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young adult library services



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INSIDE:

**YALSA IS
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STORIES
ENGAGING THE
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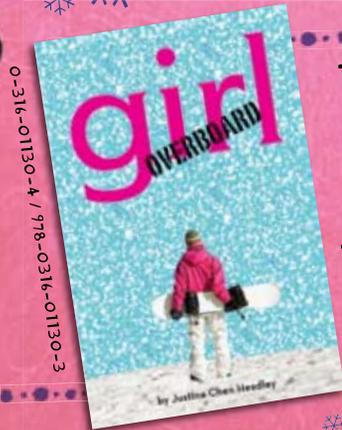
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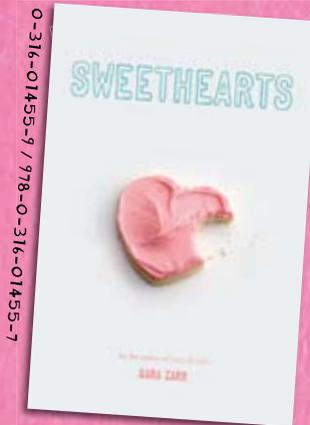
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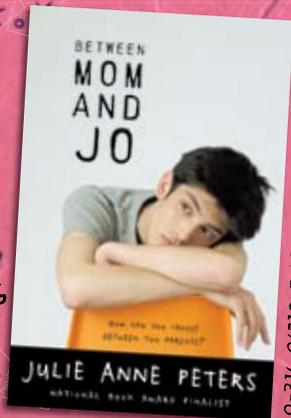
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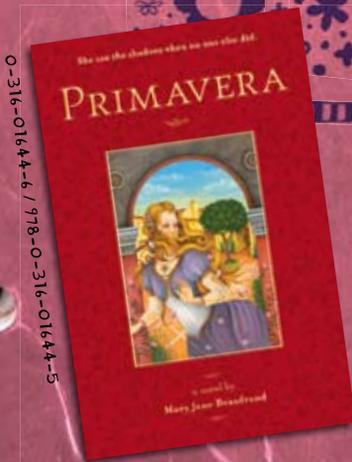
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About This Cover

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Statement of Purpose

Young Adult Library Services is the official journal of the Young Adult Library Services Association (YALSA), a division of the American Library Association. YALS primarily serves as a vehicle for continuing education for librarians serving young adults, ages twelve through eighteen. It will include articles of current interest to the profession, act as a showcase for best practices, provide news from related fields, publish recent research related to YA librarianship, and will spotlight significant events of the organization and offer in-depth reviews of professional literature. YALS will also serve as the official record of the organization.

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from the Editor

RoseMary Honnold

In recent years, a local woman has protested the content of the books in the young adult room of our library. She wrote letters to the editor of our local paper, posted endlessly on the online newspaper forums, held protest rallies in front of the library, called the local radio station's talk show, and attended library board meetings. She went on to protest similarly at other libraries in the state. While I would agree with any parent who guided their child or teen to what they consider appropriate reading material and would be happy to help them find those books, her position was that no teen should read the books she found inappropriate. Among others, these books included any book with lesbian, gay, bisexual, or transgender characters; books about witchcraft or New Age religions (such as *Conversations with God for Teens*); and any references to sex in fiction or nonfiction that didn't include marriage as a prerequisite. She believed teens should not be exposed to these topics until they were adults.

As strongly as I feel about teens' right to read what they need and want to read, I found myself second-guessing my selections for a while. My director was feeling the same way, and, even though she trusted my judgment, she would ask me questions now and then when she was hammered with accusatory e-mails from our protester. Forming the answers to support and defend the books on our shelves helped me find my footing again. The only real change I made was to be sure to select more titles with for parents and teens with more conservative reading tastes. The end result was a positive one because our collection is more complete and reflects more aspects of our community.

A few months ago I read this quote, attributed to Josh Westbrook, on a YALSA discussion list: "Teens are living stories every day that we wouldn't let them read." While I don't know the context of his statement, this quote resonates with my views on what we see in realistic teen lit today. As many of you have in your teen audiences, I work with teens who have been molested, have a parent in jail, have been removed from their homes and put in foster care or group homes, have experienced drugs, alcohol, gang violence, self-mutilation, risky sex, bullying, and so on. These teen readers—and I wish more of them were readers—can find hope, direction, healing, understanding, and peace in reading about characters much like themselves. It can be a challenge to connect teens engaging in risky behaviors to books, but books with characters they can relate to is a step in the right direction. I also have teens who have experienced none of these things firsthand—and hopefully won't. But reading about characters who have had these experiences may help readers develop empathy for their classmates and friends who have—and may lead them to better help a friend. The books with riskier characters allow teens to safely experiment and experience through the characters, and these books help answer questions

EDITOR continued on page 7

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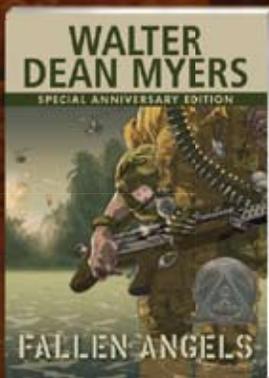
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from the President

Paula Brehm-Heeger



I cannot begin to express my gratitude and appreciation to all of you for giving me the opportunity to serve as your president this past year. As I write this column, there is still much to look forward to before the Annual Conference in Anaheim, California, June 26–July 2, when, at the close of the conference, incoming YALSA President Sarah Cornish Debraski will assume the honor of leading our division. I am confident that the excitement and energy of YALSA members and staff and will continue through the end of my presidential term and beyond.

I would like to take this chance to highlight some of YALSA's recent accomplishments. Members provide the energy, support, and hard work that make it possible for YALSA to continue to "lead the way," as my presidential theme emphasizes. These accomplishments are just the tip of the iceberg in demonstrating the difference your support makes for our division and for the teens that we serve.

- The fifth round of Excellence in Library Service to Young Adults winners were announced in July. These outstanding programs, selected by the dedicated members of the Excellence in Library Services to YAs Jury, represent the best of the best in serving teens. The winning programs will be featured in the fifth edition

of *Excellence to Library Services to Young Adults*, edited by Amy Alessio, available at the ALA Store (www.alastore.ala.org).

- Through the enthusiasm and hard work of several of our past presidents, particularly Jennifer Jung Gallant and Pam Spencer Holley, YALSA was able to raise funds to create the Leadership Endowment Fund. This fund will provide new opportunities for fostering leadership development for librarians working in teen services.
 - Plans have been finalized and programs selected for our first-ever Young Adult Literature Symposium (see the Preliminary Program on pages 49–52) to be held in Nashville, Tennessee, November 7–9. The hard work of the Young Adult Literature Symposium Task Force, led by Stephanie Squicciarini, in making the symposium a reality, is an example of how the commitment and energy of a handful of members can impact everyone in YALSA and all those serving teens across the country.
 - We received funding for a three-year diversity campaign from ALA and will now be able to fund a Spectrum Scholar. We gave out two conference scholarships for members with a diverse background to attend ALA's Annual Conference. YALSA also plans to exhibit at an ALA affiliate conference in 2008.
 - Our three-year @ your library[®] advocacy campaign was launched at ALA's Midwinter Meeting. The Advocacy Task Force, led by Ma'Lis
- Wendt, did a truly outstanding job of readying our division for this important campaign. Our advocacy toolkit is now online at the YALSA wiki (<http://wikis.ala.org/yalsa>).
- The ALA Awards Committee approved YALSA's new nonfiction award thanks to an excellent award proposal submitted by the Nonfiction Award Task Force. The first winner will be announced in 2010.
 - The YALSA board of directors, with input from many member-leaders, worked to update our division's strategic plan. The board also participated in two additional meetings, via conference call, in August and February.
 - The Teen Tech Week[™] (TTW) Committee led the charge for our second annual celebration of TTW and, with the help of corporate sponsorship courtesy of Dungeons and Dragons, was able to offer twenty mini-grants to members in support of the technology needs of teens in their communities. We also worked with the Federal Trade Commission's Bureau of Consumer Protection and the National Education Association's Health Information Network to increase awareness of teen online safety at a TTW event hosted by Thomas Jefferson High School for Science and Technology in Alexandria, Virginia.
 - Through Operation Teen Book Drop and YA authors the Readergirlz, we continued to raise awareness of Support Teen Literature Day by

working with publishers to distribute 10,000 donated books to children's hospitals, providing teens something to read while they're recuperating.

- Awareness of YALSA and recognition of our expertise continued to increase with more than seventy media contacts to date! The work of new YALSA communications specialist Stevie Kuenn, whose position was made possible through increased membership dues, has provided more opportunities to connect with the media and spread our message.
- There were more than 4,600 registrants for Teen Read Week (TRW) in 2007, an increase of 1,000 more than the previous year. The TRW Committee was instrumental to our success and a TRW launch was held at Washington Middle School in Seattle. Corporate sponsorship from Mirrorstone Books provided funds for additional TRW benefits, including a contest to win an author visit from Tiffany Trent (see article on page 14). We also kicked off another WrestleMania Reading Challenge, and, with the help of the Readergirlz, TRW received attention from nightly MySpace chats featuring several of today's most popular teen authors.

Highlighting TRW is a great way to end my final column, as this provides a chance to reflect on our success and also build excitement for the future. Now more than ten years old, TRW is celebrated at libraries across the country as a recognized time in which caring adults should encourage teens to "read for the fun of it." During my year as president I have been amazed again and again by the power and dedication of our members. There is no limit to what we can accomplish for and with our teens, so read on and get ready for another TRW full of "Books with Bite!" **YALS**

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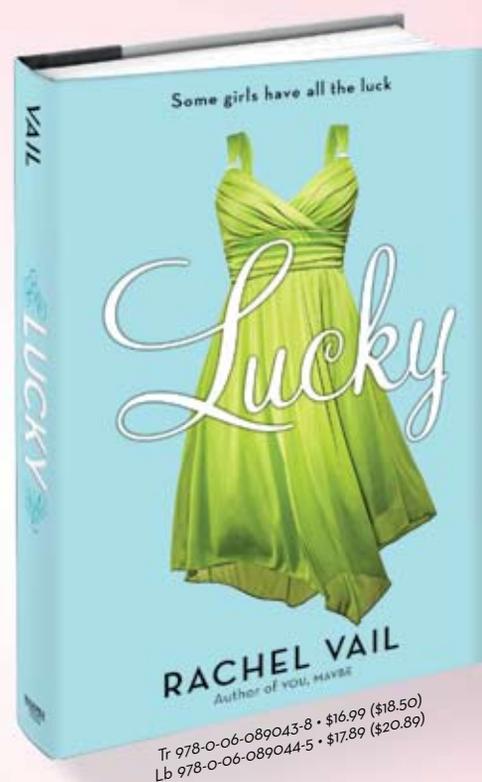
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—Kirkus Reviews

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—School Library Journal



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—Publishers Weekly (starred review)*

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YALSA Is Nashville Bound!

By *Stephanie A. Squicciarini*

With more than two years of planning behind it, YALSA's inaugural Young Adult Literature Symposium is going to be *the* place to be this November. Funded in part by the William Morris Endowment, the symposium promises to be thought-provoking, enriching, educational, and fun, with something for every YA lit enthusiast! More than a dozen YALSA members are busy planning programs and paper presentations with topics exploring zines, books for LGBT teens, YALSA's very own Quick Picks, multicultural literature, curriculum connections, audiobooks, readers' advisory, and the depth and breadth of nonfiction. Amy Alessio, planning a program titled "Thrilling Young Adults: How to Keep the Attention of Today's Teens," said she is "so excited about the symposium because it will be a chance to just get immersed in the always scintillating climate of YA books." She added: "Good people, great slate of programs, and being in Nashville—what could be better?" Well, how about a lot of YA authors! Thrilling authors such as Patrick Jones and Margaret Peterson Haddix will be part of Alessio's program. And get "Inside the Authors' Studios," with Joel Shoemaker leading a panel of Printz Award-winning authors including Terry Trueman, 2001 winner for *Stuck in Neutral*. Planned by Lisa Wemett and Olivia Durant, these librarians say this

program will feature many firsts and intimately explore how winning the Printz has impacted careers, relationships with readers, and the diverse field of YA literature. Shoemaker, who was YALSA president while the Printz Award was being developed and also chair of a Printz committee, will add to the historical context of the discussion.

The symposium will kick off with a preconference highlighting manga and graphic novels. Confirmed for this preconference is Gene Luen Yang, whose book, *American Born Chinese*, was the first Printz Award to honor a graphic novel. There will also be a special tribute program honoring Bill Morris, his work in behalf of YA literature, and the legacy he has left us all.

As if all of this were not enough, networking opportunities are being planned, with various welcome receptions, breakfasts, and dessert receptions. These opportunities, along with special conference

treats for registrants, are being provided by several sponsors including HarperCollins, Houghton Mifflin Books for Children, Little Brown Books for Young Readers/Hachette Book Group USA, and Scholastic. New sponsors who are interested in teaming up with YALSA at the symposium can contact Executive Director Beth Yoke at (312) 280-4391 or byoke@ala.org.

So save the dates, November 7–9, and join YALSA in Nashville! Registration, housing, and more about the symposium can be found at www.ala.org/yalitsymposium. Early bird registration ends on September 1. See the preliminary program on pages 49–52. **YALS**

Young Adult Literature Symposium Task Force members are Stephanie A. Squicciarini, chair, Fairport (N.Y.) Public Library; Catherine Balkin, Balkin Buddies, Brooklyn, N.Y.; Alissa Lauzon, Haverhill (Mass.) Public Library; Tena Litherland, Webb School of Knoxville (Tenn.); Amy Long, Hartford (Md.) County Library; and Jennifer Maede, Benson, Arizona.

STEPHANIE A. SQUICCIARINI has been the Teen Services Librarian at the Fairport (N.Y.) Public Library since October 2000. A self-described recovering retail manager, Stephanie also serves on the Board of Trustees for her hometown library, is founder and director of the Greater Rochester Teen Book Festival, currently serves as chair of the YALSA Literature Symposium Task Force, is a member of YALSA's 2009 Margaret A. Edwards Award Committee and Booklist Task Force, and was named a 2008 *Library Journal* Mover and Shaker.

Young Adult Literature Symposium

Programs and Planners

Beyond the Rainbow Canon: Books for LGBT Teens—Angie Miraflor and Daisy Porter

Books Between Cultures—Mitali Perkins

Connections: YA Literature and Curriculum—Jane P. Fenn

Explaining and Exploring Fandom, Fan Life, and Participatory Culture—Liz Burns and Carlie Kraft Webber

Hit List or Hot List: How Teens Read Now—Rosemary Chance and Teri Lesesne

Inside the Authors' Studios: (Printz Award) Winners Right Out of the Gate—Lisa Wemett and Olivia Durant

Just Keepin' It Real: Teens Reading Out of the Mainstream—Rollie Welch

Listening to Literature—Sharon Grover and Francisca Goldsmith

Never Enough Nonfiction—Pam Spencer Holley

Quickest of the Quick Picks—Diana Tixier Herald and Diane P. Monnier

Reading: It's Not Just about Books Anymore—Linda Braun

Teen Readers' Advisory: How Research Informs Practice—Jessica E. Moyer

Thrilling Young Adults: How to Keep the Attention of Today's Teens—Amy Alessio

Zine-apalooza 2008: Teens and Zines!—Julie Thomas Bartel

Paper Topics and Authors

Are You There God? It's Me, Manga: Manga as an Extension of Young Adult Literature—Lisa Goldstein and Molly Phelan

Age of ___? Connecting YA Readers to Each Other and the World—Tom Phillion

Accept the Universal Freak Show: LGBTQ Themes in Contemporary YA Literature and Incorporating Them @ your library—Angie Manfredi

Bullies, Gangs, and Books for Young Adults—Stan Steiner

EDITOR continued from page 3

such as “What would happen if I . . . ?” YALSA’s Teen Read Week™ (TRW) initiative is designated to promote teens and reading and teens in libraries. To YA librarians who love working with teens in libraries, this might seem like YALSA is preaching to the choir. Yet after eight years of TRW at my library, I am still finding there are adults out there who want to control and limit what teens read and others who don’t think teens belong in libraries at all unless they are sitting quietly studying or reading an adult-approved, age-appropriate book. Some of those adults are our coworkers!

YA librarians are in the forefront, working in public and school libraries, providing

the reading materials teens want and need. Many of us are the only advocates for teens in our own libraries, yet none of us is working alone. We have the support of YALSA, a network of amazing, like-minded people who love teens, books, and libraries, and believe they all go together. I received an e-mail asking me what I found to be most worthwhile about being a member of YALSA. After tossing around a longer list of the many benefits I’ve enjoyed, I had to conclude that it was the people that made membership worthwhile: The generous network of friends, colleagues, and go-to gurus of information and support always willing to share their expertise and experience to make teen service better in all libraries.

I’ve enjoyed many opportunities beyond the walls of my own library because of that generous network of friends, including this new opportunity as editor of YALS. Valerie Ott, our previous editor, has paved the way by establishing YALS as an important journal that not only records the activities of YALSA, but also gives the member readers a medium to share their research and experience. Many thanks to Valerie for her helpful guidance during the transition! Thank you also to our YALSA authors who made this issue possible with their ideas, articles, and research.

Enjoy celebrating teens in your library with YALSA and libraries across the nation during Teen Read Week 2008! YALS

Reaching Out to Teens in Need through Great Stories

By Victoria Vogel

The value of literature in a troubled or at-risk teen's life can be immeasurable. As advocates for teens and reading, teen librarians are very aware of this. There are many teens without the benefit of the healing and enlightening powers of teen literature. For these teens and young adults, the right novel can heal, connect, and empower.

