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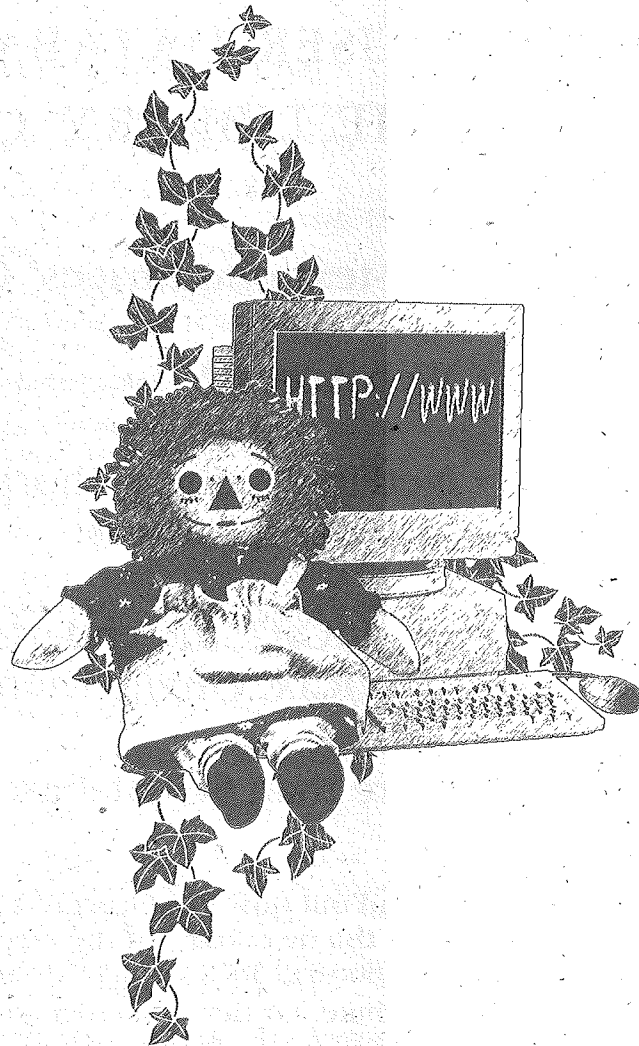
*Special Focus—
Youth*

Multnomah's KidsPage

Partnerships

**A Young-Adult View
of Library Services**

**Federal Funds for Chil-
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Fall 1995

Vol 1 • No 3

*Oregon Library
Association*



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This fall issue of the OLA Quarterly has been edited by Ellen Fader of Multnomah County Public Library and Curtis Kiefer of the Corvallis-Benton County Public Library. Both Ellen and Curtis are youth services librarians and were very excited about devoting an issue of the Quarterly to issues facing youth services librarians. Many of the articles will address the opportunities awaiting all librarians: partnerships and collaborations, new technology, library programs, and LSCA grants for improving children's services. We are delighted to print an article written by a young adult on what libraries have meant to him in the past and what he will look for in the future. You will also find a reprint of Grahm Salisbury's speech from the April Oregon Library Association Conference in Portland. And what would a discussion of youth services be without story time?

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Multnomah County Library's World Wide Web KidsPage

by Walter Minkel
Youth Services Librarian,
Gresham Regional Library

Unless you're a total technophobe, you have probably heard of the World Wide Web, but if you don't have a Web-capable computer and software, you may not have had a chance to explore it. If you work with children or young adults, it's time to start.

The Web is the hottest thing in technology, so if you have access to the Internet, ask your Internet service provider how you can gain access to the Web. To get on, you'll need

a powerful personal computer with a graphics-capable monitor, Web browser software like Mosaic or Netscape, and a fast modem (2400 baud is too slow to handle most graphics-oriented Web pages).

Look closely at print ads in trendy magazines and you'll notice strange goobledygook like this:

<http://www.bip.stuff.com/wow.html>.

This is a uniform resource locator (URL)—a Web address. Businesses use the Web to advertise their products and services. Schools and public agencies, including public libraries, use the Web as a public relations vehicle: They use it to bring information into homes, schools, and other public agencies. It is possible even for private individuals to have a "home

page," the basic unit of a Web document. Subscribers to Teleport, an Oregon Internet provider, are entitled to their own Web pages, and if you access Teleport's Web server at <http://www.teleport.com>, you can see many homepages. Some belong to agencies and others to businesses, but

many belong to regular (and some not-so-regular) folks, displaying their artwork and ideas for the world to see and read.

The various Web books and articles I've read emphasize how suddenly the Web has appeared: to most of us, it seems as if the Web sprang virtually out of nowhere. I've read that traffic on the Web is currently doubling every four months, three times the growth rate of the Internet itself. I've also read that the Web is now being used more than the ubiquitous Gophers on the Net, and that since 1991, the Web has increased tenfold in size each year. There are lots of people out there logging onto the Web, and many are library users.

Multnomah County Library on the Web

Many public libraries in the United States now have Web pages. Web pages make wonderful online newsletters, but some work better than others. To see lots of them, check out <http://sjcpl.lib.in.us/homepage/PublicLibraries/PublicLibraryServers.html>. This page is posted by the St. Joseph County (Indiana) Public Library. I also recommend Berkeley (California) Public Library's page at <http://www.ci.berkeley.ca.us/bpl/>. In Oregon, Eugene Public Library has a page at <http://www.ci.eugene.or.us/Library/default.htm>. Perhaps the most interesting development is a library that doesn't exist in a physical form—the Internet Public Library (IPL) at <http://ipl.sils.umich.edu>. The IPL has a Youth Section that's worth checking out. The best site for children's librarians, though, is the Children's Literature Web Site at <http://www.ucalgary.ca/~dkbrown/>.

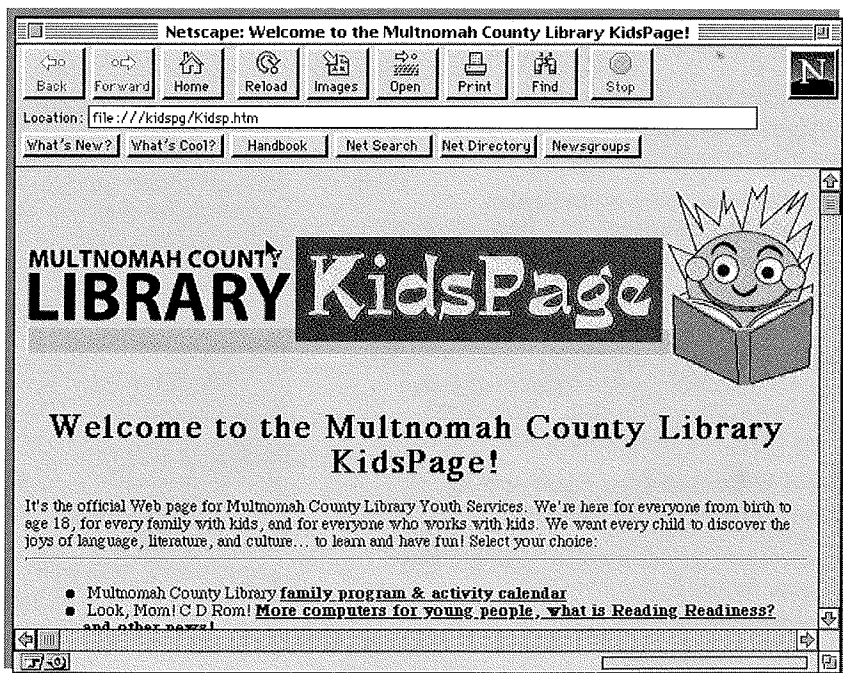
Multnomah County Library has been on the Web for less than a year at <http://www.multnomah.lib.or.us/lib>. During that time, the page has been "under construction"—a phrase you'll see on many Web pages. The page was designed and created by graphic artist Katherine Davenport under the web-mastership of Brian Williams, the library's systems manager. Although Davenport resigned from the library this summer, she continues to work on the page as a volunteer.

