

THE OFFICIAL JOURNAL OF THE YOUNG ADULT LIBRARY SERVICES ASSOCIATION  
A DIVISION OF THE AMERICAN LIBRARY ASSOCIATION

# *young adult* library services



VOLUME 8 | NUMBER 4

SUMMER 2010

ISSN 1541-4302

\$12.50

TEEN READ  
WEEK ISSUE

## INSIDE:

MULTITASKING  
TEENS

TRW & ADVOCACY  
NONFICTION FOR  
GIRLS

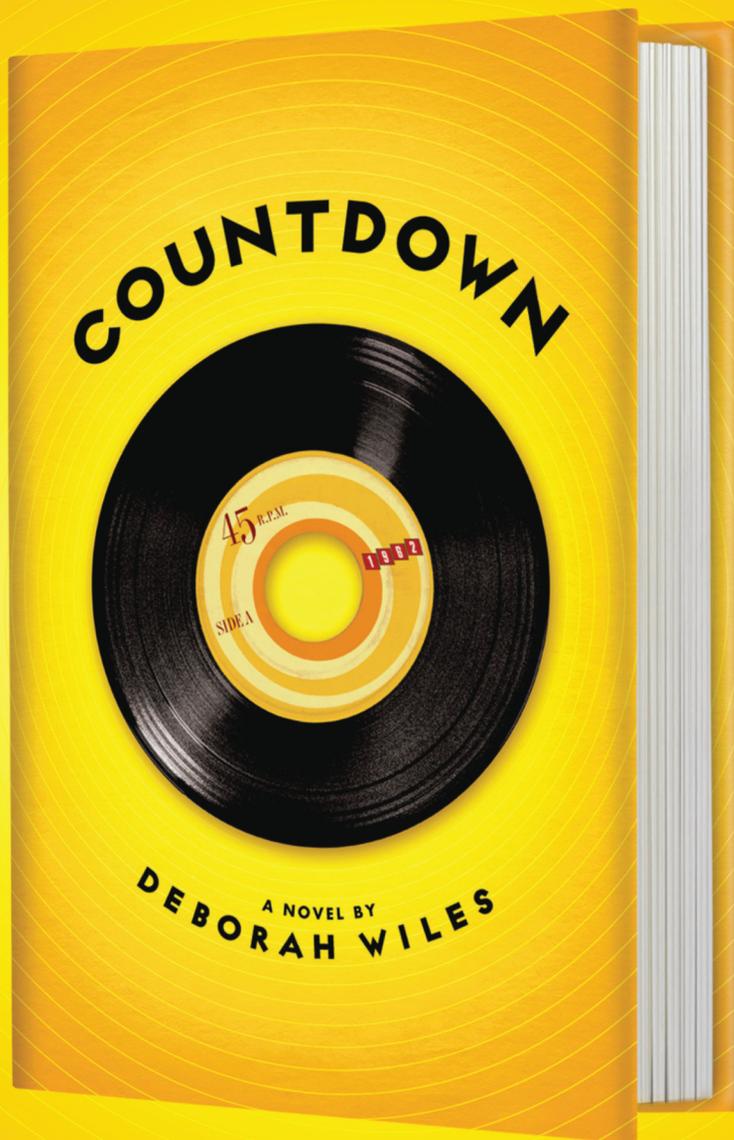
BOOK vs. MOVIE  
AND MORE!

# BOOKS WITH **BEAT**

SPECIAL APPEARANCES BY

AUDIOBOOKS • BEAT GENERATION  
POETRY • CRIME BEAT • STREET LIT  
BOOKS THAT MAKE YOUR HEART BEAT  
AND MORE!

★ **“PHENOMENAL.”**\*

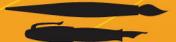


978-0-545-10605-4 • \$17.99 • Ages 9–12 • 352 pages

- ★ “Wiles’s ‘documentary novel’...the first in The Sixties Project trilogy, has a striking scrapbook feel.”  
—\**Kirkus Reviews*, starred review
- ★ “First-rate...eye-grabbing graphic spreads of Cold War-era images, lyrics, speeches, and headlines.”  
—*Horn Book*, starred review
- ★ “Palpably recreates the fear kids felt when air-raid sirens and duck-and-cover drills were routine...sure to strike a chord with those living through tough times today.” —*Publishers Weekly*, starred review
- ★ “Impressive...[Gives] readers a story that appeals across the decades as well as offering enticing paths into the history.” —*Booklist*, starred review

 **SCHOLASTIC**  
[www.scholastic.com](http://www.scholastic.com)

SCHOLASTIC™ Scholastic Inc.

  
Scholastic Press

# young adult library services

VOLUME 8 | NUMBER 4

SUMMER 2010

ISSN 1541-4302

## The View from ALA

- 5 Operation Teen Book Drop**  
By Lorie Ann Grover

## YALSA Perspective

- 8 Follow the Leaders, Part I**  
One Emerging Leader's Experience at  
Midwinter 2010, Diary Style  
By Robyn E. Vittek

## School Library Perspective

- 10 Teen Read Week™ in Schools**  
By Karen Perry

## Student Perspective

- 11 Absolutely True Experiences  
of Two New Librarians**  
The Importance of Popular Literature in  
Educating Young Adult Librarians  
By Frances Veit and Fumiko Osada

## Hot Spot: Teen Read Week

- 14 Books with Beat @ your library®**  
Get Ready for Teen Read Week 2010!  
By Carla Land
- 16 Budget Friendly Ideas for  
Teen Read Week Programming**  
By Catherine S. Barone
- 19 Books With Beat**  
Women Make Music but Men  
Keep Writing the Books  
By Mark Flowers
- 22 The Book versus The Movie**  
By Jesse Vieau
- 24 Make it Count**  
Advocacy and Teen Read Week  
By Beth Gallaway
- 29 Gauges and Pages**  
The Statistical Impact of Teen Read Week  
By Monique Delatte

## Best Practices

- 31 Transforming a Teen Summer Reading  
Program**  
By Chrissie Morrison

## Literature Surveys and Research

- 33 The World of Multitasking Teens**  
How Library Programming is Changing  
to Meet these Needs  
By Rebecca Hill

## Plus:

- 2 From the Editor**  
Sarah Flowers
- 3 From the President**  
Linda W. Braun
- 36 Guidelines for Authors**
- 36 Index to Advertisers**
- 37 Professional Resources**
- 38 The YALSA Update**
- 41 YA Lit Symposium  
Preliminary Program**
- 45 Index to Volume 8**

## About This Cover

Books with Beat @ your library® is the official theme for Teen Read Week 2010, Oct. 17–23. Teen Read Week is a national literacy initiative at YALSA to encourage teens to read, just for the fun of it. Design by Distillery Design Studio. © 2010 American Library Association. Poster and other products available at [www.alastore.ala.org](http://www.alastore.ala.org) or by calling 1-800-746-7252.

2010–2011 YALSA Editorial Advisory Committee  
(performing referee duties and providing advisory input for the journal)  
Kimberly Bolan Cullin, chair, Indianapolis, Ind.; Laura Pearle, Carmel, N.Y.;  
Sarah English, Omaha, Neb.; Jessica Pollock, Greenfield, Mass.;  
Cindy Welch, Knoxville, Tenn.; and April Witteveen, Bend, Ore.

2010–2011 YALSA Publications Committee  
Sasha Matthews, chair, Chesapeake, Va.; Heather Booth, Westmont, Ill.;  
Amy Barr, York, Neb.; Krista King, Lexington, Ky.;  
Kathy Watson, Flemingsburg, Ky.; and Cassie Wilson, Rowlett, Texas.

YALSA Executive Director  
Beth Yoke

Editor-in-Chief  
Sarah Flowers

Managing Editor  
Stephanie Kuenn

#### Circulation

*Young Adult Library Services* (ISSN 1541-4302) is published four times a year by the American Library Association (ALA), 50 E. Huron St., Chicago, IL 60611. It is the official publication of the Young Adult Library Services Association (YALSA), a division of ALA. Subscription price: members of YALSA, \$25 per year, included in membership dues; nonmembers, \$50 per year in the U.S.; \$60 in Canada, Mexico, and other countries. Back issues within one year of current issue, \$15 each. Periodicals class postage paid at Chicago, Illinois and additional mailing offices. POSTMASTER: Send address changes to Young Adult Library Services, 50 E. Huron St., Chicago, IL 60611. Members: Address changes and inquiries should be sent to Membership Department, Changes to Young Adult Library Services, 50 E. Huron St., Chicago, IL 60611. Nonmember subscribers: Subscriptions, orders, changes of address, and inquiries should be sent to Changes to Young Adult Library Services, Subscriptions, 50 E. Huron St., Chicago, IL 60611; 1-800-545-2433, press 5; fax: (312) 944-2641; subscriptions@ala.org.

#### 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.

#### Production

Cadmus Communications

#### Advertising

Bill Spilman, Innovative Media Solutions; 1-877-878-3260; fax (309) 483-2371; e-mail bill@innovativemediasolutions.com. YALS accepts advertising for goods or services of interest to the library profession and librarians in service to youth in particular. It encourages advertising that informs readers and provides clear communication between vendor and buyer. YALS adheres to ethical and commonly accepted advertising practices and reserves the right to reject any advertisement not suited to the above purposes or not consistent with the aims and policies of ALA. Acceptance of advertising in YALS does not imply official endorsement by ALA of the products or services advertised.

#### Manuscripts

Manuscripts and letters pertaining to editorial content should be sent to YALSA, 50 E. Huron St., Chicago, IL 60611; e-mail: yalseditor@gmail.com. Manuscripts will be sent out for review according to YALS's established referee procedures. Visit [www.ala.org/yalsa](http://www.ala.org/yalsa) for further information.

#### Indexing, Abstracting, and Microfilm

*Young Adult Library Services* is indexed in Library Literature, Library & Information Science Abstracts, and Current Index to Journals in Education. Microfilm copies of *Journal of Youth Services in Libraries* and its predecessor, *Top of the News*, are available from ProQuest/Bell & Howell, 300 N. Zeeb Rd., Ann Arbor, MI 48106.

The paper used in this publication meets the minimum requirements of American National Standard for Information Sciences-Permanence of Paper for Printed Library Materials, ANSI Z39.48-1992. ∞

©2010 American Library Association

All materials in this journal subject to copyright by the American Library Association may be photocopied for the noncommercial purpose of scientific or educational advancement granted by Sections 107 and 108 of the Copyright Revision Act of 1976. For other photocopying, reprinting, or translating, address requests to the ALA Office of Rights and Permissions.



# from the Editor

*Sarah Flowers*

It is summer already, and although everyone is currently in the middle of summer reading programs, it is time to start thinking about the fall and Teen Read Week™, which will occur October 17-23 this year. Just to remind you, Teen Read Week started in 1998 to help us all encourage teens to read just for the fun of it. Research shows that teens who read for fun have better test scores and are more likely to succeed in the work force. Also, it is a great chance to let your school or your public library communities know how important teen services are.

This year's theme, "Books with Beat @ Your Library," is a wide-open theme that allows you to use your imagination to create all kinds of programs, displays, and book lists. In this issue of YALS, Carla Land, chair of this year's Teen Read Week committee, shares some ideas of ways you can interpret the theme. Karen Perry has some suggestions for celebrating TRW in schools and Catherine Barone has some hints for how to do TRW on a budget. Jesse Vieau describes how to do a book and movie program, and Mark Flowers takes on a topic we do not hear much about: nonfiction books for girls, specifically books about music. Beth Gallaway gives some tips on using TRW for advocacy, and Monique Delatte looks at TRW's impact on your library.

In addition, Chrissie Morrison tells how she made some big changes in a Summer Reading Program, and Frances Veit and Fumiko Osada talk about the rude awakening they got when they came out of library school with limited teen readers' advisory skills. Robyn Vittek gives us the first of two parts of her diary of an ALA Emerging Leader, Lorie Ann Grover describes this year's Teen Book Drop program, and Rebecca Hill gives us some interesting ideas to ponder about multitasking teens and how they use our libraries. Add reviews of professional resources and the latest news from YALSA, and it is a jam-packed issue.

Take some time to read it and come up with your own great ideas for celebrating Teen Read Week.

On an unrelated topic, if you are interested in what is involved with writing for and editing YALS, check out the webcast from a talk I gave for San Jose State University's School of Library and Information Science, called "Contributing to a Professional Journal: Tips from the Editor of YALS." You can find the webcast at <http://slisweb.sjsu.edu/slisis/colloquia/2010/colloquia10sp.htm> or download it free from iTunesU. YALS

# Anything Else You Think I Should Know?

# from the President

Linda W. Braun



Over the past year, in my role as YALSA President, I have had the opportunity to participate in many media interviews. I have talked with newspaper reporters and radio hosts from across the country. I have even been interviewed by teens working on a National History Day project. No matter who the interviewer is or what the focus of the conversation, the last question has unfailingly been a variation of, “Is there anything else you think I should know?” Yes, there was always something else I thought the interviewer should know. That was always my cue to do a bit of advocacy for YALSA, for librarians, and for the importance of teen services in libraries.

With my year as YALSA President drawing to an end, and this being my last YALS column, I can imagine a YALSA member asking me, “Is there anything else you think I, and my fellow YALSA members, should know about the association?” Of course, there is something else; here it is:

- YALSA always strives to be aware of member needs. Over the past year as it became clear that the economy was having an adverse impact on members, YALSA responded with several new initiatives including an Advocacy Day travel stipend (funded by the Friends of YALSA), the appointment of a recession relief task force—charged with gathering resources to help teen librarians who are facing economic challenges, and Team Teen Read Week—a partnership between YALSA and publishers funding Teen Read Week mini grants for needy libraries.
- The association is ready, willing, and able to try new things and take risks. Did you know that over the past year YALSA launched:
  - A mentoring program in which library school students or new librarians are matched with experienced librarians so that each can support the other.
  - Monthly webinars so that those working with teens are able to keep up with what is going on in the field through short interactive sessions.
  - A YA Speaker’s Bureau on the YALSA wiki that gives experts in teen library service the chance to inform others about their expertise and availability.
  - First Wednesdays with YALSA networking events, where teen librarians from around the country are encouraged to connect with each other on the first Wednesday of every month.
- “First” is a word common to YALSA’s vocabulary. In 2010, YALSA announced the first Excellence in Nonfiction for Young Adults Award and hosted the first William C. Morris/Excellence in Nonfiction for Young Adults Award program and reception at the Midwinter Meeting in Boston. It was also the first year that YALSA sponsored a table at the annual Association for Library and Information Science Education (ALISE) Conference.
- Removing barriers to YALSA participation is something the association seeks to achieve on a regular basis. In 2010, the YALSA Board approved a new virtual membership policy for committees. This change brings one hundred percent virtual membership to a majority of YALSA’s process committees. Before this change, only a small percentage of YALSA members could get involved in YALSA committees as a result of the ALA policy that stated only one of three of any committee could be virtual. When the ALA policy changed, the YALSA Board saw it as an opportunity to engage more members and changed the association’s committee policies.
- Flexibility is something that YALSA believes in. The change in committee policy mentioned previously demonstrates that flexibility.
- Making sure that the association’s ongoing programs and published materials meet the needs of librarians serving teens is integral to YALSA’s work. For example, in 2010, *Competencies for Serving Youth: Young Adults Deserve the Best* was revised and updated to reflect current trends and needs of teen librarians.
- Leader support is something the association takes seriously. Over the past year, several conference calls and chats were held with member leaders

to guarantee that these leaders were well informed about the work they would be asked to do. During the year, YALSA also started a wiki for chairs of YALSA member groups and continued to develop web content, including podcasts geared specifically to this hard-working group of volunteers.

- Getting information out to members is important to YALSA. The YALSA blog is a key tool that the association uses for this purpose, but the blog is not the only informational venue. E-mail blasts informing members about programs and initiatives, a newly launched Friends of YALSA newsletter, several updated sections on the YALSA web site, including the *Governance* and *Get Involved* areas of the site, and the recently ramped up *YAttitudes* (which in April 2010

changed from a quarterly e-newsletter to a monthly e-newsletter) are all tools YALSA uses to inform members of what is going on in teen services and the association.

- The YALSA board of directors works twelve months a year planning initiatives as well as developing their own skills as leaders of a national association. As a part of board service, board members are required to take part in a series of board development chats and also participate in other leadership learning opportunities throughout the year.
- The YALSA staff is an incredibly hard-working and creative team. This group of people is always thinking about member needs and considering the best ways to serve members and move the association forward. YALSA members are fortunate to have such a group working with and for them.

- YALSA members are an inspiring bunch, dedicated to serving teens and helping make the lives of teens better through library programs and services.

I would also like YALSA members to know that I truly appreciate the opportunity given me to serve a year as president of the association. I think when people ask me whether or not I have found being president of YALSA a good experience, sometimes they are surprised when my answer, without hesitation, is "yes." It might be that they know that association governance is time-consuming, demanding, and can at times be frustrating. For me it has been a remarkable experience to work in this capacity with such a vibrant association and such a dedicated group of members, leaders, and staff. It has definitely been a good and worthwhile experience. YALS

## Celebrate Teen Read Week™ October 17-23, 2010



**2010 TRW Flyer**  
Customize with your library's Teen Read Week information!  
Prints to size 8 1/2" x 11". **\$29**



**2010 TRW Web Files**  
Includes a banner, button, and skyscraper file. **\$19**



**Books with Beat Pamphlet**  
This 2-page PDF is formatted for 8 1/2" x 14" legal-sized paper. Designed to be folded down to 8 1/2" x 3 1/2" and customized with your library's information. Available in black & white and color. **\$29**

**2010 TRW Poster File**  
Prints to size 18" x 24". (not shown) **\$89**



**2010 Teen Read Week Poster**  
18" x 24" **\$12**

**Books With Beat Bookmark**  
2" x 6" **\$8.50**

### 2010 Teen Read Week Set 1

Set includes:  
• 1 poster  
• 2 bookmark packs  
**Save 15% \$25**

### 2010 Teen Read Week Set 2

Set includes:  
• 1 poster  
• 2 bookmark packs  
• 1 banner  
**Save 15% \$75**

### 2010 TRW Digital Download Set

Set includes:  
• 2010 TRW poster file  
• 2010 TRW web files  
• 2010 TRW flyer  
• Books with Beat pamphlet  
**\$119**

[www.alastore.ala.org](http://www.alastore.ala.org)

ALA Store purchases fund advocacy, awareness, and accreditation programs for library professionals worldwide.



Winner of the National Book Foundation Innovations in Reading award, *readergirlz* champions teen literacy and corresponding community service with cutting-edge social media. So it is natural for this group to ask, “Who especially would appreciate the power and hope of a good book?” This question led to the creation of Operation Teen Book Drop, a nationwide literacy project, now in its third year, which has put a half million dollars’ worth of young adult novels in the hands of teens in pediatric hospitals and tribal schools.

While *readergirlz* hosts a different author every month and features corresponding community service projects, my cofounders, critically acclaimed young adult authors Justina Chen and Dia Calhoun and I felt compelled to do more. We decided to reach out to underserved groups of teens. Our hearts were moved through our own experiences:

“While touring my local children’s hospital to research one of my novels, I couldn’t help noticing that teen patients didn’t seem to have the comfort objects that the little ones did,” Chen, author of *North of Beautiful*, said. “As an author, I knew that YA books—books with exceptional characters and fabulous stories—could provide teen patients with some of the escape and inspiration they needed.”<sup>1</sup>

Personally, Chen began to donate signed copies of young adult books to Children’s Hospital in Seattle on a regular basis. This was the kernel of Operation Teen Book Drop.

When YALSA Executive Director Beth Yoke visited Seattle and established a partnership between *readergirlz* and YALSA for Support Teen Literature Day in 2007, the *readergirlz* cofounders immediately suggested Operation Teen Book Drop—a massive donation of new YA books to teens in pediatric hospitals.

# Operation Teen Book Drop

*By Lorie Ann Grover*

Together, the two nonprofit groups could spearhead this unprecedented teen literacy project.

We were all excited to see *readergirlz* lead a major philanthropic effort between publishers, YALSA, and hospitalized teens. We felt that we were living the *readergirlz* motto to read, reflect, and reach out.

Working with the Circle of Care within the Woodmark Pediatrics Group, *readergirlz* found recipients and garnered publisher donations, which were then distributed by YALSA, along with labels and bookmarks. Host librarians received, labeled, and delivered the brand new books to the hospitals on Support Teen Literature Day. More than 10,000 teens in difficult medical situations were the first TBD recipients. One teen explained the situation before the book drop through an e-mail to *readergirlz*:

“I’m in the hospital constantly and all we have in the way of books is *Clifford*, *the Big Red Dog* and a few annoyingly outdated ‘teen’ novels.”

At the time, YALSA President Paula Brehm-Heeger said, “By working with children’s hospitals to connect with teens, generous publishers who are donating the books that will be supplied as a part of Operation TBD and the *readergirlz*, YALSA is bringing together a powerful partnership uniquely positioned to provide hospitalized teens a chance to explore the growing and vibrant world of teen literature.”<sup>2</sup>

“Our teen patients here at Seattle Children’s loved the books donated through Operation Teen Book Drop,” said Kim Korte, Child Life Manager, Seattle Children’s Hospital, in the TBD news release. “Books are a wonderful avenue for our patients to be distracted from the pain and stress of hospitalization. We are always in need of books and greatly appreciate the generosity of the publishers who donated.”<sup>3</sup>

While the books were dropped nationwide, on an individual scale, *readergirlz* challenged teens and YA literature lovers to leave young adult novels

---

LORIE ANN GROVER is an award-winning author/illustrator for children and teens and a cofounder of *readergirlz* and *readertotz*.

in teen gathering places in their own communities. Everyone was working to raise awareness of Support Teen Literature Day.

Despite the economic climate, Operation TBD forged forward in 2009.

“These publishers have shown astounding vision and generosity by supporting Operation Teen Book Drop,” said Calhoun, an award-winning novelist of such titles as *Avielle of Rbia* and *Aria of the Sea*. “Now underserved teens can benefit from the current explosion of high quality YA books. These teens can see their own experience, their tragedies and their triumphs in these books, books that become shining doorways to the young human spirit.”

Another 10,000 hospitalized teens were touched by literature while books were dropped in communities by individuals nationwide. YALSA’s then-President Sarah Cornish Debraski said in the TBD press release: “This event is such a special one because it not only raises awareness about teen literature, but it also truly helps those teens most in need. Teens facing illnesses will be able to find an age-appropriate new book to read while in the hospital—teen books matter and not just any old book will do.”<sup>4</sup>

“Putting the right book into the hands of a teen can turn that teen into a reader for life,” said Suzanne Murphy, VP and Group Publisher, Scholastic Trade Book Publishing. “We are delighted to have the opportunity to help Operation TBD show teens firsthand just how much fun reading can be.”<sup>5</sup>

With two years of experience orchestrating Operation Teen Book Drop, the readergirlz were ready to reach out to another group in 2010.

While at a school visit in Auburn, Washington, I was discussing my YA novel *Hold Me Tight* and the theme of how not to be a victim when you’ve been victimized. I was saddened to hear of the

nearly empty book shelves at the nearby Muckleshoot reservation. Here were teens ready to receive the hope embodied in books.

I began making regular book donations to the local Muckleshoot Indian Tribe. With a concern for teens on tribal lands, the question for readergirlz was how to reach the various autonomous communities. Eventually, a tip from Native YA author Cynthia Leitich Smith put readergirlz in contact with If I Can Read I Can Do Anything and its director, former ALA president, Dr. Loriene Roy. Her effort, along with interns Kimberly Francisco and Anjali Bhasin, became the means for nationwide outreach to forty-three tribal communities.

