

# Oyan Review

oregon young adult network

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## Early Literacy in Action with Teen Parents By Dawn Borgardt, Beaverton City Library

Alex Bushue is the Director of Continuing Education for Young Parents (CEYP) at the Merlo Station High School in Beaverton. She and I have been working to demonstrate the benefits of early literacy to teen parents for the last several years with varied success. This year, using Ready to Read grant funds and the Every Child Ready to Read 2 curriculum, Alex and I revolutionized our approach and delivered an amazing new program drawing on the principles of active learning.

Alex devised a 6-week course devoted to early literacy that combined traditional academic learning with hands-on experience. The class consisted of 12 teen parents who read scientific articles about brain development and the importance of early literacy. Prior to this class, the teen parents assisted with local Kindergarten classes to get a feel for what Kindergarten readiness actually looks like. Finally, I visited once a week for 5 weeks to share tips and apply them during in-class storytime with the teen parents and kids.



Teen mothers at storytime.

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## From Puppets to YouTube in 2 Hours: Stop Motion Movies for Teens By Barratt Miller, Crook County Library

### Introduction

Want to do some sort of tech-y, maker-y program for your teens but have limited time, money, and fancy supplies? Never fear! You, too, can get a room full of teens to make 30-second stop motion movies in a single 2-hour program using supplies you probably already have on hand.

What is a stop motion movie, you ask? The formal definition is “a filming technique used in animation, in which the camera is stopped after filming each frame or every few frames so as to allow objects within the scene, such

as clay figures or paper cutouts, to be adjusted for the following frame.” For our purposes, it’s movie-making using photographs instead of video footage.

I don’t have room to include the full lesson plan or song clips in this article. If you want to use any of my resources, shoot me an e-mail at [bmiller@crooklib.org](mailto:bmiller@crooklib.org) and I’ll send the files your way! [Files are available on the OYANPEEPS Blog: <https://oyanpeeps.wordpress.com/additional-resources/>]

### Step 1: Preparation, Preparation, Preparation...and Set Some Limitations

I modified the lesson plan from a workshop I attended in grad school. Luckily for you, all of the resources have been put online at: <http://ccb.lis.illinois.edu/stopmotionpage.htm> Since it’s easy to get carried away with time-intensive activities like arguing over the plot or choosing the perfect soundtrack, I set some limitations to keep the teens on track:

Continued on page 3

## Early Literacy in Action with Teen Parents (continued page 1)

Some of the key elements of the course include:

- Every week each child got a new awesome, age-appropriate book to add to their home library.
- Parents each had the chance to learn a song and lead the group in that song during storytime.
- Each parent created a unique picture book for their child, inspired by examples we looked at as a class. (Published using Pintsized Productions)
- Parents meticulously filled out daily reading logs detailing how they read, played, talked, sang, and wrote with their children on a daily basis.



### Age-appropriate book choices

with the teens, talking about what went well and what was difficult, and how the activities aligned with what they were learning about early literacy and child development.

At the end of the 6-week course, teen parents were checking out eBooks on their own phones to read in their leisure time. Several teens have started visiting the library for programs and storytimes as well. "It was truly remarkable to see them so excited about brain development. The teens, who are often reluctant learners, were begging for more articles, more storytime with their kids, more books, and more read-alouds by Dawn. This class was a real game changer for many of these teens, and as a result, their babies" notes Alex.

As one teen wrote in her evaluation "Because of you I feel like my child and I have bonded more through reading." Another student echoed that sentiment saying, "I wish we could keep on doing in class storytime!" By the end of the course, every student reported reading to their child at least 15 minutes each day. They were motivated by what they learned and practiced in class and had incorporated it into their lives and the lives of their children. It doesn't get much better than that.

What was so effective about this partnership was that we not only talked about early literacy, we practiced it. THIS IS THE AWESOME PART. The students devoured the scientific articles about literacy and brain development, and that motivated them to apply what they learned during our weekly storytimes. The babies and toddlers quickly picked up on the fun routine, which included putting felt apples on a tree to begin and ended with parents blowing bubbles with their babies (which naturally encouraged conversation and making up fun games – we even wrote a bubble rhyme as a group). Each week after the teens took their kids back to daycare, Alex and I debriefed

Alex says that she plans to offer this course annually, and there is already buzz and excitement from students who didn't get to take it this year – they want to know when it will be their turn for the library lady to come and do storytime and give them books for their babies.

