

THE OFFICIAL JOURNAL OF THE YOUNG ADULT LIBRARY SERVICES ASSOCIATION

# young adult library services



VOLUME 6 | NUMBER 3

SPRING 2008

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## INSIDE:

AWARDS

JUDGE A BOOK BY  
ITS COVER

SEX EDUCATION  
AND THE  
AMERICAN PUBLIC  
LIBRARY

YALSA @  
YOUR LIBRARY  
CAMPAIGN

AND MUCH MORE!



AWARDS  
ISSUE!

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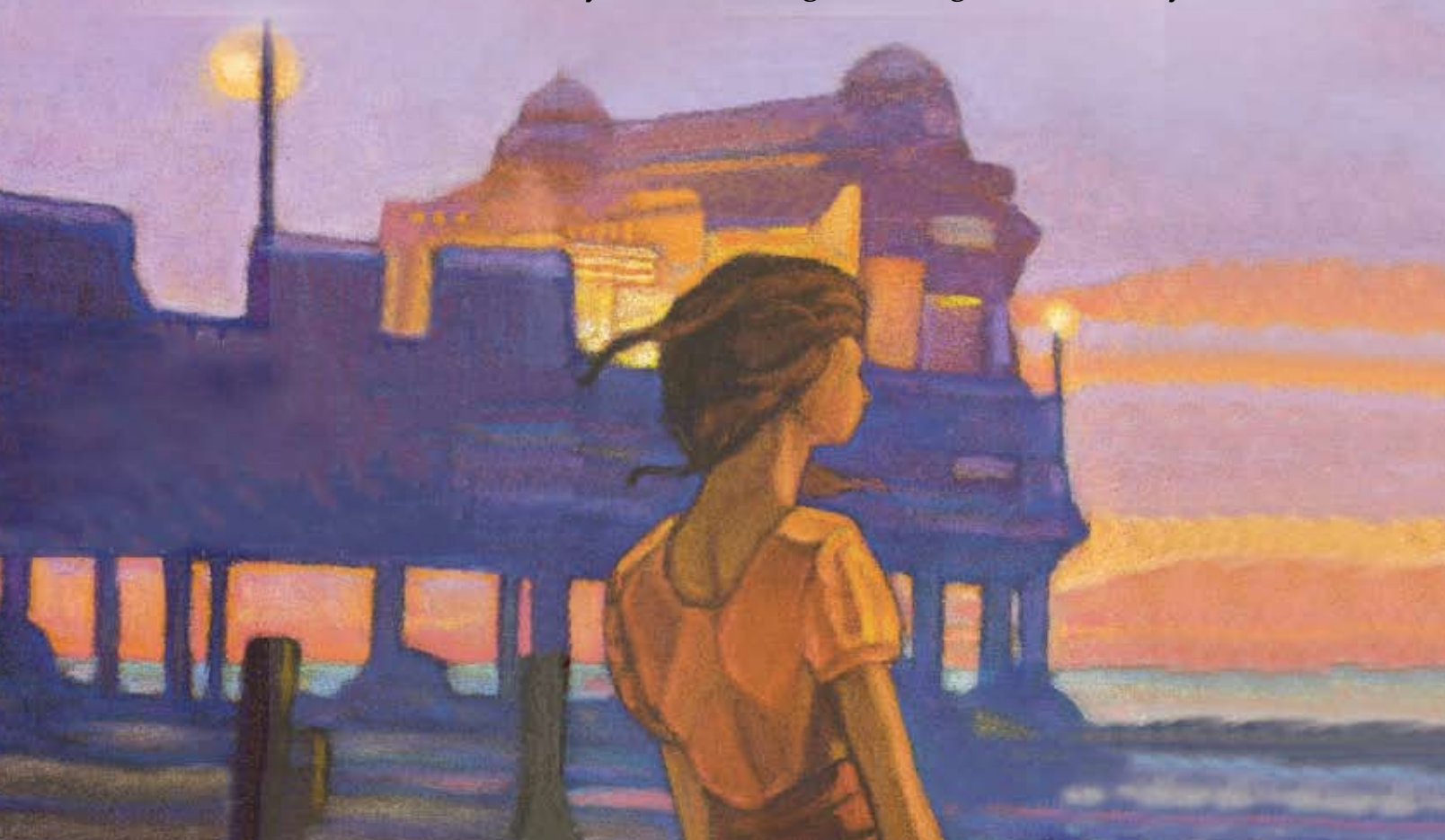
—A YALSA Teen YA Galley Reader