The Great Stories Club (Connecting Libraries, Underserved teens, and Books) is a project that seeks to reinforce this value of reading in a troubled teen's life. It is the result of a partnership between ALA's Public Programs Office and YALSA and is funded through a grant from Oprah's Angel Network. First administered in 2006, this unique opportunity offers discussion sets of three teen titles to all types of libraries working in partnership with organizations that serve at-risk youth. The titles are chosen by YALSA's Outreach to Young Adults with Special Needs Committee. These titles center on a theme that relates to youth facing difficulties and challenges in their lives.

The project is offered in three rounds. (Applications for the second round of Great

Stories Club grants are due at the ALA office between September 1 and November 1.) One hundred seventy-three libraries were chosen to receive the first round of the grant, which had the theme of "Choices." Each of these libraries received eleven sets of the following titles:

Coe Booth. 2006. *Tyrell*. Scholastic.
Jack Gantos. 2002. *Hole in My Life*. Farrar, Straus, and Giroux.
Patricia McCormick. 2006. *Sold*. Hyperion.

They also received a resource guide that contains supplemental titles, discussion questions, and more. These materials are for the library to keep and reuse.

This grant has already impacted several teens' lives, as evidenced by the following comments:

Getting these kids to talk is an accomplishment.—*a Toms River*

(N.J.) *Alternative School teacher*

They've gathered together in groups to read the book. Pockets of them are reading the book out loud together. That shared experience as an entire group is a new experience for them.—*Dr. Michael Fletcher, assistant director of the Robert W. Depke Juvenile Justice Complex, Lincolnshire, Ill., in reference to Stuck in Neutral by Terry Trueman*

It has given me, as the librarian, a chance to connect one-on-one with students who do not frequent the library. They have begun to visit the library and, I think, are having a positive experience. . . . Many of them are actively recruiting other students to join the book group in September.—*Barbara Mieriak, Locust Valley High School Library Information Center, Long Island, N.Y.*

Students found reading along with the audio CD version of the book very helpful. Students who missed reading sessions were quickly updated by their peers, with added personal opinions and commentary. In short, 'they craved the book,' according to their teachers.—*Nicole Politi and Judy Macaluso, Ocean County (N.J.) Library*

These quotes demonstrate the potential of this grant to affect a teen or young adult's life. Please spread the word about this valuable opportunity!

The theme and reading list for the next round of the Great Stories Club will be announced in July. Applications will be

VICTORIA VOGEL is Chair of the Outreach to Young Adults with Special Needs Committee and a Teen Librarian at Rocky River (Ohio) Public Library.

accepted from September 1 to November 1, 2008. Membership in ALA or its divisions is not a criterion for applying. To learn more about this grant, visit www.ala.org/greatstories. **YALS**



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Engaging the YALSA Community

YALSA to Survey Members

By Sarah Cornish Debraski

“YALSA, the fastest-growing division of ALA.”

It's a phrase we here at YALSA are proud to say. Our membership has increased dramatically over the past few years. This is great news for us! And it also means we need to keep our finger on the pulse of what our members really need and want from YALSA. While our mission remains the same, it is important to constantly evaluate and assess just how effectively we are achieving it. Is what we are doing consistent with what members actually need? That's why we need to

hear from you. As part of my presidential theme, “Engaging the YALSA Community,” I'm inviting every member to participate in a new survey. During my year as YALSA president, my goal is to work with the membership to make sure there are great activities, resources, and services for every member, no matter what their role in YA librarianship may be. The first step in this process is gathering data, and that process starts with this member survey. After members have shared their feedback, I will establish a task force to analyze the results and make recommendations on the basis of the survey data.

Your feedback is extremely important and will help guide the direction of YALSA. Many YALSA initiatives are a direct result of identified member desires, including our wiki and award-winning blog. We know that members value YALSA's programs and services, and we appreciate your support of the dues increase implemented in 2007, which has enabled us to strengthen existing programs and services while creating new ones, such as the new YA nonfiction award and the Young Adult Literature Symposium. Here are a few things I encourage you to think about as you answer the survey questions:

- Does YALSA provide you with the networking opportunities you desire?
- Do we address your continuing education needs?
- Do we help you validate your position at work?
- What do you value the most about our association?
- What could we do better?
- Why do you belong to YALSA?

This is an opportunity to further comment on the value of your membership. For at least one thousand of you, this will be your first chance to participate in a member survey (the last survey of this type was in 2004). It doesn't matter if you are a brand new or longtime member, your opinion and voice counts, and we look forward to hearing from you! **YALS**

October
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2008

Fall Forum

Oak Brook Hills Marriott Resort,
Oak Brook Illinois (*Chicago Area*)

Assessment Part II

Constructing and Interpreting Viable Tools for Effective Student Learning in the Library Media Center

The focus on assessment in the Library Media Center continues with AASL's 2008 Fall Forum in Chicago. Developed with "voices of the participant" responses in mind, this program investigates assessment from three perspectives: program assessment, providing a base for continuing dialogue with administrators; student assessment, reviewing collaborative models of information literacy within curriculum applications; and item analysis, identifying, gathering, and interpreting data.

Receive instruction from the experts:



End Note Speaker:
Everett Kline has been a classroom teacher, building program leader and Assistant Superintendent for Instruction and Learning for the South

Orange-Maplewood School District in New Jersey. He has consulted with public and private schools, school districts, colleges and universities and state departments of education in over forty-five states and seven foreign countries



Barbara F. Schloman, Ph.D., Project Director for TRAILS, is Professor and Associate Dean for Public Services, Libraries and Media Services, Kent State University. She serves on the executive

board for the Institute for Library and Information Literacy Education (ILILE).



Julie A. Gedeon, Ph.D., TRAILS project member, is Assistant Professor and Coordinator of Assessment, Libraries and Media Services, Kent State University. She is a founding member of

Project SAILS, Standardized Assessment of Information Literacy Skills, an assessment aimed at undergraduate students.



Judith Dzikowski, School Library System Director at Onondaga Cortland Madison BOCES, will present topics related to interpreting statistical evidence of student learning.



Celeste DiCarlo Nalwasky, Ph.D., Educational Consultant, will present topics related to constructing effective programs as a teaching partner in assessment.

YA Q&A

Expert Advice on Tough Teen Services Questions

Wonder what the experts would do? This is the place to ask the tough questions library students and new librarians have about working with teens. The experts who answer are YALSA members and YALS readers who have learned through experience and are happy to share what they have learned with you. If you have a question for YA Q&A, or would like to share what you know, e-mail yalseditor@gmail.com.

Q: How Do You Promote Educational Programs to Teens?

Several colleagues and I recently applied for and received admission to a great educational programming opportunity, through a nonprofit called World Savvy (WS). WS chooses a theme for educators to explore with their classes over the course of a semester. This semester's theme is "Immigration and Identity." The idea is that you explore this theme in depth with teens, and then the teens get to create art and multimedia projects in response to the theme. It is ideal for a classroom teacher and for libraries. Our trouble is that teens and preteens shy away from anything that smacks of school. When I've informally spoken to a few 12–17-year-olds at my

branch, their reaction is a politer version of "thanks, but no thanks." What is frustrating is knowing that once they actually participated, or tried it, they would really love it. How do we successfully market this program to teens? What approach would you recommend?—*Yesha Naik, student, Queens College Graduate School of Library and Information Studies, Brooklyn (N.Y.) Public Library*

A: Suggest exploring possible venues in the project that don't smack of school, like YouTube or That Video Site or MySpace Video. Present it as a contest of ratings, maybe. The theme is more interesting if teens are exploring their own roots and their own ethnic identity rather than immigration in a more abstract concept. Why not a docu-music video where teens talk or show off their culture, with clips of teens in local events and some good music? Make it fun and the teens will make it cool.—*Rochelle Carr, electronic resources librarian (formerly YA librarian), Fresno County (Calif.) Library*

A: The first group who comes to mind who might jump on a program like this is the homeschool community. Another tactic might be to ask teachers in the local schools if they would offer extra credit if their students attended such a program. There also may be groups in your community such as Boy Scouts or Key Club who

require that their members are involved in subject-specific activities to meet membership requirements.

Would there be a way to create a type of mini "camp" and tie it in with a local event or even a reading program that may be going on in the schools or your library? If they create multimedia projects, could you offer prizes for teens that participate? Perhaps you could display the completed projects at the library or another building (such as a hospital or art center) in the community.

Lastly, how about marketing it as a way to beef up college applications and resumes? Students who are considering college need to be aware of ways they can enhance their portfolios.—*Linda Uhler, youth services manager, Westerville (Ohio) Public Library*

Q: How Do You Leave Work at Work?

When you are only scheduled forty hours per week and put 40–60 percent of your time on desk, how do you balance programming, collection development, school visits, and professional development without doing most prep work off the clock?—*Cassandra Rondinella, student, Kent State School of Library and Information Science and young adult programmer, Stark County District Library, Canton, Ohio*

A: First of all, you can't always leave work at work. But when you love your job and feel a dedication to it, you shouldn't mind addressing some work issues at home as long as it doesn't overwhelm your personal time. I do check e-mail at home and respond when it is warranted, which makes things easier in the long run when I am actually at work. It is worth taking the time to do this to deflect problems and answer questions fellow staff members have in a timely manner that might affect the workflow "back at the ranch." One Saturday

last December, we were planning a teen “mini lock-in” at our main library, an after hours holiday celebration with food and a movie. When an icy snow storm happened, I ended up calling all the teens from home to reschedule the event because my partner was busy at work on the desk that day and she couldn’t do it. Because I care about the teens and my job, I didn’t mind making all those phone calls on my own time.

I used to spend a lot of time practicing my booktalks at home before visiting a school. I tried to do it at work, but there just was never enough time or a private place to go. Then I remembered the advice of my dear, late friend, James Cook. He knew the basics of all his booktalks, and performed them rather spontaneously. We did a booktalk session together one time at an ALAN Workshop, and I had carefully memorized my talks. He did his off the cuff. Both approaches enabled us to do fine presentations, except he had a lot less stress. I took his advice to heart, and stopped memorizing my talks word for word. This was very liberating! I still write out my talks, and read them over a few times before I visit groups of teens (yes, once or twice at home too), but I don’t spend great amounts of time practicing. This has actually come in handy when a class gets started late and I have to do shortened versions of my talks on the fly. I don’t get ruffled, just go with the flow, like James always did, and I find it really helps. I will say it does take practice not to practice (I hope that makes sense!), but once you get the hang of it and feel comfortable not doing it, it saves a bunch of time.

I have always been a pretty good planner and organizer, and those skills have helped me a great deal in both my work and personal life. I think it would be a plus for anyone to develop and hone their planning and organizing skills. Learning to multitask and to do tasks most efficiently are invaluable. Procrastination is something to avoid. Start early on tasks and

you’ll be amazed at what you don’t need to take home with you.

My last bit of advice is: Strive for a balanced life—work is only a part of it. Keep in mind the physical, mental, emotional, and spiritual facets. Find humor and delight in things whenever you can. When you are in tune with yourself you are sharper, and that gives you an edge in addressing everything from last minute emergencies to getting things done effectively on time. I think it makes us better teen librarians overall.—*Diane Tuccillo, teen services librarian, Fort Collins (Colo.) Regional Library District, Harmony Library*

A: I think the way to approach this problem is by planning. If you have 60 percent of the week assigned to the help desk, that is booked and almost a done deal with little chance of getting out of it. I think the concentration should be on the 40 percent of your time off the desk.

The word is getting worn out but multitasking is what is needed. The frustration is that it might be possible that other librarians are not required to do as much multitasking. Children’s storytime is shorter than a teen program and an adult book discussion is a much calmer event than a teen program. Those librarians have a more linear multitasking assignment. Some things to observe and answer for yourself: Is the time spent on the help desk constantly busy? Are there times (the same time each day) when there is a slower period? Can some of the collection development selecting be done then? Learn to be a good toggler and switch between basic help sites to your collection development online tools when at the help desk. (I have heard of libraries that do not allow other work to be done while on the help desk, but that has never been the case in my experience).

Is there any human help around? Can a page tag books that are obviously worn out and pull them for weeding? Can you get a report of items that have low circs for

the past year? Can the page (or volunteer) pull them? Is there someone who just loves to design flyers? Can you break projects down to manageable parts? Develop a time frame from start to finish for programming. Don’t try to plan it all in one day. Know all the hoops you have to jump through to pull off the program, and outline them in a time schedule that addresses when they have to be done. In your time scheduling, have a deadline when the planning has to be done. This avoids having projects helicoptering around you forever and not going away.

Think of your days as a student in high school or as a teacher in high school. Break it down to forty-five minute segments and have a different thing to do each segment. This gives attention to six or seven different projects a day. By this method, they will take longer to complete but in theory they will get done at about the same time. To me, that is better than doing one thing from start to finish while six other projects sit and are ignored. Have a system to remember where you stop on a project. Post-it Notes were made for this task.

Finally, before starting anything, ask yourself the benefits. In programming, does the program have high potential for success and is it really worth the time and frustration to pull it off? (Not just numbers of teens showing up, but is it worthwhile to those who attend? Will you enjoy putting it on? Will the attendees get something out of it and be willing to come to another library program?) To me, it is more rewarding to plan for a larger program than a smaller one. There is almost the same work involved from start to finish when you factor in building requests, promotional material, security clearance, permission from administration, and so on.

The whole trick is to keep the work manageable. Hopefully you can call your own shots without a supervisor adding on to your work load!—*Rollie Welch, collection manager, Cleveland (Ohio) Public Library. YALS*

Celebrating Teen Tech Week™ with an Author Visit

By Elizabeth Kahn

It all started during Teen Read Week (TRW) in October 2007. I had decided to beef up the library-sponsored activities for TRW 2007 at Patrick Taylor Academy, a school for grades 6–11. The theme LOL @ your library® was a natural for this age group, and I coordinated some fun activities that drew in students who rarely used the school library. Since TRW was such a big hit, I decided that I would complete an entry in YALSA's Win a Visit with Tiffany Trent Contest. I figured that writing 250 words about the school's celebration of TRW would be a snap. I hit the send button and didn't have another thought about it.

Then at the end of January, I received a phone call from YALSA. They informed me that my school had won the contest, and Tiffany would be visiting in March. I was in shock. Patrick Taylor is such a small school (around 280 students), and the library, established in fall 2006, is small physically, with a collection of only 4,500 books. How could we have won? But we did!

The next step was to get Tiffany's books into the hands of the students. Every author visit that I have hosted in the past was successful because the students were

familiar with the author's work. I ordered her two published books and began to spread the word at school about the win. From the students and staff, I kept getting, "Tiffany who?" and "Do we have any of her books in the school library?"

I realized early on that a couple of copies of these books would not work.

Not every student is a fast reader. Shelly and Jessica at Mirrorstone Books, Tiffany's publisher, were a great help. When I asked about additional books, they sent me boxes. I was not only able to give every student at Patrick Taylor a copy of *In the Serpent's Coils*, but also every faculty and staff member. The students were going to be prepared, and that was a big relief.

"The author was fun and exciting. Hallowmere is a good read."—Alex

Initially, I did not know how much time Tiffany would have at the school, so I wasn't sure how to plan for her visit. It took lots of e-mails back and forth with the people from YALSA and Mirrorstone and finally Tiffany herself before I put together a game plan for the day. We planned her visit to coincide with Teen Tech Week (TTW). I was pleased with not having to look for innovative ways to celebrate TTW—I was going to have my first author visit at Patrick Taylor!

I wanted all the students to have an opportunity to hear her speak, so I planned two assemblies in the morning—one for the middle school and one for the high school. I left time after each one for Tiffany to catch her breath. Then I set up a working lunch. A New Orleans meal of jambalaya, salad, and French bread would be catered by one of the student's parents. The library book group, called Bookmarked, would be guests for lunch along with the

author. After lunch, a group of students taking science fiction and mythology as an elective would have a writing seminar with Tiffany.

All this planning, and I still had no clue how the students were going to react. On March 6, in the late afternoon, I headed out to the airport to pick up our visiting author. I planned a dinner at an old family run restaurant in New Orleans that has been reopened for less than a year. The restaurant had about six feet of water after Hurricane Katrina, and its return was one

ELIZABETH KAHN has been the librarian at Patrick Taylor Science and Technology Academy, located in a suburb of New Orleans, since August 2006. Prior to Hurricane Katrina, she worked for twenty-three years as a teacher and librarian in New Orleans. Taylor Science and Tech is in its fourth year of operation, and Kahn created the library program and materials collection from the ground up.

to celebrate. Anyway, we met two of my friends, who are both librarians, for dinner. I don't think we really tasted any of our food because we talked and talked as if all four of us were old friends. The conversation took many turns, but much of it revolved around books and authors that we read and enjoyed. I knew then that Tiffany's visit was going to make an impression on the students.

I open the library doors every morning at 7 A.M. There are usually a handful of students sitting by the door waiting to get in. Friday, March 7, was no exception. Since I didn't have to pick up Tiffany until 8:30, I had a little time to get everything ready at school. Chairs had to be set up assembly style in the cafeteria, as well as the speakers and projector, and the welcome signs had

"She was happy and told us she really liked writing. So I think that writing might be a good career. I like to write."—*Ian*

to be hung. Luckily, I had great helpers; when I left for the hotel, I knew everything would be in place when we returned.