As soon as I learned about the library's plan to go on the Web, I wanted to ensure there'd be a youth services presence. I proposed that we create a page for kids, with interactivity, whimsy, and information aimed directly at our three primary youth services' client groups: kids, parents, and teachers. After I received preliminary approval from Multnomah County Library deputy Director Jeanne Goodrich, who oversees the Web project, I went to work.

Becoming Web-savvy

I looked at many Web pages designed for kids, parents, and teachers after a Web-capable workstation was installed at the Gresham Regional Library. I learned several things:

- There are few Web pages easily usable by children under ten years old. Most Web pages labeled for kids are actually heavily school-oriented, like the NASA and Volcano World Museum pages. There are a few pages labeled for young children, like the Public Broadcast-



ing Services pages, including the Sesame Street and Mister Rogers pages, but they always seemed to be busy and I was never able to access them.

- The slow speed and unpredictable behavior of Web pages accessed over a phone link argue against their regular use by young children. Large graphics (over 25 kilobytes in size) can take as much as a minute to download. If there are several graphics on a page, one needs to do something else while they download.
- On the other hand, schools are doing great stuff on the Web. If you view Portland's Buckman Elementary School pages <http://buckman.pps.k12.or.us/buckman.html>, you'll see what first- and second-graders can do—working with a Web-savvy teacher, of course.

Next I had to learn HTML, or Hypertext Markup Language, which I did by reading the three books I list at the end of this article and testing the results. Working on my Mac Quadra 605, I would write the copy and prepare the HTML in SimpleText (the equivalent of Write or Notepad in Windows), then open the finished document in the Mac version of Netscape 1.1N (the same thing works in Windows).

By this time, Ellen Fader, Multnomah County Library's new youth services coordinator, had joined our staff, and I wasted no time in asking her to take a look at my draft of "KidsPage." After showing Ellen and Jeanne Goodrich the

draft and after incorporating their suggestions into the new version, I demonstrated the page to the rest of the youth services staff and asked for contributions. If all goes well, the page should be available at <http://www.multnomah.lib.or.us/lib/kids> by the time you read this.

KidsPage

KidsPage is actually misnamed: It's not just for children. There are segments for kids, parents, and teachers. Each group can access our calendar of family events and information about the October 13 dedication of the Beverly Cleary Sculpture Garden for Children in Portland's Grant Park. The dedication material includes a large photo of the Ramona Quimby statue that you can bring on screen with a mouse click. For kids, there are links to interesting Web pages, titles of new and recommended books in the library collection, and the Joke of the Month: *What does a librarian use to hold his pants up?* (For the answer, see KidsPage.) For parents, there's a page of recommended parenting books and a reminder of why it's important to read, talk, and sing to your child. For teachers, there are recommended books as well as links to send each of our branch youth librarians an e-mail message. Each page (see illustrations) contains a copyright-free graphic that I hope livens up the presentation.

Problems exist and questions remain to be answered:

See KidsPage page 15

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WLN

Providing quality library service to rural communities in northeast Oregon is always challenging because of geographic isolation, winter weather, and limited resources. With the loss of more than one million dollars in national forest receipts during the past several years, Wallowa County is facing financial difficulties that have a direct impact on the library system. Earlier this year, the county commissioners considered making substantial cuts to the library budget, requiring reduced hours at the main

office as well as at the three library stations that serve remote areas of the county. Similar steps taken in 1987 resulted in a 50% budget reduction, loss of a full time staff position, and drastic cuts in service hours.

Faced with possible revenue loss, we began to explore alternative funding sources for new and existing programs. We have discovered that the formation of partnerships with other agencies in the community has greatly increased our ability to provide resources and outreach services.

In 1994, the Wallowa County Commission on Children and Families awarded the county library a grant to create family resource centers. The goal of family resource centers is to increase the availability of parenting resources and family support programs to at-risk families and to encourage the development of language and literacy skills among preschool children. Books, videos, and other materials on parenting are now available at each of the Wallowa County libraries, and TV/VCR units are available for in-library use. Additional materials are accessible to organizations and schools for workshop or classroom use, including videos on communication, anger and stress management, substance abuse, problem solving, and self-esteem. We have worked with county agencies to provide support materials for their programs. Agencies sponsoring parenting classes have borrowed collections of preschool books for use by parents at home. This project has been labor-intensive, but the benefits to children and families have been considerable.

Committed to reaching unserved members of the early care and education community, the parent/provider consultant of the Child Care Support Project, the Wallowa County librarian, and the director of the educational services district formed a partnership. We proposed a home delivery service that would provide free storytelling and reading materials for children and allow childcare providers on-site access to training materials. Our propos-

al received funding from the Wallowa County Commission on Children and Families in June. The new program will serve approximately 20 registered home-care providers, a preschool, and two Head Start sites. Funding allows five hours per week of staff time for outreach activities and the purchase of additional preschool materials for collections that will circulate among program sites.

Using a Children's Services Improvement Grant awarded by the Oregon State Library, we created storybox kits to use in preschool storytime. The kits are being used by the county's branch libraries and the three city libraries, which have found them especially helpful for summer programs. The storyboxes are organized around themes and contain a combination of paperback and hardcover books, puppets, and puzzles. We are creating additional story kits for preschool audiences.

Because the library lacks dependable transportation for outreach service, the Wallowa County Commission on Children and Families and the county librarian are working cooperatively to locate funding for a van, which could be used as a storymobile as well as for transporting book collections to the six libraries within the county. (Our current mode of transportation is one of the county's three ancient police cars.) We are exploring several possibilities, including government auctions.

Although our most recent collaborative effort does not affect children, it continues to illustrate the importance of sharing resources. We are working with Community Connection, the local agency responsible for providing a wide range of services to seniors. Approximately 23% of the Wallowa County population is over 60 years old, and many of these seniors are becoming less mobile. Library resources are often inaccessible to those who can no longer drive. Our goal is to extend service to homebound elderly citizens—and to those living in adult foster homes and assisted living facilities—by establishing an outreach program. This project will provide on-site access to materials that address the special needs of older adults. The library will contribute the resource kits, books-on-tape, and videos, and the Community Connection staff will furnish transportation and coordinate activities programs.

