

# INTERCHANGE

Journal of the Oregon Association of School Libraries

Winter 2012

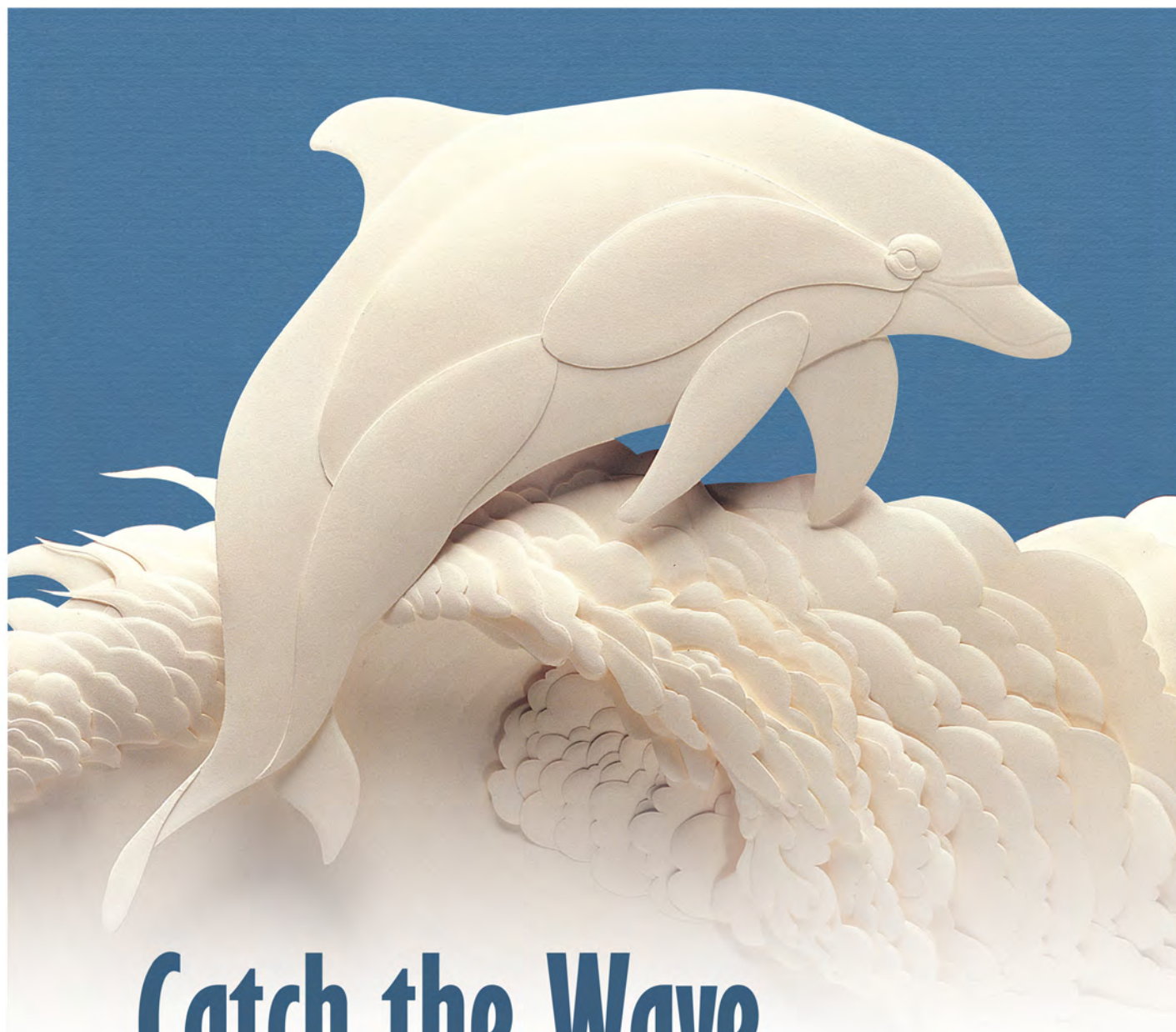
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**Extending  
Electronically**

- >e-Books**
- >e-Readers**
- >Social Media**
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**OREGON ASSOCIATION OF SCHOOL LIBRARIES  
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**MISSION STATEMENT** OASL provides progressive leadership to pursue excellence in school library media programs by:

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

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# INTERCHANGE

Volume 40 Issue No. 2 \*

Winter 2012

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\* Recently, an error was made in the numbering of *Interchange* affecting several issues. The error has been corrected, and a note addressing this has been added to WorldCat. *Interchange* regrets this error.



## From the Guest Editor *by Nancy Sullivan*

The theme of this Interchange is “Extending Electronically.” From connecting on Facebook to teaching the powerful databases available to our students through OSLIS, and from keeping our library websites updated to reading Historic Oregon Newspapers on our iPads, we are finding and using engaging new ways to teach our students, advocate for strong school libraries, and collaborate with our colleagues both near and far. It is an exciting time to be part of our ever-changing profession. I absolutely love the power of my smart phone to settle arguments, navigate me instantly to cool websites via QR codes, and direct me while I’m driving to unfamiliar destinations (no more printed maps!).

All that being said, I want to tell you about an experience I had last week in my school library. Kim Weitkamp, storyteller extraordinaire, visited Madison and shared some ghost stories with my students. You literally could have heard a pin drop as Kim enthralled 120 high school students for two entire hours. It was magical. They were completely engrossed by her person in a way that just is not possible in any electronic format. When you read Dana Berglund’s essay reflecting on her experience at our Fall Conference at Seaside, it really hits home how there is just no substitute for connecting in person and wiggling around on a dance floor together or sharing the learning experiences of exhilarating and thought-provoking face-to-face workshops.

If a shared experience can be enhanced or only created in an electronic environment, well, that electronic environment is better than no shared experience at all. If an eBook or eReader enables a student to access the current information they need to research or to read for pleasure, well, that eBook or eReader is of great value. And if personal connections are facilitated by Facebook and other social media, well, then let’s jump online and learn to make the most of these robust means. Still, none of this digital media means anything at all without that human connection. The relationships we build with students in person and the bonding we do with our colleagues when we shake our booties together is how we really impact each other. And, of course, I have to remember that Kindle charger when I travel or having 150 electronic books at my fingertips is of less use than the one physical book with paper pages I used to carry.

I hope you will be inspired to try an electronic tool you haven’t tried before, reach beyond our school librarian community to showcase our talents to a wider audience by blogging, tweeting, or Facebooking (That is a verb now, right?) and learn more about the intriguing world of eBooks and eReaders from the articles contained in this issue. Think creatively about how these tools can spark interest and excitement in your students. Let’s be on the forefront of whatever e-Thing is coming next (but don’t forget the hugs and handshakes). Thank you, Debbie Alvarez, for naming this issue. eNjoy eBooks, eReaders, Social Media... and Beyond! Did you see what I did there?

*Nancy Sullivan is the OASL President-Elect and a school librarian at Madison HS in Portland Public Schools. You can reach her at [nsullivan@pps.net](mailto:nsullivan@pps.net).*



## From the... President’s Desktop Laptop *by Susan Stone, OASL 2011–12 President*

eBooks, eTextbooks, eReaders, ePub, EGADS! I’m in the middle of the swirl of district and local school discussions about e-everything, and I’m barely staying ahead of the curve. While not many of the individual schools in my district have officially added e-books to their local collections, discussions at the district level continue to spin from the IT department, over to the textbook purchasing department, through the curriculum department, and seem to circle back through our Library Services department. And that’s exactly what I want to have happen—that the discussions include and return to the library. Even though I consider myself so much less than an expert on the subject, what I do know is that librarians need to be at the table if the talk is about adding items to a collection (I believe we know that as collection development), providing accurate access to items

(uh, cataloging), and depending upon the type of e-book, getting the “book” into student and teachers virtual hands (er, delivery, readers advisory, then circulation). Definitely, librarians need to be at the table when e-resources are being discussed.

But to be at the table, I want to be in the know. And being in the know takes time. So far, this Fall I’ve attended four professional development conferences/sessions about eBooks and read countless articles in our various professional journals, all to do with school library management of eBooks (which is different than public library ebook management), and I still feel like I’m scratching around the edges.

I’ve met with more than a handful of vendors, gathered information and tried to put it all into a cohesive structure in my brain. Most eBook jobbers are on board in one way or another, and are very helpful in terms of explaining how their particular platform works, which of their offered titles are downloadable, one to one, have universal access, how licensing per title works, potential (or not) for providing marc bibliographic records for my OPAC, whether their software manages circulation separate from my IL, etc. In fact, aside from the actual book—the content—the reason I’m even looking at the product—each vendor can eloquently detail the particulars of their offering. And quite honestly, this contributes to my e-problem. Each vendor, product, particular is just different enough from the other, that to make an intelligent choice, I feel pressured to know the right lingo, so I can ask the right questions, to discern licensing nuances well, or suffer the consequences of purchasing something that I cannot actually deliver efficiently to my students and teachers. Egads.

This topic has come up on several occasions at the conferences or webinars I’ve attended over the last several months: the idea that the lack of consistency across platforms, or better workability between platforms, and inconsistency in marc record offerings, often leaves school librarians trying to reinvent the wheel at each school, in each district. In fact, at an SLJ conference in Arlington, Virginia, in September, Joyce Valenza (don’t you just love her) asked a panel of publishers point blank, “Isn’t there something you can do so this isn’t so hard for all of us?” While the question was most directed at the issue of not being able to purchase one platform onto which we could put any eBook (rather than having to purchase several platforms depending upon who offers the title), the idea ignited a wild round of applause from the 250+ librarians in the room—all of us probably trying to figure out the best and most efficient way to integrate e-resources into our collections with the least amount of wheel re-invention.

