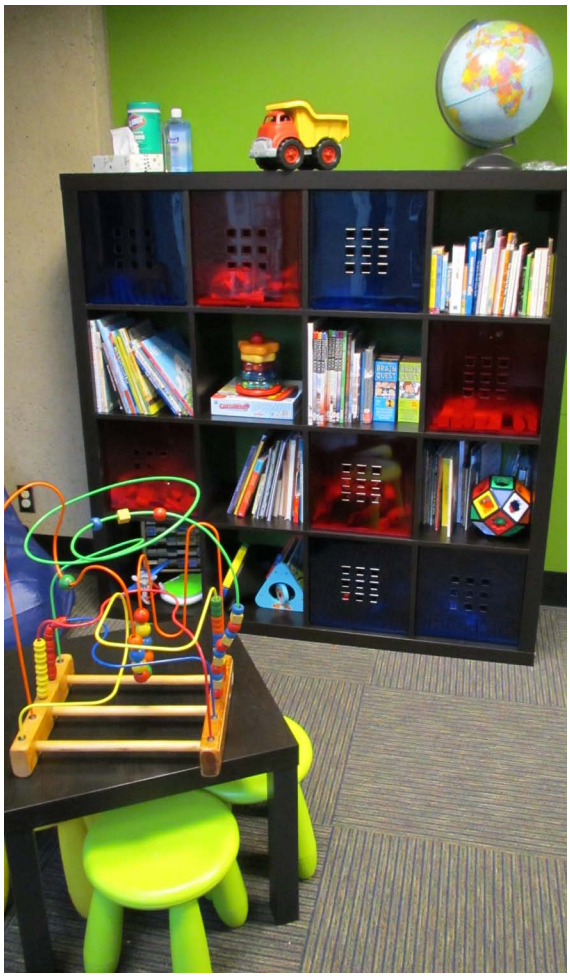
The Family Study Room at PSU Library has a PC, a Mac, two scanners, and a variety of furniture for adults and children.

The play area includes a play kitchen, child-sized furniture, a rocking chair, and comfortable beanbags.

Child Development Center, a PSU-based preschool, with a proposal: if they provided the toys, books, and furnishings, the Library would convert an old third floor storage room into a family-friendly study space for the exclusive use of students with children. The Helen Gordon Center agreed. With assistance from the PSU Office of Information Technology, the Library added two computers and scanners for the student-parents, who gained a safe place to study without concern about wandering or bored children. The room accommodates two family groups at any given time, and students may only check out the key when their children are with them.

In 2013, Library Development Director Jennifer Wilkerson led a refresh of the room with support from a grant from the Juan Young Trust. The room now features a brightly painted wall and new, comfortable furniture sized for adults and children; a carpeted floor; more engaging toys and books; and a television and DVD player with ALA-recommended DVDs. What might look ordinary or common in an elementary school or public library is quite vibrant and playful in an academic library.

The recent implementation of a library study room reservation system gives us data about the use of the Family Study Room. For the time period of August 2012 through November 2013, our reservations system had 5,806 unique users, 194 of whom used the Family Study Room. We had 89 users who reserved the room more than once, with 13 users reserving the room ten or more times. The Family Room saw 571 total reservations, 2 percent of all of our study rooms. While this use isn't in line with the estimated 21.5 percent of PSU students who have children, we also know that many of those students may have older children or may not bring their children to campus.



The Family Study Room offers a range of toys, books, and ALA-recommended DVDs appropriate for younger children.

And, as the Presidential Task Force noted, "Even the current family-friendly spaces may not be well advertised" (Balzer et all 2011). It has been a challenge to promote this room to its intended audience. Some librarians make a habit of talking to students studying in the library with young children, to let them know about the Family Study Room. The PSU Resource Center for Students with Children also helps promote the room through their website, via flyers posted around the student union, and by word-of-mouth. The challenge may be, in part, because our students do not expect the library to have a space dedicated to students with children. In fact, while researching for this article, I was able to identify only one other similar study space in an academic library, the Family Room at Collins-Callaway Library and Learning Resources Center at Paine College in Augusta, Georgia. Collins-Callaway Library was similarly motivated by a "growing population (of) students with families, including small children," and they report increased traffic from this population with the establishment of the new space (McCoy, 2013).