The additional partnership with Guys Lit Wire, the online book review site for teen boys, created the first TBD Wish List for two native tribal school libraries: Ojo Encino Day School and Alchesay High School. The TBD Wish List, carried by Powell’s Books, garnered over 770 books for these two schools during National Library Week (NLW).

The donations are especially significant to Native teens. “In their lives, they really don’t have new books,” said Mary Nickless, the librarian at Ojo Encino Day School.<sup>6</sup>

“By making Operation TBD part of Support Teen Literature Day, YALSA and its partners help raise awareness of the importance of teen literature to all teens,” said Linda W. Braun, YALSA President.<sup>7</sup>

A third component in 2010 was the addition of over one hundred authors joining in TBD. As Rocco Staino reported in the *School Library Journal*, “Another activity of Operation Teen Book Drop is having one hundred teen authors including David Levithan, Sara Zarr, and Cynthia Leitich Smith drop copies of their books in public locations like shopping malls, fast food outlets, or on public transportation where a teen may find them and read.”<sup>8</sup>

These authors joined the readergirlz and YA literature fans across the country and released books on April 15, 2010.

To date, Operation Teen Book Drop has donated and distributed books worth over half a million dollars.

Gracious TBD publishers have included: Abrams Books; Better World Books; Bloomsbury/Walker Books; Candlewick Press; Chronicle Books; Da Capo Press; Disney Book Group; Full Cast Audio; Harcourt; Hachette Book Group; Boyds Mills Press; Houghton Mifflin Harcourt; HarperCollins; Hyperion Books; Little, Brown Books for Young Readers; Marshall Cavendish; Milkweed; Mirrorstone Books; Newmarket Press; Orca Book Publishers; Peachtree Publishers; Perseus Book Group/ Running Press; Random House; Roaring Brook Press, an Imprint of the Macmillans Children’s Publishing Group; Scholastic; Simon and Shuster Children’s Publishing; Soft Skull Press and Red Rattle Books; TOKYOPOP; and Tor/Forge/Starscape/Tor Teen.

“You put soulful thought into all you do—you prompt us all to be not just better readers but better citizens,” Beth Kephart, National Book Award finalist, said of readergirlz in an e-mail to the cofounders.

Readergirlz is currently reviewing the project, looking to improve the effort, while researching ways to reach their next recipients. More is coming soon. . .

Readergirlz is the foremost online book community for teen girls led by eight critically acclaimed YA authors—Martha Brockenbrough (*Things That Make Us, ‘Sic’*), Holly Cupala (*Tell Me a Secret*), Liz Gallagher (*The Opposite of Invisible*), Elizabeth Scott (*The Unwritten Rule*), Melissa Walker (*Lovestruck Summer*), and cofounders—Dia Calhoun (*Avielle of Rbia*), Justina Chen (*North of Beautiful*), and Lorie Ann Grover (*Hold Me Tight*). Readergirlz is the recipient of a 2007 James Patterson PageTurner Award and the

2009 National Book Foundation's  
Innovations in Reading Prize. YALS

## Further Resources

For more information about readergirlz, please visit [www.readergirlz.com](http://www.readergirlz.com) and <http://readergirlz.blogspot.com> or contact [readergirlzdivas@gmail.com](mailto:readergirlzdivas@gmail.com)

For information about Support Teen Literature Day, go to [http://wikis.ala.org/yalsa/index.php/Support\\_Teen\\_Literature\\_Day](http://wikis.ala.org/yalsa/index.php/Support_Teen_Literature_Day)

To learn more about If I Can Read, I Can Do Anything visit [www.ischool.utexas.edu/~ifican](http://www.ischool.utexas.edu/~ifican)

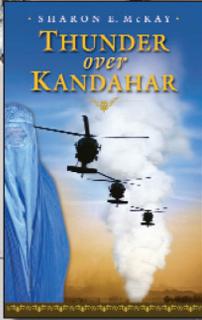
To explore Guys Lit Wire, go to <http://guyslitwire.blogspot.com/>

## References

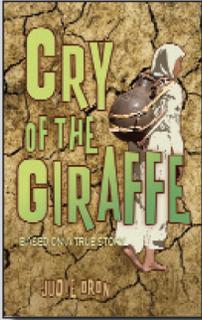
1. Readergirlz, "Record Numbers of Young Adult Books Will Be Donated to Teen Patients Thursday as Part of Readergirlz and YALSA Literacy Program." [www.readergirlz.com/tbdpr.pdf](http://www.readergirlz.com/tbdpr.pdf) (accessed May 28, 2010).
2. Ibid.
3. YALSA, "YALSA, readergirlz and Guys Lit Wire celebrate Support Teen Lit Day by distributing books to U.S. pediatric hospitals." [www.ala.org/ala/newspresscenter/news/pressreleases2009/march2009/yalsareadergirlz.cfm](http://www.ala.org/ala/newspresscenter/news/pressreleases2009/march2009/yalsareadergirlz.cfm) (accessed May 28, 2010).
4. Ibid.
5. Ibid.
6. Readergirlz, "Operation TBD." [www.readergirlz.com/tbd2010.html](http://www.readergirlz.com/tbd2010.html) (accessed May 28, 2010).
7. Ibid.
8. Rocco Staino. "YALSA's Operation Teen Book Drop Kicks Off." *School Library Journal* (April 15, 2010); [www.schoollibraryjournal.com/index.asp?layout=articlePrint&articleID=CA6726182](http://www.schoollibraryjournal.com/index.asp?layout=articlePrint&articleID=CA6726182).

# BREAKING BOUNDARIES

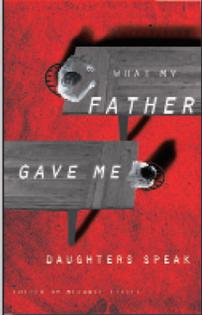
## Annick Books for Teens



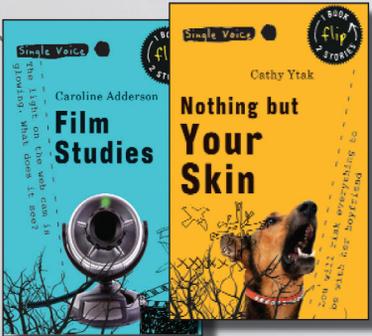
**THUNDER OVER KANDAHAR**  
by Sharon E. McKay  
photographs by Rafal Gerszak  
A powerful story of enduring friendship, set amid the terror and chaos of Afghanistan today.  
*Ages 12+ / Grades 7+ / 264 pages*



**CRY OF THE GIRAFFE**  
by Judie Oron  
based on a true story  
One girl's harrowing trek from exile and slavery to hope in a new land.  
*Ages 14+ / Grades 9+ / 208 pages*



**WHAT MY FATHER GAVE ME  
Daughters Speak**  
edited by Melanie Little  
Passionate, compelling essays by renowned authors reveal the many-sided relationships between daughters and fathers.  
*Ages 14+ / Grades 9+ / 128 pages*



**SINGLE VOICE SERIES**  
Nothing but Your Skin  
Cethy Ytak  
These tightly-paced novellas deliver blow after powerful blow with unflinching honesty, original plots, and startling twists. Each book contains two stories.  
*Ages 15+ / Grades 10+ / 128-160 pages*

Sample chapters and trailers available at [www.annickpress.com](http://www.annickpress.com)

 | **annick press** | excellence & innovation | [www.annickpress.com](http://www.annickpress.com)

# Follow the Leaders, Part I

## One Emerging Leader's Experience at Midwinter 2010, Diary Style

By Robyn E. Vittek

**F**riday, January 15, Boston 8:45 am: Looking around the room this morning, I am feeling a bit nervous. I know some of the group members talked through ALA Connect and met up last night at Cheers, but I did not go and now I wish I had. It would be nice to know someone in the room! With approximately one hundred other Emerging Leaders in the room, I am feeling a little lost.

**9:30 am:** Feeling a little better now. I was assigned to a group; we all were. My group seems really cool! All of the others are YALSA members and work with youth and teens as well, so already we have something in common, although we are spread across the country.

**12 pm:** Well, they are feeding us well, that is for sure! This is a fantastic buffet. The ice breakers and photo shoot took up what felt like a large portion of the morning. Expecting to come away with some leadership tactics, I was a bit disappointed. Because we will only meet twice, spending the morning lecturing about leadership seems like a waste of time to me. More interactive activities would have been more useful in my opinion.

**4 pm:** The afternoon was much more productive than the morning. We were given the afternoon to work on our project in our groups; we met our YALSA mentor, Sarah Debraski, and other YALSA people stopped by to answer questions. Jenny Levine also hung around to give help with

ALA Connect. My group all got along really well. We made a loose plan to get things started on our project and are meeting tomorrow at lunch to hash things out further.

**9 pm:** What a fun evening! My roommate and I went to the Holiday House reception in our hotel. I am not very good at mingling—especially with the galley of *Carbon Diaries: 2017* staring at me from across the room—but I saw a lot of people I know from Ohio libraries and from attending ALA two years ago and had a great time. Plus, there were enough yummy hors d'oeuvres that we did not have to buy dinner!

**Saturday, January 16**

**11:45 am:** I am looking around the lobby of this gorgeous hotel while waiting for one of our group members. The YALSA All-Committee meeting turned out better than I expected; as I am not on a committee this year, I was afraid I would be at loose ends. I talked to a few people I knew and then sat with one of my Emerging Leader group and her committee. They were discussing changing their committee into an interest group, something that a lot of the groups are apparently doing. This removes the requirement to meet at Midwinter and Annual, allowing more people to become involved virtually. I enjoyed talking with the committee about some of the things they were working on. They made me feel very welcome and I enjoyed being able to contribute.

**2:30 pm:** Well, we are all going to be late for the YALSA board meeting, but our Emerging Leader group's "lunch meeting" was totally worth it! We met up for some amazing Boston seafood and firmed up our project plan. It is amazing how different all of our circumstances are, but we have a lot in common and I think we will work together beautifully. If nothing else, I feel like I have made some great professional connections through Emerging Leaders.

---

**ROBYN E. VITTEK** is the Assistant Youth Services Coordinator for Akron-Summit County Public Library. She serves on the YALSA Advocacy Task Force and is a 2010 Emerging Leader.

**5 pm:** Wow. Gracious: that is the word I would use to describe Linda Braun and the rest of the YALSA Board members. We rushed to the board meeting right after our lunch meeting. There is really no better way to find out what is going on with YALSA, and the board members seem like a lot of fun so it is not too dry. Plus, not many people sit in, so you get to be on a smile-and-nod basis with the board for the rest of the conference, which is really cool.

Anyway, at the break, Linda Braun, our mentor Sarah, and some of the other board members came over to welcome us and talk to us about the Emerging Leader experience! They congratulated us on being chosen and seemed really happy we stopped by the board meeting. They were really helpful about explaining how to get more involved and were very interested in our project, in which we are to use YALSA member survey data to define the word “involvement.” I am so glad to be a part of such an approachable, friendly organization!

**9 pm:** This day could not have been any better. I attended the Rosen Publishing Committee dinner as proxy for my manager, and one of the YALSA board members was there too, so I had a lot to talk about with all I had learned in the meeting that afternoon. This was a really small, intimate dinner with a bunch of people who seemed really important, confident, and professional. It was pretty intimidating at first but I soon relaxed and had a great time!

#### Sunday, January 17

**9 pm:** Just one entry today—I was too busy for more! After an amazing dim sum breakfast in Chinatown, my roommate and I came back to the convention center. We met my Emerging Leader group again (so much fun to have pals to do things with!) and we sat in on the BBYA Teen Feedback program. They actually had teenagers who

have read BBYA favorites tell us what they thought about the books; it was a lot of fun. I liked seeing all of the bloggers sitting in the back with their laptops sending the information out to the rest of the library world as soon as things happen.

A couple of us went to the second YALSA board meeting this afternoon. It was great to hear the platform of one of the ALA presidential candidates. Seeing them in person and listening to them answer the board’s questions in such a small group really helps you get to know the candidates better!

Tonight my roommate and I attended the Midwest Tape reception—another beautiful ballroom, more fantastic food, and great conversation. I could get used to this!

#### Monday, January 18

**9 pm:** Exhausted. We got up early to attend the Youth Media Awards announcements. I have gone once before at another conference and I would not miss it! The room is charged with excitement and everyone cheering for their favorite books. When Vaunda Micheaux Nelson won the Coretta Scott King Author award for *Bad News for Outlaws*, everyone exploded! She’s an ALA member and was sitting in the room—so many people ran over to hug her. It was really exciting.

We spent the rest of the morning in the exhibits gathering up as many free galley and bookmarks and posters as possible to send back to our libraries. I mailed two huge boxes!

After lunch, three of us jumped on the subway and took the afternoon to explore Cambridge; Barefoot Books has a little shop there that is just adorable, and they have the most amazingly beautiful books.

We got back just in time, weary and footsore, to attend the joint youth reception and the Morris/Nonfiction award reception. It was a great close to an awesome conference. More free food and

tons of people who I had met throughout the weekend at Emerging Leaders and other events. On the subway home, I introduced myself to an ALA executive board member who had attended a YALSA meeting, Stephen Matthews, and he introduced me to his friend Sarah Flowers. She edits *YALS* and asked me to write an article! I am over the moon.

#### Tuesday, January 19, Somewhere in Connecticut.

**9 am:** So glad I have a long train ride back home—I need the rest after the conference! I felt so much more a part of things than I did last time I attended. After putting my Emerging Leaders experience into the framework of the rest of the conference, I know just how well it helped to shape my conference experience. I made some amazing personal connections and felt really involved in ALA and YALSA.

I think that Emerging Leaders has some kinks to work out. Even after attending and participating, I do not feel really clear on the aim of the program. It seemed as though the real focus is involvement in ALA at a committee level, which is great, but I thought there would be more to the program.

The project might help us become more involved in our divisions, but I am feeling a little unsure about it. I would have liked to have had more time to discuss the project with YALSA and determine their aims for the project, which seem vague. I really hope that we can create something that YALSA can use!

On the plus side, I would never have met so many amazing people or been asked to write a *YALS* article if I had not been picked. I think, like anything else, that I will get out of it what I put into it. I am excited to see what the spring and summer bring and to meet up with my group again at Annual!

To be continued. . . *YALS*

## Teen Read Week™ in Schools

*By Karen Perry*

**T**een Read Week, October 17-23, 2010, is your time to make reading shine at your school. Take the time to make reading front and center for attention this week. Honor your regular readers with some simple favors. Help your teachers highlight great books available in your library and make it fun!

This year's theme is Books with Beat @ Your Library. Making reading front and center can be as simple as daily announcements and displays using the theme or as complex as school-wide contests and outside speakers. Your time is limited if you have back-to-back classes scheduled, but just one afternoon of planning can reap a lot of benefits. Talk to your principal so that he or she knows this special week is coming up and enlist the help of your media advisory committee. Prepare all your school-wide announcements ahead of time so that you do not forget or get pressed for time. If you have a television news show daily or

weekly, ask some of your best readers to do short video book reviews for a "Book Beat" segment. Starting at least two weeks in advance, ask a class of reluctant readers to prepare book trailers to promote their favorite books to other students. Run the book trailers on computers in the library during that week. Draw attention to books and reading with every activity that occurs in your library during this week. This is your time to shine!

Regular readers have their particular tastes and books they favor. Ask them to help you create a display for the week of their favorites. Honor their loyalty to reading by providing small treats in the library just for them. An easy, simple recognition for a wider range of readers would be special bookmarks for the week to everyone who checks out a book. Candy kisses at the circulation desk or giveaways included in a special book display will draw students and generate a buzz. Create a new "patron" called I.M.A. Winner. Take ten

books you have book-talked in the past and check them out to this patron; then put them back on the shelves. When a student brings one of those books to the desk, it will show up as checked out to I.M.A. Winner. Surprise the student with a small prize. Anything that recognizes students who read is a great idea during this week.

Helping your teachers highlight reading should be second nature. Do not be afraid to ask them to do fun things such as creating a poster with a picture of themselves reading a favorite book. You can buy software from ALA to make your own READ posters. Students can take the pictures and you can print the posters on regular paper with the phrase "Books with Beat" on each one. Distribute these throughout the building and you have instant public relations for the week. A simple contest idea involves every teacher posting a notice outside their door telling "What I Am Reading During Teen Read Week. . ." Students read the notices as they move about the building and respond to scavenger hunt type questions about the notices during homeroom. You will garner many thanks if you provide your English teachers with a script of famous quotes from popular teen books to use as a five-minute class bell ringer one day during the week. Students can guess which book matches each quote. In this way you can help promote reading in every classroom without leaving the library.

Making Teen Read Week fun helps you enjoy your students, your teachers, and your job. Anything that seems like fun encourages students to try it, which is what we are all about. **YALS**

---

**KAREN PERRY** is Tar Heel born, bred, and educated and has 25 years of experience in North Carolina school libraries at the middle and high school levels. Her special interests include colonial dancing, fantasy fiction, and helping each reader find that special book.

As recent Master's of Library and Information Studies degree holders, with courses in reference, collection development, and young adult literature under our belts, we hoped we were ready to launch our careers as youth services librarians. It was only once we graduated and took jobs across the country from each other—one of us in southern California and the other in Minnesota—that we realized there was at least one area where we were not at all prepared: the challenging arena of teen readers' advisory.

E-mails flew back and forth from California to Minnesota—*Yikes, I could not find Tamora Pierce because I was spelling her name wrong*, or, *What is this Death Note that everyone's so crazy about?* The teens in our book clubs dismissed the titles we and our classmates had loved in graduate school as “too boring” or “too depressing,” and they did not care if a book had won awards or distinctions. This was an unexpected challenge. We were each other's support network, but we felt like we had slept through the last ten years of popular teen culture.

There is a long debate about the role of popular literature in libraries that we will not rehash here. Individual librarians swing to either side of the pendulum with some preferring to stock classics and critically acclaimed contemporary fiction, whereas others quickly hop on board with bestsellers, new trends, and the latest formats. Regardless of where on the spectrum a librarian or library falls, it seems safe to assume that popular literature is a presence in nearly all public libraries. As a result, popular teen literature selection and readers' advisory is a necessary skill for public librarians, particularly youth services librarians. We set out to determine if master's programs attempt to teach popular literature and how they tackle such an ephemeral subject. Were we the only new librarians who felt somewhat unprepared for this part of the job?

# Absolutely True Experiences of Two New Librarians

## The Importance of Popular Literature in Educating Young Adult Librarians

*By Frances Veit and Fumiko Osada*

We started by talking with twenty public librarians who work with teens in libraries of all sizes across the country. Only one-third of these librarians, most of whom earned their master's degrees within the last decade, had a young adult literature course available to them in

graduate school; most others were offered a course that combined literature for children and young adults. Librarians who took a literature course felt that one class alone was not enough to prepare them for readers' advisory. Those who did not have such a course available responded strongly

---

**FRANCES VEIT and FUMIKO OSADA** are 2008 graduates of the University of Wisconsin–Madison's Library and Information Studies program. Frances works as a youth services librarian at the Buckham Memorial Library in Faribault, Minn., whereas Fumiko does the same at the El Cajon branch of the San Diego County Library.

that a literature class would have been very helpful in preparing them for their current job responsibilities.

Despite feeling underprepared, teen librarians are very resourceful when it comes to selecting materials and offering readers' advisory. Most librarians we talked to said they base their perception of quality on reviews and awards, but if our sample is any indication, librarians go to great lengths to ensure that they are also offering popular materials. (Happily, quality and popularity are not mutually exclusive characteristics, but many titles do land on one side or the other.) Patron requests, either formal or informal, are one way of determining popularity, but librarians are also likely to turn to any number of resources for advice, including parents, staff members, workshops, blogs, bestseller lists, merchant web sites such as Amazon.com, and social networking web sites. These librarians demonstrate a strong commitment to seeking out books that teens want to read. Shrinking budgets, while putting a damper on the overall number of books librarians are able to purchase, do not seem to have affected the desire to provide as much diversity as possible on teen shelves.

If this balance of quality and popularity is the reality of a typical youth services librarian, how do graduate literature courses compare? We looked at syllabi from young adult literature courses currently taught in LIS programs across the country and were heartened to see that nearly all included a wide range of materials. If there is a canon of young adult literature, it is flexible and open to interpretation. Only one book, Robert Cormier's *The Chocolate War*, had the honor of being on five different syllabi, and the vast majority of titles were seen only once. Most courses teach a careful balance of classic and contemporary fiction and make a conscious attempt to cover different genres and formats.

Although the books listed on syllabi varied widely in subject and theme, however, we did note a focus on "issues" books that tackle the nitty gritty of teenage life. Books that dealt with identity struggles, death, violence, and family or relationship problems—such as Walter Dean Myers' *Monster*, Angela Johnson's *The First Part Last*, or Laurie Halse Anderson's *Speak*—were far more common than lighthearted books meant for relaxing or escapist reading. This helps explain why we two newbies were at such a loss when a teen wanted a *Gossip Girl* read-alike.

The bulk of titles taught in literature courses are award-winning, critically lauded young adult literature, and rightfully so, perhaps, as a literature course with a focus on commonly accepted "best" titles gives students a strong base for comparing and judging new works of literature. This decision comes at a price, however. Few of the lists contained more than one title that could be considered purely popular—meaning a book that has not won any awards or distinctions—and many did not contain any.

What, specifically, is missing? We asked librarians which titles are hot in their libraries right now, and there was no contest. All but one librarian placed Stephenie Meyer's *Twilight* series near the top of the list. Various manga titles followed closely behind, and several examples of series fiction made the list as well. In contrast, we reviewed only one literature syllabus that required a volume of manga, one that had an example of current series fiction, and one that touched on magazines for teens.

Including popular literature in a course is challenging. Students are not all training to be public librarians, although school libraries are stocking increasingly more popular titles, too. Most books retain their popularity only fleetingly, and any lists of popular literature would have to be substantially revised each time the

course is taught. Even *Twilight*'s popularity is on the wane. We are not suggesting that LIS courses have to include popular books that have been ignored or rejected by critics; in fact, many books meant for recreation receive favorable reviews. We are not advocating for a complete overhaul of young adult literature syllabi, either—on the whole, they are thoughtful and thorough—but given the relevance of these books to real teens, even guiding library students toward bestseller lists to choose some of their required reading would be a powerful step in opening students' eyes to what books—and what types of books—are popular. LIS literature courses can retain their strong teaching of critical thinking and library theory while still broadening the scope just a little wider to include popular literature.

It is a change we would like to see, and it seems we are not alone. The burden is not entirely on graduate schools, however. When we asked youth services librarians how they keep up on current trends in literature, one answer was unanimous—READ! Read constantly and read a bit of everything. Learn to read a book in ten minutes. Keep growing through workshops and professional conferences, and when the budget is too tight, grow by reading a young adult literature blog or web site. Join a teen services electronic discussion list and add to the discussion about what you notice in your own library and what books you have been reading. Use all of those research and collaboration skills you learned from your library professors! While you are at it, stay in touch with your alma mater; most professors appreciate hearing what is happening on the front lines. We hope the list below will provide everyone—students, professors, librarians, library staff, parents, and teens themselves—with a jumping-off point.

## Resources for Popular Literature Selection

### *Amazon.com*

([www.amazon.com](http://www.amazon.com))

From the main page, select Books and then the Bestsellers tab. YA bestsellers are under the Teens link in the sidebar. Check out Amazon's Hot New Releases, too.

### *Barnes and Noble*

([www.barnesandnoble.com](http://www.barnesandnoble.com))

By clicking on the Books tab and choosing Teens, then Bestsellers, you can browse the books that are selling fastest on Barnes and Noble's web site. Also noteworthy are the mixed-age bestseller lists: The Hour's Top 100, Bestsellers by Subject (includes genres), and Top Twenty-Five Preorders.

### *ICv2*

([www.icv2.com](http://www.icv2.com))

A little tricky to navigate, but this site covers all kinds of pop culture and has updates on comics, anime, and more. The Tokyopop page supplies lists such as "Top Twenty-Five Manga Properties" and "Top Ten Shonen Properties," which are posted quarterly.

