

OYAN REVIEW

JULY 2005

Happy summer everyone! I'm going to take brief editorial privilege to say that I just got back from a delightful three-week vacation, only to be pulled dramatically back into the library fold yesterday with a two-hour meeting on managing pornography seekers, followed by a readers' advisory session for princess book, topped off with a bomb scare! Just a typical day for library staff, but there's just a teeny bit of me wishing I was back on the Cornwall coast, thinking about whether to have clotted cream or warm custard on my dessert. Heck, have both!

The *Review* is your publication. Remember that we are always looking for program ideas, book reviews, bibliographies, and other thoughts from you. Contact Lee Catalano, leec@multcolib.org, for more information.

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TRANSFORMING A TEEN PROGRAM

Mary J. Ginnane, Eugene Public Library

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Between 1998 and 2004, the Eugene Public Library (EPL) sponsored a monthly Teen Council. With participation ranging from 5 to 12 members, the Council did good work brainstorming about the design of the young adult area of our new building, made book recommendations, went on shopping trips for new CDs and movies, held occasional open-mike programs, and helped with decorations, displays, and program ideas. A smaller Council group published a literary 'zine.

After our new building was completed in 2002, it seemed that our ability to act on advice and feedback from Teen Council was not fulfilling positive youth development principles as it had before (For more on positive youth development, see "Teen Night Out in Northwest Portland" in the October 2004 *Review*.). This was demonstrated on several fronts:

- The work of policy development for providing service in a tripled-in-size new building was protracted, and equitable implementation of policy didn't allow for many teen-customized variations.
- The increased purchasing of materials with the intention of filling the shelves in the new building had resulted in backlogs in processing, and the break-in period on new materials- handling technology caused delays in returning materials promptly to the shelves. Consequently, Teen Council members weren't seeing the results of their media selection recommendations.
- Some previous conversations with Teen Council about making it into a representative body from all the middle and high schools resulted in feedback from members who felt it would then turn into a typical high school "in group" vs. "out group" experience. The library did listen to the teens about this, but the self-selection method of participation made Teen Council seem like an "in-group" of a different type, more like a club than a forum for representing the wider array of community teens' opinions and needs.

Teen Council seemed to fulfill the promise of positive youth development most effectively when we asked teens for help in carrying out projects. A new library assistant who came to Youth Services in 2003 described a teen volunteer program she'd been engaged in at her library in Idaho. Our ongoing observations about Teen Council converged with this experience of a successful program. In the fall and winter of 2004, EPL planned a transformation of Teen Council into Teen Team, and implemented the change in January 2005.

Beginning with the existing Teen Council members, we solicited interest in a seven-week Teen Team series limited to 12 middle- and high-school-aged youth (including those who were home-schooled). After volunteer orientation at the first session (provided by the Young Adult Librarian and the Volunteer Coordinator) that included the signing of a Teen Team Agreement, the next five sessions – once per week for one hour – were a sampler of supervised service learning projects at the Downtown Library, including Children's and Young Adult Center pick-up, book cleaning, kids craft project preparation, and Technical Services processing. In the spring Teen Team helped plan and present a good-bye party for the retiring Young Adult Librarian.

The seventh meeting of Teen Team was planned as a celebration of the youths' work, and included an organized effort to obtain input about what kids were reading, listening to, viewing, and experiencing at school, and in pop culture, the world etc. The seven weeks the teens devoted to Teen Team has accepted by the local schools that have service learning programs.

The first Teen Team series was followed by a second. Each filled up quickly. Some first session "graduates" wanted to sign up for the second series as well! At least five of the Teen Team-ers have applied to serve as general EPL volunteers (youth who are at least 14 can do so.) Some of these teens have been helping us as program assistants at our teen summer reading programs this summer.

