

young adult library services

VOLUME 5 | NUMBER 3

SPRING 2007

ISSN 1541-4302

\$12.50

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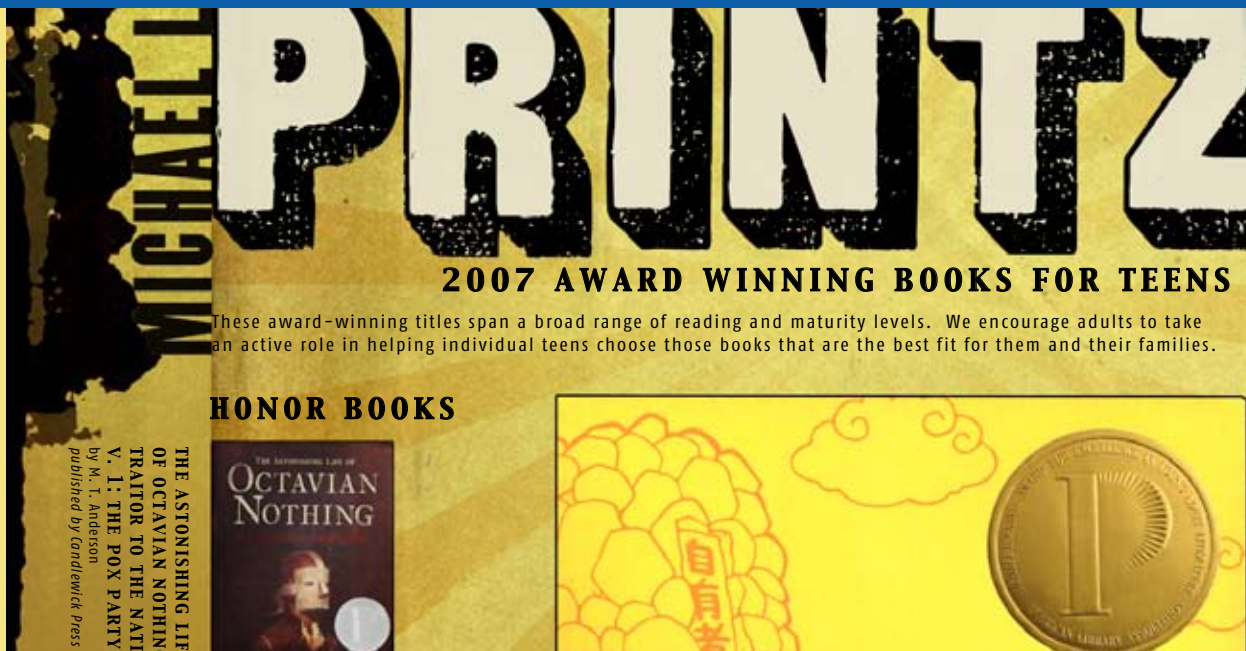
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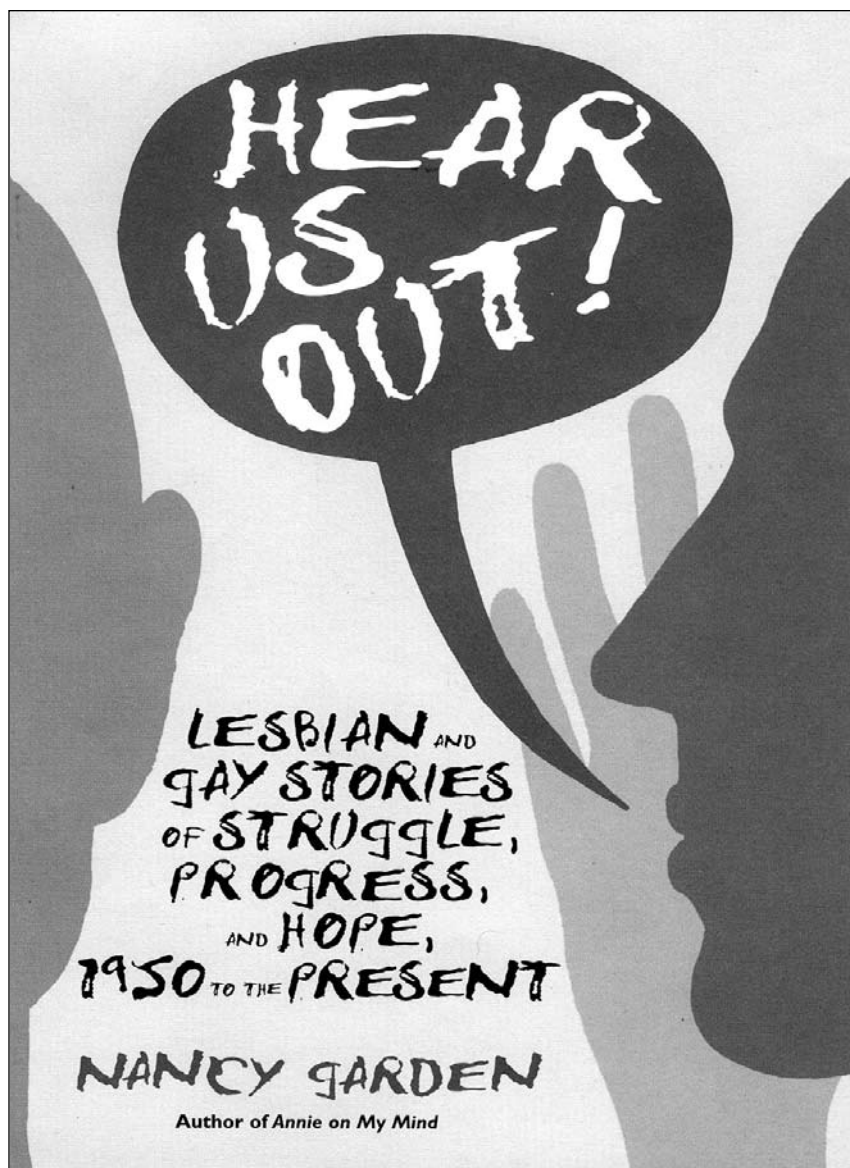
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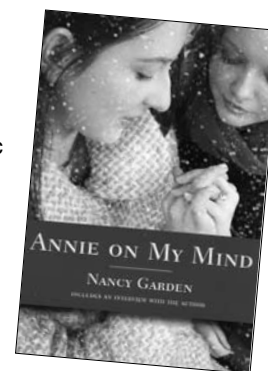
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About This Cover

Celebrate the 2007 Printz Award winners with this new shelf-sized poster from YALSA and ALA Graphics! It's on sale now at the ALA Store (www.alastore.ala.org) along with a "Be an Award Winning Reader" poster featuring all of ALA's YA awards. All proceeds from the posters go to support the work of YALSA and ALA. For information about the 2007 award winners, go to www.ala.org/yalsa/booklists. Poster design by Distillery Design Studio.

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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 postage is pending 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. YALSA 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. YALSA will also serve as the official record of the organization.

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ALA Production Services—Troy D. Linker, Angela Hanshaw; Angela Gwizdala, Christopher Keech, and Stephanie Kuenn, Production Editors.

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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. ∞

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from the Editor

Valerie A. Ott

Best of the Best

After reading the Top Ten Adult Authors for Teens list compiled by Sean Rapacki in the Teen Perspectives feature of this issue, it occurred to me that this, perhaps, is the final frontier of lists not yet officially sanctioned by YALSA. But that got me thinking about all the lists YALSA *does* compile each year and the amount of work, thought, discussion, and time that goes into them. If you're reading this and have never attended ALA's Annual Conference or Midwinter Meeting to see, for example, the Best Books selection committee in action, you may not be aware of the levels of dedication and passion these folks bring to the job. Librarians, teachers, parents, and teens, however, reap the benefits each year when these lists are announced.

At the top of this column, I mentioned—with my tongue firmly planted in my cheek—that a list of popular adult, or best-selling, picks for teens doesn't exist. The truth is, the breadth and variety of lists compiled each year is quite remarkable. We've got a list of exceptionally written books for the adult market that would appeal to that literature-loving teen who aspires to be an English major (Alex). We've got a list of popular titles arranged by timely themes and topics to appeal to a wide range of interests (Popular Paperbacks). We've got a list of books for teens who don't particularly like reading (Quick Picks). We've got a list of great audio renditions for those who enjoy the format or have increased comprehension through listening (Selected Audiobooks). Are you getting tired yet? I'm almost done. We've got a list of well-written titles representing the wide variety of quality literature being published for teens (Best Books). For the first time, we have a list of fantastic graphic novels, speaking to the growing popularity of this format (Great Graphic Novels). And, of course, there's the cream of the crop: the Printz Award and Honor winners.

I realize that I belabored that point a bit, but if you've stuck with me this far, you know—if you didn't already—that YALSA's commitment to evaluating and promoting great literature and resources for teens has been fulfilled in grand fashion. If you're not convinced, the Hot Spot of this issue of YALSA includes all of the evidence.

As we all know, however, a lot of great literature for teens ends up on the less than desirable list of frequently challenged—or worse, banned—books. Erin Downey Howerton's detailed description of the great success she had promoting banned books in the classroom will leave you inspired and full of ideas for how to tackle this sensitive problem. Finally, Nina Exner has offered another article containing best practices for promoting reading to teens. Her guide to conducting reader's advisory for manga readers and helpful read-alike lists will hopefully become indispensable tools for you.

Happy reading (and recommending)! **YALSA**

from the President

Judy Nelson



Well, we've done it again! YALSA has chosen the Printz, Alex, and Edwards awards, in addition to a variety of selection lists for best books, audiobooks, graphic novels, DVDs, books for reluctant readers, and popular paperbacks. That's a lot of work that didn't happen overnight prior to the awards press conference—the Oscars of books and materials for youth—during January's ALA Midwinter Meeting in Seattle. At the press conference, each committee stands to be recognized for their work, but what really goes into these awards announcements? Should anyone else take a bow? I think so, so I'm going to walk you through the process to point out those hidden folks who helped make it possible for YALSA to bestow its awards.

It all starts when YALSA members vote for president. Immediately, the president-elect has a critical job to do in filling the upcoming selection and award committee vacancies, starting with committee chairs. The president-elect and YALSA staff collect volunteer forms, tender offers, collate acceptances, and record committee rosters. Selection chairs identify an administrative assistant who contacts every eligible publisher, keeps lists of nominations, and tracks the work of the committee.

The generous publishers are a key component to this process because they send out boxes of new materials for consideration. Committee members often feel as though they are drowning in materials and they'll never do anything again but read, view, or listen. Taking trips to bookstores, reading review journals, and listening to lots of teens all help committee members, who are responsible for ferreting out hidden gems. Hours are spent critically analyzing materials, sharing opinions with other committee members, and learning how to work together. Then, after months of virtual communication, the fun begins with the first physical meeting of the group, which is such a rush, but also exhausting. Whether in a locked room or visible to everyone, the committee's work takes center stage as members hash out what it means to be popular, literary, or any of the other terms we use to choose winners. Not an easy task.

During ALA Annual Conferences, the YALSA staff is at work behind the scenes. For example, the Best Books for Young Adults selection committee has at least four trunks full of books that need to be shipped and delivered to the correct room. Or how about making sure there is a place to view those DVDs? The administrative

assistant is busy, too, making sure copies of the book lists are ready and available for publishers and other ALA members who want them. When the conference ends and everything is packed up and shipped back, YALSA staff begins preparations for Midwinter Meeting at which final decisions are made. Much of the same work is repeated during the second round, but now preparations are also being made for secret phone calls, press releases and, finally, the big announcement.

So, while committee members deservedly stand and take that bow, we mustn't forget the administrative assistants, the YALSA office staff, the publishers, and the president-elect who help make all this possible. YALSA is fortunate to have the best members, staff, and publishing colleagues in the world, and sometimes we forget to pat them on the back when our division takes a bow. Therefore, consider this a big thank-you for another job well done. Readers, use the lists in this issue of YALS because this work is one of the most important things YALSA does each year. Next year, we'll add the Odyssey Award to our winners' circle. **YALS**

YALSA 101— Be There!

By Erin V. Helmrich

Did you recently join YALSA? Or maybe you have been a member longer than you care to admit? Either way, I encourage you to attend the YALSA 101 session on Friday, June 22, from 4 to 5 p.m. at the ALA Annual Conference in Washington, D.C. This year finds YALSA celebrating fifty years, and as the fastest growing (and coolest) division in ALA, this is an exciting time for us all. Last year's YALSA 101 event was a smash success with a good mix of new and old, meeting, greeting, and noshing.

Perhaps you have questions about YALSA's vision and mission statement? Or you want to know more about the Serving the Underserved trainers in your state? Maybe you want to learn about the history and governance of YALSA? Whether you're looking for opportunities to be more involved on a personal and

professional level or want to know how YALSA can help you connect with the teens in your library, YALSA 101 is a great place to start.

Newbies will learn how to get involved in YALSA, from the best ways to get appointed to committees, to tips on navigating YALSA's Web site to their best advantage. Expect to learn about scholarship and grant opportunities, new initiatives for YALSA, and have the opportunity

to get your questions answered. You will learn about the variety of member benefits—from publications and discussion lists, to the ways you can get your voice heard. YALSA offers online courses, publishing opportunities, blogging, and a wide variety of support for librarians working with teens.

Even if you have been a YALSA member for awhile, a refresher is always welcome. Seasoned YALSA members should feel encouraged to come and share their enthusiasm for teen services with new and potential members. YALSA veterans are a valuable resource for answering questions and sharing YALSA experiences; but, they will also have the opportunity to meet new faces in our profession. It's an exciting time for the division; new and potential members need to see and hear the enthusiasm that continuing members have for YALSA and the support it offers to teen librarians. Hope to see you there! **YALS**

ERIN V. HELMRICH is a Teen Services Librarian at the Ann Arbor (Mich.) District Library. Currently a member of the YALSA Board and the chair of YALSA's Division and Membership Promotion Committee, she is also active in the Michigan Library Association and an advocate for all things popular and cutting edge for teens. As the author of VOYA's "Teen Pop Culture Quiz" since 1999, she also frequently writes on marketing, gaming, and pop culture for teens in libraries.

Being able to recommend titles to students depends upon having a collection that supports those recommendations. So, ultimately, it all starts with selection. Selection can be a very subtle form of censorship, particularly in schools, because it is so often fraught with fear of objection by teachers, principals, parents, or the school board. Take a moment, however, to think about those books that are never purchased or that are purchased and put on restricted shelves. How are you to recommend these titles under these conditions—especially if your library doesn't own them? Most librarians and media specialists in schools would agree that censorship is bad while selection is good. Censorship excludes and selection includes. But where do we draw the line between the two?

Librarians have a professional responsibility to develop and maintain well-rounded collections. The Library Bill of Rights, the Freedom to Read Statement, and many other policies help guide us in the selection of materials. However, it becomes very difficult for those on the front lines to marry lofty principles with day-to-day decisions about inclusion or exclusion. How do we best inform students about controversial issues? How do we best help students deal with conflicting ideals and all those “isms,” such as patriotism, Americanism, nationalism, family idealism, jingoism, internationalism, egalitarianism, anti-communism, pacifism, racism, sexism, humanitarianism, multiculturalism, revisionism, and so on?

Librarians often have to deal with vocal people who make some strange connections. For instance, one unhappy

mother who was concerned about contemporary adolescent literature said that children who read the classics are less likely to become pregnant. After hearing this statement, Ken Donelson, an English professor at Arizona State University, said he was prompted to consider writing an article titled “The Classics as Condoms.” Donelson went on to say that censors “continue to believe that the classics are safe, non-controversial, non-dirty, dry, dusty, and dull. [They] will harm no one, because the authors are safely dead and their works difficult or impossible to read. That judgment would surprise Dickens, astound Hardy, and delight Twain.”¹ Perhaps that is why they are so “safe”—no one reads them anymore.

Ironically, we must all become censors of ourselves. That is, we must be very vigilant with respect to those elusive elements

that can predetermine our collection decisions without our conscious knowledge. We don't ever want school libraries to function in the manner Barbara Holland described:

Bear in mind that books, sponsored, provided or recommended by public schools may be on the bland side. . . . The school district's first consideration has to be whether a book will offend anybody and that means everybody from the ladies' auxiliary to the one macrobiotic parent. The result is books chosen or specially edited that have all the taste and texture of cold, boiled rice.² **YALS**

References

1. Ken Donelson, “Six Statements/Questions for the Censors,” *Phi Delta Kappan* 69, no. 3 (1987): 208.
2. Barbara Holland, “Opening the Door to Reading,” *Parents* 65, no. 4 (1990): 77.

CHRISTINE M. ALLEN is currently YALSA's elected Councilor to ALA's Council and the District Librarian (K–12) for a large urban Southern California school district. She has also been a Youth Services Librarian in a public library and has taught elementary and middle school students.

Are We Selecting? Or Are We Censoring?

By Christine M. Allen

Top Ten Adult Authors for Teens

By Sean Rapacki

1. Dean Koontz
2. John Grisham
3. Stephen King
4. V. C. Andrews
5. Dan Brown
6. Anne Rice
7. Tom Clancy
8. Jodi Picoult
9. Nora Roberts
10. Carl Hiaasen **YALS**

I like the concept of the Alex Awards. I started reading adult books early in my teen years and I know many teens who find all of their reads in the adult section of the library. But for every Alex Award-winning author like Jodi Picoult, who actually does attract scads of young adult readers, there seem to be a lot of literary writers who have a hard time reaching even the average *adult* reader. Therefore, I asked the teens that frequent our library and the residents of our county's juvenile detention facility what they read and, not surprisingly, the results generally mirror the types of books adults read for pleasure and escape. Just as you're more likely to see an adult clutching the latest Janet Evanovich novel than *Finnegan's Wake*, many teens would rather curl up with *Odd Thomas* than *Suite Francaise*. So, let's continue to push quality literature through avenues like the Best Books for Young Adults list and the Alex Awards; but, let's not forget that as long as we're competing against cable TV, video

games, and online chat, we better offer some fun reads as well.

Here are the results from an informal poll I conducted among teens at the Wadsworth (Ohio) Public Library and the Medina County Juvenile Detention Center, where I conduct a monthly book discussion. The list is topped by Dean Koontz way ahead of the pack, and goes down from there.



Teen Koontz fan at the Wadsworth Public Library. (Photo by Sean Rapacki)

SEAN RAPACKI began working as Teen Services Librarian for Wadsworth (Ohio) Public Library shortly after obtaining his MLIS from Kent State University in May 2006. He received his undergraduate degree from the University of Chicago. He loves his adopted dog, indie rock, and playing guitar. He thinks he has the coolest job in the world.

When the awards were announced at the youth press conference at ALA's Midwinter Meeting in Seattle and you heard the announcement for the Schneider Family Book Award, did you know that YALSA has a representative on this committee? It does, and I was delighted to serve on the committee for the past two years.

The Schneider Family Book Award is given annually to three authors: one who writes for ages 10 and younger, one who writes for ages 11 to 13, and one who writes for ages 14 to 18. The winning books are selected for their excellence as an artistic expression of the disability experience. The disability portrayed may be mental, physical, or emotional. Winning authors receive an award in the form of a \$5,000 check and a framed plaque emblazoned with a silver and blue emblem featuring a circle of boys and girls holding hands around a globe, which symbolizes equality of all children. Since the inception of the award in 2003, winning titles have included characters who deal with depression, blindness, cerebral palsy, paraplegia, deafness, synesthesia, dyscalculia, physical disabilities, and stuttering.

Each year, the winning authors and illustrators are announced at the Midwinter Meeting and the awards are presented at the awards ceremony during ALA's Annual Conference. Winning titles for 2006 were *Dad, Jackie, and Me*, written by Myron Uhlberg and illustrated by Colin Bootman (Peachtree, 2005); *Tending to Grace* by Kimberly Newton Fusco (Knopf, 2004); and *Under the Wolf, Under the Dog* by Adam Rapp (Candlewick, 2004). The 2007 winners are *The Deaf Musicians* by singer Pete Seeger and poet Paul DuBois

Jacobs, illustrated by R. Gregory Christie (Putnam Juvenile, 2006); *Rules* by Cynthia Lord (Scholastic, 2006); and *Small Steps* by Louis Sachar (Delacorte, 2006).

Winning titles are selected by a committee of seven ALA members and include a member from each of these divisions: YALSA, the Association for Library Service to Children (ALSC), and the Association of Specialized and Cooperative Library Agencies (ASCLA). Serving as the YALSA representative to this committee has been a rewarding experience. These days, writers and publishers are including so many more realistic protagonists and major secondary characters with disabilities, speaking to the experiences of many young read-

ers who have family members, friends, or schoolmates with a variety of disabilities. Therefore, a segment of the real lives of young readers is no longer being ignored. Like the Coretta Scott King Award, this award encourages excellence in literature that includes these formerly neglected or stereotyped groups. The award-winning books portray a disability as part of a person's full life, not as something to be pitied or overcome. The award is named for Dr. Katherine Schneider, who worked with her father to develop the award. As a child, Schneider enjoyed the books she read in Braille, or that were read to her, and wished to expand the range of characters that were available for children to read about.

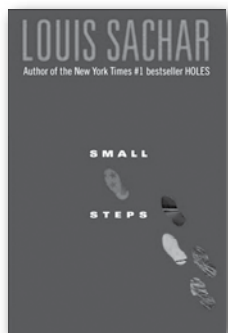
Working on this committee has given me a chance to put into further practice the skills I gained while serving on the Best Books for Young Adults and Printz Award committees. The number of books to read was manageable, with the bulk of the reading done from July through December. This

Behind the Scenes for YALSA

The Schneider Family Book Award Committee

By Donna McMillen

DONNA MCMILLEN has been a Librarian for more than twenty years with the King County (Wash.) Library System and is currently a Branch Manager. Career high points were her terms serving on the ALA Schneider Family Book Award, Best Books for Young Adults, and Printz Award committees.



made it possible to read the most likely candidates a second time and to do multiple readings of the picture books. The committee work was done by e-mail and several conference calls, with final discussion and voting taking place at Midwinter Meeting. I would encourage anyone with an interest in this aspect of children's and teens' reading choices to consider volunteering for this committee. I've had the opportunity to get

to know committee members from other ALA divisions and to meet Schneider and the authors of the award-winning titles. A list of the winning books for the current and past years, and a selected bibliography of children's books about the disability experience can be found on the ALA Web site at www.ala.org/template.cfm?Section=awards. **YALS**

First-Rate Training for Your Library Workers

Libraries are seeing more teens today than ever before. According to the report *Long Overdue* by the Americans for Libraries Council, attendance at library programs for kids under 18 has been rising steadily over the past decade, from 35.5 million/year in 1993 to more than 51.8 million in 2001. With more teens than ever visiting libraries, it's important to provide your employees with the skills they need to successfully interact with teens.

A Beginner's Guide to Teens in Libraries

This half-day workshop sponsored by YALSA and presented by Amy Alessio and Nick Buron will share tips and tools to help library workers who interact with teens regularly but who are not teen specialists. Participants will:

- Gain basic reference and readers' advisory skills for serving teens.
- Explore adolescent development and the unique needs of teens.

- Discuss ways to interact positively with teens and to resolve behavior issues.
- Learn about successful programming and marketing ideas.

Who should attend? New hires or current employees who may need a refresher, including circulation staff, reference staff, and librarians.

When is the event? Friday, June 22, from 8:30 a.m. to 12:30 p.m. in Washington, D.C.

How do I register? Go to www.ala.org/annual. You can register for this workshop without registering for the ALA Annual Conference.

What is the cost? \$125 per person. For questions: Nichole Gilbert at ngilbert@ala.org or 1.800.545.2433, x4387.



One of my first classroom visits might have ended before it began. In the first month of my first job as a full-time librarian at the Hays (Kans.) Public Library, I received a phone call asking me to visit an honors English class at the local high school to talk about censorship. The students were starting a unit completely made up of banned books, and I was part of their introduction to the subject. Initially, I was thrilled. As I had just finished a graduate teaching assistantship, I was itching to get back in front of a class. The subject matter, however, set me on edge. I let all sorts of scenarios float through my head as I stood in front of the closed door to the classroom. What if the principal complains to my boss? What if other teachers take offense? What if the students tell their parents about my talk, it gets around town, and I end up in the local paper and become ostracized by the community?

As more and more outlandish thoughts came to mind, I realized the irony of the situation. Here I was, thinking of ways to creatively censor myself in order to talk about censorship. After what seemed like an eternity, but was in reality only a few minutes (I hope), I knocked firmly on the door and walked in to do my duty as a librarian, educator, and advocate of free speech.

Initially, when I talked to the teacher about her class and asked what she wanted me to cover, I was pleased at the latitude she afforded me. She simply wanted a librarian to kick-start class discussion about the books they would be reading. I

went in with no assumptions or expectations, only the hope that we would be able to have a really good discussion about intellectual freedom.

That left me with a lot of work to do. I knew from experience that preparing a lecture was the kiss of death. If my former college students glazed over when I droned on about imagery and symbolism, then surely high schoolers would as well. Instead, I decided to scour the library and Internet, hoping to find something that would inspire an idea for a student participation activity. There had to be something I could create for the students to actively

do so they wouldn't have to just passively listen.

Finally, being a pack rat paid off: I pored over my files from my favorite high school courses, trying to remember the activities that got us most excited about coming to class. In the end, I settled on creating a mock trial. If the ideas in some books were considered so dangerous and alarming, then they surely deserved the benefit of a fair trial at the hands of teens themselves. But I was still stuck. Simply putting a book on trial might not be enough. How could we use precedents so that the teen lawyers and jurors could learn some of the history that affected them?