Do you have a teen parenting program in your area?



### Teen mothers with their children

Do you know the teacher/director/principal?

If you'd like more information about the CEYP/Beaverton City Library partnership, please contact

#### Dawn

(dborgardt@beavertonoregon.gov)  
or

#### Alex

(Alexandrea\_Bushue@beaverton.k12.or.us), we would love to share resources and strategies!

## From Puppets to YouTube in 2 Hours (continued from page 1)



### Getting the paper—Plot 1

**Each person chose ONE character for the film.** We used the puppets from our children's storytime collection and borrowed action figures from other staff members.

**Films had to be 30-seconds or less.** To keep the plot simple, I gave the teens a worksheet that asked: where do you character start, where do they end, and how do they get there?

**I preselected the music.** Prior to the program, I used Jamendo (<https://www.jamendo.com/en/search>) to find Creative Commons-licensed music and used Audacity ([http://download.cnet.com/Audacity/3000-2170\\_4-10058117.html](http://download.cnet.com/Audacity/3000-2170_4-10058117.html)) to edit the songs into 30-second clips.

**No dialogue or video clips allowed.** While these elements could have been used in the program, having too many options makes it easy to get distracted. Keeping it simple kept everyone on schedule.

**Prep your tech.** I made sure all of our computers were pre-loaded with the audio files and Windows Movie Maker so that the teens could start editing their films as soon as they were done taking photos. It also helps to make a practice video so you can help the teens with the editing process. If you want to post the videos online, you'll also

need to sign up for a free YouTube account.

### Step 2: Gather Your Supplies

Luckily, the supply list for this program is pretty straightforward. You'll need:

**Characters.** Toys! We used puppets from the children's storytime collection and action figures on loan from other staff members. You could also pick up toys from the thrift store, order tiny dinosaurs from Oriental Trading, or ask teens to bring their own.

**Craft Supplies.** Index cards, pencils, plot worksheets, construction paper, scissors, string. We used some of the supplies for activities and some were available to create speech bubbles and scenery. String (especially fishing line) allows the teens to manipulate their characters for effects like flying.

**Technology.** Cameras or some sort of picture-taking device. Computers loaded with Windows Movie Maker. Audio files for the soundtrack, preferably loaded onto a flash drive. A YouTube account if you want to post your videos online. We had a camera, an iPod, and an iPad available but all of the teens used their own cameras or smartphones. (If you ask teens to bring their own tech, make sure they also bring connecting cables so you can upload the photos onto the computer!)

### Step 3: Stick to the Plan

6:30-6:45 PM: Introductions. What is stop motion? Watch Penguin's Stuff video.

6:45-7:00 PM: What is a character? Choose a character. Write the character's name and one interesting fact about them on an index card. With your group, choose a setting for your film.

7:00-7:15 PM: What is mood? Listen to music samples and choose your mood. What is plot? Fill out plot worksheet with your group.

7:15-7:45 PM: Spend up to 10 minutes doing a walkthrough to work out any bugs before you start taking pictures. Take your photos.

7:45-8:15 PM: Import your photos into Windows Movie Maker. Import your soundtrack. Edit the film, adjusting the length of the photo display time to match the music. Save movie (Save movie → For high definition display saves it as a YouTube compatible file, not a Movie Maker file) and post to YouTube.

8:15-8:30 PM: Watch movies. Clean up.

### Conclusion

The short films are fairly basic but impressive nonetheless! Our teens produced three 30-second masterpieces:

- Getting the Paper: [https://www.youtube.com/watch?v=oQJ\\_uarAigM](https://www.youtube.com/watch?v=oQJ_uarAigM)
- The Long Hug: <https://www.youtube.com/watch?v=4lWWeMXNjyg>
- Journey to the Lion: [https://www.youtube.com/watch?v=ke9UXJy\\_b80](https://www.youtube.com/watch?v=ke9UXJy_b80)

Best of all, teens can use their newfound knowledge to make more complex stop motion films using their smartphones and free video-editing software.



