

# OYAN REVIEW

## July 2006

I just wanted to take the opportunity here to thank you all for your support in producing this newsletter over the past three years. I've had a great time, and have learned so much. I've really enjoyed hearing about programs, activities and some great books from OYANers across the state. I know that my successor will continue to keep you up to date on the great things Oregon's teen services people are doing.

Keep up the good work ... renew your membership to OYAN, and keep reading the OYAN *Review!*

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### BOOK REVIEWS

Summer is always the best time to catch up on some good books. Here are just a few recommended by those great librarians in Jackson County:

Cooney, Caroline B. *Code Orange*. Delacorte Press, 2005.

Throughout his entire high school career so far, Mitty has pretty much been a slacker. So it's no surprise that he waited until the last minute to work on his paper on an infectious disease. How was he supposed to know that his parents would want to go to their country house on his last weekend to get the paper done? Luckily his Mom collects old books at garage sales, so while browsing through her collection he finds the perfect medical book, all about contagious diseases, except that the book is from 1899. When he pulls the book from the shelf, an envelope falls out. Mitty now knows what disease he'll do his paper on - smallpox - because in that envelope are old, dried up scabs. What has Mitty unleashed?

Caroline B. Cooney has written another gripping, timely story that will appeal to all teens.

--Anne Guevara, Jackson County Public Library

Horowitz, Anthony. *Ark Angel* (Alex Rider Adventure Series #6). Philomel Books, 2006.

In the newest addition to the Alex Rider Adventure series, Alex, the teenage secret agent, is recovering from a bullet wound and thinking that his spy career with MI-6 needs to end if he wants to remain alive! The night before his release from the hospital he stumbles onto a kidnapping attempt that once again draws him into a dangerous spy mission. Now he is working for both the British MI-6 agency and the CIA on a mission involving eco-terrorists, a crooked multibillionaire, a space-station hotel (Ark Angel), ruthless killers and more. Luckily Alex has new spy gadgets to help! Fans of the series will be lining up for this latest installment.

--Kim Wolfe, Jackson County Public Library

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Horowitz, Anthony. *Alex Rider, the Gadgets*. Philomel Books, 2006.

This small volume contains blueprints and complete technical data for gadgets used by 14-year-old spy, Alex Rider, on his first five missions. *The Gadgets* comes complete with memos and lab reports from Smithers, MI-6's Cover Weapons Specialist, explaining how tricky it is to design non-lethal weapons that are appropriate for a 14-year-old. Contents include information on the Cannondale Bad Boy Bike, High-Tensile Yo-Yo, Multifunction Cellular Phone, Stun-Dart Book, Radio Mouth Brace, Pizza Delivery Assassin Kit, Exploding Ear Stud and more. Fans of the Alex Rider Adventure Series will love this!

--Kim Wolfe

Parker, Barry. *Death Rays, Jet Packs, Stunts and Supercars: The Fantastic Physics of Film's Most Celebrated Secret Agent*. John Hopkins University Press, 2005.

Have you ever watched a James Bond movie and wondered, "How do they do that? Could that really happen? Can a laser beam really cut someone in two?" Barry Parker, a professor emeritus of physics at Idaho State University, explains what works and what doesn't. This book contains everything you ever wanted to know about James Bond movies! Recommend this to Teens who love stunts, gadgets, cars, extreme sports, movie magic and science.

--Kim Wolfe

Shusterman, Neal. *Red Rider's Hood*. Dutton Children's Books, 2005.

When he was 13, Red bought a Mustang. For three years he worked on that car so by the time he was 16 and able to drive that car was his baby. How proud he was to cruise the neighborhood in that blood red car. He even loved running errands for his mother, any excuse to drive his beloved car.

One hot July afternoon, Red was making a delivery to this grandmother and while he was inside with her, his car was stolen. Red knew exactly *who* it was who took his most prized possession, now he is about to find out *what* those gang members are.

This is the second book in Shusterman's Dark Fusion series, other titles are *Dread Locks* and *Duckling Ugly*. He has taken the traditional fairy tale to a new level!

--Anne Guevara

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**AND, BACK BY POPULAR DEMAND: HAIKU REVIEWS – MUSIC EDITION**

April Witteveen, Deschutes Public Library System

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*Just Listen* by Sarah Dessen. Viking Children's Books, 2006.