# Madeleine L'Engle

## THE JOYS OF LOVE

"A joy indeed." —*Kirkus Reviews*

During the summer of 1946, twenty-year-old Elizabeth is doing what she has dreamed of since she was a little girl: working in the theatre. Elizabeth is passionate about her work. She's never felt so alive. And soon she finds another passion: Kurt Canitz, the dashing young director of the company, and the first man Elizabeth's ever kissed who has really meant something to her. Then Elizabeth's perfect summer is profoundly shaken when Kurt turns out not to be the kind of man she thought he was. With an introduction by the author's granddaughter, Léna Roy.



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## About This Cover

A selection of YALSA's award winners and top ten books: *The Wall*, a Top Ten Great Graphic Novel for Teens; *The White Darkness*, winner of the 2008 Michael L. Printz Award; *Mister Pip*, an Alex Award winner and a Top Ten Best Book for Young Adults; *One Whole and Perfect Day*, a Printz Honor Book; *Repossessed*, a Printz Honor Book; *Your Own, Sylvia*, a Printz Honor Book and a Top Ten Best Book for Young Adults; *American Shaolin*, an Alex Award winner; and *Graffiti L.A.*, a Top Ten Quick Pick for Reluctant Young Adult Readers. The books frame the Michael L. Printz Award Seals, which are available for purchase in the ALA Store, [www.alastore.ala.org](http://www.alastore.ala.org).



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#### Statement of Purpose

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

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# from the Editor

Valerie A. Ott

## Signing Off

It has been my pleasure and privilege to serve as the editor of this journal for the past two years, and now it is time for me to hand the reigns to RoseMary Honnold, the very capable and accomplished author and teen services coordinator from Coshocton, Ohio.

It is an oft-repeated practice among those reflecting on their tenures to relate personal details of how their lives have changed over the years. Luckily for you, my stint as editor only spanned two years, so I can spare you the trip down my own memory lane. But it is amazing to me how YALSA has grown in that relatively short amount of time. Not only has our division learned to survive on its own financially, without ALA's subsidization, it has thrived as the fastest-growing division in the entire organization! In addition, in just two years, YALSA has established and celebrated Teen Tech Week, created the William C. Morris Debut YA Award and the Odyssey Award, established the Great Graphic Novels for Teens list, launched the YALSA wiki and blog, began offering continuing education courses via distance learning, and commemorated its 50th Anniversary. Mind you, this list of impressive accomplishments does not replace any of the work YALSA members were already doing.

I've been delighted to work with three YALSA presidents: Pam Spencer-Holley, Judy Nelson, and Paula Brehm-Heeger. Each of these accomplished women navigated the YALSA ship through uncharted territory to achieve the above-named accomplishments. I'm certain that future leadership of the organization will be just as devoted, driven, and ambitious. And I'd be remiss if I didn't mention YALSA's staff. Beth Yoke, Nichole Gilbert, Stevie Kuenn, Esther Murphy, and Letitia Smith are dedicated and consummate professionals and are an integral part of YALSA's success.

I suppose what I'm trying to say is that I am proud to have been a part of all the success and excitement YALSA has enjoyed during my relatively brief stint as editor of this journal, and I'd like to thank those mentioned above, as well as all of the authors who submitted articles to YALS, and of course, all of the YALSA members who volunteered to conduct interviews, submit book reviews, or write summaries of their committee's work. It was a rare thing for a member to tell me he or she had too much on their plate to take on a writing assignment. In fact, I'm not sure that ever happened! So thank you for making my job easier, and for being such a great group of folks to work with and for.

Signing off . . . YALS

# from the President

Paula Brehm-Heeger



**Y**ALSA celebrated fifty years of advocating, promoting, and strengthening library service to young adults in 2007. In 2008, we will continue to build on our tradition of excellence in a variety of ways, from kicking off our three-year @ your library® advocacy campaign and holding our first-ever Young Adult Literature Symposium, focused on, “How We Read Now,” to honoring another round of award-winning titles in this issue of YALS. I’m proud this year, as always, of all our amazing winners, but I am particularly pleased that we can now include the brand new Odyssey Award for excellence in audiobook production among our honored titles.