My answer came in the form of court cases and legislation. I located relevant quotations from three major cases involving teens and intellectual freedom: *Tinker v. Des Moines School Dist.*, *Board of Education v. Pico*, and *Hazelwood v. Kuhlmeier*.¹ Additionally, because the effects of *Hazelwood* are neutralized in our

Just Open the Door

Banned Books (and a Librarian!) in the Classroom

By Erin Downey Howerton

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state by the Kansas Student Publications Act, I included information on that state legislation as well.² During my first visit, I learned that many students had never even heard of these cases. They really struggled to try and understand the core arguments within the space of one class period. For subsequent mock trials, I adapted key parts into a one-page summary that included quotations from the majority opinions. I included Web links so that they could explore the cases in more detail on their own later. The students' creativity, I believed, would fill in the cracks between the cases that varied from the right to free speech (even symbolic) in *Tinker*, the right to read freely in the school library in *Pico*, and the (denied) right to write freely in *Hazelwood*. I was pleasantly surprised by their ability to do this. Nothing beats listening to a teen explain that it hardly makes sense to allow her to have free speech if she's not allowed to select her own reading material.

We also needed books to go on trial, so I added challenged and banned books that were not part of their curriculum. These included the book *Daddy's Roommate*, which earned the Hays Public Library a spot in the book *Banned in the U.S.A.*—and I brought that one too, to show them how their public library stuck up for their right to read.³ I also brought our reconsideration form to demonstrate that the library is evenhanded in its collection development. That is, while we actively encourage people to suggest materials for purchase, we also make available reconsideration forms if they feel a certain book, CD, video, or other material is inappropriate in the purview of the public library. Another book called into question at our particular library was a picture book in which animals baby-sit each other, pictured without clothing and taking baths together. I also brought Robert Cormier's *We All Fall Down*, as it was then being challenged in a Kansas school.⁴ Clippings from news coverage of local and regional

book challenges rounded out my collection, and I felt really prepared to tackle whatever might come up in the classroom.

I began the class with a simple question: What is a banned book? The answers were all over the place. Some students believed that if a book was banned (or even merely challenged) in one library, it was forbidden in all others as well. So we took the time to thoroughly explore the process that a book goes through to become part of a library collection, what happens if it is challenged, and how some end up removed from the shelves or "banned." I described librarians' use of professional reviews to help make selection decisions, and the attempts made to create a well-rounded collection with materials of interest and use for many people. The students became more familiar with the terms "challenged" and "banned" as we demystified the issues together.

Following that, we discussed the entry in *Banned in the USA* about the Hays challenge to *Daddy's Roommate*. Students examined the book and discovered that it didn't include gay sex, as some rumors had claimed. They enjoyed reading the passage that made their town quasi-famous as their public library had resisted the efforts to take the book off the shelf. I felt it was really important to handle the issue in a manner sensitive to small-town politics, as it was highly likely that students in the classroom knew—or were even related to—the named challenger in the book. I didn't want to lose my credibility as an expert on the neutral viewpoint of the public library by demonizing this person, so I instead pointed out that the challenger was a concerned citizen who was doing something believed to be right. We discussed the impulse to "protect" minors from beliefs with which individuals or

families might disagree. I was pleasantly surprised when some students started talking about the individual responsibilities of parents to censor only their own child's reading, not everyone else's in the process. Other students disagreed and brought up examples of topics that they felt no child should read about. Everyone got a chance to say what they thought, and we kept it respectful. I merely asked leading questions, only making statements about library practices and historical events, and allowed the students to create their own discussion within the classroom.

After this prelude, I felt we were ready to put a book on trial. *We All Fall Down* was at the ready, and I acted as the judge merely to referee. Up to this point, we had been talking about younger children—not teens—and many students had begun to make their own distinctions between what teen readers and younger children might be able to handle. We quickly reviewed the court cases, divided the room up into prosecution and defense teams, and let counsel prepare their statements. I was sure to include some of the most vociferous "freedom to read" types on the prosecution team in order to balance the room and to help them see the other side of the case—and vice versa.

We swung back and forth between the two groups, letting each side make their points. The students pointed out the hypocrisy of teens reading about situations and language they were not allowed to say in school or at home, as well as the irony that it reflected many truths about teen life. Literary merit was called into question, as well as the reputation of the author and the potential to mimic the behaviors depicted in the book. Some pointed out the appeal of a banned book, claiming more teens would find a way to read it, in the same way they get their hands on uncensored copies of songs



that are bleeped on the radio. This was frequently a point in the discussion where we would need to take a break and discuss ratings systems (see sidebar).

At one point, when the theatrics of the “courtroom” calmed down, I stepped back and listened as the students engaged in a dialogue about the book with a hypnotic, back-and-forth swing of the pendulum, finding things they agreed on and helping each other to see the opposing viewpoints at work. I turned slightly and looked at the door, realizing that if I were to slide quietly out that my work would be well done. Instead of creating a polarizing argument, I had made it possible for the students to rationally sort through the issues themselves in a way that many adults find difficult. They had even learned about high school students like the Tinker siblings and Steven Pico, who had decided to speak up for their own rights and those of their fellow teens. I had ceased to be relevant as an “expert” on the topic, and I had laid the groundwork for them to really take the issues up on their own in an informed manner. If I had ever been scared to enter this classroom, I was now ready to exit it in full confidence—both in myself and in the students.

I wish exercises like this happened every day in schools across the country. It gave me tremendous courage as a librarian and information professional, and I hope it made a difference in the lives of the teens. There is no doubt that books will continue to be challenged, but it is my hope that teens might inspire more calm, continuous dialogues between differing viewpoints, to eliminate conflict and preserve their freedom to read freely and widely, discriminating only for themselves. **YALS**

Talking About Ratings

At some point, at least one student will bring up rating books as a quick and dirty solution to the whole problem. I have had the trial portion of the class entirely derailed in favor of discussing ratings systems. This generation has seen not only motion picture ratings, but also television ratings, and ratings on manga, music, and video games. To some teens, rating books makes sense. In their minds, it will calm down the adults while providing teens with yet another rating system to ignore (or to use in deciding which books might be likely to contain “the good parts”). Here’s what I put on the table for discussion when the subject of ratings comes up:

- At one point, it was suggested that I establish a “mature reads” section of the YA department at our library. I resisted this because it would require me to do two things: separate the collection into books I personally would have to judge as mature, and then label the books in some way to make them identifiable as such. Even with a semi-conservative eye towards what might be considered mature content, I guessed that nearly three-fourths of our collection would go in such a section. Furthermore, ALA’s statement on labels and ratings systems precludes the ethical use of such a technique in libraries.
- At the time of this writing, ratings are not established anywhere in the United States by force of law. Although the movie theater manager might seem like a cop, there is nothing illegal about a thirteen-year-old watching an R-rated movie without an adult present. In fact, the 2003 film *Thirteen* provides an interesting case to study. The fifteen-year-old who cowrote the screenplay (when she was just thirteen) had to have an adult escort her into her own movie because it was rated R. This situation and others like it are intelligently discussed in the article “A New Class of Teen Movie” by Steve Persall (see the resources section at the end of the main article). In fact, although the Motion Picture Association of America rates movies submitted voluntarily to their association, their requirements for any given rating are never made public. To teens, this is like submitting an English paper without seeing the grading rubric for the assignment in advance. Additionally, no movie is obligated to receive a rating under U.S. law. However, major movie chains frequently won’t show films that don’t submit to the rating process because they have established ratings as a necessary business practice within their own industry.
- Visual media is the thread that ties most ratings systems together. Games, movies, and manga all involve violence, sex, or other potentially objectionable behavior in visual form, not just in words. Music is the one exception, but it can be categorized with games and movies as a “group” media—something that tends to be experienced with others (although music can certainly be experienced privately).
- In the cases of movies, music, and games, ratings are industry-wide initiatives. When manga is rated, it’s done by the publisher as a sort of self-censorship, usually to assist Western readers in navigating the content. (Japanese consumers, of course, see the same content through a different cultural lens.) Publishers of books and graphic novels in the United States often indicate a target audience, but that practice is not the same as a ratings system. Even if a rating is provided by a publisher, store owners are not obligated to segregate or censor those materials unless they wish to engage in it as a business practice. For instance, Wal-Mart chooses not to sell music CDs carrying “explicit content” stickers.

Resources

Atkins, Robert, and Svetlana Mintcheva, eds. *Censoring Culture: Contemporary Threats to Free Expression*. The New Press, 2006; ISBN-13: 978-1595580504; \$19.95.

This thought-provoking collection of essays on censorship contains an entire section on protecting children and explores the way in which censoring materials meant for children says much more about the adults involved than the children they mean to be protecting. In "Taboos, Trust, and Titillation," a reprinted roundtable discussion among high schoolers reminds us, among other things, that censorship is insidious. One student recounts an experience with school Internet filters preventing research on the Titanic disaster because "Titanic" contains the word "tit."

Foerstel, Herbert N. *Banned in the U.S.A.: A Reference Guide to Book Censorship in Schools and Public Libraries*, Revised and Expanded Edition. Greenwood, 2002; ISBN-13: 978-0313311666; \$59.95.

This is an all-in-one reference book for all audiences and includes banned and challenged books both in the public setting and in school libraries. Chapters include the court cases used in our mock trials, as well as interviews with authors of banned and challenged books.

Persall, Steve. "A New Class of Teen Movie," *St. Petersburg Times* 1D (Sept. 12, 2003), available at <http://tinyurl.com/d74ff> (accessed Jan. 30, 2007).

This article dives head-first into the concept of judging movies for their overall message in light of contemporary teen concerns, rather than isolating and excising content in order to hew to industry ratings trends. For instance, one idea contained in this article is that another rating, such as Y for youth, would identify films containing material that might make older viewers squeamish, but is important for teenagers sorting out their lives.

Want to start your own discussion about banned books? The handouts I developed for the classroom can be found at www.jocolibrary.org/files2/SupremeCourtSummary.pdf and www.jocolibrary.org/files2/righttoread.pdf.

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2. "Kansas Student Publications Act" Student Press Law Center, www.splc.org/law_library.asp?id=9 (accessed Feb. 21, 2007).
3. Michael Willhoite, *Daddy's Roommate* (New York: Alyson Books, 1991); Herbert N. Foerstel, *Banned in the U.S.A.: A Reference Guide to Book Censorship in Schools and Public Libraries* (Westport, Conn.: Greenwood, 2002).
4. Robert Cormier, *We All Fall Down* (New York: Laurel Leaf, 1993).

Looking for Ways to Get More Involved in YALSA?

- Go to www.ala.org/yalsa, click on "About YALSA" and then "ways to participate in YALSA." Read through the list of ways you can get involved and choose one (or more) that appeal to you.
- Contact the YALSA Office at yalsa@ala.org or 1.800.545.2433. We're happy to answer any questions you may have.
- Go to "YALSA 101" at the ALA Annual Conference on Friday, June 22, from 4 to 5 p.m.
- Have you checked out the committees and other member groups but don't see a home for yourself? Then start a new YALSA Interest or Discussion Group! Find out how by going to www.ala.org/yalsa and clicking on "Governance."
- Run for office! In 2008 YALSA will be voting for a new President-Elect, three new Board Members, a Fiscal Officer, 2009 Printz Committee Members, 2009 Edwards Committee Members, and more. Contact Jessica Mize, Nominating Committee Chair, at jamyalsa@gmail.com for more information.
- Talk to a Board Member or Committee Chair to find out more about specific committees and other member groups. Go to www.ala.org/yalsa and click on "Governance" for e-mail addresses.

Manga have been making a huge splash in the publishing industry as well as in libraries. These Japanese comics—generally but not always released in the United States in compiled, softcover, graphic-novel format—are one of the fastest-growing types of publications in the American market. In 2006, manga sales in the United States and Canada were estimated at \$145 million and the rate of sales growth has been amazingly high.¹ The popularity of manga, like other comics and graphic novels, is driven primarily by teenagers.² But unlike comic books, many manga also appeal to female readers as well as the traditional male audience.³

With all this growth and appeal it is inevitable that librarians will hear from their teen patrons, demanding manga. And indeed, many libraries are using manga and other graphic novels to attract young readers.⁴ But after the library has drawn readers in with manga, the inevitable reader's advisory question follows, "What do I read next?" Referring an avid *Gundam* reader to the library's *Sailor Moon* collection is not likely to get a positive response.

Reader's Advisory Refresher for Manga

Generally, reader's advisory is a complicated process that requires conducting a good interview to understand what the reader is looking for. It helps to have a solid understanding of the genre the reader is interested in, but other sources can also be consulted to learn more.⁵ Since manga is a relatively new genre, many librarians have not had a chance to familiarize them-

selves with it. The field is also growing so fast that titles appear before librarians have a chance to really learn about them.

So how do you tell an aspiring reader where to go next in the field of manga? Themes in manga cross all of the traditional genre barriers, from mystery to romance to adventure and beyond. Readers' expectations can be complicated, hence the importance of the reader's advisory interview to find out what their moods are. Patrons may be interested in exploring widely with reviews and summaries, or they may expect the librarian to simplify things with a recommendation of just one or two titles.

As always, reviews can be consulted. Amazon.com features readers' recom-

mendations, reviews, and reading lists on manga just like it does for other books. There is also an ample supply of review and recommendation Web sites about manga. An excellent source for reviews on manga is the well-known Librarian's Guide to Anime and Manga Web site (www.koyagi.com/Libguide.html) by librarian Gilles Poitras, which supplements some excellent print publications. Another essential source for librarian-vetted reviews—covering manga and other graphic novels grouped by age—is No Flying, No Tights (www.noflyingnotights.com). *Library Journal* also publishes regular reviews of graphic novels, including manga, as part of the Xpress Reviews Web column at www.libraryjournal.com.

Once those sites are exhausted, there are plenty of other sources of summaries and lists available on the Web.⁶ Furthermore, because many manga titles parallel animated shows on television, asking what anime (Japanese animation) the reader enjoys is one way to get ideas for reading suggestions. The printed manga

Basic Reader's Advisory for Manga

Select Popular Titles and Similar Works

By Nina Exner

NINA EXNER received her MLS in 1996 from North Carolina Central University and is the evening Reference Librarian at North Carolina A&T State University's F.D. Bluford Library. A long time anime and manga enthusiast, she also volunteers as a facilitator for young adult programs in anime and manga at the Durham County (N.C.) Library.

versions of titles often have more details and character development than the anime versions do.

Quite often, however, patrons do not have the time or inclination to consult summaries and recommendations to find a title that catches their interest. They want a familiar starting place. For such situations a quick first step solution is to find “read-alikes,” or books that are similar to something else the reader liked, such as those suggested later in this article.

Manga Considerations for Library Collections

There are many issues that librarians must consider when ordering or recommending manga. While the focus of this article is on reader's advisory, a few of these other issues should be addressed. The library collection is, after all, fundamental to the ability of the librarian to offer readers appropriate titles.

First is the fact that manga titles are serials. Have you ever had a patron complain that the library only had part three of a trilogy? Or been frustrated at an incomplete series of genre fiction? Incomplete stories frustrate manga readers just like readers of other series.

Unlike many U. S. comics, manga series are generally finite. Some have very long runs, but many titles only have five to eight volumes. However, that is still a large commitment to make. There are no hard-and-fast guidelines as to whether it is reasonable to start buying a series in the middle, or if it is better to go back and order some of the earlier ones knowing you cannot afford to complete the set. Use common sense and judge what you know of your patron base. In a series with twenty volumes, it may not be a problem to start in the middle. In a series of four, having only volumes two and three is likely to cause your patrons some consternation.

Frequently, manga series complete one story arc and then start a new title due to popularity. These titles may be very similar or quite different. Be aware, however, that they are unlikely to be parallel series. Although many American graphic novel titles published in the same year may be interwoven, manga titles rarely are. So, while *G Gundam* and *Gundam SEED Astray* are related in themes, they are really parallel titles that are not so closely related that they need to be purchased together. A complete run on a single title is more likely to be popular than a spotty run of two or three related titles. This article includes references to some parallel titles. Be warned that these related titles may not have the same plot, characters, or themes at all. When they are alike, one title usually comes after or before another (a prequel or sequel series). Some distributors may not be perfectly clear about this, so it is worth paying attention to variations. Treating each title variant as a discrete series is generally safer than treating them as a set, and completing a given title before purchasing a related one will address storylines more completely than buying some of each.

It may be wise to select a buying strategy. Discuss these issues with collection development staff and decide what policy the system wants to follow. Will your library concentrate on getting the first volume or two of the widest possible variety of titles? Will you choose a responsive role and buy each volume as it is requested (especially within tight budgets)? Or will you buy only select early volumes and then try to purchase complete sets of those that circulate well? There are many possible approaches, but it is certain that buying haphazardly is likely to be the least well-received.

As a final note, because manga are illustrated, the content of the pictures can be an issue. Most manga come with publisher-issued ratings, but be forewarned. Not all of these ratings are perfect. For

example, some series that have relatively few adult references may still contain partial nudity in a bathing situation because communal baths are a normal part of Japanese life. Likewise, some manga—particularly in the “magical girls” subgenre—show people in “transformation sequences” magically changing clothing, and show the character in nude outline while it happens. Therefore, libraries with extremely sensitive or conservative patrons or parents should be careful to examine manga themselves rather than assume that the ratings on the cover are perfect for their particular situation. Homosexuality, frank discussions about relationship issues, crude language, occult references, and especially violence are all depicted quite frequently in manga. Libraries should not allow this to prohibit them from purchasing manga materials, but it is important to be aware of the potential concerns and to review and shelve materials according to the level of sensitivity of each patron base. This article focuses on titles with “teen or younger” ratings and has tried to exclude anything rated for older teens or mature audiences.

Top Manga and Their Read-Alikes for Teens

Manga are very numerous, yet there are few resources that list the most popular series. The selections used here as the basis for this expanded list are taken from a combination of anecdotal knowledge, sales rankings, and the *New York Times Book Review*.⁷ (See appendix, tables 1–9.) A second, non-annotated list (appendix, table 10) tries to cover traditional genres and include some more publisher-recommended titles, such as those on the Tokyopop librarians' page (www.tokyopop.com/C-45/) and VIZ Media's “Editor's Choice” titles (www.viz.com/products/products.php?format_id=1&brand_id=3).

It is important to note that the manga titles in the appendix are not literally alike. A read-alike is a title that shares many of the themes or the feel of another title. Brief summary annotations are provided with each title to explain why that particular title is suggested in the grouping in which it is listed.

Remember that not all readers want an item similar to the one they just finished. Titles with strong similarities, however, can offer a starting point. These suggestions are most certainly not intended to be comprehensive, but give a quick idea for recommendations or for collection development.

Each table contains a heading citation that refers to the first volume in the first series currently in print in English—as best identified—with author names given in the Americanized style of a surname followed by a personal name.

Closing Notes

Hopefully these ideas will provide a starting point for suggestions to present to YA readers who have begun with manga and wish to continue. The likely next step is to explore more deeply the many themes that may interest a reader in an attempt to construct a more elaborate set of suggestions that follow not only the most obvious similarities but subtler ones as well.

The manga publishing industry is still growing, since it is still quite new. It seems likely that there will be a plateau as demand and supply meet equilibrium. As long as the genre is still in its early stages, interested librarians should keep a close eye on the literature to track the fast changes in the field. At the same time, they will be able to pick up interesting new titles and suggestions both from the literature and from their patrons.

Currently the popularity of manga is particularly noticeable among teens and

college students. Some later teens and early twenty-somethings continue to read manga targeted towards a much younger group, so these titles may still be of interest to older audiences. The titles included in the tables mainly target tweens and younger teens, though, and a few are aimed at even younger audiences (generally labeled for “all audiences” by the publisher).

If your library is just beginning to collect manga, you may be at a loss for a starting place. Instead of trying to predict the tastes of your audience, consider trial subscriptions to test out the popularity of manga in your library in the absence of specific requests. In Japan, manga are serialized comics that initially come out in anthology-style magazines. Some American publishers are doing the same, most notably VIZ Media's U. S. version of *Shonen Jump*. The U.S. monthly *Shonen Jump* usually includes many of the most popular titles oriented—mainly, but not exclusively—towards boys. Other possible suggestions include VIZ's newer title *Shojo Beat*—targeted at teen girls—as well as products by smaller presses such as EigoManga's *SakuraPakk* (also female-oriented). A number of other serialized monthly manga magazines have recently been cancelled or put on hiatus; this is both a benefit and a drawback to the medium.

Collecting manga regularly or systematically may be an interesting drawing point for tweens, teens, and college students. But it is not for every library. Like graphic novels and other unique formats, it should be addressed with some consid-



eration before beginning regular introduction to the collection. If it is going to be a regular part of the collection, being able to assist and support readers in their exploration of manga will help the genre to be an asset rather than a source of confusion for both librarians and patrons. **YALS**

Additional Resources

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Poitras, Gilles. *The Anime Companion: What's Japanese in Japanese Animation?* Stone Bridge Press, 1999; ISBN-13: 978-1880656327; \$16.95.

———. *The Anime Companion 2: More What's Japanese in Japanese*

Animation? Stone Bridge Press, 2005; ISBN-13: 978-1880656969; \$18.95.
Preiss, Byron, and Howard Zimmerman. *Year's Best Graphic Novels, Comics, and Manga*. St. Martin's Griffin, 2005; ISBN-13: 978-0312343262; \$19.95.

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2. Calvin Reid, "Got Teen Readers? Manga Does," *Publishers Weekly* 250, no. 1 (Jan. 6, 2003): 28.
3. Andrew D. Arnold, "Drawing In the Gals," *Time* 163, no. 7 (Feb. 16, 2004): 97; Dan Nadel, "Private Lives," *Print*, 59 no. 5 (Sept./Oct. 2005): 174–8.
4. Heidi MacDonald, "Drawing a Crowd," *School Library Journal* 50, no. 8 supplement (Aug. 2004): 20–22.
5. Mary K. Chelton, "Reader's Advisory 101," *Library Journal* 128, no. 18 (Nov. 2003): 38–39.
6. Vivienne Sales, "Web Watch: Manga Web sites," *Library Journal* 128, no. 2 (Feb. 2003): 32–34.
7. Sarah Glazer, "Manga for Girls," *New York Times Book Review* (Sept. 18, 2005): 16–17.

Appendix: Read-Alike Suggestions

Table 1. Arakawa, Hiromu. *Fullmetal Alchemist* (VIZ Media, 2005)

<i>Fullmetal Alchemist</i>	
<i>Fullmetal Alchemist</i> is a fascinating blend of genres. It follows a pair of brothers who have learned to master the art of alchemy, but who are seeking to make up for the consequences of a terrible mistake they made in overusing that power. This title in the "steampunk" style combines aspects of westerns, fantasy, and science fiction. Interesting characters, action, a complex plot, and issues of morality have a complex interplay in the story. <i>Fullmetal Alchemist</i> novels coming out now are an excellent way to encourage young adult readers.	
<i>Jing: King of Bandits</i>	Though not a steampunk title, <i>Jing</i> is set in a world that mixes fantasy, modern, and science fiction elements at near-random. The main character is a super-skilled, super-cool thief who steals for the challenge of it. <i>Jing</i> concentrates on fun and sometimes surreal adventure. The combination of action and adventure, world-exploration, and a strong and clever young protagonist make a good set of parallels that <i>Fullmetal Alchemist</i> fans may enjoy.
<i>Trigun</i> (unrated)	A classic example of the steampunk genre with more gun work and less fantasy than <i>Fullmetal Alchemist</i> , <i>Trigun</i> follows a pair of bounty hunters chasing the biggest bounty on the world of Gunsmoke. But the man, said to have wiped out a whole city, appears to be a helpless buffoon. The mystery of the bounty and the killer's history is intertwined with the history of the world and is the driving force behind the story. This series is extremely violent, but also includes a lot of humor as well as ethical questions, drama, and mild romance.

Table 2. Ono, Toshihiro. *Pokémon Graphic Novel* (VIZ Media, 1999)

<i>Pokémon</i>	
Although <i>Pokémon</i> is foremost a cartoon (anime or Japanese animation) and a video game, there have been various print adaptations of it and there are many manga that share themes with it. The story features a group of young people traveling around and training their Pokémons, or pocket monsters, to duel each other. <i>Pokémon</i> 's audience will overlap with <i>Yu-Gi-Oh</i> 's in many ways; however, it is aimed at a younger audience. Characteristically, <i>Pokémon</i> features close relationships between the Pokémons and their trainers. Avid <i>Pokémon</i> watchers can be the perfect new readers to whom to introduce manga. Innumerable titles could be added to recommendations in this genre; <i>Digimon</i> , <i>Medabots</i> , <i>Zoids</i> , and dozens of other titles fall in this large and highly popular subgenre of children's manga.	
<i>Angelic Layer</i>	<i>Angelic Layer</i> is a game in this story, where players mentally control fighting dolls that battle on a special doll-sized battlefield. The story follows a girl who learns the game and becomes a great player. Her enthusiasm for the game and for her doll and her positive attitude make for a good match for <i>Pokémon</i> fans. However, <i>Angelic Layer</i> focuses more on characterization than on intense action and is written more for girls than the male-oriented <i>Pokémon</i> audience.
<i>Legendz</i>	<i>Legendz</i> occurs in a modern setting, where cells of ancient mythical creatures have been found and—with advanced technology—computerized creatures mimicking them have been created. Enthusiasm, determination, and teamwork abound as themes in the characterization, much like in <i>Pokémon</i> .
<i>Zatchbell</i>	In <i>Zatchbell</i> , the main character is given a very strange gift: guardianship of what appears to be a small boy. But the little boy turns out to be one of a group of magical creatures that are fighting to see who will rule their race. The protagonist must learn spells to fight with his new partner to try to defend themselves from other aspirants, and hopefully find a way to protect themselves and others. This is a slightly more seriously themed series, but shares a similar style to <i>Pokémon</i> and like titles.