As the first assembly was about to begin, the middle school students entered the cafeteria in anticipation of an unknown entity. I think the students were won over when Tiffany showed a picture of herself surrounded by bear cubs. She explained about her husband's study of Asiatic bears and her work at the

Virginia Tech Center for Bear Research. That may not have been related to the dark fantasy of her *Hallowmere* series, but it sure got the students' attention. She talked about being a writer and what that entailed, and she left time for questions. Many of the students were curious about the income of a writer, but Tiffany handled



Author Tiffany Trent pauses during her busy visit at Patrick Taylor to pose with Elizabeth Kahn and the Bookmarked library group.

all questions with aplomb. Book signing was not actually posted as part of the schedule, but Tiffany graciously agreed to sign books. Those who had brought their copies were able to have some one-on-one time with the author. That made the visit special for both parties. During the second assembly, Tiffany focused on the research

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Registration, program descriptions, housing information, sponsor info and more available at www.ala.org/yalitsymposium!

See the preliminary program on pages 49-52!

that she had conducted for *By Venom's Sweet Sting*. She thought that the students would be interested in the technology part of the story. Again, she left plenty of time for questions. One of the older boys asked what it was like to be at Virginia Tech last spring during the shooting spree, and Tiffany addressed that issue as well as why her books were set during the Civil War. Again, there was time for a book signing. The older students seemed to be as eager to get a few minutes of time with the author as the younger ones did.

Whew! We finally had a chance to have some lunch. The invited guests arrived and filled up their plates. But there were students and teachers clamoring for more books to be signed and a bit of conversation with our visitor. Eventually, we were

able to pry Tiffany away and give her a chance to sit, eat, and relax. It was gratifying to be able to reward the dedicated book group members with this special treat.

The last activity of the day, a writing seminar, was comprised of some reluctant high school students. Tiffany pulled out her fairy trunk filled with artifacts. Each student took an item and was asked to write. Their attitudes about writing changed as she helped to pull some creative threads of a story from their teenage brains. This class had a creative writing assignment due the next week, so Tiffany was able to listen to each of their initial ideas and give them some pointers on where they needed to go. I think they would have been happy to sit and talk with her for the whole afternoon, but it was time to get to

the airport.

Tiffany's visit has had a long-lasting effect on the students at Patrick Taylor. I see students all over school reading *In the Serpent's Coils*. I have students in the library daily who want a copy of her second book. The list of holds on this title is mind-boggling. As Hillary, one of my students, told me a few days after the event, "It's not my genre of choice, but after I saw the author who was so enthusiastic I decided to read the book. I really enjoyed it." I want the students reading, and this opportunity got them reading. Thank you YALSA and Mirrorstone for providing such a cool prize for TRW. I can't wait to see what next year brings. **YALS**

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Trapped within the black ink words between book covers, blood-suckers and their horrific kin wait for the next train into Imagination. Who on earth would invite these nasty beings into their minds, defenseless save for the ability to turn a page?

According to sales in the young adult market, children even younger than twelve are among the bravest of the brave readers. Young people, it appears, love to mingle with rabid beasts and other dark creatures. But why?

What is it about such dreadful characters that make children and teens rush to the book aisles these days rather than toward the video games? It's easy to make the assumption children are becoming increasingly morbid as generations pass, but I assure you, the answer is far less disturbing.

When teenagers don the black cape and plastic teeth of a vampire or pretend to wield the wand of their favorite wizard on Halloween, they feel a mystical sense of belonging that can't be found anywhere else. The brave mentalities of their favorite characters become a part of their own mindsets, and for one night they feel at ease with the real world and whatever problems they're facing as mere humans.

In series such as *Harry Potter* by J. K. Rowling, and *Cirque du Freak* by Darren Shan, the supernatural beings called into question aren't depicted as evil, nasty beings who live solely for the joy of performing dark arts or draining blood from recent cadavers. The main characters in both books are young, discover secrets about their identities at a very tender age, and (as strange as it sounds) neither of the main characters fully embrace the change at first. Like many budding teens, they're scared of the changes they and their bodies must go through and the abnormal challenges they'll face growing up.

Let's face a straight fact: No teenager likes listening to a guidance counselor talk about puberty and maturity, but when they read about a kid with a wand or blood-

stained teeth going through these things while fighting vicious battles in alternate realities, they're more than willing to listen.

Perhaps these imaginary worlds aren't as dark and terrible and unrealistic as one would infer from the books' covers. In *Harry Potter*, readers don't see the world of wizardry through the eyes of a dark lord drunk on power. They see everything through the spectacled eyes of an orphan who goes from thinking he's nobody to finding out he has a purpose of dire importance to the entire world, something all teens hope to discover about themselves on some level. In *Cirque du Freak*, a boy joins ranks with a vampire to save his best friend's life, but when his friend misunderstands his means for stealing his dream of becoming an evil bloodsucker the pair become bitter rivals, swearing death on one another as they hurtle toward opposing

destinies. This is almost any high school in a nutshell—friendships change as people change, and the person you used to hang with at the movie theater can become an enemy obsessed with ruining your world. This experience is very tough, but it's much easier to handle if you read about the same experience happening in even the most exciting imaginary life.

Another worry is why kids also have such fascinations with evil characters in books, the ones who have no moralistic value and live only for destruction and doom. Is it an early warning to rush a kid to the shrink? The case of liking an evil character simply because he's evil is quite rare. Few teens admire these characters just for their unique black dress or their violent methods for dispatching enemies.

Teens love the mystery surrounding many "bad guys" in stories. In the novel

The Alluring Darkness

Finding Belonging in Fangs and Wands

By Chase M. Will

CHASE M. WILL lives in Coshocton, Ohio, with his dad and two brothers and attends Coshocton High School. He writes teen horror stories and conducts bimonthly meetings for the Teen Writers Club. He will be attending Bowling Green State University in the fall.

Eragon by Christopher Paolini, we meet the smaller minion of a much greater evil, a sorcerer named Durza who moves around rooms in wisps of smoke, speaks in a quiet yet icy manner, and puts dread into people's hearts with carefully chosen words. Durza gains readers' adoration not through his deadly actions but through the way he carries himself, much like Hannibal Lecter.

Feeling normal is a challenge all teens face at one time or another. Stepping into the shoes of a vampire, werewolf, or any other fantastical creature facing the same challenges the reader faces frees the mind to experience and imagine, and maybe find some answers.

Won't *you* invite a little darkness into your imagination? **YALS**

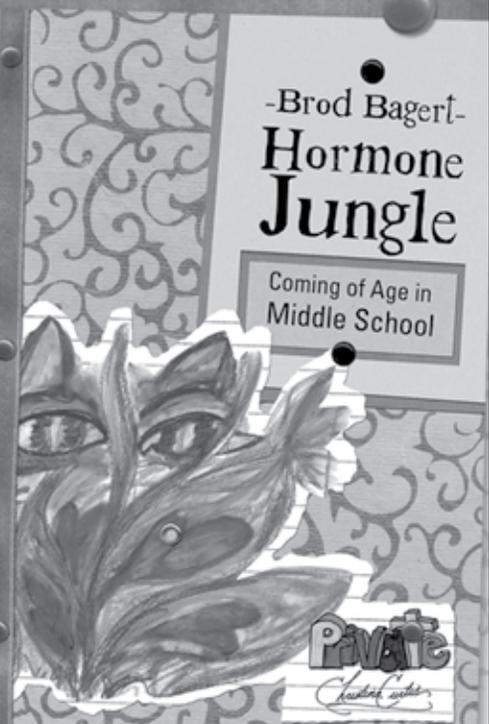
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—Roseanne Russo, Information Services Division Manager, Marion County Public Library



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On a Thursday afternoon in early June 2006, I stood in our branch library's windowless large conference room before a very diverse group of young people ages eleven to fifteen. They sat at tables arranged in a large U shape. They studied me, looking a little like an unconvinced jury. This didn't worry me too much. I had led library instruction sessions for college freshmen in a previous job and had seen these looks many times before, both the self-conscious, quick-eye averting glances and the deliberately nonchalant slightly raised eyebrows coupled with peeks at the ceiling and room corners. I knew nothing about these particular young people other than they were interested enough in writing stories and poems to show up at a library on a nice summer day. That's quite enough. Over the next eight weeks I would be struck at how creative and thoughtful they each were. I would be amazed when they wrote very poignant stories about such topics as the current war, hopes, relationships, losses, and family dynamics. Interacting with them stripped away some of my own preconceived notions of their age group. Their seriousness amazed me. Hopefully, their notions of thirty-something reference librarians were also positively altered.

On that first day, after briefly introducing myself and getting them to introduce themselves so I could begin to learn their names, I got down to business. "Let's come up with some ground rules," I said to the group. I kept a flip chart and marker ready. Collectively, the group watched me, quietly waiting. No one wanted to be the first to speak.

HEATHER PRICHARD is a Reference Librarian for Lexington (Ky.) Public Library's Bates Creek Branch. Heather received her MLIS from University of Kentucky in 2005. With no formal background in education and having only taken one children's literature course during her library school studies, she became interested in working with teens from her own experiences with helpful librarians in the community where she grew up.

Write Here, Write Now

Holding a Creative Writing Workshop Series at Your Library

By Heather Prichard

"Okay, I have the first one," I said. "Don't interrupt when someone is talking or reading." Then, after a few moments, I gestured to a girl of about twelve with long dark hair who was sitting in the middle of the U-shaped arrangement. She was thoughtful for a moment before saying quietly, "Don't laugh." I wrote it down. The group began to stir and then they were all raising their hands with other rules. They made more rules about showing respect and being nice to each other. I wrote down all of their rules because I wanted them to know their opinions would be respected and valued. Sharing one's personal writing and creativity with a group who may be waiting to

mock you is a scary proposition for any age group. I wanted them to feel as though they were part of a community of like-minded individuals.

One of the pluses of voluntary extracurricular programs such as this is that, as a leader, you probably won't see many behavioral problems. The biggest challenge will be just getting the participants to open up. Most 12–15-year-olds possess incredible imaginations, but accessing those imaginations may be difficult because they are constantly being drilled to conform in school and at home. "This is not going to be like school," I told them. "Here, we're just interested in having fun and being creative."

Over the next two months we met for a couple of hours every other week. They wrote stories and poems, read them aloud to each other, and, at my coaxing, gave each other feedback. Trust began to develop between the group members in a very organic way. In his May 2005 article, writing teacher Chris Street addressed this phenomenon:

If students see themselves as contributing members of a writing community, then the motivation to sustain and enhance that community may well cause students to value and contribute to their newfound identity. Students will likely begin to identify with other writers, thus adding to the classroom community in productive ways.¹

Long-term adult writing groups are built this way, but none of my workshop participants had driver's licenses, much less expectations of creating a group that would meet without me past the eight weeks of our workshop. This workshop would be a success as long as the participants feel it is a success.

In that summer of 2006, I had been a reference librarian for just six months. Arranging programming was one aspect of my job description but was also an area where I felt least prepared by my recent library school training. Apart from offering the same kinds of general craft and guest-speaker programs as my predecessor, I hoped to develop a program that I could personally facilitate. I was inspired to develop a writing workshop for tweens and teens by a positive personal experience: when I was in fourth grade, many long years ago, I was fortunate enough to be involved in an annual young author's conference while living in Michigan. My positive memories of that experience led me to believe that some of the young people in my current community might also be interested in a program for writers. What better place to learn and share creative writing than a public library?

While in college I had taken every undergraduate creative writing class my university offered. I felt comfortable that my undergraduate classroom experiences in a workshop setting where writers share and critique each other's work would help facilitate a similar group for young writers. The workshop format would be the

model for the program series. But I want to encourage my fellow librarians who have not done this before: Even if you have no writing workshop experience and are only looking for a low-cost program series for an underserved population at your library, you can lead a successful writing group. A one-time program may be better suited to your needs than an ongoing series such as the one I designed.

Planning

In preparation for the first Write Here, Write Now workshop series, I did the following:

- After conferring with my colleagues (especially the children's librarians at the Tates Creek Branch), we decided which age group to target. The 12 to 15-year-old age range seemed to be underserved by current youth programming. Young people in this group were too old for storytime but too young to be part of the teen advisory board. Like Goldilocks, they may just be looking for a comfortable fit at the library.
- I decided how many participants to allow registration for the program. It would be wonderful if ten to twelve participants from our area of the city joined the group. I had found in other workshops that more than twelve would be too large of a group for everyone to get equal attention, so I put a cap on registrations. In subsequent workshop series, I had not limited the initial registration because I had found many participants do not complete the entire workshop. Expect about a third of the initial group to drop out. This is especially true if a parent signs up a youth who is really not interested in creative writing.
- I contacted the language arts instructors and school librarians at the middle schools and high schools located nearest my library. I e-mailed them a summary of the workshop objectives and sent them flyers to post in their classrooms advertising the summer workshop. I used the instructor's school e-mail accounts, which were available on school Web sites. This was especially helpful for me because, as a new librarian, I had not yet developed relationships with the schools or instructors. It was easy to craft one e-mail with an attachment and send it to each appropriate teacher and school librarian.
- I created flyers about the program and posted them in all of our system's branch libraries. I also put information in the printed calendar that is mailed out each month.
- Next, I arranged for a local children's author to lead the group's final session. This was to be the greatest cost of the program—\$100 for an award-winning children's book author to lead our group's final meeting.
- It seemed really important that participants be able to walk away with a finished product at the end of the workshop. Many writing groups create collections of their work called chapbooks. I priced printing services and found that creating a chapbook collection of participant's works would cost less if created in house using Microsoft Publisher software and our own color computer printers. Desktop-publishing software and fancy color copiers have made booklet creation a breeze. I was able to find free stock photographs on the Internet, providing a great cheap way to illustrate the collection.
- As the workshop drew closer, I developed an objective and agenda for each meeting. I quickly found during

my first workshop series that the participants will expect to write during the sessions. For the sessions to be effective, they need to be planned out. Using prompts such as photographs, individual writing exercises, and group exercises such as those found in the resource list at the end of this article make this manageable for anyone.

It's important to lay out the parameters of the workshop so the participants understand that they are free to create. In doing these workshops, it's become evident that young people today are far more comfortable when they know what is expected of them. To an older student, you may be able to say, "Write whatever comes to your mind." But this can be very daunting to a 12 to 15-year-old who really wants to be shown what's considered acceptable. The rest of the world is usually telling them that they must conform and memorize facts. In school, they may be encouraged to read classic books

that don't seem to have much contextual relevance to their lives. Despite their own rich experiences, young people often feel stifled. In a workshop, if things go well, the participants will move past the sense of needing to constantly conform. Through the creative process, they will come to appreciate their own ability to communicate as well as create.

Near the end of the workshop, I began asking each participant to submit a favorite piece, and I created a chapbook using Micro-soft Publisher. Most of the time we agreed on which story or poem was their best.

Our Final Meeting

Over the course of the past two months, the windowless conference room had become a comfortable space. The workshop participants bunched together to compare stories and laugh before each session started and during breaks. They were no longer strangers to each other.

On the Saturday afternoon of our group's last meeting, they milled about a bit more nervously. Their parents had been invited to attend the finale party, so the group in the room was double its normal size. Chapbooks would be distributed and a public reading would follow a thirty-minute presentation by local children's book author, George Ella Lyon. There was a table of cookies and drinks to one side of the room and chairs in rows for everyone to sit. The young writers stood around eating cookies while their parents looked on proudly, if not a little suspiciously.

Lyon gave a rousing presentation about how to keep a journal. Then, she showed galley proofs of a book on which she was currently working. She described the publication process and told of book projects she had worked on that had not gotten published. The workshop participants were in visible awe of her although she was extremely warm and open with them.

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The time came for the public readings. Despite visible signs of nervousness, the young writers obviously enjoyed the attention, especially when Lyon made comments after each reading. The parents attending were all smiles and thanks after the program. This was the highlight of the workshop series. The participants were amazed by the experience of meeting a real published author and having her give them feedback on their writing. Her honorarium was very reasonable and the only real expense of the program. If you have authors in your area who are willing, it is a wonderful experience to have them come in and lead a session.

When it was all, over the expenses to the library proved to be very minimal and the cost of my time was be paid back hand-somely in the development of relationships with an interesting group of young adults.

Challenges

Over the course of the first workshop series, these are the challenges we faced.

- Creating an interesting curriculum
- Keeping young adults interested
- Having parents sign young adults up for the series when the child had little interest in writing
- The emotional difference between 12 to 15-year-olds is larger than I originally anticipated
- It's difficult in such a short time to work in depth with the young adults. I instead found that I should keep things light and fun so kids would increase interest and feel less self-conscious about their writing
- I had initially wanted to have the chapbooks cataloged in our system so the participants could look themselves up, but it was not possible for this to be done

Subsequently, I have arranged two other writing workshops on the same model, tweaking what didn't work and strengthening what did. For example, I have found that participants do best when writing during the meeting rather than when given a homework assignment. Their schedules are very busy, even in the summer, and they may not take time to write at home. Second, although they are in a very creative period in their lives, young people may have a hard time coming up with ideas for writing. By incorporating prompts such as photographs and first sentences to invent stories about, I was able to get the participants to write freely. One great resource I have used each time is *Jump Write In! Creative Writing Exercises for Diverse Communities, Grades 6–12* by Judith Tannenbaum and Valerie Chow Bush. It is filled with wonderful writing exercises and examples of writing by teens and tweens. There are many books and Web sites available on the subject of creative writing. Any of them can give you ideas for writing exercises.

Conclusion

When I began the initial planning of the creative writing workshop series Write Here, Write Now for tweens and teens, my main objective was just to create a safe place to work with teens interested in writing. As Bonnie J. Robinson writes, "Among the many functions of creative writing workshops is creating a community of learners to support the writing activities of student writers."² Creating a chapbook collection of their work that the participants could keep gave them a sense of accomplishment. I invited a local published children's book author to lead the last meeting. The program itself was very inexpensive other than the \$100 honorarium for the author. All the participants needed for the program was a notebook and a pen or pencil.