Sharing experiences, ideas and resources in rural Wallowa County has enabled a broader segment of our population to enjoy the benefit of library services, has increased our effectiveness, and has greatly improved our services to families and children. When agencies come together because of shared goals, not just because of dwindling resources, they *can* have a positive impact on the community. □

Sharing Resources:

Partnerships That Work
by Claudia Jones
County Librarian,
Wallowa County Library

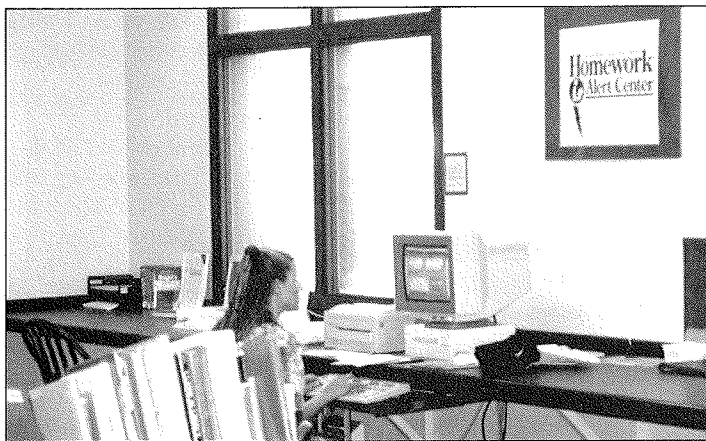
Cookies and Collaboration in Corvallis

*Kim Thompson
School-Library Liaison,
Corvallis-Benton County Public Library*

How can you begin the process of collaboration between a school district and a public library? JUST DO IT! The Nike slogan is overused, but remains sage advice. We all know how difficult it is, though, to actually take the first step and begin whether it is jogging or forming partnerships. This is how we began in Corvallis.

The foundation for our collaboration is the professional relationship established by the superintendent of schools and the director of the public library. This association, built on trust and mutual respect, created a vision that inspires us to provide better library service for our students and families.

The "Yes for Kids" county-wide effort to coordinate agencies serving children and families further expanded the



A student completes a homework assignment using the Homework Alert Center at Corvallis-Benton County Public Library.

dialogue. It became increasingly clear that we needed each other to maximize the limited resources of time and money.

When an LSCA grant provided funding for a school-library liaison, the partnership broadened. By reaching out to the

See Collaboration page 15

The Positive Power of Partnerships

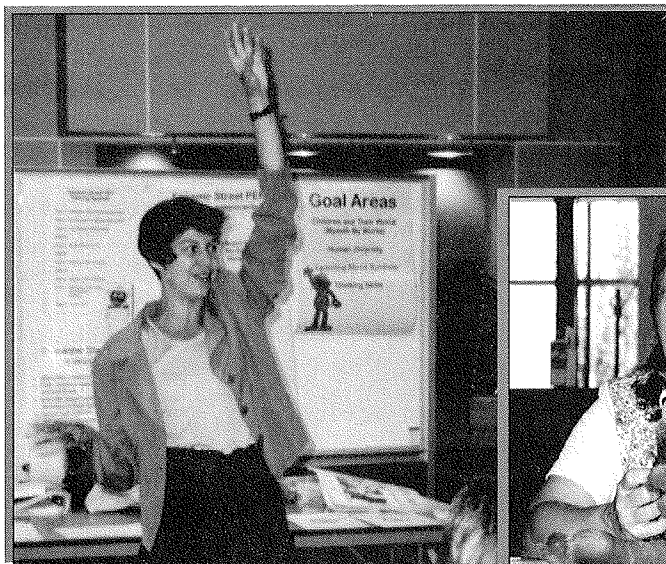
*by Nancy Spaulding
Head of Youth Services,
Cedar Mill Community Library*

Many public libraries try to serve children who spend a large part of their time in home care or daycare centers. One of the most effective steps libraries can take to serve these children is to build partnerships with the agencies that serve care providers. For several years now, the youth services librarians at Washington County's public libraries and the staff of West Tuality Child Care Services have shared information and expertise and supported each other's programs.

West Tuality Child Care Services is a United Way agency that maintains a child care resource and referral service in Washington County. West Tuality supports child care providers through information resources, a newsletter, on-site visits, and continuing education opportunities. The libraries support West Tuality Child Care Services by distributing its brochures on choosing child care and by distributing information that encourages professional growth among care providers. Some libraries maintain a Child Care Notebook and include West Tuality materials. West

Tuality supports the library programs by distributing lists of library resources for children, parents, and care professionals. West Tuality also includes information about the libraries' Summer Reading Program in an issue of its

See Partnerships page 16



Above: OPB's Jennifer Jordan teaches a workshop on Sesame Street's curriculum goals. *Inset:* Childcare provider Dallas Rodriguez explains the child-like qualities of Elmo.

Epiphanies. Almost everyone has them. Without them we wouldn't grow, expand, understand, become. They are gifts from the Universe.

These are the blips on the continuum of our lives that define our humanity, that open our hearts and fill them with some new realization, some breath-stopping emotion, some expanded humanness. They often appear with sudden tears. Or overwhelming happiness. Even fear.

They could open gently from the reaching hand of hope. And they can even come with a healthy shot of cynicism.

Sometimes they burst into your life like shooting stars. Then vanish before you blink.

I call them divine moments.

I hunger for them, and yearn for them to come to me. But it doesn't work

that way. These moments arrive on their own timetable. A thought, an emotion, or an understanding quite unexpectedly floods my veins and takes me beyond my insignificant piddling self, dragging me out of the muddy ruts of my busy, everyday life.

Way out. Light years out.

And for a moment, I soar.

But more than this, each of these epiphanous moments is a tiny diamond around which I can build a story I can care about.

When I was sixteen on the Big Island of Hawaii my friend Keoki and I hijacked his father's water ski boat and raced it down the coast from Keauhou to Kealakekua Bay. The warm ocean was deep-water blue, and the only clouds anywhere lounged like lizards way out on the horizon.

The boat was one of those glossy varnished-wood jobbies, with glinting chrome hardware on the dashboard. You steered it like a Rolls Royce, with a mahogany steering wheel. It maxed out at something like seven hundred miles an hour, with whining engines and a fountaining rooster-tail screaming out the back. A teenager's dream.

The rocky coast cut sharp and desolate to our left. A lonely coast. Nothing lived there, except maybe bugs and mongooses. All I saw was black lava and the white of waves thumping along the shoreline.

And a fisherman.

I squinted and shaded my eyes as we raced by not far from where he stood.

He was shore casting, probably for ulua. An old straw hat shaded his face. How'd he get down there? There weren't any roads that I knew of, and to hike there would take hours.

I waved, but he didn't wave back.

I'd seen these solitary fishermen often, ghosts who hardly

gave me the time of day. I watched him shrink to a speck behind the boat.

We rounded the last point, racing into Kealakekua Bay like we owned the place. Keoki slowed and circled in to the glassy, dark-green cove on the north side. Here, we were going to water-ski until our feet fell off.

Unlike the desolate coast we'd just passed, the land here swelled with abundant foliage. A jungle, almost. On one side, a towering mass of cliffs rose hundreds of feet, cliffs with ancient Hawaiian burial caves pocking its face. And below, at the water's edge, tons upon tons of fallen boulders bathed in the sun and sank into the depths.

This was a deep-water cove. Abysmally deep.

Keoki headed for the monument, a white spike engulfed by trees and weeds. No one lived there. There was only the jungle, and the monument. We eased up to the small landing.

I jumped out with the bow line and Keoki hung foam rubber bumpers over the gunnel. After we secured the boat we stood in the stillness, listening.

But there was nothing to hear.

The place was as silent as a graveyard.

It was beautiful and creepy at the same time. Beautiful water, beautiful cliffs. Creepy monument. That spot where we were standing was right exactly where Captain Cook got his head smashed in a couple hundred years earlier. Right there under my feet. Gave me the willies.

Keoki wanted to explore the jungle. But I didn't. Too spooky. I told him I was going diving. He shook his head and said when he got back we could tear up the bay on our skis.

I got a snorkel, a pair of fins, and a face mask out of the boat, then jumped over the side. I put the gear on in the water and went under.