Table 3. Shurei, Kouyu. *Alichino* (Tokyopop, 2005)

<i>Alichino</i>	
An extremely striking, gothic-art style is one of the particularly noticeable—and popular—traits of <i>Alichino</i> . The story focuses on a mysterious race of androgynous beings called Alichino, which are said to be able to grant any wish at a terrible price. Yet, they are warring over the life of one man. The true nature and motives of the mysterious Alichinos are revealed in this brief manga series.	
<i>Clover</i>	<i>Clover</i> is a slightly disjointed but very emotional story that starts out following a man who has been assigned to be a bodyguard for a mysterious girl. Over the course of the series we learn that she is a “clover,” a magically gifted girl. The story follows them at first, and then other clovers as it progresses and the series unfolds. A mix of fantasy, mystery, and beautiful artwork make this a good match for <i>Alichino</i> fans.
<i>Cross</i>	<i>Cross</i> follows a young man with mysterious holy powers, who hunts demons and banishes them. In the process he encounters a girl with a holy gift, creating a romantic undercurrent to this supernatural, quasi-gothic title. The main character's mysterious past is revealed gradually over the course of the story. Occult issues, mystery, and gradual character revelations may interest <i>Alichino</i> fans.
<i>Glass Wings</i>	This anthology volume combines elaborate artwork with tragic loves and heart-wrenching curses. Youthful protagonists, beautiful art, and occult themes make this volume a likely choice for <i>Alichino</i> readers.
<i>Tarot Café</i>	In this <i>manwha</i> (Korean comic, often grouped with manga but not technically the same) title, the proprietress and main character of <i>Tarot Café</i> is a fortune teller who specializes in advising supernatural creatures trying to live in the mundane world. Gothic images and occult themes abound and make this another likely choice for <i>Alichino</i> fans.

Table 4. Sugisaki, Yukiru. *DNAngel* (Tokyopop, 2004)

<i>DNAngel</i>	
In <i>DNAngel</i> , a young man falls in love for the first time. But, in a bizarre twist, his main rival is his own self. Whenever he feels too romantic he changes into another person entirely. His dashing and handsome alter ego is the spirit of a thief who wants to take over his life in order to continue his goals of stealing some very special paintings. Daring deeds and romantic comedy are prominent themes of this series.	
<i>Saint Tail</i>	<i>Saint Tail</i> is the story of an underage Robin Hood–style thief, a girl who steals to give money to the needy. By day she's a normal school girl; but, her best friend is out to catch her thieving alter-ego. With many parallels to <i>DNAngel</i> 's plot, this may be a natural read-alike. However, there is much less romance in <i>Saint Tail</i> than <i>DNAngel</i> so be aware of the reader's interest.
<i>Kamikaze Kaito Jeanne</i>	For <i>Sailor Moon</i> fans as well as <i>DNAngel</i> readers, <i>Kamikaze Kaito Jeanne</i> employs a concept very similar to <i>DNAngel</i> in many ways. The main character turns into a thief by night ("magical girl" style, like <i>Sailor Moon</i> and <i>Tokyo Mew Mew</i>), to steal paintings that are taking the souls of innocent people. The main character's changing and moonlighting as a thief is the most obvious parallel, but the romantic comedy and daring escapades are likely to interest <i>DNAngel</i> fans as well.
<i>Man of Many Faces</i>	<i>Man of Many Faces</i> centers around a young boy who moonlights as a thief, and his romantic entanglement with a young girl he meets on a balcony one night. Part of the comedic Clamp School universe, <i>Man of Many Faces</i> is a brief, light-hearted series that may appeal to readers seeking humor and romance, but it is much less dramatic than <i>DNAngel</i> .

Table 5. Takahashi, Kazuki. *Yu-Gi-Oh* (VIZ Media, 2003)

<i>Yu-Gi-Oh</i> (Including <i>Yu-Gi-Oh Duelist</i> and <i>Yu-Gi-Oh Millennium World</i>)	
It would be difficult not to be familiar with <i>Yu-Gi-Oh</i> considering its recent popularity. A young, somewhat naive boy named Yugi loves puzzles and card games. One day he obtains a mysterious puzzle and starts playing a more serious kind of game with dangerous stakes. The <i>Yu-Gi-Oh</i> manga actually has a lot of violence and some very serious situations portrayed in it, but due to the popularity of the edited cartoon it still has a very large audience ranging from young children to older teens. A particular characteristic of many of the situations in the <i>Yu-Gi-Oh</i> titles is Yugi's faith in his family and friends, as compared to the greed and selfishness of others.	
<i>Hikaru no Go</i>	<i>Hikaru no Go</i> centers around game playing as well; but instead of a card game, the focus is around the classic Japanese strategy game Go. The main character finds an old Go board haunted by the ghost of an ancient Go master whose reputation was sullied far in the past. Only Hikaru can see the ghost, and the only way to get rid of him is to help him clear his name. Hikaru starts learning Go rather hesitantly, but becomes more and more interested as the story progresses. Readers interested in learning a game as well as reading—as many <i>Yu-Gi-Oh</i> readers enjoy playing the card game—may particularly enjoy this title.
<i>Cardcaptors</i>	For younger readers, particularly girls, the <i>Cardcaptors</i> books may be of interest. These include <i>Card Captor Sakura</i> , <i>Cardcaptors</i> , and <i>Cardcaptor Sakura: Legend of the Clow</i> . These series involve a girl or group of girls using magic cards to capture other escaped cards. Like in <i>Yu-Gi-Oh</i> , they must think of how given cards' attributes may help them to capture other cards. The <i>Cardcaptors</i> manga also focuses on ties between family and friends as the <i>Yu-Gi-Oh</i> books do, but the focus-characters are mostly girls so the character development is much more stereotypically feminine. Nonetheless, the importance of cards and strategy may draw <i>Yu-Gi-Oh</i> fans.
<i>Culdcept</i>	Based on a video game, <i>Culdcept</i> is set in a fantasy setting where magical cards summon beings of power. The main character is said not to have a powerful card deck but nevertheless believes that if she has faith in her cards, they will support her. This attitude, the importance of duel-games, and the strong action make <i>Culdcept</i> a good choice for <i>Yu-Gi-Oh</i> fans who also enjoy fantasy themes.

Table 6. Takaya, Natsuki. *Fruits Basket* (Tokyopop, 2004)

<i>Fruits Basket</i>	
<p><i>Fruits Basket</i> is an upbeat story about a girl who has lost her family but refuses to become discouraged. After moving into a tent while her grandfather's house is being renovated, she meets a family whose members are under a curse: they are possessed by the spirits of the Chinese Zodiac. But her friendship may turn out to be the best thing that ever happened to the family. <i>Fruits Basket</i> is very popular for many reasons. Pretty art, a mix of fighting and romance, and a mysterious secret combine to make it a very fun read. There are often jokes about nudity (the cursed family members change into animals when hugged, and when they change back they are unclothed) but mostly within the bounds of good taste.</p>	
<i>Full Moon O Sagashite</i>	A girl with only a year to live meets two amiable spirits of death. Determined to make her dream of singing a reality before she dies, the main character shows much of the same positive nature and determination seen in <i>Fruits Basket</i> . Drama, romance, mystery, and fantastic or magical elements combine to make this an interesting title for <i>Fruits Basket</i> fans.
<i>Suki</i>	<i>Suki</i> is a light tale of friendly romance. It focuses on a girl who lives on her own. A neighbor moves in next door who seems like the perfect man, so she gets to be friends with him very quickly. However, he seems to have a mysterious past. The positive—if slightly naive—attitude of the protagonist and the low-key romance of the story make this brief series a good one for lovers of <i>Fruits Basket</i> .

Table 7. Takeuchi, Naoko. *Sailor Moon* (Mixa Entertainment, 1998)

<i>Sailor Moon</i>	
<p><i>Sailor Moon</i> is a story about a group of girls who discover they are the lost Sailor Scouts who were sent to earth when the Moon Kingdom was attacked by forces trying to destroy the solar system for its energy. The girls transform into superheroes who fight off evil minions trying to steal people's energies. There are strong romantic and interpersonal themes in the story, and it is probably the best known example of the <i>shojo</i> (or girl's manga) "magical girl" subgenre. Though fans may also enjoy <i>Tokyo Mew Mew</i> and related titles for a younger audience, <i>Sailor Moon</i> is written for a teen audience.</p>	
<i>Ark Angels</i>	This brief and intensely visual <i>manwha</i> series follows three sisters who come from beyond this world to protect the Earth from dying. They also must deal with adapting to life as denizens of Earth, making it something of a reversal to the usual magical-girl story where a normal girl must learn to deal with super-human powers.
<i>Kamichama Karin</i>	An average but lonely young girl who feels she's lost everything suddenly finds that her deceased mother's ring grants her amazing powers in classic magical-girl style. Like <i>Sailor Moon's</i> main character, she struggles with being average in her normal life—a poor student with no family or friends—but gains powers that may change the world. Mostly lighthearted, <i>Kamichama Karin</i> has an emphasis on friends and character development that will appeal to readers who like <i>Sailor Moon's</i> character interactions more than its intense action.
<i>Pretear</i>	<i>Pretear</i> starts with a Cinderella-like story of a girl whose father marries a wealthy woman whose daughters dislike the newcomer. It then segues to a magical-girl story when the main character must join with a group of knights to fight forces that would bring despair and death to the world. There are more pretty boys than pretty girls in <i>Pretear</i> , making it more visually aimed towards girls. More dramatic and less action-oriented than <i>Sailor Moon</i> , and with themes running towards more emotional extremes, <i>Pretear</i> is likely to attract girls who enjoy <i>Sailor Moon's</i> romance and drama.
<i>Wedding Peach</i>	In this whimsical magical-girl title, the main characters turn into angelic superheroes fighting to protect love and the "Four Somethings" (something old, something new, something borrowed, and something blue) from evil forces that would stop love forever. <i>Wedding Peach</i> has a feel very similar to the lighter parts of <i>Sailor Moon</i> , particularly for readers who would prefer more romance and comedy with less drama.

Table 8. Tokita, Koichi, Hajime Yodate, and Yoshiyuki Tomino. *Mobile Suit Gundam Wing* (Mixx Entertainment, 2000)

<i>G Gundam (including Mobile Suit Gundam Wing, Gundam SEED, and other subtitles)</i>	
<p>The multiple Gundam series are classic examples of the mecha (fighting robots) genre. Once the first thing people thought of when they considered Japanese anime, mecha manga are science fiction stories that feature people fighting inside giant robots (often transforming robots). There are multiple alternate worlds in the Gundam franchise, so not all of the stories connect. All of them, however, focus around warriors and their fighting robots. <i>G Gundam</i> is set in a future where worlds determine their strength with tournaments of fighting robots rather than by going to war. <i>Gundam Wing</i> involves a group of five freedom fighters trying to free space colonies from a tyrannical, corrupt government and its secret police organization. The plot elements are highly varied across these titles. Common themes for readers who like all of the Gundam series are the focus on action and the importance of willpower, fighting spirit, and determination. Be sure to look at the <i>Mobile Suit Gundam SEED</i> novels, if the Gundam manga series are popular in your library, as a way to attract more fiction readers.</p>	
<i>B'tX</i>	<p>One of the most action-oriented manga currently available in the mecha genre, <i>B'tX</i> is a long-running series focusing heavily on robot fighting. The main character is trying to rescue his brother, a genius engineer who has been captured by the Machine Empire. In looking for him, he awakens a powerful mecha, X. Since the mecha, or b'ts ("beats"), are bound to the humans who awaken them, man and robot fight together against the b'ts of the machine empire. Character development is not as intense as in many manga titles, and focuses around the relationship of the main character and B'tX. Fans of serious giant robot battles are likely to enjoy this series a great deal.</p>
<i>Brain Powered</i>	<p>In <i>Brain Powered</i>, two factions are fighting over the fate of the world. Their weapons in the battle are mecha-like organisms that form a symbiotic relationship with humans. People fascinated by the technical aspects of <i>Gundam</i> may be disappointed by this, but the fast-paced mecha action and focus on the fighters' characters and determination combined with the battle to defend the Earth may appeal to many <i>Gundam</i> fans.</p>
<i>Nadesico</i>	<p>A science-fiction action manga with a dash of comedy, <i>Nadesico</i> follows the somewhat quirky crew of the battleship Nadesico as they defend the planet from an invasion of saurian aliens from Jupiter. <i>Nadesico</i> is much lighter in tone than <i>Gundam</i>, with less of the battle-intensity on which most <i>Gundam</i> characters and plot are focused. Nonetheless, plenty of spaceship and robot battle action should appeal to readers wanting a space-action series.</p>

Table 9. Yoshida, Reiko and Mia Ikumi. *Tokyo Mew Mew* (Tokyopop, 2003)

<i>Tokyo Mew Mew (and Tokyo Mew Mew a la mode)</i>	
This lighthearted and often silly magical-girl <i>shojo</i> story aimed at a young audience focuses on a group of schoolgirls whose DNA gets connected to that of animals. They can then turn into the super-gifted Tokyo Mew Mew team with special animal powers to protect the world. <i>Tokyo Mew Mew</i> and <i>Sailor Moon</i> are likely to appeal to similar audiences; but, whereas <i>Sailor Moon</i> is aimed at teens and has correspondingly more intense romance, drama, and action/violence, <i>Tokyo Mew Mew</i> is much more lighthearted and whimsical.	
<i>11th Cat</i> (unrated)	In this <i>manwha</i> title with a fantasy setting, a sweetly determined but naive and unskilled wizard-girl finds a magical object with a cat-like guardian spirit. Readers enjoying action with the cuteness of cat-people and the cheerful good humor and determination of the Mew Mew team may find this title a fun read.
<i>Guru Guru Pon-chan</i>	<i>Guru Guru Pon-chan</i> is an incredibly silly and sometimes surprisingly poignant story about a dog that is accidentally transformed into a human girl, and falls in love with a human. When, as a dog again, she learns that a love between a dog and a human can never exist, she decides to try to live as a human. The title concentrates on the farcical, on pointing out human foibles, and on the main character's determination. Unlike <i>Tokyo Mew Mew</i> , <i>Guru Guru Pon-chan</i> is not an action title, but it may appeal to animal lovers and those who enjoy <i>Tokyo Mew Mew</i> 's silliest side.
<i>Magic Knight Rayearth</i>	<i>Magic Knight Rayearth</i> follows a group of girls who are sucked from the real world into a mystical place where they are told that they are the only ones who can save this world. They must find weapons, armor, and allies to become magic knights and rescue the mystical world from destruction. In addition to being a magical-girl style of story, <i>Rayearth</i> also features strong bonds of friendship among the group of young protagonists, much like <i>Tokyo Mew Mew</i> .
<i>Ultra Maniac</i>	For those who enjoy <i>Tokyo Mew Mew</i> 's look at the everyday life in school and the many troubles that being a superheroine brings the Mew Mew team, <i>Ultra Maniac</i> may be an interesting title. <i>Ultra Maniac</i> focuses on the story of a normal girl and her budding friendship with a well-meaning but exasperatingly unskilled witch.

Table 10. Other Titles and Possible Read-Alike Suggestions

Title	<i>Nausicaa of the Valley of the Wind</i>	<i>Peach Girl</i>	<i>Phoenix</i>	<i>Rebound</i>	<i>Yu Yu Hakusho</i>
Genre	fantasy	romance	science fiction	sports	action/paranormal
Suggestions	<i>Dragon Knights</i> <i>Mar</i> <i>Rave Master</i> <i>Suikoden III</i> <i>Vision of Escaflowne</i>	<i>Mars</i> <i>Kare Kano</i> <i>Boys Over Flowers</i> <i>Call Me Princess</i>	<i>.hack</i> <i>Astro Boy</i> <i>Galaxy Angel</i> <i>Mobile Police Patlabor</i> <i>The Seikai Trilogy</i>	<i>Angel Cup</i> <i>Harlem Beat</i> <i>The Prince of Tennis</i> <i>Whistle</i>	<i>Aquarian Age: Juvenile Orion</i> <i>Bleach</i> <i>King of Hell</i> <i>Kekkaishi</i> <i>King of Fighters</i> <i>Shaman King</i>

Gene Luen Yang Wins 2007 Printz Award

*By Angelina Benedetti
and Cindy Dobrez*



Self portrait by
Gene Luen Yang

Gene Luen Yang has won the 2007 Michael L. Printz Award for his graphic novel, *American Born Chinese* (First Second, 2006; ISBN-13: 978-1596431522; \$16.95).

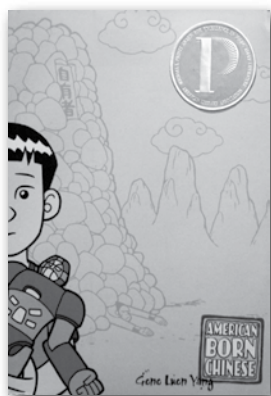
The award announcement was made during the ALA Midwinter Meeting in Seattle in January.

This annual award for literary excellence is administered by YALSA and sponsored by *Booklist*. The award, first given in 2000, is named for the late Michael L. Printz, a Topeka, Kansas, school librarian known for discovering and promoting quality books for young adults.

The charge of the Printz Committee is to select the best YA book in any given year; "best" is defined solely in terms of literary merit. Every Printz Committee must decide which book best fits its definition of literary merit, taking into account the book's story, style, voice, characters, theme, and design. Many fans were thrilled to hear that a graphic novel had won

this prestigious award. Committee Chair Cindy Dobrez heralds the book's literary merit. "The 2007 Printz Committee selected the best-written book of 2006," she said. "It just happens to be in the graphic format."

As with the Newbery and Caldecott awards, the deliberations of the Printz Committee are closed to the public. Members are asked to keep committee discussions, correspondences, and nominations for the award secret, even after the award has been announced.



Yang drew from American pop culture and ancient Chinese mythology for his groundbreaking work. Told in three parts, *American Born Chinese's* lyrical, expertly drawn story follows a Chinese American teenager's struggle to define himself against racial stereotypes. Particularly risky was Yang's use of a stereotyped character, "Chin-kee," in the television sitcom spoof chapters to bring light to the lingering racism faced by our country's immigrants. The theme of self acceptance extends beyond the immigrant or minority experience to include the journey that all teenagers face as they learn to embrace their true identities.

Yang is a high school teacher in the San Francisco area. *American Born Chinese* was a 2006 National Book Award for Young People's Literature Finalist. As for his Printz Award, *The Washington Post* reported that, "While [Yang had] heard of the Caldecott and the Newbery, he hadn't known about this one. After he won, he looked it up online."¹

ANGELINA BENEDETTI is the Manager of the Selection and Order department of the King County (Wash.) Library System. In her past life at King County, she was a Young Adult Librarian and still maintains that she is sixteen at heart. She served on the 2007 Printz Award Committee and as Chair of the 2005 Best Books for Young Adults Committee. **CINDY DOBREZ** is a middle school Librarian with West Ottawa Public Schools in Holland, Michigan. In addition to the 2007 Printz Award Committee, she has chaired the Best Books for Young Adults and the Margaret A. Edwards Award Committees for YALSA. Angelina bought Cindy her first bubble tea in Seattle, to celebrate Yang's award.

The committee also named four Printz Honor Books:

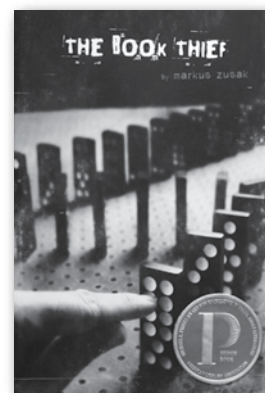
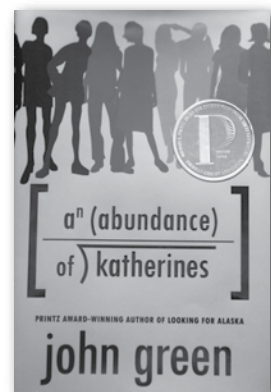
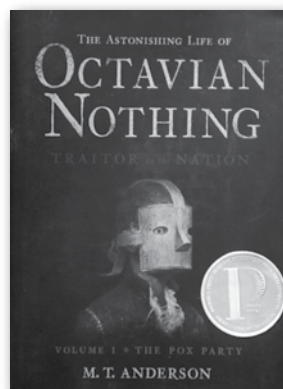
- *The Astonishing Life of Octavian Nothing, Traitor to the Nation, Volume 1: The Pox Party* by M. T. Anderson (Candlewick, 2006; ISBN-13: 978-0763624016; \$17.99), which employs eighteenth-century language to tell the story of Octavian, the subject of a horrifying Enlightenment experiment, who escapes the bonds of slavery and fights in the American Revolution. *Octavian* was the winner of the 2006 National Book Award (NBA) for Young People's Literature. Anderson is a past-NBA finalist for *Feed* (2002), a thought-provoking satire of consumer culture.
- *An Abundance of Katherines* by John Green (Dutton, 2006; ISBN-13: 978-0525476887; \$16.99), in which a road trip to the town of Gutshot, Tennessee, offers Colin Singleton, a child prodigy and compulsive boyfriend of girls named Katherine, the opportunity to face his past and find his future. The committee lauded Green's second novel for its compelling characters and intelligent humor. Green's first novel, *Looking for Alaska*, won the 2006 Printz Award.
- *Surrender* by Sonya Hartnett (Candlewick, 2006; ISBN-13: 978-0763627683; \$16.99) is a psychological thriller about a troubled young man who relives the horrifying events that landed him on his deathbed. The book's dense atmosphere and shifting narrative keep the reader on edge in what many committee members described as the

scariest book they had read in some time.

- *The Book Thief* by Markus Zusak (Knopf, 2006; ISBN-13: 978-0375831003; \$16.95). Death recounts the journey of Liesel Meminger in Zusak's story of a young girl who witnesses the destruction of her German village in the Second World War. *The Book Thief* celebrates the power of words and books to save lives, even in the midst of great human suffering. Zusak was also a Printz Honor winner in 2006 for *I Am the Messenger*.

YALS

Four of the nine Printz Award Committee members are elected by the members of YALSA. Five are appointed by the YALSA president-elect, including the chair. In addition, a consultant from the staff of Booklist attends committee meetings but does not vote. Members of the 2007 Printz Award Committee are chair Cindy Dobrez, West Ottawa Public Schools, Holland, Mich.; Eunice Anderson, Enoch Pratt Free Library, Baltimore; Angelina Benedetti, King County (Wash.) Library System; Teresa Brantley, Salem Middle School, Apex, N.C.; Vicki Emery, Lake Braddock Secondary School, Burke, Va.; Jana Fine, Tuscaloosa (Ala.) Public Library; Michele Gorman, Public



Library of Charlotte and Mecklenburg County, N.C.; Jessica Mize, Newark (Ohio) Public Library; Sarajo Wentling, Carver County (Minn.) Library; and Gillian Engberg, Booklist consultant, Chicago.

Reference

1. Bob Thompson, "Lucky Winner: Newbery, Caldecott Awards Announced," *The Washington Post*, Jan. 23, 2007.

Lois Lowry Receives 2007 Edwards Award for Lifetime Achievement

By Mary Hastler

Lois Lowry has been selected as the 2007 Margaret A. Edwards Award recipient for her outstanding contribution to teen literature. Lowry was announced as this year's award winner at the ALA Midwinter Meeting in Seattle in January.

Lowry was born in Honolulu, Hawaii, in an army career family. According to Lowry she held the coveted middle child spot between two brothers and this "left me in-between, and exactly where I wanted



most to be: on my own."¹ As active military, Lowry and her family lived around the world and she keenly felt the emptiness when her father was separated from the family during World War II.² She had a difficult time during the war years when she, her mother, and brothers lived in Pennsylvania with her maternal grandparents. Her grandfather helped her through this period, and his relationship with Lowry as a strong male role model is often reflected in her books.³ Lowry feels her writing is effective if it "helps adolescents answer their own questions about life, identity, and human relationships."⁴

The Giver (Houghton Mifflin, 1993) explores a future where differences have

been erased and strict rules govern society. The novel tells the story of Jonas, a young man designated as the new Receiver of Memories for his community. Little by little, Lowry reveals what is absent from Jonas's life: color, pain, and love. Readers, along with Jonas, discover that lack of freedom is too heavy a price to pay for security. *The Giver* is a timeless classic with widespread teen appeal. Lowry's complex and provocative novel, translated into twenty-two languages, remains infinitely discussable.

Since its publication, *The Giver* has been the target of several collection challenges and continues to appear on banned book lists. The message that Lowry provides to the reader is that while horrifying experiences happen to Jonas he finds a way to overcome the circumstances.

The Giver was the winner of the Newbery Medal in 1994 and has received additional awards and honors. Lowry received her first Newbery Medal in 1990 for *Number the Stars* (Bantam Doubleday Dell, 1989). Other writing awards and recognitions include a Children's Literature Award, numerous ALA Notable Book citations, an American Book Award nomination, Children's Book of the Year citation, Boston Globe-Horn Book Award, Christopher Award, and National Jewish Book Award.

Lowry currently resides in Boston and continues to provide support to those fighting censorship attempts against *The Giver*. She is also the author of the popular, long-running Anastasia series.