These many impressive achievements do not happen by accident, however. The hard work and dedication of YALSA’s members, leaders, and staff are a major part of why our division continues to be so successful and why we are able to expand our list of resources to include innovative items like the Odyssey Award. Another part of our equation for success is our ability to think and act strategically. Reflecting on the crucial role strategic and deliberate action plays in our continued success is particularly relevant in 2008, as we will be working to update our strategic plan this year.

Our current strategic plan, available on YALSA’s Web site at [www.ala.org/ala/yalsa/aboutyalsab/strategicplan2005.pdf](http://www.ala.org/ala/yalsa/aboutyalsab/strategicplan2005.pdf), has provided focus and clarity for our division. Working from this important document, YALSA leaders have created and updated our ever-evolving action plan, providing a blueprint for success that keeps our division moving forward even during times of

immense change such as those we have experienced in recent years. Using this framework, we have determined priorities and allocated our resources accordingly. There can be little doubt that we have harnessed the power of strategic thinking and action as we have become the fastest-growing division of ALA. What an amazing accomplishment!

As I write this column, we are preparing for several important strategic planning activities at ALA’s Midwinter Meeting. Included among these activities will be the gathering of input from a wide variety of YALSA members and division leaders, including the Board of Directors and committee chairs. And, as with all aspects of our division, a top priority is also gathering as much member input as possible, something we have accomplished during this process through an online survey that was open and advertised to all members. Member input is a key aspect of the strategic planning process. I deeply appreciate all of the members who spent valuable time responding to this survey or attending input sessions to share your thoughts and ideas.

Strategic planning is no easy task. We live in a rapidly changing world. Projecting what things will be like in three to five years seems to become more challenging all the time. Just think back for a moment to June 2004, when YALSA members and leaders last updated our strategic plan. How many of us had even heard of MySpace or had any idea what a “Wii” might be? If someone had suggested to you then that in just a few short years YALSA would be hosting annual sold-out gaming nights at conferences,

would you have believed it?

Clearly, a lot can change in a short amount of time.

It is a testament to the excellence of the current strategic plan, and those who have worked to develop and continuously update the correlating action plan, that YALSA has been able to lead the way on so many original, cutting-edge ideas for engaging teens in our nation’s libraries. With the support, enthusiasm, and energy of YALSA members and leaders behind it, I know the new strategic plan will keep YALSA leading the way by ensuring that we are nimble enough to seize opportunities when we see them and confident enough to face challenges when they arise.

As I mentioned at the beginning of my column, YALSA has just finished celebrating a half century of success and excellence. Is there any doubt that in another fifty years YALSA members will once again be holding a year-long celebration and marveling at our division’s century of accomplishments? Not in my mind! The foundation for that long-term success starts now, with today’s members and our ability to think and act strategically. I look forward to working with all of you to set the strategic direction for YALSA in 2008. **YALS**

# Guidelines for Library Services to Teens

*By Sarah Flowers*

**D**o you work with librarians or administrators who don't really understand what you do and why you like to work with teens? Do you know library staffers who find teens odd, difficult, bewildering, or scary? Then you might want to share with them the newly approved Guidelines for Library Services to Teens, a joint project of YALSA and the Reference and User Services Association (RUSA). RUSA is in the process of creating a series of guidelines on library services to various user groups, and YALSA members were delighted to work with them on these guidelines for service to teens. The guidelines were approved by the YALSA Board in 2007 at ALA Annual Conference in Washington, D.C., and by the RUSA Board at this year's ALA Midwinter Meeting in Philadelphia. The guidelines will be available on the RUSA and YALSA Web sites.

## Guidelines for Library Services to Teens, Ages 12–18

These guidelines were created in 2006 by a joint task force made up of RUSA and YALSA members. Members of the task force were Sarah Flowers, Helen Hejny, Rosemary Chance, Mary K. Chelton, David Fuller, and Stephen Matthews.