The general response from the publishers was that they understand the problem, and realize their service to librarians is not only to provide quality materials but to make it as easy as possible for use to make intelligent, professional decisions when adding to our collections. Honestly, they understand that happy customers are return customers. In fact, what I especially appreciate about our publishers and jobbers is that they DO get what we librarians are up against. They recognize that our primary interest is the content of the item (book, cd, ebook, article, video, whatever) and how it supports the teaching and learning of our students. And they DO understand that ebooks are just a new form for delivering that content. And I DO believe our publishers and vendors are interested in helping us implement new forms of content as seamlessly as possible, so that our focus can remain on the content. It’s refreshing to know that they are working toward a more seamless process for us—indeed, collaborating—something we know a little about.

In that spirit of collaboration, even if I am not the local expert on all the vendors, all the licensing issues, all the devices available, what I do always bring to the table when e-resources are being discussed is my commitment to the content. Even if my only contribution on a given day is the reminder that no matter the technology involved, if the content doesn’t serve to educate and support learning, then it’s not worth the e-trouble.

We are librarians; we are committed to supporting teaching and learning in all its various forms and formats. I do advocate for each of us to stay as on top of our profession; our greatest strength is our devotion to the content. Enjoy this issue on e-everything. I know I’ll learn something new to take to “the table”, and I’m quite sure you will, too.


*Susan Stone is a Library Services TOSA in the Curriculum & Instruction Department at Portland Public schools. You can reach her at [ssstone@pps.net](mailto:ssstone@pps.net).*


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## OASL Gets a Facelift Online!

by Stephanie Thomas

The new OASL website address is  
**<http://oasl.memberclicks.net>**



We have been grumbling for quite some time now about needing a new website for our organization. The information on the old site was hard to find, redundant, and looked dated. I hope that you enjoy the new look of the site and can find what you are looking for. If not, please send a quick email by clicking on “webmaster” on the main page or send an email to: [kid.librarian@gmail.com](mailto:kid.librarian@gmail.com). We will likely encounter some errors as we work through the roll-out phase.

The new OASL website is part of Memberclicks. This was done on purpose so that if our organization merges with Oregon Library Association, we will have a standard interface and will not have to redo the website. All of our registration forms and OASL store are also linked in Memberclicks. Take a moment to check out the new site today!

Special thanks go out to Robin Rolfe who migrated all of our old pages over to the new website, as well as JoAnn Klassen for beginning work on a template design. Thanks to the OASL board for vetting the design and the content of the new site—I couldn’t have completed the new site without all of your help.

*Stephanie Thomas is the Teacher Librarian at Parkrose High School in Portland. In addition to her high school hat, she also teaches library and education classes at Portland State University’s CEED Program and is working on her second masters in Educational Technology. She is the webmaster for OASL and serves on the OSLIS content committee. She can be reached anytime at: [kid.librarian@gmail.com](mailto:kid.librarian@gmail.com).*

The screenshot shows the homepage of the OASL website. At the top, there is a navigation bar with 'LOGIN', 'OASL Store', and 'Join Us!' buttons. The main header features the OASL logo and the tagline 'Progressive Leadership for Excellence in Library Media Programs'. Below the header is a green navigation menu with links for Home, About OASL, OBOB, Resources, Conferences, Interchange, Awards, and Membership. The main content area is divided into three columns:

- Left Column:** A purple box titled 'PRESSING Forward!' with the text 'OASL's Newsletter by: Ruth Murray' and a link to 'The October 2011 Edition Newsletter Archives'.
- Middle Column:** A graphic for the 'OASL CONFERENCE 2011' with the text 'YOU DON'T LOOK LIKE A LIBRARIAN! What does School Librarianship look like in the 21st Century?' and 'Fall OASL conference Seaside October 14-15'. Below this is a thank-you message: 'Thanks to everyone for a great conference. Don't forget to visit the conference page above for the session handouts!'.
- Right Column:** A graphic for the '2012 Book Nominations Are Out!' featuring the 'BEVERLY CLARY CHILDREN'S CHOICE AWARD' and the 'ORCA' (Oregon Reader's Choice Awards) logo. It includes the text 'The list is out for the 2011-2012 ORCA nominations!' and a link to 'Click here to visit the ORCA (Oregon Readers Choice Award) blog'.

At the bottom of the page, there are social media links for Facebook, YouTube, and Digo, along with contact information for the Oregon Association of School Librarians (890 S. Clematis Rd., West Linn, OR 97068) and a link to 'Contact the Webmaster'. The footer also mentions 'DBA The Oregon Educational Media Association' and 'powered by memberclicks'.

## eVocacy: Electronic Resources as Advocacy Aids

by Jennifer Maurer



With the economic woes of late, school library staff and budgets are frequently on the chopping block. As a result, there has been a resurgence of advocacy as a hot topic, specifically in terms of campaigning for strong school library programs led by certified librarians. We hear much about the school library impact studies that correlate these programs with increased student achievement, including higher scores on statewide assessments. While stakeholders should definitely be informed about these studies, they will often respond more strongly to what they see happening in their schools, districts, and communities. As a result, school librarians must step up to become leaders or to broaden their leadership efforts.

A key element of both advocacy and leadership is being proactive. However, sometimes we promote our library resources in a reactive manner. *Oh, it's time for the annual country report projects? Yes, Mrs. Hernandez, I'll be glad to work with your class again. How about if I teach the students how to create search strings with a country name and the subtopic about which they need more information? Great!* Yes, that is great. The librarian is teaching students how to target search results, an important skill given today's information-rich environment. But even if the librarian went to Mrs. Hernandez before she came to him, the efforts would still address just one area where librarians can be proactive—teaching information literacy skills. How often are we, as librarians, proactive in reaching out to a variety of school-related groups for a variety of purposes?

Ruth Toor and Hilda K. Weisburg are retired school librarians who are actively involved in the American Association of School Librarians, and they authored a book called *Being Indispensable: A School Librarian's Guide to Becoming an Invaluable Leader*. In the concise practical guide, they call for librarians to know their mission and to know their stakeholders in order to know where and how to exert their influence. Toor and Weisburg divide stakeholders into four categories—administrators, community, teachers, and students. There are countless ways to proactively engage each of these groups. While librarians can use the full spectrum of their skills and the library's collections in this effort, an ideal starting point is to focus on electronic resources like subscription databases, eBooks, and websites, especially because they are easy to share with others.

### Administrators

Like us, principals are very busy. In their role as instructional leader, they must stay on top of the latest educational research but likely have limited time to do so. In your role as proactive librarian, you can talk to your principal about the journals she reads and set up a journal alert so her favorite is delivered straight to her inbox. To do that, access Gale PowerSearch on OSLIS, log in if necessary, click on Continue, click on Publication Search, and type in the name of the periodical. From the results page, click on the journal title and then click on Create Journal Alert in the Tools box. Simply answer the three questions in the pop-up box and click on Submit. When the newest issue of the journal is added to the Gale databases, your principal will receive an email with a link to it. When she opens that email, she will remember your outreach.

Another group that falls under the heading of administrators is school board members. For the most part they want to do the right thing for students, but often they do not have a background in education. As an informed librarian, you know that The National Academies Press (NAP) now offers their publications for free in PDF format, but instead of generically notifying people, or in addition to doing this, you wait for a targeted opportunity. What if at the next school board meeting members plan to discuss how to better infuse STEM into the curricula? In advance of that meeting, you can email members the free eBook, *Successful K-12 STEM Education: Identifying Effective Approaches in Science, Technology, Engineering, and Mathematics*, as a way to share current research on the topic. Recipients will likely appreciate a summary of the book, and conveniently, one is offered on the NAP website (<http://tinyurl.com/3f7xdw9>). If you have not contacted board members in the past, be sure to include a bit of background about yourself and your library program.

### Community

Many subgroups fall under the category of community, the most immediate being parents of students. Lately there is a lot of buzz about the Common Core State Standards (CCSS), and parents may not understand how this affects their children. You, as a conversant librarian, know that one emphasis of the English Language Arts CCSS is understanding increasingly complex informational text (Literacy 2011). At a parent association meeting, you can present on this topic, explaining how informational text differs from narrative text and encouraging parents to start reading more than just stories to their children. For parents with computer access, an easy way to find informational text appropriate for their children is via the Gale subscription databases. Repeat the steps described earlier for creating a journal alert, but end by clicking on Bookmark in the Tools box. Up will pop a persistent URL, or a stable link, that leads back to the specific publication page, like this one for *Cobblestone* (<http://tinyurl.com/3jy46ug>), an American history magazine written for upper elementary students.

How often do you collaborate with staff at your public library? You are busy. They are busy. However, you are working towards many of the same goals, so occasional collaboration makes sense. For example, you can work with the public library to teach homeschooling parents and older homeschooling students how to use LearningExpress Library (LEL). Maybe your focus for one session can be preparing for college-entrance exams. After demonstrating how to create an LEL account, you can open the learning center called College Preparation and explore the eBooks, eCourses, and eTests related to the reading, writing, math, and science portions of the SAT and ACT. Parents will be impressed with the resources, and you will make several valuable connections in the community.



## Teachers

Ah, here is a group of stakeholders with whom you interact regularly! But as mentioned before, how many of those encounters are reactive instead of proactive? Let us say one of your goals is to adopt a consistent school-wide approach to the research process. One thing you want more teachers to emphasize is background reading as a pre-search step. You know that with a bit of background reading on a potential research topic, students are better able to zero in on a subtopic, define questions to guide their research, and choose keywords for searching. So, in the fall you approach the science teachers who usually assign a spring research paper. Because you know that portal pages in *Opposing Viewpoints in Context (OVIC)* feature an overview article, you bookmark one, like this about [DNA and criminology](http://tinyurl.com/3cdf25) (<http://tinyurl.com/3cdf25>), and use it to help make your case during your meeting.