Annabel is lost  
filled with secrets and half truths  
much more than "teen angst"

it's Dessen's newest  
no disappointing old fans  
should win new ones, too

*Heavy Metal and You* by Christopher Krovatin. PUSH Books, 2005.

metalhead boy meets  
straightedge girl: phoniness ensues  
can this ever work?

first-timer Krovatin  
writes of big-city teen love  
great choice for high school

*Plastic Angel* by Nerissa Nields. Orchard Books, 2005.

two BFF's find  
their closest bond is music  
boys are put on hold

refreshing and light  
right on target for tween girls  
it comes with a CD!

*Born to Rock* by Gordon Korman. Hyperion, 2006.

young Republicans  
don't have punk rock stars for dads  
but then, there's Leo

the plot twists and turns  
good for teenage music fans  
great on audio, too!

## ROAD TRIP: AUDIO BOOK REVIEWS

Lee Catalano, Multnomah County Library

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Griffin, Adele. *My Almost Epic Summer*. Read by Jessica Almasy. Recorded Books, 2006. Fired by her mother for putting hot oil in the crème rinse bottles at her salon, 14-year-old Irene is forced to spend another summer babysitting for the organic Prior children, who don't even have a television! This is particularly galling because Irene's best friend is at tennis camp and reports daily on the fabulous boys there. But then one day at Larkin's Pond, Irene meets the mysterious and glamorous Starla, and it looks like her summer may take a turn for the better.

The narrator does an excellent job of voicing the brainy (*Lolita* and *A Conspiracy of Dunces* are on her summer reading list), but socially awkward Irene. That combination of intelligence and shyness make for a fun, yet thoughtful listen.

Horvath, Polly. *The Vacation*. Read by Kirby Heybourne. Listening Library, 2005.

In true Polly Horvath fashion, young Henry is surrounded by a passel of bizarre adults. His mother has gone to Africa and has been kidnapped by pygmies, so his father heads off to find her. He leaves Henry in the tender clutches of his Aunts Pigg and Mag, who – after redecorating the family home -- decide they need to see some new scenery. So, stashing a reluctant Henry in the backseat of the car, Pigg and Mag hit the road. And the sights they see are not those of your average car trip.

Any kid who's been in the backseat listening to the adults bickering on a long road trip will enjoy Kirby Heybourne's portrayal of Henry and his observations. Yet, like Henry, you will come to love Pigg and Mag – despite their many, many flaws.

Sachar, Louis. *Small Steps*. Read by Curtis McClarin. Listening Library, 2006.

Armpit, former inmate at Camp Green Lake, is trying to stay out of trouble. He's got a job landscaping houses, and makes time for his young, disabled neighbor Ginny. But then his Green Lake friend X-Ray shows up with what he claims is a foolproof way to make some money: Buy some tickets to the upcoming Kaira DeLeon concert and then scalp them at twice the price. Well, this being Armpit's story, you know that things do not progress smoothly.

Reader McClarin does such a great job with all the characters, in particular, the steady, reliable Armpit. He's also outstanding in his portrayal of the females in the story – not something that many audiobook narrators can do. While this is not the rollicking adventure/fantasy that *Holes* was, is a delightful visit with an old friend.

**HOW HE REALLY PAID FOR COLLEGE:  
AN ONLINE CHAT WITH OREGON AUTHOR MARC ACITO**

Carol Reich, Hillsboro Public Library

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Carol R.: Let's get the basics done with right away... What are you working on at the moment?

Marc A.: *Holidazed: A Novel of Seasonal Insanity*. Plus, trying to lose the fifteen pounds I gained writing it.

CR: What are you reading? Hate it, love it?

MA: Just finished Sarah Vowell's brilliant *Assassination Vacation*, which I wish I'd written. Other recent good reads include David Rackoff's *Fraud*, and Dave Barry's latest, *Dave Barry's Money Secrets*, which is HILARIOUS.

CR: Now that you've won an Oregon Book Award and made the Teens' Top Ten with *How I Paid for College*, are you

- a) horrified that you'll never succeed as well again
- b) getting conceited
- c) suffering terrible writer's block
- d) as blasé and sophisticated as ever
- e) Other \_\_\_\_\_

MA: A. Definitely A.