## Running a Teen Crafting Club at the Library By Danielle Jones, Multnomah County Library-Hollywood

Whilst in the throes of hosting Lego Club mayhem where 4-8 year-olds were building madly, I got pulled out of the program to answer a question from a young teen. She wanted to know where the library clubs were for her. She saw we had the Lego Club for kids, she felt too young and intimidated to join either the Teen Council or Teen Book Council, and Anime Club just wasn't her thing. She wanted something at the library where she could come make or do things like crafts or maker-type things on a regular basis too. It was a good question.



Teen from Tualatin's "Make it @ the Library" club.

In the spirit of [Connected Learning](#) and responding to the interests of your teens, and knowing the importance of HOMAGO (hanging out, messing around, and geeking out), I felt that it was time to seriously considering adding something like this for those teens and tweens that wanted a regular program where they had laid back time with others while doing something with their hands. So I asked the great OYAN brain to see what they were doing, and what sage advice they had to share.

Aimee Meuchel at Tualatin Public Library has a monthly "Make It @ the Library." Successes in the group have been to "put out a bunch of duct tape and let them go crazy." She has also gotten different cookies/candies with frosting and had them make monsters. Upcoming she will have them do fusible beads, and jew-

elry making with beads, embroidery floss, and other items. It is drop-in that runs for 2 hours. She says, "Don't plan too much. Give them materials and let them create." Her one thing that didn't turn out so well was snowglobes.

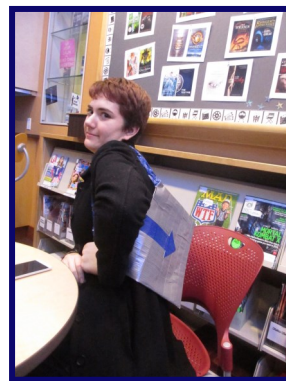
Lisa Elliott and Jaime Thoreson at the Tigard Public Library do a teen "Random" club every summer at the library. This summer they are doing a Fandom Club where crafts will be integrated. They meet every week for a two-hour stretch for 5-6 weeks. Things that they have done in the past include mustache crafts, mini-polymer food charms, goth socks, doodle bots, washi tape, "neon" signs, wire rings and pendants, buttons, and book making. Lisa says that

"The consistency is great to bring in a group of regular kids. Too much structure scared away teens who were not interested in the craft."

Other advice was, "Teens especially dig crafts that they will use- things they will wear, give as gifts, etc. We always try to give them something that will feel substantial, not cheap or junky. It can be tricky planning for the full spectrum of teen motor skills, from the still-developing 6<sup>th</sup> grader to the very meticulous 12th grader. It's best if you can use a space where they can socialize freely. They will likely come

up with something completely different and much more awesome than you had planned."

Kristy Kemper-Hodge at the Corvallis Public Library has had great success with perler beads (fuse beads) and patterns she's pulled from Pinterest and printed for the kids. Felties made with felt and embroidery thread have also been a hit. She finds that putting out the same materials each time is a little boring, so she works on trying to offer a variety of projects. She started offering a monthly 1.5 hour crafting program for teens and had a small, regular group who'd come. In effort to draw a bigger crowd she combined the



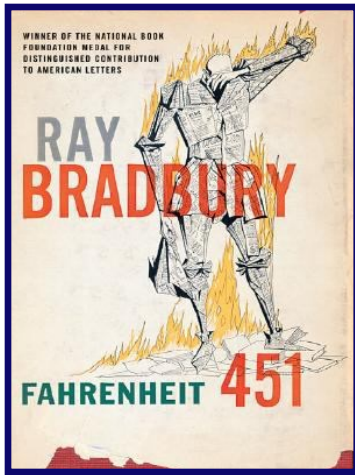
Teen showing her duct tape bag from Tualatin's "Make it @ the Library" club.

crafting program with gaming (video games and tabletop/board games) and now does it twice a month. Upcoming projects are blackout poetry, turning perler creations into jewelry and keychains, and stenciling.

I haven't gotten a crafting club going yet, but I have started putting out materials during our monthly Anime Club. We have made [Sootballs](#), valentine's, buttons, and paper crafts. I have noticed that teens are just a bit more relaxed when there is the option to have something to do with their hands.