Or, maybe the social studies teachers are running into problems because of the varied reading abilities of their students. In preparation for studying Egyptian pyramids, for example, you can show the teachers how to divide Google search results into three reading categories. After completing your initial search, click on Reading Level in the tool bar on the left. If that option is not visible, first click on More Search Tools. Once you click on Reading Level, a graph that shows the percentage of results that fall into the three reading levels – basic, intermediate, and advanced – will display at the top of the page. Click on any of the levels to see only those results. A Google support page outlines another way to [limit search results by reading level](http://tinyurl.com/3yuv60c) (<http://tinyurl.com/3yuv60c>). Now teachers can more easily hone in on resources appropriate for the sophisticated reader, for instance. With both the science and social studies scenarios, electronic resources can help you further your role as an instructional partner.

## Students

The final group of stakeholders is the most obvious—students. You assist students daily, and one subgroup is likely English language learners. The next time one such student is in the library doing research, take time to show him a couple of helpful features in Gale. Do a search in most any Gale database and bring up an article, like this one about the epic *Beowulf* (<http://tinyurl.com/3on2s6p>). Find the list of Tools on the right, and click on Translate. From the pop-up box select the language of choice and click on Translate to view a surprisingly accurate machine translation of the text. The other tool ideal for English language learners is ReadSpeaker. Somewhere towards the top of an article, often on the left, you will find the word Listen. Click on the word to have the article read to you. Or, highlight specific text to have only that selection read aloud. Does the student need more time with the article? He can download the mp3 and listen to it later.

Much of this piece has focused on research or reading for learning, but what about another side of being a librarian – promoting the joy of reading? We all know it is important, and it is well-represented in AASL's *Standards for the 21<sup>st</sup>-Century Learner*, especially in the fourth standard: pursue personal and aesthetic growth. Librarians pair students with books, teach them about authors, and more, but beyond instructing how to use the OPAC, how often do we provide students with specific tools to help them help themselves find the next book they want to read?

Once students read one book in a series, they often want to read more in that same series. Two thorough websites help readers find their way along the series highway. [FantasticFiction.com](http://www.fantasticfiction.com) comes out of the UK and includes bibliographies for over thirty thousand authors. More and more books for children are included, especially those for young adults. Missouri's Mid-Continent Public Library maintains a webpage called Juvenile Series and Sequels, and reading enthusiasts can use it to search for their next book by author, book title, series title, or subject. Contributors even covered their bases and listed the *Chronicles of Narnia* (<http://tinyurl.com/3w954tt>) series in chronological order and by date of publication.

If you got this far, you may be thinking that you do not have time for all of this. Well, like any goal worth pursuing, you can start small and build gradually. Toor and Weisburg identified four stakeholder groups, and there are at least four grading periods in a school year. Try reaching out proactively to one group each grading period. With a little practice and persistence, this will become second nature, and before you know it, you will be amazed at the number and variety of people who value your strong school library program.

*Jennifer Maurer is the School Library Consultant at the Oregon State Library, and her duties include working with OSLIS and the statewide database program. Before that Jen worked with the bookmobile program at the Salem Public Library and was a teacher and a school librarian for a dozen years, split between Texas and Oregon. You can reach her at [jennifer.maurer@state.or.us](mailto:jennifer.maurer@state.or.us).*

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## Integrating eBooks into your Library Collection

by Stephanie Thomas

In case you missed my eBook presentation on Friday afternoon at the OASL Fall Conference in Seaside, this is the link to the full presentation: <http://goo.gl/ic8zH>.

I gave this presentation with three caveats:

1. I am not an eBook expert. I simply did the research and pulled it together for the benefit of all.
2. I am not endorsing one vendor over the other—in fact, those left out were probably by accident.
3. I broke every rule for good presentations. My slides are FULL of text. My reasoning is this: the image-only slides are pretty but don't help much after the presentation. I wanted everyone who missed the session or wanted to refer back, to have as much information as possible.

Content covered in the presentation:

- eBook formats: history and development
- Vendors to purchase from: subscription, free
- eReaders/devices
- Copyright issues (for right now)
- eBook interventions (ELL, SPED, etc.)
- Large scale implementation/Resources
- eTextbooks

My colleagues in the audience offered their insights about where they are in the process of thinking about eBooks—purchasing, acquiring, licensing, cost, implementation, etc. As a group, we decided that it might be most fruitful to begin with thinking about what content you want (since you are the specialists) for your grade levels. Once you know what content you want, then you seek out the publishers or aggregators that offer the access that you need for that content. From there, you decide how the content will be accessed via eReaders, handheld devices, or laptop/desktop computers. Since funds are critical, it seems to make the most sense to focus on subscription eBook content that allows for multiple simultaneous users and can be used with any device/platform.

I imagine this topic will continue to be a focus of interest and this presentation will look completely different a year from now. The information is constantly changing, and as media specialists we have a unique leadership role to provide the research and access to this format in our schools. We can be the local experts that our teachers and administrators need. Since many of us noted a lack of funds, I also made sure to include information about seeking free eBooks and cataloging them into our OPAC. We also discussed the free eBooks that we already own via OSLIS and GVRL (Gale) and how to access our new eBook web-interface: coming to your libraries beginning in November.

Feel free to contact me with suggestions, contributions, or errors noted so that I can update the slides. I hope this proves to be a valuable resource as you begin or continue to evolve your eBook collection.

*Stephanie Thomas is the Teacher Librarian at Parkrose High School in Portland. In addition to her high school hat, she also teaches library and education classes at Portland State University's CEED Program and is working on her second masters in Educational Technology. She is the webmaster for OASL and serves on the OSLIS content committee. She can be reached anytime at: [kid.librarian@gmail.com](mailto:kid.librarian@gmail.com).*

Looking for ways to extend electronically? Here are some blog entry examples.

## Why We Can't Afford to Ban Books

Nancy Sullivan published this post on the Wordstock blog as part of her "Banned" panel duties.



I'm excited and honored to be appearing with young-adult author Ellen Hopkins on a panel at Wordstock in a few weeks. On many occasions I have revisited my memories of her talk during the 2010 OASL (Oregon Association of School Libraries) Fall Conference, where she brought a thick file folder jam-packed with letters from adolescent readers responding to her books. School library professionals from around the state sat captivated as she shared a selection of these letters with us. The writers expressed everything from appreciation for her writing style to profound gratitude for saving their lives. This is not hyperbole. Ellen's books save people's lives.

Some people don't believe (or don't want to believe) that teenagers deal with the issues Ellen addresses in her books—that students have close family members or caregivers succumbing to addiction, living on the streets, working in the sex trade, or wanting to die. But they do. I teach in an "under-achieving" urban school (the most diverse in the state) with a population of about 1,200 students, and I see a microcosm of Ellen's stories in my work on a daily basis. Ellen travels around the entire country meeting thousands of kids, and listening to their stories in response to her own. On both sides of her conversations are stories that need to be told, and stories that need to be heard.

At the time of this writing, we are about to celebrate Banned Books Week (BBW), September 24–October 1, 2011, an annual library event celebrating our freedom to read and the importance of the First Amendment.

As a school librarian I do not believe in censorship, but I do believe in developmentally appropriate materials. I don't want my daughter's school librarian handing her, at 10 years of age, a book in which the protagonist is a first year college student who is experimenting with sex and drugs and struggling with depression. (Actually, my daughter's school does not have a school librarian, but that's a separate issue.)

I think the concern that books addressing tough issues do not belong in schools is often well intentioned, but ultimately naive and counterproductive. Adolescents are doing their best to understand and figure out their world, and their world contains some serious problems. I would never interrogate a student who brings one of Ellen's books up to the circulation desk about why they might have chosen this particular book—and if I did, the answer would be different for each student. Kids are curious. If anyone needs help figuring out the human condition, it's teenagers.

continued...

*Ways to Extend Electronically continued...*

A frequently cited reason for censorship challenges of books that deal with sex or addiction, is the belief that they will encourage a young person to romanticize or experiment with these behaviors. From my perspective, I see the impact as exactly the opposite. Not only do well-written and compelling stories that confront these issues help teenagers make positive choices, they can also trigger impulses to learn more, help others, or empathize with those who might be struggling in a way that hearing a 30-second public service announcement (or the nightly news) never will.

Teenagers have stories to tell, and stories they need to hear. Banned books are banned wisdom—and we can't afford to keep that wisdom from our youth.

For more information on issues of Intellectual Freedom:  
American Library Association's Office for Intellectual Freedom:  
50 East Huron Street  
Chicago, IL 60611  
(312) 280-4223  
Fax: (312) 280-4227  
E-mail: [oif@ala.org](mailto:oif@ala.org)  
<http://www.ala.org/ala/aboutala/offices/oif/index.cfm>

**Mission:**

Established December 1, 1967, the Office for Intellectual Freedom is charged with implementing ALA policies concerning the concept of intellectual freedom as embodied in the Library Bill of Rights, the Association's basic policy on free access to libraries and library materials.

**In Oregon:**

Leigh Morlock, OASL Intellectual Freedom Chair, [lamorlock@hotmail.com](mailto:lamorlock@hotmail.com)

Candace Morgan, Coordinator, Celebrate the Freedom to Read in Oregon (BBW);

cooperative project of the Intellectual Freedom Committees of the Oregon Library Association and the Oregon Association of School Libraries, Oregon Intellectual Freedom Clearinghouse (Oregon State Library) and the ACLU of Oregon, [cd\\_df\\_morgan@msn.com](mailto:cd_df_morgan@msn.com)

**Guest post by: Nancy Sullivan**

*The school librarian at Madison High School in Portland, Nancy Sullivan appears at the Wordstock Festival as part of the conversation Banned on Sunday, October 9 at 2PM on the Wordstock Community Stage.*

To find out what Nancy Sullivan is up to, please visit: <http://www.pps.k12.or.us/schools/madison/241.htm>

**Teen Read Week: Picture an All-school Read-In!**

Paige Battle published this post on the YALSA blog as part of her Teen Read Week committee duties:

For the entire month of October, high schools in the Portland Public School District are celebrating Teen Read Month. This year's celebration will involve an all high school Read-In. The idea is simple: students come to the library to curl up in a comfy chair with a good book and a yummy treat and get to focus solely on reading during class time. This program started with one school, Cleveland High, a few years ago. CHS teacher librarian Theresa Quinn, who got her idea for this library program from YALSA, has had such success that her secondary colleagues wanted to have their students get in on the fun too.