Celebrating its twentieth anniversary in 2008, the Margaret A. Edwards Award honors an author's lifetime achievement for writing books that have been popular over a period of time with young adults. The book or books enable teens to understand themselves, the world in which they live, and their relationships with others and with society. Lowry is the nineteenth

MARY HASTLER is the Assistant Director of Baltimore County Library and the Chair of YALSA's 2007 Margaret A. Edwards Award Committee. She has also served as Chair of YALSA's Professional Development Committee and a member of the Alex Awards Selection Committee. She is a member of the Maryland Author Award Committee and served as President of the Public Services Division of the Maryland Library Association.

LOWRY continued on page 32

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Best Books for Young Adults

YALSA has announced its 2007 recommended list of Best Books for Young Adults. The annual list was released during the ALA Midwinter Meeting in Seattle in January.

In Seattle, the fourteen-member committee worked hard to narrow the list of 232 official nominations to the final list of eighty-two significant adult and young adult titles. The books, recommended for ages twelve through eighteen, meet the criteria of being good quality literature and appealing reading for teens.

A session held on January 21 drew forty teens to speak to the committee about their favorite books. A crowded audience of committee members, publishers, authors, and librarians listened to these passionate teen readers who came in groups from Shoreline Library, King County, Wash.; Edmonds Library, Snohomish County, Wash.; and Jesuit High School, Portland, Ore., to advise the committee.

The winning titles comprise an extremely diverse list that includes verse novels, graphic novels, fantasy, realistic fiction, comedy, historical fiction, and nonfiction.

The committee also selected a top ten list of titles that exemplify the quality and range of literature being published for teens.

2007 Top Ten Best Books for Young Adults

- Anderson, M. T. *The Astonishing Life of Octavian Nothing, Traitor to the Nation, Volume 1: The Pox Party*. Candlewick, 2006; ISBN-13: 978-0763624016; \$17.99.
- Gratz, Alan. *Samurai Shortstop*. Penguin Group USA/Dial, 2006; ISBN-13: 978-0803730755; \$17.99.
- Hartnett, Sonya. *Surrender*. Candlewick, 2006; ISBN-13: 978-0763627683; \$16.99.
- McCormick, Patricia. *Sold*. Hyperion, 2006; ISBN-13: 978-0786851713; \$16.99.
- Sayres, Meghan Nuttall. *Anahita's Woven Riddle*. Abrams/Amulet, 2006; ISBN-13: 978-0810954816; \$16.95.

- Smelcer, John. *The Trap*. Henry Holt, 2006; ISBN-13: 978-0805079395; \$15.95.
- Turner, Megan Whalen. *The King of Attolia*. HarperCollins/Greenwillow, 2006; ISBN-13: 978-0060835774; \$16.99.
- Werlin, Nancy. *The Rules of Survival*. Penguin Group USA/Dial, 2006; ISBN-13: 978-0803730014; \$16.99.
- Yang, Gene Luen. *American Born Chinese*. Roaring Brook/First Second, 2006; ISBN-13: 978-1596431522; \$16.95.
- Zusak, Markus. *The Book Thief*. Random House/Alfred A. Knopf, 2006; ISBN-13: 978-0375831003; \$16.95.

2007 Best Books for Young Adults

Nonfiction

- Bausum, Ann. *Freedom Riders: John Lewis and Jim Zwerg on the Front Lines of the Civil Rights Movement*. National Geographic, 2006; ISBN-13: 978-0792241737; \$18.95.
- Benanav, Michael. *Men of Salt: Crossing the Sahara on the Caravan of White Gold*. Globe Pequot/Lyons, 2006; ISBN-13: 978-1592287727; \$23.95.
- Engle, Margarita, and Sean Qualls. *The Poet Slave of Cuba: A Biography of Juan Francisco Manzano*. Henry Holt, 2006; ISBN-13: 978-0805077063; \$16.95.
- Fleischman, Sid. *Escape! The Story of the Great Houdini*. HarperCollins/Greenwillow, 2006; ISBN-13: 978-0060850944; \$18.99.
- Fradin, Judith Bloom, and Dennis Brindell Fradin. *5,000 Miles to Freedom: Ellen and William Craft's Flight from Slavery*. National Geographic, 2006; ISBN-13: 978-0792278856; \$19.95.
- Freedman, Russell. *Freedom Walkers: The Story of the Montgomery Bus Boycott*. Holiday House, 2006; ISBN-13: 978-0823420315; \$18.95.
- Harper, Hill. *Letters to a Young Brother: MANifest Your Destiny*. Penguin Group USA/Gotham, 2006; ISBN-13: 978-1592402007; \$20.

- Hopkinson, Deborah. *Up before Daybreak: Cotton and People in America*. Scholastic Nonfiction, 2006; ISBN-13: 978-0439639019; \$18.99.
- Hubner, John. *Last Chance in Texas: The Redemption of Criminal Youth*. Random House, 2005; ISBN-13: 978-0375508090; \$25.95.
- Jacobson, Sid, and Ernie Colon. *The 9/11 Report: A Graphic Adaptation*. Farrar, Straus and Giroux/Hill and Wang, 2006; ISBN-13: 978-0809057382; \$30.
- McClafferty, Carla Killough. *Something Out of Nothing: Marie Curie and Radium*. Farrar, Straus and Giroux, 2006; ISBN-13: 978-0374380366; \$18.
- Noyes, Deborah. *One Kingdom: Our Lives with Animals*. Houghton Mifflin, 2006; ISBN-13: 978-0618499144; \$18.
- Robertson, James I., Jr. *Robert E. Lee: Virginian Soldier, American Citizen*. Simon & Schuster/Atheneum, 2005; ISBN-13: 978-0689857617; \$21.95.
- Thimmesh, Catherine. *Team Moon: How 400,000 People Landed Apollo 11 on the Moon*. Houghton Mifflin, 2006; ISBN-13: 978-0618507573; \$19.95.

Fiction

- Almond, David. *Clay*. Random House/Delacorte, 2006; ISBN-13: 978-0385731713; \$15.95.
- Anderson, M. T. *The Astonishing Life of Octavian Nothing, Traitor to the Nation, Volume 1: The Pox Party*. Candlewick, 2006; ISBN-13: 978-0763624026; \$17.99.
- Bondoux, Anne-Laure. *The Killer's Tears*. Trans. Y. Maudet. Random House/Delacorte, 2006; ISBN-13: 978-0385732932; \$15.95.
- Booth, Coe. *Tyrell*. Scholastic/PUSH, 2006; ISBN-13: 978-0439838795; \$16.99.
- Brooks, Kevin. *The Road of the Dead*. Scholastic/Chicken House, 2006; ISBN-13: 978-0493786232; \$16.99.
- Budhos, Marina. *Ask Me No Questions*. Simon & Schuster/Atheneum/Ginee Seo, 2006; ISBN-13: 978-1416903512; \$16.95.
- Cohn, Rachel, and David Levithan. *Nick and Norah's Infinite Playlist*. Random House/Alfred A. Knopf, 2006; ISBN-13: 978-0375835315; \$16.95.
- Cornish, D. M. *Monster Blood Tattoo: Foundling*. Penguin Group USA/Putnam, 2006; ISBN-13: 978-0399246388; \$19.99.
- Dessen, Sarah. *Just Listen*. Penguin Group USA/Viking, 2006; ISBN-13: 978-0670061051; \$17.99.
- Eldred, Tim. *Grease Monkey: A Tale of Growing Up in Orbit*. Tom Doherty/Tor, 2006; ISBN-13: 978-0765313256; \$27.95.
- Firebirds Rising: An Anthology of Original Science Fiction and Fantasy*. Ed. Sharyn November. Penguin Group USA/Firebird, 2006; ISBN-13: 978-0142405499; \$19.99.
- Fletcher, Susan. *Alphabet of Dreams*. Simon & Schuster/Atheneum/Ginee Seo, 2006; ISBN-13: 978-0689850424; \$16.95.
- Frost, Helen. *The Braid*. Farrar, Straus and Giroux, 2006; ISBN-13: 978-0374309626; \$16.
- Gantos, Jack. *The Love Curse of the Rumbaughs*. Farrar, Straus and Giroux, 2006; ISBN-13: 978-0374336905; \$17.
- Giles, Gail. *What Happened to Cass McBride?* Little, Brown, 2006; ISBN-13: 978-0316166386; \$16.99.
- Glass, Linzi Alex. *The Year the Gypsies Came*. Henry Holt, 2006; ISBN-13: 978-0805079999; \$16.95.
- Going, K. L. *Saint Iggy*. Harcourt, 2006; ISBN-13: 978-0152059754; \$17.
- Gratz, Alan. *Samurai Shortstop*. Penguin Group USA/Dial, 2006; ISBN-13: 978-0803730755; \$17.99.
- Green, John. *An Abundance of Katherines*. Penguin Group USA/Dutton, 2006; ISBN-13: 978-0525476887; \$16.99.
- Hartnett, Sonya. *Surrender*. Candlewick, 2006; ISBN-13: 978-0763627683; \$16.99.
- Hoffman, Alice. *Incantation*. Little, Brown, 2006; ISBN-13: 978-0316010191; \$16.99.
- Jansen, Hanna. *Over a Thousand Hills I Walk with You*. Trans. Elizabeth D. Crawford. Lerner/Carolrhoda, 2006; ISBN-13: 978-1575059273; \$16.95.
- Jaramillo, Ann. *La Linea*. Roaring Brook/Deborah Brodie, 2006; ISBN-13: 978-1596431546; \$16.95.
- Johnson, Harriet McBryde. *Accidents of Nature*. Henry Holt, 2006; ISBN-13: 978-0805076349; \$16.95.
- Johnson, Maureen. *Devilish*. Penguin Group USA/Razorbill, 2006; ISBN-13: 978-1595140609; \$16.99.
- Knox, Elizabeth. *Dreamhunter: Book One of the Dreamhunter Duet*. Farrar, Straus and Giroux/Frances Foster, 2006; ISBN-13: 978-0374318536; \$19.
- Koss, Amy Goldman. *Side Effects*. Roaring Brook/Deborah Brodie, 2006; ISBN-13: 978-1596431676; \$16.95.
- Krech, Bob. *Rebound*. Marshall Cavendish, 2006; ISBN-13: 978-0761453192; \$16.99.
- Lanagan, Margo. *White Time*. HarperCollins/EOS, 2006; ISBN-13: 978-0060743932; \$15.99.
- Lansens, Lori. *The Girls*. Little, Brown, 2006; ISBN-13: 978-0316069058; \$23.95.
- Larson, Kirby. *Hattie Big Sky*. Random House/Delacorte, 2006; ISBN-13: 978-0385733137; \$15.95.

- Lat. *Kampung Boy*. Roaring Brook/First Second, 2006; ISBN-13: 978-1596431218; \$16.95.
- Lisle, Janet Taylor. *Black Duck*. Penguin Group USA/Philomel/Sleuth, 2006; ISBN-13: 978-0399239632; \$15.99.
- Lynch, Scott. *The Lies of Locke Lamora*. Bantam Dell/Spectra, 2006; ISBN-13: 978-0553804676; \$23.
- McCormick, Patricia. *Sold*. Hyperion, 2006; ISBN-13: 978-0786851713; \$15.99.
- Miller, Kirsten. *Kiki Strike: Inside the Shadow City*. Bloomsbury, 2006; ISBN-13: 978-1582349602; \$16.95.
- Mitchell, David. *Black Swan Green*. Random House, 2006; ISBN-13: 978-1400063796; \$23.95.
- Murdock, Catherine Gilbert. *Dairy Queen*. Houghton Mifflin, 2006; ISBN-13: 978-0618683079; \$16.
- Murphy, Sean. *Off Road*. Oni Press, 2005; ISBN-13: 978-1932644300; \$11.95.
- Myers, Walter Dean. *Street Love*. HarperCollins/Amistad/HarperTempest, 2006; ISBN-13: 978-0060280796; \$15.
- Na, An. *Wait for Me*. Penguin Group USA/Putnam, 2006; ISBN-13: 978-0399242755; \$15.99.
- Pfeffer, Susan Beth. *Life as We Knew It*. Harcourt, 2006; ISBN-13: 978-0152058265; \$17.
- Pierce, Tamora. *Terrier*. Random House, 2006; ISBN-13: 978-0375814686; \$18.95.
- Portman, Frank. *King Dork*. Random House/Delacorte, 2006; ISBN-13: 978-03857324918; \$16.95.
- Pratchett, Terry. *Wintersmith*. HarperCollins/HarperTempest, 2006; ISBN-13: 978-0060890315; \$16.99.
- Price, Charlie. *Dead Connection*. Roaring Brook, 2006; ISBN-13: 978-1596431140; \$16.95.
- Reinhardt, Dana. *A Brief Chapter in My Impossible Life*. Random House/Wendy Lamb, 2006; ISBN-13: 978-0385909404; \$15.95.
- Rosoff, Meg. *Just in Case*. Random House/Wendy Lamb, 2006; ISBN-13: 978-0385746786; \$16.95.
- Sayres, Meghan Nuttall. *Anabita's Woven Riddle*. Abrams/Amulet, 2006; ISBN-13: 978-0810954816; \$16.95.
- Sedgwick, Marcus. *The Foreshadowing*. Random House/Wendy Lamb, 2006; ISBN-13: 978-0385746465; \$16.95.
- Selvadurai, Shyam. *Swimming in the Monsoon Sea*. Tundra, 2005; ISBN-13: 978-0887767357; \$18.95.
- Smelcer, John. *The Trap*. Henry Holt, 2006; ISBN-13: 978-0805079395; \$15.95.
- Stahler, David, Jr. *Doppelganger*. HarperCollins/Eos, 2006; ISBN-13: 978-0060872328; \$16.99.
- Stassen, Jean-Philippe. *Deogratias, a Tale of Rwanda*. Roaring Brook/First Second, 2006; ISBN-13: 978-1596431034; \$16.95.
- Sturtevant, Katherine. *A True and Faithful Narrative*. Farrar, Straus and Giroux, 2006; ISBN-13: 978-0374378097; \$17.
- Tharp, Tim. *Knights of the Hill Country*. Random House/Knopf, 2006; ISBN-13: 978-0375836534; \$16.95.
- Turner, Megan Whalen. *The King of Attolia*. HarperCollins/Greenwillow, 2006; ISBN-13: 978-0060835774 \$16.99.
- Twice Told: Original Stories Inspired by Original Artwork*. Drawings by Scott Hunt. Penguin Group USA/Dutton, 2006; ISBN-13: 978-0525468189; \$19.99.
- Vaught, Susan. *Trigger*. Bloomsbury, 2006; ISBN-13: 978-1582349206; \$16.95.
- Vizzini, Ned. *It's Kind of a Funny Story*. Hyperion/Miramax, 2006; ISBN-13: 978-0786851966; \$16.95.
- Volponi, Paul. *Rooftop*. Penguin Group USA/Viking, 2006; ISBN-13: 978-0670060696; \$15.99.
- Vrettos, Adrienne Maria. *Skin*. Simon & Schuster/Margaret K. McDermery, 2006; ISBN-13: 978-1416906551; \$16.95.
- Werlin, Nancy. *The Rules of Survival*. Penguin Group USA/Dial, 2006; ISBN-13: 978-0803730014; \$16.99.
- Wittlinger, Ellen. *Blind Faith*. Simon & Schuster, 2006; ISBN-13: 978-1416902737; \$15.95.
- Wooding, Chris. *Storm Thief*. Scholastic/Orchard, 2006; ISBN-13: 978-0439865135; \$16.99.
- Woodrell, Daniel. *Winter's Bone: A Novel*. Little, Brown, 2006; ISBN-13: 978-0316057554; \$22.99.
- Yang, Gene Luen. *American Born Chinese*. Roaring Brook/First Second, 2006; ISBN-13: 978-0596431522; \$16.95.
- Zusak, Markus. *The Book Thief*. Random House/Alfred A. Knopf, 2006; ISBN-13: 978-0375831003; \$16.95. **YALS**

Members of the 2007 Best Books for Young Adults Committee are chair Karyn N. Silverman, Little Red School House and Elisabeth Irwin High School, New York City; Rose M. Allen, Mount Prospect (Ill.) Public Library; Lynn E. Evarts, Sauk Prairie High School, Prairie du Sac, Wis.; Ashley Flaherty, Columbus (Ohio) Metropolitan Library; Caroline Kienzle, Coppell, Tex.; Holly Koelling, King County (Wash.) Library System; Jeanette Larson, Austin, Tex.; Gregory Lum, Jesuit High School, Portland, Ore.; Rick Orsillo, King County (Wash.) Library System; Sharon Rawlins, New Jersey Library for the Blind and Handicapped, Trenton, N.J.; Hollis Rudiger, Cooperative Children's Book Center, University of Wisconsin-Madison; Lynn M. Rutan, West Ottawa Public Schools, Holland, Mich.; Edward A. Spicer, Michigan Reading Journal; Deborah Taylor, Enoch Pratt Free Library, Baltimore; and Jennifer Mattson, consultant, Booklist, Chicago. Administrative assistant: Amy Chow, New York Public Library.

Popular Paperbacks for Young Adults

YALSA's Popular Paperbacks for Young Adults Committee announced its 2007 selections, which were finalized at the ALA Midwinter Meeting in Seattle in January. This year's committee produced four lists of selected titles with the following topics: Get Creative; Religion: Relationship with the Divine; I'm Not Making This Up: Addictive Nonfiction; and What's So Funny?

"The unique quality of the Popular Paperbacks lists are their topical arrangement, perfect for connecting books with just the right readers," said the committee's chair, Diane Emge Colson. "This year we have a fabulous choice of topics, with fiction ranging from the serious intimacy of religious belief to the wackiness of teen humor. We also have selected our best choices in nonfiction for young adults, and some wonderful books to inspire teen creativity."

Get Creative

Committee member Melissa Rabey said, "Creativity goes beyond a piano or a paintbrush—this list demonstrates that there is no limit on art and imagination."

- Bang, Molly. *Picture This: How Pictures Work*. Seastar, 2000; ISBN-10: 1587170299; \$12.95.
- Barry, Lynda. *One Hundred Demons*. Sasquatch Books, 2005; ISBN-10: 1570614598; \$17.95.
- Carle, Megan and Jill. *Teens Cook: How to Cook What You Want to Eat*. Ten Speed Press, 2004; ISBN-10: 1580085849; \$19.95.
- Cirrone, Dorian. *Dancing in Red Shoes Will Kill You*. Harper Trophy, 2006; ISBN-10: 0060557036; \$7.99.
- Frank, Hillary. *Better Than Running at Night*. Houghton Mifflin, 2002; ISBN-10: 0618250735; \$10.
- Gaines, Thom. *Digital Photo Madness! 50 Weird and Wacky Things to Do With Your Digital Camera*. Lark, 2006; ISBN-10: 1579906249; \$9.95.

- Greenberg, Jan, and Sandra Jordan. *Vincent Van Gogh: Portrait of an Artist*. Yearling, 2003; ISBN-10: 0440419174; \$6.99.
- Grimes, Nikki. *Bronx Masquerade*. Puffin, 2003; ISBN-10: 0142501891; \$5.99.
- Hart, Christopher. *Manga Mania: How to Draw Japanese Comics*. Watson-Guptill, 2001; ISBN-10: 0823030350; \$19.95.
- Koja, Kathe. *Straydog*. Puffin, 2004; ISBN-10: 0142400718; \$5.99.
- Lanier, Troy, and Clay Nichols. *Filmmaking for Teens: Pulling Off Your Shorts*. Michael Wiese Productions, 2005; ISBN-10: 1932907041; \$18.95.
- Lenhard, Elizabeth. *Chicks with Sticks: It's a Purl Thing*. Puffin, 2006; ISBN-10: 0142406953; \$6.99.
- Monster Garage: How to Customize Damn Near Anything*. Ed. Lee Klancher. Motorbooks International, 2003; ISBN-10: 0760317488; \$19.95.
- Murillo, Kathy Cano. *Crafty Chica's Art de la Soul*. HarperCollins, 2006; ISBN-10: 0060789425; \$19.95.
- Myers, Walter Dean. *Autobiography of My Dead Brother*. Amistad, 2006; ISBN-10: 0060582936; \$6.99.
- Nikolay, Megan. *Generation T: 108 Ways to Transform a T-Shirt*. Workman, 2006; ISBN-10: 0761137858; \$14.95.
- Okey, Shannon. *Knitrrr!: Learn to Knit with 15 Fun and Funky Projects*. Watson-Guptill, 2005; ISBN-10: 0823026183; \$9.95.
- O'Neil, Dennis. *The DC Comics Guide to Writing Comics*. Watson-Guptill, 2001; ISBN-10: 0823010279; \$19.95.
- Partridge, Elizabeth. *Restless Spirit: The Life and Work of Dorothea Lange*. Puffin, 2001; ISBN-10: 0142300241; \$11.99.
- Salzman, Mark. *True Notebooks: A Writer's Year at Juvenile Hall*. Vintage, 2004; ISBN-10: 0375727612; \$13.95.
- Sonnenblick, Jordan. *Drums, Girls and Dangerous Pie*. Scholastic, 2006; ISBN-10: 0439755204; \$5.99.
- Talbot, Bryan. *The Tale of One Bad Rat*. Dark Horse Comics, 1995; ISBN-10: 1569710775; \$14.95.

Todd, Mark, and Esther Pearl Watson. *Whatcha Mean, What's a Zine? The Art of Making Zines and Mini-Comics*. Graphia, 2006; ISBN-10: 0618563156; \$12.99.

Vitkus, Jessica. *AlternaCrafts*. Stewart, Tabori and Chang, 2005; ISBN-10: 1584794569; \$19.95.

Yazawa, Ai. *Paradise Kiss, Vol. 1*. Tokyopop, 2002; ISBN-10: 1931514607; \$9.99.

Religion: Relationship with the Divine

Committee member Allan O'Grady Cuseo said this theme speaks to the many different paths that lead to a spiritual awakening. "An experience with the divine can certainly change your life. Whether you've found your path or are still searching, these books with diverse characters, formats, and insights, will surely please."

Abrams, Judith Z. *The Secret World of Kabbalah*. Kar-Ben Publishing, 2006; ISBN-10: 1580132243; \$9.95.

Adelman, Penina, Ali Feldman, and Shulamit Reinharz. *The Jgirl's Guide: The Young Jewish Woman's Handbook for Coming of Age*. Jewish Lights, 2005; ISBN-10: 1580232159; \$14.99.

Bardi, Abby. *The Book of Fred*. Washington Square, 2002; ISBN-10: 0743411943; \$13.

Beale, Fleur. *I Am Not Esther*. Hyperion, 2004; ISBN-10: 0786816732; \$6.99.

Carlson, Melody. *Finding Alice*. Waterbrook Press, 2003; ISBN-10: 1578567734; \$19.99.

Cooper, Ilene. *Sam I Am*. Scholastic, 2006; ISBN-10: 043943968X; \$5.99.

Dayton, Anne, and May Vanderbilt. *Emily Ever After*. Broadway Books, 2005; ISBN-10: 0385514638; \$11.95.

Haddix, Margaret Peterson. *Leaving Fishers*. Simon Pulse, 1999; ISBN-10: 068986793X; \$5.99.

Hautman, Pete. *Godless*. Simon Pulse, 2005; ISBN-10: 1416908161; \$7.99.

Heuston, Kimberley. *The Shakeress*. Penguin Puffin, 2004; ISBN-10: 0142400548; \$6.99.

Jacobson, Jennifer Richard. *Stained*. Simon Pulse, 2006; ISBN-10: 1416913378; \$6.99.

Kass, Pnina Moed. *Real Time*. Graphia, 2006; ISBN-10: 061869174X; \$7.99.

Koja, Kathe. *Buddha Boy*. Puffin, 2004; ISBN-10: 0142402095; \$5.99.

Littman, Sarah Darer. *Confessions of a Closet Catholic*. Puffin, 2006; ISBN-10: 0142405973; \$5.99.

Nolan, Han. *When We Were Saints*. Harcourt, 2005; ISBN-10: 0152053220; \$6.95.

Ravenwolf, Silver. *Teen Witch: Wicca for a New Generation*. Llewellyn, 1998; ISBN-10: 1567187250; \$12.95.

Rinaldi, Ann. *The Staircase*. Harcourt, 2002; ISBN-10: 0152167889; \$6.

Roth, Matthue. *Never Mind the Goldbergs*. Push, 2005; ISBN-10: 0385514638; \$7.99.

Rylant, Cynthia. *God Went to Beauty School*. HarperTempest, 2006; ISBN-10: 0060094354; \$4.99.

Stolarz, Laurie Faria. *Blue Is for Nightmares*. Llewellyn, 2003; ISBN-10: 0738703915; \$8.95.

Tezuka, Osamu. *Buddha, Vol. 1: Kapilavastu*. Vertical, 2006; ISBN-10: 193223456X; \$14.95.

Turnbull, Ann. *No Shame, No Fear*. Candlewick, 2006; ISBN-10: 0763631906; \$8.99.

Wiesel, Elie. *Night*. Hill and Wang, 2006; ISBN-10: 0374500010; \$9.

I'm Not Making This Up: Addictive Nonfiction

Committee member Marin Younker had this to say about addictive nonfiction: "Fiction? We don't need no stinking fiction! Novels aren't the only stories that suck you in and take you on a journey. Read any one of these books for an eye-opening look at legends, life, history, and more."

Ahmedi, Farah, with Tamin Ansary. *The Other Side of the Sky*. Simon Spotlight, 2006; ISBN-10: 141691837X; \$12.95.