## Fahrenheit 451 by Ray Bradbury reviewed by Polina Verkhovodova, Beaverton City Library



In the futuristic society of *Fahrenheit 451*, books are banned and thus destroyed when discovered. Suburbanites of this society remember vaguely

- if they do at all - their past lives and established history. Guy Montag is such a citizen. He is a fireman, and, suffice to say, very fond his job. He enjoys midnight runs and finds joy in watching pages consumed by flames. Montag never questioned anything until he meets a seventeen-year-old girl who prompts him to examine his life. He later meets a professor who tells him of a dreamland where people can think. Montag then decides that in order to stay human, he must rebel against the ways of the society.

*Fahrenheit 451* is not only a story in which books are outlawed and destroyed, but it is one of the power of

intellect, the importance of knowledge, and the physical ability to read books. This classic dystopian novel stands at the side of George Orwell's *1984*, Lois Lowry's *The Giver*, and Aldous Huxley's *Brave New World*.

Bradbury's use of figurative language and striking imagery helps develop the symbolism and themes found within this novel. *Fahrenheit 451* is considered to be one of Bradbury's best novels. Ray Bradbury's ideas leave as much of an impact on readers today as it did to readers sixty years ago.

## 2015 Book Rave Winners Sonja Somerville, Salem Public Library

The 2015 Book Raves have are here!

The OYAN Book Rave is an annual list of recommended young adult literature selected by the members. Nominations are solicited throughout the year, with a final electronic vote occurring around the winter membership meeting. Titles are chosen to represent a variety of genres and reading levels that have been published between November 1, 2013 to October 31, 2014.

This Years List:

- The Crossover by Kwame Alexander
- The Impossible Knife of Memory by Laurie Halse Anderson
- The Family Romanov: Murder Rebellion, and the Fall of Imperial Russia by Candace Fleming
- Girls Like Us by Gail Giles

- The Story of Owen: Dragon Slayer of Trondheim by E.K. Johnston



- Glory O'Brien's History of the Future by A.S. King
- Beyond Magenta: Transgender Teens Speak Out by Susan Kuklin
- We Were Liars by E. Lockhart
- The Sittin' Up by Shelia P. Moses

- I'll Give You the Sun by Jandy Nelson
- Clariel by Garth Nix
- Gabi, A Girl in Pieces by Isabel Quintero
- Jackaby by William Ritter
- The Swap by Megan Shull
- Grasshopper Jungle by Andrew Smith
- Popular: Vintage Wisdom for a Modern Geek by Maya Van Wagenen
- The Strange and Beautiful Sorrows of Ava Lavender by Leslye J. Walton
- Afterworlds by Scott Westerfeld
- Noggin by John Corey Whaley
- Brown Girl Dreaming by Jacqueline Woodson

Download your PDF ([http://www.olaweb.org/assets/OYAN/book\\_rave15\\_color.pdf](http://www.olaweb.org/assets/OYAN/book_rave15_color.pdf)) to use at your school or library.

## OYEA! 2015 Winner—Aimee Meuchel

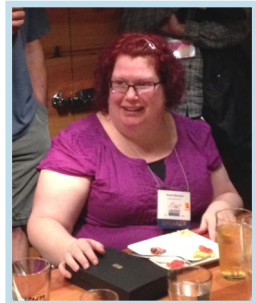
By Mark Richardson, Cedar Mill Library

**OYEA!**  
OYAN You're  
Excellent Award

On Thursday April 16th, I was fortunate to present Aimee Meuchel with the OYEA award for excellence in teen services. I've known Aimee for many years and to say she is deserving of this award is an understatement. Aimee is a fierce advocate for teens and teen services and is constantly trying to improve the lives of the teens that walk through the doors at Tualatin Public Library. She's a creative programmer, a voracious reader of YA lit and simply an easy person to talk to – something many teens need more than anything else. But don't take my word for it, here are some quotes from her supervisor and teens.