### *Manga Fox*

([www.mangafox.com](http://www.mangafox.com))

Internet-savvy teens are not buying their manga any more; they are reading scans online. See which titles are the most

popular on this site, which has a neatly organized manga directory complete with view counts and reader ratings.

### *One Manga*

(<http://onemanga.com>)

Like *Manga Fox*, this site was recommended by one of our teens for its large collection of manga scans. *One Manga* organizes titles into categories, which can be viewed by order of popularity. If you need ideas for ordering, check out their Top Fifty list.

### Most Exciting Upcoming YA Books

([www.goodreads.com/list/show/153.Most\\_Exciting\\_Upcoming\\_YA\\_Books](http://www.goodreads.com/list/show/153.Most_Exciting_Upcoming_YA_Books))

This list, hosted on the site GoodReads, lets other members vote on which upcoming YA books they are most excited about.

### *New York Times'* Bestseller Lists

([www.nytimes.com/pages/books/bestseller](http://www.nytimes.com/pages/books/bestseller))

Check out the Children's Books list to find the young adult titles or look under Graphic Books for bestselling manga.

### Publishers Weekly

([www.publishersweekly.com](http://www.publishersweekly.com))

Choose Children's under the Bestseller Lists tab. Many of these titles are young adult. See also Children's Series and Tie-ins.

### Teenreads

(<http://teenreads.com>)

This site is great for browsing with sections like Coming Soon, Cool and New, New in Paperback, and Books into Movies. It also contains reviews, some by teen readers. While you are there, check out their blog linked to from the main page.

### Teens Read Too

([www.teensreadtoo.com](http://www.teensreadtoo.com))

A site that includes reviews, some of them by teenagers, a book release date calendar, and a "Gotta Have 'Em" list of not-yet-released and just-barely released titles.

### YALit

(<http://yalit.com/index.php>)

A one-stop calendar for young adult book release dates.

### YALSA Teens' Top Ten

([www.ala.org/teenstopten](http://www.ala.org/teenstopten))

This is another place where teens have a say in which books make the list. Teens vote annually on their favorite books of the year. YALS

## Books with Beat @ your library®

### Get Ready for Teen Read Week 2010!

By Carla Land

**T**een Read Week is October 17-23 this year, and it is not too early to start thinking about it! The theme for this year is Books with Beat @ your library, and there are all sorts of programming and promotional ideas to be had.

There are several different subthemes that this year's Teen Read Week committee brainstormed. The most obvious subthemes are music and dance, but there are many others that can lead you off into varied directions! Are your teens still holding onto the Twilight saga? Those could be considered *heartbeat* books along with any other teen romances, vampire or not. Have you got a group of future crime scene investigators or mystery buffs in your library? The *cop beat* will be right up their alley. There is the *sports beat* for those who are athletic or still riding high on Olympic

fever. This could be a great time to introduce your teens to *beatnik* poetry! Most teens identify with marching to the *beat of a different drummer*. Then there is even a different sort of *heartbeat* altogether—the medical one! Does your library participate in the WrestleMania Reading Challenge? That's a *beat-down* right there!

#### Programming Ideas

The programming ideas are endless with such a wide-ranging theme. You can have a teen murder mystery to go along with the *cop beat* by either using one of the many murder mystery games out there or creating your own based on a teen thriller or mystery. Check with your local police station to see what criteria are involved in having an actual police detective visit to

talk about the ins and outs of crime scene investigation, and maybe set up a little crime scene to see if any of your teens can figure out whodunit.

Teen book clubs are great to have all year, but they are especially great to have around Teen Read Week. Start advertising early and use books from the TRW annotated bibliography, available at [www.alastore.ala.org/trw2010](http://www.alastore.ala.org/trw2010) to get teens ready for discussion or have them read books that were nominated for the Teens' Top Ten ([www.ala.org/teenstopten](http://www.ala.org/teenstopten)) so they can see if their favorites won when Teen Read Week arrives.

iPod music poetry combines two subthemes into one! Share some Ginsberg with your teens and then have them shuffle their playlists and use song lyrics to create their own beatnik poetry. You can have them read their poems out loud at a poetry slam, publish them in a teen zine, or just have them take them home.

To get in touch with the medical *heartbeat* side of things, see if a local doctor or medical student would be willing to come in to talk with teens about the medical world. Hold a "Taking Care of You" program for teens that combines a little health knowledge with some beauty tips for an afternoon of relaxing fun.

Be sure to check out the other Teen Read Week articles in this issue of YALS for other programming ideas or visit the website at [www.ala.org/teenread](http://www.ala.org/teenread) for ideas and to register.

#### Getting the Word Out

Promoting Teen Read Week can be as simple as using the YALSA annotated bibliography or other YALSA award/recommended reading lists to create a "Books with Beat" display in your library, but you can also start promoting it early through creative programming. For example, you can have artistic teens create "movie" posters using suggested reading

---

CARLA LAND is the YPL/Children's Services Department Head of the Summerlin Library in the Las Vegas/Clark County Library District. She is the chair of the 2010 YALSA Teen Read Week Committee.

and listening titles to put up around your school or library branch to get the word out in the weeks before Teen Read Week starts.

Other creative promotional ideas include:

- Have poetry contests based on the beatnik poetry style and present the winners with certificates during Teen Read Week.
- Use your Teen Advisory Group to create attractive fliers advertising Teen Read Week and have teachers hand them out in class or make them available at your public services desk.
- Public and school library partnerships can be strengthened with cross-promotional advertising and programming; Teens Top Ten book

talking visits or participating in after school clubs are sure ways to reach the right audience.

## Awesome Resources

On the Teen Read Week web page ([www.ala.org/teenread](http://www.ala.org/teenread)), public service announcements are available to use over your morning announcements, on local radio or television stations, or in the local or school paper. Use the sample on the TRW site to create a proclamation and see if you can get your city council or county board of supervisors to adopt it during Teen Read Week. There are also other promotional resources available to libraries when you register on the web site to participate in Teen Read Week.

Registering for Teen Read Week is free and helps to support YALSA's teen literacy initiatives.

Need help with programming or have programs to share? Be sure to check out the Teen Read Week wiki at <http://tinyurl.com/trw2010wiki> to read about successful programs and share your own ideas. There are also some programming ideas on the Teen Read Week web site to get you started.

Feeling a little overwhelmed? There are loads of resources available to help you get started with preparing for Teen Read Week. On the Teen Read Week page, there is a list of helpful resources; head on over to find articles and books that will help spark ideas for how to get Books with Beat really rockin' @ your library! YALSA

**yalsa**

Diversity,  
Literature  
& Teens

**beyond good intentions**

Join YALSA for the 2010  
Young Adult Literature Symposium  
Albuquerque, New Mexico  
November 5-7!

**EARLY BIRD ENDS SEPT. 10!**

Today's generation of teens is the most diverse ever. Does today's young adult literature reflect the many different faces, beliefs and identities of today's teens? What impact is this generation having on young adult literature and vice versa? Join YALSA as we explore the depth and breadth of contemporary literature in search of an answer to these questions.

Visit [www.ala.org/yalitsymposium](http://www.ala.org/yalitsymposium) for more information on registration, breakout sessions, paper presentations, and special events. Registration starts at \$195 for YALSA and New Mexico Library Association members!

# Budget Friendly Ideas for Teen Read Week Programming

*By Catherine S. Barone*

In the last year we have all seen the effects of the current economic environment as it has ravaged local economies and caused many libraries to cut back on their plans and programs. Some libraries and media centers have seen their budgets cut drastically and some have received no funding in the current budget year. In the face of adversity, librarians have been among the most resourceful groups. Many have found ways to program for and celebrate Teen Read Week (TRW) without spending a lot of money. TRW is way for those of us who serve teens to celebrate the amazing books that

have been published for teens, and developing events for TRW provides a hook for us to draw in new patrons who may be reluctant readers, and who may most benefit from reading. But how do you do that with no budget? What follows are a number of low-cost ideas that you can implement in your public or school library that do not cost a lot and may encourage teens to get involved in your library. To some teens it is not the monetary prize or gift card that counts, it's the recognition of having won. Some of the ideas below call on those who are creative in other ways, and allow teens to play with Web 2.0 tools

---

**CATHERINE S. BARONE** started her career in IT as a database administrator and project manager. In 2002 she went to grad school to become a school librarian after having volunteered in the media center of her son's middle school. Catherine is currently a library media teacher at Panther Creek High School in Cary, N.C. She stays active in her professional life as a member of YALSA's Teen Read Week committee and as an executive board member of the N.C. School Library Media Association.

that help them improve their tech savvy skills that will be a definite benefit in their lives. So, take a chance, read through the ideas, and see how you can make TRW a memorable event for your library.

## Reading Recommendations

One way to increase readership is for teens to recommend books to teens. Develop a contest in which students who are frequent patrons create short reviews of books they have enjoyed. Post each review on a small card (approx. 4 × 6) and attach the card near where the book is shelved. You can include a picture of the teen and their first name if you want to add more detail. You can even have the teens decorate the card by hand, or have them use Microsoft Publisher, Adobe Photoshop, or Adobe Illustrator to design their card (if you have the software available). Winners could be recognized on your Web site and win a gift card to a bookstore, a coupon for a fine waver for late books, or free printing coupon, or other prizes donated by library supporters or your Parent Teachers Association.

In the same vein, have students create a podcast review of their favorite books using software such as Audacity (<http://audacity.sourceforge.net>), a free open source software that allows users to record and edit sounds. The podcasts can be posted on your Web site for other teen patrons to listen to. Create a form for the podcast that includes the format of the information, such as the book title, name of the author, synopsis of the book, and a book review. Have students write what they want to say in the podcast on the form and when they are ready, set them up on a computer with a headset that has a built in microphone (available at Radio Shack for as little as \$14.99) to use Audacity to create the podcast.

## Web Tools

Contests don't have to involve book reviews. Have teens create graphic representations of their favorite books using some of the Web tools available for free on the Internet:

- Glogster ([www.glogster.com](http://www.glogster.com)). Teens can create online posters that visually represent their favorite books. Once the poster is created a link to the poster can be added to your Web site.
- Wordle ([www.wordle.net](http://www.wordle.net)) creates a word cloud based on input from the user. Teens can create a wordle about the book, using key ideas from the book, which can then be posted on a card and placed on the shelf below the book. This will allow teens to promote books to others and give prospective readers a glimpse into the book.
- VoiceThread (<http://voicethread.com>) allows you to post pictures and graphics and gives you the ability to allow individual users to create a recording of their comments about the object, picture, or graphic that is posted on a topic (see the tutorial at <http://voicethread.com/#home.b409.i6394>). In promoting teen reading and TRW, this site could be used in a number of ways.

- The librarian can post a book talk about the book, using a picture of the cover. Teens could join in to this online conversation by recording their thoughts about the book.
- In nonfiction you could choose images from other sources that represent the time period or an event in a book and librarians could record some background information on the image or students could find an image and provide information about how it relates to the nonfiction work.

- Students could create original art work depicting a scene in a book (which could be scanned and posted in VoiceThread, or if created in Photoshop or some other software saved as a JPG for posting). The student who created the art work could then provide a narrative of the scene and what the book meant to them. Other students could comment on the art and how they believe it relates to the book.

Another idea is to create a contest concurrent with a movie opening. For the opening of the movie *New Moon*, our high school had a contest in which we created our own site on Wikispaces ([www.wikispaces.com](http://www.wikispaces.com)), free to educators and nonprofits. The site allows users to create a custom wiki in which users can post new pages, add to pages, and blog. We asked students to create a book review of one of their favorite books using a template we created. We limited membership in the wiki to students within our school. For each book review students posted, they received a chance at winning one of several *New Moon* movie posters (bought at Wal-Mart for \$5 each). The response was good and the students seemed to enjoy reading and commenting online to reviews by other students.

One way for school libraries to draw students into the media center is to create a small poster for each teacher in the school, and attach them to the teachers' doors. The poster can include the teacher's name and picture, and a list of his or her favorite books. Students love to know what teachers are reading. The same could be accomplished in a public library by having the staff create small signs of their favorites for patrons to view.

## Cooperation and Collaboration

In the current economic environment, it is more important than ever for school and

public libraries that serve teens to combine their efforts to work together to promote ideas like TRW. Schools and public libraries can plan events together and share the cost. Schools can hold public library membership card drives during TRW. Get together with your counterpart at the local school or public library to brainstorm ideas and create programming that benefits both of your efforts. Public and school libraries can cross promote each other's book clubs and other events to show that we work together to promote reading. School librarians should be aware that public libraries plan their programming months in advance, so the time to plan for this year's TRW may have passed. But don't let that stop you from reaching out to your counterpart.

A question was posted to several electronic discussion groups asking what other librarians have planned for TRW. Here are some of the ideas librarians have used to promote TRW:

- Diane Bengson of Wright Memorial Public Library, in Dayton, Ohio, said "Last year I made surveys with questions about teen reading habits and genre preferences, and then handed them out to teens who were at the library. In exchange for filling out the half-page survey, they got to pick candy from my box. I compiled the results and made them in to a bulletin board with colored paper bar and pie charts, as well as the titles of favorite books."
- Joann Absi of Ashley High in Wilmington, North Carolina, said "I put together a PowerPoint of about 200 slides with the covers of books and short description on each, with music. We have a television system at our school and were able to run it continuously in the hallways and the media center."
- Nancy Shaffer, a media specialist at Terrell Lane Middle School in

Louisburg, North Carolina, said that her philosophy about programming is that it should not take her more time and effort to prepare the program than the amount of time the teens spend participating in the program. One of her favorite program ideas is to hold an “all school” poetry slam in the media center. She says it is loosely organized and allows students to perform their own poetry or perform readings from published poetry (she says she keeps a cart of poetry books handy so that kids or teachers can select a poem to read). Classes attend the media center with their teacher, taking turns reading poems. It has become very popular in her school even with unlikely participants such as science teachers and coaches. If you want to take this to another level, you could make it into a school-wide contest, having students who win in their classroom participate in a final contest to determine the school-wide winner. Teachers can compete in their own contest that may draw students into competing knowing that their teacher may have as many butterflies in his or her stomach before performing. The theme of the poetry slam can coincide with the TRW theme if you want make a direct connection.

- Kelli Jones, a Teacher-Librarian at West Lake Middle School in Apex, North Carolina, said that TRW has become a real tradition at her school and that students and teachers look forward to it each year. Kelli says, “In 2007 we held a contest entitled ‘Caught Ya Reading.’ Students would receive ballots if they were caught reading during SSR (Silent Sustained Reading) or if they gave a book talk. Teachers, administrators, parents, and media staff would circulate and distribute ballots to the students who were ‘caught’ reading. The winning team would have the opportunity to have their grade level administrator ‘locked up’ in a jail cell in the cafeteria. If teachers were caught reading aloud to their SSR group or giving booktalks, they had the opportunity to ‘lock up’ our principal. Our School Resource Officer played a role in the ‘arrest’ and even issued the jail suits.” The school’s shop teacher created the jail cell out of leftover PVC pipe he had in his shop and painted it black with donated spray paint.
- Michele Glasburgh, a young adult librarian at Wake County Public Library in Cary, North Carolina says that her public library (a large system that includes approximately twenty

branches in the Raleigh area) did a system-wide initiative that involved teens voting for their favorite Teens Top Ten book title for about a month before TRW. The library system winners voted on by teens were announced during TRW. She said they promoted the titles throughout the summer on their teen blog with reviews and links to their catalog.

- Jill Bliss, library media teacher at Panther Creek High School in Cary, North Carolina, did a “Got Book” poster promotion one year when she was working in a middle school. She says it included “anyone who wanted to create a poster holding their favorite book. We posted them in the main hallways at our middle school. It was fun to see everybody. We made sure to get the principal, media specialists, and assistant principals involved.”

Now it’s your turn! Do you have ideas for events that you have planned for TRW that you would like to share? Please visit the TRW wiki at <http://tinyurl.com/trw2010wiki> where you can read more about TRW and this year’s theme Books with Beat @ your library. You can also post your own ideas and get excited about this year’s TRW! YALS

*“From its beginnings, rock music was generally male terrain. On those occasions when women were allowed entrée into this masculine domain, only the role of vocalist was truly open for women’s participation.”<sup>1</sup>*

*“For the most part, women’s medium for rebellion was limited, in the counterculture, to sexuality.”<sup>2</sup>*

*“Unfortunately, there aren’t very many true female rockers. However, the majority of the female rockers that do exist Kick Ass! Rock ‘n’ Roll is a predominantly male musical genre. Hopefully, that will eventually change. Female artists need to quit selling out and crossing over to the dark-side—Pop Music!”<sup>3</sup>*

**T**his year’s theme for Teen Read Week (TRW) is Books with Beat, a typically broad TRW theme.

The advantage to the broadness, of course, is that it lets us librarians choose our own interpretations of it. As I thought about the topic, I kept being pulled towards nonfiction about rock and roll music, for personal reasons (I love the subject), as well as professional ones (it’s an area that I think could use some focus by librarians). As I read through recent nonfiction rock books, I began to focus on the topic of women in music, and more specifically the question of what nonfiction books about rock music are available for women.

We’re told, of course, that *boys* read nonfiction, and *girls* read fiction.<sup>4</sup> Librarians and teachers have spent much time and effort in trying to close this gap by attempting to determine why boys don’t read fiction, and how best to introduce them to fiction. For example, Jon Sczeska, on his wonderful Guys Read site ([www.guysread.com](http://www.guysread.com)), expresses his belief that “As a society, we teach boys to suppress feelings. Boys aren’t practiced and often don’t feel comfortable exploring the emotions and feelings found in fiction.”<sup>5</sup> His whole site is devoted to getting boys to read, with a heavy emphasis on fiction.

# Books With Beat

## Women Make Music but Men Keep Writing the Books

*By Mark Flowers*

Less often stated or hypothesized about is why girls don’t read nonfiction. I would argue that part of the reason this issue is left undiscussed is a bias in our profession in favor of fiction—girls already read the “better” books, so there is no need for us to worry about introducing them to “lesser” nonfiction works. But looking at the quotations I’ve cited above, I found a fairly obvious reason that girls might want to avoid nonfiction: in the area of rock music at least, much of the nonfiction being written, even when explicitly profemale, is incredibly negative about the role of women.

For example, the first quotation above about the role of women as vocalists is surely accurate in its essentials (though it ignores such important figures as Carol Kaye, a session bassist who played on key tracks by Phil Spector, the Beach Boys, and Ritchie Valens).<sup>6</sup> But its assumption that singing is a less important aspect to rock

than playing an instrument is precisely the sort of belief that is encouraged by a patriarchal view of music as a man’s domain. More importantly for our purposes, this assumption allows for the sort of misstatement embodied by the second quotation, from Reynolds and Press—that women had a very limited and therefore conflicted role in the early years of rock—and the sort of outright misogyny embodied by the third quotation, from *Drunken Bastard*—that women are only great when playing the same music as men.

What is so infuriating about this negative attitude towards female rockers is that the sexism of rock and roll is far more apparent in critical texts than in the actual history of the music. A brief look at the facts of the case leads one to realize that women have been essential creators of rock and roll music throughout the history of the music. In the 1960s, the only band that had more number-one singles than the

---

**MARK FLOWERS** is a young adult librarian in Vallejo, Calif. In his spare time he is an amateur guitarist, a lover of rock and roll music from all eras, and an ardent feminist.

Supremes was the Beatles, hardly a fair band to make a comparison with. Of the eleven artists with the most number-one singles in the rock and roll era, five are women (Mariah Carey, Madonna, The Supremes, Whitney Houston, and Janet Jackson), all vocalists.<sup>7</sup> While men like Drunken Bastard will surely make facile claims about the relative “poppiness” of these women, one should note that not one of the male artists (The Beatles, Elvis Presley, Michael Jackson, Stevie Wonder, the Bee Gees, and Elton John) could be properly thought of as “hard rocking;” nor, for that matter, are Elvis, Jackson, or the Bee Gees primarily thought of as instrumentalists.

Writers like Reynolds and Press fall all over themselves analyzing the difficulties women face in finding a musical identity: “Given the choices offered by rock culture—desexualized mother-figure or wild-and-free but wholly sexual libertine—it’s hardly surprising that the early she-rebels of rock ‘n’ roll had a conflicted relationship with femininity.”<sup>8</sup> This of course both ignores the conflicted relationship with their masculinity that male rockers have traditionally had (and which is supposedly one of the topics of their own book!), and seems to assume that sexism and identity politics exist only in the realm of rock and roll. Is it their claim that it is somehow harder for women to make a career as a musician than as a lawyer or a doctor? Fortunately for listeners everywhere, while Reynolds and Press tie themselves up in knots, women have gone ahead and made their voices heard, as we saw in the statistics above.

I chose to look at number-one singles arbitrarily, and surely many other measurements could be used, but the point of these statistics is not to claim that women have not been marginalized in rock and roll, but merely to point out that much of the marginalization has taken place at the level of critical analysis, rather than

actual market share. To take the conversation outside of music for a moment, let us look at a similar dynamic in literature. When Harold Bloom writes a book devoted to one-hundred “geniuses” of literature and only manages to find room for eleven women, it is not Bloom’s way of testifying to the difficulties women have faced in getting their work published; it is a failure (or perhaps an utter lack) of critical imagination.<sup>9</sup> Bloom and other critics cannot see beyond the predetermined literary canon to see if women have contributed something important. In the same way, Reynolds and Press, even as they bemoan the facts of sexism, try to shoehorn women into the existing patriarchal narrative of rock and roll. A proper account of rock and roll music would have to show that women (vocalists, to be sure) have been as popular, and indeed, as important, as men in the minds of rock listeners.

Which all brings us back to nonfiction for girls. The canonical texts about rock and roll have been written by men, and from a sexist viewpoint, endorsing a position that discourages women from participating in the music. And even those books out there that purport to be profemale emphasize the challenges of being a woman in the music business and reinforce some of the standard stereotypes. But the actual music has been far more sexually democratic, with some of the biggest stars in history being women. Why would girls *want* to read nonfiction books that assert that Elvis was one of the most important figures in rock history, and that Madonna is something of a footnote?

I wish at this point that I could turn to a list of great nonfiction books for girls, challenging these assumptions and building a new critical canon. But while I do have a few recommendations, the landscape continues to be pretty bleak. For example, the three best recent books about rock for women are not critical assessments at all, but vocational guides to becoming a rock

musician: *The Girls’ Guide to Rocking* by Jessica Hopper, *Rock ‘n’ Roll Camp for Girls*, and *Girls Rock*, by Robyn Goodmark.

Each of these books implicitly assumes precisely what the writers I’ve cited above cannot bring themselves to: that women need make no excuses for starting a band, nor spend any psychic energy worrying about what makes their band specifically “female.” Hopper encourages her readers to “play what your mama gave ya,”<sup>10</sup> whether it be flute, viola, or flugelhorn (she draws the line at tuba, though). Similarly, Goodmark remarks that “a band can be anything from two girls playing the spoons to a twelve-piece orchestra with concert harp and cello.”<sup>11</sup>

This kind of lack of constraint is incredibly refreshing, and all three books are excellent, step-by-step guides to how to form a band, all the way from learning an instrument to rehearsals, set lists, advertising, and making it big, and including all the nitty-gritty in between. Still, there are differences between the works. *Rock ‘n’ Roll Camp* was developed from an actual camp for girls in Portland. Campers spent a single week learning to play, write songs, rehearse, and perform. Thus, the emphasis in this work is on the writing and performing of songs. Also, as evidenced by the forward by Sleater-Kinney’s Carrie Brownstein, the *Rock ‘n’ Roll Camp* was brought to us by many of the same women who brought us this writer’s favorite genre: the Riot Grrrl movement. Hence *Rock ‘n’ Roll Camp* does spend some time discussing the specifics of being a girl in rock. But unlike Reynolds and Price or Carson et al., *Rock ‘n’ Roll Camp* puts the emphasis right where it belongs, on the incredible contributions women have made to rock and roll: “When rock ‘n’ roll first emerged in popular culture, girls were right there. Their contributions span the whole history of rock, including some styles of music that are at the roots of rock ‘n’ roll.”<sup>12</sup> Compare

that to the first quotation in this article: which would you rather cite to a girl interested in music?