Coordinating an event across ten different schools is no easy feat. One librarian was in charge of sending out a press release and contacting the media so we could spread the Teen Read Week message "Read for the fun of it!" Another helped create graphics so we could all use the same promotional materials. Each high school librarian determined the Read-In schedule for his or her own individual library and contacted local businesses for treats to serve participating teens. With Read-Ins taking place at a variety of times throughout the day (some libraries will close for the entire day while others will close for a few class periods), whenever a newspaper or television station wants to report on the event, they can.

If you would like to host an all-school Read-In for your library, here are some helpful tips to consider:

- Because there is limited space in the library (and to keep the fire marshals happy), you will need to decide how many students your library can comfortably accommodate.
- Have students register for the event. As students sign up, hand them a permission letter to get parent or guardian and classroom teacher permission to be excused from class for the period/s they will miss.
- Send students an approval notice to let them know they are officially registered for the Read-In; then send a reminder notice a day or two before the event so they know when to report to the library.
- Make sure everyone in your building is aware that a special event is taking place in the library that is only open to registered participants.
- Solicit parent and community volunteers in helping to both greet students at the door and check their permission form. Have permission forms in alphabetical order to speed up the check-in process.
- Let students know the event will start promptly at the first bell.
- Start the morning off with treats first, then have the students settle in to read for the fun of it.
- Students need to come prepared with a book to read. This will help students start in on their reading right away instead of searching the shelves for a new book and possibly distracting other students.
- Bookmarks are a great giveaway to provide to all participants and will remind them to read for the fun of it beyond Teen Read Week.
- If you have hosted a Read-In at your school or if you plan to this year, share your experiences in the comments below or on the Teen Read Week wiki at: [http://wikis.ala.org/yalsa/index.php/2011\\_Programming\\_Ideas](http://wikis.ala.org/yalsa/index.php/2011_Programming_Ideas)

*Paige Battle is the librarian for Grant High School where she teaches a Reading and Research seminar to junior and senior students. Paige recently obtained National Board Certification and will begin work on YALSA's Alex Award committee in February 2012.*

## Extra! Extra! Read Historic Oregon Newspapers! *By Kate Weber*

*A Tattooed Woman Gives Birth to a Frescoed Baby*

*Strange Man-Eater Pigs That Are Dangerous*

*Two Men Claim They Saw a Mermaid*

If you think these headlines from historic Oregon newspapers are preposterous, just imagine library users sitting in front of microfilm machines in the year 2011. Until this past summer, that was the only way for patrons and scholars to access the content of historic Oregon newspapers.

The staff members at the University of Oregon library in Eugene have now digitized 180,000 pages from more than 30 newspapers across the state published between 1860 and 1922. The Oregon digital newspaper project received grants and funds from the National Endowment of the Arts, Library of Congress, Library Services and Technology Act, the University of Oregon Libraries, and others, including individual donors.

The digital archives include material from the state's paper-of-record, *The Oregonian*, as well as small town newspapers now out of print. And it's all accessible to anyone with an Internet connection by visiting <http://oregonnews.uoregon.edu/>.

This is good news for our school communities. These newspapers give our students access to pieces of Oregon's past and the daily lives of Oregonians even before statehood. Users can read about events and discoveries as they first happened, not as they came to be interpreted through the lens of history. While the database would obviously be useful to history teachers, many other subject areas can benefit as well, including science, art and design, business, and more.

The database allows for some fairly vigorous searching. A keyword search returns results on every page in which that word appears, including advertisements. Searching can be narrowed by publication, year, and front page status. The "Help" section of the website outlines some basic searching strategies for the database (<http://oregonnews.uoregon.edu/help/>).

Like any database with a large amount of information, starting students off in a more structured environment will probably lead to better results. In an effort to make the database useful for K–12 teachers, the UO has created a page with links to lesson plans created from the newspaper content (<http://oregonnews.uoregon.edu/k12/>).

And because all of the content was created before 1922, it is in the public domain. Students and teachers can use the information without permission, although the University of Oregon requests that the Historic Oregon Newspapers site be acknowledged. Fortunately, the UO has made the creation of citations less difficult with the inclusion of a persistent link for each document accessed.

These newspapers from our state's past join an ever-increasing variety of primary and secondary source documents available to anyone at any time. I encourage you to explore the content further and share what you learn. With our guidance, students can access and interpret Oregon's rich history in a meaningful way and, in turn, develop an enriched understanding of their own place in history and the world.

*Kate Weber is the Media Specialist at Lane ESD in Eugene. One of her favorite articles discovered so far among the historic Oregon newspapers pertains to the suitability of library work for young women from 1904 (<http://oregonnews.uoregon.edu/lccn/sn83045782/1904-11-20/ed-1/seq-34/>). She can be reached at [kweber@lesd.k12.or.us](mailto:kweber@lesd.k12.or.us).*

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## I Love FB Because My Friends Live There\* *By Ruth Murray*



*Arthur Levine, editor of Harry Potter and my friend in real life and on Facebook.*

The first thing in the morning, the last thing at night—I check Facebook. I *love* finding out the news from my friends and family, wherever they're located. I no longer have to wait for photos of my new great nieces and nephews—parents who would never remember to send things by snail mail or e-mail update their status and photos on a weekly basis. I actually see the first photos of newborns, hear the sad news of illness and death, and become a better friend, because I am on top of what is going on with everyone. Although it is sometimes disconcerting to see that cute dimpled young man from third period Drama turn into a fifty year-old grandpa, it does give me pleasure to see how students turned out!

As my cousin Linda says, "I joined FB to spy on my grown kids. ☺ It gives me a way to keep up with their goings-on and to make sure everybody is doing okay! They can also see what I am up to. As a side benefit, FB has helped me keep in touch with people, and has reconnected me with family, friends, old neighbors, classmates, former coworkers, etc. It is nice to see what is going on in peoples' lives. I love Facebook, too!"

Facebook is a connection to authors. I get glimpses into the writing world of my favorite authors. Many of them use it as a daily blog. I know when their new novel is coming, what it is about, where they will be doing public appearances. When I was at ALA, I ran into Laurie Halse Anderson, and she actually recognized me from FB.

Facebook has become my source for movie and book critiques, networking with libraries, and communication with college students. One professor friend of mine even uses FB as a discussion tool for her class. I can post how I feel about things and start a discussion. It's my propaganda source for libraries! I hope I am opening a few minds of those who might not even think about school libraries.

I am not the only one who loves FB, of course. Dee Joseph Pruitt, a former high school student (class of 1988), has a great sense of humor:

"I love Facebook....because, otherwise...I would be an uninformed, lonely, old cat lady. Facebook keeps me connected to the outside world. First, entertainment—Ya see... I live deep (about a mile and a half) in a holler, not much happens here except maybe the occasional flood or so much snow has fallen, it takes a week to melt. All I have to do is "like" any news station or newspaper and voila! instant news (it's even customized to only the ones I want)!

Second, communication—(this is where the lonely cat lady part comes in) Not only [am I] connected with the immediate world but with friends, and yeah sometimes those family people, from other cities and states. So Facebook keeps me from being lonely.

Third, memory— (you guessed it...the old part falls right here) I connect with people I haven't talked to since high school and sometimes haven't seen since grade school! So Facebook jogs the old brain, clears out the cobwebs and gets the thinking juices flowin' trying to remember these people!

And last but not least., so much drama—Facebook soaps are all the rage nowadays! Hee hee.

Another former student, Vicki Baldwin, says, "Hi Mrs. Murray (yes most of them still call me that, even after 28 years), I found you and three other of my favorite teachers!" And the stories can even be more dramatic: Kelli Waters, yet another former student, tells how she used FB to reunite her mom with the grandson that she hadn't seen in over 10 years, and also to meet her great grandson.

Other teacher friends use FB for their professional benefit and as teaching opportunities. Some even use it as part of their curriculum, as Anthony Percival, Spanish teacher at Athey Creek does:

"I have a Facebook account that is just for my students and I don't share any other friends between that account and my real one. They know I'll be on at least once a night (I try) if they want to chat me up, and it really helps with students who try to be my friend on my regular FB account. I send them to the other one, and we're all good. Oh, and I don't chat them up or post anything on their pictures or comments or statuses or anything like that nor do I ask them to be my friend. I'm just there if they want it and if they don't then cool. I've done it for the last 2 years or so and it's been pretty positive."

"I love FB so I can keep up with my professional friends, keep current with library journals & assorted book websites!" says Daletta Gonzales.

Donna Parish Vandiver explains, "I love FB because all of the hard working Oregon library professionals who post great books, ideas and other links that help me stay connected. Thanks everyone—especially OASL members."

Kevin Stepp tells us, "I have classroom groups on FB where my students share work, ask me questions outside of school and generally get a sense of community. A young woman who is usually reserved wrote to me to ask about extra credit, and, through the exchange, she told me about a longstanding battle she fights with test anxiety. We discussed some ways to address that and she tried one the next day on a reading quiz...and felt much better. Her score was better, too. Without FB, who knows how long it might have been before I would have learned about that, and offered her some hope?"

Yes, my life has changed for the better with Facebook. As friend Ellen Bradford, adds, "I love that I can log in anytime and instantly feel so blessed that I know such wonderful people."

Check out the OASL Facebook page and become a friend. You can also check out my other Facebook pages:

Portland State University Library Media

Pacific Northwest Children's Book Conference

Ruth Murray

\*The name on a Facebook page.