The ocean was as clear as a swimming pool. Fish everywhere, and rocks and coral and sea-plants. The usual stuff.

Usual ... until I swam farther off shore.

Ka'awaloa cove wasn't a typical place. The ocean floor fell off almost immediately, precipitously, the bottom dropping down into lightless depths, down to a haze, then down, down, and down beyond that.

I didn't go down with it.

I swam over it, floating on the surface, my noisy breaths echoing in the plastic snorkel.

It was so deep there was nothing to see. I could have been swimming way out in the ocean, for all the nothingness below me. I jerked up, suddenly thinking maybe I was in deep ocean. But the spike still stood nearby, and the jungle, and the cliff. Weird ... the sudden depth so close to shore.

I swam farther out, still looking down at nothing, and wondering what I expected to see. Maybe a sunken boat,

Divine Moments

by *Graham Salisbury*

or a whale. But there was only the eerie glow of radiant shafts of light shooting up at me from the depths.

I started to get nervous.

Then, nearly croaked when I saw a dark shape.

A giant undersea bird, or dragon, or something. I could barely make it out. A moving shadow in the deep distance.

A bolt of fear shot through me. I'd seen shadows in the ocean before ... from boats. But I'd never been in the ocean with them. With nothing between us. No boat. No barrier. I back-peddled, then turned and scurried back to shore. I climbed out of the water breathing hard and hopping Keoki was deep in the jungle. I needed time to calm down.

My hands were trembling. My heart was racing.

Why?

Nothing had happened, really.

Yet there I was, as scared as you get.

In that moment I caught an expansive glimpse of how insignificant I might be. How, once out of my protective shell, I could very well be little more than some sea monster's lunch. In that epiphanous spark I got my first notion of the fact that there were other worlds that onion-skinned around the one I lived in. The whole picture developed instantly. The shadow, the ignoring fisherman, and even the spooky spike of history lived in worlds that ran parallel to mine. It startled me. Even shocked me ... to think that the world might not be revolving around me.

I was something, yes ... but beyond my own little world, I wasn't very much of something. I was a puffer fish of self-importance who'd just gotten popped. My, my. Welcome to reality.

Divine moments.

I cherish my memories of youth, but especially those sudden insightful ones. I was self-important, as most young people can be during their teen years. And my life was fairly rudderless and full of personal loss. It was rich with boundless freedom, and poor on parental guidance. Yet that freedom taught me more about taking care of myself than anything else possibly could have.

Now, I carry a very strong empathy for young people. Because I remember being one. I remember sea shadows, and the vast undersea otherworld, even the spike and the silent fisherman, and other jarring and wondrous things. It was there in the whirlwind of growing up that the basic elements of my life were shaped. Most of my adult issues funnel back to roots in those small kid times—my fear of illness and pain, my lingering feelings of inadequacy, my self-absorbed drive to succeed. Those things still exist in me, though I now have a little more charge over them. But I can clearly remember the power those forces held over me. Criminy, is there anyone who doesn't remember discovering the concept of mortality? Talk about a whack on the side of the head.

For a writer these memories are jewels.

But you don't have to be young to have an epiphany.

One of the most powerful of these divine moments came to me just months ago. And, as always, I wasn't expecting it.

I came home from work one day, walking into the house with my usual, "Hi, I'm home," leading the way. Zachary, my then fifteen-month-old son, was sitting on the floor with his back to me. He didn't turn around. My, my, I thought. That little guy sure is focused on something

"Zachy," I said again.

Still no response.

I stooped down beside him, startling him. When he saw me his eyes widened with delight. He liked his old dad, and showed it with those happy eyes.

Later that night I kept thinking about the way he'd ignored me when I'd first walked in. Couldn't get that out of my mind. It just bugged me.

It happened again a few days later and I joked to Robyn, my wife, that I thought Zachary was half deaf, sometimes. "Naah," she said. "He can hear. I know he can."

But as the days went on even she began to worry. Maybe he was more than just slow to develop speech. And maybe there was more behind the non-responses, behind the total lack of vowel or consonant sound development. Nothing, now that we thought about it, really came from his lips, except maybe mmmm, mmmm.

We took him to a pediatric audiologist and had his hearing checked.

From that point on it's a long and very difficult story, one I won't get into here. The bottom line, though, was that Zachary couldn't hear a hoot. He was deaf, and profoundly so.

Still refusing to believe it, Robyn and I took him down to the Oregon coast town of Manzanita for that year's Fourth of July parade. Keenan, Zachary's four-year-old brother, was absolutely bug-eyed at all the excitement—fire engines and sirens and floats and police cars blaring horns and flashing blue and red lights. I had Zachary in a stroller, and turned him away from the procession as the wailing fire engines crawled by, me with my fingers plugging my ears.

Zachary didn't even flinch, didn't turn around, didn't fight to see and watch and hear the ear-busting racket behind him. He just smiled up at me. "What are we doing Dad?" the look on his face seemed to say.

Those first few days of realizing what life had handed this little boy were, for me, deeply painful. And even more so for Robyn. This deaf child was our child.

I now know that deafness is not at all the end of the world. In fact, soundlessness may carry its own set of blessings. But in those first moments it was the end of the world: Zachary would never hear Handel or the Beach Boys or

Lassie barking on TV; he and I would never talk man to man about girls or homework or Monday night football; he'd never learn to read, and would never tramp around with Huck Finn, or live on the Island of the Blue Dolphins, or cry with Kunta Kinte over life's injustices; Zachary would never talk to his brothers and sisters and cousins. He'd be trapped in silence, lonely and sad and left out and helplessly lost.

It's rather embarrassing to admit that Robyn and I actually thought those thoughts. But in those struggling first days our emotions were stretched beyond reason. But, being human, we did what humans do: we shifted our thinking to deal with our need, and stepped beyond our own self-pity.

Of course, we were dead wrong about all that helplessness stuff.

And our broken hearts mended rather quickly.

But talk about epiphanies.

Oh boy, did my heart open to another basic fact of life. Just as I discovered years ago at Kealakekua Bay that I was not the center of the world, so now did I discover that I was not in the least bit separate from the world of disability. I could ignore it, deny it, reject it, or refuse to believe it had a thing to do with me. But what I thought had no bearing on the simple truth of it: we are all one. We are human beings.

And what a monumental embarrassment to think that I'd ever even once been irritated by all those forbidden handicapped parking places and oversized reserved bathroom stalls. What an embarrassment to consider my own arrogance, and ignorance.

A wake-up, slap-in-the-face personal epiphany.

So much has gone on in our family since those first eye-opening days with Zachary, far too much to tell here. But I'd like to share one more personal revelation, probably the greatest of all divine moments I've ever experienced.

One morning before I'd truly accepted the fact that Zachary could not hear, I found him sitting with his back to me at the breakfast table. I crept up behind him with one of those Fisher-Price toys where you push a rubber, air-filled ball, which then shoots a slug of hard plastic up to ring a silver bell.

I pushed the ball in.

Ding!

And Zachary turned around.

For a long, disbelieving moment I stared at him, at first stunned. Then elated! He can hear! Zachary can hear!

I ran and got Robyn. "Watch this," I said. I slipped behind Zachary and rang the bell again.

Of course, nothing happened.

He was deaf.

That he had turned around before had merely been a coin-

cidence. Or perhaps his sense of touch had told him I was there, some slight movement in the flooring that a hearing fool like me would never have picked up.

But even so, in that moment when he had turned around for me, and my hope had soared, I remember our eyes locking. In that instant an extraordinary bridge of something infinite passed between us. The more I thought about it, the more I realized what it was.