There has been a great deal of recent research in adolescent behavior, such as that done by the Minneapolis-based Search Institute. This research—important to teachers and librarians—has shown, among other things, that extracurricular programs can have a lifelong positive impact on the success of young people.³ As librarians, dealing day to day with teens and tweens ages eleven to fifteen, we are in a position to provide a positive influence and help teens build developmental assets. One way we can help provide asset-building situations is through implementation of programs such as a creative writing workshop. Such a program gives young people a safe environment where they can be creative and build relationships with peers and adults. From the Search Institute's list, I surmise that a creative writing workshop can build on the following external assets: receiving support through adult relationships, feeling empowerment through personal and psychological safety, learning boundaries and expectations through positive peer influence, and using time constructively through creative activities and youth programs.⁴ **YALS**

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feature

Hot Spot: Books with Bite
@ your library®

Marketing Teen Read Week™

Books with Bite @ your library

*By Sarah Campbell and
Lindsey C. Dunn*

The theme of this year's Teen Read Week (TRW) is Books with Bite @ your library. This is a great chance to market the library to your vampire, werewolf, and horror lovers. (Any Stephenie Meyer fans out there?) But feel free to interpret "bite" in other ways. Think cooking, technology (byte), and animal books. In fact, any book that shakes a teen's world can be a book with bite. Feel free to market in a way that will appeal to *your* teens. To get your ideas flowing, we invite you to sink your teeth into these ideas for marketing TRW to your patrons. Think you have a creative idea? Please share it on the TRW wiki at http://wikis.ala.org/yalsa/index.php/Teen_Read_Week.

Remember, marketing can include in-branch ideas such as displays and booklists, outreach ideas such as flyers and school or community visits, and virtual outreach through blogs, wikis, and social networking tools. Have at it. Take a bite!

In-House Marketing

- Gather all your "creatures of the night" books into a display for your teens to devour. An obvious choice would be vampire novels, but don't limit yourself. Don't forget to include high-appeal nonfiction as well. Provide reading lists of the titles your library owns. Back the entire thing in black or red velvet and add a candelabrum and other fun objects, such as false vampire teeth. See YALSA Selected

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Lists (www.ala.org/yalsa/booklists) or the Carnegie Library of Pittsburgh's Teen Reading Lists for relevant book titles (www.clpgh.org/teens/read/booklists/BookswithBite.html). If you think your patrons won't be appalled, take deselected books and create "bitten" corners with a sharp tool.

- Create an Edward vs. Jacob display to celebrate the popular Stephenie Meyer books. On one side, put vampire books, good quality photos of vampires, and other vampire trinkets and campaign for Edward. Use black and red as the main colors. On the other side, put books and pictures about werewolves, dogs, animagus, and other canine creatures. Use brown, earthy tones and campaign for Jacob. Let your teens vote for their favorite altered man. If your teens really get into it, consider holding

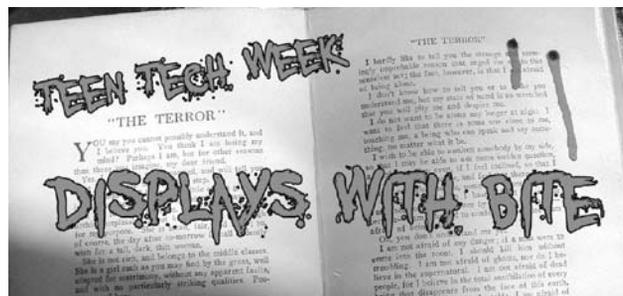
a debate where the teens plead for their favorite candidate. Have some actors dress up as the characters. Whichever candidate wins gets to go with Bella to your library's *Eclipse* prom.

- For a different Twilight display, use an apple, a red ribbon, a red and white flower (from the book covers), an image of a gold eye, and some Matchbox car versions of the vehicles the characters drive. Print the book's playlist from Stephenie Meyer's Web site, www.stepheniemeyer.com.
- Give high-appeal cookbooks a spotlight. Gather cookbooks from your library's collection that are written specifically for teens. You can use cooking magazines and some trendy looking cookbooks from the adult collection as well. Put them on a display with a bowl, wire whisk, and other cooking tools. Add an apron and a chef's hat for panache. You can also include fiction titles that have cooking in them, such as Cynthia Leitich Smith's *Tantalize*, Joan Bauer's *Hope Was Here*, or Tucker Shaw's *Flavor of the Week*.
- If you have a good display area by your computers or are looking for something non-vampire related, rename your week "Books with Byte." Use nonfiction books on computers, gaming, and technology, and maybe even a few fiction books, such as *Nick and Norah's Infinite Playlist* by David Levithan and Rachel Cohn or *User Unfriendly* by Vivian Van Velde to spice it up. A great list of books for teen gamers from the Wake County Public Library system is available at www.wakegov.com/NR/rdonlyres/EB871E95-8FC1-4DC3-A9D8-BE390F142CBD/0/teengamers.pdf.
- Don't forget to encourage your patrons to vote for the Teens' Top Ten (TTT). This is a teen choice book list,

where the winners are nominated and voted on by teens. The twenty-six finalists for TTT are available at www.ala.org/teenstop. Start marketing these to your teens in the summer so they will be ready to vote during TRW. Put the books on display, create booklists of the finalists, and use the titles for your teen book clubs. During TRW, create a computer voting booth with balloons and streamers. This is the perfect year to play this up, as we will be voting for a new President in the fall. For more information about the TTT, visit www.ala.org/teenstop.

Online Marketing

- Use your library's blog or create a new blog to promote TRW, including programs, good reads, and national contests. As part of the blog, let teens write and comment on their favorite books. Ask questions such as, "What was the first book you ever really feasted on?"
- Dip your toe into podcasting. Have your teen advisory board (TAB) or other group of teens come in and make podcasts about their favorite books. Call it "Book Bytes." Or have teens read a two-minute segment from a favorite book. You can use free software like Audacity and sound effects from the Internet for extra goodies. Post your podcasts on a blog or wiki. Encourage your teens to listen to podcasts on the Teen Podcasters



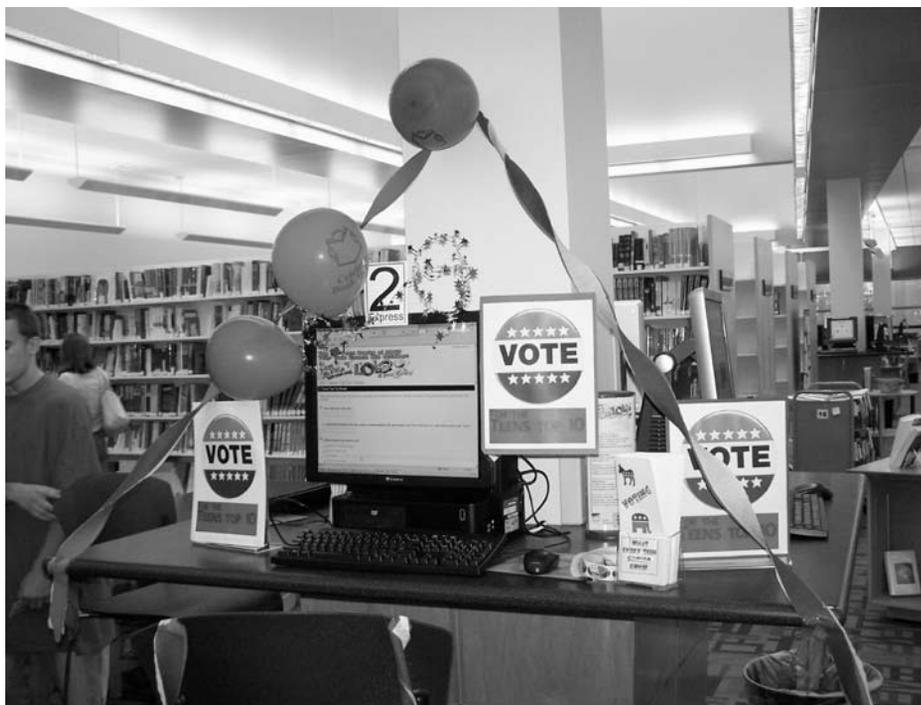
Deselected by the library, but perfect for biting and creating a display!

blog (www.teenpodcasters.com/abouttpn) and post their own as well. Give your teen participants a "business card" with the Web address of where their podcast is posted so they can hand it out to their friends.

- Promote TRW on your library's Web site. Send a press release into the local papers. Have your TAB create an underground zine to give the publicity a more cutting-edge feel. See the Get Publicity page at www.ala.org/teenread for more publicity tips.
- If you haven't already done so, create a Facebook or MySpace account for your library or for yourself. Reach out to your teen patrons in this way, and you will learn much about what your teens are thinking and feeling. This is a great passive way to get ideas for how to reach your teens.

Programming Ideas

- Invite a local chef to speak at your library. To let the teens have a say, try a cooking survivor contest. Bring in five to ten ingredients, divide the teens into two groups, and let them create their own concoctions. Have a panel of teen judges that will taste and vote for the best new entrée.



Take advantage of the election theme while promoting Teens' Top Ten voting in your teen space.

- Have a cooking contest. Invite teens to bring in dishes they have cooked from any written recipe source: library book, Web site, blog, and so forth. Have prizes. Create a cookbook of all the recipes.
- Let your teens make "Books with Bite" (pictured on previous page). All you need is an old or weeded book (found in the donation bin at your library), book glue, red paint, and an X-Acto knife. Begin by opening the book to a good page somewhere in the middle of the book. Put something heavy on top of the book to hold it open. Brush the book glue all around the outer page edges to seal them together. Leave the

object on top while it dries. Once the book is dry, mark with a pencil where you want the bite marks to be. Use your X-Acto knife to carefully bore holes through a centimeter of pages. Finally, drip the red paint from the holes and voila! You can also just make these altered books yourself for the vampire displays.

Local Outreach

- If you are in a public library, visit local schools to let students know what activities your library will be doing

during TRW. If you are a school library media specialist, coordinate programs with your local public library.

- Don't stop at schools for your outreach. Visit your local teen hangouts and hand out flyers. If you have a TAB, let them create the flyers and hand them out to their peers. Word of mouth from teen to teen is the most effective way to increase your numbers.
- Want something to really get their attention? Use the angle that "bite" refers to being cutting edge. If your library has a pin maker, make some pins that say "BITE ME" in really big letters and in small print read "I read books with bite @ (your library name)." Attach them to a few books that have bite or hand them out at circulation when a title is checked out. Look at ALA's list of the 100 Most Frequently Challenged Books for ideas (www.ala.org/ala/oif/bannedbookweek/bbwlinks/100mostfrequently.cfm).

As always, ask your teens what *they* would like.

Last but not least, don't forget to register for this exciting week at the TRW Web site (www.ala.org/teenread). There are giveaways and freebies that go along with registering, but, more importantly, registering gives YALSA higher numbers of participants, allowing the organization to continue offering special initiatives such as this. **YALSA**

Movie night is a great event that can enhance the fun of Teen Read Week (TRW). Why show a movie during a week that celebrates the written word? Teens connect with ideas and emotions in a variety of ways. Movies that fit with the 2008 TRW theme, Books with Bite, reinforce the topic and encourage exploration of further entertainment with similar subject matter. Movies can also draw in reluctant readers and show them all that the library has to offer teens. Hosting a teen movie night during TRW can be simple, effective, and one of the most successful teen events at the library all year.

Preparation

Teen advisory groups and frequent teen visitors are great sources of movie recommendations. This year's theme fits well with the Halloween season, so the choices are practically endless. From horror classics to modern-day thrillers, this year's theme provides an array of film options to appeal to teen viewing tastes.

Choose the movie well in advance of the event date. Extra time to get the word out is always a benefit. There's nothing worse than planning the perfect event at which no one shows up. With teens, word of mouth can work wonders. Here are a few ways that you can promote movie night to the teens in your community:

1. Collaboration between public and school libraries
2. Flyers in the library
3. Post on the library Web site
4. Encourage local organizations and businesses that cater to teens to carry information about the event

Consider staging movie night as the opening or closing TRW activity. It can

~~Books~~ Films with Bite

Teen Read Week™ Movie Night

By Stephani Fry

serve as a great kickoff to introduce the theme in a dramatic way. Movie night can also act as a nice, relaxing, and rewarding way to draw the week to a close.

The Event

Food is always a great draw. Local independent pizza places will often donate food for a library event in return for the exposure as a sponsor. The pizza place can also act as another outlet to spread the word to local teens.

Another essential addition to the movie night event room is books. A creative way to promote Books with Bite at movie night is to line the perimeter of the room with tables. On the tables, create displays of TRW-themed books. Be sure to indicate to the teens that they can pick up, read, and check out the books at any time. Leave at least an hour after the movie ends so teens can browse the books on display. A drawing for a free "book with bite" or the

film shown that evening can help keep the crowd after the film ends.

Don't Forget

There are a few things that you don't want to forget when preparing for and executing a movie night event.

1. License—Make sure that your library has a license to show the film. Most licenses are inexpensive and easily obtained. Check out Movie Licensing USA (www.movlic.com) for information on blanket movie licenses for public and school libraries. You can also call the movie production or distribution company for more information on a one-time license for a specific title. Talk to your library director to see if your library is already covered.
2. Permission—Check your library's policy manual to see if parental/guardian permission is required before showing movies to minors in the library.

STEPHANI FRY is a member of YALSA's Teen Read Week Committee.

3. Promotion—A gathering of teens is a captive audience for promotion. Be sure to tell the attendees about TRW, library services for teens, and any opportunities for teens to participate in library groups. You can also promote the next TRW activity by handing out flyers and a sign-up form. **YALS**

Films with Bite

Humor

Dracula: Dead and Loving It
Buffy the Vampire Slayer
Young Frankenstein
Teen Wolf
Shaun of the Dead
Halloweentown
Josie and the Pussycats

Edgy

Underworld (rated R)
Van Helsing
The Lost Boys
Spider-Man (I, II, III)
The Craft
The Faculty

Food

The Breakfast Club
Fried Green Tomatoes
Ratatouille
Willy Wonka and the Chocolate Factory

Animals

King Kong
Godzilla
Alvin and the Chipmunks
Ace Ventura: Pet Detective
Jumanji
Madagascar

Films with Byte

The Adventures of Megabyte Man
War Games
Hackers
2001: A Space Odyssey
Transformers
Clockstoppers
Zathura
Honey, I Shrunk the Kids



Get Ready for Teen Read Week™ 2008!

Visit www.ala.org/teenread to:

- Register! You'll get great freebies plus the 2008 Books with Bite pocket pamphlet; registering helps YALSA support initiatives like Teen Read Week
- Get great ideas for activities and celebrations
- Find planning ideas and resources
- Download tools for publicity to get attention for your event
- Have your teen students vote for their favorite books in YALSA's annual Teens' Top Ten at www.ala.org/teenstopten
- Buy official Teen Read Week merchandise for your celebration



Tasty Treats for Books with Bite

By Megan Fink

As David Lubar once said, “Teens are trying to make sense of the world. But that’s an impossible task. The world that doesn’t make sense. . . . As a reader, I know I’ll find the world I want in a book.”¹ The importance of Teen Read Week™ (TRW) is to usher new readers into the library and fascinate them with the wealth of opportunities to become someone else—look through the world with new eyes and imagine themselves as a supernatural creature. Fantasy fiction asks the question, “What if changing into someone else were possible?” The 2008 TRW theme of Books with Bite offers a panoply of books with supernatural themes. From Darren Shan’s *Cirque de Freak* series to Annette Curtis Klause’s *Blood and Chocolate*, the vibrant characters and spine-tingling stories are opportunities to snare new readers. School libraries can highlight their collection, promote curricular goals, and advocate for teen literacy during their TRW celebrations.

Programming ideas for TRW vary from the simple to the elaborate. One way to add dynamic displays to your library would be to ask students to design a read-alike list and feature the books with their reviews next to them, like various bookstores that show staff favorites. The programming opportunities for TRW this year are vast and malleable. If you have a FFA club (or the equivalent), you could host a cooking demonstration of locally grown produce with a prize for the most original and “biting” flavor. Displays of cookbooks, science, and other how-to books can highlight the nonfiction collection. Using a character from one of your favorite Books with Bite, host a recipe

contest and have teens bring in their favorite treats. Furthermore, a recipe contest paired with prizes from local restaurants can inspire even the most lukewarm reader. If your local newspaper has a restaurant reviewer or a recipe column, invite the writer to the library to be the judge. Local cooking schools or TV food shows would also be good partners or resources to consider when planning your event.

Taking the Books with Bite theme in a more animalistic direction, find out if your local zoo, state park, or museum has any exhibits that would involve dinosaurs, ancient creatures, or related animals subjects. You could host a visit from a park ranger or museum curator or promote the museum with free passes for the students (call and find out if they have student days or hours). Since teens are already devouring vampire and monster books, whether graphic novels or series fiction, highlight those titles that are always checked out of the library and host a trivia game with bite-size candy for prizes.

The most popular read-alike list for

Books with Bite will be for those readers who are enraptured with vampire characters and the teenage girls who love them, such as Edward and Bella from the *Twilight* series by Stephenie Meyer.

TRW can be a publicity campaign for your library and can give your students a fresh tour of the collection. Novels with compelling characters can practically sell themselves to the reader. When I worked in an independent bookstore, I used to interview the prospective buyer in much the same way that librarians facilitate the readers’ advisory questions: What are your favorite books? What hobbies and interests do you have? Which authors do you like? Developing booklists from the movies, music, and affinities of your teen readers will make your TRW event and your library more inviting. *Information Power* states, “A student who is an independent learner is information literate and appreciates literature and other creative expressions of information.”² If you have students that enjoy technology (and most of them cannot live without it), invite the students to create a blog or Web page with their favorite books that relate to the TRW theme.