### Introduction

Teens are substantial users of public libraries and the primary users of secondary school libraries.<sup>1</sup> Their presence and numbers, as well as their developmental characteristics and life circumstances, present a distinct challenge for reference service providers. During adolescence, teens develop the ability to hypothesize and think about the future and foresee consequences for actions. They also develop personal ethics and critical thinking abilities. At the same time, they are extremely self-conscious,

which makes them easily embarrassed. All of these factors combine to make reference service to teens unique and uniquely challenging. It is our hope that these guidelines will help reference librarians in all kinds of libraries provide excellent service to teens.

## Guidelines

**1.0. Integrate library service to teens into the overall library plan, budget, and service program.**

It is essential for the leaders and policy makers of the library to understand that service for teens is not a fad, that the need and demand for library services will only increase, that teens have specific library service needs that are different from those of children or adults, and that nothing short of a total moral and financial commitment to library services for teens will meet the needs and demands of the present and future teen library user.

- 1.1. Acknowledge the educational and developmental needs of teens in the library's strategic planning and evaluation process.
- 1.2. Incorporate funding for materials and services for teens in the library's operating budget.
- 1.3. Actively seek supplemental funding for programs and services to teens.
- 1.4. Provide spaces and collections for teens that are separate from children's spaces and collections.

**2.0. Provide teens with courteous and professional customer service at every service point.**

Friendly, positive, and unbiased customer interactions are the goal of every public service

---

**SARAH FLOWERS** is the Deputy County Librarian at the Santa Clara County (Calif.) Library. She has been on numerous YALSA Committees and the YALSA Board of Directors and is currently an ALA Councilor.



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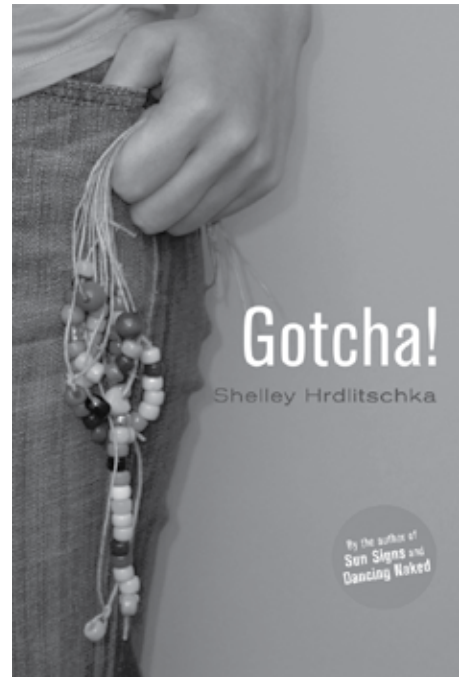
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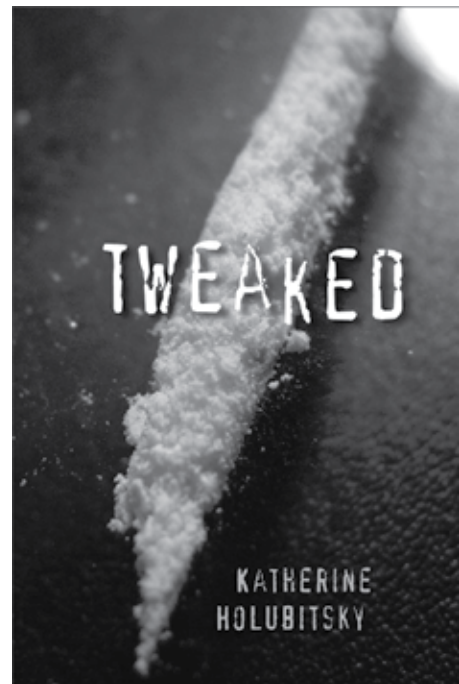
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provider. This is especially true in the world of libraries, as we strive to offer courteous professional services to all library users. All library customers, regardless of age, benefit when library staff foster a knowledgeable, friendly, and inviting atmosphere.

- 2.1. Promote a more beneficial working relationship with teens through continuous staff development and education.
- 2.2. Integrate library services to teens with those offered to other user populations.
- 2.3. Assure that services for teens embrace cultural diversity and economic differences.
- 2.4. Train all staff members to respect teens' need for privacy and non-judgmental service.
- 2.5. Provide services by teen specialists or certified school library media specialists, as well as by others who are trained to serve teens.