Love.

Pure, absolute, ineffable.

Holy moly.

In that speck of eternity I had seen beyond my own petty outward life into this pool of inner godliness. Through no long-suffering struggle of my own I had walked this instantaneous bridge between my son and myself and entered the diamond in the heart of my own existence.

A truly divine moment.

Now, whenever I cup my hands around Zachary's cheeks and stare into his child-clear eyes, I can see glints off that diamond. I can see them because I am now aware of the existence of the diamond, which is a love far deeper than the one I thought lived within me. Drop a nickel-plated Kennedy half-dollar on a concrete floor and listen to it clank. Then drop a pure silver Walking Liberty and hear it ring. You will never think of the Kennedy half as the real thing again.

The truths I have found in myself through Zachary's eyes have shown me how wrong I have been about many things. But mostly about him. His earthly experience will be as wondrous as my own. I now know without question that his life will always be good, because he will refuse to let it go bad. This is who Zachary is. I've seen it, in his eyes.

There is magic in all of our lives, in the sights and sounds and smells and feelings that flood our eyes with emotions, things that break us down and open our hearts and show us we are alive, and connected, and that there is purpose in life. Is this magic not the most precious of all gifts? Is it not the greatest thing we have to share?

I believe that good fiction can, and should, do just that—share these magical human insights. If for nothing else than to make a little sense out of an often senseless world. Good stories don't grow out of the simple exploitation of sensational or weird or extraordinary things. They arise from the heart of common things. Small, everyday things that elevate the art of being human. It's true that in fiction we tell stories about other characters, not ourselves. But even so, we use what lies within us to bring those stories to life.

Paula Fox, a writer whose work I admire and respect, paints a striking image of what I'm trying to say: "Great stories," she says, "give us metaphors that flash upon the mind the way lightning flashes upon the earth, illuminating for an instant an entire landscape that had been hidden in the dark."

Well, I don't know how well or how poorly my own stories illuminate anyone else's landscape, but I sure as spit hope to illuminate some of my own. Because I know that if I can just capture one small glint off that diamond it will give me a life within my story. And if I have a life within my story, so might a reader. Our shared experience could even glow, and linger, and help us understand a little more about the lives we live.

I wrote *Blue Skin of the Sea* because for most of my life I was, perhaps only in my own mind, a nobody. And, like everyone everywhere, I wanted to be somebody, to feel wanted, to feel important. Sonny Mendoza is somebody. He has a good father and a strong extended family. He struggles, but he does so with a heart. He's challenged, but manages to make decent life choices. He is the boy I should have been. One of the reasons I wrote that book

was to feel what that was like. It felt pretty good.

Under the *Blood-Red Sun* came about through curiosity. My own future father was at Pearl Harbor the day it was bombed. My uncle was at the beach on the other side of the island and saw a plane blow a boat out of the water. He thought it was target practice. It wasn't.

What were those days like? What did people feel? Were they curious? Stunned? Terrified? I wanted to know.

But more than that, I wrote *Under the Blood-Red Sun* because I wanted to examine the small but powerful things that build friendship and loyalty. As I struggled with that manuscript, I called back the memory of a moment that hit me in young adulthood, a moment of being over-

See Divine Moments page 16

Infant Lapsit Story Time— You Can Do It Too!

*By Linda Bellock
and B.J. Quinlan
Youth Services,
Salem Public Library*

Holding a regular story time for children younger than two seemed like an overwhelming task. However, after observing Curtis Kiefer's program at the Corvallis-Benton County Public Library, we realized we had made an easy, fun-to-present program more difficult than it had to be. Anyone with an interest in babies and books can do it!

Our program is scheduled on the same morning every week to make it easy for parents to remember. We gear the lapsit for children up to 24 months, but don't keep out older siblings who come along for the fun. Each program lasts from 20 to 30 minutes, but some parents remain in the story room to network with other parents. (According to many of the moms and dads, this is one of the program's biggest benefits.)

Each week we choose four to six very simple stories (or longer stories the teller can adapt easily). The pictures must be easily "read" by very young children. We have found that stories that require participation—like making animal sounds—work best. Stories that work well can be used again and again, because the babies enjoy hearing their favorites retold.

Music is an essential part of infant lapsit story time. At the beginning of story time and between each book, we sing or perform a large motor activity. We have recorded the songs we use each week to help parents and babies learn the songs and motions. We also add one or two other songs or activities during each lapsit to add variety and broaden the babies and parents repertoire. A stuffed gorilla stands in as the storyteller's "baby," which allows us to model the motions parents can do with their babies during each song or activity. Our gorilla tends to wander from infant to infant during the stories, but he manages to return to us for the musical portions of the program.

We use two storytellers for infant lapsit story time, alternating every other week, because we fought over who was going to be the lucky one to do the program. The rotation keeps us fresh and enthusiastic, allows the parents and the babies to become familiar with two different faces and styles of presentation, and makes our vacation days less painful to the babies because they are still seeing someone they know lead the program.

We started in January with a group of about eight parents and their babies. Word of mouth rapidly created a bigger audience, which has now grown to more than 70 parents, grandparents, sitters, and babies. We let the parents know it is okay to let the babies wander around the room during the program. We don't expect strict attention during the stories because we know we are sharing our enthusiasm for reading. Invariably some story time books are picked up by babies as we read, but we always manage to get them back to share with the group. A basket of board books that circulate are brought to into the story room each week, and we encourage parents to look at them and check out their favorites to share at home.

Infant lapsit is more enjoyable and easier to present than other programs we have put on. If you haven't tried it yet, think about putting an infant lapsit into your regular programming schedule. The rewards are tremendous. ☺

A Young-Adult View of Library Services

by Jacob Brogan,
Seventh-Grader,
Cheldelin Middle School

My name is Jacob Brogan and I am a seventh grader at Cheldelin Middle school in Corvallis, Oregon. I am a member of the local Commission on Children and Families. I am also an avid reader and I spend a fair amount of time in libraries (This is partially because my Mother is the Director of the Library here in Corvallis). I also spend quite a bit of time on the computer. One reason I want to write this article is that I am one of three kids on the focus group for the Junior Friends of the Library.

One thing that was great for me when I was younger, was the computer at the library. The computer that I first used was an Apple 2GS which when it first came out was a pretty powerful computer. It is now rather pathetic compared to some of the computers on the market today. At any rate, it was on this computer that I first began to my fascination with computers in particular, and technology, in

general. More recently, I have been pleased to see that libraries have begun to upgrade their computers or even buy new ones. This is great because it means that now younger kids will be able to learn and do a lot more on the computer even if they don't have one at home, or if they do have one, but for some reason, are not allowed to use it. As more libraries get connected to the Internet, kids will get to find information from libraries everywhere.

On another topic. The library was also where I first learned to read. Actually, I didn't learn to read at the library per say, but it was of the library that I first began to read. The first book I read, which was, if I remember correctly, a very small picture book on some form of large cat came from the library. Then, not long afterwards, came the Summer Reading Program at the library. I am sure that most people reading this are familiar, with summer reading programs, but I will summarize how they (in my experience) work. This one was more or less as follows: Read ten books and have your parents sign off on the sheet each time you read one and bring the completed sheet to the library. By the time the program ended and you have read your ten books, you would receive a certificate stating your accomplishment signed by the mayor and the governor. So, I read my books and had my mom sign off on the sheet every time I finished a book. Then at the end of the time period, I turned in the sheet and received my certificate and was as, I suppose I should be, quite proud of

myself.