*Ruth Murray is an instructor and the advisor for the Library Media program at Portland State. She is currently serving as Past President on the OASL Board. You can reach her at [murrayr@pdx.edu](mailto:murrayr@pdx.edu).*

## Confessions of a Facebook Failure *By Linda Ague*



*Ruth Murray (L) and Linda Ague (R) duke it out over the value—or not—of Facebook.*

By the time you read this, you should have already recovered from the exciting rush of the OASL conference at Seaside. All those library geeks using all those words to share all that information; people interrupting one line of thinking to take you down another road of reasoning; the visual overload of the exhibitors and all their new shiny books and equipment; managing your session schedule to make sure you hit something about technology *and* literacy *and* see your favorite author *and* still make it to the B&B spectacular. I love the energy, the chaos, the noise.

Why then am I unable to navigate a Facebook page or tweet a twitter?

I have always thought of myself as a “people person.” It turns out I am not. It seems that I do not really care when or where or why someone is standing in line. I can’t even appreciate that they have spent time reducing the experience to less than 140 characters. I do not miss them or fear for their welfare. In fact,

by the time I get to any particular tweet, the information is probably so historical as to be wrong. Worse, I have yet to have an experience that I think anybody else wants to hear about instantly. Sharing most of the events in my life can wait for a day or week or until the Christmas letter.

A loner with a boring life.

There is this program for schools called “Mix it Up”. It is designed to get kids to eat lunch with folks they normally wouldn’t eat with to broaden their possibilities to make friends. So sitting around each table at lunch are seven grumpy kids and one teacher armed with such scintillating questions as, “Do you have any pets?” or “What is your favorite thing to do after school?” One year I found myself at the table with a sullen group of 8<sup>TH</sup> graders. It all seemed pretty lame until I asked one of the kids if they had an avatar. The conversation exploded. They had many. They were rock stars and cowboys and soccer whizzes with multiple Facebook pages and thousands of friends. Did they know these were not real friends? Did I not know that was a silly question?

A loner with a boring life and no imagination.

I get friend requests all the time on Facebook. I do not know who many of these people are. At first when strange names showed up, I thought I was just having a senior moment and did not want to hurt their feelings so I always accepted their invitations to be friends. In most cases, I still did not know them. They are a friend of a friend who in some strange “six degrees of Kevin Bacon” way ended up “friending” me (that still comes up underlined in red in my Word document by the way). I also still do not know if it is rude to reject a friend request or if it is more like hanging up on that annoying guy who wants to sell me cheaper phone service.

A loner with a boring life and no imagination or social skills.

I have had younger, more popular people try to explain Facebook. There are too many choices. Do I want to comment or message or chat or is it enough to just like? And where am I—your wall or mine? How come when I login, there is all this stuff from people I may or may not know about people that I definitely do not know? If I threaten my children that I will write something embarrassing on their walls if they don’t write a thank you note for a birthday present, have I already written something embarrassing on their walls or have I just written something weird on my own wall which I am sure they have never seen?

A loner with a boring life and no imagination or social skills who is confused by buttons.

The other problem I have with all forms of social media (be it Facebook or email or the ones I don’t even know about) is the lack of necessary emoticons. What is the appropriate smiley face for sarcasm or being facetious? Does one of them actually look like its tongue is in its cheek? You write something down and it is all taken literally, as if you meant what you said. What’s up with that? Pretty soon no one believes you’re a rock star and you lose all six skillion of your friends—even all the ones named Kevin Bacon.

It’s just too much for a loner like me with a boring life and no imagination or social skills who is confused by some buttons and mostly writes nonsense. So don’t be angry if I don’t “friend” you. Just have your people call my people and we will have a nice long “real voice to real voice” chat—even if I never get that cheaper phone service.

*Linda Ague is a retired school librarian who is anything but boring.*

*You cannot reach her on Facebook, but she’ll probably answer your email. [lindaague@gmail.com](mailto:lindaague@gmail.com).*

**Sharing most of the events in my life can wait for a day or week or until the Christmas letter.**

# OASL Conference 2011 You Don't Look Like a Librarian!



**“When picture books work, it’s because they make us feel something intensely.”**

*Allyn Johnston*



**“Children are visually literate by nature. They are picture reading virtuosos.”**

*Marla Frazee*







**“Isn't the magic of being a librarian actually pairing a reader with the book that turns him?”**  
*Matt de la Peña*



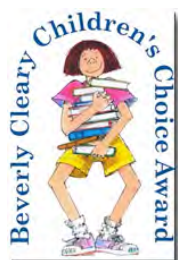


## **PROMOTE YOUR LIBRARY PROGRAMS!**

### **Some Promotional Ideas from Oregon Battle of the Books:**

Oregon Battle of the Books presently has over 260 schools participating in 3<sup>rd</sup>-12<sup>th</sup> grade. We enjoy providing this program through an all-volunteer led team. Our school registration closes on November 30<sup>th</sup>, 2011. Registration for OBOB 2012-2013 begins May 2012. New titles will be selected for 2012-2013 and released also in May 2012. Please go to: <http://oboblsta.pbworks.com> for more information!

- Involve parents, teachers, administrators and the public as much as possible.
- Use video recordings from local Battles in previous years.
- Do group orientations for students, staff and parents.
- Do booktalks using Battle books.
- Make bookmarks from each levels official book list.
- Organize bookmark contests with students.
- Design visible displays or bulletin boards publicizing the program.
- Saturate school bulletins, district newsletters, and other handouts with program information.
- Encourage teachers to read books or portions of books aloud to students.
- Take team pictures and prominently display them.
- Teams create murals about OBOB books to place on display in the lobby.
- Purchase Unabridged audio recordings.
- Hold contests to redesign book covers, design a school logo for Oregon Battle of the Books, etc.
- Have students create large posters of book covers to display.
- Develop a variety of study guides or literature units related to the Battle books that include games, crossword puzzles, "first line" quizzes, etc.
- Create a large display including title/author lists, participants names, and places to chart each student's progress.
- Hold a party or a library sleep-over for students who read all of the books on their list.
- All school read: pick one books from the OBOB selection for the WHOLE school to read.
- Connect to promotion of Beverly Cleary Children's Choice Award and Oregon Readers Choice Award with the OBOB title connections.



The OBOB Project is supported in part by the Institute of Museum and Library Services through the Library Services and Technology Act, administered by the Oregon State Library.

## Dancing Through the OASL Conference

by Dana Berglund



*Dana and Erin Fitzpatrick-Bjorn take a break from dancing at the OASL Celebration for a photo op.*

I am rather new to the librarian world, although not to educational conferences. I've been an elementary teacher and a high school English teacher, so I know how to navigate a great reading conference. I know how to balance my sessions to be a mix of practical / immediately usable as well as inspiring and lofty. As a first time attendee at the OASL conference, I knew that the content would be mine for the taking. Although I would not have predicted it, putting on my dancing

shoes would also help me be a better participant in the rest of the conference.

I am not currently in a library, so I didn't come to the conference knowing a network of school district compatriots. I expected to see a few familiar faces but mostly keep to myself. That all changed at the fabulous dance party. At the risk of breaking the "What happens in Seaside, stays in Seaside" rule, I'm going to let you in on the Friday night excitement: we morphed from a group of educators swooning over teen lit author Matt de la Peña into a group of risk taking dancers. We were inclusive, accepting of all dance styles and levels of talent. We applauded the DJ and welcomed unfamiliar songs. We danced in a circle and highlighted one person's moonwalking; we made a conga line and became one long caterpillar. It certainly gave some of the conference center staff members a new idea of what a librarian looks like! Librarians are more than "shush-ers" or organizers; sometimes, they can bust a move.

What I noticed the next day was that I felt like I had been initiated into a secret club. I was part of the "we". I passed people in the hallway whose names I may not have remembered, but I knew that they were great at the Macarena, or swing dancing. It was an opening to start a conversation, sit in an open seat, and segue into dialogue about the sessions we had attended or plans for collection development. All day long, there were moments of recognition in other people's faces, too: I remember your dance moves! I did not keep to myself on the second day of the conference; I was continually engaged in discussions (usually with other dancers) about innovative programs, ways to stretch a budget, and how to ride out the storm.

There's been a great deal of doom and gloom talk about libraries and the state of education funding in general. What was fantastic about the OASL conference was the resiliency and optimism infused throughout the sessions and the attendees. It seems that amidst the realism and negativity we are fed in the news, we must reach out hands across the circle to find strength and hope in each other. We are part of the same team of people who strive for academic excellence as well as access to text and technology for our students. Dancing together keeps us from dancing alone in our isolated orbits.

*Dana Berglund is an English teacher at an alternative school in North Portland, and a current Library/Media student at Portland State University. Dana was awarded the OASL Joyce Petrie scholarship this year. She can be reached at dberglund94@gmail.com.*



## 2010 OASL Award Winners



### OASL Elementary School Librarian of the Year Award Acceptance Speech

By Kirsten Truman

I would like to thank the Oregon Association of School Librarians for this recognition. I am honored and humbled to be awarded the Elementary School Librarian of the Year. Thank you to all the hard-working people who keep

OASL running. It is such important work.

I would like to thank Daletta Gonzales of OASL specifically. Daletta has been an unbelievable advocate for school librarians and an inspiration to me. I feel proud to have her as a colleague and a friend. And I'd like to thank my mother who flew up from California to be here tonight and my husband and two children who have supported me so much.

I would not be standing here receiving this award if it were not for two instrumental people... who both happen to be here tonight also... my former principal, Zan Payne, and my former library assistant, Melinda Freshour.

I would like to thank Zan Payne for her incredible support over the years. I found Zan to be the kind of leader who listens to your vision and then finds the resources to make it happen. And once that vision is realized, Zan is there to encourage you to take your vision to the next level. When I went to her to ask if we had money for just-right books or books for reluctant readers or bookshelves to better display our books, Zan found a way for us to acquire these items. When members of our literacy team went to Zan to ask if we could train instructional assistants and have them help with reading intervention or if we could send teachers to visit schools with exemplary teachers modeling CAFÉ strategies or if we could bring in a speaker to address literacy issues coming up in our classrooms, Zan found a way to make these things happen. During the seven years I was at Yoshikai, our literacy model grew and blossomed and became more expansive, and Zan was the one behind the scenes doing her magic every step of the way.