### 3.0. Use the most current information and communication technologies, the connections that they use on a daily basis, to provide information to teens.

Online information and electronic communication is a way of life for most teens. They have come of age with the Internet, iPods, cable and satellite television, cell phones, etc., and these tools form a seamless part of their everyday lives. Change and innovation are and will be the defining forces in personal technology; therefore, this list of gadgets and interfaces will expand and change as the ways to be "wired" morph and grow. Librarians need to understand how these "digital natives" perceive the world. We need to provide di-

rection, structure, and effective assistance, both when we are asked directly to help as well as when we are not. Sound and savvy instruction in information literacy and thoughtful design of intuitive and welcoming portals to our virtual libraries are essential allies in serving the needs of teens.

- 3.1. Provide unfettered and convenient access to licensed databases and other online library resources for teens.
- 3.2. Incorporate the use of social networking (for example, instant messaging, blogs, and social Web sites) into service plans that are designed to provide reference services to teens.
- 3.3. Employ in-person as well as digital (online tutorials, help screens, search process prompts) methods of information literacy instruction at the point of service.
- 3.4. Develop and promote homework assistance Web sites and portals as key elements in meeting the information needs of teens.
- 3.5. Ensure that teens receive the same high quality of online reference service as all other users.
- 3.6. Endeavor to make online reference services available 24/7 to accommodate teens' busy lifestyles and often unpredictable study and research habits.

### 4.0. Provide and promote information and resources appropriate to both curriculum and leisure needs of teens.

Teens approach the reference desk with two main types of questions: the "imposed" query (usually a school assignment) and the personal query (often a popular culture interest). Maintaining a collection that is relevant to the interests and needs of teens

will help maintain the relevance of the library in their lives. The library's role extends beyond gathering resources to keeping current those resources and actively seeking means to publicize and promote them. The library should be positioned as a primary access point to information on everything from school curriculum topics to college planning, health issues, career opportunities, and popular culture.

- 4.1. Develop collections to reflect the information needs and interests of teens.
- 4.2. Take the requests of teens seriously, and ask for their input in developing collections for them.
- 4.3. Recognize that homework is a major part of teen information-seeking and that homework assistance is a necessary service for this age group.
- 4.4. Recognize that teens often do not know or are not interested in the content of what they are asking, but only know that they have to have it, usually at once.
- 4.4. Provide a variety of formats for information and resources, such as audiobooks, databases, Internet access, and listening equipment, as well as computer programs such as word processing, spreadsheet, database, and Web publishing software for homework assignments, class projects, and recreational use.

### 5.0. Provide library services and programs appropriate for teens.

Libraries should provide a community setting for teen programming that will ultimately enable teens to develop new library skills, to become independent and skillful library users, and to enjoy traditional informational or recreational programs.



- 5.1. Provide positive programming to meet the needs and interests of teens and their family members as well as opportunities for teens to experience ownership of the library by contributing collection suggestions and situations in which they can share their expertise (with reading, technology, hobbies, and so on).
- 5.2. Create activities that promote growth and development such as community service hours, volunteer opportunities and projects that help develop a sense of responsibility.
- 5.3. Guide teens to become self-sufficient library users through example and pertinent activities and positive programs specifically designed to meet their interests.
- 5.4. Develop programming and services to meet the needs of teens unable to visit the library through technology and outreach.
- 5.5. Publicize services and programs for teens in popular local establishments and by using current technology trends.
- 5.6. Actively involve teens with planning and implementing services and programs for their age group through advisory boards, task forces, and by less formal means (surveys, one-on-one discussion, focus groups, and so on)

## 6.0. Cultivate partnerships with community agencies and groups serving teens.

Library programs and services for teens should not replicate those of other agen-

cies, but can complement and support them. Investigate possible joint programs for teens. Identify resources the library can provide to assist professionals who work with teens.