*Girls Rock*, in contrast, focuses more extensively on the business end of things. Goodmark, a rapper with the extraordinary hip-hop group Northern State, has some excellent hands-on experience with managing a band, and being a member of a relatively successful one. Hopper too is interested in the entire enterprise of being a working musician, with a unique (among this trio) interest in gear: her first chapter contains priceless information on choosing instrument brands and accessories, proper care of instruments, and assorted other topics.

Nevertheless, these minor differences apart, I would strongly urge librarians to get any one of these books into the hands of aspiring musicians as soon as possible. The best part of these guides is that though the emphasis is on girls, their advice is equally applicable to anyone wishing to start a band. This former teen guitarist wishes he had read one of these books as a youth—maybe now I'd be a rock star instead of a librarian.

There are a few other books. Despite my somewhat critical remarks earlier, *Girls Rock!* is actually a pretty good look at women in rock, if for no other reason than it gives lots of space to direct quotations from women musicians making many of the points I have made in this article. *Rolling Stone* has an anthology called *Trouble Girls*, edited by Barbara O'Dair, with some excellent bios of women rockers. The amazing rock critic Ann Powers provides a number of entries, including ones on Aretha Franklin and Sinéad O'Connor; The Crystals, Linda Ronstadt, Yoko Ono, and PJ Harvey all get their critical due; and in true *Rolling Stone* style, authoritative discographies and chart listings are offered throughout. But both of

these books are written at an adult level (although still readable for many teens, especially *Trouble Girls*), and they are still among a very few popular works on the topic. And though I haven't gotten a chance to read it yet, I'm greatly looking forward to the brand new *Girl Power: The Nineties Revolution in Music* by Marisa Meltzer. And of course critics like Powers and Hopper are out there, writing columns and articles.

Nevertheless, when it comes to nonfiction for girls, perhaps the theme Books with Beat would have better applied to a Teens Write Week than TRW. Rather than recommending tired, sexist books on music, we should be encouraging girls to get out there and write about the music that they love, to create a new paradigm of how women are seen in music.

YALS

## The Books

Mina Carson, Tisa Lewis, & Susan M. Shaw.

*Girls Rock!: Fifty Years of Women Making Music*. Lexington: Univ. of Kentucky, 2004. ISBN: 978-0813123103.

Robyn Goodmark. *Girls Rock: How to Get Your Group Together and Make Some Noise*. New York: Billboard, 2008. ISBN: 9780823099481.

Jessica Hopper. *The Girls' Guide to Rocking: How to Start a Band, Book Gigs, and Get Rolling to Rock Stardom*. New York: Workman, 2009. ISBN: 9780761151418.

Marisa Meltzer. *Girl Power: The Nineties Revolution in Music*. New York: Faber, 2010. ISBN: 978-0865479791.

Rock 'n' Roll Camp for Girls: *How to Start a Band, Write Songs, Record an Album, and Rock Out!* Ed. Marisa Anderson. San Francisco: Chronicle, 2008. ISBN: 978-0811852227.

*Trouble Girls: the Rolling Stone Book of Women in Rock*. Edited by Barbara O'Dair.

New York: Random House, 1997. ISBN: 978-0679768746.

## References

1. Mina Carson, Tisa Lewis, & Susan M. Shaw. *Girls Rock!: Fifty Years of Women Making Music*. Lexington: Univ. of Kentucky, 2004; p. 11.
2. Simon Reynolds & Joy Press. *The Sex Revolts: Gender, Rebellion and Rock 'n' Roll*. Cambridge: Harvard, 1995; p. 232.
3. Drunken Bastard, Rock 'n' Roll View blog: <http://www.rocknrollview.com/blog/2009/03/08/ten-kick-ass-girl-rock-songs> (accessed March 31, 2010).
4. See, for example, Karen Hartlage-Striby, "Girls choose fiction; boys choose nonfiction." *Kentucky Libraries* 65, no. 4 (Fall 2001): 36-40.
5. Jon Sczesiska. Guys Read. Retrieved from [www.guysread.com](http://www.guysread.com) (accessed March 31, 2010).
6. See her Web site [www.carolkaye.com](http://www.carolkaye.com) (accessed May 26, 2010.).
7. [http://en.wikipedia.org/wiki/List\\_of\\_Billboard\\_Hot\\_100\\_chart\\_achievements\\_and\\_milestones#Most\\_number-one\\_hits](http://en.wikipedia.org/wiki/List_of_Billboard_Hot_100_chart_achievements_and_milestones#Most_number-one_hits) (accessed May 26, 2010.).
8. Reynolds and Press, p. 232.
9. Harold Bloom. *Genius: A Mosaic of One Hundred Exemplary Creative Minds*. New York: Warner, 2002.
10. Jessica Hopper. *The Girls' Guide to Rocking: How to Start a Band, Book Gigs, and Get Rolling to Rock Stardom*. New York: Workman, 2009; p. 2.
11. Robyn Goodmark. *Girls Rock: How to Get Your Group Together and Make Some Noise*. New York: Billboard, 2008; p. 22.
12. *Rock 'n' Roll Camp for Girls: How to Start a Band, Write Songs, Record an Album, and Rock Out!* ed. Marisa Anderson. San Francisco: Chronicle Books, 2008; p. 25.

## The Book versus The Movie

*By Jesse Vieau*

**C**hallenge your community of teenagers to a fun and engaging October by celebrating great stories and the different formats that have been used to tell them. Most libraries circulate feature films, which are comparable to the stories recorded on paper, and programming around this form of media may be a sensible approach to teen appeal. It's also a great way to re-brand the act of reading and allow teens to make the connection between the Hollywood movies they enjoy and the books that inspire those adaptations, even for those who consider themselves nonreaders. The teen population has always had a great foothold in what defines pop culture along with deciding which books were popular enough to turn into a movie. Take full advantage of both film and print by celebrating books that have been made into feature films with a "The Book versus The Movie" marathon this Teen Read Week.

Showing the movie with a projector on the wall and serving popcorn and drinks are nice incentives for participation. If you do not have sufficient space or electronic equipment to accommodate viewing a movie you might be inclined to bring discussions and viewings on the road to a lunchtime or after school group or other facilities serving youth like the closest YMCA, Boys and Girls Club, or community center. People are often looking for collaboration, but if nothing else they may at least appreciate the library's gesture.

You might also consider including teens in correctional and rehabilitation facilities like your local jail or juvenile detention center into the discussion. There are many great books that were turned into movies with the ability to teach and inspire this population. Some of these institutions employ teachers or librarians who are perhaps willing, and possibly able, to partner with you. Something of this nature

should be explored as soon as possible as it is not often a simple or expedient process to gain access to these populations if you do not already have that relationship. A partnership with these institutions is a great way to make sure you are exploring and considering all the possible avenues to reach teenagers who might enjoy another perspective on reading.

Choosing a structure that will allow your teenagers to participate is of great importance. As always, you'll need to take into consideration the schedules of likely participants at home, school, work, and play, along with the time it takes to read. If you'd like to stick within the seven-day celebration, you should aim to get advertisement and buy-in completed in September so teens will have time to read the book before the meeting takes place during Teen Read Week. A four-hour event would suffice to hold a book discussion before watching the movie and another discussion comparing the two versions after viewing the movie.

If you have enough money to purchase or subsidize theater tickets, you could consider choosing a title that will be in the theaters and take a field trip. Fitting the discussions into this choice is tricky, but definitely doable. Some options include holding a discussion at your library before going to the theater as a group (check the legalities with your supervisor); waiting until after the movie to lead a group discussion at the theater or back at the library; using online technologies to support the majority of your discussions; or any combination of the above.

If your library has a blog you might consider asking teens to respond online as well. If you do not already have a way for teens to participate online, there are many easy ways to offer its convenience and promote participation in this media club. You can create free accounts on Web communities already in the book or movie realm like Goodreads or Flixter. You can

---

**JESSE VIEAU** is Teen Services Librarian for the Madison Public Library in Madison, Wisconsin, where he runs a monthly "Book versus Movie" club with older teens at the Goodman Community Center. He has been a member of the Teen Read Week committee and the YALSA Advocacy Task Force since 2008.

bring the discussions to one or more of the larger online social networking communities where your target population already have accounts and spend time like Facebook and MySpace. Creating a page or group on these sites may ensure or increase participation since they will be more likely to remember while logged in and exploring. Or you can create a stand alone blog or forum using sites like Blogspot, WordPress, or Ning.

Take some time to survey current members or likely participants for what they find appealing and appropriate. Remember that age-appropriateness is not always mirrored between the two formats. Directors and screenwriters offer their own interpretations and personal touches, sometimes resulting in a version intended for audiences of a different maturity level than that of the book. Just because you've already watched the PG-13 movie doesn't mean the book couldn't have been the equivalent of a G or R rating. The same goes for having already read the book. Do your research before going in. Creating a

hand-picked list with room for suggestions will help focus the decision when surveying the participants.

Some stories have many movie versions from throughout the years and incorporating the interpretations of different directors and different time periods into the conversation could be fun. Lewis Carroll's classics, *Alice In Wonderland* and *Through the Looking Glass and What Alice Found There* offer all kinds of possibilities, especially considering the newest cinematic reinvention will be coming out on DVD this summer. You could show a different version of the movie each night of the week throughout Teen Read Week, with the newest rendition on the final night as the main event.

You can find many lists of stories with book and movie versions by doing a quick Internet search but here are some titles I've used, or plan to use in the future:

*The Lovely Bones* by Alice Sebold.  
*Coraline* by Neil Gaiman.  
*V for Vendetta* by Alan Moore.

*Public Enemies: America's Greatest Crime Wave and The Birth of the FBI, 1933-1934* by Brian Burrough.  
*Speak* by Laurie Halse Anderson.  
*Youth in Revolt* by C.D. Payne.  
*Beastly* by Alex Flinn.  
*The Blind Side* by Michael Lewis.  
*Hitchhiker's Guide to the Galaxy* by Douglas Adams.  
*Angus Thongs and Full Frontal Snogging* by Louise Rennison.  
*Whip It* by Shauna Cross.  
*Push/Precious* by Sapphire.

## Movie License Information

Showing movies without possessing a Public Performance License violates copyright law. If your institution does not have a Public Performance Site License check into possible money sources to purchase one from places like Movie License USA (available from <http://www.movlic.com>). YALS



## YALSA's Third Thursday Webinars

YALSA's monthly webinar series takes place every third Thursday! Upcoming webinars include *Back to the Facts: YA Nonfiction* on August 19, led by Angela Carstensen, and *Ready, Set, Go! 30 Ways to Reach Reluctant Readers in 60 Minutes* on September 16, led by Jen Hubert Swan.

Webinars cost \$39 for members, \$49 for nonmembers. Group rates cost \$195. To register and see the most up-to-date schedule, visit [www.ala.org/yalsa/webinars](http://www.ala.org/yalsa/webinars).

Contact Eve Gaus for more information at [egaus@ala.org](mailto:egaus@ala.org) or 1-800-545-2433, ext. 5293.

## Make it Count Advocacy and Teen Read Week

By Beth Gallaway

**T**een Read Week (TRW), a celebration of teens reading for the fun of it, held annually during the third week of October each year, is now in its twelfth year. This year's theme is "Books with Beat @ your library," which encourages teens to read poetry, audiobooks, books about music, and more. In addition to providing a focus on teen literacy, TRW may be a tool to help you get more recognition, resources, and awareness of the needs of teens in your community.

### Advocating for a TRW Celebration @ Your Library

Why make the time to focus on teen literacy? In surveys conducted by the

SmartGirl Web site in the early 2000s, teens reported that they would read more if they had more time. In 2000, a study from the *Utne Reader* showed teen vocabularies were actually decreasing; in 1950, the average 14-year-old had a vocabulary of 25,000 words, and a 14-year-old in 2000 had a vocabulary of only 10,000 words.<sup>1</sup> The National Endowment for the Arts reported declines in teen reading in 2004 and 2007, citing in their report that "Less than one-third of 13-year-olds are daily readers, a 14% decline from 20 years earlier . . . among 17-year-olds, the percentage of non-readers doubled over a 20-year period, from 9% in 1984 to 19% in 2004."<sup>2</sup>

Since those landmark studies, the Nation's Report Card (<http://nces.ed.gov>), a national assessment of

education progress, discovered that average reading scores are increasing or stagnating, not dropping, in a post-Harry Potter/Twilight world. Publishing houses report that their young adult list is keeping them afloat in these challenging financial times. *The New York Times* created a separate "Children's" bestseller list in 2000 because titles for youth were dominating. Can TRW be part of the turnaround? Has advocating for teen literacy assisted in higher scores on reading achievement tests?

### Using TRW to Advocate for Increased Young Adult Services

TRW can be a jumping off point for advocating for young adult services at your library, because it operates within frameworks that young adult librarians typically work. TRW may fulfill the library's mission statement to provide recreational reading materials or deliver programming to all ages, and be a platform to advocate for resources such as money, space, or staff to purchase and market materials, or plan and produce programs.

TRW may meet departmental goals, or activities on the library's long-range plan, such as increasing circulation of young adult materials or increasing youth participation. If teen services isn't part of your long range plan yet, make an appointment with your library director to ask how you can get a seat at the table on the day the plan is revised and updated (my previous employers did this on an annual or quarterly basis). You may want to use YALSA's newly updated *Young Adults Deserve the Best: Competencies for Librarians Serving Youth* ([www.ala.org/yalsa/competencies](http://www.ala.org/yalsa/competencies)) to evaluate your skills and identify gaps so you can set goals for yourself, your department or division, and your library.

---

**BETH GALLAWAY**, author of *Game On: Gaming at the Library* (Neal-Schuman, 2009), was named a *Library Journal Mover & Shaker* in 2006 for her work in advocating for video games in libraries. She is an independent library trainer/consultant specializing in gaming, technology, and youth services, and is a YALSA certified Serving the Underserved (SUS) trainer. Currently, Beth chairs the 2011 Alex Award Committee and the YALSA Advocacy Task Force.

Those working in a school library may be using the American Association of School Librarians (AASL) *Standards for the 21st Century Learner* ([www.ala.org/aasl/standards](http://www.ala.org/aasl/standards)) as a framework to advocate for resources. Note that reading for pleasure falls under strand 4: Learners use skills, resources, and tools to pursue personal and esthetic growth, specifically “Read, view, and listen for pleasure and personal growth” (4.1.1) and “Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres” (4.2.4).

The Search Institute’s 40 Developmental Assets for Adolescents ([www.search-institute.org/content/40-developmental-assets-adolescents-ages-12-18](http://www.search-institute.org/content/40-developmental-assets-adolescents-ages-12-18)) suggests teens spend “3 hours a week reading for pleasure” as something vital to the formation of happy, healthy, contributing adult members of society. It’s possible to justify staff, services, and collections to teens using the developmental assets as a guide—practice by using it to advocate for your TRW celebration.

## Using TRW for the Big Advocacy Picture

If you can negotiate TRW activities using the above as talking points, then you can build on the success of TRW activities to continue delivering young adult services, and start looking at the bigger picture of where young adult services fit in at your library. I’ve seen public library brochures outlining services to adults and children



An example of a Teen Read Week Proclamation from the City of Folsom, CA.

with no mention of teens, public library Web sites without a link to teen services, and public library long-range plans that mention youth, but only mean children ages birth to twelve, not the twelve to eighteen range. Start with TRW, and move up to making young adult services a presence everywhere else.

TRW can become a rallying tool for teen, library, and literacy advocacy in your community, simply by taking advantage of tools on the TRW Web site ([www.ala.org/teenread](http://www.ala.org/teenread)). Under “Get Publicity” there is a sample proclamation that you can send to the mayor’s office. A few months in advance, ask if it’s possible for the mayor to

declare the third week of October TRW in your city or town. You can stage a whole kick-off around the reading of the proclamation, inviting your elected officials and other VIPs (and the press, of course!) to come and see your busy library in action, replete with teens.

## Registration Has Its Advantages

Why register for TRW when resources are provided free (even to nonmembers!) for program and event ideas, resources for planning, publicity tools, and more? Registering shows that you support teen reading in your community, and it tells YALSA that initiatives like this are worthwhile. YALSA is a nonprofit organization that depends on its members for support. By registering, you let YALSA know that teen literacy is a concern and you are willing to do something about it. Your registration

helps YALSA know how many people participate in TRW, and ensures that it will be an ongoing event, because registration is a measure of success that can be used to leverage corporate sponsorship and future TRW initiatives. YALSA models the kinds of things young adult librarians should be paying attention to in delivering services: who registered, who actually participated, and what were the outcomes of participation?

YALSA also models a stance of meaningful youth participation by offering many opportunities for member feedback, and even teen feedback, about TRW. What does meaningful participation have

to do with advocacy? The same rule applies here: If you don't like it, work to change it—don't be content to simply complain! Start small! The theme is selected by a committee that accepts suggestions via the YALSA office ([yalsa@ala.org](mailto:yalsa@ala.org)) and the theme is put to a teen vote each year. Look for a survey during this year's TRW about next year's theme; the link is posted to the YALSA TRW Web site at [www.ala.org/teenread](http://www.ala.org/teenread).

YALSA encourages another advocacy activity: an opportunity to effect change on the national level; volunteer for the TRW committee! With a few exceptions, most committee work is now 100 percent virtual. Complete a form annually at [http://yalsa.ala.org/forms/process\\_com.php](http://yalsa.ala.org/forms/process_com.php). Appointments are traditionally made in March, but vacancies do occur year round, so get the form completed by December for the following year.

Providing informal programming, like a read-in, during TRW is an opportunity to get to know the teens that frequent the library. As you get to know one another, conversations naturally arise about what kinds of materials, programs, and services they would prefer. Before you know it, you've gotten your regulars to join the teen advisory group, ordered a book with a specific teen reader in mind, or found the perfect volunteer task for the rambunctious boy who the reference staff views as a troublemaker. They are happy to be listened to and engaged, and you are happy because you are getting something out of it, too—volunteer service, circulation stats, successful reader's advisory transactions . . .



**Teen Read Week 2010 Theme**

**1. Vote for the theme of Teen Read Week 2010!**

**1. What should be the theme for Teen Read Week, October 17-23, 2010?**

- Books with Beat @ your library
- Deal with It @ your library
- Find an Alibi @ your library

**2. Please write in your suggestion for future Teen Read Week themes:**

Done >>

The 2009 TRW survey offered teens an opportunity to vote for the 2010 theme, and modeled how to gather teen input to advocate for what they want.

meaningful youth participation is a two-way street.

Getting to know your elected officials isn't that different. First, you need to make contacts, to get on their radar. Drop in at office hours, invite them to a library program and offer a photo op, or send a note about pending legislation, just as you might approach a teen using a common interest. Do your research—learn what your elected officials are interested in, or championing. Act as a resource, providing information or referrals. Then, maintain the relationship by taking an interest, not just asking for help when you need it.

### Use Program Evaluations To Your Advantage

An evaluation isn't just about answering the question, "did they like it?" The purpose of assessment is to determine the impact of an activity: specifically, how did it change the lives of the participants?

Evaluations also help to answer big picture questions, like "what did we accomplish?" and "where do we go next?" Evaluation should be based on the program's goals and determined way before program implementation, as part of the planning process. Determine ahead of time if there are any benchmarks that will indicate degrees of achievement that will be considered good, acceptable, or in need of improvement.

Start by keeping statistical data about your TRW events. This includes simple door counts, number of participants at an event, circulation that week (as

compared to other weeks), Web site traffic hits, etc. If you can break numbers down by age, grade, and gender, do so. If you are having a long program, like a read-in, try doing an hour-by-hour sweep; count everyone in the room and record what they are doing: listening to audiobooks, reading a magazine, novel or comic book, talking, texting, getting a snack.

Use media to document. If you intend to take photos or film the event, you may need to acquire permission from participants, but don't make a photo release a requirement for attendees. One library told me they wanted to protect the privacy of their patrons, and they refused to allow any photos to be publicly posted. Consider an opt-in alternative: set up a Flickr photo pool and invite participants to submit photographs of themselves, via a form that gives the library permission to use the images. If you're feeling inexperienced at photography, ALA TechSource has a great series of posts by Cindi Trainor about taking photos in the library ([www.alatechsource.org/blog/](http://www.alatechsource.org/blog/)

ALA TechSource  
www.alatechsource.org

Home | Publications | Subscribe | Blog | Gaming Symposium | About

Home  
Library Technology Reports  
Smart Libraries Newsletter  
Blog  
Search  
Purchase Publications  
Access My Subscription  
About  
Syndicate

### Take Pictures, Tell Stories Part 4: Fun with Photos at Library Events

Submitted by Cindi Trainor on May 5, 2010 - 11:36am

Now that you've learned how to take better photos, what should you take photos of? The obvious answer is to document events and activities in your library, but libraries everywhere are getting creative with their digital cameras and to inspiring users to get creative with theirs. Here is a sampling of library photo sets on flickr:

A photo booth can accompany any event, whether a [summer-reading costume party](#) or [library staff day](#). Use paper or fabric to create a backdrop, which you can accessorize with paper cutouts or printed signs. Be sure to check out [Douglas County Libraries' Staff Day 2008](#) photos, complete with a painted backdrop and pirate costumes.

A simple [paper background](#) or [scenic room in your library](#) could serve as the backdrop to a [family portrait day](#) event. Invite users to bring family members and pose with their favorite library materials for special library and family memories.

Staff photos can be taken to give patrons a [back-room view of staff operations](#) or to make those who work in our libraries [more visible](#). Creating a library family photo album to document staff events is a great way to capture workplace

Recent blog posts

- [Take Pictures, Tell Stories: Stay on Top of the Chaos](#)
- [Bricks and Mortar](#)
- [Archive: Organization 2.0: Building the Participatory Library](#)
- [New ITR eBook Part of ALA Editions eEditions Initiative](#)
- [Change how you read online](#)
- ["Sorry if I Spammed You"](#)
- [Library 2.0 Gang 05/10: RFID - Connecting with the physical world](#)
- [The Business Side of Library Automation](#)
- [Take Pictures, Tell Stories Part 4: Fun with Photos at Library Events](#)

This portion of Cindi Trainor's blog post for ALA TechSource, titled, "Fun with Photos at Library Events," is particularly useful from an advocacy standpoint, and relevant to TRW activities.

2010/03/taking-pictures-and-telling-stories-at-our-libraries-part-i.html). If you take the photos, remember to jot down the

names of the participants based on your photos so that later you don't have to go through the clearance slips and try to

ALA American Library Association

Join ALA | Contact Us | FAQs | giveALA | Log In

Divisions ▾ Offices ▾ Round Tables ▾ Committees ▾ ALA Products ▾ Related ▾

Search

Home » Issues & Advocacy

### Issues & Advocacy

- Access
- Advocacy for Libraries
- Copyright
- Diversity
- Intellectual Freedom
- International Issues
- Library Funding Updates
- Literacy & Reading Promotion
- Professional Ethics

SEND PRINT CITE

SHARE

#### Take Action!

Home • Elected Officials • Issues • Election • Media

### LEGISLATIVE ACTION CENTER

Who can be a library advocate? **Anyone who cares about America's libraries!**

Library advocates play a key role in educating our communities about why libraries and librarians are an information society. While the American Library Association is ably represented in Washington, the voices heard from around country make the difference in the success or failure of legislation.