This coming September, the library will hold the third Teen Team series. There will be one series prior to the winter holidays, two after the New Year, and one next summer. As with any

program, we've made some adjustments along the way based on our experience with the first two series:

- Teams will be 15 members, based on demand.
- Each series will be eight sessions in length.
- We collect input about interests at every one of the weekly sessions, not just at the final session.
- Teens who want to repeat Teen Team may re-apply and join the waiting list.
- In addition to the Agreement, teens must also complete a simple application form to provide practice with forms and accompanying responsibilities (and help staff keep track of a waiting list in a more orderly fashion). Both the application form and the Teen Team Agreement follow this article.

We have achieved the objectives we developed when creating Teen Team:

- 1) To transform Teen Council into a program that provides more immediate satisfaction to teens,
- 2) To provide a volunteer experience for those younger than the "official" volunteer age of 14, and lay the groundwork for teens to consider becoming volunteers in EPL's general volunteer program,
- 3) To add more diversity to the input we receive,
- 4) To provide more teens with a broader range of experiences than the monthly Council could,
- 5) To provide teens more contact with caring adults. Two staff are involved in alternating weeks, and all staff working on Teen Team day see the teens in action and have interactions with them, and
- 6) To cultivate an additional benefit where adult patrons observe teen volunteers engaged in positive activity, since the Teen Team is more visible in the library than the Teen Council. The change was an attempt to take the positive parts of the Teen Council concept and integrate it with some new ideas all for the betterment of service to youth. At EPL we're feeling positive about the results so far!

For more information on Teen Team contact Aimee Meuchel, Teen Services Librarian
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(541) 682-8480

Eugene Public Library Teen Team Application

Date: _____

Thank you for your interest in volunteering at the Library! Volunteers are highly valued members of our team.

Name _____ Age _____
Mailing address _____
City _____ Zip _____
Phone (home) _____ Phone (cell) _____

E-mail _____

Emergency contact person _____

Relationship to you _____

Phone (home) _____ (work) _____ (cell) _____

Tell us about yourself:

School (or homeschool) _____ Grade _____

What are your favorite activities (hobbies, school teams/clubs and/or what do you do in your free time?) _____

Future career interests _____

If you are volunteering to earn community service credit, name the school or program:

Contact person at school/program _____

Have you ever been involved in the juvenile justice system? ____yes ____no

If yes, Contact Person: _____ phone _____

Required for those under 18: parent/guardian's signature to indicate permission for you to volunteer at the Library for 7 weeks on Tuesdays between 4 & 5 p.m.:

_____ (print name) _____ (signature) _____ (date)

Thank you for supporting your Eugene Public Library!

For more information, call 682-8316

www.ci.eugene.or.us/library

Eugene Public Library Teen Team Agreement

This agreement includes the basics that the Eugene Public Library (EPL) expects of Teen Team volunteers, and what volunteers can expect from EPL. My signature below indicates that I have read, understand, and agree to the following:

- As a volunteer, my purpose is to assist the paid staff in carrying out EPL's mission: to support an informed community, lifelong learning, and the love of reading by providing access for all city residents to the universe of ideas and information.
- EPL supports individuals' access and freedom to read and view materials without EPL placing value judgments on those choices. While some materials in the collection may offend my personal taste or beliefs, I understand that I am expected to behave with respect and tolerance towards those with other points of view.

- I will abide by the Teen Team’s guidelines, listed below. I agree to be supervised by the Teen Team Staff Leader or designee.
1. I will behave appropriately with co-workers (paid and unpaid) and patrons. The Library is a public service agency where all workers are expected to act in a professional, business-like manner. I will uphold the City’s commitment to treating all people fairly and with respect.
 2. I will be dependable. I agree to work 7 weeks for 1 hour on Tues, from 4-5 pm. I will call 682-8316 or 682-8480 (voice mail) if I cannot be there. The library will expect me to call if I cannot make a session. If I don’t call I may not be able to continue to participate.
 3. I will wear my ID card at all times during my shift, in public and staff areas. If my ID card is lost, I will notify the Teen Team Staff Leader. I will not allow anyone else to use my card.
 4. I will follow the staff dress guidelines:

From Eugene Public Library Staff Manual:

“Work attire should be neat, clean, unstained, and in good repair. Attire should not be overly revealing, for example, shirts should cover the midriff, shorts should reach close to the knee. Appropriate grooming includes minimizing odor/scent (whether natural or applied) as much as possible. Non-supervisors with concerns about others’ adherence to these guidelines should speak with a supervisor. This policy applies to volunteers as well as staff.”