I would also like to thank Melinda Freshour for her incredible support over the years. When I learned that Marla Frazee was going to be here tonight at this banquet dinner, I immediately thought of her hilarious and heart-warming Caldecott-winning book, *A Couple of Boys Have the Best Week Ever*, and drew a comparison to Melinda and me. As you may know, the two boys in the book, James and Eamon, enjoy some time at the home of Eamon's grandparents during a summer vacation and have the best week ever. As the days go by, James and Eamon bond so much they practically became one person. To save time, people begin calling them "Jamon". They complement and inspire each other, know how to dream big and accomplish a lot. That pretty much sums up how I feel about Melinda and our time together in the library at Yoshikai. Had I had the opportunity to stay on, I am pretty sure people would have started calling us Kirlinda.

continued...



## 2010 OASL Award Winners



continued from page 17...

I learned that I was named the Elementary School Librarian of the Year last spring at the same exact same time that we Salem-Keizer School Librarians learned that we were going to be laid off. It felt pretty crazy and ironic to have these two things coincide—we love you, you're fired! It saddens me to the core that the school librarians in Salem-Keizer and our country are being eliminated. Our job is so important. What we stand for is so important. I think of Jonathon Kozol, author of *Savage Inequalities*, and a statement he made about teachers which holds so true for school librarians. He said, "Teachers are the warriors for justice working on the front lines of the struggle for democracy."

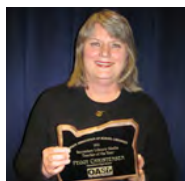
I am lucky enough to have found another job as a school librarian at Ockley Green School in North Portland. I think about this quote every day when I go to school. I suspect this quote is what fuels all the members of OASL.

So...I will end with a statement from filmmaker Michael Moore because it is so important to remember and so true and inspiring as well. Many of you probably know it—it is one of my favorites. In an interview once, Moore is on record saying, "I really didn't realize the librarians were, you know, such a dangerous group. They are subversive. You think they're just sitting there at the desk, all quiet and everything. They're like plotting the revolution, man. I wouldn't mess with them."

Let's keep up the good fight. Thank you very much.



### OASL Secondary School Librarian of the Year Award Acceptance Speech *By Peggy Christensen*



"Go confidently in the direction of your dreams. Live the life you have imagined." – Henry David Thoreau

I have never been sorry I made the decision to become an educator. I haven't wished for something more stimulating, more interesting or more meaningful, because being an educator has presented me with endless possibilities for growth, for giving, and for personal reward. But when I moved from the classroom to the library, I was presented with a challenge I never saw coming and that is working in a kind of isolation.

Having a daily rapport with other librarians—with those who experience my reality, speak my language, share my frustrations, and have some amazing tips!—has been at best scarce, but mostly non-existent. Opportunities to meet and learn from other librarians have been few and the numbers we have working in the rank-in-file, woefully inadequate.

As a classroom teacher, I automatically had membership in a group that received regular professional development, attended trainings and workshops, and had both district and state mandated goals and objectives related to my discipline. This was wrapped up in collegial support, both on campus and across the district. In better economic times, it extended to statewide conferences and on a couple of occasions, trainings at the national level. But as a librarian, I have found both the opportunities, and more honestly, the money to take part in these opportunities, to be scarce.

As we all know, old habits are hard to break. My desire to be a good librarian was just as important as my drive to be a good teacher. In truth, the library has been more challenging than the classroom because, thankfully, teaching was never left behind. It's just that the task of running a library was added!

For me, the key to success in creating a vibrant and meaningful library program came down to the belief that I could make it all happen—I could "go in the direction of my dream." But when I had this epiphany, I didn't see that it was accompanied by the coping mechanism called denial.

I've heard it said, "Often when we believe in ourselves we can be quite dishonest, because we don't allow ourselves the notion that it might not be possible to pull off what we think we can." We just forge ahead and do it.

Looking back to when I first made the transition from classroom to library, I believe I suffered with the delusion that setting goals was synonymous with meeting deadlines. And with that mindset came the unrealized liability of driving myself to exhaustion. I don't think I am unique in this. I believe every single one of you who works in the library understands what I am talking about.

I am discovering that 21<sup>ST</sup> century teacher librarians are a unique bunch. They move through the day with their eyes on tomorrow. It is a whirlwind life, but it is an exciting one. It is inspiring to listen to the gutsy moves, unique ideas, and commanding decisions made by these professionals. 21<sup>ST</sup> century teacher librarians make education happen—not only for the children of today, but for those who are pounding down the path.

I still hear the dispirited, real life cases about lack of support and non-existent funding for libraries. But more and more, the endings to the stories are punctuated with a voice of triumph, because today's librarians have found a way to move beyond these problems. Leaders of the Net Generation have left the twentieth century behind.

There is fluidity to their ingenuity and wit as they approach problems. They go around, underneath, or over the top, but they don't stagnate behind obstacles. It is this "no holds barred" mentality that is catapulting the teacher librarian to the head of the educational pack. It is they who are staying abreast of the technology that students are using. It is they who are looking at how to pair student interest and digital tools with teacher-directed learning. They are also the ones who are finding ways to procure the technology so it is available to all students and not just those who are economically privileged.

continued...



## 2010 OASL Award Winners



continued from page 18...

I am truly humbled to have been selected as secondary librarian of the year, and I am indebted to OASL for the recognition. Given the wealth of knowledge, talent, skills and dedication that I know to be prevalent in librarians across the state, it is still unreal to think that I was singled out to receive this honor.

You have chosen to honor me, but I applaud all of you. I might not share all the same gifts and talents of others who hold membership in this prestigious group of professionals, but I do share your hope and your optimism.

*Peggy Christensen is the library media specialist at Marshfield High School in Coos Bay. You can reach her at [peggyc@coos-bay.k12.or.us](mailto:peggyc@coos-bay.k12.or.us).*



### 2011 Distinguished Library Service Award for School Administrators Speech *By Scot Stockwell*



I want to thank the Oregon Association of School Libraries for this award. I was humbled when I went online and looked to see who else had received this recognition. I believe receiving such an award is a direct reflection of a strong staff. I feel blessed for having worked with such great library media specialists as a school administrator and have come to rely on their leadership to help increase student achievement.

Ridgewood, the school I serve, is an International Baccalaureate PYP school. Without the great work of our Media Specialist and her ability to gather resources and collaborate with staff, I'm not sure if we would have made it through the rigorous authorization process. The importance of the library-media centers grow exponentially with the amount of information our students are inundated with on a daily basis. It's estimated that in this year alone we will have generated more new knowledge than in the past 5000 years. If we are going to meet the needs of 21<sup>ST</sup> century learners, it won't happen without media specialists. I'm proud of the fact that at my school the media center is the hub of knowledge and learning for our community.

Library-Media Centers not only spur imagination and creativity, but they bridge the gaps in access. We have students, parents, and staff all accessing our library as a resource. I'm a firm believer in the power of relationships and love Roland Barth's quote, "The nature of relationships among the adults within a school has a greater influence on the character and quality of that school and on student accomplishment than anything else." I just think how cool it is that our library is the center of relationships in our community and what would it be like if it was like that in every school. What is special to me is the relationship I have with my staff and the fact that they even nominated me. Being awarded this is the icing on the cake. I want to again thank the Oregon Association of School Libraries for this honor and the good work that you do with our kids. Thank you.

*Scot Stockwell is the Principal at Ridgewood Elementary School in the Beaverton School District.*



### OASL Library Paraprofessional of the Year: Joyce Smith



From me a huge thank you to all for such a great honor. I cannot believe how privileged I feel to be able to enrich students lives, by simply doing something that I love to do myself, "READ". My hopes are that when the students leave here that they understand that reading is something that you can do for pleasure and for research, and that they will leave with the knowledge of searching for books independently with confidence.

*Joyce Smith is the paraprofessional at Scouters Mountain Elementary in the North Clackamas School District. You can reach her at [smithjoy@nclack.k12.or.us](mailto:smithjoy@nclack.k12.or.us).*

**"From dressing up as a Dr. Seuss character to transforming our library into a 1950s diner, her creativity sparks students' interest in the library."**

*Joyce Smith's principal, Karen Rush*



### Award of Appreciation For Consistent Support and Advocacy for School Libraries

Presented to Jim Hayden



**"I really didn't realize the librarians were, you know, such a dangerous group. They are subversive. You think they're just sitting there at the desk, all quiet and everything. They're like plotting the revolution, man. I wouldn't mess with them."** *Michael Moore*

## A Couple of Girls Have the Best Weekend Ever

### Reflections from First-Timer Scholarship Winners

By Diane Newton-Prior

So what DOES school librarianship look like in the 21<sup>ST</sup> century? After attending my first-ever OASL Fall Conference, I think I can safely say it is exciting, innovative, and illuminating! When I arrived Friday, I was quite unsure of what to expect but immediately got in the groove by buying Nick Bruel's *Bad Kitty* books and having him sign them. Then I scooted into lunch, meeting new people, and, happily, sitting at the table with the Paraprofessional Rep, Laura Friesen. (I never even realized I had a rep—thank you, Laura!) After hearing Mr. Bruel's amusing and informative talk, I just knew there were good things ahead and I wasn't disappointed. I chose to go to Barbara Swanson's talk on Best Books of the Year-So Far (already I have *The Princess and the Pig* and *These Hands* on my next order) and then tried The Great Equalizer presentation by Candice Morgan. I now am the proud owner of an "I Read Banned Books" button, and a whole lot of information.