CR: How much of Marc is in Edward? And, conversely, what part of Edward do you wish was in Marc?

MA: I didn't turn to a life of crime to pay for college, if that's what you're asking. I wish I had—then I could've written this book as a memoir and sold a lot more copies. As for Edward, I actually wish I had more of Natie and Paula--I admire their absurd confidence.

CR: On the Play People Scale, where would you rank yourself as a teen?

tepid 1 2 3 4 5 6 7 8 9 10 rabid

MA: Is there something for beyond rabid?

CR: What anecdote best proves your ranking?

MA: I can still name all of Sondheim's musicals. In order.

CR: Did you always yearn to write about Frank Sinatra, or is there some other deep, dark reason he has a role in *How I Paid for College*?

MA: Frank Sinatra is God. He's in *How I Paid for College* to prove that there's a rational order to this seemingly random universe. Seriously.

CR: Has there been any progress/news about the movie version?

MA: All I know is that a new script is being written by “Simpsons” writer Richard Appel. Otherwise I stay out of it. Hollywood is like a sausage factory—it comes out good in the end, but you don’t want to see how they make it.

CR: Web site readers want to know – what prompted the Museum of Hair?

MA: Market testing. After so many hair dos (and don’ts) I wanted to know how I should cut it. BTW, The Clooney won by a landslide.

CR: And how did you hook up with VidLit?

MA: The creator of the site, Liz Dubelman, was looking for an excerpt from a novel to inaugurate the concept. Her husband, author Paul Slansky, has the same publisher as I do, so she pitched the idea to Broadway Doubleday, which had the good sense to leap at the chance.

CR: In movie critic mode, how many stars would you give their version of HIPFC?

MA: I give it an unequivocal rave. I think they found the perfect visual correlative to the book. It absolutely captures the tone.

CR: Speaking of VidLit, why do you think so many of us are enchanted with the Creative Vandalism episodes in HIPFC?

MA: I think all of us need some comic relief from the daily grind.

CR: How did you feel about librarians as a teen? Has your opinion changed?

MA: The library has always been a sanctuary for me. And I’m still a promiscuous user. It’s not unusual for me to have two dozen items out at once.

As a kid, I viewed librarians as people with answers, and my respect for them has only increased with age--so much so that I've included a librarian in my next book, as well as the [Multnomah County’s] Central Library itself.

CR: What brilliant question did I forget to ask that you can’t wait to answer?

MA: Fun fact: If you rearrange the letters in Marc Acito, it spells “a comic art.” Or “a comic rat,” depending on how you feel about me.

Want to learn more about Marc, creative vandalism, etc? Visit [www.marcacito.com](http://www.marcacito.com).

## **FROM READING TO WRITING**

Teena Nelson, Driftwood Public Library

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The Driftwood Public Library began a book discussion group for teens in Fall 2004. Amazingly, in a short time, this group morphed into a full-fledged writing experience for a handful of teens in Lincoln City.

Each month, we chose and read a book in a particular style of writing. We discussed the book at our monthly gathering in the library, and then wrote in the style or genre of the month. We tried to choose different genres, i.e.: poetry, biography or first person, romance, humor,

cartooning/anime, science fiction (of course) and fantasy (of course again). I had a great volunteer, Cid (Skye) Hughes, who was very helpful, particularly in the fantasy and sci-fi realm of things. Usually around ten teens showed up each time, and the group consisted of both boys and girls, from several different schools (or homeschooled). We felt really successful at bringing a diverse group of teens together. Email reminders seemed the most effective; but still, not all the same kids came each time, although we did have many repeats.

The book discussion part worked well when we could get multiple copies of the books and the readers turned them in on time so someone else could have a chance to read it. We also partnered with some local used bookstores when we read more popular books like *The Hitchhiker's Guide to the Galaxy* and *The Silver Chair*. The stores donated used copies to teens to keep. But eventually the reading together just fizzled out; the teens continued to read books, just not all the same ones.

So, towards the end of the school year, we felt it was time to take a break and start again possibly in the fall of 2005. The teens who were most involved really encouraged me to re-organize the group, so this past fall, Teen Writers renewed with twelve signing up to participate, this time every other week for eight sessions. Since I had no experience in teaching writing, I was truly challenged to prepare a "curriculum" each session.