Like their colleagues at public libraries, school librarians put the essential materials into the hands of teens, whether it’s books, websites, or simply access to the most accurate, reliable information. TRW is an oppor-

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tunity to have an open house in your library, delve into the shelves, and connect books with students. Books with Bite includes tie-ins across the curriculum. Find out what units your teachers will be covering in October and match books in your collection to the curriculum. For science, discover the terror of a rogue shark in Michael Capuzzo's *Close to Shore: The Terrifying Shark Attacks of 1916*. For biography, read Lori Gottlieb's story of her battle with eating disorders in *Stick Figure*. For social studies, try *Left for Dead* by Peter Nelson, which recounts the disaster of the USS *Indianapolis* and the boy who changed our history of WWII. For fantasy fiction in English class, read William Sleator's *The Boy Who Couldn't Die*, which sets new records for sleepless nights. These books can showcase your TRW event, whether you create displays, offer prizes for accelerated reader tests, or collaborate with your local public library's celebrations.

For TRW 2008, we asked several authors to give us their favorite Books with Bite. With authors from Anthony

Horowitz to Darren Shan that span many genres, you will be able to access lists of their favorite Books with Bite at the TRW Web site (www.ala.org/teenread), on the resources page. Here are two quotations to preview:

- Shan said, "My favorite Book with Bite is the original *Dracula* novel by Bram Stoker. It gave the world an entirely new type of monster, and is still an unsettling, edgy read over a hundred years later. There have been many bad vampire books and films in the years since then, and the genre has something of a bad reputation in certain quarters, but the first *Dracula* is a stunning, groundbreaking work, brilliantly written, terrifying but stylish. Everyone should treat themselves to a bite of the real thing at least once in their life!!!!"
- Cynthia Letitia Smith said, "My fave Book with Bite is the one that inspired me to begin writing for teens. It's

[Klause's] fierce and feisty werewolf novel, *Blood and Chocolate*. I'm also wowed by M. T. Anderson's vampire novel *Thirsty*, Nancy Werlin's cyber-suspense novel *Locked Inside*, Deborah Noyes' horror anthology collection *Gothic! Ten Original Dark Tales*, and many more!" YALS

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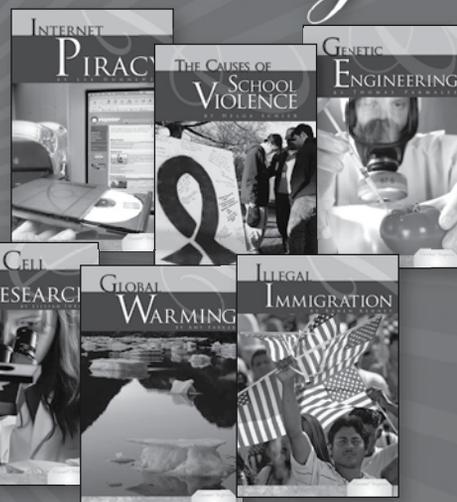
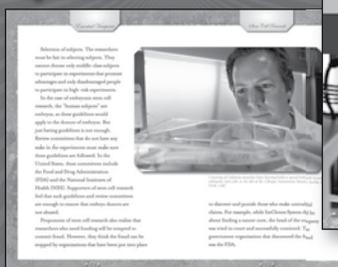
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Interview with a New Vampire

Speaking of creatures of the night, Quincie, the heroine of *Tantalize* by Cynthia Leitich Smith, agreed to be interviewed about her favorite activities for TRW. *Tantalize* is a spicy and compelling read for those fans looking for more adventure and paranormal romance between a soon-to-be mystical girl and her werewolf best friend, Kieren.

Using questions from the popular Bravo TV show *Inside the Actor's Studio* (plus a few of our own), and with special thanks to Smith, Quincie divulged her thoughts on TRW as the spokesperson of the supernatural world:

YALS: What is your favorite word?

Quincie: Marinara! I own an Italian restaurant, Sanguini's, on South Congress in Austin. I inherited it from my mama, and by working there, I feel like I'm keeping part of her alive.

YALS: What is your least favorite word?

Quincie: Quiz. I'm not doing so well in school at the moment, but I'm determined to turn that around. If I'm going to live forever, I'll need a college education.

YALS: What turns you on creatively, spiritually, or emotionally?

Quincie: My best friend Kieren turns me on in about every possible way. But beyond him, I'm inspired by working at my restaurant, the idea of it as a stage, and by

"Frank," my planner book. Organization is my life!

YALS: What turns you off?

Quincie: People who aren't what they seem (literally).

YALS: What is your favorite music?

Quincie: Austin is the "live music capital of the world," and I love all kinds of music, but especially Tejano, blues, and, lately, country folk with a Gothic edge. Let's just say, I identify.

YALS: What sound or noise do you love?

Quincie: The sizzle of spicy Italian sausage.

YALS: What sound or noise do you hate?

Quincie: The knock of the health inspector. I'm not saying we're an unclean operation. Unholy maybe, but not. . . . Never mind.

YALS: What profession would you not like to do?

Quincie: Vice principal. At least not the kind with an ax mounted on the office wall.

YALS: Describe a Book with Bite that you've enjoyed.

Quincie: I'd always heard that vampires were rare, especially in the southwest (all that sunlight), but recently, I've been reconsidering that assumption. Lately, I've been reading The Morganville Vampire series by Rachel Caine. Apparently, the whole town of Morganville, Texas, is controlled by vampires. Who knew?

YALS: If you could give students advice, would you recommend a certain kind of reading?

Quincie: A shocking number of people are prejudiced against shape-shifters. As someone who is wereperson-friendly, I highly recommend [Klaus's] *Blood and Chocolate* to teens and *Werewolf Rising* by R. L. LaFevers to tweens. Obviously, these authors did their homework and found out that shifters can be good guys. Hmm . . . or maybe they're shifters themselves. I've heard that Annette has been known to howl.

YALS: What was your favorite snack food before you were turned into a vampire?

Quincie: Habanera-stuffed olives! I already miss them. My new liquid diet is seriously overrated.

Attractive Displays for Teen Spaces

By *Erminia Mina Gallo*

Before I started my career as a teen services librarian, I worked for a bookstore for six months. The combined children and teen section of the store was separated from the rest of the bookstore, and it was there that I learned the importance of displays to attract readers to books. Bookstores are in the business of selling books. They have created display-friendly atmospheres to market their books and attract their audience. Since public libraries are in the business of circulating materials and keeping their customers reading, display spaces are necessary for marketing the collection. Many renovated libraries have incorporated new display spaces. This is great; however, many other libraries still have a small area with no display space to work with. Some libraries have a budget to purchase materials for displays but some have not. I have been a teen services librarian for ten years now and have worked in a newly renovated, display-friendly space as well as a small, traditional teen space. I incorporated what I learned from my bookstore experience with what other teen librarians have taught me to create displays to attract teen readers for Teen Read Weak™ (TRW) 2008.

Displays are the silent salespeople and appeal primarily to people's emotions. Materials need to be arranged so teens will see them, pick them up, and read them! This

can be done through clever displays, tie-in themes and props, and special arrangement of materials. The bookstore employed someone full time who just worked on displays for seven of their locations. This person used her creative abilities on designated display areas at each store location. Displays were planned out ahead of time by creating a rotation schedule, coming up with themes, designing or sketching out the displays, buying the supplies, and setting up the displays. Teen librarians can also take these steps in creating attractive displays for their large or small areas, a perfect way to showcase TRW @ your library.

First, look at your space for potential display areas. Every nook and cranny counts. Displays can be set up on tables, counter tops, shelves, desks, window ledges, and on slatwall. Ideally, the room should have a bulletin board and a marker board. If this is not possible, set up an easel and a large cardboard poster to act as a bulletin board. Can you spare the top half of a shelving unit? Have it taken apart and use the back of the unit as a bulletin board. Bulletin boards are a versatile tool in promoting your collection. I sometimes make

my bulletin board interactive by covering it with black construction paper for a chalkboard effect and attach fluorescent gel pens or chalk. Ask a question, like "Who is your favorite vampire?" Teens can respond by writing in their colorful responses.

Look up. Don't forget your ceiling as a display area. In the past, I've hung star balloons that were no longer being used by our publicity department to highlight a theme. For a music display, I attached some of my scratched CDs on pieces of yarn and dangled them from the ceiling. Just make sure that this won't set off your motion-alarm system!

Once you have found display areas, the next step is coming up with what you want to display and how you want to display those materials. If you have different display areas, you can have more than one tie-in to this year's theme, Books with Bite, for your materials, or you can use a space to promote a TRW program. Keep your displays neat, clean, and not overly cluttered. Ideas can come from the TRW Web site, the TRW wiki, or the Books with Bite pocket-sized pamphlet that all TRW registrants receive as a download. After you come up with the materials you want to display, add props for atmosphere.

Tie in props to your TRW display from everyday found items. Props can also be used to capture the attention of your audience. It is important to recognize that props help carry out a story, their purpose is to present and sell. Props should not dominate, hide, or draw attention away from the merchandise. Check your closets and your friends' closets for props. Susan Cozzans, readers services/programming coordinator at the Avon Lake (Colo.) Public Library states that her greatest display accomplishment is taking the ordinary and

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making it extraordinary. Props create a variety of effects and moods. Use dog biscuits in a bowl for a display on pets or popcorn in a bowl for a display on movie-related books. Place cooking utensils in pots and pans for a display on food-related books. Utilize baskets and throw in paperbacks adjacent to your display. Set up realia (objects that relate to daily living) and 3-D materials representing new trends. A life-size cardboard cutout of *Star Wars*' R2D2 would capture everyone's attention.

Utilize clear acrylic cubes, milk crates, or decorated boxes to spice up corners. Acrylic cubes are great for libraries that don't have enclosed display units and can be used to promote materials or programs. For example, a clever teen librarian used the clear acrylic cubes to promote a program. She wrote "It's a Girl Thing" on the cube in lipstick, and at the bottom of the cube she put flowered lime-green and white fabric. She also included a mirror, lipstick, and a box decorated with magazine clippings of school, boys, bands, sports, and so on. On the cube, she placed self-help-related books.

Different-colored milk crates can be used the same way and can be purchased at stores that sell home products. At times when I don't plan ahead, I use the acrylic cubes to cover the TRW prizes or candy prize I've purchased for a passive program giveaway. Prizes are the focus of the display, and I just surround them with related books. For libraries that don't have the extra cash to purchase cubes or crates, decorate different-sized boxes with magazine clippings or wrapping paper, stack them, and surround them with books. Stack boxes on a table in the form of a pyramid. Cover with a fabric and add materials around the boxes so they are at different levels. The next time you see a box of tissues that has colors or a pattern that you think you can use for a future display, buy it and get two uses out of it. I have used purple boxes with stars to add to a display promoting the fan-

Display Ideas for Books with Bite @ your library



Books with Bite: Shark nonfiction and fiction titles or any animals that bite! (insects, bears, tigers, and so forth) Props: shark teeth, shark toys, photos of sharks, fish bowl, rocks, and shells.

Read Every Bite: Food-related fiction and nonfiction titles. Props: toy foods or nonperishable food containers, fake teeth, cooking utensils, baskets containing books.

Love at First Bite: Vampire fiction and nonfiction titles. Props: fake vampire teeth,



scary Halloween decorations, vampire mask, black paper.

Love Bites: Heartbreak romance fiction and nonfiction titles. Props: candy conversation hearts, red lipstick outline making a broken heart using acrylic cube, decorative red hearts, paper heart cutouts surrounding display or black poster with glued candy conversation hearts outlining a broken heart.

Take a Bite Out of Life: Biography titles. Props: fake teeth, pictures of animals, or people taking a bite.

tasy fiction collection.

Use posters to highlight a display. Use your wall space, backs of shelves, and end panels on shelves to hang your posters. I have also seen cork attached to poles to hang posters and flyers. Whether it is a TRW poster or a teen celebrity poster, posters are a good way to mark an area for teens. Hang posters with TV, music, sports, and any images teens relate to, just as you might see in a teen's bedroom. Browse the posters at the ALA Store (<http://alastore.ala.org>), ask music or video stores for free posters, or use poster

inserts from some of the teen magazines that are on their way to being withdrawn.

Using decorative paper and fabrics is another relatively inexpensive way to accentuate your displays. If you have slatwall, don't just display books on it—use wrapping paper or colored paper to enhance a theme. Cover boxes with colored fabrics depending on the mood you want to create. One summer I had a 1960s day program, so I placed a box on a table and covered it with a tie-dye fabric and surrounded it with sixties-related titles. If your library owns a die-cut machine, cut out shapes

that relate to your display, paste them on the shelves, and scatter them around the displayed books and the surrounding floor.

Cut out letters using wrapping paper or colored construction paper, print messages in computer fonts that can be used beside your displays to hook your audience. Try different scripts for your lettering. For example, create a graffiti wall. Use quotes and famous sayings. Try using humor by using wordplay and puns. In Mary Portas' *Windows: The Art of Retail Display*, Paul Smith states that you have just a few seconds to get someone's attention; visual humor is the most effective way. An idea I found from another teen librarian in my system was to tag books with little messages. For example, one tag reads "pick me" and other tag reads "no, pick me." Also, take advantage of trendy clip art to add pictures to your displays.

Some common mistakes to avoid when working with displays are overcrowding or overcluttering your display with too many props, undercrowding your display with too few props and materials, using inappropriate props so it doesn't convey the correct theme, and forgetting to change your displays. The creativity can be effective, whether it's complex or minimal. Props can also be costly, inexpensive, or even free. The potential for creative displays is limitless, so use what you can to the fullest to speak to your teen audience.

So, whether you have a fancy renovated space or a small area to work, you can attract teen readers to books through displays. Try these techniques to inspire and retain the readers you already have by helping them discover books they would not have sought on their own. It

may take extra work on your part, but the results are guaranteed to be satisfying. Teens will be coming up to you wanting to know if they can have the poster you put up on the wall or the cardboard-cutout figure you placed in the room. Teens will be leaving empty spaces where you had placed a face-out book that you thought was never going to be checked out. As teen librarians, we have to find a way to promote a collection to those reluctant readers or those teens that only come in to the library to use the Internet, hang out, or wait for their parents to pick them up after school. Using ideas from the retail environment and using what we know as librarians, we can sell reading to our teen customers. **YALS**

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Urban Teenagers, Health Information, and Public Library Web Sites

By Sandra Hughes-Hassell, Dana Hanson-Baldauf, and Jennifer E. Burke

The Internet has become an important tool for young adults seeking health information.¹ More than 70 percent of 15 to 17-year-olds say they have used the Internet to look up health information.² Researchers cite availability, anonymity, and affordability as the key reasons teenagers turn to the Web for answers to their health-related questions.³

While the Internet provides teenagers with access to a wealth of health-related resources, it also presents challenges that can negatively impact their ability to access quality information online. Difficulty

conducting searches, judging the credibility of the information retrieved, and accessing sites because of filtering software are just a few of the barriers teenagers face.⁴ Teenagers also express concerns about privacy and confidentiality, especially in chat rooms or e-mail correspondences.⁵

Given the issues teens face when searching for health information online, it seems natural that public libraries take the lead in providing assistance to teenagers who need help finding health information. Libraries, particularly public libraries, have a long history of providing consumer health

information to adults in their communities, and this service has transitioned online as libraries provide Internet access to electronic consumer health information.⁶ In addition, many public libraries have developed Web sites specifically for teenagers. These Web sites serve as centers for reference, educational support, popular materials, community information, and library programming.⁷ Including links to useful health Web sites would alleviate some of the frustration teenagers face when searching for quality health information on the Internet.⁸ This raises the question, do public libraries typically use their teen Web sites to provide health information for young adults?

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Design of the Study

This study investigated how prevalent it is for public library Web sites developed for teenagers to provide access to health information. The research questions guiding the study included

1. What percentage of public library Web sites for teenagers provide consumer health information?
2. What health topics are commonly included?

3. What Web sites are recommended?
4. What percent of the recommended Web sites were designed specifically for teenagers?
5. Who are the primary sponsors for the recommended sites?

The sample included public library Web sites from the two largest metropolitan areas in each of the fifty states and Washington D.C.⁹ Each public library Web site was accessed between April and June 2007 to determine if the Web site contained a link to a page specifically developed for young adults. If a young adult page was found, that page was examined for health-related information. For each recommended health-related Web site, the Web address, sponsor, and topics covered were recorded. Each recommended site was also examined to determine if the site was developed specifically for a teenage audience.

This sample was chosen for three primary reasons. First, many residents of metropolitan areas, especially those living in America's inner cities, lack access to health care. Among the most vulnerable are children and adolescents. McKee and Fletcher, for example, found that a disproportionate number of urban adolescent girls, especially those born outside the United States, lack a close source of care and regular health care provider.¹⁰ Similarly, while risky sexual behaviors among urban adolescent males put them at risk for sexually transmitted diseases, HIV/AIDS, and unplanned fatherhood, few facilities provide focused sexual and reproductive health services to these young men.¹¹ Compounding the lack of access to health care, many of the urban poor also possess inadequate information about health care and health services or have too few resources available to them.¹²

Second, studies of typical information seeking have shown that information pertaining to health-related issues is a frequent need among urban teens. Hughes-Hassell and Agosto found that the urban teens they studied not only had questions about

their own health, such as, "What is more comfortable, a tampon or a pad?" and "How does one go about getting free insurance?" but also had questions about the health conditions of their families and friends.¹³ Issues related to human sexuality, including sexual safety and sexual identity, were also common.