- As a volunteer, I promise to perform my services to the best of my ability under the guidelines and supervision provided. I can expect the Teen Team Staff Leader and other EPL staff to treat me with respect, provide me with training, information, and feedback, and show appreciation for my work.

Name (print): _____

Signature: _____ **Date:** _____

SKATERS INVADE NORTHWEST LIBRARY!

Susan Smallsread, Multnomah County Library

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On July 9th, Multnomah County Library’s Northwest Branch Library was invaded by rebel skater wannabees eager to attend a skateboard clinic. In an effort to bring more boys into the library, we contacted our local skateboard shop to see if they would teach kids how to build and maintain skateboards. Rob Aragon, Portland Store Manager for **Exit Real World** snow and skateboard shop (www.exitrealworld.com) was more than happy to share his knowledge. And judging by the intense interest of the skaters, the boys were soaking it up.

Twenty-four potential skaters, parents and siblings crowded 'round while Rob demonstrated how to build a skateboard from the deck up. He shared lots of tips about how put on and clean the grip (the sandpaper stuff on top), assemble the wheels, and etc. He especially endeared himself to parents by telling them about “Shoe Goo,” a product that seals the seams on those expensive sneakers they all wear out. We even talked about local skate parks and good etiquette when you’re the newbie.

When the final touches were put on the board, Brian, a 14-year-old member of the Exit stunt team, demonstrated some of the basic tricks (ollies, nollies and flips among others.) It was around this point I closed the door to the meeting room 'cause the sound of banging skateboards was a little loud. Warning! Make sure you do this workshop on an indestructible concrete floor 'cause all the boys had to try an ollie, of course.

The boys were totally into it. Our feedback universally rated the program as great. Even experienced skaters picked up some tips. Best of all, it was free -- because it was an opportunity for Exit to meet potential customers. And, they even brought the giveaways! Even better for the library, it was opportunity to display our collection of skateboarding books and some of ‘em even got checked out!

In the future, I’d try and make it a bit more interactive and let the guys do some maintenance work on their own boards. You might have to buy a few bearings or something, but it was a totally cool way to entice boys into the library!

If you’re interested in putting on this kind of clinic, call your local skateboard shop. To get you started, Exit Real World has locations in Portland, Salem, Mt. Hood, and at Windell’s on Hwy 26.

Enjoy!

TEST DRIVE A TEEN TRAINING
Lee Catalano, Multnomah County Library
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On Wednesday, August 17 at the Eugene Public Library, staff from L-net -- Oregon’s digital reference service – will be offering a training on serving teens online. This training is intended for all providers of digital reference in Oregon, but the session on August 17 is the dry run: An opportunity for the trainers (Multnomah County’s Sara Ryan, Jackson County’s Anne Guevara and Lori Moore) to see what works, what needs tinkering, and if it will meet the needs of L-net’s librarians. As teen services librarians, they would love your input, so if you are interested in attending the training, contact L-net Project Coordinator, Caleb Tucker-Raymond for more information: calebt@multcolib.org. The session begins at 11 a.m., and should last about 90 minutes.

And speaking of L-net, the statewide service needs you! Nearly 75% of all chat sessions in 2004-05 came from students. Yet, amazingly, just a few L-net librarians are youth services providers. If your library is an L-net provider (see the list here: <http://www.oregonlibraries.net/libraries.shtml>), and you are interested in answering questions, contact your supervisor and let them know you want to be involved. If your library isn't a provider, let Caleb know you are interested, and he'll work with you and your library to see if participation is possible.