For me, I don't think that there could have been a much better introduction to reading. Not only did it let me find out what great things books are, but I also received a small reward for what I had done. Besides those two reasons, it was also great because it let me know that there was a place where I could go to get books to take home. Even now five plus years later, despite the fact that I probably wouldn't be caught dead reading a picture book, I still go to the library whenever I need something to read. That is, after all, what they are for.

I primarily use the library as a place to get books for fun reading. However, when I need materials for schoolwork that I can't obtain at home, the library is the first place where I head. I know that some kids do most of their homework at the library. It is, after all, a great place to work. There is a multitude of reference materials available at a moment's notice. There are often computers that have writing programs on them that are available for use by children and adults alike, and some libraries even have homework centers where kids can go to do there homework.

Once with a few friends, I went to the library rather early in the morning so that we could play Dungeons and Dragons. We chose one of the tables sat down and for an hour or two we played the game. One of the major things that this experience showed me is that we were able to use the library as a place to hang out. Yes, you can go to the library to check out books, read, do homework, and take advantage of the computers. However, one of the major, although generally underused things for kids to do at the library, is to go to do some something with your friends. This is not to say that kids should go to the library talk loudly and disturb the other patrons, but if they have a game (such as Dungeons and Dragons) or a similar mostly quiet activity to do then what better place to go then the library? After all, libraries are usually easy to get to and most people know where they are, plus they usually have large open tables where games can be played and activities can be worked on.

If the thought of having children playing games on the tables in your library disturbs you, or even if it doesn't, then one idea is to create a game/activity room where kids can go to play their games and such. This room would probably be slightly separated from the rest of the library and would have at least one table and a few chairs in it.

There is a lot more I could write about the library but I will save it for another article. I hope that what I have said has been informative and can help you with your library. ☐

A Piece of the Pie:

Federal Funds to Improve Children's Library Services

by Mary Ginnane

Group Leader, Library Development,
Oregon State Library

Between federal fiscal years 1992 and 1996, the State Library awarded over a half million dollars of Library Services and Construction Act (LSCA) funds for library projects to improve children's services, including four tentative awards for FFY 1996 that are contingent upon the federal appropriations process currently underway. Of 18 grant awards, 11 grants proposed projects that focused on children younger than five, ranging from infants through toddlers, to those in preschools. The remaining seven grants targeted library services to school-age children from elementary grades through young adults. These grants provide a variety of projects and activity examples that other Oregon public libraries can consider for replication. The grant activity reports, and particularly the LSCA evaluation reports of completed projects written by librarian peers in the state, contain suggestions that can benefit the planners of similar projects.

The grants reviewed for this article follow in chronological order. Each project's information includes the grantee, project title, amount awarded, and project description. Tips of universal interest from the grant reports and evaluations are listed last.

1992

Multnomah County Library, Hillsboro Public Library, Lake Oswego Public Library and Ledding Library of Milwaukie
Opening the Preschool Door to Learning, Year 1
Grant award: \$29,026

The report produced under this grant, *A State-wide Analysis of Public Library Service to Preschoolers, Parents, and Caregivers*, describes the public policy approach at the foundation of the grant's planning. Outcomes about children and how libraries can best encourage their emergent literacy skills was desired, but first, research about library services for young children, their parents and caregivers needed to be collected. Project staff surveyed libraries, parents, and educators statewide, and developed recommendations about what Oregon libraries should be doing to prevent illiteracy and encourage children to become readers. These recommendations continue to inform planners about children's library services on both a statewide and local level.

Tips

- Partnerships, networks, and linkages to other education providers and community resources are critical

(six out of 13 recommendations in the report suggest this in different ways!)

- When developing a survey, involve a broad base of potential respondents in early planning, in order to create a vested interest, and stimulate participation and response.

Independence Public Library
Spanish Language Readers
Grant award: \$7,600

Approximately 20% of Independence's young children spoke only Spanish, were bilingual, or were limited in their English-speaking proficiency at the time of this grant application. In order to equally stress the importance of reading aloud and a print rich environment in the development of language skills and reading readiness for these children, the library implemented the Spanish Language Readers project. The grant hired Independence Public Library's first "children's librarian"—one who was Spanish-speaking. The librarian purchased materials and developed 20 storytime kits. An educator presented two programs for Spanish-speaking parents about developing reading skills. Bilingual story hours were initiated.

Tips

- In seeking to build storytime attendance, abandon complicated "session" approaches. The consistency of a standard weekly storytime schedule helps.
- An essential method of publicizing to this target audience is word of mouth, particularly by trusted persons with ties to the community.

Salem Public Library
Early Childhood Literacy Outreach
Grant award: \$29,300

This project sought to conduct activities in reaction to studies that have shown that young children who are read to frequently become more successful students with better reading skills, at the same time recognizing that increasing number of young children are cared for by day care centers, due to more families with two working parents and/or single parents raising families. The way to provide quality storytime experiences for children who used to be brought by their parents to traditional library programs, is to reach out to these children at day care facilities. This project enabled a children's librarian to visit 28 day care facilities on a monthly basis to present high quality literature experiences to children and their care providers, and to register them for library cards that will be used to check out library books during the visit. Parents were encouraged to bring their children to the library via a newsletter sent home with each child. A workshop for care givers highlighted ways to develop reading readiness skills through the creative use of literature with children.

Tips

- When circulating materials at home provider sites,

make the system work as simply as possible, and develop back-up methods for children to borrow materials even if they forget to bring their card.

- Be prepared to educate adults and day care providers that children need the experience of selecting their own materials.
- When planning components of service to reach parents of children in day care, strategize about activities that will overcome weak links of communication—the library and the parents have an indirect relationship in a typical day care situation.
- Finding a convenient time in which to hold training for providers takes effort.

1993

Multnomah County Library
Toddler Time Video/Workshop Project
Grant award: \$8,600

The extremely small number of public libraries providing service geared to toddlers as reported in the *Opening the Preschool Door to Learning* project motivated this grant application. As a result a toddler time training video, a guide to conducting toddler times, and workshops about planning and presenting toddler times were all made available free of charge to Oregon public libraries.

Tips

- A video production (or the production of other original work like a guidebook) may delay a grant project's original timeline—account for this in the timeline, particularly when an evaluation of the project hinges upon completion and distribution of the products.

Multnomah County Library, Hillsboro Public Library, Lake Oswego Public Library, and Ledding Library of Milwaukie
Opening the Preschool Door to Learning, Year 2
Grant award: \$9,904

The second year of this project provided an intensive day-long institute for Oregon children's services staff people, discussing the findings of the project research and its implications for public libraries in the state, including what Oregon libraries could be doing to encourage children to become readers.

Corvallis-Benton County Public Library
Assignment Alert/Homework Alert! Centers
Grant award: \$27,445

A firm groundwork and successful linkage with the Corvallis 509J school district was accomplished during 1991 with an LSCA grant that developed Assignment Alert packets, linked schools and the public library through a Teacher's Reserve Shelf at the public library, encouraged assignment notification, and instituted a feedback form notifying teachers of students unsuccessful attempts for materials on curriculum topics. Expanding the Assignment Alert program into the Philomath community, where a branch library was located, and to 4th and 5th grade stu-

dents in Corvallis, was the focus of the Assignment Alert/Homework Alert! project. Materials and equipment for Homework Alert! Centers located in the Corvallis headquarters library and the three branch libraries in Alsea, Monroe, and Philomath were added to the project. Volunteer Homework Mentors, older adults interested in working with and improving the skills of youth, were recruited and trained to assist students after school, evenings, and weekends. An Assignment Alert how-to manual was created for distribution to interested libraries. (Although all copies of the manual created with grant funds have been distributed, the library is willing to provide additional copies for the cost of copying and shipping; contact Kim Thompson at 503-757-6708.)