*From Jerianne Thompson, her Director:*

Aimee strives to develop programs that are engaging and interesting to teens; the consistently high attendance at these programs proves her success. Between July 2014 and February 2015, the Tualatin Library presented 153 programs for teens, with a total program attendance of 1688. These programs have included after-hours book-themed parties (Divergent and Hunger Games), an after-hours medieval murder mystery called A Knight of Murder, a mini maker Faire during Teen Tech Week, Kaleidoscope Run (a "color run" presented in partnership with the Youth Advisory Council), crafting programs like Ugly Dolls and Mechanipulps, gaming tournaments, Teen Top Chef (promoting healthy eating and active living), an Unlucky in Love party on Friday, February 13, and monthly pro-



grams like Animanga. The weekly Teen Movie Night has recently grown to 40+ teens attending every Friday. These programs offer teens not only fun but an opportunity for social interaction and teamwork. Aimee also contributes to other youth programs, including presenting a weekly preschool storytime and partnering with the Children's Librarian to present a week-long Create & Animate Camp for tweens last summer.

*From a teen, aged 15:*

Aimee positively impacts (teen's) lives. She has helped teens dealing with any problems with school, stress, and boredom by always being her cheerful self. I personally have always been troubled with meeting new people and interacting socially in group settings. I once tried to avoid anyone I could (because of) the embarrassment of trying to talk to others until I met Aimee. She was very open and welcoming to me and always tried to make sure I kept a smile on my face. She helped to reassure me to be ok with talking to other teens and challenge myself to go to more social events around the community. She encouraged me to go to more teen programs around the library, and there I have met many amazing people that I am happy to call my friends. It was because of having Aimee around to cheer me up that I was able to find confidence in myself and in my abilities of making a difference in my community. I would never have become the person I am today if it weren't for talking to that special little red-haired librarian. Today, I am proud to be

working on the Teen Library Committee with Aimee and she has shown great commitment in keeping the teen programs here fun and exciting. Aimee is with no doubt an amazing person and a spectacular librarian.



*Another teen:*  
I met Aimee my first summer of volunteering, I

was incredibly shy, and not one to take leadership roles head on. However, Aimee recommended that I apply to join the Teen Library Committee to work on my leadership skills and work with other volunteers on large projects. It was because of Aimee that I began to actively seek out leadership opportunities and become more involved with my community. Without her guidance and support throughout the years, I would have never grown out of my shell or realized how much I enjoy helping others. Because she taught me the value of a good and strong work ethic, I improved in school, and was not daunted by higher level classes. Her guidance has been invaluable, she is one of the kindest people I have ever met, and I am very blessed to have had the pleasure of working with her, and she deserves all the best in the world.

As you can see, Aimee engenders strong feelings with those teens that she works with. Aimee was made to be a teen librarian. I've stolen many an idea from her and I use her as a benchmark all the time to guide me in how I approach teen services. She is an incredibly worthy recipient of this year's OYEA Award.

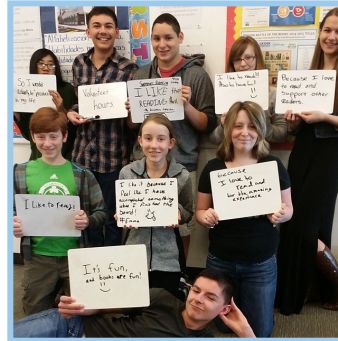


## Letting Go: Unexpected Aches and Benefits to Teen-Led Programming by Violeta Garza, Multnomah County Library-Troutdale

Our Teen Council at Troutdale Library is full of the kind of teen volunteers who are so stellar, it's like I dreamed them up. There's the whirlwind 17-year-old young woman who is poised to be valedictorian of her class, but still finds time to volunteer for everything she hears about. There's the goofy 14-year-old who is a genius at coming up with silly icebreaker questions for the group, but still asks those hard-hitting "big picture" questions about the group's contributions to the community. And there's the sweet 15-year-old who doesn't mind washing the cups after the group is done with them. I know, I know. I sound like I'm making them up so our library can look good. If you've worked with teens for any period of time, you'll know that sometimes you go through dry spells and sometimes you have sparkly magic. This is my year of sparkly magic.

There are roughly fifteen teenagers in my Teen Council, and when I saw potential in their vision, I hosted elections for four positions: President (though she prefers to be called General Manager), Secretary, Icebreaker Man (though he prefers to be called Father Time), and Tech Manager. Three months later, I noticed that even though the President was running the meetings, the group still looked to me to be the authority. I started to feel that my presence was hindering the actual leadership of the group.