Looking ahead, we hope to see increased use of the room through additional, targeted promotion as well as a survey of the students who have used the room. We want to know how the Family Study Room meets their needs and how it could be better.

The Family Study Room at PSU Library has a small, but loyal following.

According to Brown and Nichols (2012), college students with children face additional barriers to completion, including the difficulty of juggling various responsibilities to work, family, and school; they are also less likely to graduate than their classmates without children and are often unaware of campus resources available to them. Given that this is a particularly vulnerable population, PSU Library feels that the Family Study Room is a good investment in our students and a good use of space in the library building. The presence of the room generates a large amount of goodwill, even amongst students who do not have young children. And we hope that student-parents enjoy the room not simply to keep their children busy, but also to expose them to educational toys and books and the advantages of a college education.

Acknowledgements

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Brown, V., & Nichols, T. R. (2012). Pregnant and parenting students on campus: Policy and program implications for a growing population. *Educational Policy,* 27(3), 499–530. http://dx.doi.org/10.1177/0895904812453995

McCoy, R. (2013). Georgia library spotlight—The family room, Collins-Callaway Library & Learning Resources Center, Paine College. *Georgia Library Quarterly* 50 (4), Article 5. http://digitalcommons.kennesaw.edu/glq/vol50/iss4/5

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Transitioning Students Transforming Higher Education

by Robert Schroeder

Robert Schroeder, Education Librarian at Portland State University.

Robert Schroeder is the liaison to the Graduate School of Education at Portland State University. He also teaches library research sessions for freshmen general education classes. His scholarship focuses on how affect and critical theories intersect with libraries. Robert may be reached at schroedr@pdx.edu.

Look around you—the students you see in colleges and universities are drastically different than the students of 50, or even 20 years ago, and I'm not talking about the iThings in their hands and ears, or their colorful and metallic ornamentation. Today, when it comes to students, non-traditional is the new traditional in many universities, including Portland State. More than ever before, a larger percentage of PSU students are either first-generation college students, non-white, lower socioeconomic class, English as second language speakers or foreign-born, parents, LBGTQ, differently-abled, or a combination of many of these characteristics.

These new students are just as intelligent as the "traditional traditional students," but there is a large and often unacknowledged barrier many of them encounter as they move through academe. Historically in the United States, the more affluent, white, Christian, male, heterosexual, and abled members of our society created the higher education system for people like themselves. Even when small numbers outside of this small group gained access to higher education, they most often received an education that was geared to replicate the society of the powerful minority. Today, many of our new students experience academic culture shock and they struggle, not because they cannot do the intellectual work, but because they cannot quickly enough acclimate to a foreign academic culture. They need "cultural ambassadors" to help them navigate this new world and to give them what the sociologist Pierre Bourdieu called "social capital." Social capital is seen as functioning

If you have come here to help me, you are wasting our time.

But if you have come because your liberation is bound up with mine, then let us work together.

—Aboriginal Activist group, Queensland Australia, 1970s

somewhat like economic capital, but in the societal and cultural realms. Economic capital is the money or other assets you build up and eventually use for your own benefit. Social capital arises from the privileges you gain from your position in society and the social networks, cultural resources, and tacit knowledge that you gradually acquire as part of your social position. It is capital that helps you navigate society (and, in this context, academe) as you move through life.

At Portland State, there are a variety of programs that attempt to provide academic social capital to students in order to level the academic playing field. Librarians are embedded in many of these programs, and I have worked with two in my ten-year tenure at Portland State, which I will highlight here.

The first is our Summer Bridge Program. Summer Bridge is part of Portland State's TRiO Student Support Services which administers federal programs aimed at helping "… students overcome class, social and cultural barriers to higher education" (TRiO). To be part of Summer Bridge a student needs to apply and meet one of the following conditions: be low-income, a first generation college student, or have a documented disability. Over the course of three weeks in the summer, TRiO staff work to acculturate students to life at a university. Students meet with members of Academic Advising, Tutoring, Career Counseling, and the Library to learn how these centers on campus can contribute to their college success. Students also learn writing, study, and research skills as they research and write about potential majors and occupations of interest to them. Over the last seven years, I've worked with these students in the library on not only their cognitive information literacy skills but also on their affective dispositions (such as motivation and perseverance) when doing research. In one respect, the social capital they gain from our interactions is information literacy skills and knowledge that other freshman may have received in their home from college-educated siblings or parents, or from top-rated high schools or advanced placement programs. In addition, the students begin to build a relationship to an academic librarian (myself) and to the library, and my hope is that they then see the library and librarians as potential allies in their academic success network.