- 6.1. Identify community organizations and groups of and for teens.
- 6.2. Collaborate with schools in areas such as class assignments, reading lists, and bibliographic instruction to more effectively serve teens' academic needs.
- 6.3. Collaborate with other organizations serving teens such as youth groups and after-school programs.
- 6.4. Partner with schools and local organizations for library programs and delivery of services. **YALS**

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# New Award Honors First-Time Authors

By Valerie A. Ott

**T**he William C. Morris Debut YA Award will make *its* debut in 2009.

This new award will join ranks with YALSA's other prestigious literature honors as the only one given to a book written by a first-time author writing for teens. "[YALSA] believe[s] it is valuable to use the strength of [its] reputation and expertise to widely publicize and forthrightly honor these 'first-time' books and their authors" with the hopes that the award will serve to encourage new authors to the field of young adult literature, ensuring its continued growth.<sup>1</sup>

The award's namesake, William C. Morris, passed away in 2003, but not before leaving a pronounced mark in the publishing world as a salesperson for HarperCollins for nearly fifty years. His love for young adult literature was evident to all of the librarians with whom he interacted throughout the span of his career. Michael Cart, former YALSA president, author, and *Booklist* columnist, said, "Over the years [Bill] developed an encyclopedic knowledge of [teen] literature and an uncanny knack for introducing the right book to the right reader at the right time. [People] quickly learned to value his judgments and recommenda-

tions, since his literary taste was more than discerning; it was impeccable."<sup>2</sup> With this passion and breadth of knowledge, it is no wonder that Morris had scores of fans throughout the publishing and library worlds.

Because Morris was always excited about fresh new voices writing for teens, it seems only fitting that this award will "celebrate the achievement of a previously unpublished author, or authors, who have made a strong literary debut in writing for young adult readers."<sup>3</sup> The book will demonstrate its excellence through the quality of its writing and illustration; its integrity as a whole; and its appeal factor to a wide range of teen readers.

Field nominations for the William C. Morris Debut YA Award will be accepted until December 1, 2008, after

which a shortlist of up to five titles will be announced to help promote the award. The first winning title will be chosen and announced by the selection committee at ALA's Midwinter Meeting, in January 2009, in Denver. To read more about the criteria for titles to be considered, and the nomination process, visit [www.ala.org/ala/yalsa/booklistsawards/morris/morrispolicy.cfm](http://www.ala.org/ala/yalsa/booklistsawards/morris/morrispolicy.cfm). **YALSA**

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**VALERIE A. OTT** is the outgoing editor of *YALS*, for which she has served as editor for two years. As a YALSA member, she served on the First Time YA Author Task Force, the Communications Task Force, and was a liaison for the Publications Committee. A former librarian at the Wadsworth Public Library (Ohio), Ott currently works from home and raises her daughter. Ott is the author of *Teen Programs with Punch: A Month by Month Guide* (Libraries Unlimited, 2006).

# To Kindle or Just Burst into Flame?

By C. D. McLean

The LISNews blog entry on December 14, 2007, mentions a short article from [www.iBookWatch.com](http://www.iBookWatch.com) about Amazon's Kindle. This highly amusing post exclaims, "When I saw that Amazon had called their reader Kindle the first thought that came to my mind was, 'Kindle! What! Was the name flaming ball of death already taken?'" In fact, a *Newsweek* article on Jeff Bezos, Amazon's CEO, and the internet bookseller's new e-reader, says that the device was "named to evoke the crackling ignition of knowledge."<sup>1</sup>

Independent school librarians generally have a greater measure of freedom when it comes to their budgets. Usually, the librarian controls the budget after it has been allocated for the year. Not having layers of red tape and administration are very desirable, especially for those librarian technophiles who love to live on the bleeding edge. But perhaps the question independent school librarians should be asking is not why the Kindle is thus named, but rather is it worth burning up \$399 (plus shipping) of the library's budget and then leaving the library's credit card open to burn indefinitely?

Several independent school librarians purchased the Kindle with the intent of using it for required reading and textbooks. Anyone who has ever seen the alarming size of students' backpacks today (how sixty-pound girls carry eighty-pound backpacks is a science conundrum), would find the idea of students carrying Kindles that contain *all* of their textbooks very appealing.