OLA CONFERENCE REVIEW
Susan Ludington, Deschutes Public Library
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This year's OLA Annual Conference, "Connect and Conquer: The Power of Collaboration," was especially meaningful to me as a Teen Services Librarian, because a significant part of my job involves outreach to middle and high schools throughout Deschutes County; subsequently, I am always investigating new and innovative methods for partnering and interacting with staff and students of our three school districts. Many of the sessions and conversations I had with colleagues dealt directly with these issues.

The keynote speaker for the conference, Mike Eisenberg, Dean of the Information School at the University of Washington, opened the conference with a wonderful presentation on the K-12 Library Initiative developed by the Washington State Library (www.k12library.info). This Initiative evolved out of a survey conducted of 2000 schools, which identified the current status and condition of school libraries. The goal of the Library Initiative is to:

"...focus on improving curriculum development, collaboration, technology resources, leadership, advocacy, and evaluation. This initiative will also provide the tools and systems to collect and use data related to school library programs. The information collected sets the foundation for program advocacy and provides a focus for goal setting and decision-making at building, district, community, and state levels." (taken from "K-12 Library Initiative: About Us." Retrieved 15 July 2005, from <http://www.k12library.info/about>)

Mike outlined the "ABC's" of actions that school librarians and school library advocates must take to make their voices heard to administrative staff:

- A. Articulate a vision: Need to show you're central to the mission of the school by ensuring that students are effective users of ideas and information.
- B. Be strategic: Must be savvy and have political insight; consider creating a Library and Information Program Advisory Committee who will identify the efforts to be spent on the library program.
- C. Communicate: Should report on analyses, future plans and endeavors, and any statistical findings to encourage cooperation and collaboration.

Following the keynote address, a panel of experts including Eisenberg, OLA President Maureen Cole, State Librarian Jim Schepke, and OEMA Past President Martha Dechard responded to

Mike's keynote presentation, discussing collaboration issues that might help Oregon librarians and educators save our own public schools. Various libraries in Oregon are making strides in enhancing the cooperative efforts between public schools and public libraries, as noted by the State Library. One of these is a pilot project devised by Deschutes Public Library's director, Michael Gaston, called "Library Linx" which will include courier service of public library materials to students and teachers as well as training for school media managers.

Another issue that came up was the separation of the Oregon Educational Media Association (OEMA) and the Oregon Library Association: The fact that these two agencies are divided, according to Eisenberg, is a significant failing because OEMA does not have the lobbying agents that OLA does. As a result, school libraries have repeatedly taken cuts and educators are without recourse. This is a highly debatable matter, and -- from the comments made during this session by some OEMA members -- it didn't seem likely that OEMA would consider becoming part of OLA anytime soon. However, some members are interested in merging, so the discussion is far from over.

The recurring theme of collaboration and partnership was very uplifting and unifying throughout the conference; the sessions above illustrated some wonderful real life examples of cooperative efforts occurring right now, providing inspiration for many attendees.

BOOK REVIEWS

John Sexton, Ashland Public Library

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Two "adult" titles that will certainly appeal to teen readers.

My Jim by Nancy Rawles. Crown Publishers, 2005.

This is the 'back story' of Huckleberry Finn's runaway slave Jim told through the voice of Sadie, his first true love and mother of his two children. At the end of her life Sadie is creating a quilt with her granddaughter Marianne who is about to be married. As the few artifacts from her past are sewn into the quilt, Sadie provides Marianne with vignettes from her life. As she sews a piece of Jim's old felt hat into one square, she tells of Jim's birth, their lives together, how he ran away rather than be sold downriver. She sews into another square a baby tooth from her second child who was taken from her to be sold at auction days after the tooth fell out; it was the last time she saw him. Into another square goes a shard of the bowl her mother, an herbalist and healer, brought from Africa and which Sadie herself learned how to use.