The second program in which I've had the opportunity to work with transitioning students is the Ronald E. McNair Scholars Program. This program "… works with motivated and talented undergraduates who want to pursue PhDs. It introduces juniors and seniors who are first-generation and low-income, and/or members of under-represented groups to academic research and to effective strategies for getting into and graduating from PhD programs." (McNair Scholars). Over the course of a year, these undergraduates take on additional academic work in which they model the behaviors of academics in PhD programs. These scholars create original scholarship and present it at an Undergraduate Research Conference, and much of their research ultimately gets published in the *McNair Scholars Journal* (http://pdxscholar.library.pdx.edu/peer_review_list.html) or another publication. By doing this, these students build their confidence and skills to the point where they feel qualified to potentially pursue a PhD in the future. I've worked with the McNair Scholars for many years, helping them with their immediate research and also exploring the ways doctoral students relate to research. As with the Summer Bridge students, I have begun to explore how I might increase the social capital of the McNair Students. By initiating a relationship with them and by modeling how the library and librarians can be an integral part of their successful academic careers, all the way through a PhD, I believe I have made a deposit in

Suggested Readings in Critical Theories and Libraries

Accardi, M.T. (2013)
Feminist pedagogy for library instruction.
Sacramento, CA: Library Juice Press.

Accardi, M. T., Drabinski, E., & Kumbier, A. (Eds.). (2010).
Critical library instruction: Theories and methods.
Duluth, Minn: Library Juice Press.

Gregory, L., & Higgins, S. (2013).
Information literacy and social justice: Radical professional praxis.
Sacramento, CA: Library Juice Press.

Leckie, G. J., & Buschman, J. (2009).
Information technology in librarianship: New critical approaches.
Westport, Conn: Libraries Unlimited.

Roberto, K. R., & Berman, S. (2008).
Radical cataloging: Essays at the front.
Jefferson, N.C: McFarland & Co.

their social capital accounts. As part of my library sessions with these students I share my own educational journey, as I come from a lower socioeconomic background and am a first generation college student. By doing so, it is my hope that the students will see librarians and other faculty as not too different from themselves, and as part of their growing support system at the university.

Connections between faculty and students in both the Summer Bridge and McNair Scholars programs are further facilitated by the faculty members' academic backgrounds. Many of the educators associated with these programs, the staff who administer the Summer Bridge program, and the faculty mentors who work individually with the McNair Scholars, come from a background in a critical theory—theories such as Feminism, Queer Theory, Marxism, or Critical Race Theory. What these theories have in common is that in order to understand the world they critique what they see. They are not necessarily critical in a negative way, but they invariably ask questions of our society and culture that relate to power and power dynamics between different groups. As you can imagine, these theories naturally resonate with the students in such programs as they speak to their lived reality as people of color, members of a lower socioeconomic class, women, gay or lesbian students, differently-abled students, or other groups who have been traditionally underrepresented in higher education.

The students in both the Summer Bridge and the McNair Scholars programs certainly benefit from these programs, but the staff and faculty associated with these programs and

Portland State as a whole also benefit greatly as well. I have been personally enriched in many ways by my association with these students. The students in these programs have helped me to see us (these students and myself) as not just consumers of education but as questioners and co-creators of our education. Working with these students has opened up the possibility of incorporating more critical practices into all of my information literacy sessions (for a selected reading list, see sidebar on page 42). A number of years ago I was inspired by a student who was researching various treatments for Attention Deficit Disorder (ADD). He has ADD and he was doing a systematic review of various treatment modalities for ADD students in high schools. What he found, for the most part, was that the success or failure of treatments in most of the studies was measured by either the high school teachers or the parents of the students with ADD—not the ADD subjects themselves. Through his research he was creating space for, and advocating for, people like himself with ADD to be included in the analysis of what "successful treatment" would look like.