#### Legislative Alerts and Updates

Include School Librarians in the Emergency Supplemental Package

Please call House Appropriations Chairman, Dave Obey today and tell him to include in his emergency supplemental appropriations package \$23 billion intended to rehire and retain educators which includes school librarians. His Washington office number is 202-225-3365.

...

Call Now

Include school librarians in the Elementary and Secondary Education Act

Dear ALA Members:

...

Take Action

Ask your Representative to co-sponsor the Federal Research Public Access Act (FRPAA, H.R. 5037)

#### Find Your Officials

Search by ZIP code

Search by State

#### Policy Tools

- Issues and Legislation
- Find Media Contacts
- Find Election Info and Candidates
- Capitol Hill Basics

ALA has a customized Cap Wiz site that provides legislative alerts and tips on contacting your legislators.

match up names. Photo/video can also be used to promote the next event; be sure to cite this purpose on your clearance form.

A picture is worth a thousand words, but may not tell the whole story. Ask participants, on record, why they attended and what they got out of it, and poll them what would they like to see at the next event. This can be conducted as a podcast that you can post on your library's Web site—with permission, of course.

The documentation and statistics you collect can be used in marketing material for future events, and as a library advocacy tool. This year, ALA held its first National Library Snapshot Day program ([www.ala.org/librariansnapshotday](http://www.ala.org/librariansnapshotday)). Although the event was held in April, it's an excellent model that can be adapted to TRW in October. The idea is to capture a day in the life of your library, and then, instead of saving all that rich data for the annual report with its limited audience, compile the information into a packet and send it to your local, state, and federal representatives and key stakeholders.

## Outcome Based Evaluation

Start doing outcome-based evaluation (OBE). OBEs are focused on impacts, benefits, and changes in your members (teens in this case) by measuring changes in knowledge and skills, behaviors, values, attitudes, conditions, and status. Questions like "How has the program made a difference?" and "How are the lives of the program participants better as a result of this program?" are all about outcomes. Which sounds better: "Ten teens attended a read-in on Friday," or "100% of the participants increased their pleasure reading by 200%?" Which would you rather tell the director, the funders, or the voters?

OBEs are surprisingly easy to write. Most use a pre- and postsurvey with

identical questions. Ask participants to self-assess on a scale of one to five. At the end of the program, ask the exact same questions on the reverse of the page. This way, you can easily assess each individual's growth over the time of the program. Each number represents a 20 percent increase or decrease.

Keep it short—half a dozen questions at most. Start by identifying your goals for TRW. Do you want to bring in new users? Increase audiobook circulation? Provide a volunteer opportunity for teens by launching a cross-generational reading buddy program? Figure out what questions to ask to measure success, and determine indicators that will demonstrate your goals were achieved.

You might turn to developmental assets for OBEs. For example, do teens have increased assets after a library program? For TRW, you might ask them to self assess how many hours they normally read for pleasure in a given week, and assess again at the end of TRW to see if the number of hours of reading for pleasure has increased. Or, you might measure increased skills at a craft or technical proficiency, a change in knowledge about a topic, a change in attitude about the library, or changed behavior (like going to the library more).

For more about OBE, take a look at the IMLS page on OBEs ([www.imls.gov/applicants/obe.shtm](http://www.imls.gov/applicants/obe.shtm)) or Outcome-Based Evaluation: Practical and Theoretical Applications, by Robert Voelker Morris ([www.aad.uoregon.edu/culturework/culturework28.htm](http://www.aad.uoregon.edu/culturework/culturework28.htm)).

Add your “did you like it?” and “what else should the library offer?” questions at the end of the postevaluation. Consider adding a “Did you know . . .” question to the

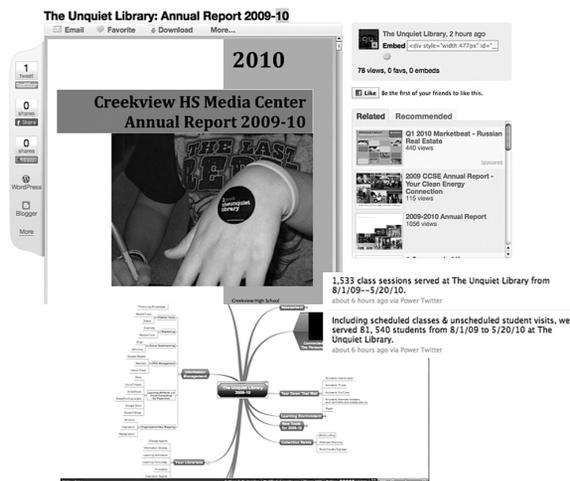
**PRE SURVEY- Please rate on a scale of 1-5 with 1=low & 5=high**

TIME spent, on average, reading for fun each week	1	2	3	4	5
KNOWLEDGE of location of audiobooks	1	2	3	4	5
COMFORT with asking a librarian for book recommendations	1	2	3	4	5

**POST SURVEY - Please rate on a scale of 1-5 with 1=low & 5=high**

TIME spent, on average, reading for fun each week	1	2	3	4	5
KNOWLEDGE of location of audiobooks	1	2	3	4	5
COMFORT with asking a librarian for book recommendations	1	2	3	4	5

Sample OBE questions for a Teen Read Program that includes a brief tour and read-in, to measure change in behavior, knowledge, and attitude.



Instead of just sharing your stats with the director, use social media and nontraditional methods to share the data! Buffy J. Hamilton put the Creekvew Library Media Program annual report on Slideshare (<http://www.slideshare.net/theunquietlibrary/the-unquiet-library-annual-report-200910>), mapped it on mindomo (<http://www.mindomo.com/view.htm?m=1d7256e89dee403cb977d41cb3b64809>), and tweeted about it (<http://twitter.com/buffyjhamilton>).

survey portion. It's an opportunity to share information about the library and advocate for materials, events, or services and to measure how effective you are at marketing.

In tough budget times, libraries are measured against police, fire, and school departments. It's obvious that those institutions change, even save, lives. Libraries change lives, too, and those changes are measurable if those of us working in the field are willing to tackle the OBE process.

If you're new to advocacy, library programming, keeping statistics, or writing OBE, TRW is the perfect opportunity to try any (or all!) of these techniques. It's only one week, and you can experiment a bit and tweak it next time. YALS

**References**

1. *Utne Reader*, "Like Whatever," July-August 2000:28-29.
2. National Endowment for the Arts, [www.nea.gov](http://www.nea.gov).

Is Teen Read Week (TRW) programming working for you? What is the payoff for the blood, snacks, and tears that go into planning TRW? The TRW website suggested that for the 2009 TRW theme, Read Beyond Reality, programming might include: voting for favorite books; making models or maps of their favorite fictional worlds; participating in reading tournaments; volunteering at the library; planning and implementing story time; creating booklists and displays; and developing book-inspired fashion shows. The list goes on, but, how do young adult programs such as these relate to heightened library appreciation and heavier foot traffic?

The relationship between programming and teen investment in the local library is clear to K'Lyn Hahn, a technical services and young adult librarian. At her Newberg Public Library in Oregon, young adults who complete a qualifying activity, such as library volunteerism, are invited to join the Annual Teen Read Week All-Nighter. Hahn says, "They are given the run of the library all night long; they get to be in places and do things otherwise not allowed in the library. The library is no longer an abstract place for them, especially those who aren't regular library users—before or after." She has found that this library slumber party offers myriad benefits to the teens and the library, "The library becomes an intimate location and memory for them which I believe will benefit the library in the long run if not directly afterwards. They talk about the event and share it with peers. I've seen posts on MySpace and Facebook. In the least, my All-Nighter is positive library marketing. In the largest, it has hatched dedicated library users."

Eileen Penson, a teen services librarian at the County of Los Angeles Public Library (CLAPL) says of marketing teen reads for her 2009 iteration of the annual event, "I promoted reading by providing a list from YALSA of the top ten teen fiction titles, then transferred extra copies of these

titles to our branch." However, did her efforts correlate with increased check-outs? Every CLAPL community library manager can log into the SirsiDynix Director's Station product, and check circulation statistics. This tool allows teen services librarians to confirm the expectation that TRW outreach increases circ. Explains Penson, "I also selected a classic to read, *The Outsiders*. Believe it or not, it was the most requested book at the Duarte Library during Teen Read Week."

Success like Penson's is inspiring, but how to get teens in the library door? To increase young adult patronage, libraries offer unique literary events such as Ana Garcia's Poetry Jam, at Norwood Library. Garcia attracts Los Angeles teens with a prose event promoted primarily via word of mouth advertising. She says, "I have the teen volunteers share program dates with their friends and family members so that more may benefit from the educational, fun programs." The chief reward for Garcia is the joy of collaborating with local teens, but her events also generate higher-than-normal check out figures. Like Penson, Garcia has access to Sirsi figures, and shares, "Circulation increase is noticed when we have special programs." Both

Garcia and Penson find that TRW promotions raise interest in the teen collections at their Southern California libraries, and agree that there are many literary-themed ideas that would likely yield positive results.

Book giveaways are popular at one Fort Wayne, Indiana library. According to Scott Mertz, who in his role as children's specialist for the Shawnee branch of the Allen County Library has provided teen services for more than a decade, "Our ACPL system always had a Read-A-Book/Get-A-Book program for Teen Read Week and used leftover books from the summer program to reward the teens. I would maybe get ten to twenty teens to participate per year and I wanted to really get more young adults excited. So I thought if the teens posed with a book like the ALA Read posters, they could keep the book they picked out and might tell their friends. It worked!" He continues, "One can see the fun and excitement spread even to the other teens that are watching, and some teens who do not participate in our other programs will have fun doing this. Fun and books—you can't go wrong with that!"

Rachel Magee, teen services librarian and Drexel University Ph.D. candidate,

# Gauges and Pages

## The Statistical Impact of Teen Read Week

*By Monique Delatte*

agrees that books and connection-building are the greatest gauges of success. When it comes to number-crunching, she urges colleagues to consider more than just the raw stats. "In discussing book clubs with fellow librarians, I have realized that while we may not have huge attendance, the hour spent discussing a book with a few people can sometimes gain reading, libraries, and librarians much more in the mind of a reader than a program with impressive statistics."

Debbie Anderson, CLAPL teen services coordinator, seconds Magee's sentiment, remarking, "It always impresses me how connected teen librarians are with their teens. Having the trust of their teen users clearly helps in finding the perfect book to fit each teen's need." Magee

suggests that teen librarians place high value on the connections built with young adult readers, not only at TRW events, but also in the day-to-day reader's advisory interactions with teens. "I suspect that many librarians, even ones like me that are more passionate about connection with information than the act of opening a book, hope to have the experience of helping a reader find a book that really, truly means something to him or her."

Library supporters like Lisa Yee concur. Yee, author of the Millicent Min trilogy and teen title *Absolutely Maybe* is a huge fan of TRW. She says, "I speak at a lot of libraries, and it's always heartwarming to see the relationship so many teens have with their librarians. In this age of Google and Facebook, Twitter

and texting, the face-to-face connection teens have with their teen librarians speaks volumes. Teen readers trust their librarians to help them find the perfect books—ones seemingly written just for them. Teen Read Week presents an excellent opportunity to remind teens to take advantage of all their local library has to offer, and to get to know their teen librarian!"

From its 1998 origination, the purpose of TRW has been to encourage reading, not only for this week, but across a lifetime. Magee muses, "Promoting reading is really about developing a trusting relationship, which can take months and even years. It is about handing the right person the right book at the right time. It is magical and powerful, and does happen." YALS

## New books from *yalsa*

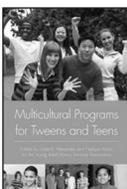


### **Risky Business: Effectively Taking and Managing Risk in Library Services to Teens**

*Linda Braun, Hillias J. Martin and Connie Urquhart*

Risky Business helps YA librarians contemplate the every day risks they take. Change is risky business, but librarians must be prepared to initiate change to best serve teens. 2010. 160 pages. ISBN: 978-0-8389-3596-5. \$49.50 ALA members, \$55 nonmembers.

nonmembers.



### **Multicultural Programs for Teens and Tweens**

*Edited by Linda B. Alexander and Nahyun Kwon*

*Multicultural Programs for Tweens and Teens* is a one-stop resource that encourages children and young adults to explore different cultures through library programming with dozens of flexible programming ideas. 2010. 240 pages. ISBN: 978-0-8389-3582-8. \$45 ALA members, \$50 nonmembers.

ALA members, \$50 nonmembers.

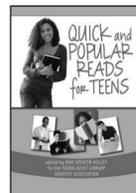


### **Cool Teen Programs for under \$100**

*Edited by Jenine Lillian*

Cool Teen Programs for under \$100 offers more than twenty-five inexpensive, engaging programs that are easily replicable and easy on the bottom line. In addition, this helpful book offers chapters with advice on smart budgeting strategies and marketing at any budget. 2009. 154 pages. ISBN: 978-0-8389-8523-6. \$32.50 ALA members, \$35 nonmembers.

978-0-8389-8523-6. \$32.50 ALA members, \$35 nonmembers.



### **Quick & Popular Reads for Teens**

*Edited by Pam Spencer Holley*

This must-have resource highlights and annotates 10 years of quality books for teens, drawn from YALSA's Quick Picks and Popular Paperbacks selected lists. An excellent aid in collection development! 2009. 232p. ISBN-13 978-0-8389-3577-4 \$40.50 ALA Members; \$45 nonmembers.

To order these books and other YALSA publications, visit [www.alastore.ala.org](http://www.alastore.ala.org) or call 1-866-SHOP-ALA

I haven't always been a tween and teen librarian . . . I was certified as an elementary school science teacher before I even considered attending graduate school for librarianship. Then, I started off my library career as a part-time youth services librarian, doing family storytimes and occasionally working with upper elementary level tweens. Though I was called the "Tween Librarian," I didn't do a whole lot with the majority of the tween contingent, let alone teens.

When the young adult librarian left on maternity leave, however, I was given the opportunity to become the tween and teen librarian. I was excited at the prospect of full time work; but I was frightened that it also meant being responsible for the teen Summer Reading Program (SRP), which included all students entering grades 6 to 12. I noticed that the teen SRP was extremely different from the children's SRP. And, while I had helped to plan and implement programs for the children's SRP, I wasn't sure exactly how that could translate to working with teens. In the past, the teen SRP had been more of a self-directed program with a single grand prize winner, and teen participation was not very high. So, while it was tempting to keep to the status quo as I eased my way into a full-time work schedule, I decided to transform the teen SRP at our library.

I was fortunate enough to inherit a Teen Advisory Group (TAG), so I was able to seek teen input immediately. I asked them what they had thought about the previous year's teen SRP, what (if anything) they would want me to change, and how they thought I could attract more teens to our library. I wasn't quite prepared for the deluge of ideas, but I was thrilled to have so many suggestions with which to work.

First of all, I discovered that a lot of TAG members (let alone other teens) didn't even know we had a teen SRP. Many of them thought that the SRP was

just for "little kids" and that being a VolunTeen was the only option for tweens and teens. Marketing to students who would be entering grades 6 to 12 in the fall, I decided, would have to be a major priority in the six weeks that remained before the SRP began. But, how could I reach a lot of teens without a huge budget or wasting a lot of my pre-SRP planning time? The answer was simple: school visits. School visits work well with elementary school students, after all, so why couldn't they work for middle and high school students? After a few phone calls, and a flurry of e-mails, I had a visitation schedule

in place. Now, all I needed was something to talk about!

I knew that I needed a hook to get the teens interested, and that was my second priority. The TAG members had complained that the teen SRP was too difficult in the past. In previous years, teens had to read five books (of differing genres) to complete a Bingo sheet. Each Bingo was worth a single entry into the teen SRP grand prize drawing. Many teens, it seemed, did not think the amount of reading was really worth it. Not only that, but the grand prize didn't always appeal to all teens in the first place. The year that

# Transforming a Teen Summer Reading Program

*By Chrissie Morrison*

---

**CHRISSIE MORRISON** received her MSIS from the School of Information Science and Policy at the University Albany after completing her BS in Education at State University of New York - Plattsburgh. An active member of the NYLA Youth Services Section and New Members Round Table (NMRT), she has been sought out for presentations on Teen Services throughout New York State. Chrissie maintains that she is only an adult because it is a life stage of the human body and that she will never be a "grown up." As such, Chrissie's role as the Tween and Teen Librarian at the East Greenbush (N. Y.) Community Library is the perfect cover!

our library offered an acoustic guitar, for example, some teens already had a guitar, and many others weren't even interested in learning to play. In their words, participating that year would have been a "waste of time."

The TAG thought that, by offering a simplified game with a greater variety of prizes, we could convince more teens to sign up for the SRP. Instead of book genre bingo, we allowed teens to read anything they wanted and to merely track the amount of reading they did. We then set up a series of benchmarks at which teens could collect raffle tickets. We would offer several different prize raffles, and teens could choose which raffles they wanted to enter. Simply stated, we would let the teens decide which prizes were worth reading for. In 2008, the TAG suggested that we level the playing field even more by tracking the amount of time spent reading, rather than the number of pages read—so slower readers could earn as many raffle tickets as the speed readers. That change increased participation even more!

When we started discussing prizes, it was easy to see that we would need to offer more than just a couple of prizes to meet the interests of a majority of teen SRP participants. To appeal to tweens and teens, guys and girls alike, we came up with a list of cool prizes that we wanted to offer—like a cash prize, free music downloads, a free haircut at a local salon,

and pairs of movie passes. We then approached local businesses and the Friends of the Library to see if they would be willing to donate money or prizes to make these raffles possible. We ended up with eight raffles to choose from. Needless to say, that was a big enticement for many teens!

In 2008, the TAG suggested adding a "librarian's challenge" as well. While they were all too eager to shave my head or to dye my hair pink, I was reluctant to be so extreme. In the end, we went with the SRP theme, *Metamorphosis @ Your Library*, and I promised to go through a reverse metamorphosis ("Teen for a Day") if they beat my reading goal. They would be allowed to style my hair, apply my makeup, and choose my clothing for the day ... but they would have to earn it by reading more than 500 minutes each during the summer.

At school visits, a lot of the teens were interested in learning about what was in it for them. They seemed a little interested in the programs that we had to offer, but the prizes were way more important to them. And it didn't matter if teens thought that many of the other raffles sounded lame, the \$25 cash raffle was always an appealing option. I have learned that programs and prizes can only get you so far, though. Self-deprecating humor and the possibility of public humiliation were much more effective means for grabbing the teens' attention. Even the "cool" teens thought it

sounded fun to make a librarian squirm a little. After a few of my 2008 school visits, I was actually hoarse from answering so many questions about what the teens may or may not "do to me" in the metamorphosis if they won the librarian's challenge!

While we haven't gotten every teen in the community to register for the teen SRP or to attend our teen SRP events, the changes we've made to the teen SRP have definitely made a profound impact on our statistics. In 2007, we saw a 130 percent increase in teen SRP registrations and a 107 percent increase in teen SRP program attendance (compared to 2006). From 2007 to 2008, we saw a further increase of 48 percent in teen SRP registrations and 34 percent in Teen SRP program attendance. Our statistics leveled off for the 2009 Teen SRP, but we realize that libraries can't expect to make exponential leaps in registration and attendance every year. Still, our YA circulation statistics are steadily climbing and our teen program attendance has never been better. Best of all, our TAG meeting attendance has more than tripled—better enabling our library to keep up with the wants and needs of the teens in our community! While I am still seeking out ways to increase my teen area circulation and the number of teens who come into our library, as well as to improve our library's over all services for teens, at least I know I'm on the right track! **YALS**

# The World of Multitasking Teens

## How Library Programming is Changing to Meet these Needs

*By Rebecca Hill*

**W**alk into any bedroom, library, or gathering of teenagers and you will find them sitting with not one electronic item, but two, three, and maybe even four. Teens are the jugglers of our times. Like amoebas, today's teens will move effortlessly from cell phone to iPod to computer to television to iPhone, all while doing their homework. Some researchers call this attention switching while others call it media multitasking. But no matter what we call it, adults and kids are moving between multiple tasks and media, switching back and forth for a large part of their day and it has become an innate part of our life.

No one really knows what the long-term costs of this juggling are. A variety of studies have been conducted to quantify the impact of multitasking on the workplace and now in education. We know that there is an economic cost to multitasking in the workplace when, studies have shown that technological interruptions in the workplace can "take up more than two hours per day or twenty-eight percent of a person's day."<sup>1</sup> But we are just learning the distinctions between attention levels and cognitive brain development stages. From cognitive brain development research, we know that the adolescent brain continues to develop until age twenty five. According to experts, this ability to switch constantly between tasks, while it may seem sexy, may impact our

ability to evaluate information in any kind of depth. It may also impact any time lost when reorienting to each new task upon switching. So, if it seems like it takes forever for a student to finish homework, take a look at what devices they are surrounding themselves with while they are doing their homework and keep in mind that the research bears out that forty-seven percent of these heavy multitaskers get mostly C's or lower.<sup>2</sup> According to this research, a student's ability to multitask clearly impacts academic scores.

But the exact extent to which this multitasking impacts learning is still undetermined. No actual field evidence exists as to the impact of media multitasking on classroom performance. The actual causal relationship between increased media usage and grades has yet to be determined as has the actual impact on our ability to think critically. But there is no doubt that computers and other electronics are here to stay. We love our devices. One needs only to witness the

early morning lines at Apple stores when the iPad was released recently to testify to this fact. It's not just adults who want the techie gadgets either. Among teens, cell phone ownership has increased from 39 percent in 2004 to 66 percent in 2010.<sup>3</sup> Seventy six percent own iPods.<sup>4</sup> According to U.S. Census data, 76.6 percent of all three to seventeen year olds live in a household with Internet access.<sup>5</sup> Seventy-one percent of all eight to eighteen year olds have a television in their rooms.<sup>6</sup> Gadgets are an inherent part of our society now, so entrenched that we cannot imagine life without them.

The increased media presence in teen lives has also led to ravenous use by teens. Just how much multitasking has become part of our youth culture was demonstrated in the Kaiser Family Foundation's Generation M2 study which examined the use of media in the lives of eight to eighteen year olds. What they found was that, in a typical week, young people surveyed use media for over seven

---

**Rebecca Hill is a freelance writer who writes primarily on education, literacy, and library issues. She has been published in *American Libraries*, *Book Links*, *VOYA-Voice of Youth Advocates*, *School Family Media*, *the National Middle School Association's magazine*, *Middle Ground*, and other publications. She has a Masters Degree in Information and Library Sciences from Indiana University-Purdue University.**

hours a day (7:38 hours), seven days a week, an increase of an hour from their 2005 study.<sup>7</sup> Twenty percent of all media consumption occurs with mobile devices such as cell phones, iPods, or handheld video games.<sup>8</sup> In addition to this, teens often spend another hour on television and music delivered via their computer.<sup>9</sup> For those young people using two to more media concurrently, they are exposed to more than 10.5 hours per day which does not include time spent at the school computer or texting and talking on the cell phone.<sup>10</sup> These heavy multitaskers, most of whom were boys, were classified as those who use at least three out of four media most of the time and accounted for 21 percent of all eight to eighteen year olds surveyed.<sup>11</sup>

When do they do it? Approximately 31 percent of eight to eighteen year olds surveyed said that “most” of the time when they were doing homework they were also using one medium or another such as watching TV, texting, iPod listening, and other.<sup>12</sup> For Kaveri Subrahmanyam, associate director at the Children’s Digital Media Center at UCLA, the key is not the distraction caused by multitasking, but that students are not always able to prioritize and strategically use media they are engaged with.