And finally, public libraries provide the only access to technology for many poor urban teenagers.¹⁴ More than 27 percent of youth from families with annual incomes of less than \$20,000 use library computers to access the Internet, compared to 11 percent of youth from families with annual incomes of more than \$75,000. African American and Latino youth are more likely to visit public libraries primarily to use computers. A U.S. Department of Education study found that 29 percent of African American and 20 percent of Latino youth use public libraries for Internet access, compared to 12 percent of white youth.¹⁵

Findings

For this study, 101 public library Web sites were reviewed. While 72 of the libraries had a young adult Web site, only 36 of them provided links to health information for teens from their young adult Web site. As table 1 shows, libraries in the Midwest were less likely to provide health information for teens by means of the library's young adult Web site than those in other regions of the country.¹⁶

The libraries most likely to provide health-related information for teens through their Web sites were those serving communities with low poverty rates (less than 10 percent) and those with poverty rates between 25 and 30 percent (see table 2).¹⁷ Only 30 percent of the libraries in the highest poverty communities had young adult Web sites that featured health-related information.

For teens seeking health-related information, 290 distinct sites were recom-

mended through the public library Web sites. More than half of the Web sites were developed specifically for teenagers.¹⁸ Seven were developed for children and teenagers and two for teens and college-age students. The remaining sites were developed for adults. Table 3 provides the titles, Web addresses, and sponsors for the ten most frequently recommended sites. The number of health-related Web sites recommended by each library ranged from one to ninety-three, with the average being seven.

The sponsors of the recommended Web sites were primarily nonprofit organizations. They included governmental agencies, community-based organizations, professional associations, foundations, universities, hospitals, public television stations, and youth advocacy and educational organizations. Examples include the U.S. Department of Health and Human Services, the American Academy of Child and Adolescent Psychiatry, Planned Parenthood, and the National Coalition for Gay, Lesbian, Bisexual and Transgender Youth. Other sponsors included grassroots volunteer groups, faith-based organizations, and businesses such as Cool Nurse, LifeWay Christian Resources, and PepsiCo.

The topics included as health information varied greatly on each library Web site. Some of the libraries recommended Web sites that clearly dealt with health-related issues such as diet, disease, drug abuse, exercise, and pregnancy. Others included Web sites that at first glance might seem unrelated to health. A few examples include "choosing a piercer," which provides guidelines for ensuring that individuals have a "safe piercing experience," and "tattoo facts," which includes a section titled "What is bad for my tattoo?" Table 4 presents the categories and specific health-related topics most frequently included on the Web sites.

Some of the libraries divided the recommended sites into categories, such as body, mind, sexuality, and relationships. But others simply provided an alphabet-

TABLE 1. Percentage of Libraries by Region Providing Health Information for Teens by Means of the Library’s Young Adult Web Site

Region	YA Web Site	Health Information
Midwest	65%	23%
Northeast	66%	38%
South	63%	36%
West	75%	38%

TABLE 2. Percentage of Libraries by Poverty Level Providing Health Information for Teens by Means of the Library’s Young Adult Web Site

Percentage of Population Under 18 Living Below Poverty	Percentage of Libraries Providing Teen Health Information Via YA Web Site
<10%	50%
11–15%	35%
16–20%	18%
21–25%	18%
25–30%	55%
>30%	30%

TABLE 3. Most Frequently Recommended Health-Related Web Sites for Teens

Web Site Title	Number of Library Web Sites Recommending	Web Site URL	Web Site Sponsor
TeensHealth	22	http://kidshealth.org/teen	The Nemours Foundation
Go Ask Alice	17	www.goaskalice.columbia.edu	Columbia University’s Health Promotion Program
TeenWire	14	www.teenwire.com	Planned Parenthood
TeenGrowth	12	www.teengrowth.com	The TeenGrowth team comprises world-renowned pediatricians, educators, and Internet professionals committed to improving the lives of adolescents
SEX, ETC.	9	www.sexetc.org	Center for Applied Psychology at Rutgers University
Health Information for Teens	9	www.fda.gov/oc/opacom/kids/html/7teens.htm	U.S. Food and Drug Administration—Department of Health and Human Services
girlshealth.gov	9	www.4girls.gov	Office on Women’s Health in the Department of Health and Human Services
i wanna know	8	www.iwannaknow.org	American Social Health Association
freevibe.com	6	www.freevibe.com	National Youth Anti-Drug Media Campaign, a program of the Office of National Drug Control Policy
National Eating Disorders Association	5	www.nationaleatingdisorders.org	National Eating Disorders Association

ized list of recommended sites. Most of the libraries provided a brief annotation for the recommended sites, although there were a few that provided only the title.

Many of the recommended sites not only provided factual information in the form of articles or answers to frequently asked questions, but also included interactive components such as chats, threaded discussion forums, and hotlines that provide teens with the opportunity to communicate with experts and other teens about health issues. For example, the site Sex, Etc. provides a weekly live teen chat with sexual health experts. TeenGrowth.com includes a section entitled “Crisis Call,” which includes phone numbers for various crisis hotlines across the United States.

Discussion

Now we return to the original question. How common is it for public library teen Web sites to provide health information

TABLE 4. Health Topics Most Frequently Included

General Category	Specific Topics	
Growth and development	Anatomy Puberty (physical and emotional changes) Appearance and self care (teeth, skin, hair, etc.)	
Self expression	Body piercing Tattoos Identity	
General health and well-being	Activism Choosing a doctor College/career choices Dieting Disabilities Disease, infections, and conditions First aid Fitness and exercise Health care rights	Health insurance options Injury prevention Internet safety Media literacy Medicine safety Nutrition Racism Sports Steroid use
Emotional and mental health	Anger management Anxiety and stress Body image Bullying Counseling/therapy Dealing with death Dealing with divorce Depression Eating disorders Living in crisis	Love and relationships Peer pressure Phobias Relationships (family/friends) School/social issues Self esteem Self mutilation (cutting) Shyness Suicide
Physical safety	Bullying Date violence Domestic violence Gang-related activity Homelessness Incest Internet Safety	Physical abuse Rape/sexual assault Runaways Sex trafficking School violence Terrorism
Sexuality and sexual health	Abortion Abstinence Adoption AIDS/HIV Anatomy Birth control Homosexuality Puberty Reproduction Reproductive rights	Safe sex Sex vs. love Sexual activity (intercourse, masturbation, etc.) Sexual identity Sexual violence Sexually transmitted diseases Teen pregnancy Teen parenting
Alcohol and drugs	Alcohol Dependency and addiction Drinking and driving Drug laws and legislation Getting help	Recreational and prescription drugs Steroid use and abuse Tobacco

for teenagers? Unfortunately, not as common as we had hoped. In the section that follows, we will explore factors that might affect the provision of health information for teens by libraries.

Factors

Lack of Young Adult Librarians

The 2007 Public Library Data Service (PLDS) statistical report, which included a young adult services survey, found that the number of libraries employing young adult librarians has increased significantly in the last decade, with more than half (51.9 percent) of the libraries surveyed employing at least one full-time equivalent dedicated to fostering young adult programs and services, up from 11 percent in 1995.¹⁹ Even with staffing improvements, libraries still have to make choices about which programs and services to offer.

The PLDS survey was completed by eighty-one of the libraries included in the study sample. At least one full-time equivalent young adult librarian was employed at 51 (63 percent) of the libraries.²⁰ Only 22 (43 percent) of those 51 libraries provided health-related information for teens by means of their young adult Web site. Interestingly, 9 (30 percent) of the libraries that did not employ a full-time young adult librarian also provided health information. Clearly, these libraries recognize the health information needs of teens and are using librarians assigned to other areas, paraprofessionals, or volunteers to develop and maintain the health-related section of the library's young adult Web site.

Filters

The Children's Internet Protection Act (CIPA) requires libraries to adopt and implement an Internet safety policy and operate "technology protection measures" (blocking and filtering) if they receive

- E-rate discounts for Internet access, Internet service, or internal connections;
- funds under title III of the Elementary and Secondary Education Act to purchase computers used to access the Internet or to pay the direct costs associated with accessing the Internet; or
- funds under the state grant programs of the Library Services and Technology Act to purchase computers used to access the Internet or to pay the direct costs associated with accessing the Internet.²¹

According to the 2007 PDL survey, only 17 (21 percent) of the 81 reporting libraries in this study did not operate filtering software; the remaining 64 (79 percent) had Internet filters in use.²² Of the libraries without filters, 5 (30 percent) provided health information to teens; 26 (41 percent) provided links to health information from their teen Web site even though teens were probably unable to access that information using the library's computers.

Concerns about the Quality of Information

As Block points out, "librarians have always been extra-conscientious about handing out medical information, because we know that the consequences of wrong information can be deadly."²³ While the quality of Web-based health information provided is much higher today than it was a decade ago, it is still necessary to critically evaluate the Web sites that are recommended.²⁴ Checking the authority, reliability, and currency of sources is time consuming. A quick, cursory look at the homepage of a Web site or reliance on the URL is not sufficient. Teens are even less likely than adults to pay attention to items such as authority and currency, so this should be taken into consideration when recommending Web sites.

One of the libraries in this study provided a link to Teenadvice.org. This site consists of sponsored links to Web sites that at first glance appear to be appropriate. On closer inspection, it becomes apparent that while many of the sites are sponsored by reputable organizations, others are not. For example, there is a link to Love.Dada.net, which enables individuals to "flirt, chat, and meet millions of singles online or on your cell." The page is subtitled "Intimate Dating" and shows a picture of a young woman wearing a leopard-print bikini.

Censorship Concerns

The decision to provide access to health information for teens can create tension in many communities. Few librarians have forgotten that it was a link to Go Ask Alice! on YALSA's now-closed Teen Hoopla Web site that started Dr. Laura Schlessinger's attack on the ALA in 1999. As Shoemaker explains, "Skewering Alice's responses to teens' questions as sadomasochism and oral sex, Dr. Laura whipped her listeners into a frenzy of child protection, labeling librarians as 'fraudulent child abusers' for recommending the Alice site to teens."²⁵ According to Vargas, two library systems in Houston, Texas, were forced to remove Go Ask Alice! from their teen Web sites, and, in South Dakota, the link to Planned Parenthood's teen Web site Teenwire was taken off the state library's links page for teens.²⁶ Rather than risk the negative publicity that materials challenges bring, many libraries may choose not to include health information on their teen Web sites or to only recommend subscription databases such as Rosen Publishing's *Teen Health and Wellness: Real Life, Real Answers*.²⁷

Implications for Practice

Improving the Health of Adolescents and Young Adults: A Guide for States and

Communities outlines a community-based approach to promoting the health and well-being of America's teens.²⁸ Recognizing that societal institutions play a significant role in determining adolescent health, the publication argues that health promotion and prevention strategies should not be implemented in isolation, but should be a collaborative effort across multiple organizations. As this study shows, libraries can support the direct needs of teenagers by providing links to health-related materials and organizations as part of their young adult library Web sites.

There are a number of resources that librarians seeking to provide health information for teens can use to identify appropriate sites. Among these are *Health Information for Youth: The Public Library and School Library Media Center Role*, the Internet Public Library's *Teenspace* (www.ipl.org/div/teen), and the *Health Information Project at the Mid-Hudson Library System* (<http://hip.midhudson.org>).²⁹ In her monthly column in *School Library Journal*, Gail Junion-Metz often reviews health-related Web sites for youth. Additionally, the Health on the Net Foundation (HON) has developed a code of conduct that addresses the principles of reliability and credibility of health information on the Web.³⁰ Web sites that post the HON icon are monitored for their compliance to these features. Limiting the number of recommended health-related Web sites so that they can be carefully screened and monitored is also important. The library Web site that recommended *Teenadvice.org*, for example, included links to ninety-three Web sites.

Another strategy to consider is only providing links to community-based organizations. The Public Library of Charlotte and Mecklenburg County (N.C.)'s Life Info Web page contains the following note to teens:

As a young adult, it may be hard to find accurate helpful information about issues that affect your life.

This website offers a small collection of organizations within the community that may help you with your problem. Use it on your own or with friends and family to start you on your way to getting help.³¹

As Vargas argues, libraries should also provide teens with help evaluating health Web sites.³² She recommends the following two resources: *Evaluating Health Information*, on *MedlinePlus.gov*, and *10 Things to Know About Evaluating Medical Resources on the Web* on the National Center for Complementary and Alternative Medicine's Web site.³³

The National Network of Libraries of Medicine suggests that libraries should do more than just provide technological access to consumer health information.³⁴ The Health Information Project at the Mid-Hudson Library System, in Poughkeepsie, New York, does just that through its teen intern program. Each summer teen interns between the ages of fourteen and nineteen are hired to review DVDs, videos, Web sites, and books for inclusion in the system's six substance abuse/health information center libraries. The teens receive training in media literacy and Web site evaluation. In the fall following their internship, the teens make presentations at local schools and organizations. Through this project the teens learn to work independently and to evaluate health-related information. They also gain knowledge about health issues facing today's teens and recognize the importance of talking to friends, family, or peers about topics of concern. As Clapp and Lindsley explain, parts of the project can be implemented in any library with members of teen advisory councils, teen volunteers, or teen staff members.³⁵

Here are some other initiatives to consider:

- Develop partnerships with school librarians, health teachers, and school

nurses to support health-related tasks in the K–12 curriculum.

- Partner with community-based organizations, such as the Boys and Girls Clubs, to develop outreach programs to discuss health information topics.
- Provide health information classes at the public library to teach health-related topics.
- Work with consumer advocate organizations on outreach programs to vulnerable teen populations.
- Participate in and lobby for research on teen health literacy topics.³⁶

Conclusion

Teenagers are making decisions every day that affect their health. The most recent Youth Risk Behavior Surveillance System report, for example, showed that during the 30 days preceding the survey, 43 percent of the students surveyed had drunk alcohol, 20 percent had used marijuana, and 23 percent had smoked cigarettes. Also, 13 percent of the teens reported being overweight, 80 percent admitted that they did not eat healthy, and 67 percent said they did not attend physical education classes daily. In addition, 47 percent reported having sexual intercourse, 37 percent of which had not used a condom.³⁷ By providing health information as part of their young adult Web site, public libraries can help teens make sound decisions about their health—decisions that can affect the rest of their lives. **YALS**

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Guidelines for Authors

Young Adult Library Services is the official publication of the Young Adult Library Services Association, a division of the American Library Association. *Young Adult Library Services* is a vehicle for continuing education of librarians working with young adults (ages twelve through eighteen) that showcases current research and prac-

tice relating to teen services and spotlights significant activities and programs of the division.

For submission and author guidelines, please visit www.ala.org/ala/yalsa/yals/authorguidelines.cfm.

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Bishop, Kay. *The Collection Program in Schools: Concepts, Practices, and Information Sources Fourth Edition.* Libraries Unlimited, 2007. ISBN-13: 9781591583608; 242p; \$55.

This is a good introduction to all of the factors that go into developing a strong, school-based library collection for beginning media coordinators and a refresher for experienced media coordinators who want to evaluate and develop their collection. Among the factors covered are learning the existing collection, understanding the school's curriculum, getting acquainted with district policies on selection and acquisition, understanding budgets and taking into account special populations. There are two strong sections that are included: one on selection criteria and the other on evaluation of the collection. The selection criteria section starts off with a chapter on general characteristics that should be examined such as quality, scope, authenticity, and instructional design. The next chapter breaks down each format and gives specific advantages, disadvantages, selection criteria, implications for collection development, and copyright issues that should be considered before purchasing books, e-books, online databases, graphic novels, and many other formats. The evaluation section covers both collection-centered measures and use-centered measures that are used in determining whether your media center is meeting the needs of your patrons. The author stresses using a combination of both types of measurement to get an accurate picture. Short chapters on promoting circulation, community analysis, and opening or moving a collection also have some helpful and pertinent ideas that can be used by all media coordinators. This is an exceptional addition for media coordinators who want to make sure their collections reflect and meet the needs of their school and students. Part of the Library and Information Science Text Series.—*Joann Absi, Media Coordinator Ashley High School, Wilmington, N.C.*

Brehm-Heeger, Paula. *Serving Urban Teens.* Libraries Unlimited, 2008. ISBN-13: 9781591583776; 229p; \$40.

Serving Urban Teens is written to any librarian or staff member that wants to not only serve youth, but also bring youth into their library. It is about serving urban teens, but the book also is an excellent resource for anyone wanting to make their library more teen friendly.

The book begins with a brief history of teen services and explores some of the barriers that have traditionally kept many teens

from using the library. There is a brief exploration of recent libraries using innovative ways to entice young adults, and, finally, the book offers practical applications for library staff to use.

The main thrust of this book is to get staff buy-in through education and training. Library staff are encouraged to help teens build developmental assets and are provided with specific examples of how to accomplish this. Educating staff in teen behavior helps them understand what may have been inexplicable behavior. Hiring dedicated young adult librarians, creating dedicated teen spaces, and bringing teens into the library as paid staff, volunteers, and on advisory boards are some of the ways *Serving Urban Teens* promotes involving teens in the library. The theme of the book is for all staff to see themselves as role models, and it offers practical tools to serve teens more effectively.—*Rochelle Carr, Electronic Resources Librarian, Fresno County Library, Clovis, Calif.*

Hall, Susan. *Using Picture Story Books to Teach Literary Devices: Recommended Books for Children and Young Adults Volume 4.* Libraries Unlimited, 2007; 296p; \$42.