We were so fortunate to have two visiting writers meet with the group: Mary Blair Immel, author of *Captured, a Civil War Story*, worked with the group one afternoon and led them in some great adventure writing exercises. One of the teens created a story based on a writing exercise from Ms. Immel, and later entered it in the "Writers on the Edge" contest in Newport (<http://www.writersontheedge.org/>) and won 1st place!

We also had the privilege of a visit from Irish poet, Ger Killeen, who read in Gaelic and English, gave some great poetry challenges to the group, and inspired a young man from the local high school to "keep writing."

The writing activities were light and fun each session. The teens returned because they wanted to be there, and maybe food helped! Our exercises consisted of many online writing tools and some from books like *A Kick in the Head: An Everyday Guide to Poetic Forms* (Janeczko, ed.), *Write Your Own Story* (Dubrovin), *On Writing* (Welty), and *Picture Writing: A New Approach to Writing for Kids and Teens* (Suen).

Since our last meeting of the school year, a core group of participants has begun an online writing group, meeting in person every so often at a local pizza place to visit and share their work.

Five teens from the writing group entered our library poetry contest. One local teen, away in college, sent in some poetry to enter in the adult (over 18) category and won 1st place!

## **BRINGING TOGETHER THE PUBLIC LIBRARY AND PUBLIC SCHOOLS: THE LIBRARY LINX PROJECT**

Susan Ludington, Deschutes Public Library System

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Over three years ago, staff at Deschutes Public Library began the early stages of developing a pilot project with the intention of highlighting the importance of public school libraries, while simultaneously providing support for these often aged and underfunded resource centers. The original plan, coordinated by a Project Team of three managers and myself, primarily focused on how the public library might be able to provide delivery service of public library materials to three select schools; however, it was equally important to establish responsibilities and obligations for the school, too. Examples of some of their responsibilities included retaining a regularly scheduled staff person, spending at least half the median national expenditure per student, and allowing media managers to attend appropriate training.

In December 2004, DPL director Michael Gaston began visiting the superintendents of Deschutes County's three school districts. He shared the project idea with school administrators and other leaders, encouraging them to announce the opportunity to their principals, and otherwise supporting our endeavor. A professional application packet was produced in-house, and these packets were distributed to each elementary, middle, and high school principal throughout the county. Due to the rapidly approaching end-of-the-school-year, we admittedly forced a rushed deadline for application submission of April 15. Despite this, we received 11 applications (out of 37 public schools), representing all grade levels and school districts.

We were extremely pleased with the obvious enthusiasm, and it was a difficult task to select the final three schools. The Project Team considered several factors, including geographic proximity to the library, student need, and the potential for success based on the enthusiasm and responsiveness of the media manager. In the end, one elementary school and one middle school in the Bend-La Pine School District and the high school in the Sisters School District were chosen to participate in the pilot project. Prior to the conclusion of the academic year, the Project Team identified needed contacts to reach over the summer and made plans for ultimately installing the computer equipment in the schools.

Unfortunately, throughout summer 2005, DPL staff were deeply involved in the migration to a new integrated library system, planned for September. Delays in that project had significant impact on the implementation of Library Linx; but we were able to install the public OPAC and the staff computer workstations in the student media centers in August before school started – though they were not set up to be functional. This meant that, after the migration to the new ILS, DPL staff quickly needed to upgrade the Linx computers to be compatible, as well as train the media managers on the new system (one in which DPL staff were also receiving training). Training took place in October 2005, and, by November 1, we were ready to launch the program.

The most visible benefit of Library Linx is that students and faculty can place holds on public library books at the dedicated OPAC workstation located in the school library; within a matter of days – usually no more than two – the requested items are delivered to that school's library. We rearranged our courier's delivery schedule so that it could accommodate the addition of three



new stops, with pick-up and drop-off of items to occur during the school day. Usage in the beginning was gradual, as media managers conducted demonstrations and instruction on how to place holds for students and faculty, and patrons learned how to make use of the service; however, even with the holidays approaching, we had over 600 circulations at the elementary school and nearly 350 circulations at the middle school before December 15.