Another student I worked with is a Native American woman who was researching her hometown's relationship to her high school team, "The Indians" and other appropriations of native imagery in her hometown's local businesses. As we were exploring databases for her search she shared with me a book by Shawn Wilson titled *Research is Ceremony: Indigenous Research Methods,* which I found very intriguing as it dovetailed well with my burgeoning exploration of critical theory. In fact, reading this book has inspired my current research project, which is researching critical and indigenous research methods and their relation to library and information science with the help of a digital research community.

Working with these students has also helped me to make sense of my own educational journey. By their actions, and by engaging with many critical theories, these students are not only learning about education, they are transforming it through their scholarship—making space for visions of education and society that reflect themselves and their values. As Paolo Freire says in *Pedagogy of the Oppressed* (1972), "Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world" (p. 13).

I invite you to look around your school, college, or library and begin to see who is there. Are there minority students, speakers of different languages, athletes, international students, returning veterans—any group of students who may find your library culture foreign to them? Find ways of inviting them into your library culture. I'll wager, as you share many rewarding experiences you will find that both your library and your individual library practice will be transformed as well.

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McNair Scholars http://www.pdx.edu/mcnair-program/about Portland State University.

TRiO website http://www.pdx.edu/dmss/TRIO-SSS Portland State University.

Long Live Libraries (and our Patrons)

by Jane Salisbury

Jane Salisbury supervises Library Outreach Services, but she has worked in many capacities at MCL over the past 25 years, including reference, youth and special projects. Before she came to MCL, she worked in libraries and schools in California, Alaska and Zimbabwe. Jane may be reached at janesa@multcolib.org.

Whenever the topic of the demographic shift in the older population comes up, the conversation turns to terminology. What should people over 50 be called? Or over 55? Or maybe 62? Are they seniors? Or older adults? Or are they just 50+? Are they catching a second wind? Or entering their third age? Is it the "Baby Boom" or the "silver tsunami" or the "pig in the python"? This confusion regarding nomenclature points to our anxiety over the increasingly larger older population, and our uncertainty about how to serve the adults of today and tomorrow. There is no denying what is happening: never in human history have so many lived so long.[1]

As our aging population grows, one thing is clear: older adults cannot be neatly categorized. There are at least two generations after the age of 50, since so many people are living well into their 80s and 90s. Many adults in middle age have had children later in life, and must now raise their teenagers and care for their aging parents at the same time. The needs of these two generations of older adults are very different: the younger group may still be working and supporting children and parents, while the older group is entering a phase of leisure, creativity, and perhaps declining health and energy. But both generations of older adults came of age at a time when the library was a staple of community life and an understood benefit. They know the traditional uses of the safe, convenient, free, open public library. However, there they diverge, something we are beginning to see at Multnomah County Library, in several ways.

First, libraries have tended to see "seniors" as lovers of cozy mysteries and historical biographies, spy fiction and Westerns. This no longer holds true for many of our outreach and home-bound patrons: the younger cohort reads more widely, in literary fiction and other genres that do not fit the old stereotype. Second, many of these younger older adults, roughly between the ages of 60 and 80, have spent at least the second half of their working life using computers, and are savvy enough to navigate library websites and read e-books. They do not fit the stereotype of the older adult who may struggle to master the mouse, a description more likely to apply to adults between the ages of 80 and

Older adults are often isolated, and none are more likely to be so than immigrants who have come to this country late in life, with little or no command of English. The same principles can be applied to these patrons: meet them where they are, without preconceptions, taken them seriously and listen. At Multnomah County Library, we have gradually built a trusting and enthusiastic group of patrons in several of the retirement homes we visit, by bringing bilingual staff to speak with residents, materials in Russian and Chinese, and most importantly, a spirit of inquiry about their lives and their interests. For example, at Kirkland Union Manor, an affordable housing complex of 280 apartments in southeast Portland, Library Outreach Services brings monthly service to the older adults who live there, many of whom are immigrants. Mandarin, Cantonese, and Russian-speaking staff have been working closely with residents to explain our services, emphasize that they are free, and find out what they want and need. In a recent article from the *Oregonian* (House, 2013), pictures tell the story of the universal appeal of reading, and the essential connection that sensitive and skilled library staff can make for older adults in challenging circumstances:

> Last month, library worker Angela Tveretinova began joining the team in its visits to Kirkland. Her collection of Russian titles has already begun attracting attention. On a recent afternoon, Vera Volkova quietly perused Tveretinova's table of Russian books. It was Volkova's first time using the public library. She had assumed the books there were only in English. Plus, at her age, getting to the library is no small task.
>
> "I'm very grateful for the attention," Volkova said through a translator.