As a first-timer, I really didn't know what was in store for me, so as I ambled through the vendor room I was happy to see a few familiar faces, and delighted to stroll the rows with music and a drink in my hand—how civil! There was a silent auction that I signed my name to a few times, then I eventually found my way back at 7:00 to the Dessert Celebration with guest speaker Matt de la Peña. Such a wonderful speaker as well as writer! His honesty and style are both to be admired and now we know he has a 2<sup>ND</sup> picture book in the works! The evening ended with a GREAT DJ (thanks for sharing, Erin!) and a funky little song I just can't get out of my head (*My Baby Loves a Bunch of Authors*). Some more bonding, then time to head back to spend some time with my host family. I was up bright and early for a Starbucks iced tea and another day of information. I really enjoyed hearing what last year's Connie Hull Winners did with their grant money—quite creative, and practical. I had tears in my eyes hearing of Linda Bilyeu's school "on the wrong side of the tracks", as that could be my school. Just great ideas from both presenters! I then chose to hear more about the ORCAs, as I've yet to undertake this, and just maybe this is the year to try it. I certainly have more confidence now, knowing about the books and the process!

Another nice lunch meeting, more wonderful librarians, then, taking the Mayor of Seaside's suggestion, I went to their new library! Yes, it was charming, and big, and warm, just as he had said. Even better still, I was able to read a few more books that were on my radar for purchase! I then headed back to the convention center and the fabulous graphic novel presentation by Barry Deutsch and Matthew Holm—wonderfully articulated, and wonderfully accessible. Saving the best for last as I had hoped, I got a front row seat at Marla Frazee's Picture Book presentation. She was prepared, polished and so personable! I would love to be her friend and am more than a little jealous of her editor traveling with her and raising their sons together! What was particularly nice was that she did *not* present the same thing twice, as her Awards Banquet talk was a wonderful duo-presentation literally illustrating how a picture book comes together, and why picture books are still alive. Magic, really. And if you've seen her newest book, *Stars*, and looked at the 'moss' page, you would have to agree.

Another day, another head full of new ideas, names, and book titles! And if that wasn't enough, the weekend was *beautifully* sunny, and I scored both at the Outlets and Seven Dee's!! I would highly recommend this revitalizing and fun weekend to anyone considering it: Even if you don't know anyone, you will by the time you leave! And of course, a huge thank you to OASL for the First-Timers Scholarship, which made it a lot easier to justify being gone from the family for two days!

*Diane Newton-Prior is the library assistant at Sitton Elementary School in Portland. You can reach her at [dnewtonp@pps.net](mailto:dnewtonp@pps.net).*



2011 First-timer  
Scholarship Award  
Winners.

(L-R) Heidi Summer,  
Debbie Seawell, and  
Diane Newton-Prior

By Heidi Summer

I had the honor of receiving a First Timer Scholarship for the OASL conference in Seaside. I have worked as a library assistant and librarian, but recently lost my job due to budget cutbacks. I remain hopeful that librarians will be restored in my district. In the meantime, I am working on my Library Media Masters and appreciated the opportunity to attend the conference in October. Financially, the scholarship was a huge help. But more importantly, it exposed me to a community of like-minded professionals, who despite really difficult times and uncertainty with future employment, met together to learn, share, and renew our commitment for the importance of our mission in our schools. I have also benefitted from the OASL listserv where I receive information and get ideas from other OASL members.

I attended sessions on Friday and Saturday, including both lunches. I believe I came away with something new to use in my future teaching. I appreciated the wide variety of classes available, the exposure to fantastic authors, the information I gleaned from the exhibits, and the camaraderie of the attendees. The beautiful weather that weekend in Seaside was a bonus. Looking forward to next year yet again in Seaside!

*Heidi Summer is a Library Media Master's student at Portland State University, [summerabode@netscape.net](mailto:summerabode@netscape.net)*

**If you liked:**

*North of Beautiful*  
by Justina Chen  
Headley

**You might like:**

*Willow*  
by Julia Hoban

*The Fold*  
by An Na

*The Girl with the  
Mermaid Hair*  
by Delia Ephron

*Beastly*  
by Alex Flinn

*Girls Under  
Pressure* by  
Jacqueline Wilson

*Going Too Far*  
by Jennifer Echols



*The Read-Alikes Castle at  
the Poster Session*



*At the Read-Alikes Poster Session, Nancy Sullivan and Erin Fitzpatrick-Bjorn suggested read-alikes for this year's Intermediate and Senior Division ORCA nominees. Participants were invited to add further suggestions. Feel free to post these final results in your own library and to continue the discussion on Mrs. F-B's Book Blog @ <http://westorientbooksblog.blogspot.com/2011/11/orca-read-alikes-with-queens-of-teen.html>*

**If you liked:**

*Scat*  
by Carl Hiaasen

**You might like:**

*Jolted: Newton  
Starker's Rules for  
Survival*  
by Arthur Slade

*Killer Pizza*  
by Greg Taylor

*Alibi Junior High*  
by Greg Logsted

*Cold Springs*  
by Rick Riordan

*The Last  
Newspaper Boy in  
America*  
by Sue Corbett

**If you liked:**

*Claudette Colvin:  
Twice Toward  
Justice*  
by Phillip Hoose

**You might like:**

*The Watsons Go to  
Birmingham-1963*  
by Christopher  
Paul Curtis

*One Crazy  
Summer* by  
Rita Williams-  
Garcia

*Ninth Ward*  
by Jewell Parker  
Rhodes

and

Biographies of  
Rosa Parks or  
Martin Luther  
King, Jr.

**If you liked:**

*The Evolution of  
Calpurnia Tate* by  
Jacqueline Kelly

**You might like:**

*Lizzie Bright and  
the Buckminster  
Boy*  
by Gary D.  
Schmidt

*Where the  
Mountain Meets  
the Moon*  
by Grace Lin

*Turtle in Paradise*  
by Jennifer L.  
Holm

*The Selected  
Works of T. S.  
Spivet*  
by Reif Larsen

## Read-Alikes

**If you liked:**

*The Carbon  
Diaries, 2015*  
by Saci Lloyd

**You might like:**

*Audrey, Wait!*  
by Robin Benway

*The Vinyl Princess*  
by Yvonne Prinz

*Life As We Knew  
It* by Susan Beth  
Pfeffer

*The Secret Under  
My Skin* by  
Janet McNaughton

*The Forest of  
Hands and Teeth*  
by Carrie Ryan

*Divergent*  
by Veronica Roth

**If you liked:**

*Notes from the  
Dog*  
by Gary Paulsen

**You might like:**

*Ever After Ever* by  
Jordan Sonnenblick

*No More Dead  
Dogs*  
by Gordon Korman

*Gifted* by  
Beth Evangelista

*Tangerine*  
by Edward Bloor

*Love That Dog*  
by Sharon Creech

*How to Steal a  
Dog* by Barbara  
O'Connor

**If you liked:**

*When You Reach  
Me*  
by Rebecca Stead

**You might like:**

*Moon Over  
Manifest* by  
Clare Vanderpool

*Waiting for  
Normal*  
by Leslie Connor

*The Mostly True  
Adventures Of  
Homer P. Figg* by  
Rodman Philbrick

*Miss Peregrine's  
Home for Peculiar  
Children*  
by Ransom Riggs

**If you liked:**

*Leviathan* by  
Scott Westerfeld

**You might like:**

*Ship Breaker* by  
Paolo Bacigalupi

*Boneshaker*  
by Cherie Priest

*The Vyne -  
Mystery of the  
Hidden Ember*  
by Daniel Walls

*Soulless (The  
Parasol  
Protectorate)*  
by Gail Carriger

*Julian Comstock:  
A Story of 22nd-  
Century America*  
by Robert Charles  
Wilson



ORCA Display at Madison High School

**If you liked:**

*Wintergirls*  
by Laurie Halse Anderson

**You might like:**

*Hold Still*  
by Nina LaCour

*Perfect*  
by Ellen Hopkins

*Such a Pretty Girl*  
by Laura Wiess

*Skin*  
by Adrienne Vretos

*Looks* by  
Madeline George

*The Hunger*  
by Marsha Forchuk

**If you liked:**

*Tales of the Madman Underground*  
by John Barnes

**You might like:**

*Blink & Caution*  
by Tim Winne-Jones

*Bait*  
by Alex Sanchez

*We Were Here*  
by Matt de la Pena

*The Juvie Three*  
by Gordon Korman

*Compulsion*  
by Heidi Ayarbe

*Burnout* by  
Adrienne Vretos

**If you liked:**

*The Maze Runner*  
by James Dashner

**You might like:**

*The Compound*  
by S. A. Bodeen

*Incarceron* by  
Catherine Fisher

*Enclave*  
by Ann Aguirre

*Badlands*  
by Peter Bowen

*The Annunciation of Fancesca Dunn*  
by Janis Hallowell

*Among the Hidden*  
by Margaret Peterson Haddix

*Forbidden*  
by Judy Waite

**If you liked:**

*If I Stay*  
by Gayle Forman

**You might like:**

*Thirteen Reasons Why*  
by Jay Asher

*After*  
by Amy Efaw

*Lovely Bones*  
by Alice Sebold

*Secrets She Left Behind* by  
Diane Chamberlain

*Before I Fall*  
by Lauren Oliver

*An Accident in August: a Novel*  
by Laurence Cosse and Alison Anderson

# Read-Alikes

**If you liked:**

*Love is the Higher Law*  
by David Levithan

**You might like:**

*The Perks of Being a Wallflower* by  
Stephen Chbosky

*Will Grayson, Will Grayson*  
by John Green & David Leviathan

*King of the Screwups*  
by K. L. Going

and

any non-fiction accounts of 9/11

**If you liked:**

*Marcelo in the Real World*  
by Francisco X. Stork

**You might like:**

*The Curious Incident of the Dog in the Night-Time* by  
Mark Haddon

*Extremely Loud and Incredibly Close* by  
Jonathan Safran Foer

*Anything but Typical*  
by Nora Baskin

*Mockingbird* by  
Kathryn Erskine

**If you liked:**

*Lips Touch: Three Times*  
by Laini Taylor

**You might like:**

*Darkness Becomes Her*  
by Kelly Keaton

*Confessions of a Serial Kisser*  
by Wendelin Van Draanen

*First Kiss (Then Tell): A Collection of True Lip-Locked Moments*  
by Cylind Busby

*Beautiful Creatures* by  
Kami Garcia

*Kissing Booth*  
by Lexie Hill

**If you liked:**

*The Monstrumologist*  
by Richard Yancey

**You might like:**

*This Dark Endeavor: The Apprenticeship of Victor Frankenstein*  
by Kenneth Oppel

*The Name of the Star* by  
Maureen Johnson

*Bonechiller* by  
Graham McNamee

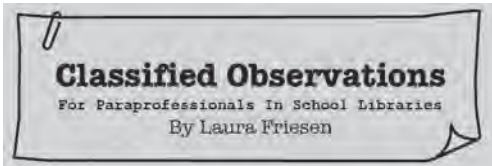
*Basilisk: A Novel*  
by N.M. Browne

*The Creature of Black Water Lake*  
by Gary Paulsen



Read-Alikes Posted in the Back of Leviathan





I love American history! Reading stories of hardy explorers, persevering pioneers and tenacious inventors, scientists and do-gooders made my imagination soar. Visiting historic places, even as a child, brought the written text to life.