Baskin, Julia. *The Notebook Girls*. Warner Books, 2006; ISBN-10: 0446578622; \$22.95.

Boese, Alex. *Hippo Eats Dwarf: A Field Guide to Hoaxes and Other B.S.* Harvest Books, 2006; ISBN-10: 0156030837; \$14.

Capote, Truman. *In Cold Blood*. Vintage, 1994; ISBN-10: 0679745580; \$14.

Capuzzo, Michael. *Close to Shore: The Terrifying Shark Attacks of 1916*. Broadway Books, 2002; ISBN-10: 0767904141; \$14.95.

Davis, James. *Skateboarding Is Not a Crime: 50 Years of Street Culture*. Firefly Books, 2004; ISBN-10: 1554070015; \$19.95.

DiClaudio, Dennis. *The Hypochondriac's Pocket Guide to Horrible Diseases You Probably Already Have*. Bloomsbury, 2005; ISBN-10: 1596910615; \$14.95.

Fleischman, John. *Phineas Gage: A Gruesome but True Story about Brain Science*. Houghton Mifflin, 2004; ISBN-10: 0618494782; \$8.95.

Genat, Robert. *Lowriders*. Motorbooks International, 2001; ISBN-10: 0760309620; \$14.95.

- Kool Moe Dee. *There's a God on the Mic: The Fifty Greatest MCs.* Thunder's Mouth, 2003; ISBN-10: 1560255331; \$24.95.
- Nelson, Peter. *Left for Dead: A Young Man's Search for Justice for the USS Indianapolis.* Random House, 2003; ISBN-10: 0385730918; \$8.95.
- Northcutt, Wendy. *The Darwin Awards: Evolution in Action.* Penguin Putnam, 2002; ISBN-10: 0452283442; \$12.
- Owen, David. *Hidden Evidence: Forty True Crimes and How Forensic Science Helped Solve Them.* Firefly, 2000; ISBN-10: 1552094839; \$24.95.
- Palmer, Chris. *Streetball: All the Ballers, Moves, Slams, and Shine.* HarperInformation, 2004; ISBN-10: 0060724447; \$16.95.
- Roach, Mary. *Stiff: The Curious Lives of Human Cadavers.* W. W. Norton, 2004; ISBN-10: 0393324826; \$13.95.
- Rothbart, Davy. *Found: The Best Lost, Tossed, and Forgotten Items from Around the World.* Fireside, 2004; ISBN-10: 0743251148; \$14.
- Runyon, Brent. *The Burn Journals.* Vintage, 2005; ISBN-10: 1400096421; \$12.95.
- Satrapi, Marjane. *Persepolis, Vol. 1: The Story of a Childhood.* Pantheon Books, 2004; ISBN-10: 037571457X; \$11.95.
- Sebold, Alice. *Lucky.* Back Bay, 2002; ISBN-10: 0316096199; \$11.95.
- Shaw, Maria. *Maria Shaw's Star Gazer: Your Soul Searching, Dream Seeking, Make Something Happen Guide to the Future.* Llewellyn, 2003; ISBN-10: 0738704229; \$17.95.
- Silverstein, Ken. *The Radioactive Boy Scout: The Frightening True Story of a Whiz Kid and His Homemade Nuclear Reactor.* Villard, 2005; ISBN-10: 0812966600; \$13.95.
- Szpirglas, Jeff. *Gross Universe: Your Guide to All Disgusting Things under the Sun.* Maple Tree Press, 2006; ISBN-10: 1897066392; \$9.95.
- Tupac: Resurrection.* Eds. Jacob Hoyer and Carolyn Ali. Atria Books, 2006; ISBN-10: 074317435X; \$18.95.
- Zailckas, Koren. *Smashed.* Penguin, 2006; ISBN-10: 0143036475; \$14.
- Zimmerman, Keith, and Kent Zimmerman. *Mythbusters: The Explosive Truth Behind 30 of the Most Perplexing Urban Legends of All Time.* Simon Spotlight, 2005; ISBN-10: 141690929X; \$15.95.
- Allen, Will. *Swords for Hire.* Centerpunch, 2003; ISBN-10: 0972488200; \$6.95.
- Azuma, Kiyohiko. *Yotsuba&! Volume 1.* A. D. Vision, 2005; ISBN-10: 1413903177; \$9.99.
- Bauer, Joan. *Thwunk.* Penguin, 2005; ISBN-10: 0142404292; \$7.99.
- Douglas, Lola. *True Confessions of a Hollywood Starlet.* Razorbill, 2006; ISBN-10: 159514093X; \$6.99.
- Gaiman, Neil, and Terry Pratchett. *Good Omens: The Nice and Accurate Prophecies of Agnes Nutter, Witch.* HarperTorch, 2006; ISBN-10: 0060853980; \$7.99.
- Goldschmidt, Judy. *The Secret Blog of Raisin Rodriguez.* Penguin, 2006; ISBN-10: 1595140719; \$5.99.
- Groening, Matt. *Simpsons Comics Barn Burner.* HarperCollins, 2005; ISBN-10: 0060748184; \$14.95.
- Jones, Diana Wynne. *The Tough Guide to Fantasyland.* Puffin, 2006; ISBN-10: 0142407224; \$9.99.
- Korman, Gordon. *No More Dead Dogs.* Hyperion, 2000; ISBN-10: 0786816015; \$5.99.
- . *Son of the Mob: Hollywood Hustle.* Hyperion, 2004; ISBN-10: 0786809191; \$5.99.
- Limb, Sue. *Girl, 15, Charming but Insane.* Delacorte, 2005; ISBN-10: 0385732155; \$8.95.
- Martinez, A. Lee. *Gil's All Fright Diner.* Tor, 2005; ISBN-10: 0765350017; \$6.99.
- Moore, Christopher. *Bloodsucking Fiends: A Love Story.* HarperCollins, 1995; ISBN-10: 0060735414; \$12.95.
- Parel, David. *Bat Boy Lives! The Weekly World News Guide to Politics, Culture, Celebrities, Alien Abductions, and the Mutant Freaks That Shape Our World.* Sterling, 2005; ISBN-10: 1402728239; \$12.95.
- Payne, C. D. *Frisco Pigeon Mambo.* Aivia Press, 2000; ISBN-10: 1882647246; \$12.95.
- Rallison, Janette. *Life, Love, and the Pursuit of Free Throws.* Walker, 2006; ISBN-10: 080278898X; \$6.95.
- Rees, Douglas. *Vampire High.* Laurel Leaf, 2005; ISBN-10: 044023834X; \$5.
- Riley, Andy. *The Book of Bunny Suicides.* Penguin, 2003; ISBN-10: 0452285186; \$10.
- Shusterman, Neil. *The Schwa Was Here.* Puffin, 2006; ISBN-10: 0142405779; \$5.99.
- Smith, Jeff. *Out from Boneville.* Graphix, 2005; ISBN-10: 0439706408; \$9.99.
- Vizzini, Ned. *Be More Chill.* Miramax, 2005; ISBN-10: 0786809965; \$7.99.
- Watterson, Bill. *The Calvin and Hobbes Tenth Anniversary Book.* Andrews McMeel Publishing, 1995; ISBN-10: 0836204387; \$16.95.

What's So Funny?

Finally, committee member Carlie Kraft Webber was unable to comment on this theme because she was too busy trying to figure out why the chicken crossed the road.

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By ALA Notable Book Author

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IN AND OUT OF YOUR MIND
Teen Science: Human Bites

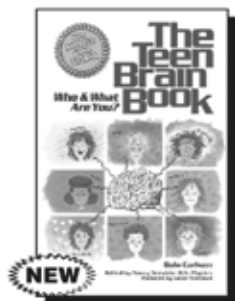
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Wilson, Daniel H. *How to Survive a Robot Uprising*. Bloomsbury, 2005; ISBN-10: 1582345929; \$12.95. **YALS**

The members of the 2006–2007 Popular Paperbacks for Young Adult Committee are chair Diane Emge Colson, Alachua County (Fla.) Library District; Alison Hendon, administrative assistant and committee member, Brooklyn (N.Y.) Public Library; Meghan L. F. Baranski, Topeka & Shawnee County (Kans.) Public Library; Karen Brooks-Reese, Carnegie Library of Pittsburgh and Pittsburgh District Library Center;

Allan O'Grady Cuseo, Bishop Kearney High School, Rochester, N.Y.; Elizabeth Elam, Prince Georges County (Md.) Memorial Library; Kristin Fletcher-Spear, Glendale (Ariz.) Public Library, Foothills Branch; Nancy Reich, Los Angeles Unified School District; Kathryn Olson, San Francisco Public Library; Ann Perrigo, Allegan (Mich.) Public Library; Susan Person, Columbine (Colo.) Library; Melissa Rabey; Caryn Sipos, Tigard (Ore.) Public Library; Carlie Kraft Webber, Bergen County (N.J.) Cooperative Library System; and J. Marin Younker, Seattle Public Library.

LOWRY continued from page 24

recipient of this prestigious award presented by YALSA and sponsored by School Library Journal. Lowry will be honored at the YALSA Awards Luncheon and presented with a citation and cash prize of \$2,000 on June 23, 2007, as part of the 2007 ALA Annual Conference in Washington, D.C. **YALS**

Members of the Margaret A Edwards 2007 Awards Committee are chair Mary Hastler, Baltimore County (Md.) Public Library; Ruth Allen, Multnomah County (Ore.) Library; Eliza T. Dresang, Florida State

University; Teri S. Lesesne, Sam Houston State University, Tex.; and Terry Young, University of New Orleans.

References

1. Lois Lowry, "Biography," www.loislowry.com/bio.html (accessed Jan. 3, 2007).
2. "Contemporary Authors Online," Thompson Gale, www.gale.com (2006) (accessed Jan. 3, 2007).
3. Ibid.
4. Ibid.

New & Expanded Web Resources!

- YALSA wiki: <http://wikis.ala.org/yalsa>
- YALSA Fiftieth Anniversary wiki: <http://wikis.ala.org/yalsa50>
- YALSA on MySpace: www.myspace.com/yalsa
- YALSA on Flickr: www.flickr.com/photos/yalsa
- YALSA blog & podcasts: <http://blogs.ala.org/yalsa.php>
- ALA Social Networking wiki: <http://wikis.ala.org/iwa>
- Read, Write, Connect to ALA: <http://wikis.ala.org/readwriteconnect>
- ALA Annual Conference wiki: <http://wikis.ala.org/annual2007>

Alex Awards

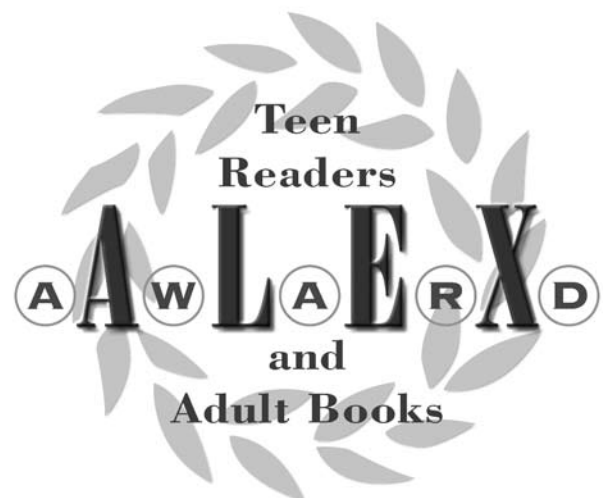
The Alex Awards were created to recognize that many teens enjoy and often prefer books written for adults, and to assist librarians in recommending adult books that appeal to teens. The award is named in honor of the late Margaret Alexander Edwards, fondly called "Alex" by her closest friends, a YA specialist at the Enoch Pratt Free Library in Baltimore. She used adult books extensively with young adults to broaden their experience and enrich their understanding of themselves and their world.

YALSA has selected ten adult books that will appeal to teen readers to receive the 2007 Alex Award. The awards, sponsored by the Margaret Alexander Edwards Trust, were announced at the 2007 ALA Midwinter Meeting in Seattle in January. The ten adult books chosen as great reads for teens are:

- Connolly, John. *The Book of Lost Things*. Simon & Schuster, 2006; ISBN-13: 978-0743298858; \$23.
- Doig, Ivan. *The Whistling Season*. Harcourt, 2006; ISBN-13: 978-0151012374; \$25.
- D'Orso, Michael. *Eagle Blue: A Team, A Tribe, and A High School Basketball Season in Arctic Alaska*. Bloomsbury, 2006; ISBN-13: 978-1582346236; \$23.95.
- Gruen, Sara. *Water for Elephants*. Algonquin, 2006; ISBN-13: 978-1565124998; \$23.95.
- Hamamura, John. *Color of the Sea*. Thomas Dunne, 2006; ISBN-13: 978-0312340735; \$24.95.
- Joern, Pamela Carter. *The Floor of the Sky*. University of Nebraska Press, 2007; ISBN-13: 978-0803276314; \$16.95.
- Lewis, Michael. *The Blind Side: Evolution of a Game*. Norton, 2006; ISBN-13: 978-0393061239; \$24.95.
- Mitchell, David. *Black Swan Green*. Random House, 2006; ISBN-13: 978-1400063796; \$23.95.
- Rash, Ron. *The World Made Straight*. Henry Holt, 2006; ISBN-13: 978-0805078664; \$24.
- Setterfield, Diane. *The Thirteenth Tale*. Atria, 2006; ISBN-13: 978-0743298025; \$26.

In addition to selecting titles for the Alex Awards, the Alex Committee presents a program at ALA Annual Conference. The 2007 program will take place from 4 to 5:30 p.m. on Saturday, June 24, in Washington, D.C., and will highlight how to booktalk the Alex winners to young adults. **YALS**

The members of the 2007 Alex Awards Committee are chair Terry Beck, Sno-Isle Libraries, Wash.; Angela Carstensen, Convent of the Sacred Heart, New York City; Priscille M. Dando, Robert E. Lee High School, Springfield, Va.; Jennifer Jung Gallant, Elyria (Ohio) Public Library; Betsy Levine, San Francisco Public Library; Charli M. Osborne, Oxford (Mich.) Public Library; Victor Schill, Harris County (Tex.) Public Library; John Sexton, Ashland (Ore.) Branch Library; Karlan Sick, New York City; and Gillian Engberg, Booklist, Chicago. Administrative Assistant: Judy Sasges, Sno-Isle Libraries, Wash.



Quick Picks for Reluctant Young Adult Readers

YALSA has announced its annual recommended list of Quick Picks for Reluctant Young Adult Readers for 2007. The list was released during the ALA Midwinter Meeting in Seattle in January. Compiled by an eleven-member committee, the seventy-six titles on the list were published in late 2005 through 2006 and represent more than thirty-five different publishers. Thirty of the titles are nonfiction and forty-six are fiction.

The Quick Picks committee seeks books that teens, ages twelve to eighteen, will pick up on their own and read for pleasure. The list is geared to the teenager who, for whatever reason, does not like to read; however, the list is not intended for teenagers with reading disabilities, though some of the selected titles may be appropriate for those teens. Teen input is a vital aspect in the final decision of the committee. Committee members spend countless hours reading, selecting books to nominate, and working one-on-one with reluctant readers to gauge their interest in the books.

2007 Top Ten Quick Picks for Reluctant Young Adult Readers

- Cohn, Rachel, and David Levithan. *Nick and Norah's Infinite Playlist*. Random House/Alfred A. Knopf, 2006; ISBN-13: 978-0375835315; \$16.95.
- Davidson, Dana. *Played*. Hyperion/ Jump at the Sun, 2005; ISBN-13: 978-0786836901; \$16.99.
- de la Cruz, Melissa. *Blue Bloods*. Hyperion, 2006; ISBN-13: 978-0786838929; \$15.99.
- Giles, Gail. *What Happened to Cass McBride*. Little, Brown, 2006; ISBN-13: 978-0316166386; \$16.99.
- Gruner, Jessica, and Buzz Parker. *Emily the Strange: The Lost Issue*. Dark Horse, 2005; ISBN-13: 978-1593074296; \$7.95.
- Saltz, Ina. *Body Type: Intimate Messages Etched in Flesh*. Abrams, 2006; ISBN-13: 978-0810970502; \$19.95.
- Seckel, Al. *Optical Illusions: The Science of Visual Perception*. Firefly Books, 2006; ISBN-13: 978-1554071722; \$35.

- Sniegowski, Tom. *Sleeper Agenda*. Penguin/Razorbill, 2006; ISBN-13: 978-1595140531; \$6.99.
- . *Sleeper Code*. Penguin/Razorbill, 2006; ISBN-13: 978-1595140524; \$6.99.
- van Diepen, Allison. *Street Pharm*. Simon & Schuster/Simon Pulse, 2006; ISBN-13: 978-1416911548; \$6.99.
- Warren, Frank. *PostSecret: Extraordinary Confessions from Ordinary Lives*. HarperCollins/Regan Books, 2006; ISBN-13: 978-0060899196; \$24.95.

2007 Quick Picks for Reluctant Young Adult Readers

Nonfiction

- Allen, Judy. *Unexplained: An Encyclopedia of Curious Phenomena, Strange Superstitions and Ancient Mysteries*. Kingfisher, 2006; ISBN-13: 978-0753459508; \$19.95.
- Ask CosmoGirl! *about Guys*. Sterling, 2006; ISBN-13: 978-1588164858; \$5.95.
- Ask CosmoGirl! *about Your Body*. Sterling, 2006; ISBN-13: 978-1588164865; \$5.95.
- Bancroft, Tom. *Creating Characters with Personality*. Watson-Guptill, 2006; ISBN-13: 978-0823023493; \$19.95.
- Benton, Jim. *It's Happy Bunny: What's Your Sign?* Scholastic, 2005; ISBN-13: 978-0439705929; \$7.99.
- Blattberg, Julie, and Wendi Koontz. *Backstage with Beth and Trina: A Scratch and Sniff Adventure*. Abrams, 2006; ISBN-13: 978-0810970519; \$14.95.
- Cooper, Martha, Nika Kramer, and Rokafella. *We B*Girlz*. powerHouse Books/Miss Rosen Editions, 2005; ISBN-13: 978-1576872697; \$24.95.
- CosmoGirl! *Words to Live By*. Sterling/Hearst, 2006; ISBN-13: 978-1588165282; \$6.95.
- Garza, Mario. *Stuff on My Cat*. Chronicle, 2006; ISBN-13: 978-0811855389; \$9.95.

Halls, Kelly Milner, Rick Spears, and Roxyanne Young. *Tales of the Cryptids: Mysterious Creatures That May or May Not Exist*. Darby Creek Publishing, 2006; ISBN-13: 978-1581960495; \$18.95.

Hart, Christopher. *Manga Mania: Chibi and Furry Characters: How to Draw the Adorable Mini-Characters and Cool Cat-girls of Japanese Comics*. Watson-Guptill, 2006; ISBN-13: 978-0823029778; \$19.95.

Lee, Lela. *Still Angry Little Girls*. Abrams, 2006; ISBN-13: 978-0810949157; \$14.95.

Leonetti, Mike, and John Iaboni. *Football Now!* Firefly Books, 2006; ISBN-13: 978-1554071494; \$24.95.

Masessa, Ed, and Daniel Jankowski. *The Wandmaker's Guidebook*. Scholastic, 2006; ISBN-13: 978-043986253; \$19.99.

Masyga, Mark, and Martin Ohlin. *Peeps: A Candy-Coated Tale*. Abrams, 2006; ISBN-13: 978-0810959958; \$14.95.

Monsters: A Celebration of the Classics from Universal Studios. Ballantine/Del Ray, 2006; ISBN-13: 978-0345484851; \$29.95.

My So-Called Digital Life: 2,000 Teenagers, 300 Cameras, and 30 Days to Document Their World. Ed. Bob Pletka. Santa Monica Press, 2005; ISBN-13: 978-1595800053; \$24.95.

Oser, Bodhi. *Fuck This Book*. Chronicle, 2005; ISBN-13: 978-0811850728; \$14.98.

Pick Me Up: Stuff You Need to Know. DK Publishing, 2006; ISBN-13: 978-0756621599; \$29.99.

Rannels, Melissa, Melissa Alvarado, and Hope Meng. *Sew Subversive: Down and Dirty DIY for the Fabulous Fashionista*. Taunton, 2006; ISBN-13: 978-1561588091; \$14.95.

Rogge, Hannah, and Marianne Rafter. *Hardware: Jewelry from a Toolbox*. Stewart, Tabori & Chang, 2006; ISBN-13: 978-1584794806; \$18.95.

Saltz, Ina. *Body Type: Intimate Messages Etched in Flesh*. Abrams, 2006; ISBN-13: 978-0810970502; \$19.95.

Schutz, Samantha. *I Don't Want To Be Crazy: A Memoir of Anxiety Disorder*. Scholastic/Push, 2006; ISBN-13: 978-0439805186; \$16.99.

Scott, Damien, and Kris Ex. *How to Draw Hip Hop*. Watson-Guptill, 2006; ISBN-13: 978-0823014460; \$19.95.

Seckel, Al. *Optical Illusions: The Science of Visual Perception*. Firefly Books, 2006; ISBN-13: 978-1554071722; \$35.

Skate and Destroy: The First 25 Years of Thrasher Magazine. Rizzoli/Universe Publishing, 2006; ISBN-13: 978-0789313867; \$23.50.

Trumbauer, Lisa. *A Practical Guide to Dragons*. Wizards of the Coast/Mirrorstone, 2006; ISBN-13: 978-0786941643; \$12.95.

Warren, Frank. *PostSecret: Extraordinary Confessions from Ordinary Lives*. HarperCollins/Regan Books, 2006; ISBN-13: 978-0060899196; \$24.95.

Williamson, Kate T., Jennifer Butefish, and Maria Fernanda Soares. *Hello Kitty through the Seasons*. Abrams, 2006; ISBN-13: 978-0810959934; \$14.95.

Fiction

Araki, Hirohiko. *JoJo's Bizarre Adventure, Volume 1*. Tr. Alexis Kirsch. VIZ Media, 2005; ISBN-13: 978-1591167549; \$7.99.

Barnes, Derrick. *The Making of Dr. Truelove*. Simon & Schuster/Simon Pulse, 2006; ISBN-13: 978-1416914396; \$7.99.

Booth, Coe. *Tyrell*. Scholastic/Push, 2006; ISBN-13: 978-0439838795; \$16.99.

Chayamachi, Suguro. *Devil May Cry 3: Volume One: Code One: Dante*. Tr. Ray Yoshimoto. Tokyopop, 2005; ISBN-13: 978-1598160314; \$9.99.

Cohn, Rachel, and David Levithan. *Nick and Norah's Infinite Playlist*. Random House/Alfred A. Knopf, 2006; ISBN-13: 978-0375835315; \$16.95.

Davidson, Dana. *Played*. Hyperion/Jump at the Sun, 2005; ISBN-13: 978-0786836901; \$16.99.

de la Cruz, Melissa. *Blue Bloods*. Hyperion, 2006; ISBN-13: 978-0786838929; \$15.99.

Easton, Kelly. *Aftershock*. Simon & Schuster/Margaret K. McElderry Books, 2006; ISBN-13: 978-1416900528; \$16.95.

Friend, Natasha. *Lush*. Scholastic, 2006; ISBN-13: 978-0439853460; \$16.99.

Giffen, Keith, and Benjamin Roman. *I Luv Halloween: Volume One*. Tokyopop, 2005; ISBN-13: 978-1595328311; \$9.99.

———. *I Luv Halloween: Volume Two*. Tokyopop, 2006; ISBN-13: 978-1595328328; \$9.99.

Giles, Gail. *What Happened to Cass McBride*. Little, Brown, 2006; ISBN-13: 978-0316166386; \$16.99.

Grant, Vicki. *Pigboy*. Orca Currents, 2006; ISBN-13: 978-1551436661; \$14.95.

Gruner, Jessica, and Buzz Parker. *Emily the Strange: The Lost Issue*. Dark Horse, 2005; ISBN-13: 978-1593074296; \$7.95.

Hayes, Stormcrow, and Rob Steen. *Afterlife #1*. Tokyopop, 2006; ISBN-13: 978-1598166927; \$9.99.

Henry, April. *Shock Point*. Penguin/Putnam, 2006; ISBN-13: 978-0399243851; \$16.99.

Hoffman, Kerry Cohen. *Easy*. Simon & Schuster, 2006; ISBN-13: 978-1416914259; \$15.95.

Jenkins, A. M. *Beating Heart*. HarperCollins, 2006; ISBN-13: 978-0060546076; \$15.99.