Sadie's slave dialect may take teens a while to get used to, but the book -- because it is a series of short vignettes -- is an easy read that will reward them with an elegant and powerful tale of the degradations and abuse of slavery and the strength of the human heart. This is a remarkable and beautifully written book.

Upstate by Kalisha Buckhanon. St. Martin's Press, 2005.

Antonio and Natasha are 17-year-old lovers in Harlem whose lives are turned upside down when Antonio goes to prison for the murder of his abusive father. In prison, Antonio pledges to get the education he was 'too cool' for in high school, as Natasha works to earn money and keep up her grades in hopes of pursuing a college scholarship. The couple believes their love will endure the separation, no matter how long it is before Antonio gains parole. But as Natasha's experiences expand in the world and at college, Antonio's frustration escalates to rage in the nightmare of his prison experience.

Told in epistolary format, the novel chronicles a period of over ten years as Antonio and Natasha adapt to new realities and grow apart, though they never really stop loving each other. It is a painful, realistic, and ultimately hopeful story. This is Buckhanon's first novel and she provides a reflection of life for many urban African-American women who find their lovers incarcerated (she was moved to write the novel when she saw a statistic that said there were more African-American males in prison than in college). The dreams and choices of these women are challenged and compromised from an early age. Sometimes, as for Natasha, better choices carry a heartbreaking price. *Upstate* contains language and sexual situations that make it an adult rather than a YA novel, but it is one that many older teens will appreciate.

BIBLIOGRAPHY: ROMANCE FOR THE TEEN MALE

Susan Ludington, Deschutes Public Library

I was recently asked by our Outreach staff, who serve older male teens at a residential treatment facility using the Deschutes Public Library bookmobile, to compile some romance books for these male readers. Romance books for teen boys are a bit more challenging to find, but the list below is an attempt to gather a few fiction titles that guys might go for.

Humorous

Kissing Vanessa – Simon Cheshire

Fifteen-year-old Kevin has plans to do better in school, but when the next term begins he is smitten by his new classmate, Vanessa, and he focuses all of his energy on getting close to her.

Son of the Mob – Gordon Korman

Seventeen-year-old Vince's life is constantly complicated by the fact that he is the son of a powerful Mafia boss, a relationship that threatens to destroy his romance with the daughter of an FBI agent.

Is Kissing a Girl Who Smokes Like Licking an Ashtray? – Randy Powell

An eighteen-year-old pinball addict and a smart-mouthed girl who don't quite fit in with anyone else develop a special relationship.

Contemporary

Jason and Kyra – Dana Davidson

Handsome and popular Jason tries to come to terms with his irascible, often absent father and his growing attraction to the quiet, studious Kyra.

Romiette and Julio – Sharon Draper

An African-American girl and a Latino boy fall in love after meeting on the Internet, but they are harassed by a gang who objects to their interracial dating.

A Winter Night's Dream – Andrew Matthews

Casey, a high school freshman, and Stew, a senior, search for love separately, with the help of a favorite teacher, before meeting each other.

Heart's Delight – Per Nilsson

As a sixteen-year-old looks at and systematically destroys each of his mementos of Ann-Kathrin, he replays scenes from their relationship and realizes that it was not the great romance he believed it to be.

Rob&Sara.com – P.J. Peterson and Ivy Ruckman

Rob, who lives at a school for troubled teenagers, and Sara, the sixteen-year-old daughter of an army colonel, meet in a poetry chat-room and develop a close relationship via email.

How I Fell in Love and Learned to Shoot Free Throws – Jon Ripslinger

Seventeen-year-old Danny Henderson, an indifferent basketball player, has his eye on Angel McPherson, star of the girls' team in their Iowa high school.

Flavor of the Week – Tucker Shaw

Cyril, an overweight boy who is good friends with Rose but wishes he could be more, helps his best friend Nick woo her with culinary masterpieces which Cyril himself secretly creates. Includes recipes from the story.