One day during a trip to Boston, I wandered among historic brick buildings, relishing the aura of a time long past. I was searching for a particular store and, as I pushed open the heavy wooden doors of that store, I entered a world of wonder. The place was Brattle's Bookshop, one of the oldest bookstores in America. As I meandered among the shelves, a sign beckoned me. Antiquarian books were on the next floor! Slowly climbing the stairs, I stood in awe. There were hundreds of books older than the state of Oregon. I was in heaven. As I read the titles it seemed as if everyone had a story to tell. Then I saw something so compelling I stood stock-still. I reached out and took the books from the shelf. Bumpy brick red leather, browned with age, but still supple to the touch nestled in my hands. Gold embossed lettering, faded in places, proudly proclaimed the title: *The History of the Civil War in America*, then I opened the books and the sensory experiences became more pronounced. Paper pages so thin that the writing could be seen on the reverse side caused my fingers to tremble. The heavily inked illustration pages were still covered with tissue paper and the smell of ink and time wafted through the air. I read the copyright dates, 1863 for Volume One and 1866 for Volume Two. Amazing! The whole Civil War condensed to 1,200 pages.

I write about this experience because we are now heading into a new era of electronic gadgets. Books have only been around for a few hundred years but the mass marketing of children's books is relatively recent. School libraries are filled with printed materials that foster the use of imagination, investigation, and sharing. Story times, either in the library or at home, draw children into a more intimate relationship with whoever is reading the story and the story itself. Holding a book and anticipating what's on the next page, spending time with illustrators and photographers, and fostering a love for language and creativity are what books are all about. But now, electronics are being promoted as a replacement for paper books. Smooth plastic textures, screens that change pages with a touch of a finger, voices reading the story while the reader sits plugged in are the present and future reality. As with all technological changes, there are people who jump on the bandwagon and go with the flow offering a long list of reasons why these changes are good, and there are those who are hesitant to give up the familiar. Ebooks and Ereaders are the new trend, and the publishing industry is making them seem indispensable.

However, I believe that children should experience books with all of their senses and until we can provide all students with an equal opportunity and access to this new format (and be able to afford to replace the "borrowed" and broken), traditional books will remain the mainstay of our library.

As for me, so far my reading glasses enlarge the print just fine! And besides, what would I do with the hundreds of books stockpiled waiting for "time" and retirement.

On a different note, it was great meeting some of you at the conference in Seaside. For those paraprofessionals who were there, we would love some feedback on the sessions you attended and any suggestions you might have for future conferences. Also, we would love to get an idea of how to make the conference accessible to more paraprofessionals in the future. I would love to know your thoughts and ideas to pass on to the board for future reference.

Laura Friesen is a paraprofessional at Bertha Holt Elementary in Eugene. You can contact her at [friesen@4j.lane.edu](mailto:friesen@4j.lane.edu)

## Intellectual Freedom By Leigh Morlock



This month I received an email from a fellow school librarian, and I'd like to address her question in today's column.

Dear Leigh,

I have a question about when intellectual freedom seems to conflict with a parent's wishes for her child. I will sometimes have a parent come to the library and say, Please don't let little Elizabeth check out 'baby books' like Clifford. Or, I don't want my Kevin reading over 6<sup>TH</sup> grade level. And sometimes it might not even be a parent making such a request. Sometimes it's another teacher.

I feel like this is an especially tricky situation for me because I work in a private school. These parents expect the faculty to respond to their requests. They expect that the teachers are acting *in loco parentis*, in place of the parent, and that we will intervene with the child on matters like these.

However, complying with a request like this doesn't feel right to me. For one, I am a librarian, and that means I advocate for choice and the pleasure of reading in order to create lifelong readers and make the library a haven from the world of mandatory. Second, this feels like a parenting decision to me, not one for us as educators. I understand *in loco parentis*, but right now it's making me just plain,

Loco in Portland

continued...

**"...all libraries—  
school or public—  
have an obligation to  
provide free access  
to all library users  
of all books and that  
limiting that access  
is a violation of  
intellectual freedom.  
In other words, if a  
book is in the library,  
it's available to all."**

*Protecting Intellectual  
Freedom in Your School  
Library*

*Intellectual Freedom* continued...

Dear Loco,

You're right—this is a tricky situation. It's tricky for all of us as school librarians, and perhaps even trickier for you at a private school, where parents expect a greater amount of input in school administration. So let's take a look at this challenge, one I know we've all experienced, and craft a careful, tactful, and appropriate reply.

Our first step might be to examine the words of one of our intellectual freedom gurus, Pat Scales. In her book, *Protecting Intellectual Freedom in Your School Library*, Scales tells us that all libraries—school or public—have an obligation to provide free access to all library users of all books and that limiting that access is a violation of intellectual freedom. In other words, if a book is in the library, it's available to all. This is probably much murkier for those of us who work in schools, because it's often normal for schools that have a wide range of readers, say K–8 or 6–12, to restrict access or at least segregate books and mark the sections according to age and grade level, implying a restriction. The slippery part of this idea is that it seems all too logical. Would you want your 11-year-old reading Stephen King's *Insomnia*? Maybe not.

So why not do a little segregation, a little restriction, just to try to prevent questionable student selections? Well, it's kind of like Star Trek's Prime Directive, which dictates that the Federation absolutely may not interfere with the native development of a planet. So even when Captain Picard thinks it would be really good for a planet to skip over the whole, say, smallpox thing, they don't get involved. It's a violation of the Prime Directive, no matter how well intentioned. How is this applicable to our situation? It's applicable because librarians also answer to a prime directive, a higher code of behavior. And it's the identical code for public, public school, and private school libraries, for libraries that serve adults and for libraries that serve schoolchildren of all ages.

For libraries, this prime directive is the Library Bill of Rights. Check it out in its entirety at the link below—every librarian should have a copy at her fingertips—but for now let's concern ourselves with Articles III and V.

III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

First, a little history on the Library of Bill of Rights – it was originally adopted in 1939 and has been amended several times. In 1996, the inclusion of “age” in Article V was reaffirmed. So we can know with absolute certainty that we, as librarians, are committed to providing unabridged access regardless of age or background. And that we, as librarians, have an absolute obligation to challenge censorship when we see it. (As a side note, have you noticed the generous checkout policies of public libraries, how you can have forty books checked out already and owe the library money and still check out more books? This is part of a library's absolute commitment to unlimited access and it's one that, as school librarians concerned with budgets for books, is easy to forget. I encourage you to never ever chastise a child with many books out, even if they're incredibly late. Instead try, “Hey David. I have another student who wants to read *Son of Neptune*. Could you bring that back when you think of it?”)

This means, then, that if your school has historically segregated its books by “appropriate” age in order to discourage or flat-out restrict access, it's time to reorganize. And this also means that we can't comply—no matter how pure the motives—with parents or teachers or administrators who wish us to censor on a case-by-case basis. No matter what.

What this doesn't mean, though, is that we need to throw on our camo pants and make enemies. Emily Post said that manners are “a sensitive awareness of the feelings of others. If you have that awareness, you have good manners.” So try this firm but mannerly script on your next concerned parent:

Ms. Smith, I know how concerned you are about what Elizabeth is exposed to and it's wonderful for me to be able to talk with concerned parents. This school library, like all libraries in the United States, conforms to the Library Bill of Rights, which is a document that protects the rights of library users. As a librarian, part of my ethical code is to uphold these rights and one of the ways I do that is by providing all users with free and unlimited access to any material in the library. Please don't think that means anyone believes a kindergartner should be reading or watching whatever she wants! As her parent, you undoubtedly have those discussions all of the time. I'm sure you actively limit what shows she watches on TV and what books and magazines she's allowed to read. That's concerned parenting. But my role as a librarian has to stay very clear in order to protect these rights, which is why I don't insert myself in any sort of decision that limits a student's choice of material. Now, I want to reassure you, if your daughter comes to me and says, I need to find good books for my age and it can't be Clifford, I'm going to help her find every single book I can think of. That's my job. That's one of my favorite parts, in fact. And, really, part of the reason we don't want to limit students is because the choice and the freedom they find in the library is unique in the school experience and can help create kids who love to read. I absolutely love Elizabeth's enthusiasm for the library. That's just what we want to see. You must be very proud of her.

Loco, I hope this helps to make you feel a little less crazy. These interactions aren't easy. Freedom and warp speed aren't always easy either. But they are always awesome.

Find the full text of the Library Bill of Rights here: <http://www.ala.org/ala/issuesadvocacy/intfreedom/librarybill/index.cfm>

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