Susan Hall's *Using Picture Story Books to Teach Literary Devices* seeks to identify titles of literary merit that strongly demonstrate the use of literary devices. The fourth volume focuses on books published since 2000. For this volume, the list of literary devices has been revised. New devices included here are apronym, archetype, colloquialism, counterpoint, solecism, surprise and twist-in-the-tail, and wit or humor. Devices in previous volumes that are excluded are anachronism, analogy, caricature, cliché, and parallel story.

For each title, Hall provides publication information, a brief summary of the work, curriculum tie-ins, and art style. Hall outlines each of the literary devices used while citing specific examples from the work to illustrate her points. Picture books are obviously a very visual medium. Hall's in-depth descriptions make it easy to envision a title's points without having the book at hand.

Neatly organized appendixes make it easy to find titles for specific purposes. Rather than wade through the descriptions at the book's core, users can use the appendixes to find resources grouped by literary device, artistic style, and curriculum tie-ins.

The book's navigation can be challenging, especially if one is relying heavily on the appendixes. Entries are alphabetical by author, but sections on devices stand out more visually, at times making it difficult to determine when an entry for a title begins.

Hall's latest work effectively identifies and illustrates titles that demonstrate literary devices. Teachers, librarians, and parents who desire books that teach important language arts elements without sacrificing literary merit will find this book useful.—*Jennie Depakakibo Evans, Librarian, Carrollton (Tex.) Public Library at Hebron and Josey.*

Harada, Violet H. and Sandra Hughes-Hassel, eds. *School Reform and the School Library Media Specialist*. Libraries Unlimited, 2007; 192p; \$40.

If you're looking for validation of your opinions concerning the standards-based reform movement, whether those opinions are supportive or in complete opposition, this is not the book for you. But if you are a consciously competent school library media specialist, teacher, or school administrator who realizes that constant self-reflection and change is the only path to real progress, this balanced and objective view of the reform movement and the media specialist's place in it is a must read.

The book is composed of eleven essays that discuss the potential role of the media specialist as a change agent in schools. The pieces are thought provoking and nicely balanced in their view of reform opportunities for schools in the areas of literacy, differentiated instruction, education of the exceptional child, and professional development within learning communities. An insightful look at recent legislation and its impact on school libraries is also provided. This is not a practical manual for change, but rather an interesting treatment of reform and the school media specialist's role from a conceptual base. But it also includes some practical approaches and strategies for achieving change in the current school environment. This is excellent reading for serious professionals, particularly for media specialists facilitating change, but also for the administrators and teachers who work with them.—*Peter Rivard, Head Librarian, Bullitt Central High School, Sheperdsville, Ky.*

Pletka, Bob. *Educating the Net Generation: How to Engage Students in the 21st Century*. Santa Monica Pr., 2007. ISBN-13: 9781595800237; 164p; \$16.95.

The "Net Generation," born between 1982 and 2002, has grown up in an information- and media-rich environment. They attain their knowledge on the go, on a need-to-know basis, and through collaboration. They want and expect what they learn to be immediately relevant to their experience. Unfortunately, most schools and teachers don't structure their curricula or lesson plans to meet these students' needs or expectations. As a result, students often become disengaged, many drop out (32 percent), and fewer still go

on to complete college. Employment prognosticators predict that, in the future, more jobs will require college degrees—reducing opportunities for high school drop outs. This is an important and timely topic, and Bob Pletka (also the creator of the My So-Called Digital Life project) expertly outlines the problems facing both Net Generation learners and their teachers. His descriptions of how some educators have solved this problem will be a valuable starting place for others who are looking to engage or reconnect with their students. My So-Called Digital Life, one such solution, is discussed and analyzed at length—with extensive, and occasionally repetitive, comments from participating students about how it affected their learning experience.—*Karin Thogersen, Huntley Area Public Library, Woodstock, Ill.*

Rosenfeld, Esther and David V. Loertscher, eds. *Toward a 21st Century School Library Media Program*. Scarecrow Pr., 2007; 320p; \$35.

This collection of seventy-two articles previously published in *Teacher Librarian* and *VOYA* provides the school librarian with a convenient reference covering many aspects of working with students and teachers. The articles are organized into seven topical areas: collaboration, curriculum design and assessment, technology integration, twenty-first-century skills, literacy and reading, partnerships, and issues and management. These articles present instructional techniques and tools, introduce methods for incorporating multimedia and Web 2.0 capabilities, and provide a solid background of research to support the integration of library programs into the school curriculum.

One of the more interesting attributes of this book is that it offers the reader a variety of approaches to particular educational needs. The writing styles cover a continuum from narrative to scholarly, with many useful references for further study. Articles discussing assessment are particularly helpful, providing rubrics and guidelines and using scenarios to illustrate important points. Throughout the book, the importance of using technology to engage learners who are comfortable in a digital world is emphasized.

The editors' stated objective is to provide a book that will be "used by practitioners to make the school library essential and central to learning and teaching in the 21st-century school." By compiling this useful guide for supporting the library program, encouraging new teaching methods, and advocating for the importance of the school library, the editors have hit their mark.—*Cathy Rettberg, Head Librarian, Menlo School, Atherton, Calif. YALS*

Find the latest YALSA news every Thursday at the YALSA Blog, <http://yalsa.ala.org/blog>.

Register for the First Young Adult Literature Symposium

Early Bird Rate Ends Sept. 1

Registration is now open for the inaugural Young Adult Literature Symposium, Nov. 7–9, at the Millennium Maxwell House Hotel in Nashville, Tenn. Early bird pricing for the symposium is available until Sept. 1, with advance registration from Sept. 2 to Oct. 3. Registration is available at www.ala.org/yalitsymposium.

The symposium, funded in part by the William C. Morris Endowment, will take place biennially beginning this year. The 2008 theme is “How We Read Now.” The symposium begins with *Picturing the Story: Teens Get Graphic @ your library*, a preconference focusing on illustrated materials for teens, followed by two days of programs, poster sessions, and receptions. Registrants can also sign up for the optional Genre Luncheon on Saturday, in which they can meet and mingle with young adult authors over lunch. Details, including a preliminary program (see pages 49–52), are available at www.ala.org/yalit symposium by clicking on “Programs & Presentations.”

Early bird registration costs \$195 for YALSA members, as well as members of the Tennessee Library Association and the Tennessee Association of School Librarians; \$245 for ALA personal members; \$300 for nonmembers; and \$50 for students, who must be enrolled full-time in a library and information science program. Registrants can attend the preconference for an additional \$75. Rooms at the Millennium Maxwell House are offered at a special rate for registrants of \$119 per night. To find out

how to reserve a hotel room and see the full list of registration rates, visit www.ala.org/yalitsymposium.

YALSA Establishes Leadership Endowment

Thanks to the generosity of its members and the leadership of a few past presidents, YALSA now has its own Leadership Endowment! The endowment will be used to support specific leadership development initiatives such as scholarships, fellowships and awards, mentoring programs, leadership institutes, travel and workshop grants, and so on.

The endowment came together within one year, which is an impressive feat. To establish an endowment within ALA, a division must raise at least \$10,000. After discussing a potential endowment with the YALSA Board of Directors at the 2007 ALA Annual Conference in Washington, D.C., past presidents Jennifer Jung Gallant and Pam Spencer Holley spearheaded a fund-raising drive, asking other YALSA past presidents to donate to an endowment for leadership development within YALSA.

A great number of YALSA past presidents contributed. In the fall of 2007, the drive expanded to all YALSA members, who responded generously. At the 2008 Midwinter Meeting in Philadelphia, Holley and Gallant announced at YALSA's All Committee meeting that the minimum to establish the fund was within reach, asking for donations from YALSA's leaders and committee members. About ten minutes later, the past presidents again took the podium to announce that they had raised \$1,000 during the meeting, taking YALSA

over the threshold and establishing the Leadership Endowment. To date, more than \$12,000 has been raised for the establishment of this fund. YALSA's Board of Directors has voted to move \$25,000 from the operating budget into this fund during fiscal year 2009.

Thanks to our endowment donors for starting this important fund:

- Jennifer Gallant
- Pam Spencer Holley
- Carol Starr
- Regina Minudri
- Eleanor Pourron
- Christy Tyson
- Marilee Englesong
- Penny Jeffrey
- Anonymous in memory of Gerald Hodges
- Anonymous in memory of Elizabeth O'Donnell
- Ma'Lis Wendt in memory of Elizabeth O'Donnell
- Sara Siebert
- Joan Atkinson
- Vivian Wynn
- Mary Arnold
- 2008 Midwinter Meeting
- All Committee attendees
- Nick Buron
- Paula Brehm-Heeger
- Erin Helmrich
- Ellen Loughran

YALSA Creates Two New Licensed Institutes

YALSA added two new licensed institutes into its acclaimed stable of continuing education.



WrestleMania® Reading Challenge Champions David Silva and Ajoura Gwinn celebrate with WWE's® Executive Vice President, Marketing Geof Rochester and Superstars Matt Striker, The Miz™, and CM Punk™.

Silva, Gwinn win 2008 WrestleMania Reading Challenge

David Silva of the Orlando Public Library and Ajoura Gwinn of the Carnegie Library of Homestead, Pa., were crowned 2008 WrestleMania Reading Challenge National Champions on March 29 in Orlando, Fla. Silva, the national middle school reading champ, and Gwinn, the national high school reading champ, received coveted trophies along with ringside seats to WrestleMania XXIV at the Florida Citrus Bowl.

"Because I entered this competition I was able to leave Pennsylvania for the first time since I was a child," Gwinn said. "I never would have thought that my love of wrestling would win me a trip to Florida, and then WrestleMania. The Reading Challenge reestablished my love of the written word, and helped me start the continuation of my book."

"I was nervous and I didn't think I'd win at all," added Silva. "This is my first time doing this, so I feel pretty good about it. I never thought I would be that close, ever in my life, to a WWE Superstar. Now I want to go to Houston! I think I can repeat."

This is the second year of the national competition held by WWE and the Young Adult Library Services Association (YALSA) to reach reluctant readers and get more teens reading beyond Teen Read Week™, YALSA's annual initiative to encourage teens to read for fun. WWE plans to continue to expand the reading challenge competition as part of a new initiative to extend its popularity with youth.

Silva and Gwinn had the most correct responses to questions about the books *Stuck in Neutral* by Terry Trueman and *Ball Don't Lie* by Matt de la Pena. The authors served as judges while the finalists were quizzed by WWE Superstars CM Punk, The Miz and Matt Striker. Punk, Miz and Striker all appeared in posters distributed nationwide to encourage libraries' participation in the WrestleMania Reading Challenge.

"It was a lot of fun," Trueman said. "The kids were excited and very enthusiastic, the wrestlers put on a great show and I think the audience loved it all."

From the more than 30,000 participants in more than 1,170 libraries across the country who competed, 10 finalists were selected to face off in Orlando to become national champions. Gwinn and four others competed in the 9-12 grade division, Silva and the other four finalists competed in the 7-8 grade division. Each finalist won airfare, hotel, and spending cash for two to Orlando, tickets to WrestleMania XXIV, \$2,000 for their public or school library and the opportunity to compete in the WrestleMania Reading Challenge finals.

The first, *Teens and Technology*, will teach participants how to incorporate the latest technologies and Web 2.0 tools into library services and programming for teens. It is available for either a full or half-day session.

The second, *Beginner's Guide to Teens & Libraries*, recognizes that nearly every staff person in any school or public library setting interacts with teens in some way. This workshop is geared toward providing staff with strategies to ensure that this interaction is positive—for both the teen and the staff person. This training is available as a half-day session.

YALSA's licensed institutes are full or half-day workshops presented onsite to public library systems, state libraries, state library associations and school districts. Presenters and specific content may vary by date and site. YALSA's other licensed institutes are *Get Graphic @ your library* and *Power Up with Print*.

Information on YALSA's licensed institutes, including descriptions, is available online at www.ala.org/ala/yalsa/institutes.cfm. To license a YALSA institute, contact YALSA Executive Director Beth Yoke at 1-800-545-2433, ext. 4390 or at byoke@ala.org.

Get Ready for Teen Read Week™ 2008!

Books with Bite
@ your library®

Librarians prepping for Teen Read Week™ (TRW) have a unique resource to look to for help: the TRW Wiki. Launched in 2007, the TRW Wiki is a great place to find creative program ideas; smart professional resources; and recommendations for theme-appropriate books, media, movies, and Web sites to share with teens.

But the wiki is far from complete—and that's where YALSA members come

in! YALSA invites its members and any other TRW stakeholders to visit and contribute to the TRW Wiki. The Teen Read Week Wiki is located at http://wikis.ala.org/yalsa/index.php/Teen_Read_Week.

Teens' Top Ten Nominations Ready for Reading

Encourage Teens to Read Now, Vote in October

The 2008 Teens' Top Ten (TTT) nominations are now available online at www.ala.org/teenstopten. This year's TTT nominees include twenty-six books released between January 2007 and March 2008 in several genres, including mysteries, science fiction, fantasies, and realistic fiction.

Librarians seeking new titles for readers' advisory, collection development, or simply to give to their teens as part of summer reading programming can see the 2008 nominations at the TTT Web site at www.ala.org/teenstopten. Teens across the country are encouraged to read the nominated titles and participate in the national vote during Teen Read Week,TM October 12–18. The votes will determine the 2008 Teens' Top Ten booklist of the best new books for young adults. TTT is the only national literary list selected and voted on entirely by teens.

TTT is a part of YALSA's Young Adult (YA) Galley Project, which facilitates access to advance copies of young adult books to national teen book discussion groups. Fifteen public libraries and school library media centers from across the country evaluate books from publishers and nominate books for TTT. YALSA's YA Galley Committee chooses groups every two years; new groups were chosen in June for the 2009-2011 project.

Linda W. Braun elected YALSA vice-president

YALSA members chose Linda W. Braun as the association's next vice president/president-elect. Braun will begin her term

as president-elect in July 2008, following the ALA Annual Conference in Anaheim, Calif., becoming president for one term in July 2009.

"I'm looking forward to the challenges and opportunities the position will bring," said Braun. "I'm excited to work with our past presidents and our board to make great YA services happen. I also am excited to connect with members and find out what they would like to see in YALSA's future."

Braun, an active member of YALSA for many years, previously chaired YALSA's Website Advisory committee, the 2008 Midwinter Social Event Task Force and the inaugural Teen Tech Week committee. In addition, she is YALSA's blog manager, served on the ALA Website Advisory Committee, and completed a three-year term on the YALSA Board of Directors.

Braun is an educational technology consultant with LEO: Librarians & Educators Online. In her job she works with schools, libraries, and other types of educational institutions to help them figure out the best way to integrate technology into their programs and services. She is also an adjunct faculty member at Simmons College Graduate School of Library and Information Science, where she teaches young adult and technology classes. She is

the author of seven books on library services and writes for *School Library Journal*, *Library Journal*, *netConnect*, *Young Adult Library Services*, and *VOYA*, for which she is a columnist.

YALSA 2008 Election Results

Elected Members

Vice President/President-Elect: Linda W. Braun

Fiscal Officer: Mary Hastler

Secretary: Francisca Goldsmith

Board of Directors (members-at-large):

Ruth Cox Clark, Sandra Payne, Cindy Welch

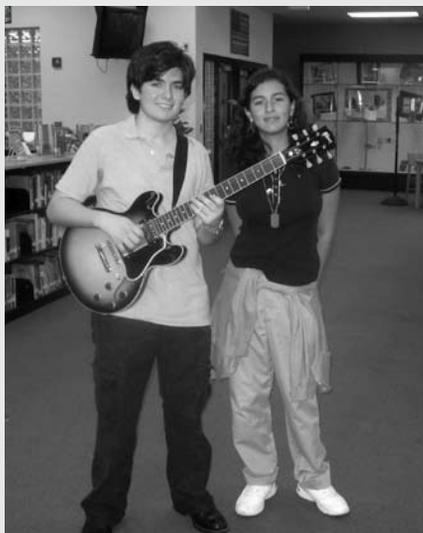
Michael L. Printz 2010 Award

Committee: Teri Lesesne, Jack Martin, Cheryl Karp Ward, Carlie Webber

Margaret A. Edwards 2010 Award

Committee: Kathie Fitch, Cathy Lichtman, Mary Anne Nichols

Interested in running for office? Contact Michael Cart, chair of the 2009 Nominating Committee at mrmcart@sbcglobal.net.



Bryan Aguilar and Michelle Visent, who came in second and first in the Teen Tech Week Promotional Song Contest, at the library that inspired them—Felix Verela Senior High School in Miami.

Teen Tech Week Song Contest Winners

Four teams of teens entered the Teen Tech Week Promotional Song Contest. Michelle Visent, a sophomore at Felix Verela Senior High School in Miami, won for her song, "The Library." Visent won a \$50 Barnes & Noble certificate, while her sponsoring librarian, Mary Joffre, received \$100 in materials for her library. All finalists received a free book, courtesy YALSA.

One of Visent's classmates, Bryan Aguilar, came in second, with his song "You're a Handy One." Leon Moskatel, Anne McGrath, and Sarah Brandon of North Hollywood, Calif., came in third with "I Find It at the Library."

Visent's song, along with the songs of the three other finalists, can be heard by visiting www.ala.org/teentechweek and clicking on "Contests."

YALSA to sponsor two ALA Emerging Leaders

The American Library Association (ALA) is now accepting applications for the 2009 class of Emerging Leaders; YALSA will sponsor two applicants. Applications can be found at <http://cs.ala.org/hrdr/emergingleaders>. The deadline to apply is July 31.

The program is designed to enable more than 100 new librarians to get on the fast track to ALA and professional leadership. Participants are given the opportunity to work on a variety of projects, network with peers and get an inside look into ALA structure and activities.