Tips

- If at all possible, grant projects for students should correspond to the school year.
- Hands-on training for homework mentors might include job-shadowing of reference librarians, and technology training.

Siuslaw Public Library District
After School: Early Teen Outreach
Grant award: \$29,050

Within a few years of opening, the attractive new facility of the Siuslaw Public Library District attracted more and more early teens. Many of these young people were from disadvantaged families residing in nearby low-income housing. Library services and the library collection needed to be developed to meet the needs of this population in a proactive manner. This demonstration project allowed the Library to develop a program to assist early teens to develop literacy, problem solving, and information skills. Senior volunteers provided mentoring relationships. The collection of young adult materials was significantly expanded. Early teens were involved in activities such as publishing a newsletter and quarterly field trips.

Tips

- Teen users appear to respond to a frequent and regular schedule of activities.
- Experience in the arts and programming is a beneficial background for a teen service program coordinator.
- Evaluating a teen program by survey may not be the most effective method.

Salem Public Library
The Year of the Read-Aloud
Grant award: \$17,787

The library sought to build on research that reading aloud to children has been shown to help them succeed in school, communicate more successfully, improve vocabulary, and stimulate creativity. Communicating the benefits of reading aloud to children over the age of seven or eight years was a particular focus in this attempt to send staff into every classroom in the Salem-Keizer school district to

begin reading aloud age-appropriate chapter books. The books were then left with the teacher to finish. Graded booklists and information about the benefits of reading aloud to children were shared with the teachers. 804 classrooms were eventually reached.

Tips

- Incorporating the read-aloud activities into curriculum may be easier at the beginning of the school year, particularly at the high school level.
- A higher rate of participation may be guaranteed if the readers are given a chance to make a personal contact with the teacher before the read aloud session.

1994

Multnomah County Library

Books 2 U—Volunteer Outreach to the Public Schools

Grant award: \$51,733

Multnomah County Library Youth Services staff have long been aware that there are many children in Multnomah County's schools not being reached with the message of library usage. Too many, because of economic or transportation problems, are not visiting and using the library. In fact, there are too many who are not reading for pleasure. A cadre of trained volunteers has begun to visit each classroom in the culturally and economically diverse Franklin Cluster of Portland Public Schools to booktalk and circulate books with lots of child appeal, as well as register children to use the library and encourage them to take part in the library's Summer Reading Program. The third through fifth grades have been targeted for the first year of the program because these are the grades in which many children lose their motivation to read and must be "re-inspired." Reaching the many children for whom English is a second language is a part of the project's plan.

1995

Multnomah County Library

Born to Read

Grant award: \$32,312

Partnering with existing parenting programs, the county health department, and a university child and family studies program, the library is beginning to implement a pilot literacy program for at-risk expectant parents. A video about establishing a pattern of lifelong learning will be developed, and trained interns will encourage parents to begin reading to their infants and using the library. Participants will be drawn into their local library through periodic incentives. The American Library Association has given Multnomah County Library permission to be a Born To Read library.

Clackamas County Library

Reading for a Healthy Start

Grant award: \$42,300

This project adds a family literacy and library component to five pilot Healthy Start projects serving families in eight

counties. Healthy Start projects are funded by the Oregon Commission on Families and Children to assist all first-birth families in giving their newborn children a "healthy start" in life. The grant will provide emergent literacy training and library orientation for Healthy Start workers who do home visits; establish home libraries for families; and provide home delivery of library kits on parenting topics, funds to print library marketing tools (brochures/bookmarks) and incentives for those attending library programs.

Multnomah County Library

Books 2 U, Year 2: Volunteer Outreach to the Public Schools

Grant award: \$34,497

The second year of this project will extend the outreach activities of a cadre of highly-literate, well-trained volunteers into another sector of Multnomah County schools, to talk about books and the library, for the purpose of motivating students to become recreational readers and public library users.

Multnomah County Library

Families Reading Together

Grant award: \$40,664

This family literacy project has begun developing a program for lower-income and/or limited English-speaking families to introduce parents to resources that will enhance their literacy and parenting skills, at the same time that their children are introduced to activities that will increase their reading readiness skills, and familiarity with libraries. The grant also seeks to establish and improve relations between the public library and at-risk, low-economic-level, and/or limited English speaking communities, and the organizations that serve them.

Tips

- A one-to-one approach with the adults in family literacy projects is needed at first while the adults develop a commitment to their own learning. Group projects can be successful as a later activity.

Cedar Mill Community Library, Tigard Public Library, Hillsboro Public Library

Providing for the Providers

Grant award: \$23,389

This project has begun developing a collection of video materials, and planning outreach activities to promote the collection to childcare providers and early childhood educators. The grant attempts to enhance the ability of the providers to increase children's self-esteem, pre-literacy, and reading readiness.

Tips

- While childcare providers are enthusiastic about library cooperative projects, obtaining their input in structured meetings appears problematic.

1996

Multnomah County Library
Families Reading Together, Year 2
Grant award: \$69,999

The second year of this family literacy project will employ a full-time project coordinator, and partner with Head Start, to continue activities designed to attract families with low levels of literacy to library programs. The goal of the programs is to make the public library accessible, and develop skills that will assist the family members (parents and children together) in becoming lifelong readers and library users.

Corvallis-Benton County Public Library, Corvallis 509J
School District

Kids Need Libraries: Inventing a New Model of
School/Public Library Collaboration
Grant award: \$52,200

This project will develop a collaborative model of provision of library service to students by demonstrating that a school library can be administered by a public library. To ensure that students gain the information access skills they will need in the future, human and financial resources will be maximized through two main efforts: 1) Studying the school district's current library services and developing an action plan by a task force of public library and school district personnel; 2) Piloting a collaborative model of library service at Corvallis High School. This model will provide valuable data and experience for replication in other district schools and elsewhere.

Siuslaw Public Library District
Science Alive!
Grant award: \$21,500

This project will forge a broad partnership of educational and scientific institutions to stimulate interest in the natural sciences through sponsorship of programs and science "camps" for youth, establishment of core collections of science materials for the library and the participating educational facilities, and development of activities manu-

als to supplement the collections. This project will target children in grades K-7 in the Siuslaw Public Library District and boys ages 13-21 at a youth correctional facility. Many of the students who will be served by this project come from economically and educationally disadvantaged families who are unable to take advantage of the library district's natural resources.

Klamath County Library
Klamath Kids Story-Van
Grant award: \$23,030

This project, developed through discussions with child advocacy agencies, will establish an outreach program to home child care centers using a refurbished book van, deliver children's books and programs at the centers, and develop family and parent programs at the library emphasizing family literacy skills. An emphasis will be placed on developing a multicultural collection of children's books for sharing and check-out at the sites. The grant will assist with funding a Library Assistant III position who will manage the collection development and processing, and will do much of the actual outreach.