“There is no question that you must be cognitive about it, be strategic about it,” Subrahmanyam said. “For young kids, it is very distracting. It does interrupt what they are doing. I don’t think that online friendships are problematic, but I do think the distracting value of media is a concern in terms of doing sustained work and thinking.”<sup>13</sup>

The idea of strategic use is a question that comes up frequently in discussions on multitasking. At a January 2010 Media Multitasking research seminar sponsored by Joan Ganz Cooney Center and Stanford University, experts gathered to identify issues and to develop research priorities.

One of the themes that emerged from the discussion was the idea that media consumption and multitasking is dramatically changing childhood and this change presented major challenges to schools that they have yet to meet.<sup>14</sup> But while these experts met, it is important to note, more than a quarter of all schools had already implemented one to one laptop programs or had changed to digital open sources for teaching content areas.<sup>15</sup> These issues are already on the forefront of education and educators are confronting them head on in a variety of ways. But how to confront them and whether or not they have the information they need to meet these challenges is the question. With the lack of research showing differences between offline and online learning, Subrahmanyam wonders if this rapid increase of technology in schools has adequately prepared them to completely understand the impact of technology on learning.

“I feel like there has been this rush to technology integration,” Subrahmanyam said. “I see the mass scale adoption, and would like to see more research documenting benefits before we go to this mass scale adoption.”

Despite the fact that our libraries and schools are becoming havens for technology, we still lack, as Subrahmanyam argues, a clear understanding of whether or not this multitasking impacts brain development. Research is still necessary, she says, to identify whether or not it is developmental stages or individual differences that explain why some kids are academically successful despite multitasking behaviors while others are not. It is the proverbial cart before the horse question.

One recent study on multitasking evaluated the multitasking habits of two groups of college age students. Conducted by Eyal Ophir, Clifford Nass, and Anthony D. Wagner at Stanford

University, students who were considered to be heavy multitaskers were found to be unable to focus on one particular task, taking all the information in front of them and placing it on one strategic plane. These heavy multitaskers just could not ignore environmental distractions nor could they prioritize the information they had in front of them. Further, they also had trouble switching between two different tasks.<sup>16</sup>

While this study impacted college aged students, for younger teens, their prefrontal cortex, the area of the brain that is responsible for planning, strategizing, and judgment, is still developing and changing; therefore, it is susceptible to trends and changes like the increased usage of technologies. And because teens do not have the organic ability at that particular developmental stage to strategize like college age students or adults can, teaching them to strategically identify when and where they should multitask takes on a whole new importance. Especially since, as Subrahmanyam says, multitasking is here to stay despite our fears about it, the key is to actively teach kids, either in school or via our library systems, how to strategically multitask.

“We are going to have to develop skills, to be strategic,” Subrahmanyam said. “We are going to have to actively teach students to develop these skills and it is going to have to happen in school at an early age. We are going to have to teach them how to multitask, when to multitask and when it is good or not good to do it. It’s here to stay so there no point fighting it.”

Despite these reservations, the issue on how to hold the attention of our youth remains. What type of programming will attract and hold the attention of the multitasking teen? What sort of technology and social networking tools can be used? Is there a way that schools and libraries can help teens strategically use media? For Christina Lind Hage, director of the Rochester Public Library and member of

the ALA Office for Information Technology Policy (OITP) Advisory Committee, social networking of teens has merely taken on another form.

"In the past it was just face-to-face socializing where now it is more online," Lind Hage said. "Kids will chat with each other online while they are sitting next to or across the table from their friends. We have also noticed that our teen library users listen to music, either on portable mp3 devices or on their computers while they do almost everything else from homework, social networking to browsing for books."<sup>17</sup>

For Lind Hage, the issue is age-old: how to get teens in the library. If teens are using technology, then libraries like Rochester Hills believe that they must use this technology as a way to reach out and engage teen library users. In fact, even with traditional programming they have found a way to enhance it through technology.

"Libraries have a responsibility to provide programs that will attract a wide range of teen users," Lind Hage said. "We often watch video trailers for books on a computer. When playing *Dungeons and Dragons*, we project the playing board onto the wall where more people can see it instead of putting it in the middle of the table."

Though her system has not made any special concessions to attract the young adult population, Laura Grunweg, 2009 winner of the Carnegie Corporation of New York/New York Times I Love My Librarians Award, admits to being in favor of any technologies that promote facets of learning and development albeit somewhat apprehensively.

"At the moment, we have five computers designated for gaming for the considerable after school crowd," Grunweg said. "Kids participate on a first come, first serve basis with no time limits imposed. I cringe a lot during the period where the library functions as a gaming arcade and while I adore technology, this

whole notion of being constantly connected electronically does not resonate with me."<sup>18</sup>

But implementing gaming programming in the library has gone a long way to attracting teens via the tech bandwagon. In ALA's National Gaming Day program for 2009, 1,365 libraries throughout the United States participated with a total of 31,296 players participating.<sup>19</sup> Library consultant Beth Galloway believes that, from a social perspective, gaming in the library forces teens to do their gaming in social environment rather than alone at home. "You might have some teens participating as spectators, one or two in the corner of the library texting or reading a book," Galloway said. "I think that it is better for them to be in a group in the library gaming than sitting at home on the computer all by themselves. It creates personal relationships and gets them out in the world with real people."<sup>20</sup> And there are a lot of good reasons to have gaming programs that will get teen library users interacting in the library, says Lind Hage.

"Games can promote literacy, critical thinking, problem solving skills, and even provide physical exercise," Lind Hage said. "When librarians meet teens in a relaxed, casual context such as a gaming program, the teens are more comfortable asking the librarian for homework or research help."

With gaming successful in getting teens into the library, other tech programming like social networking, blogging, eBooks, and other tech options have attracted these multitasking teens. With most libraries having wireless access on site, teens are in the library now using social networking tools such as Facebook. In addition, libraries are taking advantage of Facebook and Twitter to inform and attract teens to internal programming. Using these social networking technologies is critical tool for librarians, Galloway says, because nowadays the library needs to go

to where the kids are to be successful in attracting teens to the library.

"Added tech tools are just another delivery method for providing core library services," Galloway said. "If we are looking to the future, we need to be thinking about pure digital format and how the library can be the intermediary for that."

Because many schools are blocking these sites instead of teaching appropriate use, libraries have the unique opportunity too to take the lead in teaching teens how to use these social networking technologies appropriately through programming on use and etiquette. Lind Hage believes that it is up to libraries to provide space for teens to appropriately use these technologies. "We want to provide a welcoming area with programs and materials that teens want to use. We let them express themselves in a safe environment. We go with their flow and learn from them," she said.

While we recognize that technology is a great way to get teens into our libraries, the library is still a place that can offer a reprieve from the pressures that technology can insert into the lives of our teens. It is a perfect setting to teach teens these differences in a way that is meaningful and productive to their tech lives and their real lives. Clearly libraries and schools must work together to comprehend the challenges of the multitasking teen population they now serve, but the library has, after all, the distinct advantage of offering not only exactly what teens are experiencing in their lives, but also that what they *can* experience in life, the choice between more and less. YALS

## References

1. Frank Bannister and Dan Remenyi. "Multitasking: The Uncertain Impact of Technology on Knowledge Workers and Managers," *The Electronic Journal Information Systems Evaluation*, Vol. 12,

no. 1 (2009): 1. [www.ejise.com](http://www.ejise.com) (accessed May 26, 2010.).

2. Victoria Rideout, Ulla G. Foehr, and Donald F. Roberts "Generation M2: Media in the Lives of 8- to 18-Year Olds," The Henry J. Kaiser Family Foundation (2010): p. 4. <http://www.kff.org/entmedia/upload/Generation-M-Media-in-the-Lives-of-8-18-Year-olds-Report.pdf> (accessed May 26, 2010.).
3. Ibid. pp. 18-19.
4. Ibid. p. 29.
5. U.S. Census Bureau, "Table 2: Reported Internet Usage for Individuals 3 Years and Older by Selected Characteristics" (October 2009).
6. Rideout, Foehr, & Roberts, p. 15.
7. Ibid. p. 2.
8. Ibid. p. 3.
9. Ibid. p. 23.
10. Ibid. p. 11.
11. Ibid. p. 3.
12. Ibid. p. 4.
13. Kaveri Subrahmanyam, telephone interview with author, April 2, 2010.
14. C. Wallis. "The Impacts of Media Multitasking on Children's Learning and Development: Report from a research seminar," The Joan Ganz Cooney Center at Sesame Workshop (2010).
15. The Greaves Group and The Hayes Corporation. "America's Digital Schools 2006: A Five Year Forecast," Sponsored by Discovery Education and Pearson Education (2006), p. 7. <http://ads2006.net/ads2006/pdf/ADS2006KF.pdf> (accessed May 26, 2010.).
16. Eyal Ophir, Clifford Nass, & Anthony D. Wagner. "Cognitive Control in Media Multitaskers," *Proceedings of the National Academy of Sciences Early Edition* (2009). [www.pnas.org/cgi/doi/10.10073/pnas.0903620106](http://www.pnas.org/cgi/doi/10.10073/pnas.0903620106) <http://www.pnas.org/content/106/37/15583.full.pdf+html?sid=78479b7f-2e36-45e3-92de-bb44d36e676b>. (accessed May 26, 2010.).
17. Christine Lind Hage, e-mail interview with author, April 1, 2010.
18. Laura Grunweg, e-mail interview with author, April 19, 2010.
19. American Library Association. "Double the Fun-Final NGD2009." <http://ndg.ala.org> (accessed April 21, 2010).
20. Beth Gallaway, Telephone interview with author, March 19, 2010.

## 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

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

For submission and author guidelines, please visit [www.ala.org/yalsa](http://www.ala.org/yalsa) and click on "Publications."

## Index to Advertisers

ALA Graphics .....	4	Scholastic Inc. ....	cover2
Annick Press .....	7	West Side Books.....	cover3
Disney-Hyperion Books .....	cover4	YALSA .....	15, 23, 30

Schwartz, Tina P. *Writing and Publishing: The Ultimate Teen Guide*. Scarecrow Press Inc., 2010; ISBN: 978-0-8108-5647-9. 270 p; \$42.

Thanks to this new book by Schwartz, we now have a readable “how-to” source for aspiring writers. Number twenty-seven in the “It Happened to Me” series, the book is formatted like a textbook but reads like an older sister giving advice. The illustrations add to the comfort level by reminding teens of yearbooks decorated by art students. The first chapter states the obvious, read and read often, but one cannot emphasize this enough. The next chapter includes careers such as writing books, poetry, greeting cards, song lyrics, scripts, and grants. The following chapters discuss the basics of writing with a focus on organizing a place and time to work; plus, she breaks the categories into fiction, nonfiction, poetry and songwriting. The meat of the book lies in the chapters on “Mentors, Professional Organizations, and Critique Groups,” and “Publishing Information and Marketing Basics.” Priceless information on finding a mentor and coping with harsh criticism from peers will help anyone, not only young adults. Schwartz explains the publishing business from signing a contract with a major house to the pitfalls of print-on-demand. Within the sidebars are short essays, stories, and poetry by teens mentioned in the text. Teens also provide testimonials quoted from blogs or workshop questionnaires. Schwartz uses high profile personalities who happen to be early teen writers, such as Tina Fey, Christopher Paolini, Alex Sanchez, and Stephen King to solidify her message. She ends with a thorough glossary, suggested websites and further reading. Obviously, the audience includes teens, but the book can be utilized by college students and the general public alike. —Maggie Moran, *Public Service and Reference Librarian, Northwest Mississippi Community College, Senatobia, Miss.*

Campbell, Patty. 2010. *Campbell's Scoop: Reflections on Young Adult Literature*. Lanham: Scarecrow Press. ISBN: 978-0-8108-7293-6; 262p; \$40.

A self-proclaimed “passenger” for forty of young adult literature’s forty-two year history, Patty Campbell has journeyed this “long and bumpy ride” as a librarian, teacher, writer, and critic. She’s also served as the editor of the Scarecrow Studies in Young Adult Literature series, which includes her own collection, *Campbell's Scoop: Reflections on Young Adult Literature*. This book primarily comprises conversational-style essays from two series of columns, “The Sand in the Oyster” for *Horn Book* and “The Young Adult Perplex” for the now defunct *Wilson Library Bulletin*. Grouping the essays by theme, the author begins with a history of young adult

(YA) literature and concludes with a brief look at her interesting career as a critic. In between are essays that show Campbell at the forefront of YA literature, recognizing early some of the genre’s greatest novels, such as *The Giver* and *Monster*, and marveling in Paris over a new format, the graphic novel, before it had crossed the Atlantic. Other essays give a frank scrutiny of ALA’s book committees. The collection would not be complete, however, without topics near and dear to the author—censorship, the search for religion in YA books, and her biography of, Robert Cormier. No matter the subject, Campbell always leaves readers with thought-provoking questions and insight that inspire them to rethink their own views of YA literature. Rousing and often provocative, this essay collection is for librarians, teachers, and scholars who want a better understanding of young adult literature and its tough issues, all told with a masterful flourish. —Angela Leeper, *Director of the Curriculum Materials Center, University of Richmond, Richmond, Va.*

Siwak, Karen L. 2010. *Library Programs for Teens: Mystery Theater* (VOYA Guides, no. 3). Lanham, Md.: Scarecrow Press, Inc. ISBN: 9780810849921; 251p; \$40.

This Voice of Youth Advocates (VOYA) guide gives you everything you’ll need to start planning and hosting mystery theater programs for teens at your library, including nine scripts you can use right out of the book and instructions for writing your own scripts. Karen Siwak has used her detailed scripts with amateur teen theater groups in Tinley Park, Illinois. Every script includes a schedule and timeline for planning and staging the program, to-do lists, publicity examples, character descriptions, worksheets and questions for the detectives, directions for the actors, photos of the actual mystery theater program in action, and ideas for clues, props, decorations, refreshments, and book tie-ins. The mysteries take place in a variety of different settings with a variety of crimes for the detectives to solve (murder, theft, kidnapping, and so forth). All of them can be adapted for different communities or teen interests. Both public and school librarians will be able to use this guide to help plan mystery theater events for teens (the Medieval Mystery would make a great curriculum tie-in for students). Everyone involved should have a blast using any one of these scripts. But be forewarned, the prep work is somewhat daunting; recruiting ten or more staff/friends/teens to play the parts of the suspects/inspector/law enforcement agents, rehearsal(s), costuming, decorating, and providing refreshments and prizes for participants. Hosting a truly grand affair may be ideal, but this resource could benefit from some suggestions on how to scale these programs down for smaller groups and budgets. The appendix offers some additional sources for obtaining ready-made mystery theater kits and scripts. —Karin Thogersen, *Young Adult Librarian, Huntley Area Public Library, Huntley, Ill.* YALS

# the YALSA update

## ASSOCIATION NEWS

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

### Teens' Top Ten Voting Starts Aug. 23

Make sure your teens are up to speed for this year's Teens' Top Ten, in which teens across the world voice their choice for their favorite books. Download the 2010 Teens' Top Ten nominations and the Teens' Top Ten Toolkit at [www.ala.org/teenstopten](http://www.ala.org/teenstopten) to encourage teens to read them before voting starts in August.

Teens' Top Ten voting begins August 23 and ends September 17. The votes will determine the 2010 Teens' Top Ten booklist, which will be announced online during Teen Read Week, October 17-23. TTT is the only national literary list selected and voted on entirely by teens.

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 2010 nominations at the TTT Web site at [www.ala.org/teenstopten](http://www.ala.org/teenstopten). In addition, the Teens' Top Ten toolkit offers customizable bookmarks and flyers, program ideas, and much more to encourage teens at your library to read the nominated titles.

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 members choose Sarah Flowers as president-elect

Sarah Flowers will be YALSA's next vice president/president-elect, after the results

of the ALA/YALSA elections in 2011. She will begin her term as president-elect in July 2010, becoming president for one term in July 2011.

"I am honored to have won and appreciate the support of everyone who voted for me. I am looking forward to engaging the YALSA membership. YALSA has been an important part of my career and I'm excited to help YALSA fulfill that role for other members," said Flowers. "I am eager to work with the YALSA Board of Directors to serve our members and give them the tools they need to support teen services in every community. I'd like to thank Sarajo Wentling, who ran for president-elect with me. She's a great, talented person and I look forward to working with her in the future."

Flowers is a longtime YALSA member who has served on ALA Council, the YALSA Board of Directors, and the Michael L. Printz Award committee. A regular contributor to *School Library Journal* and *VOYA*, she is the author of the forthcoming *Young Adults Deserve the Best: YALSA's Competencies in Action* (ALA Editions). Flowers also chaired the YALSA taskforce that updated YALSA's competencies for serving youth in librarians and a YALSA taskforce (with the Reference and User Services Association) that developed reference guidelines for serving teens.

Flowers is a writer and editor in Morgan Hill, California. She retired as deputy county librarian from the Santa Clara County Library.

### YALSA 2010 Election Results

#### Elected Members

**YALSA President**  
Sarah Flowers

**YALSA Board of Directors**  
*3-year Term*  
Chris Shoemaker  
Shannon Peterson

*1-year Term*  
Jack Martin  
Gail Tobin

**Edwards Award Committee**  
Amy Chow  
Kate Pickett  
Walter Mayes

**Printz Award Committee**  
Patty Campbell  
Elizabeth Saxton  
Erin Helmrich  
Joy Millam

**Nonfiction Award Committee**  
Jennifer Hubert Swan  
Elizabeth Burns  
Megan Fink  
Eva Volin

All proposals to amend YALSA's bylaws passed by a majority vote. For details, see the YALSA Election Results webpage, <http://www.ala.org/ala/mgrps/divs/yalsa/electionresults.cfm>.

Interested in running for office?  
Contact John Sexton, chair of the 2011

Nominating Committee at  
jsexton@wlsmail.org

## Early bird registration for the 2010 Young Adult Literature Symposium ends Sept. 10

Early bird registration is now open for YALSA's second Young Adult Literature Symposium, Nov. 5–7, at the Albuquerque Marriott in Albuquerque, N.M. Early bird pricing begins at \$195 for YALSA members and is available until Sept. 10, after which advanced registration pricing will apply. Registration is available at [www.ala.org/yalitsymposium](http://www.ala.org/yalitsymposium).

The 2010 theme is "Diversity, Literature, and Teens: Beyond Good Intentions." The Young Adult Literature Symposium is funded in part by the William C. Morris Endowment. To see a preliminary program, check out pages 41 to 44 in this issue or download it online at [www.ala.org/yalitsymposium](http://www.ala.org/yalitsymposium).

"The theme is ripe for large and small group conversations and chances to learn how to build, market and advocate for diverse library collections for teens," said Linda W. Braun, YALSA president. "Anyone interested in topics such as street lit, GLBTQ literature for teens or connecting religious teens to literature will find something of interest."

Registration for the symposium includes a welcome reception on Friday night, educational sessions on Saturday and Sunday, a happy hour on Saturday evening and a general closing session on Sunday. Details, including a preliminary program, are available at [www.ala.org/yalitsymposium](http://www.ala.org/yalitsymposium) by clicking on "Programs and Special Events."

YALSA will offer pre-symposium special events that require additional registration on Friday, including:

- a full-day preconference ("On Beyond Stonewall: The Uphill Journey of Young Adult Fiction with Gay/Lesbian/Queer Content, 1969-2010")
- three mini forums on teen readers' advisory, street lit and urban teens and fat acceptance in YA literature and

- hot air balloon rides (payment is made onsite, but YALSA requires registration now).

On Saturday, registrants can add the Bill Morris Author Luncheon, featuring Vaunda Micheaux Nelson, Coretta Scott King Award-winning author of *Bad News for Outlaws: The Remarkable Life of Bass Reeves, Deputy U.S. Marshall*, and a reception and tour of the Indian Pueblo Cultural Center to their registration.

Early bird registration costs \$195 for YALSA members, as well as members of the New Mexico Library Association; \$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. Rooms at the Albuquerque Marriott are offered at a special rate for registrants of \$99 per night. To find out how to reserve a hotel room and see the full list of registration rates, visit [www.ala.org/yalitsymposium](http://www.ala.org/yalitsymposium).

YALSA also created a community for the symposium at <http://yalsayalitsymp10.ning.com>. The ning aims to help librarians, teachers, and others interested in the symposium connect to other others who plan to attend or who are simply interested in the topic and would like to connect to colleagues and peers virtually.

## YALSA announces new books

YALSA added two new titles to its collection of professional development books: *Risky Business: Taking and Managing Risks in Library Services for Teens* by Linda W. Braun, Hillias J. Martin, and Connie Urquhart for YALSA and *Multicultural Programs for Teens and Tweens*, edited by Linda Alexander and Nahyun Kwon for YALSA.

### Risky Business

Change is risky business, but librarians must be prepared to initiate change to best serve teens. YA service innovators Linda W. Braun, Hillias J. Martin, and Connie Urquhart explain in *Risky Business: Taking and Managing Risks in Library Services for Teens* how to be smart about taking risks

without shying away from them. They offer concrete advice for

- Laying the groundwork for change in key areas such as collection building and programming
- Including technology components as part of traditional services, such as booktalks, information literacy instruction, and book discussion groups
- Effectively gaining support from administrators and colleagues

*Risky Business* is available at the ALA Store, [www.alastore.ala.org](http://www.alastore.ala.org) or by calling 1-866-SHOP-ALA. It costs \$55 or \$49.50 for YALSA members.

## Multicultural Programs for Teens and Tweens

*Multicultural Programs for Tweens and Teens* is a one-stop resource that encourages children and young adults to explore different cultures. Dozens of flexible programming ideas allow you to

- Choose a program specific to your scheduling, budget, or age group requirements
- Create an event that reflects a specific culture
- Recommend further resources

Following the practical programs laid out here, young adult librarians in public libraries, school librarians, and adult and young adult services staff can easily explore many diverse cultures.

*Multicultural Programs for Teens and Tweens* is available at the ALA Store, [www.alastore.ala.org](http://www.alastore.ala.org) or by calling 1-866-SHOP-ALA. It costs \$50 or \$45 for YALSA members.

## Keep Learning with YALSA

Check out upcoming online courses, webinars this fall

For those seeking short, interactive sessions, YALSA's hour-long webinars provide discussion on a variety of topics, led by content experts chosen by YALSA.

All YALSA webinars take place at 2 p.m. Eastern.

Registration costs \$39 for YALSA members, \$49 for individual nonmembers. Group registration is available for \$195 by contacting Eve Gaus, YALSA's program officer for continuing education, at [egaus@ala.org](mailto:egaus@ala.org) or 1-800-545-2433, ext. 5293. Upcoming webinars include:

- **August 19: Back to the Facts: YA Nonfiction** Angela Carstensen, 2010 Chair of the YALSA Award for Excellence in Nonfiction for Young Adults, will discuss YA nonfiction, including collection development and more.
- **September 16: Ready, Set, Go! 30 Ways to Reach Reluctant Readers in 60 Minutes** Jen Hubert Swan, author of *Reading Rants!*, offers up 30 quick tips for connecting with reluctant readers in 60 minutes.

To register, or learn more about YALSA's webinars, visit [www.ala.org/yalsa/webinars](http://www.ala.org/yalsa/webinars).

For those seeking longer, more in-depth education, YALSA will offer a fall session of online courses. The fall session runs October 4 to November 1. Fall classes include:

- **Growing, Managing, and Defending the Young Adult Budget** Participants in this course will learn a two pronged approach to building and growing a young adult services budget. Instructor: Monique Delatte.
- **Tapping Youth Participation to Strengthen Library Services**

Participants will learn the benefits of teen participation and engagement in the library, and will examine examples of youth participation in collection development, programming and planning of physical/virtual spaces. Instructor: Amy Alessio.

YALSA's 2010 fall courses cost \$135 for YALSA members and students, \$175 for ALA members and \$195 for nonmembers. Discounts are available for groups of ten or more, and all YALSA e-courses are available for licensing. To learn more or register, visit [www.ala.org/yalsa/onlinecourses](http://www.ala.org/yalsa/onlinecourses).