Historical

The Last of the Roundup Boys – Debra Seely

In 1885 in Kansas, seventeen-year-old Tom, the son of a poor farmer, is hired as a cowboy on a cattle ranch and faces the challenges of both herding work and a forbidden romance with sixteen-year-old Evie, the ranch owner's independently minded daughter.

No Shame, No Fear – Ann Turnbull

In England in 1662, a time of religious persecution, fifteen-year-old Susanna, a poor country girl and a Quaker, and seventeen-year-old William, a wealthy Anglican, meet and fall in love against all odds.

Short Stories

Toxic Love – Linda Holeman

A collection of short stories explores adolescent love in all its touching, tragic, and often funny manifestations.

A Couple of Kooks and Other Stories – Cynthia Rylant

A collection of eight short stories in which a variety of special characters experience the transfiguring power of love.

REPORT: OYAN RAFFLE

Susan Ludington, Deschutes Public Library

Thanks to everyone who purchased tickets and the dedicated efforts by several OYAN members, the proceeds generated from the 6th annual OYAN Raffle surpassed those from all previous endeavors, raising nearly \$1430.00! Actual profits were as follows:

Raffle Profits before Expenses:	\$1630.00
Expenses:	
▪ Reimbursement to S. Ludington (gift baskets, supplies):	\$102.88
▪ Sylvia Beach Hotel:	\$100.56
Total Expenses:	\$203.44
<u>Net Profit from Raffle:</u>	<u>\$1426.56</u>

OYAN members are delighted with this year's incredible success, and are looking forward to offering bigger and better scholarships and continuing education opportunities, much like the very successful OYAN-sponsored "It's Not Brain Surgery, It's Brain Science" pre-conference.

This year, the Raffle gave people 20 chances to win a variety of prizes, including passes to area attractions, tickets to performing arts events, "Short Stacks" of young adult books, and numerous gift packs. The latter included the "Portland Getaway Gift Pack" (ballet tickets, dinner, and a night for 2 at the Heathman Hotel), as well as the infamous "Party Girl Gift Pack" (*Party Girl* DVD, Lipstick Librarian ceramic tile, and *Batgirl: Year One* graphic novel). Sincere thanks go to Lee Catalano, Ruth Allen, Sara Ryan, John Sexton, and Carol Reich for their solicitation efforts and contributions.

Because we ran out of tickets by the end of the first day of the actual conference (many were sold at the OYAN pre-conference), it's been proposed that next year we print more than the 375 tickets we've done in the past. Many actions may account for the increased interest in the Raffle this year:

- The \$200 expenditures toward the prizes seemed to enhance the appearance of the prizes and OYAN table, drawing more interest from passers-by.
- The location of the OYAN/CSD table was wonderfully situated in the center of the hotel, helping our sales.
- OYAN members were also successful with ticket sales by relentlessly inquiring conference attendees throughout the conference if they had yet purchased a ticket.
- Holding the conference in the Portland area enabled a larger turnout for the conference in general, which contributed to our success.

The 2005 OYAN Raffle, among other OLA Conference successes like the pre-conference and booktalking sessions, proves that OYAN as a group has truly established itself as a reputable and proactive organization. Our combined hard work has definitely made a lasting impact!

OYAN QUARTERLY MEETING

Friday, July 22 11 a.m. - 3 p.m.
Deschutes Public Library, Bend Branch
601 NW Wall St., Bend, OR
(541) 617-7040

Old Business

Approval of April Minutes.
OYAN financial report
Update - contribution to OLA/OEMA Literacy Conference (Sexton).

New Business

Elections - new officers
Mock Printz
OLA conference ideas brainstorming
Roll out of teen training to Oregon libraries (Sexton)

Continuing Business

Teen Book Award proposal (Ludington)
OEMA booktalk session update

Quarterly Business

Newsletter due date for submissions
Bibliographies and programs to share
Book sharing
Future meetings: possible dates and locations
a.) Fall 2005 (Tigard)
b.) Winter 2006 (January?)
c.) Spring 2006