So I made the choice to consciously step out of the meeting last month. It was the biggest gift I could give to the group, and a difficult one for me. That hour with them is my favorite of the whole month, bar none. Yet I knew that there would be huge benefits to these teens feeling like they were actually in charge.



My brain: *That's... awesome!  
But... what's my role in all of this?*

That evening, I went home partly thrilled for their success and partly heartbroken over my brain's allegation that perhaps I was hampering their growth. It was embarrassing. Yet once I allowed myself to feel the "happy hurt" without judgment, I was able to truly admire their accomplishment.

After about thirty minutes of this group meeting without me, the President came to my desk and said, "We're done."

My brain: *Oh. Alright. Huh. They're done with a really hefty agenda, just like that? Wow.*

I gave her a few more topics covering events way into the future. In fifteen minutes, she came in to tell me she was done with that as well. I was intrigued. When the meeting was over, I learned that they got through the agenda so fast that there was a lot of time left over to socialize. Everyone agreed that it had been a good meeting. I was ecstatic for them. Until...

My brain: *Wait a second. Am I a problem at these meetings?*

So I asked our secretary if we should do a similar meeting again. He said, "Sure."

And it's highly convenient that I did. Because while this is the year of sparkly magic in terms of teen programming at the library, it's also the year of a monstrous flu plague that knocked me out for over two weeks—right in the middle of our much-anticipated gaming series Battle Week. I was only able to attend 2 out of the total 10 hours of this 5-day program, but because they are used to being independent, they hosted their program like pros while I was recovering-- with the help of some very kind staff members.

In other words, it's the best compliment of all that they don't really need me, but that they appreciate me enough to make me several hilarious "get well soon" cards out of cardstock and markers. I know they will eventually age out and I'll probably go through a dry spell again, but for now, I'm learning to let go and just enjoy the heck out of the magic.

## Invite to 2015 Spring Membership Meeting by Sonja Somerville, Salem Public Library

Open invitation to experience the joy of attending the next quarterly meeting of the Oregon Young Adult Network!

We will gather:  
Friday, May 1  
11 a.m.-3 p.m.  
Corvallis-Benton County  
Library  
645 NW Monroe Ave.  
Corvallis, 97330



Highlights will include:

- Nomination for Officers 2015-2016
- 2015 OYAN Graphic Rave
  - Officers for upcoming year
  - Programming sharing
  - Hot topic discussion: How to help newly college-aged teens make a successful transition out of teen services and into the "adult" library.

For lunch options, I am suggesting a group walk over to a nearby Panera Bread.

Here is a sneak peek at their menu:

<https://delivery.panerabread.com/ordering-webapp/menu/show>

Since they have lightning fast service, it looks like the best option is just to head over and order on the spot. There are also other "walkable" choices and, as always, you are welcome to brown bag it. As always, bring your best programming ideas to share

I hope to see you there!

**Interview with William Ritter, author of *Jackaby*  
Interviewed by Elvira Sanchez Kisser, Woodburn Public Library**



William Ritter is an Oregonian author who has released his debut novel in a series about a investigating duo in 19th century New York uncovering the strangeness beneath the everyday. I had a chance to interview Mr. Ritter about his novel *Jackaby* and this great characters.

**Where the main characters in *Jackaby* based on or inspired by any one person?**

My characters are mostly inspired by people in my life, but not by any one person. *Jackaby*, for example, has a few of my mannerisms, but he adopted my wife's zeal for amazing and outlandish lore, along with her spontaneity and adventurous spirit. Elements of my parents slipped in, too—including my mother's love of books and my father's knack for experimental cooking. All of the characters have a bit of that!

**Is there any aspect of your writing you find particularly challenging?**

The hardest times for me are when I've already written a draft and I find I need to rearrange whole passages. I might decide, for example, that an encounter in chapter twelve would be better in chapter seven. That's an easy change to make in an outline, but when it's already a whole book, it re-

quires ripping apart nuanced transitions and connecting thoughts that were never designed to fit. It requires triple-checking the chronology of the scene and keeping tabs on where every character is, what they know and don't know at that stage, and what their motivation is at that moment. I also have to forget the way it used to be as soon as I'm done, or else I will constantly be trying to make connections that are no longer there. It's madness.