- Juwell and Precious. *The Ab-solute Truth*. Precioustymes Entertainment, 2005; ISBN-13: 978-0972932547; \$6.99.
- Korman, Gordon. *Abduction (Kidnapped, Book 1)*. Scholastic, 2006; ISBN-13: 978-0439847773; \$4.99.
- . *Born to Rock*. Hyperion, 2006; ISBN-13: 978-0786809202; \$15.99.
- Lowell, Pamela. *Returnable Girl*. Marshall Cavendish, 2006; ISBN-13: 978-0761453178; \$16.99.
- Lubber, Captain William. *Pirateology: The Pirate Hunter's Companion*. Ed. Dugald A. Steer. Candlewick, 2006; ISBN-13: 978-0763631437; \$19.99.
- Mac, Carrie. *Crush*. Orca, 2006; ISBN-13: 978-1551435268; \$7.95.
- Mancusi, Mari. *Boys That Bite*. Penguin/Berkley Jam Books, 2006; ISBN-13: 978-0425209424; \$9.99.
- Marunas, Nathaniel, and Erik Craddock. *Manga Claus: The Blade of Kringle*. Penguin/Razorbill, 2006; ISBN-13: 978-1595141347; \$12.99.
- McClintock, Norah. *Tell*. Orca, 2006; ISBN-13: 978-1551436722; \$14.95.
- McCormick, Patricia. *Sold*. Hyperion, 2006; ISBN-13: 978-0786851713; \$15.99.
- Meyer, Stephenie. *New Moon*. Little, Brown/Megan Tingley, 2006; ISBN-13: 978-0316160193; \$17.99.
- Myers, Walter Dean. *Street Love*. HarperCollins/Amistad, 2006; ISBN-13: 978-0060280796; \$15.99.
- Neenan, Colin. *Thick*. Brown Barn Books, 2006; ISBN-13: 978-0974648194; \$6.95.
- Nelson, Blake. *Paranoid Park*. Penguin/Viking, 2006; ISBN-13: 978-0670061181; \$15.99.
- Pagliarulo, Antonio. *A Different Kind of Heat*. Random House/Delacorte, 2006; ISBN-13: 978-0385732987; \$9.99.
- Pearsall, Shelly, and Javaka Steptoe. *All of the Above*. Little, Brown, 2006; ISBN-13: 978-0316115247; \$15.99.
- Peters, Kimberly. *Painting Caitlyn*. Lobster Press, 2006; ISBN-13: 978-1897073407; \$9.95.
- Plum-Ucci, Carol. *The Night My Sister Went Missing*. Harcourt, 2006; ISBN-13: 978-0152047580; \$17.
- Ruby, Laura. *Good Girls*. HarperCollins/HarperTempest, 2006; ISBN-13: 978-0060882235; \$17.89.
- Singleton, Linda. *Witch Ball* (Seer Series). Llwellyn Publications, 2006; ISBN-13: 978-0738708218; \$6.99.
- Sniegowski, Tom. *Sleeper Agenda*. Penguin/Razorbill, 2006; ISBN-13: 978-1595140531; \$6.99.
- . *Sleeper Code*. Penguin/Razorbill, 2006; ISBN-13: 978-1595140524; \$6.99.
- Stewart, Sean, and Jordan Weisman. *Cathy's Book: If Found Call 650-266-8233*. Running Press, 2006; ISBN-13: 978-0762426560; \$17.95.
- Stone, Tanya Lee. *A Bad Boy Can Be Good for a Girl*. Random House/Wendy Lamb, 2006; ISBN-13: 978-0385747028; \$14.95.
- Strasser, Todd. *DriftX: Slide or Die*. Simon & Schuster/Simon Pulse, 2006; ISBN-13: 978-1416905812; \$6.99.
- van Diepen, Allison. *Street Pharm*. Simon & Schuster/Simon Pulse, 2006; ISBN-13: 978-1416911548; \$6.99.
- Vaughan, Brian K., and Adrian Alphona. *Runaways: Volume One*. Marvel, 2005; ISBN-13: 978-0785118763; \$34.99.
- Volponi, Paul. *Rooftop*. Viking, 2006; ISBN-13: 978-0670060696; \$15.99.
- Vrettos, Adrienne Maria. *Skin*. Simon & Schuster/Margaret K. McDerrery Books, 2006; ISBN-13: 978-1416906551; \$16.95.
- Werlin, Nancy. *The Rules of Survival*. Penguin/Dial, 2006; ISBN-13: 978-0803730014; \$16.99.
- Westerfeld, Scott. *The Last Days*. Penguin/Razorbill, 2006; ISBN-13: 978-1595140623; \$16.99.

Booklist published the Top Ten Quick Picks for Reluctant Young Adult Readers with annotations in its March 1 issue. The full, annotated list is available on the YALSA For Members Only Web site at www.ala.org/ala/yalsa/yalsamemonly/membersonly.htm. **YALS**

Members of the YALSA Quick Picks for Reluctant Young Adult Readers Committee are chair Sarah Couri, New York Public Library; Josephine G. Caisse, Deschutes Public Library (Ore.); Stacy L. Creel-Chavez, St. John's University, New York City; Debbie S. Fisher, Central Falls (R.I.) High School; Katherine H. Fitch, Rachel Carson Middle School, Herndon, Va.; Susan Y. Geye, Crowley (Tex.) Independent School District; Sara Catherine Howard, Sam Houston State University (Tex.); Teri S. Lesesne, Sam Houston State University (Tex.); H. Jack Martin, New York Public Library; Joy E. Millam, Valencia (Calif.) High School; and Rollie Welch, Cleveland (Ohio) Public Library. Administrative assistant: Jamie Watson, Harford County (Md.) Public Library.

Selected Audiobooks for Young Adults

YALSA's Selected Audiobooks Committee is proud to announce its list of Selected Audiobooks for Young Adults, finalized at the ALA Midwinter Meeting in Seattle in January. The titles have been selected from the past two years of spoken word releases. They have been selected for their appeal to a teen audience, the quality of their recording, and their enhancement of an audience's appreciation of any written work on which they may be based. While the list as a whole addresses the interests and needs of young adults ranging in age from twelve to eighteen, individual titles may appeal to only parts of that age range.

2007 Selected Audiobooks for Young Adults

- Bauer, Joan. *Best Foot Forward*. Listening Library, 2005; 4 discs, ISBN-13: 978-0307246295, \$38; or 3 cassettes, ISBN-13: 978-0307246124, \$30.
- Cohn, Rachel. *Gingerbread*. Recorded Books, 2005; 5 discs, ISBN-10: 1428130322, \$49.75; or 4 cassettes, ISBN-10: 1419351338, \$39.75.
- . *Shrimp*. Recorded Books, 2006; 9 discs, ISBN-10: 1419367935, \$94.75; or 7 cassettes, ISBN-10: 1419352504, \$65.75.
- Delaney, Joseph. *Curse of the Bane*. Recorded Books, 2006; 7 discs, ISBN-10: 1428117091, \$74.75; or 7 cassettes, ISBN-10: 1428117040, \$49.75.
- . *Revenge of the Witch*. Recorded Books, 2006; 5 discs, ISBN-10: 1419384465, \$49.75; or 5 cassettes, ISBN-10: 1419384414, \$49.75.
- Flanagan, John. *The Burning Bridge*. Recorded Books, 2006; 7 discs, ISBN-10: 1428110534, \$74.75; or 7 cassettes, ISBN-10: 1428110488, \$59.75.
- . *The Ruins of Gorlan*. Recorded Books, 2006; 7 discs, ISBN-10: 1419393995, \$74.75; or 6 cassettes, ISBN-10: 1419393944, \$59.75.
- Friend, Natasha. *Perfect*. Recorded Books, 2005; 4 discs, ISBN-10: 1419370189, \$48.75; or 3 cassettes, ISBN-10: 1419370138, \$28.75.
- Gaiman, Neil. *Anansi Boys*. HarperAudio, 2005; 8 discs, ISBN-13: 978-0060823849, \$39.95.
- Grant, K. M. *Blood Red Horse: Book One of the de Granville Trilogy*. Recorded Books, 2005; 9 discs, ISBN-10: 1419356062, \$94.75; or 7 cassettes, ISBN-10: 141935115X, \$65.75.
- Green, John. *Looking for Alaska*. Brilliance Audio, 2006; 6 discs, ISBN-13: 978-1423324454, \$82.25; or 1 MP3-CD, ISBN-13: 978-1423324478, \$39.25.
- Gruber, Michael. *The Witch's Boy*. HarperChildren's Audio, 2005; 7 discs, ISBN-13: 978-0060785963, \$29.95.
- Horowitz, Anthony. *Raven's Gate: Book One*. Recorded Books, 2005; 6 discs, ISBN-10: 1419355538, \$64.75; or 5 cassettes, ISBN-10: 1419350498, \$49.75.
- . *Evil Star: Book Two*. Recorded Books, 2006; 8 discs, ISBN-10: 1428110283, \$84.75; or 8 cassettes, ISBN-10: 1428110232, \$59.75.
- Johnson, Harriet McBride. *Accidents of Nature*. Listening Library, 2006; 5 discs, ISBN-13: 978-0739335628, \$45; or 4 cassettes, ISBN-13: 978-0739335710, \$35.
- Lupica, Mike. *Heat*. Listening Library, 2006; 6 discs, ISBN-13: 978-0307285980, \$45; or 4 cassettes, ISBN-13: 978-0307285973, \$35.
- . *Travel Team*. Listening Library, 2005; 6 discs, ISBN-13: 978-0307283771, \$50; or 4 cassettes, ISBN-13: 978-0307283764, \$35.
- Marsden, John. *So Much to Tell You*. Bolinda Audio, 2005; 3 discs, ISBN-10: 1740937198, \$28.
- McAllister, M. I. *Urchin of the Riding Stars: The Mistmantle Chronicles, Book One*. Listening Library, 2005; 6 discs, ISBN-13: 978-0307206770, \$50; or 4 cassettes, ISBN-13: 978-1400098972, \$35.

McCaughrean, Geraldine. *Stop the Train!* Full Cast Audio, 2005; 8 discs, ISBN-13: 978-1933322421, \$39; or CD Binder, ISBN-13: 978-1933322438, \$48.

Meyer, Stephanie. *Twilight*. Listening Library 2005; 11 discs, ISBN-13: 978-0307282965, \$75; or 8 cassettes, ISBN-13: 978-0307282958, \$55.

Morpurgo, Michael. *Private Peaceful*. Recorded Books, 2005; 5 discs, ISBN-10: 1419356143, \$49.75; or 4 cassettes, ISBN-10: 1419329774, \$39.75.

Murdock, Catherine. *Dairy Queen: A Novel*. Listening Library, 2006; 5 discs, ISBN-13: 978-0739336120, \$45; or 4 cassettes, ISBN-13: 978-0739336113, \$35.

Oppel, Kenneth. *Airborn*. Full Cast Audio, 2006; 10 discs, ISBN-13: 978-1933322537, \$45; or CD Binder, ISBN-13: 978-1933322544, \$57.

Paver, Michelle. *Spirit Walker*. Recorded Books, 2006; 5 discs, ISBN-10: 1419393790, \$49.75; or 4 cassettes, ISBN-10: 141939374X, \$39.75.

———. *Wolf Brother*. Recorded Books, 2005; 6 discs, ISBN-10: 1419338080, \$64.75; or 5 cassettes, ISBN-10: 1419326260, \$49.75.

Reinhardt, Dana. *A Brief Chapter in My Impossible Life*. Listening Library, 2006; 5 discs, ISBN-13: 978-0307285669, \$45; or 4 cassettes, ISBN-13: 978-0307285652, \$45.

Richards, Justin. *The Death Collector*. Listening Library, 2006; 6 discs, ISBN-13: 978-0739335642, \$50; or 5 cassettes, ISBN-13: 978-0739335727, \$40.

Richardson, Nigel. *The Wrong Hands*. Listening Library, 2006; 6 discs, ISBN-13: 978-0739336083, \$50; or 5 cassettes, ISBN-13: 978-0739336076, \$40.

Saenz, Benjamin Alire. *Sammy and Juliana in Hollywood*. Listening Library, 2006; 8 discs, ISBN-13: 978-0307285928, \$60; or 6 cassettes, ISBN-13: 978-0307285911, \$45.

Stroud, Jonathan. *Ptolemy's Gate: The Bartimaeus Trilogy, Book Three*. Listening Library, 2006; 13 discs, ISBN-13: 978-0307285720, \$68; or 10 cassettes, ISBN-13: 978-0307285713, \$52.

Zevin, Gabrielle. *Elsewhere*. Listening Library, 2005; 6 discs, ISBN-13: 978-0307283702, \$40; or 4 cassettes, ISBN-13: 978-0307283696, \$28.

A full, annotated list is available on the YALSA For Members Only Web site at www.ala.org/ala/yalsa/yalsamemonly/membersonly.htm. **YALS**

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

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Selected Videos and DVDs for Young Adults

YALSA has announced its 2007 list of Selected Videos and DVDs for Young Adults. The annual list was released during the ALA Midwinter Meeting in Seattle in January. The Selected Videos and DVDs Committee solicits submissions from film producers and distributors from around the country. The list recognizes productions for technical merit, content, and use with and interest to young adults ages twelve through eighteen. Selections are chosen for the list using a round-table discussion followed by a simple majority vote. After a weekend of friendly yet passionate debate, the list was narrowed to eight titles that the committee considered notable. The list includes the following titles:

Aruba, Dir. Hubert Davis (National Film Board of Canada, 2005), 11 min., www.nfb.ca, DVD, \$129.

A young boy tries to escape his difficult inner-city surroundings through the power of his imagination.

Breaking the Silence: Lesbian, Gay, Bisexual, Transgender, and Queer Foster Youth Tell Their Stories (National Center for Lesbian Rights, 2006) 30 min., www.nclrights.org, DVD, \$25. Chronicles the successes and failures of a group of former foster care youth who identify as lesbian, gay, bisexual, transgender, or queer.

Danish Poet, Dir. Torill Kove (National Film Board of Canada, 2006), 15 min., www.nfb.ca, DVD, \$129.

Kasper, a poet whose creative well has run dry, questions the scheme of things.

Far From Home, Dir. Rachel Tsutsumi (Women Make Movies, 2005), 40 min., www.wmm.com, VHS and DVD, \$195 each. Meet an African American teen determined to break stereotypes while struggling with conflicting emotions during a voluntary school busing program.

Homeland: Four Portraits of Native Action, Dir. Roberta Grossman (Bullfrog Films, 2005), 88 min., www.bullfrogfilms.com, VHS and DVD, \$295 each.

Tells four inspiring stories of Native American tribal activists battling to save their land, sovereignty, and culture.

Monster, Dir. Jennifer Kent (Flickerfest, 2005) 10 min., www.flickerfest.com.au, DVD, \$253 Australian (approx. \$200 U.S.). This Australian gem delivers its promised scare while uniquely reaffirming the fierceness of parental protection. A child's vivid imagination sparks his fight against a hideous doll to save his mother. But the resolution to this conflict holds some surprises.

On the Outs, Dir. Lori Silverbush and Michael Skolnik (Polychrome Pictures, 2006) 83 min., www.ontheouts.com, DVD, \$19.98.

A gritty urban drama that exposes the shocking true story about three teens, who through their choices, are living on the fringes—"on the outs"—of society. Rated R for violence and language.

Whose Children Are These? Dir. Theresa Thanjan (Filmmakers Library, 2004) 28 min., www.filmmakers.com, VHS and DVD, \$295 each.

Profiles three Muslim teenagers impacted by Special Registration, a U.S. government security measure implemented after 9/11, and coping with life-changing realities as they face deportation proceedings and prejudices.

YALS

Members of the 2007 Selected Videos and DVDs Committee include chair Jeri Lynn Gunther, Ocean County (N.J.) Library System; administrative assistant Michael T. Wallace, ReadingHelp4Teens LLC, Washington, D.C.; Jeana Actkinson, Bridgeport (Tex.) High School; Rachel Kay Aronowitz, San Francisco Public Library; Julie Beukema, Caroline Kennedy Public Library, Dearborn Heights, Mich.; Krista K. Britton, Old Bridge Elementary School, Woodbridge, Va.; Bridgid Fennell, Glendale (Calif.) Public Library; Marc Andrew Laslow, Clarion University of Pennsylvania; Angela Semifero, Marshall (Mich.) District Library; John Sigwald, Unger Memorial Library, Plainview, Tex.; Stephanie Anne Squicciarini, Fairport (N.Y.) Public Library; Derek T. Wilson, East Point (Ga.) Public Library; and Brooke Alison Young, Salt Lake City Public Library.

Great Graphic Novels for Teens

YALSA has announced its 2007 recommended list of Great Graphic Novels for Teens. The annual list was released during the ALA Midwinter Meeting in Seattle in January.

In beautiful downtown Seattle, the eleven-member committee worked hard to narrow its 141 official nominations down to the final list of sixty-seven excellent adult and YA graphic novel titles. The books, recommended for ages twelve through eighteen, meet the criteria of being good quality literature and having reading appeal for teens.

The inaugural committee was dedicated to creating a strong list that showcases a wide range of quality materials. The list includes everything from serious nonfiction to high fantasy, romantic manga to superhero parodies.

Committee chair Dawn Rutherford said, "We are very proud of how this list came together. This is an exciting time for graphic novel publishing and it is wonderful to be a part of the first ALA division to recognize this growing field of literature."

From the 2007 Great Graphic Novels for Teens list, the committee also selected a top ten list of favorites teens are sure to love.

2007 Top Ten Great Graphic Novels for Teens

- Ellis, Warren, and Stuart Immonen. *Nextwave: Agents of H.A.T.E., Vol. 1*. Marvel Enterprises, 2006; ISBN-13: 978-0785122784; \$19.99.
- Hernandez, Gilbert, and Jared K. Fletcher. *Sloth*. DC Comics/Vertigo, 2006; ISBN-13: 978-1401203665; \$19.99.
- Medley, Linda. *Castle Waiting*. Fantagraphics Books, 2006; ISBN-13: 978-1560977476; \$29.95.
- Meltzer, Brad, and Rags Morales. *Identity Crisis*. DC Comics, 2005; ISBN-13: 978-1401206888; \$24.99.
- Ohba, Tsugumi, and Takeshi Obata. *Death Note, Vol. 1*. VIZ Media, 2005; ISBN-13: 978-1421501680; \$7.99.
- . *Death Note, Vol. 2*. VIZ Media, 2005; ISBN-13: 978-1421501697; \$7.99.

———. *Death Note, Vol. 3*. VIZ Media, 2006; ISBN-13: 978-1421501703; \$7.99.

Vaughan, Brian K., and Adrian Alphona. *Runaways Vol. 4: True Believers*. Marvel Enterprises, 2005; ISBN-13: 978-0785117056; \$7.99.

———. *Runaways Vol. 5: Escape to New York*. Marvel Enterprises, 2006; ISBN-13: 978-0785119012; \$7.99.

———. *Runaways Vol. 6: Parental Guidance*. Marvel Enterprises, 2006; ISBN-13: 978-0785119524; \$7.99.

Vaughan, Brian K., and Niko Henrichon. *Pride of Baghdad*. DC Comics/Vertigo, 2006; ISBN-13: 978-1401203146; \$19.99.

Whitta, Gary, and Ted Naifeh. *Death, Jr.* Image Comics, 2005; ISBN-13: 978-1582405261; \$14.99.

Wood, Brian, and Becky Cloonan. *Demo: The Collection*. AiT/Planet Lar, 2005; ISBN-13: 978-1932051421; \$19.95.

Yang, Gene Luen. *American Born Chinese*. Roaring Brook Press/First Second, 2006; ISBN-13: 978-1596431522; \$16.95.

2007 Great Graphic Novels for Teens

Nonfiction

- Delisle, Guy. *Pyongyang: A Journey in North Korea*. Drawn and Quarterly, 2005; ISBN-13: 978-1896597898; \$19.95.
- Geary, Rick. *A Treasury of Victorian Murder (Vol. 8): The Case of Madeleine Smith*. NBM/ComicsLit, 2006; ISBN-13: 978-1561634675; \$15.95.
- Jacobson, Sid, and Ernie Colon. *The 9/11 Report: A Graphic Adaptation*. Hill and Wang, 2006; ISBN-13: 978-0809057382; \$30.
- McCloud, Scott. *Making Comics: Storytelling Secrets of Comics, Manga, and Graphic Novels*. HarperCollins, 2006; ISBN-13: 978-0060780944; \$22.95.
- Rollins, Prentis. *The Making of a Graphic Novel: The Resonator*. Watson-Guptill, 2006; ISBN-13: 978-0823030538; \$19.95.

- Siegel, Siena Cherson, and Mark Siegel. *To Dance: A Ballerina's Graphic Novel*. Simon and Schuster, 2006; ISBN-13: 978-1416926870; \$9.99.
- Van den Bogaert, H. W., and George O'Connor. *Journey into Mohawk Country*. Roaring Brook Press/First Second, 2006; ISBN-13: 978-1596431065; \$17.95.
- Van Lente, Fred, and Ryan Dunlavey. *Action Philosophers: Giant-Size Thing (Vol. 1)*. Evil Twin Comics, 2006; ISBN-13: 978-0977832903; \$6.95.

Fiction

- Baker, Kyle. *Plastic Man: Rubber Bandits (Vol. 2)*. DC Comics, 2006; ISBN-13: 978-1401207298; \$14.99.
- Bendis, Brian Michael, Olivier Coipel, and others. *House of M*. Marvel Enterprises, 2006; ISBN-13: 978-0785117216; \$24.99.
- Card, Orson Scott, and Andy Kubert. *Ultimate Iron Man, Vol. 1*. Marvel Enterprises, 2006; ISBN-13: 978-0785114994; \$19.99.
- Chmakova, Svetlana. *Dramacon*. Tokyopop, 2005; ISBN-13: 978-1598161298; \$9.99.
- Ellerton, Sarah. *Inverloch (Vol. 1)*. Seven Seas Entertainment, 2006; ISBN-13: 978-1933164137; \$14.99.
- Ellis, Warren, and Stuart Immonen. *Nextwave: Agents of H.A.T.E., Vol. 1*. Marvel Enterprises, 2006; ISBN-13: 978-0785122784; \$19.99.
- Flight, Vol. 3*. Ballantine Books/Del Rey, 2006; ISBN-13: 978-0345490391; \$24.95.
- Foglio, Phil, Kaja Foglio, and Laurie E. Smith. *Girl Genius, Vol. 4: Agatha Heterodyne and the Circus of Dreams*. Studio Foglio/Airship Entertainment, 2006; ISBN-13: 978-1890856366; \$20.95.
- Ganter, Amy Kim. *Sorcerers and Secretaries Vol. 1*. Tokyopop, 2006; ISBN-13: 978-1598164091; \$9.99.
- Grillo-Marxuach, Javier, and Les McClaine. *The Middleman Vol. 1: The Trade Paperback Imperative*. Viper Comics, 2006; ISBN-13: 978-0975419373; \$9.95.
- Heinberg, Allan, Jim Cheung, and others. *Young Avengers Vol. 1: Sidekicks*. Marvel Enterprises, 2005; ISBN-13: 978-0785120186; \$14.99.
- . *Young Avengers Vol. 2: Family Matters*. Marvel Enterprises, 2006; ISBN-13: 978-0785120216; \$22.99.
- Henderson, Jason, and Tony Salvaggio. *Psy-Comm (Vol. 1)*. Tokyopop, 2006; ISBN-13: 978-1598162691; \$8.99.
- Hernandez, Gilbert, and Jared K. Fletcher. *Sloth*. DC Comics/Vertigo, 2006; ISBN-13: 978-1401203665; \$19.99.
- Hopkins, David, and Brock Rzy. *Emily Edison (Vol. 1)*. Viper Comics, 2006; ISBN-13: 978-0977788323; \$12.95.
- Johnson, R. Kikuo. *Night Fisher*. Fantagraphics Books, 2005; ISBN-13: 978-1560977193; \$12.95.
- Kneece, Mark, and Julie Collins-Rousseau. *Trailers*. NBM Publishing, 2005; ISBN-13: 978-1561634415; \$17.95.
- Kyle, Craig, Christopher Yost, and Billy Tan. *X-23: Innocence Lost*. Marvel Enterprises, 2006; ISBN-13: 978-0785115021; \$15.99.
- Lat. *Kampung Boy*. Roaring Brook Press/First Second, 2006; ISBN-13: 978-1596431218; \$16.95.
- Loeb, Jeph, and Tim Sale. *Catwoman: When in Rome*. DC Comics, 2005; ISBN-13: 978-1401204327; \$19.99.
- Martin, Ann M., and Raina Telgemeier. *The Baby-Sitter's Club: Kristy's Great Idea*. Scholastic/Graphix, 2006; ISBN-13: 978-0439802413; \$16.99.
- Medley, Linda. *Castle Waiting*. Fantagraphics Books, 2006; ISBN-13: 978-1560977476; \$29.95.
- Meltzer, Brad, and Rags Morales. *Identity Crisis*. DC Comics, 2005; ISBN-13: 978-1401206888; \$24.99.
- Moore, Alan, and Gene Ha. *Top Ten: The Forty-Niners*. DC Comics/Wildstorm Signature Series, 2006; ISBN-13: 978-1401205737; \$17.99.
- Murphy, Sean. *Off Road*. Oni Press, 2005; ISBN-13: 978-1932664300; \$11.95.
- Nibot, Root, and Colleen Coover. *Banana Sunday*. Oni Press, 2006; ISBN-13: 978-1932664379; \$11.95.
- Ohba, Tsugumi, and Takeshi Obata. *Death Note, Vol. 1*. VIZ Media, 2005; ISBN-13: 978-1421501680; \$7.99.
- . *Death Note, Vol. 2*. VIZ Media, 2005; ISBN-13: 978-1421501697; \$7.99.
- . *Death Note, Vol. 3*. VIZ Media, 2006; ISBN-13: 978-1421501703; \$7.99.
- Porcellino, John. *Perfect Example*. Drawn and Quarterly, 2005; ISBN-13: 978-1896597751; \$16.95.
- Powell, Eric, and Kyle Hotz. *Billy the Kid's Old-Timey Oddities*. Dark Horse Comics, 2006; ISBN-13: 978-1593074487; \$13.95.
- Quick, Jen Lee. *Off*Beat (Vol.1)*. Tokyopop, 2005; ISBN-13: 978-1598161328; \$9.99.
- Ricketts, Mark, and Micah Farritor. *Night Trippers*. Image Comics, 2006; ISBN-13: 978-1582406060; \$16.99.
- Rubio, Kevin, Lucas Marangon, and others. *Star Wars: Tag and Bink Were Here*. Dark Horse Comics, 2006; ISBN-13: 978-1593076412; \$14.95.
- Shin, Ji-Sang, Geo. *Chocolat (Vol. 1)*. Ice Kunion, 2005; ISBN-13: 978-8952744531; \$10.95.