If the FFY 1996 funds for LSCA are appropriated, the national and Oregon library communities are looking at the last year of LSCA as we know it today. There are promising signs that the new federal library grant program that will result from bills currently under consideration in the House and the Senate will permit equally as exciting, worthy, and productive children's library service improvement projects as the 18 described here. All of the grant applications, reports, and evaluations for the projects summarized above can be requested from Val Vogt, Administrative Specialist in Library Development at the State Library. There are still copies of *Opening the Preschool Door to Learning* available for distribution. Libraries interested in applying for a federally funded grant to improve youth services in the next grant cycle (project proposals due December 15, 1995) can request the application packet from Val Vogt, 378-2112 extension 222. **Q**

KidsPage

continued from page 3

- Will overworked youth services staff be able to contribute regularly to a Web page that most cannot access at their branches?
- We don't know whether we can keep up the pages of book annotations for kids, parents and teachers.
- Because parents express anxiety about young people stumbling upon inappropriate materials while exploring the Web, we plan to create a link to the full text of *Child Safety on the Information Highway*, published by the Center for Missing Children.
- Since the primary Web users are young male university students and computerphiles (this is changing rapidly, though), how many of Multnomah County Library's youth services' clients will be able to access our Web pages? Once they access the pages, will they tell others about them? Will they return?

A Web page is like a litter box—it must be changed regularly to be revisited—So I plan to keep KidsPage updated. We'll see, and in the meantime, I hope you'll pay a visit to our library page and KidsPage! ☐

Recommended books

I highly recommend the following books if you're interested in learning HTML and Web page design. Although all are helpful, the first is easiest for absolute beginners in computer languages and HTML. If you don't have at least one of these titles in your library's collection, you should (but don't expect to see it on the shelves during the next two years):

Lemay, Laura. *Teach Yourself Web Publishing with HTML in a Week*. Sams, 1995; 403 pp.

Taylor, Dave. *Creating Cool Web Pages with HTML*. IDG, 1995; 244 pp.

Includes utilities disk for Windows computers.

Tittel, Ed and Steve James. *HTML for Dummies*. IDG, 1995; 449 pp.

Includes utilities disk for Windows computers.

Collaboration

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teachers directly through our Assignment Alert program (teachers may place library materials on reserve for a class), we let them know that we were willing and able to assist them and that we supported their efforts to educate our children. They were introduced to our professional staff, and became more knowledgeable about the services the public library had to offer. When Homework Alert Centers were established in the public libraries throughout Benton County, the school district placed computers at the public library for students to use for word processing. This partnership inspired the Hewlett-Packard Company to make a considerable donation of computer equipment to enhance the centers. The centers also attracted a large pool of highly educated and experienced volunteers to serve as mentors for the students working on school assignments at the library.

Constant communication, accomplished by e-mail, school district courier, phone calls, press releases, and on-site visits to schools, increased the visibility of the public library and convinced the school district employees of our sincere desire to assist them. Teachers were invited to tour the public library and to bring students for tours. Public library staff continued to provide excellent traditional services such as booktalks and reference assistance.

The expanded dialogue led to the formation of a joint committee of public library and school district staff to discuss further opportunities for partnership. The group wrote a new LSCA grant which will begin in January 1996. It is entitled, *Kids Need Libraries: Inventing a New Model of School/Public Library Collaboration*. This grant will refocus the community on the importance of the school library, especially in this time of exploding information technology. The need for students to have the skills to access, search, and evaluate the overwhelming amount of data available will be emphasized.

Writing the grant collaboratively required the library and the school district trust in each other. Both institutions showed their commitment to the project by pledging dollars and staff. (And the terrific school district cookies for meetings!) A joint statement of understanding was signed by the City of Corvallis, of which the library is a part, and the school district. Both institutions agreed to fund the school-library liaison position from September 1, 1995, even though the grant does not begin until January 1996.

Our advice: Begin! Start talking. Get librarians from both institutions together to discuss ways to help each other. Send school district staff a directory of key players in your library. Invite teachers for tours of reference areas and highlight new resources. Visit schools, especially school libraries. Co-sponsor parent education seminars. Establish Homework Alert Centers. Offer Assignment Alert.

Bake some cookies. You will be amazed at the results! ☐

Partnerships

continued from page 5

newsletter each year.

Several years ago, the Youth Services Committee of Washington County Cooperative Library Services (WCCLS) began long range planning for library outreach to children in care and their providers. During 1994, the cooperative and West Tuality worked together to complete a needs assessment survey. Librarians and West Tuality staff members prepared the survey. West Tuality provided mailing addresses, and the cooperative provided printing, postage, and the final compilation and reporting of results. More than 800 providers received the survey, and more than a third returned them. The information gathered is helping the libraries plan individual and collective outreach services.

Another way the two organizations work cooperatively is by supporting each other's grant-writing efforts. Several librarians wrote letters of support for a recent grant West Tuality received to encourage reading activities in home-care environments. The public libraries in Cedar Mill, Hillsboro, and Tigard collaborated on a Library Services and Construction Act grant to strengthen their collections of professional support materials, particularly in video format. The West Tuality staff recommended many specific titles to be purchased with grant money.

When West Tuality looked for a way to make its collection of training and informational videos more easily available to the providers it serves, it decided to place them in a library in the cooperative. These videos are now available for loan throughout the county.

Combined efforts to provide continuing education for child care providers have taken several forms. Some libraries provide space for West Tuality-sponsored events. Library staff members present storytelling ideas or shared library resources in other programs. Sesame Street PEP Training has been the most exciting co-sponsored program to date. This half-day participatory program trained providers how to use and expand upon Sesame Street's curriculum goals. Jennifer Jordan, Early Childhood Specialist at Oregon Public Broadcasting, presented the workshop, which was held at three county-library locations during the summer of 1995. The libraries provided on-site publicity, a meeting room, coffee, muffins, and information about library services. West Tuality provided publicity, certification credits, and scholarships for some individuals. The Sesame Street PEP participants received not only hours of enjoyable training, but also a video, resource notebook, Big Bird poster, and many ideas to put into use immediately.

Librarians and the agency professionals who support child care providers use each other's strengths. They promote each other's programs, share resources and expertise, and most importantly, catch each other's enthusiasm for serving care providers and children in care. □

Divine Moments

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whelmed by my own emotions at the sight of a couple of high school kids joking around and jostling each other as they walked home from school. Just a couple of jokers, like Mose and Rico, showing me glints off the diamond.

I also wrote that book because I practically choke up whenever I see fathers and sons who actually care about each other. I wanted to magnify that bond, because most certainly I missed that in my life. Through Tomi and his father, and Billy Davis and his, I felt what it was like. And that was pretty dang good, too.

Divine moments.

We can't ask for them. We can't look for them. We can't force them to happen. Because they aren't ours. They belong to the universe. They come when they come.

But when they do come they bring a special magic into our lives and into our stories. And isn't that what we're all hoping to do, bring a little magic into the lives of young people? A little happiness? A little hope?

This is what I think: every kid ought to see a glint or two off his own diamond—nice kids, wandering kids, lost kids, frightening kids. And it would be great if I could show them how to do that. But I can't. And anyway it's not my job. It's far too personal. It has to be done alone.

But what I can do is share what I feel about this mystery called Life by writing the best I can about the things that are important to me.

If I didn't do at least that much I'd be a selfish fool. Arrogance would be my life. Ignorance would be my legacy.

But that's not acceptable.

Not acceptable at all. □

This speech was delivered by Graham Salisbury at the Oregon Library Association Conference, in Portland, Oregon; April, 1995. This essay also appeared in the 1995 Spring/Summer issue of SIGNAL Journal, a publication of the International Reading Association.

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