The high school presented us with the most challenges, as getting students and staff to participate in the program was very inconsistent. By December 15, only 30% of students/staff at the high school had obtained the special Library Linx library card, and showed only 34 circulations. Having endured other struggles with high schools over the years, the numbers did not surprise me nor the Project Team; however, it was a strong indicator that additional promotion and integration of the program would need to occur if we wanted to see success at that school.

In late May and early June, we concluded the delivery service, but allowed students and faculty to continue to return DPL materials to their school libraries. We had concern that students, who for months had been selecting their school as their pick-up location, would neglect to begin choosing one of the library branches instead; it became clear, though, that only a handful of students made that error – apparently, the media managers had done an excellent job of instructing their patrons how to utilize Library Linx throughout the summer.

The capabilities and eagerness of the three media managers certainly made the Linx pilot project a success its first year: All three really believe in the project, and are willing to do what it takes to make it work at their schools. For the 2006-2007 school year, DPL has determined it will continue the project with the same three selected schools; however, much is to be done to ultimately meet the desired goal of serving all public schools in Deschutes County. We realize that our vision of this project will require much more than our library district is able to provide, so plans are being discussed to obtain a grant writer and to collaborate with the school districts to receive funding. The next year will be spent following this goal, and it's hoped that by 2008-2009, a fully comprehensive and widespread Library Linx program will be in effect.

Library Linx is a far-reaching and highly ambitious project, and one that is truly unique in its approach. We at DPL are very proud of what we've accomplished and are recognized for positively contributing to the progress and sustainability of county public schools. Although some may still debate the realistic limitations and expectations of the public library's role in supporting the public school districts, most will agree that Deschutes Public Library is paving the way for innovative and influential school/library collaboration, hopefully making at least a small difference in the lives of children and teens countywide.

### **JACQUELINE WOODSON WILL PRESENT 2006 TEEN AUTHOR LECTURE**

Ruth Allen, Multnomah County Library

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Multnomah County Library will feature Jacqueline Woodson at its fifth annual Teen Author Lecture. The lecture, for both teens and adults, will take place at Parkrose High School in Portland on Monday, October 16 at 7 p.m.

Jacqueline Woodson is the 2006 winner of the American Library Association's Margaret A. Edwards Award, honoring her outstanding lifetime contribution to writing for teens. Woodson also received a 2006 Newbery Honor citation for *Show Way* (Putnam, 2005). Her many well-received books feature African American teens, including *If You Come Softly*, *Hush* and *Miracle's Boys*. Tickets will go on sale one month before the lecture and will be available at several Multnomah County Library locations and bookstores around Portland.

## **IT COUNTS, BUT HOW DO YOU COUNT IT? POSITIVE YOUTH DEVELOPMENT IN LIBRARIES**

Deborah Gitlitz ([deborahg@multcolib.org](mailto:deborahg@multcolib.org)), Susan Smallsreed (susansm), and Sara Ryan (sryan), Multnomah County Library

More and more libraries are changing their teen programming strategies to focus more on programs planned and conducted *with*, not *for*, teens. Working *with* teens helps foster *positive youth development: purposefully seeking to meet youth needs and build youth competencies* relevant to enabling them to become successful adults. Rather than seeing young people as problems, this positive development approach views them instead as resources and builds on their strengths and capabilities to develop within their own community. It's an approach that can work extremely well in libraries. But when you're in the process of making that shift from traditional library teen programs toward a youth development approach to working *with* teens, how do you capture that work for your statistics?

At Multnomah County Library (MCL), we'd been trying for years to find a way to describe and capture the age-appropriate programming/work we were already doing with teens. According to the principles of Positive Youth Development, the 40 Developmental Assets for youth, etc., the opportunity to be *trained and mentored* in doing useful community work and learning job skills is actually an age-appropriate *service or program* we are providing for teens.

This type of teen programming often flies under the statistical radar because we are accustomed to the model of children's programming, which tends to consist of named events, and we consider teen *volunteers* to be doing *us* a service. But all the studies show that teens want and gain the most from opportunities to contribute to the community and feel valuable, work with adults, work as a team with other teens, learn skills, etc. We wanted to make it easy for staff to recognize and document the teen programming that's **not** about them seeing a performer, learning a craft, or playing a game: the times where teens are working with other teens and library staff.