If you have questions about YALSA's webinars or online courses, please contact Eve Gaus, program officer for continuing education, at [egaus@ala.org](mailto:egaus@ala.org) or 1-800-545-2433, ext. 5293.

## Margaret A. Edwards Trust wins first YALSA Presidential Citation

YALSA awarded the Margaret A. Edwards Trust its first presidential citation on Saturday, June 26 in Washington, D.C., as part of the annual Margaret A. Edwards Award Luncheon. The Margaret A. Edwards Trust is managed by Julian Lapidés. Trustees are Anna Curry, Linda F. Lapidés, and Lanetta W. (Lanny) Parks. Former trustees are Sara Siebert and Ray Fry, both deceased.

The YALSA Presidential Citation recognizes an individual or group for outstanding contribution to either YALSA or the profession of young adult

librarianship. The YALSA Board of Directors awarded the presidential citation to the trust for championing young adult reading and literature and its long-time support of the work of YALSA.

The trust has made an outstanding and enduring contribution to the world of teen library services and makes it possible for those working with teens to promote and provide high-quality literature based programs to their communities. For over two decades the Margaret Alexander Edwards Trust has recognized the importance of teens and teen librarianship through their support of many YALSA programs and initiatives.

Recently, the Margaret A. Edwards Trust sponsored the fifth round of Excellence in Library Services to Young Adults, honoring 25 libraries for outstanding teen programs, and the MAE Award for Best Literature Program for Teens, an Annual YALSA award that provides \$500 to a YALSA member and \$500 to the member's library; and other initiatives. The trust also provided seed money for the 2011 Teen Tech Week Mini Grants, which will offer YALSA members cash and products to implement innovative reading activities that incorporate technology.

YALSA President Linda W. Braun presented the citation to the members of the trust during the Margaret A. Edwards Award Luncheon, which honored author Jim Murphy for significant achievement in writing for teens for four of his nonfiction books. The Margaret A. Edwards Award is sponsored by *School Library Journal*. YALSA

***yalsa***



Diversity,  
Literature  
& Teens

**beyond good intentions**

**Young Adult Literature Symposium  
Preliminary Program**

**November 5-7, 2010**

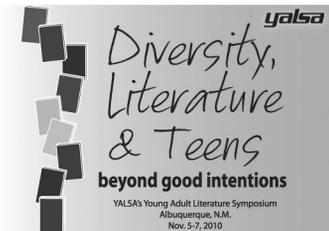
**Albuquerque Marriott**

**2101 Louisiana Boulevard NE**

**Albuquerque, N.M.**

**Registration & housing at [www.ala.org/yalitsymposium](http://www.ala.org/yalitsymposium)**

**Early bird registration ends September 10**



## YALSA's Young Adult Literature Symposium

### Preliminary Program

November 5-7, 2010

Albuquerque Marriott, 2101 Louisiana Boulevard NE, Albuquerque, New Mexico

[www.ala.org/yalitsymposium](http://www.ala.org/yalitsymposium)

<http://yalsayalitsymp10.ning.com>

Early bird registration ends September 10.

#### November 5: Special Events

YALSA will offer a full-day preconference and other special events on Friday, November 5, for additional registration.

##### 6:30 a.m. to 10:30 a.m.

**Hot Air Balloon Rides (\$135)** You will pay onsite, but must pre-register for this event. The discounted rate, paid the day of the ride, includes transportation to and from the Marriott Albuquerque, an hour to hour and a half ride, first flight certificate, balloon trading card, continental breakfast, and Champagne toast.

##### 8:30 a.m. to 4:30 p.m.

**Preconference — On Beyond Stonewall: The Uphill Journey of Young Adult Literature with Lesbian, Gay, Bisexual, Transgender, and Questioning Content (\$119, includes lunch)** Join YALSA for a full-day preconference examining the history and current state of LGBTQ literature for teens. Presenters will trace the evolution of LGBTQ characters in YA lit, from early appearances to contemporary depictions, including significant and important titles, milestones, positive and negative examples, and more. We'll discuss current trends, persistent gaps, censorship, and how LGBTQ lit reflects the lives of today's teens. Speakers: Michael Cart and Christine Jenkins

##### 8:30 a.m. to 12:30 p.m.

**The Teen Readers' Advisory Toolkit (\$59)** Enjoy light refreshments while receiving an overview of readers' advisory skills and techniques including how to read a book in ten minutes, how to do audiobook advisory and how to work with teens who don't read fiction books very often. It will also cover the importance of collecting and advising in different formats, including fiction, nonfiction, adult books, audiobooks, graphic novels, movies and tv shows. Participants will be better prepared to work with all types of teen readers, and provide a wide variety of listeners and reader's advisory services to all types of teen library patrons. Speakers: Kaite Mediatore Stover, Erin Downey Howerton, and Jessica Moyer

##### 12:30 p.m. to 4:30 p.m.

**Body Positivity and Fat Acceptance in Contemporary Young Adult Fiction (\$59)** As more teens struggle with their weight, YA lit is increasingly featuring vibrant, complicated main characters that happen to be overweight. But as the "Fat Lit" genre matures, it finds itself torn between fostering positive body image and "fat acceptance" among teens while at same time acknowledging the psychological and physical health issues

often present with obesity. Participants will discuss the role of "fat lit" in contemporary young adult literature and how it fits into library collections. Light refreshments will be served. Speakers: Angie Manfredi and Lisa Pazer

##### 12:30 p.m. to 4:30 p.m.

**Meet Them Where They Are and Open the Door: Urban Teens, Street Lit, and Readers' Advisory (\$59)** Socioeconomically disadvantaged urban teens are often stereotyped as non-readers, reluctant readers, or readers of a single genre. But just as with other teens, urban teens' reading choices are informed by their needs, interests, and social landscape. While enjoying light refreshments, participants will discuss factors that contribute to urban teens' reading choices, demystify the increasingly popular genre of street lit, and demonstrate proven reader's advisory techniques and programs for connecting urban teens with a variety of books that speak to them. Organizers: Beth Saxton and Megan Honig

#### November 6: Special Events

YALSA will offer the following Saturday events for additional fees.

##### Noon to 1:30 p.m.

**Bill Morris Memorial Author Luncheon (\$35)** Vaunda Micheaux Nelson, Coretta Scott King Award-winning author of *Bad News for Outlaws: The Remarkable Life of Bass Reeves, Deputy U.S. Marshall*, will be the featured speaker at this luncheon, named for William C. Morris, the well-known children's and YA book publisher whose legacy has made the symposium possible.

##### 8 p.m. to 10 p.m.

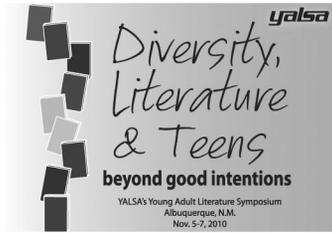
**Indian Pueblo Cultural Center (\$40)** The 19 Pueblos of New Mexico, opened the Indian Pueblo Cultural Center (IPCC) in August 1976 to showcase the history and accomplishments of the Pueblo people from pre-Columbian to current time. Your ticket includes transportation to and from the IPCC, light refreshments, and a guided tour of the museum and the gallery.

#### November 5-7: Events Included in Symposium Registration

##### Nov. 5

##### 5-7 p.m.

**Welcome and Opening Reception** Open to all symposium attendees.



## YALSA's Young Adult Literature Symposium Preliminary Program

November 5-7, 2010

Albuquerque Marriott, 2101 Louisiana Boulevard NE, Albuquerque, New Mexico

[www.ala.org/yalitsymposium](http://www.ala.org/yalitsymposium)

<http://yalsayalitsymp10.ning.com>

Early bird registration ends September 10.

### Nov. 6-7: Programs and Included Events

***Beyond Good Intentions and Chicken Soup: Young Adult Literature and Disability Diversity: How Far Have We Come?*** Today's teens are likely to have friends and classmates with disabilities. Young adult literature increasingly reflects the diverse identities found among today's teens, and scaffolds the social beliefs they hold about people with disabilities, by including positive portrayals of characters with disabilities. Session participants will critically examine how changing social beliefs about disability are reflected in historical through contemporary fiction and nonfiction and explore methods to promote acceptance of diversity through the genre. Participants will be able to apply this knowledge when selecting and teaching YA lit. Speaker: Heather Garrison.

***Beyond Titillation: Sexuality and the Young Adult Novel*** Contemporary young adult literature provides a vast range of representations of young adults as sexual beings. Books like these intimately show the feelings and experiences of evolving adults and acknowledge the emotional and physical worlds contained within sexuality. The place of sexuality in YA literature can be controversial for adults attempting to understand authors' intentions in crafting books that depict emotional and physical boundaries. This session explores the place of sexuality in YA literature and the role of the author, librarian, teacher, parent, and student reader. Speakers: Jason Kurtz and Dr. Nicholle Schuelke

***Celebramos Libros: Celebrating Latino Literature!*** Experts agree that seeing oneself in books is essential in the development of lifelong readers. This session will discuss books and authors which assist Latinos in seeing reflections of their lives within YA literature. Librarians will booktalk recently published books about Latino American teens, and highlight awards given to Latino authors and their books. Then authors writing literature for teens will form a panel to comment about their own experiences. Participants will learn about important Latino books and authors and what they can offer ALL teens. Speakers: Rosemary Chance, Teri Lesesne, Benjamin Saenz, and Margarita Engle

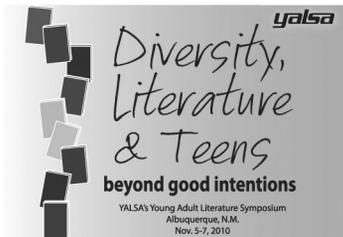
***Commercial Success and Diversity: Are Both Possible, or Are They A Contradiction in Terms?*** Are books featuring protagonists representing the "other" on the cover worthwhile investments for publishers? What impact does including or excluding multicultural characters on book covers have on young readers? What impact do these types of decisions have on authors, publishers, booksellers, and libraries? In a solution-focused discussion, authors will explore the debate over whether di-

versity sells or limits sales, and the issue's wider impact on YA literature. Speakers: Neesha Meminger, Cynthea Liu, and Paula Chase Hyman

***Connecting Religious Teens with Literature*** The religious and cultural views of teens are key factors in shaping their library and information needs. As globalization makes communities more diverse, librarians often encounter patrons with unfamiliar religious and cultural views and must connect them to literature that meets their needs. This involves developing collections in ways that anticipate the unique interests of religious communities, as well as understanding how the questions they ask may differ from those of other patrons. Librarians who seem at ease answering these questions will make patrons feel more welcome and inclined to utilize library services. We will discuss how to meet the needs of particular teen populations/communities, including Muslims and evangelical Christians, as well as provide a list of tools and resources for attendees to take home. Speaker: Sarah Holtkamp

***Doomed to Repeat It: Diversity in Historical Fiction*** Historical fiction reflects the diversity of our past, in experiences that span centuries and continents. Yet so often, the novels that are used to discuss historical topics are limited to certain periods or places. Slavery is talked about in context of the American Civil War; Jewish history is seemingly restricted to World War II. In addition the same topics continue to be highlighted, like Tudor England or the American frontier. In this presentation, a variety of novels will be highlighted, from ones that offer a new perspective on common subjects to those that throw a light on an unknown topic. Attendees will thus be ready to work with diverse teens and recommend historical fiction novels that reflect their background. Speaker: Melissa Rabey

***The Forms and Faces of Poetry for Teens*** Today's poetry for teens offers an amazing range of voices, including Margarita Engle and Pat Mora, who channel their cultures in unique and universal ways, Betsy Franco who also compiles anthologies of poetry by teens, Jen Bryant and Ann Burg who create masterful novels-in-verse, and April Halprin Wayland who offers visually graphic poem compilations. Participants will learn about the variety of teen poetry available today, about the poets who create it, hear it read aloud, experience creative ways to promote poetry with teen audiences, and leave with a list of the best new poetry for teens. Speakers: Jen Bryant, Ann Burg, Margarita Engle, Betsy Franco, Pat Mora, Sylvia Vardell, and April Halprin Wayland



## YALSA's Young Adult Literature Symposium Preliminary Program

November 5-7, 2010

Albuquerque Marriott, 2101 Louisiana Boulevard NE, Albuquerque, New Mexico

[www.ala.org/yalitsymposium](http://www.ala.org/yalitsymposium)

<http://yalsayalitsymp10.ning.com>

Early bird registration ends September 10.

**Heroes in International Literature Teens** Teens “who come to know books and stories from many countries have made a beginning toward international understanding” (Batchelder Award guidelines). Within the pages of novels from other countries readers will find heroes to admire, to entertain them, and to emulate. In this session librarians will booktalk selected international books focusing on heroic characters of war, fantasy, and families. A panel of speakers will explore the joys and challenges of writing with universal appeal about a specific country. Speakers: Rosemary Chance, Teri Lesesne, Kaylan Adair, American editor of *Winter's End*, and Diane Landolf, editor of *The Century: Ring of Fire*

**Images and Issues Beyond the Dominant: Including Diversity in Your Graphic Novel Collection** A lively panel discussion will focus attention on teen-friendly graphic novels featuring characters of color, GLBTQ characters and concerns, and how different abilities and disabilities affect life experiences. The power of image to convey both personal and political realities, the format's capacity to provide inclusion and considerations of how others may experience events and what inspires creators to explore diversity will be addressed by graphic novel artist, a comics publisher and a librarian with teen, collection management and staff development experience. Publishing awards for graphic novel projects that explore or represent diversity will be noted, as well as a generous array of graphic novel titles that explore diversity. Speaker: Francisca Goldsmith

**Looking for Diversity? Start with Your Own Teens** In preparing *YALSA Annotated Book Lists for Every Teen Reader*, which is based on librarian comments on the yalsa-bk discussion list, it became obvious that teen librarians are called upon to provide reader's advisory service to a wide range of teens, from very picky older girls, to boys who either hate books or want gentle reads, punk readers, middle school girls who want clean reads, or even an older, offbeat kind of guy who wants to read YA. This program focuses on book suggestions that just might work for those teens who offer special challenges to librarians with their reading, or non-reading, interests. Speakers: Julie Bartel and Pam Spencer Holley

**Talk the Walk: Learning New Booktalking Skills Designed to Reach a Variety of Diverse Teen Populations** Using current YA literature, experienced booktalkers will present a series of booktalks designed to appeal to diverse teen populations. Participants will be introduced to a variety of booktalking skills which

will enable them to promote reading to teens from myriad ethnic and social backgrounds. Sample booktalks as well as methods used to reach teens will be included in handouts provided. Author Simone Elkeles will address attendees about writing books which appeal to diverse teen audiences. Her book *Perfect Chemistry*, a Top Ten Quick Pick for Young Adult Readers in 2010, tells the story of a Latino gang member and his relationship with one of his high school's most popular “Golden Girls”. Speakers: Simone Elkeles, Diana Tixier Herald, Bonnie Kunzel, and Diane Monnier

**The New Gay Teen: Moving Beyond the “Issue” Novel** Most young adult literature treats homosexuality as an “issue”—a problem for the protagonist, her friends, and family to resolve through the course of the narrative. It's also true that gay teens and questioning tweens are dealing with their sexuality at a younger age, and yet many of them still face homophobia in their homes, high schools, and communities. As young adult writers we'd like to imagine a world in which a character's sexuality is not an issue, but just another facet of his or her personality. In this session, five writers will discuss the role of gay, lesbian, and bisexual characters in their recently published and forthcoming novels. This panel attempts to complicate existing representations of homosexuality in young adult literature and offer new ways of thinking about homosexual characters for publishers, librarians, and writers. Speakers: Alexandra Diaz and Carley Moore

**Paper Presentations** YALSA will again host paper presentations at the symposium. The papers will be published in an issue of YALSA's new journal, *Journal of Research on Libraries and Young Adults*. The presented papers will be:

- Out of the Ghetto and into the Cape: The Changing Face of Graphic Literature;
- Pushing the Envelope: Exploring Sexuality in Teen Literature;
- Teens Today Don't Read Books Anymore: A Study of Differences in Comprehension, Interest, and Engagement in Print Reading, E-book Reading, and Audio-book Listening; and
- Cultural Inquiry, A Literature Based Model for Engaging Youth of Color

**Authors Happy Hour** Meet your favorite YA authors on Saturday from 5-7 p.m. at this informal happy hour.

**General Closing Session** Speakers to be announced, but this will take place on Sunday from noon to 1 p.m.

## Index to Volume 8

## A

- Adams, Suellen S.  
Marketing the Homework Center Digitally (Best Practices), **Win10:11–12**
- ADVOCACY  
Make It Count: Advocacy and Teen Read Week, **Sum10:24–28**
- ALA CONFERENCES  
Follow the Leaders, Part I: One Emerging Leader's Experience at Midwinter 2010, *Diary Style*, **Sum10:5–7**
- ALA CONNECT  
Connect with What's Important to You on ALA Connect, **Win10:4–6**
- Alessio, Amy. *See* Braun, Linda W.
- ALEX AWARDS  
YALSA Announces 2010 Literary Award Winners and Selected Booklists, **Spr10:9**
- AMAZING AUDIOBOOKS FOR YOUNG ADULTS  
[2010 list], **Spr10:11–12, 14**  
Listener for Life [audiobook committee], **Spr10:25–27**
- AUDIOBOOKS. *See also* AMAZING AUDIOBOOKS FOR YOUNG ADULTS  
Listener for Life, **Spr10:25–27**
- AWARDS. *See also specific awards, e.g.,* Printz Award  
Margaret A. Edwards Trust wins first YALSA Presidential Citation (YALSA Update), **Sum10:40**  
WrestleMania Reading Challenge (YALSA Update), **Spr10:47**  
YALSA Announces 2010 Literary Award Winners and Selected Booklists, **Spr10:9–13**  
YALSA Grants and Awards, **Fa09:5–6**  
YALSA Member Award and Grant Winners, **Spr10:45**
- Ayar, Christine  
Making the Best of It: YA Librarians Share How They're Coping in a Tough Economy, **Fa09:31–32**

## B

- Barnard, Madelene Rathburn  
Sticks, Stones, and Words Can Hurt You: Antibullying Resources (Literature Surveys and Research), **Fa09:33–39**
- Barone, Catherine S.  
Budget Friendly Ideas for Teen Read Week Programming, **Sum10:16–18**

- BARR, AMY  
YALSA names Spectrum Scholar, 2010 Emerging Leaders (YALSA Update), **Win10:44**
- BENJAMIN BANNEKER HIGH SCHOOL (Atlanta, Ga.)  
YALSA Member Award and Grant Winners, **Spr10:45**
- BEST BOOKS FOR YOUNG ADULTS [2010 winners], **Spr10:12, 15–16**  
"Best" Book Selection Through the Years, **Spr10:32–37**
- BOHN, SUSAN  
YALSA Member Award and Grant Winners, **Spr10:45**
- Bon, Ingrid  
Guidelines for Library Services for Young Adults, **Fa09:7**
- BOOK REVIEWS. *See* PROFESSIONAL RESOURCES
- BOOKS AND READING  
Peer Influences on Young Teen Readers: An Emerging Taxonomy (Literature Surveys and Research), **Win10:34–41**
- Braun, Linda W.  
Anything Else You Think I Should Know? (From the President), **Sum10:3–4**  
Risky Business (From the President), **Fa09:3**  
The YALSA Board in Action: A Case Study in Hard Work, Strategic Thinking, Big Picture Planning, and Risk-Taking (From the President), **Spr10:3–5**  
YALSA Rocks Technology (From the President), **Win10:3**
- Braun, Linda W., Amy Alessio, and Kelly Czarnecki  
YA Q&A: Expert Advice on Tough Teen Services Questions, **Fa09:12–14**
- BRAY, LIBBA  
2010 Printz Award, **Spr10:11**
- Brooks-Reese, Karen and Beth Saxton  
Popular Paperbacks for Young Adults: It's All About the Popular, **Spr10:41–42**
- BUDGETING  
Defending the YA Budget: One Library's Experience, **Fa09:24–25**
- BULLYING  
Sticks, Stones, and Words Can Hurt You: Antibullying Resources (Literature Surveys and Research), **Fa09:33–39**
- Burns, Elizabeth  
Easy on the Eyes: Large Print Books for Teens (Best Practices), **Fa09:18–19**

## C

- CAMPBELL, PATTY  
YALSA Member Award and Grant Winners, **Spr10:45**
- Caplan, Audra L.  
Defending the YA Budget: One Library's Experience, **Fa09:24–25**
- CAREER DEVELOPMENT  
Get a Job! (View from ALA), **Fa09:3**  
What are some ways for librarians to supplement their income? (YA Q&A), **Fa09:12–13**
- Carstensen, Angela  
YALSA Award for Excellence in Nonfiction for Young Adults, Year One, **Spr10:38–40**
- Cart, Michael  
A New Literature for a New Millenium? The First Decade of the Printz Awards, **Spr10:28–31**
- CONTINUING EDUCATION  
Connect with What's Important to You on ALA Connect, **Win10:4–6**  
How can I continue to update my skills when my library's travel budget has been zeroed out? (YA Q&A), **Fa09:13–14**  
No Staff, No Money, What to Do !?!?! Improving Teen Services in Hard Economic Times, **Fa09:29–30**  
YALSA launches new online CE opportunities (YALSA Update), **Spr10:45**
- Craig, Angela  
Focus on Diversity: YALSA Diversity Taskforce, **Spr10:6–7**
- Czarnecki, Kelly. *See* Braun, Linda W.

## D

- Daley, Mary Fran  
Free Online Tools for Serving Teens: Four Verbs to Live By and Great Technologies to Try, **Win10:23–25**
- DEEN, LA'QUAN  
Wrestlemania Reading Challenge winner, **Spr10:47**
- Delatte, Monique  
Gauges and Pages: The Statistical Impact of Teen Read Week, **Sum10:29–30**
- DISABLED USERS. *See* VISUALLY-IMPAIRED USERS
- DIVERSITY  
Focus on Diversity: YALSA Diversity Taskforce, **Spr10:6–7**
- Dobbs, Aaron  
Connect with What's Important to You on ALA Connect, **Win10:4–6**

## E

## ECONOMIC DOWNTURN

Defending the YA Budget: One Library's Experience, **Fa09:24–25**

Making the Best of It: YA Librarians Share How They're Coping in a Tough Economy, **Fa09:31–32**

No Staff, No Money, What to Do !?!?!?