- . *Chocolat* (Vol. 2). Ice Kunion, 2005; ISBN-13: 978-8952744721; \$10.95
- . *Chocolat* (Vol. 3). Ice Kunion, 2005; ISBN-13: 978-8952744802; \$10.95
- Sizer, Paul. *Moped Army*. Café Digital, 2005; ISBN-13: 978-0976856542; \$12.95.
- Stassen, J. P., *Deogratias: A Tale of Rwanda*. Tr. Alexis Siegel. Roaring Brook Press/First Second, 2006; ISBN-13: 978-1596431034; \$16.95.
- TenNapel, Doug. *Iron West*. Image Comics, 2006; ISBN-13: 978-1582406305; \$14.99.
- Tomasi, Peter, and Peter Snejbjerg. *Light Brigade*. DC Comics, 2006; ISBN-13: 978-1401207953; \$19.99.
- Urasawa, Naoki. *Naoki Urasawa's Monster, Vol. 1: Herr Dr. Tenma*. VIZ Media, 2006; ISBN-13: 978-1591166412; \$9.99.
- Vaughan, Brian K., and Adrian Alphona. *Runaways Vol. 4: True Believers*. Marvel Enterprises, 2005; ISBN-13: 978-0785117056; \$7.99.
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- . *Runaways Vol. 6: Parental Guidance*. Marvel Enterprises, 2006; ISBN-13: 978-0785119524; \$7.99.
- Vaughan, Brian K., and Niko Henrichon. *Pride of Baghdad*. DC Comics/Vertigo, 2006; ISBN-13: 978-1401203146; \$19.99.
- Vaughan, Brian K., and Tony Harris. *Ex Machina, Vol. 2: Tag*. DC Comics/Wildstorm Signature Series, 2005; ISBN-13: 978-1401206260; \$12.99.
- Warren, Adam, Rick Mays, and Jason Martin. *Livewires, Vol. 1: Clockwork Thugs, Yo*. Marvel Enterprises, 2005; ISBN-13: 978-0785115199; \$7.99.
- Weinstein, Lauren R. *Girl Stories*. Henry Holt and Company, 2006; ISBN-13: 978-0805078633; \$16.95.
- Whitta, Gary, and Ted Naifeh. *Death, Jr.* Image Comics, 2005; ISBN-13: 978-1582405261; \$14.99.
- Willingham, Bill, Todd Klein, and others. *Fables: 1001 Nights of Snowfall*. DC Comics/Vertigo, 2006; ISBN-13: 978-1401203672; \$19.99.
- Wood, Brian, and Becky Cloonan. *Demo: The Collection*. AiT/Planet Lar, 2005; ISBN-13: 978-1932051421; \$19.95.
- Yang, Gene Luen. *American Born Chinese*. Roaring Brook Press/First Second, 2006; ISBN-13: 978-1596431522; \$16.95.
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- Yoshinaga, Fumi. *Antique Bakery, Vol. 2*. Digital Manga Publishers, 2005; ISBN-13: 978-1569709450; \$12.95.
- . *Antique Bakery, Vol. 3*. Digital Manga Publishers, 2006; ISBN-13: 978-1569709443; \$12.95.
- . *Antique Bakery, Vol. 4*. Digital Manga Publishers, 2006; ISBN-13: 978-1569709436; \$12.95.
- You, Higur. *Cantarell, Vol. 1*. Go! Comi Manga, 2005; ISBN-13: 978-0976895701; \$10.99. **YALS**

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Barriers to GLBTQ Collection Development and Strategies for Overcoming Them

By Linda B. Alexander and Sarah D. Miselis

A review of the literature demonstrates that GLBTQ teens have urgent information needs and that the library is a primary source in their search for information. However, the amount of materials currently available for young adults in the GLBTQ subject area far exceeds actual library holdings. This research was undertaken in an attempt to understand why GLBTQ teens are an underserved population.

A Note on Terminology

This article uses the terms “coming out” or “out,” both of which refer to a person who is openly non-heterosexual or “out of the closet.” The term “GLBTQ” stands for gay, lesbian, bisexual, transgender, and queer or questioning. GLBTQ is a group of labels which describe people of a generally non-heterosexual preference.¹ While the meanings of the words gay, lesbian, and bisexual usually need no further defini-

tion, the terms “transgender” and “queer” or “questioning” are commonly misunderstood. Francis Billker is a past chair of the board of directors of the Ithaca Lesbian, Gay, Bisexual, Transgender Task Force and an out lesbian from an intersex background. She writes that the term “transgender” includes many different subgroups, some of which may involve gender reassignment or reversal of gender. These subgroups usually include—but are not limited to—transvestites, transsexuals, cross-dressers, intersex, and drag kings and queens.² Lipkin, in his discussion of theories of homosexuality or “queer theory,” explains that a person’s gender identity is the “internally perceived gender” and transgender describes a person whose gender identity differs from his/her biological sex. Lipkin goes on to explain that gender reassignment surgery is sought by some transgender people to achieve sexual reassignment.³ The term “questioning” simply refers to an individual who has not yet chosen a sexual or gender identity while the term “queer” is used by members

of the GLBTQ community to refer to themselves as a group. When “queer” is used in this context, it is not considered to be a derogatory term.⁴ There are often other terms associated with the GLBTQ label like the letter A which stands for “straight ally,” the letter I which stands for “intersex,” and the letter P which stands for “pansexual.”⁵ These examples illustrate the fact that there is much more to gender identity and sexual preference than male-female and heterosexual-homosexual traditional dichotomy. This brief description really only begins to deal with the complex topic of gender identity and sexual orientation. Nevertheless, librarians will be able to better serve the GLBTQ community by simply being aware that these complexities exist.

Literature Review

The 1990s saw a rapid increase in publishing of GLBTQ materials and today, there is an abundance of high quality materials available in this subject area.⁶ However, multiple studies show that this population is under-represented in library collections across the country.⁷

Demographics

Information about the GLBTQ population can be difficult to collect because of the sensitive nature of the topic of sexual preference and gender identity as well as

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the difficulty in formulating an accurate definition of terms. For example, Singer and Deschamps present the results of nineteen different studies beginning with the Kinsey research in 1948 and concluding with a 1993 study of the sexual behavior of males as it relates to HIV risk.⁸ These various studies conclude that anywhere from 2 to 37 percent of respondents either self-identify as gay or report having had various types of homosexual contact. Despite these discrepancies, there is abundant data proving that a significant portion of the population is comprised of GLBTQ people, that this population resides in all areas of the United States, and is represented in “all demographic groups including age, religion, national origin, ethnicity, race, ability, and so forth.”⁹ The U.S. Census Bureau has officially acknowledged that its Census 2000 had, for the first time, collected data about location and frequency of same-sex households in the United States, as can be viewed in *The Gay & Lesbian Atlas* published by Gates and Ost.¹⁰ Additional sources of demographic information about the GLBTQ population include OutProud’s 1997 *Online Survey of Queer and Questioning Youth*; the Intersex Society of North America’s discussion about “what is intersex” and the prevalence of the multitude of intersex conditions; and *Demographics of the Gay and Lesbian Population in the US: Evidence from Available Systematic Data Sources*.¹¹

There are two more factors that should be considered when attempting to estimate numbers of GLBTQ library users. First, that these numbers are vastly underreported, and second, this population is not necessarily a visible one. Almost every article examined in the course of this literature review pointed out that coming out is an extremely risky and often dangerous process, especially for young adults.¹² This is one of the primary reasons that the GLBTQ population is a largely invisible minority.¹³

Lastly, as Greenblatt points out, not only are GLBTQ library users very private about their information needs, but they are not the only ones with these needs. Friends and family of the GLBTQ community as well as teachers, counselors, clergy and, in fact, any professional that works with the public all have a need for accurate information about this group of people.¹⁴

An Underserved Population

The preceding paragraphs beg the question, “Why are GLBTQ library users underrepresented in library collections?” As Gough and Greenblatt pointed out sixteen years ago, misinformation and prejudice about the GLBTQ population create the biggest obstacles to meeting their information needs.¹⁵ Unfortunately, thirteen years later, Greenblatt’s article in *Colorado Libraries* describes the existence of the same obstacles created by misinformation and prejudice.¹⁶

Greenblatt describes a common misperception that having GLBTQ materials in the collection means a library is endorsing a pro-gay position. It is this misunderstanding that often results in challenges to these materials. This mistake was made in 2005 in Tampa, Florida, when the Hillsborough County Board of County Commissioners, in reaction to a complaint about a branch library’s June display of books by gay authors, voted for a ban on displays that recognized or supported gay pride. County Commissioner Rhonda Storms, the author of the ban, said, “This [book display] uses government to promote a political perspective. Whether we should have pride in homosexuality is a political perspective.”¹⁷ In contrast, Salt Lake City’s Day-Riverside Public Library reacted quite differently when they received complaints about their display of books by GLBTQ authors in June 2001. Chip Ward, assistant director for Salt Lake City’s libraries, said “We’re not making any

comment on the morality of homosexuality . . . We’re simply recognizing we have gay citizens. They pay taxes. We’re committed to serving them as we would any other part of the population.”¹⁸

Unfortunately, many librarians practice self censorship or censorship by omission, an attempt to avoid conflict by not including GLBTQ-themed materials in their collections.¹⁹ Another variant of self censorship occurs when librarians assume their patrons do not need GLBTQ-themed information because they do not ask for it. This group, especially teens, is often the target of ridicule and discrimination and is therefore usually secretive about their information needs.²⁰ Cooke also points out that many people, including professional librarians, still harbor personal prejudices against the GLBTQ population and it is those prejudices that influence collection development decisions causing them to neglect GLBTQ materials.²¹ This is a more subtle form of censorship, which is easier to carry out by librarians who are uncomfortable with GLBTQ topics. Internal censorship is a common problem in many public and school libraries.²²

Lastly, as many authors point out, ALA’s professional standards require that the information needs of GLBTQ library users are met.²³ Although librarians may think they are avoiding controversy by not collecting GLBTQ materials, as the noted sections describe, the consequences of neglecting this underserved population can be serious.

The Gay Stigma

Homophobia is “practically unavoidable in our culture” and this creates a dangerous environment for GLBTQ teens.²⁴ One symptom of this pervasive homophobia in our culture is that homosexual acts are often criminalized, associated with pedophilia, and considered immoral and sinful. Laws prohibiting sodomy and “crimes

against nature" are still on the books in some states including North Carolina and Georgia. It wasn't until 2003 that the U.S. Supreme Court in *Lawrence v. Texas* ruled that anti-sodomy laws in the U.S. are unconstitutional.²⁵ In addition, up until 1973 the American Psychiatric Association classified homosexuality as a disease or mental disorder.²⁶ The idea that children have to be protected from exposure to GLBTQ-related topics is a result of the misperception that homosexuality is a perversion that should be equated with pornography and pedophilia.²⁷

Internet filtering software is another example of the messages of shame our society sends to GLBTQ youth. This software is supposed to protect children from age-inappropriate online content. However, the list of words that are filtered include "gay, lesbian, and homosexual," thereby equating GLBTQ-themed information with obscenity and pornography. Greenblatt points out that most of these filters block many GLBTQ teens' only safe access to legitimate sources of information.²⁸

GLBTQ youth are a high-risk group. In addition to the negative social influences previously described, GLBTQ youth are frequently the victims of bullying from their peers in school. The Gay, Lesbian and Straight Education Network's (GLSEN) 2005 report, "From Teasing to Torment: School Climate in America" finds that "students who are or are perceived to be LGBT are frequent targets of harassment in school . . . LGBT students are three times as likely to feel not safe at school [and] 90 percent of LGBT teens have been verbally or physically harassed or assaulted during the past year."²⁹

All of these factors combine to create a group of teens that are many times more likely than their peers to fall victim to "violence, verbal abuse, homelessness, substance abuse, high dropout rates, and suicide."³⁰ *The American Journal of Public Health* published a study showing that gay

teens are twice as likely as their straight peers to attempt suicide.³¹ A January 2002 *Fact Sheet on Suicidal Behavior in GLB Youth*, from the Association of Gay and Lesbian Psychiatrists, states that "Gay, lesbian and bisexual youth are up to six times more likely to attempt suicide during adolescence than their heterosexual peers."³²

Information Needs

Young adult librarians know that identity formation is one of the most important parts of adolescence and that teens find valuable information at the library to assist them in this process. Most GLBTQ teens have limited access to information, few positive role models, and tenuous social support systems, making identity formation extremely difficult.³³ Positive and realistic portrayals of GLBTQ characters in fiction for teens can provide a valuable resource which can help reduce feelings of isolation and despair. Nonfiction books can help GLBTQ library users learn about their history and culture which is "crucial to establishing a positive, healthy identity."³⁴ Many teens use the characters they find in books as a sort of lifeline which reminds them that they are not alone and that there are others out there like them.³⁵

Joyce discusses the results of several studies of the information needs of GLBTQ populations in which "certain patterns consistently emerged."³⁶ These studies all concluded that the library was the most important information source for GLBTQ people and that this group was seeking information about understanding their gay identities, coming out, learning gay social "rules," and where to connect with others like them.³⁷

Procedures

The authors distributed two surveys on March 18, 2006, which will be referred to

here as Survey One and Survey Two. The purpose of these questionnaires was to collect some general qualitative information about the current status of GLBTQ library materials, programming, and challenges to these resources. This information was collected in an effort to compare and contrast the information garnered from the literature search described above. The surveys were posted to ALA's Gay, Lesbian, Bisexual, and Transgendered Round Table discussion list (GLBTQRT-L at glbtrt-l@ala.org) and to one of YALSA's discussion lists (YALSA-BK at yalsa-bk@ala.org). Respondents were asked to reply by March 31, 2006. Survey One received 88 responses and Survey Two received 55. Responses were received between March 18, 2006, and April 5, 2006. For the sake of simplicity, we termed the respondents librarians, although we are aware that some may have been paraprofessionals or other types of library workers.

Results of Survey One

This survey focused on library materials and programs for GLBTQ young adults and received eighty-eight responses from twenty-nine different U.S. states. The four states with the most respondents were California (14 percent), Arizona (10 percent), New York (10 percent), and New Jersey (8 percent), in that order. The ratio of respondents who were affiliated with public libraries versus those affiliated with school libraries was five to one. When asked if their library owned GLBTQ materials, 9 percent said "no" while more than 90 percent answered "yes." If they answered "no," they were asked to explain why. Only four people answered this question. Two respondents indicated that there was no need or demand for GLBTQ-themed materials because their library is located in a conservative community. One respondent indicated that his or her library patrons have no interest in any young adult

materials of any type, and one respondent indicated that they do have these materials, but that they are mixed in with all of the other young adult materials.

Of the large majority who indicated their libraries do own GLBTQ materials, many reported owning books and periodicals, and about 10 percent listed teen advisory boards (see table 1). Additional resources cited were DVDs, GLBTQ booklists, GLBTQ committees, bookmarks, and a special collection made up of exclusively GLBTQ-themed children's and young adult books.

When asked if their library had any specific programs for GLBTQ young adults, 93 percent of the respondents indicated they did not have any programs specifically for GLBTQ teens, while 7 percent said they do have programs (see table 2). The most frequently cited reason for not having teen programming specifically for this population was "our YA programming is for all teens, not just GLBTQ teens," with about one-fourth of the respondents citing this reason. The second most frequently cited reasons were "There is no interest and/or demand for these programs in our community" and "student groups or outside agencies fill this role." Ten librarians said, "our library has no programming at all," and ten said, "our library has inadequate staff and/or no administra-

tive support for this programming." Those who did have teen GLBTQ programs listed displays, materials to support speakers, gay-straight alliance (GSA) meetings with speakers, films, diversity clubs, teen advisory groups, and computer clubs. The most successful programs included: diversity/anti-bullying workshops, in-service workshops for teachers and librarians, author visits, general weekly social gatherings with food, and programming related to graphic novels.

Results of Survey Two

This survey focused on challenges to GLBTQ-themed materials for young adults and received fifty responses from librarians in twenty-three states. Demographics for the group showed that most of the respondents were in California (14 percent), Arizona (10 percent), and New York and Florida (8 percent each). Twenty-nine respondents were from public libraries and five were from school libraries while twelve respondents failed to indicate library type. Forty-three respondents (86 percent) indicated they had not had challenges to these materials and seven (14 percent) indicated that they have had challenges. Of the seven who admitted challenges, four respondents from public libraries in Tucson, Arizona, stated that

they had strong administrative support for their materials and the challenges were overturned. A library in Florida indicated that a committee addressed the concerns around the challenge and the final result was listed as "compromise."

A public library in Indiana indicated that the challenge was internal and the book was moved to the adult section. Finally, a library in Tampa, Florida, indicated that the challenge resulted in a countywide ban of gay pride displays.

Principal reasons given by those who worked in libraries where GLBTQ materials had never been challenged (see table 3) included: liberal/urban environment (28 percent); patrons do not know the materials are there (23 percent); strong administrative support for GLBTQ books (9 percent); low profile of the materials (9 percent); and parents do not know what their kids are reading (6 percent).

Discussion

In Survey One, the responses to "Why doesn't your library have GLBTQ materials?" and "Why doesn't your library have any GLBTQ programs?" merit further discussion. For example, there is an abundance of evidence in the literature indicating that the GLBTQ population, although not always visible, makes up a significant portion of library users in all areas of the United States. Unfortunately, the belief that there is no demand for GLBTQ-themed materials or programming is revealed by Survey One. Additionally, the responses to these items are consistent with what the literature calls self-censorship, censorship by omission, or internal censorship.

The lists of successful GLBTQ programming provide excellent examples of library services of which the GLBTQ community is in desperate need. For example, diversity and anti-bullying workshops can promote tolerance and combat the bullying epidemic in schools. Staff workshops can correct the misinformation and prejudice that still exists among library professionals, and weekly social gatherings can alleviate the isolation among GLBTQ teens that

TABLE 1. Survey One—Types Of GLBTQ Library Materials

	No. of Respondents	Percent of Total
1–40 books	47	55.3
41–75 books	24	28.2
76+ books	14	16.5
Total (books)	85	100
1–5 periodicals	18	21.2
6+ periodicals	1	1.2
Teen advisory board	8	9.4
Other (please specify)	15	17.6

can lead to suicide and other negative consequences.

Similar to Survey One, Survey Two's responses regarding type and location of libraries and numbers of challenges do not necessarily provide any conclusive information; however, as with Survey One, the responses to "How did your library handle this opposition?" and "Why do you think your GLBTQ materials or programs have never been challenged?" provide evidence that challenges to GLBTQ materials are unsuccessful when the library is prepared with a strong policy, good reviews to support the materials, and the support of knowledgeable administrators.

Finally, the responses to "Why do you think your materials or programs have never been challenged?" bring up several questions. The most common reply indicated that challenges didn't exist because the library was located in an urban or liberal part of the country. Further research would need to be conducted about this perception. Perhaps ALA's book challenge data could shed some light on this question. The second most frequent response indicated that there were no challenges because many adults who might be offended by GLBTQ-themed materials do not frequent the YA section of the library and do not know the materials exist. This suggests that librarians could reach the teens that need them and avoid book challenges by simply including these materials in their collections quietly. Unfortunately, this solution runs counter to the suggestion in the literature that these library materials should be made more visible and accessible so that they reach more teens. Related to this method of collection development was the response that these materials were not challenged because the librarians did not openly promote their presence in the collection. Not previously mentioned was that five respondents said they were surprised they had not received a challenge or that they expected one at any

TABLE 2. Survey One—Reasons For No GLBTQ Teen Programming

Reason For No Teen Programming	Total No. of Libraries Using This Reason	Percent of Total
There is no interest and/or demand in our community	14	15.6
Teen programming includes all teens, not just GLBTQ	23	25.6
Our library has no programming	10	11.1
Our library has no teen programming	9	10.0
No staff and/or administrative support	10	11.1
Community too conservative to tolerate GLBTQ	5	5.6
Student groups or outside agencies fill this role	12	13.3
Unknown/blank	6	6.7
Other	1	1
Total	90	100

TABLE 3. Survey Two—Why Librarians Think Their GLBTQ Materials Are Not Challenged

Reason	No. of Respondents	Percent of Respondents to This Question
Liberal/urban environment	15	28.3
Do not know materials are there	12	22.6
Strong support for materials from administration	5	9.4
Surprised that materials have not been challenged	5	9.4
Keep a low profile	5	9.4
Support for materials from good reviews	3	5.7
Anti-harassment/discrimination policy	2	3.8
Active YA/GSA/Lambda group	2	3.8
Parents do not know what their kids are reading	3	5.7
Librarian's good rapport with parents	1	1.9
Total	53	100

Suggestions for Librarians

- Make sure your library's collection development and book challenge policies are clear and staff understands procedures for dealing with challenges.
- Strengthen your library's equal opportunity statement so that it includes the terms "gender and sexual orientation."
- Be prepared with positive reviews that support your materials and research the outcomes of previous challenges for specific books.
- Protect workplace speech.
- Conduct staff training, especially for reference staff, to alleviate misperceptions and prejudice.
- Stay in touch with your teens with a Teen Advisory Board.
- Network with local GSA, PFLAG (Parents, Families and Friends of Lesbians and Gays), and other GLBTQ groups for support.
- Make materials accessible and visible; include them in booktalks, displays, pathfinders, etc.*

* Debra L. Whelan, "Out and Ignored," *School Library Journal* (Jan. 2006).

time. Again, these responses are interesting and bring up many questions and areas for further investigation.

It is important to mention that the authors of this article are aware that the respondents of this survey, as subscribers to the GLBT and YALSA discussion lists, could translate as a biased group. We acknowledge that the respondents may be more proactive and positive about this topic than the general population. Those with little interest on the topic may not have wanted to take the time to answer either survey. Additionally, more details could be discovered by addressing unique issues of some materials. For example,

although respondents listed numbers of periodicals which their library provided for the GLBT group, no details were brought to light about the nature of the magazines. Further research could be conducted regarding the essence of some of the periodicals to which libraries subscribe for meeting the reading needs of teens in general, and GLBT teens specifically.

Conclusions

The literature review and the survey responses suggest that library materials and services for GLBTQ young adults are generally deficient. On the other hand, there are some libraries in the United States that are providing excellent materials and services for these at-risk teens and these libraries can be examples for others. Francis Billker was part of a team that added transgender protection to their county's existing laws. When asked about her experiences with opposition to GLBTQ topics, she suggested two things: "One, by personalizing the issue and allowing the opposition to see that the members of this group are just regular people with jobs, families, and normal everyday lives, many misunderstandings can be alleviated. And, two, remember that education is a powerful tool."³⁸ Librarians can take this advice by networking with local GLBTQ groups, by creating library spaces where GLBTQ groups are welcome along with other community groups, and by encouraging access to the excellent library materials that are available today.

Anyone who has the opportunity to educate themselves on this issue will realize that the information needs of teens in the GLBTQ community are especially urgent. Meagan Albright, a 2005 graduate of the University of South Florida School of Library and Information Science, created a teen display, with her library director's approval, which included gay authors in the Hillsborough County library branch where she worked. Complaints about

this display and the ensuing media frenzy led to the previously mentioned county-wide ban of gay pride displays.³⁹ When questioned as to whether she would do it again, she replied "Yes. This issue has only strengthened my resolve to be a voice within the library for underserved populations such as GLBTQ youth."⁴⁰ **YALS**

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Kretzmann, Jody, and Susan Rans. *The Engaged Library: Chicago Stories of Community Building*. Evanston, Ill.: Urban Libraries Council, 2005; ISBN-13: 978-1885251336; 42p. Available for free at www.urbanlibraries.org/files/ULC_PFSC_Engaged_0206.pdf (accessed Feb. 16, 2007).

Commissioned by the Urban Libraries Council, Jody Kretzmann, co-director of the Asset-Based Community Development Institute at Northwestern University, and researcher Susan Rans conducted interviews at several branches of the Chicago Public Library during the summer of 2005. Researching the role of public libraries in urban neighborhoods, they concluded that the *engaged* branch library is essential to the development, growth, and overall health of the neighborhood it serves. Branch managers interviewed for the study spoke of proactive, community-focused efforts, with emphasis on relationship-building and community networking strategies, from developing congenial relationships with library patrons to joining local chambers of commerce and sitting on boards of clubs and organizations. By prioritizing community relationships (individual, business, and civic) and promoting service with the inherent physical assets provided by libraries (free meeting spaces, public access to technology, connections to other community institutions), engaged librarians and staffers demonstrate significant involvement and positive contributions to the lives of the diverse populations they serve. Even with the proliferation of the Internet and national bookstore chains, more people are utilizing neighborhood libraries to take advantage of the information resources and computer technology available to them at no cost. Clearly written with an appealing narrative style that is not heavily laced with academic jargon, the report ends with the *Engaged Library Toolkit*, materials created to facilitate use of the various engagement strategies. While this publication will be of greatest interest to public librarians, any library professional can find good ideas from the study results.

—Sheryl Lieb-Kaplan, Mendenhall Middle School, Greensboro, N.C.

Bolan, Kimberly, and Robert Cullin. *Technology Made Simple: An Improvement Guide for Small and Medium Libraries*. Chicago: ALA, 2006; ISBN-13: 978-0838909201; 216p. \$40.