YALSA will contribute \$1,000 towards expenses (\$500 for each conference). To be sponsored, apply directly to your division, chapter or round table on the application. A list of sponsoring units is included as part of the online application.

To be eligible for participation in the program, those selected must meet the following criteria:

1. Be under 35 years of age or be a new librarian of any age with fewer than 5 years post-MLS experience, and
2. Have a recent MLS degree from an ALA- or NCATE-accredited program or be in an MLS program currently, and
3. Be able to attend both ALA Annual Conference and Midwinter Meeting and work virtually in between each,
4. Be prepared to commit to serve on a YALSA committee, taskforce or workgroup upon completion of program, and
5. Be a personal YALSA member

Program information will be available and updated at: wikis.ala.org/emergingleaders. For questions or more information regarding the program, contact Beatrice Calvin at bcalvin@ala.org.

Two new books from YALSA

The Official YALSA Awards Guidebook

YALSA announced the publication of "The Official YALSA Awards Guidebook," ed-

ited by Tina Frolund and copublished with Neal-Schuman.

In "The Official YALSA Awards Guidebook," eight nationally recognized authorities have brought together essential information about the YALSA awards in one comprehensive guide. The Official YALSA Awards Guidebook will provide librarians with an exhaustive list of award-winning books with which to build their collections, as well as useful tools for promoting those books to readers.

Ideal for any library that caters to a young-adult population, the book provides information on three YALSA awards: the Alex Award, honoring adult books with specific teen appeal; the Edwards Award, citing an author for a specific work for its lifetime contribution to writing for teens, and the Printz Award, for the best young adult book of the year. For each award, contributors discuss the history and founding of the award, as well as characteristics of the winning books. Lists of winning books provide concise summaries as well as subjects covered. The book also includes speeches from Printz and Edwards award ceremonies.

Tina Frolund is a librarian in Las Vegas, Nevada. Tina holds a master's degree in library science from the University of Washington, Seattle.

"The Official YALSA Awards Guidebook," edited by Tina Frolund for the Young Adult Library Services Association (ISBN-13: 978-1-55570-629-6), costs \$55.00 and is available for purchase on Neal-Schuman's Web site, www.neal-schuman.com or by calling 1-866-NS-BOOKS. Discounts are available for YALSA members.

Excellence in Library Services to Young Adults, Fifth Edition

YALSA also published "Excellence in Library Services to Young Adults, 5th Edition," edited by Amy Alessio for YALSA with a foreword by Mary K. Chelton, editor of the book's first three editions. The book is published by YALSA with support from the Margaret A. Edwards Trust.

"Excellence in Library Services to Young Adults" compiles the winners of YALSA's recognition project of the same name, announced last summer. The five

winners were selected by YALSA as the best programs in libraries for young adults, along with twenty "best of the rest."

Each program summary provides ideas for replicating and adapting the winning programs in school and public libraries. Organized for easy browsing, each chapter encourages readers to think about the range of possible programs and illustrates the growing trend of including teens in every aspect of the program.

This new edition also includes helpful appendixes, including criteria for judging the program; YALSA's Competencies for Librarians Serving Youth; YALSA's White Papers; biographical details on Margaret A. Edwards, whose Trust has helped fund each edition of *Excellence in Library Services to Young Adults*; and a list of resources and publications offered by YALSA for those who work with young adults in a library setting.

The Excellence in Library Service to Young Adults Project was started by ALA Past President Hardy Franklin in 1993. All five rounds of the project have been funded by the Margaret A. Edwards Trust. Edwards was a well-known and innovative young adult services librarian at Enoch Pratt Free Library in Baltimore, Md., for more than thirty years.

Amy J. Alessio is the teen coordinator at the Schaumburg Township District Library in Illinois and an active YALSA member.

"Excellence in Library Services to Young Adults, 5th Edition," edited by Amy Alessio for YALSA with a foreword by Mary K. Chelton (ISBN-13: 978-0-8389-8457-4) costs \$30 (\$27 for ALA members). It can be purchased through the ALA Store at www.alastore.ala.org or by calling 1-866-SHOP-ALA.



Young Adult Literature Symposium Preliminary Program

November 7-9, 2008
Millennium Maxwell House Hotel • Nashville, Tenn.

Registration & housing at www.ala.org/yalitsymposium
Early Bird registration ends September 1



YALSA's Young Adult Literature Symposium

Nov. 7–9, 2008

Millennium Maxwell House Hotel, Nashville, Tennessee

www.ala.org/yalitsymposium

Friday, November 7

Picturing the Story: Teen Readers Get Graphic @ your library

9 a.m.–5 p.m.

This day-long preconference will explore the cutting-edge world of graphic formats such as graphic novels, graphic nonfiction, manga, and anime. Come listen to the authorities in the field, including Printz Award winner (2007) Gene Luen Yang, discuss these unique formats that have captured the attention of teens. Participants will leave the event with a more thorough understanding of the visual format along with great ideas for enhancing their library collections and programs through the graphic medium. Tickets are \$75. Lunch included.

Friday Night Networking Reception

5–7 p.m.

Join us for cocktails, hors d'oeuvres and great conversation at this networking opportunity sponsored by Little, Brown Books for Young Readers/Hachette Book Group USA.

Saturday, November 8

Breakfast

8–8:30 a.m.

Start your day off right! Join us for breakfast sponsored by Houghton Mifflin Books for Children.

How to Keep the Attention of Today's Teens

8:30–10 a.m.

Hear how authors and editors keep the attention of today's fast-paced teens and learn strategies for grabbing the attention of the teens in your community.

Speakers: Amy Alessio, David Gale, Margaret Haddix, Patrick Jones, Deb Wayshak.

Never Enough Nonfiction

8:30–10 a.m.

The nonfiction being written today offers visual and intellectual adventures for pleasure readers and answer seekers alike, yet what kind of impact has that had on those who write, edit, and review nonfiction? And what has YALSA done to promote nonfiction? To set the stage, an overview of old and new nonfiction titles will be presented, followed by a panel of noted YA authors, editors, and reviewers as they discuss trends in nonfiction,

where they see their writing going, the interactions between author and editor, and the challenges that face a reviewer when writing about nonfiction as compared to fiction.

Speakers: Marc Aronson, Gillian Engberg, David Mowery, Ginee Seo

Listening Is Reading—Teens Choose Books Out Loud

8:30–10 a.m.

Many of today's teens choose to read with their ears. Learn about award-winning audiobooks and how to connect them with teens in your schools and libraries. Audiophiles from schools, libraries, and the audiobook industry will provide you with everything you'll need to keep your listening teens well-supplied with great new titles and to get your teen readers listening with pleasure. Find out why audiobooks appeal to so many narrative hunting teens. Listen to teen podcast reviews of their favorite audiobooks. Discover what's new on the technology horizon for accessing and hearing audiobooks.

Speakers: Jerene Battisti, Mary Burkey, Tim Ditlow, Francisca Goldsmith, Sharon Grover, Alfred C. Martino, Robin Whitten

Books Between Cultures

10:30 a.m.–noon

A growing number of kids straddle two cultures. How might a librarian evaluate a book to see whether it empowers or alienates them? Author Mitali Perkins will provide a case study of growing up between cultures, discuss the "pop culture push," and show how stories help kids stay balanced. Participants will leave equipped with lists of best books for children and teens about life between cultures, and guidelines for evaluating and selecting fiction that empowers rather than alienates young people who might already be feeling marginalized.

Speaker: Mitali Perkins

Reading: It's Not Just About Books Anymore

10:30 a.m.–noon

When you say "reading" to librarians, teachers, and many other adults, the first thing that often comes to mind is books. However, for teens in the early 21st century, reading isn't just about books and literature isn't just about words written on the pages of a book. In this session you'll learn how technology such as blogging, microblogging, texting, podcasting, and social networking supports and enhances teen reading (and writing) practices and literacies.

Speaker: Linda Braun



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Nov. 7–9, 2008

Millennium Maxwell House Hotel, Nashville, Tennessee

www.ala.org/yalitsymposium

Paper Presentations

10:30 a.m.–noon

Find out the latest research in the field of YA literature. The following papers will be presented:

“Accept the Universal Freak Show,” presented by Angie Manfredi

“Are You There God? It’s Me, Manga: Manga as an Extension of Young Adult Literature,” presented by Lisa Goldstein and Molly Phelan

“Bullies, Gangs and Books for Young Adults,” presented by Stan Steiner

“The Age of _____?: Connecting Young Adult Readers To Each Other And The World,” presented by Tom Phillion

Genre Luncheon

noon–1:30 p.m.

Join us for lunch: Chat with contemporary YA authors from a variety of genres and receive autographed books. Tickets: \$35.

Beyond the Rainbow Canon: Books for LGBT Teens

1:30–3:30 p.m.

Explore the various resources available to librarians and educators providing reading material for lesbian, gay, bisexual, and transgendered teens. Here’s a look beyond books that are obviously targeted towards the LGBT audience, incorporating titles and resources that address other issues of concern for LGBT teens, such as self-esteem, communicating with parents, and peer group acceptance.

Speakers: Angie Miraflor, Daisy Porter

Connections: YA Literature and Curriculum

1:30–3:30 p.m.

There are many examples of popular YA fiction and other materials in appealing contemporary formats, including nonfiction, magazine articles, poetry, verse novels, and graphic novels, that librarians and teachers can use to connect forms of literature with each other and with curriculum. Come learn about titles both middle school and high school students can enjoy that will foster the interrelationships and comparative uses of forms of fiction and nonfiction using these approaches.

Speaker: Jane P. Fenn

Fandom, Fan Life, and Participatory Culture

1:30–3:30 p.m.

A teen’s experience with a book doesn’t just begin on page one and finish with the book’s conclusion. From birthday parties

and proms to fan fiction and role-playing games, teens find many ways to recreate a book’s universe in their lives, forming fandoms. Avid fandomers Liz Burns and Carlie Webber will demystify the weird and wonderful world of fandom and show you how to use the elements of participatory culture to plan interactive, teen-friendly programs for your libraries and classrooms. Included on the panel will be a representative from Narrate Conferences, Inc., an organization that plans Harry Potter symposia.

Speakers: Liz Burns, Carlie Webber

Zine-a-palooza 2008: Teens and Zines!

4–5:30 p.m.

With zine collections sprouting up in school and public libraries all over the country, it’s never been a better time to examine the appeal and myriad uses of these home-grown periodicals targeted at very specific audiences, especially when it comes to teens.

Speaker: Julie Bartel

Inside the Authors’ Studios: Printz Award Winners

4–5:30 p.m.

In a casual and conversational setting, moderator Joel Shoemaker will interview several recipients of YALSA’s Michael L. Printz Award for Excellence in Young Adult Literature. The authors will provide a candid and in-depth look at how the Printz Award has had an impact on YA literature, the authors’ relationships with their readers, and its effect on each author’s life, both personal and professional.

Speakers: Olivia Durant, Joel Shoemaker, Terry Trueman, Lisa Wemett

Just Keepin’ It Real: Teens Reading Out of the Mainstream

4–5:30 p.m.

Rollie Welch, collection manager of Cleveland Public Library, will address inner city teens’ reading tastes by centering on the action driven plots of realistic fiction and the draw of graphic novels while attempting to explain where the booming market of street lit falls in relationship to young adult reading.

Speaker: Rollie Welch

Authors’ Happy Hour

6–7 p.m.

Join us this evening in the hotel bar before dinner for the Authors’ Happy Hour! Wind down your day with some refreshments and mingle with your favorite authors.



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www.ala.org/yalitsymposium

Sunday, November 9

Hit List or Hot List: How Teens Read Now

8:30–10 a.m.

In the first stage of the session, Rosemary Chance and Teri Lesesne will booktalk the latest edge books for young adults. In the second stage, two authors who are writing cutting edge young adult literature will join them in a panel session about the latest in teens' reading tastes.

Speakers: Rosemary Chance, Coe Booth, Teri Lesesne, Barry Lyga, Julie Ann Peters

Teen Readers' Advisory: How Research Informs Practice

8:30–10 a.m.

A program designed to appeal to all YA librarians is presented by author, LIS professor, and adolescent literacy doctoral student Jessica E. Moyer, with the assistance of YA librarians Heather Booth and Michael Cox. Based on Moyer and Booth's chapter in *Research Based Readers' Advisory* (ALA Editions, 2008), Moyer will present on how adolescent reading research can and should influence readers' advisory services to teens. Real-life video examples of YA readers' advisory interviews created by Michael Cox will accompany the presentation.

Speakers: Heather Booth, Michael Cox, Jessica Moyer

Quickest of YALSA's Quick Picks

8:30–10 a.m.

David Lubar, author of two Quick Picks selections, will talk about how his books entice reluctant readers to read. Diane

Monnier and Diana Tixier Herald, who are currently serving on the Quick Picks committee will demonstrate short and snappy booktalks on the "now" books that are being considered for the Quick Picks list and books that really snag reluctant readers from recent lists. They will present techniques and tips to get teens reading the "now" books.

Speakers: Diana Tixier Herald, David Lubar, Diane Monnier

How We Read Now Closing Session

10:30 a.m.–noon

Join us for a culminating event where we explore the direction young adult literature may be heading next.

Speakers: TBD

Bill Morris Tribute

12pm–1pm

Come join the Symposium Task Force for an hour of personal stories honoring Bill Morris, the well-known children's and YA book publisher whose legacy made the YALSA Young Adult Literature Symposium possible. A panel of some people who knew Bill will share their memories with old friends as well as provide those who never met him a brief glimpse of the man he was. Audience members who knew Bill will also be invited to share their stories.

Speakers: Catherine Balkin, Bruce Brooks, Jennifer Brown, Caroline Kienzle

YALSA would like to thank the following sponsors for their generous support:

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Pop Goes the Library (www.popgoesthelibrary.com)

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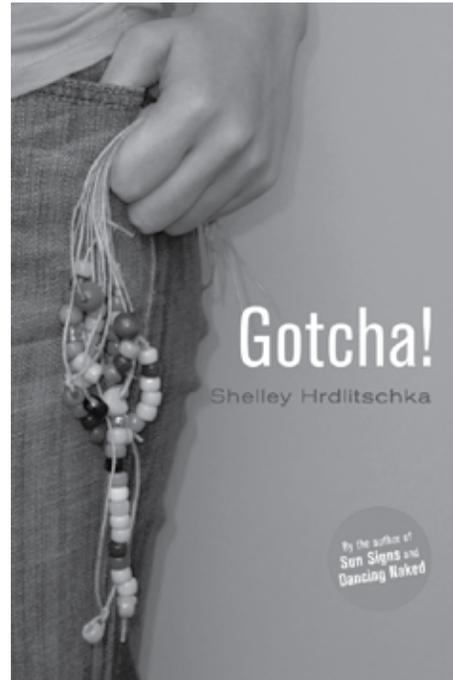
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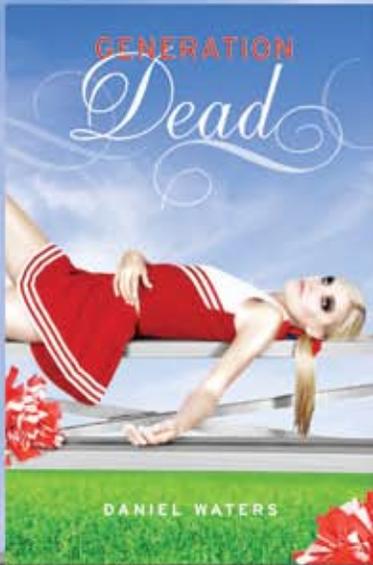
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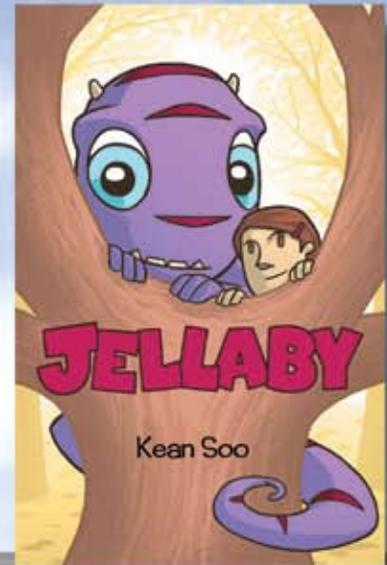
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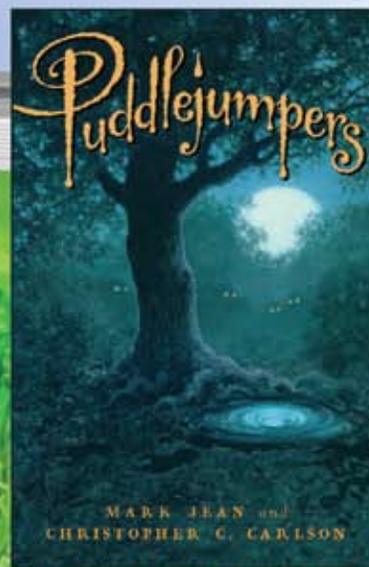
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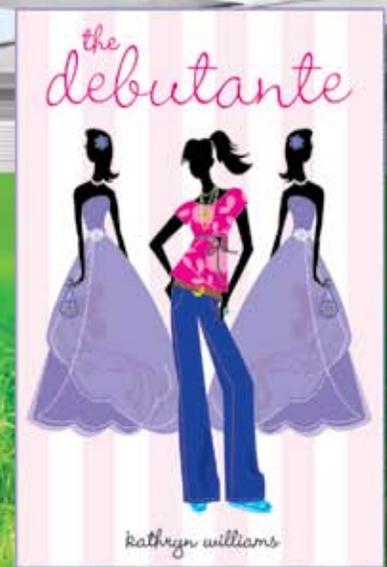
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