House, K. (2013, December 18). Multnomah County Library reaches Chinese, Russian, other immigrant seniors through retirement home program. *The Oregonian.* Retrieved from http://tinyurl.com/p7ybv5c

100. As library outreach programs strive to serve these patrons, many of whom are on the leading edge of the Baby Boom, it behooves us to let go of old assumptions about age. We must broaden the selection of materials we bring to older patrons, and be a bit more inquiring about their tastes. We must also cultivate a broader view of their technical abilities—for example, organizing programs that encourage peers to teach each other. A common trend in libraries is that many volunteers are themselves older, and are teaching their peers and their elders digital literacy.

In fact, one of the great lessons of the change that is coming, demographically and culturally, is that we should drop *many* of our assumptions about age. As Jack Rowe asks, "Why is there an assumption that there is no upside [to the coming aging of America]?"[2] Long life will give our children more generations of grandparents to know. It will give us more years of

creativity and community, more time to spend together, more life experience to share. This is where the library can play a great part in serving older adults, by dropping the assumptions connected to older generations, whether they are Baby Boomers or their parents.

Retiring assumptions does not mean ignoring reality. The most successful services for older adults do not deny the realities of aging, which can include losses and impairments, mental and physical. They also do not deny the rich curiosity and experience of older adults, the continuing need to learn and create. Librarians need to understand how to communicate with patrons who have cognitive impairments, and physical limitations such as hearing loss and low vision. We also need to treat our patrons as intellectually curious, ready to take on new challenges and creatively engaged.

One of the most intriguing initiatives in libraries in recent years is the Lifetime Arts project,[3] which among other organizations, promotes the arts in the lives of older adults across the entire aging spectrum. The Lifetime Arts founding principles include developing the creative capacity of older adults. Very quickly, libraries became partners in this effort, and now there is a marvelous resource called the *Creative Aging Toolkit for Public Libraries.*[4] This toolkit rejoices in aging, and gives libraries a foundation and specifics for offering rich, non-stereotypical, enlivening programming.

Lifetime Arts takes aging seriously, as do many other engaging programs in libraries across the country. By offering arts programming with professional teachers, long-term classes, and performances or exhibitions as culminating events, they have built community, awakened creativity and diminished some of the isolation of age. These are programs that can be replicated at libraries of any size and adapted to local tastes and budgets. One of the great beauties of art programs and of reading itself is that they ask the Big Questions, which are often most interesting to people as they age: What is life for? How can I express myself? What can I leave as a legacy?

If we aim library services at life stages and at the needs of individuals, rather than at specific generations, we are much more likely to develop services that will actually stand up to the passage of time. Rather than thinking of how to reach baby boomers, per se, that narrowly-defined generation born between 1946 and 1964, we might better focus on the needs of all adults in the middle of their lives: support for their complicated families, finances, health and work, escape and enlightenment for busy lives. Instead of thinking only about the older generation in terms of their Depression and war years' experiences, we should also consider what life will be like for a future generation of adults who may very well live to be 100. What are the implications of such a long life for health, creativity, and place? Broadening our thinking beyond the confines of the current generations, dropping the labels, and looking at the true stages of a long life will help us build services that make sense.

[1] This succinct statement of the situation comes from the PBS project Coming of Age in an Aging America (http://theagingamericaproject.com/), an enlightening film full of great information. A wonderful summary of the film (and a call to action) is available here: http://youtu.be/ZOA1v4-2Fos.

[2] PBS. Coming of Age in an Aging America. http://theagingamericaproject.com/

[3] http://www.lifetimearts.org

[4] http://creativeagingtoolkit.org/

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