***Jackaby* incorporates fun and witty references to everything from *Waldo* to *Doctor Who*, was there any reference that you had to leave on the cutting room floor? Care to elaborate?**

I do enjoy tucking allusions all over the book, some glaring and others subtle. A few of the ones

that come up often in reviews are actually just coincidental similarities—and a few of the references that I thought were obvious never get mentioned at all. The names of my supporting characters are almost all drawn from the detective fiction genre, for example, and the names of places are almost all drawn from the history of the supernatural. As for the cutting room floor?

My city was nearly called Glanville—an allusion that was as clever and meaningful as it was helplessly obscure. In spite of a fascinating backstory, it sounded totally banal and lacked the quirky character that I wanted for my town, so it had to go. I have my wife to thank for the name that stuck, New Fiddleham.

**I've read from another interview that you "love odd", what was your favorite "odd" element you incorporated in *Jackaby*?**

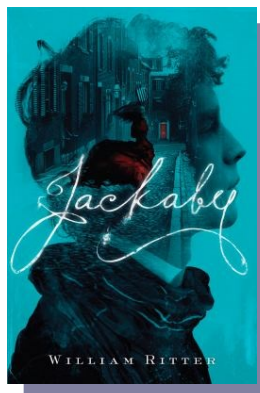
I really enjoyed writing "I excused myself to see a duck about a dress." I love getting to add little lines like that—absolute absurdity delivered with a straight face. PG Wodehouse was a master of that sort of comedy, and he is a huge favorite of mine.

**Do you have any reoccurring themes or topics you find yourself coming back to in your writing?**

The big recurring theme in *JACKABY* is to be true to yourself, to be proud of the things that make you odd, and to keep your head above all the social stereotypes and nosy naysayers. Books are a reader's escape, and it's important to me that the escape I offer is a safe and encouraging one, even if it's a bloody murder mystery. You're allowed to be you when you're in my book.

**There is many *Doctor Who* references throughout the book, which *Doctor* do you relate to most?**

David Tennant in a heartbeat (or two). I am a tremendous fan of the series—but in the interest of full disclosure, none of the apparent references to *Doctor Who* were intentional. In spite of what the marketing blurb suggests, I never set out to write "Doctor Who meets Sherlock." I just set out to write the sort of story I wanted to read. It has been pointed out to me that *Jackaby* wears a ludicrously long scarf, runs around after all manner of monsters, is friends with a



**Continued on page 9**



## Interview with William Ritter (continued from page 8)

Jenny in the 19th century, and travels with a plucky female companion. While I love the show, I arrived at all of that the long way around. The long scarf is my wife's (I'm wearing it in my author photo), the monsters come from folklore, Jenny is a nice name, and the 19th century just had the right atmosphere of science and superstition. Jackaby's companion could just as easily have been male (she was, in an early draft), but the dynamic just felt better with a young woman. The Doctor's basic archetype is similar at its core to Poe's Detective Dupin and Conan Doyle's Sherlock Holmes—both of whom I did draw from intentionally as I developed the voice of my book.

**So after a teen has read your book and wants more, what three books would you recommend?**

- The Golem and the Jinni—Helene Wecker!
- The Night Circus—Erin Morgenstern!
- The Diviners—Libba Bray!

All three are period pieces that do a great job with the *mise-en-scène* (a fancy French term for all the stuff they stick in the corners to make the setting feel real). They all also boast strong female leads, have a dynamic supporting cast, and play with the supernatural in totally different but all marvelous ways. Check them out!!

**I hear you have a talent for drawing. Do your drawings affect your writing process and do you have plans of incorporating your illustrations in any upcoming books?**

I frequently sketch my ideas long be-

fore they become words on the page—it's a great exercise for getting the creative cogs spinning. I adore the design of the final book, though, so unless a passage clearly called for it, I wouldn't want to muck it up with unnecessary pictures. I might someday include sketches from Abigail's notebook or something, but it would need to come about naturally.

**As a teen, what advice, from an adult/librarian, would have inspired you to write or read more?**

Story time. Books speak for themselves. A read-aloud—one with a really good book and an engaging reader—is greater inspiration than any lecture or truism. Being told it's good for me is rarely inspiring. Broccoli is good for me. Laughing until my cheeks hurt or biting my lip and holding my breath for the end of the chapter... that's inspiration to read.