So, as one solution to the question of how to make our work with teens more visible, MCL's Teen Action Team put together a new model for tracking teen volunteers: as both **volunteers** and as **participants in a (youth development/young adult) program**. This includes the more intensive, mentoring kinds of interactions staff sometimes have with Summer Reading volunteers. In this model, a teen volunteer's participation *can* be (but doesn't always have to be) counted in two separate, non-conflicting ways:

### **1. Volunteer hours**

2. **As an attendee at a young adult program.** This is for when a staff member spends significant time/energy/creativity preparing for, training, or working/interacting with a teen volunteer. We're calling this “**Teen Mentoring (includes Teen Program Assistants)**” and this is the description of the activity:

**Teen Mentoring (includes Teen Program Assistants)**

Captures the **youth development opportunities** that occur when adult staff spend time mentoring teen volunteers, short-term or long-term. (Because the opportunity to be *trained and mentored* in doing useful community work and learning job skills is an age-appropriate *program* we provide teens.) Examples include:

- A) Teen Program Assistant:** Captures the interaction when a teen (in grade 6 or older) assists in the planning, preparation or presentation of a program. If a young person assists on more than one occasion for the same program (e.g., prepares crafts Tuesday, meets with staff to plan program Wednesday, and assists with program Saturday), these should be recorded separately (in this case, one “attendee” three times).
- B) Teen Mentoring:** Captures youth development instances besides Teen Program Assistant. For example, when an adult staff person spends significant time and attention in conversation or interaction with a teen volunteer (in grade 6 or older), or in preparing and explaining work for them to do. Includes occasions of mentoring teen Summer Reading volunteers and other teen branch volunteers. The adult staff person does not have to be a youth librarian.

We hope that this statistics strategy will help make it easier for other staff, managers, and potential funders to “see” what we do with teens, and we're very interested in finding out how other libraries are tracking this kind of work. What do you do in your library?

**MY BRAIN HURTS (IN A GOOD WAY!):**

**ALA MIDWINTER - TEENS AND TECHNOLOGY INSTITUTE**

April Witteveen, Deschutes Public Library System

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Thanks to a generous scholarship from OYAN, I was able to fly down to San Antonio to attend the fantastic YALSA institute. The slate for the day included Anthony Bernier, Linda Braun, Frances Jacobson Harris, and a tag-team of Robin Brenner and Beth Gallaway. The evening of the Institute was reserved for video game trials and networking.

Anthony Bernier, of San Jose State University, got the audience ready for the day by reflecting on the ways youth are using new and old media to create new styles of literacy. He challenged us as librarians to put our research hats on and begin compiling a body of literature tracking this movement. Bernier is also a leader in the study and creation of teen spaces in libraries, and he showed a couple of amazing slides of a teen space he was in the process of creating for a very, very lucky library.

Linda Braun, a librarian and educational consultant for 23 years, stepped down from the podium to circulate among the audience as she spoke about “the teen 3Cs:” Community, Collaboration, and Creation. She shared a variety of examples of how teens are using new technologies such as blogs, podcasts, and wikis to communicate with their peers and shape their own identities. She planted some great ideas in our heads as we pondered the possibilities of getting our own library’s teens involved with projects that capitalize on their tech savvy and innate need to form connections.

After a nice lunch break where I was able to geek out with a table full of teen librarians, it was time for Ms. Harris to present. Her focus was on the ethical issues teens (and the rest of us!) face as we use technology, specifically the Internet. She emphasized how teens, at their special place developmentally, may have a difficult time discerning whether or not they are crossing an ethical line. She teaches classes for teens where she presents a variety of online scenarios, and then discusses the possible actions one could take, along with the ramifications. I found this presentation to be especially helpful, as it went beyond the typical “online safety” talk into the slippery realm of online ethics.

The final leg of the Institute was the joint presentation by Robin (of the website No Flying, No Tights) and Beth (ultimate YALSA gaming guru). They connected graphic novels and comics, especially manga, with the creativity involved in new literacies. Fans of the genres are making new characters, linking up with peers who enjoy the same series, and create other kinds of content based on these books. As far as video games go, Beth explained how playing also influences teens to create new worlds and experiences, similar to the exploration done in reading. Their emphasis was on the ways that teens can weave a multitude of technologies and formats together into a unified and unique experience.