This book is designed for nontechnical librarians working in small and medium-sized libraries, and provides an easy-to-follow guide for the assessment, planning, implementation, and funding of technology. A strong section of the book is “Know IT,” which breaks technologies into four distinct types: Must Have, Must Get, More Is Better, and Technology Thrillers. Librarians can quickly scan for what their library needs to implement quickly and what can be left for a later date. Additionally, readers can use these types to categorize new and emerging technologies and focus their implementation efforts, allowing librarians who are just learning about technology to respond to the needs of their specific communities. The staffing part of the book focuses primarily on using existing staff rather than hiring new staff strictly for technology. This is a very realistic and welcome approach in small and medium-sized libraries with limited budgets. The budget section of the book will help libraries get focused and understand how working with other libraries in a consortium or employing fundraising efforts could help them afford the high price of technology. Finally, “Implement IT” offers great and simple ideas for troubleshooting technology and fine-tuning staff procedures.

This guide is highly recommended for small and medium-sized libraries trying to implement new technology. Taken as a whole, it offers readers a positive approach and simplifies complex pieces of the technology puzzle, making new technologies achievable for all libraries, regardless of their size.—Tasha Saecker, Director, Menasha (Wis.) Public Library

Teen Health & Wellness: Real Life, Real Answers Database (www.teenhealthandwellness.com). Rosen Publishing Online. Free 30-day trial; available by annual subscription to schools, libraries, and institutions.

Miriam Gilbert, director of electronic sales and marketing for Rosen Publishing, assures that Rosen’s new online database, Teen Health & Wellness: Real Life, Real Answers (THW), is primarily concerned with the empowerment of teens. While this database adapts hundreds of Rosen’s award-winning publications to create a resource full of charged subjects, Gilbert insists that the material be objective: “It’s not for us [Rosen] to make decisions for teens, but rather to ensure that there are no barriers to informa-

tion.” Students working on a report for school will find THW has current, accurate information representing all perspectives on the topic, not just one point of view. It also provides formatted citations for each article to include in a bibliography. Teachers looking for material to supplement a health or science lesson will find THW meets both state and national education standards for health, science, and language arts and was developed with a team of educators and librarians who understand classroom needs. Contributors include not only experts in fields such as medicine, mental health, nutrition, substance abuse prevention, guidance, and career counseling, but also teens themselves. Gilbert is particularly proud of the personal stories that are continuously collected from teens who have dealt with many of the issues presented, a project that benefits readers and writers alike. YA contributors, identified by first name only, have the opportunity to help others while becoming published. Some of their stories are serious while others are humorous; but, all are important experiences that become part of this growing resource that helps teens, parents, and educators alike.

The user-friendliness of the site begins on the home page, where clarity and ease of navigation lead researchers to subject areas, telephone hotlines (all of which have passed Gilbert’s objectivity test), advice, personal stories, current topics (“in the news”), and interactive polls and quizzes. Articles include recommendations for further reading as well as Web sites and organizations approved by Rosen editors. Conveniently, the THW database offers similar spellings in search results, asking “Did you mean . . . ?” for frequently misspelled words (such as medical terminology) rather than producing a negative result such as “No hits returned.”

Librarians know how important it is to find the right material for teens; “I don’t know” is not good enough. Rosen agrees. There is no “I don’t know” for THW users, but rather a clear format, seamless navigation, and accurate information along with a boost of assistance for those who may not be sure what they need or how to spell it.—Kerry Sutherland, Akron-Summit County (Ohio) Public Library

Honnold, RoseMary. *The Teen Reader’s Advisor*. Neal-Schuman, 2006; ISBN-13: 978-1555705510; 491p. \$75.

Honnold’s new book joins her previous works, *101+ Teen Programs That Work* and *More Teen Programs That Work*, in Neal-Schuman’s *Teens @ the Library* series. *The Teen Reader’s Advisor* explores current trends in YA literature, discusses awards given to YA literature, and includes resources for more information on topics, most of which are annotated. Honnold gives tips and suggestions that will be useful for dedicated YA librarians and those

new to providing reader’s advisory services to teen readers. The alphabetical subject and genre guide is the strength of the book and will be extremely useful to even the most seasoned teen librarians. All titles are annotated and include indications of potentially objectionable language, sexual content, or violence. Other information includes any awards received, series information or sequels, appropriate grades, and reluctant reader appeal. Unlike *Teen Genreflecting* (Libraries Unlimited, 2003), *The Teen Reader’s Advisor* does not contain detailed genre descriptions. However, the annotated lists include specific topics such as “Painting and Graffiti,” “The Salem Witch Trials,” “School Violence,” and “Football” as well as genre lists. Author and title indexes are helpful in locating specific books in the subject and genre lists. Minor flaws include problems with consistency and inclusion of out-of-print titles. A perfect resource for librarians, teachers, parents, and even teens, this would be a great addition to any public or school library as a reader’s advisory or collection development tool.—Alissa Lauzon, Haverhill (Mass.) Public Library

TeenLibWiki: The Teen Librarian’s Wikipedia (http://yalibrarian.com/yalib_wiki). Hosted by yalibrarian.com.

TeenLibWiki is a professional resource for teen librarians founded and administered by Stephanie Iser of the Alternative Teen Services Web site. Like any wiki, TeenLibWiki facilitates the sharing of community expertise through the continuous development of a collaborative online resource. Well-organized but skeletal, the wiki features placeholders for a broad range of content, including technology, programming, literature, and reference. Some sections are more developed than others, and content tends to take the form of lists, rather than articles. The literature section is the best-developed. Noteworthy content includes a master index of booklists hosted elsewhere on the Web, an annotated list of links to publishers of YA literature, and thematic booklists drawing heavily from the complementary work of the YALSA-BK discussion list. Other sections await the attention of contributors. Potential contributors are given straightforward instructions for adding or modifying content, and the introductory text for each page is clear and often witty. The TeenLibWiki shows great potential to be a clearinghouse for information that will support librarians seeking to keep up with the fast-changing world of teen services.—Sarah Kline Morgan, Cheshire (Conn.) Public Library **YALS**

Editor’s note: Please submit professional resources for review to YALS, c/o Valerie Ott, Wadsworth Public Library, 132 Broad Street, Wadsworth, Ohio 44281. For inquiries about the resources reviewed in this column, contact Valerie Ott at vott724@yahoo.com.

Major Motions from the Board

YALSA's Board of Directors meets twice a year, at ALA's Midwinter Meeting and Annual Conference. The agenda and accompanying documents are located on the For Members Only portion of YALSA's Web site. To learn more about the Board of Directors, go to www.ala.org/yalsa and click on "Governance" from the left menu.

At the 2007 Midwinter Meeting in Seattle in January, the YALSA Board:

- Adopted the consent items: approval of the minutes from Annual 2006 and the adoption of the updated Business Plan for FY07 (Board agenda items 1 & 2).
- Directed the YALSA Councilor to vote in support of Audra Caplan and Melora Ranney Norman for ALA Executive Board (Board agenda item 3).
- Directed the YALSA office to send a letter on YALSA's behalf, over Judy Nelson's signature, requesting that the ALA group considering proposed changes in accreditation of Masters Degree Programs include a discussion/consideration of possible youth standards in the changes. (Board agenda item 3).
- Instructed the YALSA Councilor to use her best judgment when deciding whether to mention in Council proceedings the omission of mention of YALSA involvement in the National Book Festival in a report by Keith Michael Fiels (Board agenda item 3).
- Voted to set aside \$1,000 annually for regional programs advancing the YALSA mission to be presented by YALSA members, and another \$2,000 annually to send the YALSA Vice President, Past President, or President to state or regional conferences, and to establish a Board ad hoc committee to specify procedures for facilitating the process for distributing the \$1,000 (Board agenda item 4).
- Voted that the YALSA Board charge the Program Clearinghouse Committee, the Division and Membership Promotion Committee, and the YALSA staff with carrying out the actions cited for each in Item 5 on the Board Agenda, the Conference Survey. In addition, Organization and Bylaws was asked to add planning the YALSA 101 program as an annual event to the charge of Division and Membership Promotion (Board agenda item 5).
- Voted to put an amendment on the 2007 ballot to change the bylaws in order to add one Board of Directors-at-Large position and one Secretary position, each to be elected to three-year terms. The Organization and Bylaws Committee will determine how to stagger the terms of these positions (Board agenda item 6).
- Established an ad hoc Board committee to investigate the possibility of a student intern position on the Board for a one-year term, including budgeting and mentoring support, with input from the Student Interest Group, and to have said committee report back at Annual 2007 (Board agenda item 6).
- Directed the YALSA staff to make YALSA Board documents from Midwinter and Annual 2000 forward available on the YALSA Web site, with this task being completed by the end of 2007.
- Voted that the YALSA President appoint a task force to develop a 2008 Midwinter Institute on Advocacy that could include funding, staffing, and grant writing aspects of leadership and partnerships with the community, with a report to the Executive Committee at the spring conference call.
- Established an ad hoc Board committee to investigate trends and content for successful leadership institutes and to report back by Annual 2007. Sarah Flowers, Allen Nichols, and Nick Buron volunteered to serve on this ad hoc committee (Board agenda item 7).
- Established a new task force to work with the Division and Membership Promotion Committee to develop a social event at Midwinter 2008 to include elements of gaming. This task force will report back to the Board at Annual 2007.
- Directed the Research Committee to continue investigating associations' mentoring best practices and to give a final report to the Board at Annual 2007 (Board agenda item 8).
- Accepted the MySpace guidelines for the YALSA MySpace page as presented.
- Accepted the January 22, 2007, draft revision of the YALSA Wiki Guidelines (Board agenda item 9) with amendments, and to send the

guidelines to the Organization and Bylaws Committee for inclusion in the YALSA Handbook.

- Voted to continue the current Teen Read Week™ (TRW) contract with ALA Graphics for TRW 2007, and to review the contract again at Midwinter 2008, with particular note of royalty and sales percentages (Board agenda item 11).
- Accepted the FY08 budget priorities as recommended by the Fiscal Officer for the Executive Director to incorporate into the FY08 budget (Board agenda item 12).
- Accepted the Proposed Guidelines for White Papers (Board agenda item 13).
- Agreed with a request from the SUS Evaluation Task Force (Board agenda item 14) to extend its term until Midwinter 2008, with an interim report at Annual 2007 and a final report at Midwinter 2008, at which time there should be a list of final recommendations.
- Voted to strike the phrase “during the preceding year” from the charge of the Odyssey Award Committee. The Organization & Bylaws Committee was asked to make the appropriate change and contact the chair of the Odyssey Committee and also the ALSC Organization & Bylaws Committee (Board agenda item 15).
- Voted to rewrite the policies and procedures of the Selected Audiobooks for Young Adults Committee to reflect the following change: “The nomination process runs from the end of Midwinter to December 1.” The Organization & Bylaws Committee will make the appropriate change in language and will also notify the chair of this committee (Board agenda item 16).
- Accepted two changes in the language of the Policies and Procedures of the Best Books for Young Adults Committee regarding publication dates and nominations from the field, as per the Request for Board Action from the BBYA Committee (Board agenda item 17). The Board also directed the Organization and Bylaws Committee to rewrite the language for the committee and the BBYA chair was directed to notify staff of the change

in wording for the field nomination form (Board agenda item 17).

- Voted down the motion to create a new booklist of YA books with adult appeal, as it does not support the mission of the association (Board agenda item 18).
- Established a task force to develop a proposal, including funding elements, for a student member conference scholarship, as requested per Board agenda item 20, and to report back to the Board by Annual 2007.
- Voted down the request to establish a standing committee to create a gaming e-list (Board agenda item 21).
- Established a Nonfiction Award Task Force to develop a proposal for this award and to report to the Board with their findings at Annual 2007, as requested per Board agenda item 22.
- Directed YALSA staff to henceforth include the Board liaison's name on the committee chair Web site report forms, per the suggestion of Nick Buron.
- Adopted the Reference and User Services Association (RUSA) method of evaluating committees on a two-year trial basis, after which the process will be evaluated and the Board will decide whether to continue using this method (Board agenda item 25).
- Created a task force to select the winners of the Excellence prizes and plan the Annual 2008 conference program. The task force will work with the editor and YALSA staff on the timeline (Board agenda item 29).
- Directed the YALSA Executive Director to apply for additional funding from the Margaret A. Edwards Trust to provide award monies for the next round of Excellence in Library Services for Young Adults. Also created a task force to formulate plans to celebrate the twentieth anniversary of the Margaret A. Edwards Award (Board agenda item 29).
- Directed the YALSA Executive Director to report on the implementation of the Communications Plan at Annual 2007 (Board agenda item 31), with particular attention to initiatives that require further marketing.

- Accepted the draft program slate for 2008 (Board agenda item 34) in concept.
- Tabled item 49, the Recommendations from the Selected DVD Committee Evaluation Task Force. The Task Force will be asked to make revisions and issue a report by the spring conference call, with a final document to be delivered by Annual 2007.
- Voted to accept the resolution, authored by Christine Allen, Division Councilor, to be presented to Council concerning YALSA's fiftieth anniversary.

Resolution for YALSA Fiftieth Anniversary

Whereas the Young Adult Library Services Association (YALSA) the fastest-growing division of the American Library Association, celebrates its fiftieth anniversary in 2007;

Whereas YALSA has served young adult librarians and teens in communities nationwide since 1957, when the Young Adult Services Division (YASD) was formed;

Whereas in 1990, the division's name was changed to the Young Adult Library Services Association (YALSA);

Whereas YASD/YALSA has recognized the special focus and place of young adults in libraries, and has steadily built on its original mission, “to advocate, promote, and strengthen service to young adults as part of the continuum of library service, and to support those who provide service to that population”;

Whereas the ability to adapt and change through the years has allowed YALSA to remain relevant for fifty years;

Whereas formats of media continue to change, and YALSA has continued to identify emerging media of interest to teens in its media selection lists and the Odyssey Award;

Whereas historically successful programs and services for young adults have been planned and presented for and with teen involvement;

Whereas young adults are encouraged to participate directly and indirectly in YALSA programs and activities as part of YALSA's mission to facilitate positive youth development;

Whereas the importance of reading and all types of literacy activities gained national recognition and prominence with the annual celebration of Teen Read Week™ (TRW) in 1998;

Whereas, the logical successor to TRW, Teen Tech Week™, debuts in March 2007;

Whereas excellence in literature is recognized annually by the Michael L. Printz Award, the Alex Award, and the Margaret A. Edwards Award, which honors an author's lifetime contribution to YA literature;

Whereas, for fifty years, YALSA's leadership, Presidents, and Boards of Directors have developed strong YA librarians who advocate for excellent library services to teens; and

Whereas, no matter the format, YALSA's responsibility to identify and promote outstanding materials for teens remains constant, in conjunction with dedicated YA librarians who serve with style, grace, humor, aplomb, and tremendous patience;

Therefore be it resolved that the American Library Association congratulate and commend the Young Adult Library Services Association for fifty years of excellence in serving teens and the library staff who work with and support them worldwide.

YALSA Announces Member Grant & Award Winners

Baker & Taylor Scholarship Grant

Christine Beaver and Dana Hutchins have won the YALSA Baker & Taylor Scholarship Grants for 2007. Each will receive a \$1,000 grant to attend the ALA Annual Conference for the first time in Washington, D.C., June 21–27, 2007. The recipients must have between one and ten years of experience working with teenagers. Beaver is the teen services librarian at the Hancock County (Ind.) Public Library in Greenfield. Hutchins is the school librarian for Jackson Middle School in San Antonio, Texas.

BWI Collection Development Grant

Carrie Wuensch-Harden, youth services librarian of Lake Wales (Fla.) Public Library and Karen Odom, head librarian at Centerville (Ga.) Public Library, have been named winners of the Book Wholesalers, Inc./YALSA Collection Development Grant.

Wuensch-Harden plans to use the \$1,000 grant to purchase nonfiction, manga, and other award-winning books. Odom plans on expanding the teen recreational reading collection and introducing graphic novels to the Centerville Public Library.

Great Book Giveaway

The New Orleans Public Library (NOPL) is the winner of the eleventh annual Great Book Giveaway and will receive literally a ton of YA and adult books, CDs, and audiocassettes. YALSA sponsors the contest, which awards a collection of library materials to a library that demonstrates need. The collection consists of items publishers and producers donated to YALSA in 2006. The estimated value of the collection is approximately \$30,000.

The floodwaters that followed Hurricane Katrina damaged all of NOPL's thirteen buildings with the total damage currently estimated at \$30 million.

"Most donors, individuals, and organizations do not automatically consider young adults/teens' needs, especially at the library," said YALSA member Kim Tran in the winning application. "YALSA's Great Book Giveaway will greatly help us get started in our goal of providing a place or haven and services for teens."

Frances Henne/VOYA Research Grant

Holly Anderton and Karen Brooks-Reese are the 2007 recipients of YALSA's Frances Henne/VOYA Research Grant. This \$500 grant is to provide seed money for small-scale research projects that respond to the YALSA Research Agenda. Anderton and Brooks-Reese's proposed study is titled, "Virtual Reader's Advisory Services for

Teens at Public Libraries." This project will evaluate current virtual reader's advisory services nationwide, allow teen librarians to recognize those programs that are successful, and provide teen librarians with the necessary information to improve upon those services as needed."

Anderton and Brooks-Reese will survey libraries in the twenty-five most populous urban areas to determine the level of virtual reader's advisory services to teens. Anderton is a senior teen librarian at the Carnegie Library of Pittsburgh–Main, and Brooks-Reese is the teen services coordinator for the Carnegie Library of Pittsburgh and the Pittsburgh District Library Center.

Sagebrush Award

Joanna Peled has won the 2007 YALSA/Sagebrush Award for a Young Adult Reading or Literature Program. Peled, a librarian with Tucson-Pima (Ariz.) Public Library, has won for "That's My Take," her innovative program where teens produce movie trailers of their favorite books. What started as brief written descriptions of their favorite books grew into a project that brought together the library, Tucson 12 (the City Channel), and the Metropolitan Education Commission's Youth Advisory Council/Tucson Teen Congress. Six trailers were created, covering books both classic and modern, in English and in Spanish. The teens were involved of every aspect of the program including choosing the books, writing the trailers, creating the storyboards, and acting.

Peled encourages others to try programs like this one: "It's very reproducible, you just have to let the teens do it . . . the thing is to listen to the teens." To learn more, visit www.lib.ci.tucson.az.us/teenzone/trailers.

About the Grants and Awards

Each of these grants and awards are given annually. The deadline to apply is December 1st and applicants must be current members of YALSA. For more information, or to access an application, go to www.ala.org/yalsa and click on "Awards & Grants." **YALS**

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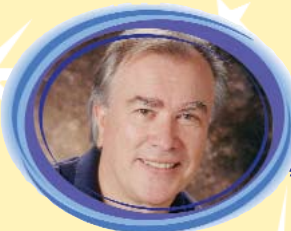
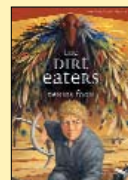
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DENNIS FOON

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MICHAEL MARTCHENKO

Illustrator of many all-time favourite picture books



ALLAN STRATTON

Printz Honor Book Award winner



LORIS LESYNSKI

Poet, author, and wordsmith extraordinaire



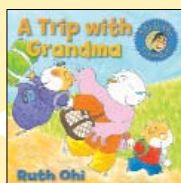
SHARI GRAYDON

Media guru and author of ground-breaking books on contemporary issues



RUTH OHI

Author and illustrator of many well-loved picture books



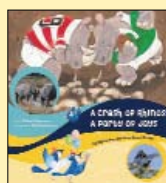
MIKE TANNER

Author, musician, and devotee of classic rock



DIANE SWANSON

Author of fun and fascinating science books for kids



EMILY POHL-WEARY

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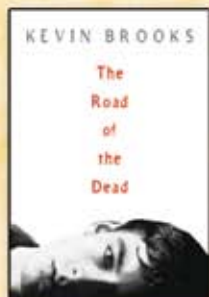
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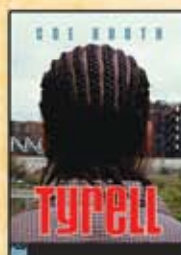
ALA Best Books for Young Adults



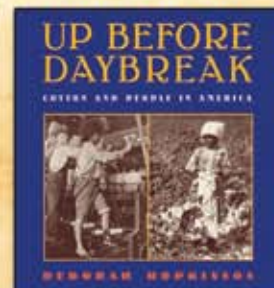
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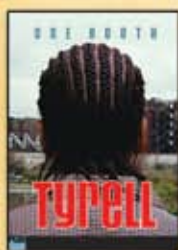
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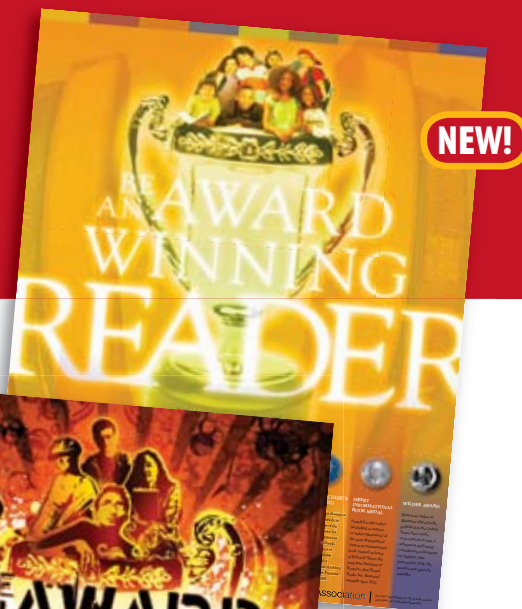
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- Coretta Scott King Award
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- Newbery Medal
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- Caldecott Medal
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- Geisel Award

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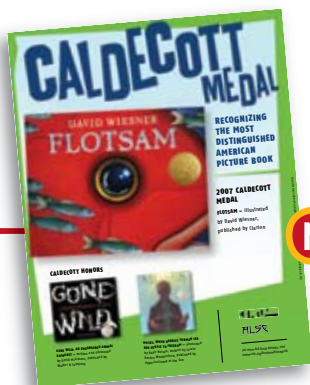
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Bold young adult poster features descriptions of the following awards:

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- Schneider Family Book Award
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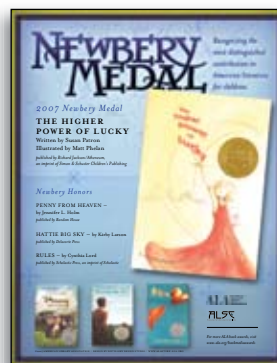
Geisel Award Poster 2007
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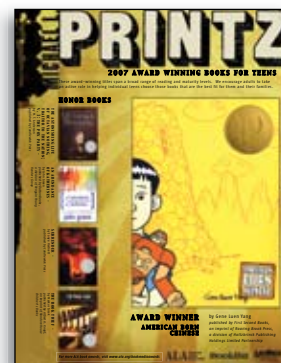
CSK Award (Author) Poster 2007
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CSK Award (Illustrator) Poster 2007
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Newbery Award Poster 2007
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Printz Award Poster 2007
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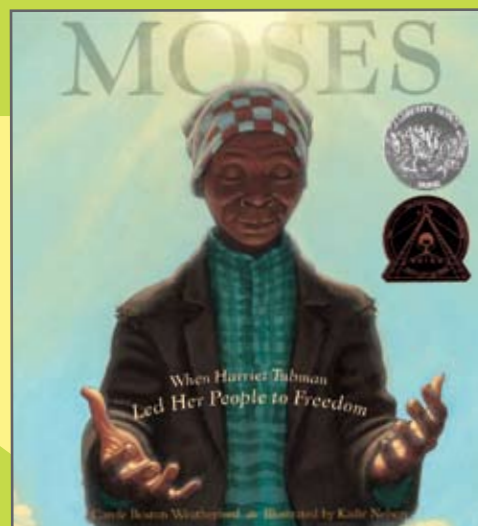
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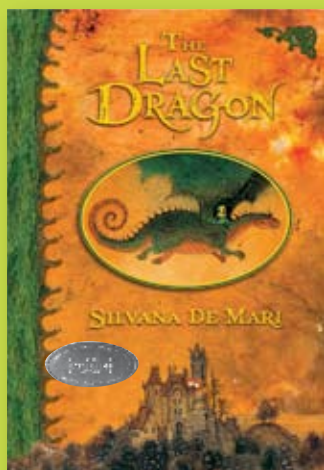
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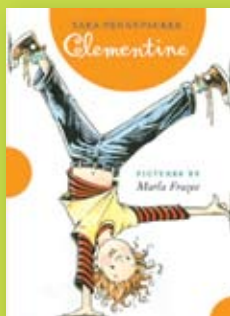
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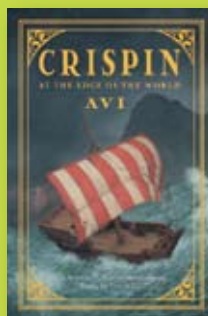


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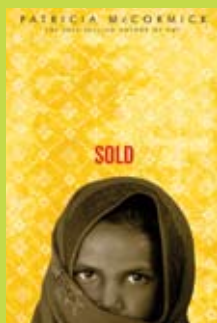
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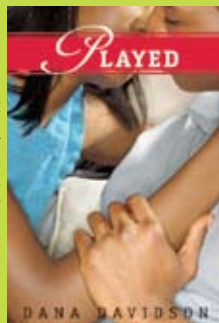


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