**Can you share a little about what you are currently working on with us?**

BEASTLY BONES, the sequel to JACKABY, is in final edits and book 3 is coming down the line.

R.F. Jackaby was really in his wheel

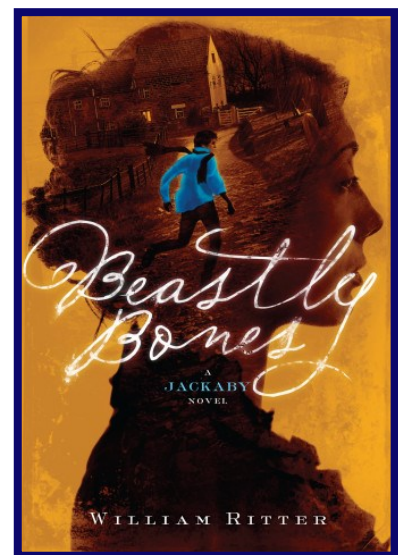
well in the first book, chasing monsters in his city, but the sequel gives Abigail a chance to be in her own element. Jackaby has some solid strengths, but Rook's confidence is developing, and she's finding she can do more than just orbit around him.

There are a few familiar faces and a handful of new ones. It has been a lot of fun to create.

**Is there anything else you would like to share with us?**

In the 18th century, if one wanted to view fierce beasts, one might visit London's Tower Menagerie. Admission could be gained by bringing in a cat or dog to be fed to the lions.

Find out more about William Ritter at <http://algonquinyoungreaders.com/author/william-ritter/>



**Beastly Bones, sequel to Jackaby by William Ritter out 2015.**

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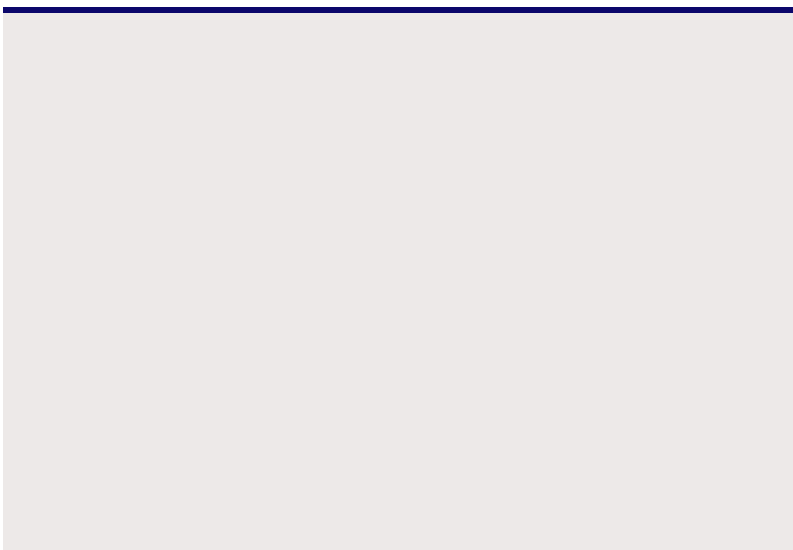
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**ANNOUNCEMENTS**



**We welcome all your comments, articles, photos, book reviews, ideas, and suggestions for future OYAN Review newsletters, blog or Facebook!**

**Please submit to [oyanpublications@gmail.com](mailto:oyanpublications@gmail.com)**

**Upcoming Meetings**

<b>Spring Meeting 2015</b>	<b>May 1 11 AM-3 PM</b>	<b>Corvallis-Benton County Public Library</b>
<b>Summer Meeting w/Graphic Novel Rave 2015</b>	<b>July 24</b>	<b>Driftwood Library Lincoln, OR</b>
<b>Executive Officers Meeting</b>	<b>August</b>	<b>TBA</b>

OYAN [Oregon Young Adult Network] exists to provide a network for communication and growth among people who provide library services to teens, to increase awareness of teen library services in the state of Oregon, and to promote cooperation between school and public libraries.

Visit us online at <http://tinyurl.com/8mzjq5n>.