By the end of the day, I had a few pages of scribbled notes and ideas along with a brain bursting with information and inspiration. The session on the whole was well organized and offered enough variety to keep me very interested, even during the after-lunch portion (when I’m most prone to nap). While I consider myself to be relatively informed on new technologies and what teens are tuning in to, it was great to hear some concrete examples of what libraries are doing and could do more of in the future. I’ll be looking for ways to involve technology in this year’s Teen Read Week with the theme of “Get Active.” Radio broadcasting? Podcasting? Web design? Fanfic writing? Oh, the possibilities!

## **FRESH FROM AUSTRALIA**

via CCBC-Net

I just wanted to bring to your attention a new website for teenagers about books.

<http://insideadog.com.au/>

The site has been developed by the Centre for Youth Literature at the State Library of Victoria in Melbourne, Australia. We have purposefully aimed for 12-16 years readership. For American readers, it should also provide a window on to what's happening in Australia. But we do include international content, too.

Features of the site include a writer-in-residence, currently Nick Earls, with Markus Zusak and Garth Nix among the writers coming up later this year.

Plus: reviews (including reviews from teenage readers), quizzes, first chapters of new and forthcoming books, a featured book review, plus more. Moderated discussion boards are being developed and will launch soon.

Of course the title of the site is from Groucho Marx, who said "Outside of a dog, a book is a man's best friend. Inside of a dog, it's too dark to read."

Mike Shuttleworth, Program Co-ordinator  
Centre for Youth Literature  
Melbourne Victoria Australia

### **OYAN QUARTERLY MEETING**

July 21, 2006 11:00 a.m. to 3:00 p.m.  
Driftwood Public Library  
801 SW Highway 101, 2<sup>nd</sup> floor Lincoln City  
(541) 996-2277

### **DRIVING DIRECTIONS**

From Highway 101, head into Lincoln City.

***Coming from the north***, it's about two miles through town until you see D river and the D wayside on the right. Immediately after this, be ready for the four-story building on the right (west) just past Space Age Gas station. The Burger King is directly across the street. This is the City building that houses the Library on its second floor.

### **Parking Information:**

Park under the building or turn up Galley Street just before it and park in back (buzz to be let in).

### **MEETING AGENDA**

- I. Introductions 11-11:15
  - a. Attendees
  - b. Additions to the agenda

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- II. Old Business 11:15-11:20
  - a. Approval of spring meeting minutes
  - b. Financial report
- III. New Business 11:20-12:30
  - a. Teen Read Week 2006 "Get Active @ Your Library" – Sara Ryan

- b. OLA Conference and Pre-conference session ideas
  - c. Teen Summer Reading activity around Oregon
- IV. Continuing Business 1:00-2:30
- a. OLA Board report
  - b. Oregon State Library report
  - c. OYAN officer nominations
  - d. OYAN scholarship
  - e. OYEA award
  - f. OLA Youth Services Guidelines
- V. Quarterly Business 2:30-3:00
- a. Newsletter
  - b. Future meeting dates
  - c. Book reviews and program ideas

### LUNCH CHOICES

Teena will be ordering big Safeway sandwiches in a variety of flavors, vegetarian and meats, along with different chips, soft drinks and waters. Lunch should be about \$6.00.

Please email Teena *if you want* the Safeway sandwich lunch, along with any dietary restrictions you might have. **Deadline: Friday, July 14<sup>th</sup>.**

Teena Nelson: [tnelson@driftwoodlib.org](mailto:tnelson@driftwoodlib.org)

### **WANNA STAY THE WEEKEND?**

#### Beach House Invitation

OYAN members who plan to attend the July 21 OYAN meeting at Driftwood Public Library in Lincoln City are welcome to stay overnight at Sue Plaisance's Lincoln City beach house on Thursday evening and/or Friday evening (or even for the weekend). You'll need to bring a sleeping bag and towel – and a swim suit, if you want to swim in the lake. Just contact Sue for directions to her beach house: (503) 615-6602 or [suep@ci.hillsboro.or.us](mailto:suep@ci.hillsboro.or.us).

I plan to be at the beach house by 8:30 PM on Thursday, July 20.