Improving Teen Services in Hard Economic Times, **Fa09:29–30**

## EDWARDS AWARD

2010 Award to Jim Murphy,

**Spr10:9–10**

## EMERGING LEADERS

Follow the Leaders, Part I: One Emerging Leader's Experience at Midwinter 2010, *Diary Style*, **Sum10:8–9**

YALSA names Spectrum Scholar, 2010 Emerging Leaders (YALSA Update), **Win10:44**

## EVALUATION OF SERVICES

Gauges and Pages: The Statistical Impact of Teen Read Week, **Sum10:29–30**

Make It Count: Advocacy and Teen Read Week, **Sum10:24–28**

## EXCELLENCE IN NONFICTION FOR YOUNG ADULTS AWARD

[to Heiligman], **Spr10:10–11**

YALSA Award for Excellence in Nonfiction for Young Adults, Year One, **Spr10:38–40**

## F

## FABULOUS FILMS FOR YOUNG ADULTS

[2010 list], **Spr10:12, 17**

## FITCH, EMILY

Indiana teen wins YALSA's Morris/Nonfiction Book Trailer Contents, **Spr10:45**

## Flowers, Mark

Books With Beat: Women Make Music but Men Keep Writing the Books, **Sum10:19–21**

## Flowers, Sarah

[about] YALSA members choose Sarah Flowers as president-elect (YALSA Update), **Sum10:38**

From the Editor, **Fa09:2, Win10:2,**

**Spr10:2, Sum10:2**

Get a Job! (View from ALA), **Fa09:3**

## FOSTER TEENS

Library Outreach to Foster Teens (Best Practices), **Fa09:20–23**

## G

## Galloway, Beth

Make It Count: Advocacy and Teen Read Week, **Sum10:24–28**

## Gallo, Erminia M.

A Year in Volunteering at the Library (Best Practices), **Win10:17–19**

## GEARY, CAROL

YALSA Member Award and Grant Winners, **Spr10:45**

## GIRLS

Books With Beat: Women Make Music but Men Keep Writing the Books, **Sum10:19–21**

## GRAPHIC NOVELS. See GREAT

## GRAPHIC NOVELS FOR TEENS

## GREAT GRAPHIC NOVELS FOR TEENS

[2010 list], **Spr10:12–13, 18–19**

## Grover, Lorie Ann

Operation Teen Book Drop, **Sum10:5–7**

## H

## Hardacre, Mari

Teens Talk Tech, **Win10:29–30**

## HEILIGMAN, DEBORAH

Excellence In Nonfiction For Young Adults Award [2010], **Spr10:10–11**

## HENNEPIN COUNTY (Minn.)

## LIBRARY

Bending Circuits and Making Music: Teen Tech Week in Downtown Minneapolis, **Win10:20–22**

## Herrington, Kim

Now Is the Time: Teen Tech Week in a School Library, **Win10:9–10**

## Hill, Rebecca

The World of Multitasking Teens: How Library Programming Is Changing to Meet These Needs (Literature Surveys and Research), **Sum10:33–36**

## Holley, Pam Spencer

"Best" Book Selection Through the Years, **Spr10:32–37**

## HOMEWORK HELP CENTERS

Marketing the Homework Center Digitally (Best Practices), **Win10:11–12**

## Howard, Vivian

Peer Influences on Young Teen Readers: An Emerging Taxonomy (Literature Surveys and Research), **Win10:34–41**

## I

## IFLA

Guidelines for Library Services for Young Adults, **Fa09:7**

## INFORMATION LITERACY

Hennepin County Library's Teen Tech Squad: Youth Leadership and Technology Free-for-all (Best Practices), **Win10:13–16**

## INTERNET RESOURCES

Free Online Tools for Serving Teens: Four Verbs to Live By and Great Technologies to Try, **Win10:23–25**

## J

## JOSE, LIAM

Wrestlemania Reading Challenge winner, **Spr10:47**

## K

## KINAST, BARBARA

YALSA Member Award and Grant Winners, **Spr10:45**

## King, Nicole

Listener for Life, **Spr10:25–27**

## KOVAL, ANNA

YALSA names Spectrum Scholar, 2010 Emerging Leaders (YALSA Update), **Win10:44**

## L

## Land, Carla

Books with Beat @ your library: Get Ready for Teen Read Week 2010, **Sum10:14–15**

## LARGE-PRINT BOOKS

Easy on the Eyes: Large Print Books for Teens (Best Practices), **Fa09:18–19**

## LIBRARY EDUCATION

Absolutely True Experiences of Two New Librarians: The Importance of Popular Literature in Educating Young Adult Librarians, **Sum10:11–13**

## Literature Surveys and Research (column)

Peer Influences on Young Teen Readers: An Emerging Taxonomy, **Win10:34–41**

Sticks, Stones, and Words Can Hurt You: Antibullying Resources (Literature Surveys and Research), **Fa09:33–39**

The World of Multitasking Teens: How Library Programming Is Changing to Meet These Needs, **Sum10:33–36**

## LIVE OAK MEDIA

2010 Odyssey Award, **Spr10:11**

## M

## Mack, Candice A. Wing-Yee and Melissa McBride

YALSA Membership Engagement Survey Results, **Fa09:8–11**

## MADIGAN, L.K.

YALSA announced 2010 Morris Award Winner, **Spr10:10**

## MARDIS, MARCIA

YALSA Member Award and Grant Winners, **Spr10:45**

## MARGARET A. EDWARDS TRUST

Margaret A. Edwards Trust wins first YALSA Presidential Citation (YALSA Update), **Sum10:40**

## MARKETING AND PROMOTION

Books with Beat @ your library: Get Ready for Teen Read Week 2010, **Sum10:14–15**

Free Online Tools for Serving Teens: Four Verbs to Live By and Great Technologies to Try, **Win10:23–25**

Marketing the Homework Center Digitally (Best Practices), **Win10:11–12**

## Matthias, Cynthia and Christy Mulligan

Hennepin County Library's Teen Tech Squad: Youth Leadership and Technology Free-for-all (Best Practices), **Win10:13–16**

McBride, Melissa. See Mack, Candice A. Wing-Yee

- Mitra, Cristina E.  
[about] YALSA Names Spectrum  
Scholar (YALSA Update), **Fa09:44**  
Spectrum Scholar: Advocate, Mentor,  
Change Agent, **Win10:7–8**
- MORRIS AWARD  
[Madigan 2010 winner], **Spr10:9–10**
- Morrison, Chrissie  
Transforming a Teen Summer Reading  
Program (Best Practices),  
**Sum10:31–32**
- MOVIES  
The Book versus the Movie,  
**Sum10:22–23**  
Fabulous Films For Young Adults  
[2010], **Spr10:12, 17**
- Mulligan, Christy. See Matthias, Cynthia
- MULTITASKING  
The World of Multitasking Teens: How  
Library Programming Is Changing to  
Meet These Needs (Literature Surveys  
and Research), **Sum10:33–36**
- MURPHY, JIM  
[2010 Edwards Award Winner],  
**Spr10:9–10**
- MURRELL, GABE  
Wrestlemania Reading Challenge winner,  
**Spr10:47**

## N

- NEIWEEM, JESSICA  
YALSA Member Award and Grant  
Winners, **Spr10:45**
- NEWSUM, JANET  
YALSA Member Award and Grant  
Winners, **Spr10:45**
- NOVELS. See YOUNG ADULT  
LITERATURE

## O

- ODYSSEY AWARD  
[2010 award to Live Oak Media],  
**Spr10:11**
- OPERATION TEEN BOOK DROP  
Operation Teen Book Drop, **Sum10:5–7**
- Osada, Fumiko. See Veit, Frances
- Osourn, Charli  
Crafting Cheap and Successful Teen  
Programs (Best Practices),  
**Fa09:15–17**
- OUTREACH  
Library Outreach to Foster Teens  
(Best Practices), **Fa09:20–23**  
Operation Teen Book Drop,  
**Sum10:5–7**

## P

- PARTNERSHIPS  
It Takes Two: School and Public  
Libraries, Partnerships That Can  
Work!, **Fa09:26–28**
- Pelman, Amy  
It Takes Two: School and Public  
Libraries, Partnerships That Can  
Work!, **Fa09:26–28**

- Peowski, Laura  
Where Are All the Teens? Engaging and  
Empowering Them Online,  
**Win10:26–28**
- Perry, Karen  
Teen Read Week in Schools, **Sum10:10**
- PLEASURE READING  
Absolutely True Experiences of Two  
New Librarians: The Importance of  
Popular Literature in Educating Young  
Adult Librarians, **Sum10:11–13**  
Peer Influences on Young Teen Readers:  
An Emerging Taxonomy (Literature  
Surveys and Research), **Win10:**  
34–41
- POPULAR PAPERBACKS FOR  
YOUNG ADULTS  
[2010 list], **Spr10:13, 20–21**  
Popular Paperbacks for Young Adults:  
It's All About the Popular,  
**Spr10:41–42**
- PRINTZ AWARD  
[2010 to Libba Bray], **Spr10:11**  
A New Literature for a New Millennium?  
The First Decade of the Printz  
Awards, **Spr10:28–31**
- PROFESSIONAL RESOURCES,  
**Fa09:40–41, Win10:31–33,**  
**Spr10:43, Sum10:37**  
Butler, R. *Smart Copyright Compliance for  
Schools*, **Fa09:41**  
Campbell, P. *Campbell's Scoop*, **Sum10:37**  
Carlson, C. and E. Brosnahan. *Guiding  
Students into Information Literacy*,  
**Win10:32**  
Cvetkovic, V. Bowman and R. J. Lackie.  
*Teaching Generation M.*, **Spr10:43**  
Dougherty, R. M. *Streamlining Library  
Services*, **Win10:31–32**  
Downs, E. *The School Library Media  
Specialist's Policy and Procedure Writer*,  
**Spr10:43**  
*Freshbrain.org* [website], **Fa09:41**  
Galloway, B. *Game On!*, **Win10:32**  
Gorman, M. and T. Suellentrop  
*Connecting Young Adults and Libraries*,  
**Win10:31**  
Grassian, E. S. and J. R. Kaplowitz.  
*Information Literacy Instruction*,  
**Win10:33**  
Green, G. *Animals and Teens*, **Fa09:40**  
Halsall, J. and R. W. Edminister. *Visual  
Media for Teens*, **Spr10:43**  
Latrobe, K. H. and J. Drury. *Critical  
Approaches to Young Adult Literature*,  
**Fa09:41**  
*The Power of Booktalking* [DVD],  
**Fa09:40**  
Schwartz, T. P. *Writing and Publishing*,  
**Sum10:37**  
Schwedt, R. E. and J. A. DeLong. *Core  
Collection for Children and Young  
Adults*, **Win10:31**  
Siwak, K. L. *Library Programs for Teens:  
Mystery Theater*, **Sum10:37**  
*Standards for the Twenty-First-Century  
Learner in Action*, **Fa09:40**

Younger, B. *Learning Curves*, **Win10:**  
32–33

- PROGRAMS. See also TEEN READ  
WEEK; TEEN TECH WEEK  
Bending Circuits and Making Music:  
Teen Tech Week in Downtown  
Minneapolis, **Win10:20–22**  
The Book versus the Movie, **Sum10:**  
22–23  
Budget Friendly Ideas for Teen Read  
Week Programming, **Sum10:16–18**  
Crafting Cheap and Successful Teen  
Programs (Best Practices), **Fa09:**  
15–17  
Hennepin County Library's Teen Tech  
Squad: Youth Leadership and  
Technology Free-for-all (Best  
Practices), **Win10:13–16**  
The World of Multitasking Teens: How  
Library Programming Is Changing to  
Meet These Needs (Literature  
Surveys and Research), **Sum10:**  
33–36  
A Year in Volunteering at the Library  
(Best Practices), **Win10:17–19**
- PROMOTION. See MARKETING AND  
PROMOTION

## Q

- QUICK PICKS FOR RELUCTANT  
YOUNG ADULT READERS  
[2010 list], **Spr10:13, 22–24**

## R

- READERGIRLZ  
Operation Teen Book Drop, **Sum10:5–7**
- READERS' ADVISORY  
Absolutely True Experiences of Two  
New Librarians: The Importance of  
Popular Literature in Educating  
Young Adult Librarians, **Sum10:**  
11–13
- RISK  
Risky Business (from the President),  
**Fa09:3**
- ROCK MUSIC  
Books With Beat: Women Make Music  
but Men Keep Writing the Books,  
**Sum10:19–21**

## S

- Saxton, Elizabeth. See Brooks-Reese, Karen
- SCHOOL LIBRARIES  
Now Is the Time: Teen Tech Week in a  
School Library, **Win10:9–10**  
Teen Read Week in Schools, **Sum10:10**
- SCHOOL-PUBLIC LIBRARY  
COLLABORATION  
It Takes Two: School and Public  
Libraries, Partnerships That Can  
Work!, **Fa09:26–28**
- SELECTED AUDIOBOOKS FOR  
YOUNG ADULTS. See AMAZING  
AUDIOBOOKS FOR YOUNG  
ADULTS

SELECTED LISTS. *See also* AWARDS; BEST BOOKS FOR YOUNG ADULTS; FABULOUS FILMS FOR YOUNG ADULTS; GREAT GRAPHIC NOVELS FOR TEENS; POPULAR PAPERBACKS FOR YOUNG ADULTS; QUICK PICKS FOR RELUCTANT YOUNG ADULT READERS

YALSA Announces 2010. . .Selected Booklists, **Spr10:11–13**; reproducible versions, **Spr10:14–24**

SELECTED VIDEOS AND DVDs FOR YOUNG ADULTS. *See* FABULOUS FILMS FOR YOUNG ADULTS

Snow, Jessica  
Library Outreach to Foster Teens (Best Practices), **Fa09:20–23**

SOCIAL NETWORKING  
Marketing the Homework Center Digitally (Best Practices), **Win10:11–12**  
Teens Talk Tech, **Win10:29–30**  
Where Are All the Teens? Engaging and Empowering Them Online, **Win10:26–28**

SPECTRUM SCHOLAR PROGRAM  
Spectrum Scholar: Advocate, Mentor, Change Agent, **Win10:7–8**  
YALSA names Spectrum Scholar, 2010 Emerging Leaders (YALSA Update), **Win10:44**  
YALSA Names Spectrum Scholar [Mitra] (YALSA Update), **Fa09:44**

STANDARDS AND GUIDELINES  
Guidelines for Library Services for Young Adults, **Fa09:7**

SUMMER READING PROGRAMS  
Transforming a Teen Summer Reading Program (Best Practices), **Sum10:31–32**

SUPPORT TEEN LITERATURE DAY (YALSA Update), **Win10:44**

## T

Tadhg, Camden  
Bending Circuits and Making Music: Teen Tech Week in Downtown Minneapolis, **Win10:20–22**

TECHNOLOGY. *See also* TEEN TECH WEEK  
Hennepin County Library's Teen Tech Squad: Youth Leadership and

Technology Free-for-all (Best Practices), **Win10:13–16**  
Teens Talk Tech, **Win10:29–30**

TEEN ADVISORY GROUPS  
Teens Talk Tech, **Win10:29–30**  
A Year in Volunteering at the Library (Best Practices), **Win10:17–19**

TEEN READ WEEK  
Books with Beat @ your library: Get Ready for Teen Read Week 2010, **Sum10:14–15**  
Budget Friendly Ideas for Teen Read Week Programming, **Sum10:16–18**  
Make It Count: Advocacy and Teen Read Week, **Sum10:24–28**  
Teen Read Week in Schools, **Sum10:10**

TEEN TECH WEEK  
Bending Circuits and Making Music: Teen Tech Week in Downtown Minneapolis, **Win10:20–22**  
Free Online Tools for Serving Teens: Four Verbs to Live By and Great Technologies to Try, **Win10:23–25**  
Now Is the Time: Teen Tech Week in a School Library, **Win10:9–10**

Tep, Elsie Okada  
No Staff, No Money, What to Do ?!?!?  
Improving Teen Services in Hard Economic Times, **Fa09:29–30**

## V

Veit, Frances, and Fumiko Osada  
Absolutely True Experiences of Two New Librarians: The Importance of Popular Literature in Educating Young Adult Librarians, **Sum10:11–13**

VIDEOS. *See* MOVIES

Vieau, Jesse  
The Book versus the Movie, **Sum10:22–23**

VISUALLY-IMPAIRED USERS  
Easy on the Eyes: Large Print Books for Teens (Best Practices), **Fa09:18–19**

Vittek, Robyn E.  
Follow the Leaders, Part I: One Emerging Leader's Experience at Midwinter 2010, *Diary Style*, **Sum10:8–9**

VOLUNTEERS  
A Year in Volunteering at the Library (Best Practices), **Win10:17–19**

## W

WRESTLEMANIA READING CHALLENGE, **Spr10:47**

## Y

YALSA  
Build Your Professional Skills! (YALSA Update), **Win10:43**  
YALSA Membership Engagement Survey Results, **Fa09:8–11**  
YALSA Snapshot: YALSA's REVENUES (YALSA Update), **Win10:44**

YALSA BOARD  
Actions at ALA [2009] Annual Conference (YALSA Update), **Fa09:46**  
Actions at ALA 2010 Midwinter Meeting Conference (YALSA Update), **Spr10:44**  
The YALSA Board in Action: A Case Study in Hard Work, Strategic Thinking, Big Picture Planning, and Risk-Taking (From the President), **Spr10:3–5**

YALSA DIVERSITY TASKFORCE  
Focus on Diversity: YALSA Diversity Taskforce, **Spr10:6–7**

YALSA ELECTIONS  
YALSA 2010 Election Results (YALSA Update), **Sum10:38–39**  
YALSA members choose Sarah Flowers as president-elect (YALSA Update), **Sum10:38**

YALSA PRESIDENTIAL CITATION  
Margaret A. Edwards Trust wins first YALSA Presidential Citation (YALSA Update), **Sum10:40**

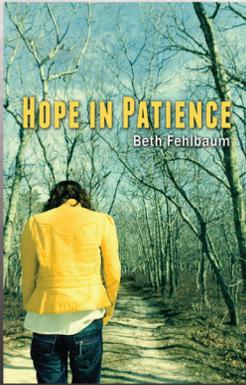
YALSA Update: Association News, **Fa09:42–47**, **Win10:42–44**, **Spr10:44–47**, **Sum10:38–40**

YOUNG, AMY  
YALSA Member Award and Grant Winners, **Spr10:45**

YOUNG ADULT LITERATURE. *See also* READERS' ADVISORY  
Easy on the Eyes: Large Print Books for Teens (Best Practices), **Fa09:18–19**

# EDGY

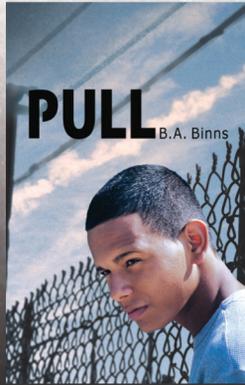
YA Librarians Know What Their Readers Want . . . and WestSide Books® Delivers Cutting-Edge Themes



978-1-934813-41-6  
\$16.95 • October

"[Fifteen-year-old] Ashley Asher is a beacon for at-risk teens. . . . *Hope in Patience* is the kind of book that can save lives."

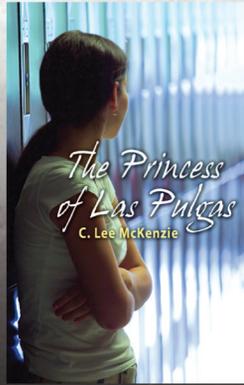
—Allan Stratton, Printz Honor author of *Chanda's Secrets* and *Borderline*



978-1-934813-43-0  
\$16.95 • October

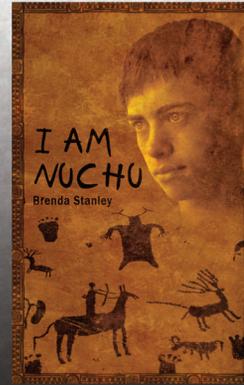
"*Pull* is populated with fully-realized inner city characters who are not stereotypes. . . . [W]ill appeal to a wide variety of readers. . . ."

—Steve Alcorn



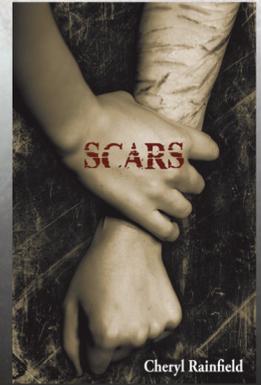
978-1-934813-44-7  
\$16.95 • November

Moving to a tough high school in a new city when her father dies is hard enough for Carlie Edwards. But she soon learns that *nothing* is what it seems in Las Pulgas.



978-1-934813-47-8  
\$16.95 • November

A unique coming of age story about a teen boy who must learn for himself the true meaning of family and find his own path between two drastically different worlds.

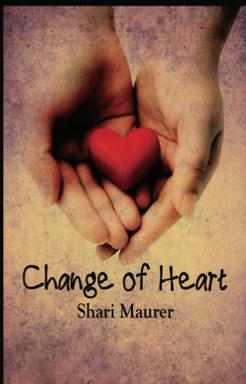


978-1-934813-32-4  
\$16.95 • November

**\* Starred Review**

"Whatever their life experience, [teens] will be on the edge of their seats, rooting for Kendra to unravel the mystery that shadows her life. This is one heck of a good book!"

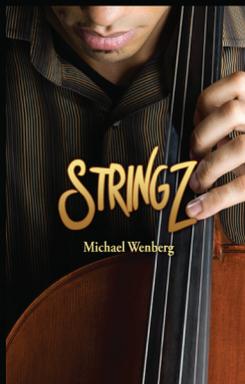
—SLJ



978-1-934813-36-2  
\$16.95

"...a gripping, moving, and honest story. . . . Shari Maurer takes a scary experience that happens to very few young adults and makes it both universal and uplifting."

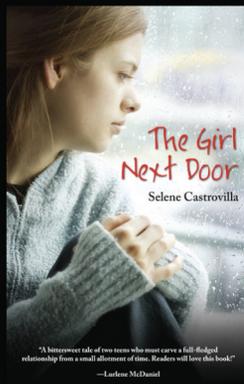
—Daria Snadowsky, author of *Anatomy of a Boyfriend*



978-1-934813-44-7  
\$16.95

"Jace's wise-cracking sense of humor, generous heart, and street-wise common sense get him through. . . . in this action-filled story. . . . [A]n ideal title to recommend to reluctant readers."

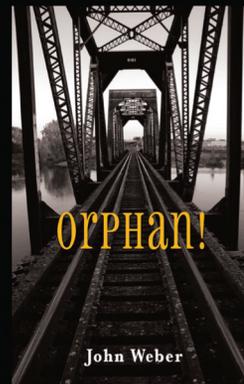
—VOYA



978-1-934813-15-7  
\$16.95

"...captures the mind and soul of a teenage girl dealing with the loss of the greatest friend she has ever had and the love of her young life. . . . Castrovilla sets the stage for a heartbreaking love story."

—VOYA



978-1-934813-38-6  
\$16.95

"An odyssey of discovery that will keep kids reading until they turn the last page. . . . A story of universal truths."

—Maureen Stack Sappey, author of *Letters from Vinnie*

For more information, please visit [WestSide-Books.com](http://WestSide-Books.com) or contact [customer.service@WestSide-Books.com](mailto:customer.service@WestSide-Books.com).

WestSide Books • P.O. Box 695 • Lodi, NJ 07644 • 800-842-4234 • fax 973-458-5289



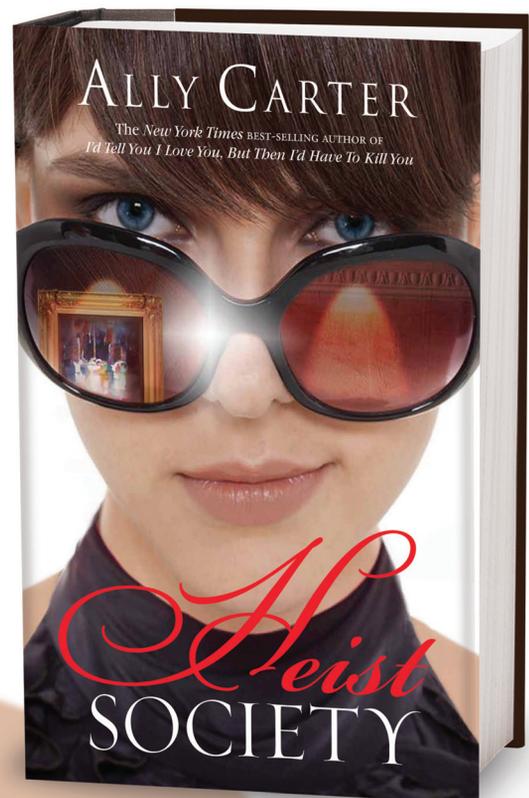
A sassy,  
sticky-fingered  
new series from  
Ally Carter

Seven  
teenagers.

Five  
paintings.

One  
impossible  
heist.

“Carter’s story is  
fast-paced and  
popcorn-ready.”  
—*Publishers Weekly*



978-1-4231-1639-4 • \$16.99