Librarians have been criticized for not jumping on the Amazon.com-style catalog sooner. I think in the case of the Kindle, however, it would have served Bezos to at least look past the individual and to the public as a whole. Granted, its Whispernet technology is fabulous, allowing the Kindle to always be on, perpetually available for the owner to buy a book, only to have it a few seconds later on his Kindle, ready to read. Bezos doesn't

seem to have considered, though, that it may not be possible for every person to have their own Kindle, with their own Amazon.com account and credit card attached to it. For instance, what parent would want their child to take an open credit card with a letter of authorization to the schoolyard, where any person who picks up the Kindle could download books, blogs, and newspapers? At our school there are almost daily messages sent out from the Dean of Students' office with the subject line reading "Lost." Lost laptops, lost cell phones, lost purses, lost books, lost iPods . . .

From its description and early information, the response seems positive, but bewildering from a librarian's perspective. How could this tool ever be used in mass quantities by students, and how would the library's budget be protected from unauthorized charges? Perhaps Bezos could, like Dale Carnegie before him, consider the public good and create a Kindle that is specifically designed to contain only classroom

texts and required reading. Students must purchase all those books anyway. Why not sell the Kindles at a reduced rate to schools in place of textbooks and ship them with the texts already downloaded?

Wait a minute. Doesn't Amazon sell textbooks and books?

If Bezos was to put a Kindle in the hand of every school-aged child containing all of their textbooks and leisure reading books, and the account could be turned on and off by parents, it may well turn out that Kindle stands for flaming ball of success. Until then, school librarians will continue to burn with hope. **YALS**

## References

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C. D. MCLEAN is the Director of the Jean Ann Cone Library at Berkeley Preparatory School in Tampa, Florida. She is a member of YALSA and serves on the Publications Committee.



## YALSA's @ your library Advocacy Campaign

*By Ma'lis Wendt*

**A**s young adult librarians, we face many challenges. We may find that we always need more for our teens: more materials, more space, or more funding for new programs. A parent may have a complaint about one of the books in our collection, or about what his child is finding on the Internet at the library. The local legislature, school board, or library trustees may propose a new bill or enforce new regulations that will adversely affect the teens in our area.

The YALSA Advocacy Tool Kit will give us all help and advice in these areas and many more. The YALSA Advocacy Tool Kit is the first step in YALSA's @ your library® campaign. YALSA is joining with other ALA units in the Campaign for America's Libraries to spread the word about the importance of libraries and library service. This first year (2008) is focused on the YALSA membership and the inauguration of the online tool kit. The second year will focus on advocacy efforts with our administrators, and the third year will expand the effort to our communities and teens, with a special youth advocacy program.

The YALSA Advocacy Tool Kit contains ideas on how to collaborate with community organizations to maximize outreach to teens, how to gain more support from

school or public library administrators, how to take advantage of funding opportunities, and how to sharpen skills to show others how to turn a challenge into an opportunity.

Speaking out for young adult services takes planning and practice in working with others—in other words, being an advocate for oneself, for one's teens, and for the services needed to serve them. Another component of the tool kit is the YALSA Advocacy Workbook, which gives practical steps to guide young adult librarians through the advocacy process.

The YALSA Advocacy Task Force has been working for the past two years to help

define the @ your library Campaign and its scope. The task force surveyed YALSA members about their most important issues; met with consultants Linda Wallace and Peggy Barber of Library Communication Strategies on the complexities of serving young adults in school and public libraries; and searched for relevant research and articles to enhance the tool kit.

The Taking Teen Services to the Next Level Preconference at the Midwinter Meeting in Philadelphia on January 11, 2008, was the first event in this three-year campaign. Julie Scordato, teen services specialist at the Columbus (Ohio) Metropolitan Library, started off the morning with a spirited description of all the various aspects of advocacy. Melanie Anderson, assistant director of the Office of Government Relations at the ALA Washington office, spoke about advocating to our federal legislators. The group joined participants in the ALA Advocacy Institute for lunch and short talks by Linda Braun and Elaine Meyers. Following lunch, Barbara Blosveren, director of the Stratford (Conn.) Library Association, and Joyce Valenza, Ph.D., of the Springfield (Pa.) Township High School Library, led break-out sessions. Morning and afternoon roundtable sessions gave the seventy participants time to work through the exercises in the YALSA Advocacy Workbook and actually decide upon a goal as well as an action plan to implement when they returned home.

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**MA'LIS WENDT** recently retired from The New York Public Library after thirty-five years of service. Her last position as Associate Director, Staten Island Libraries. She served as YALSA President in 1992. Members of the Advocacy Task Force are **MA'LIS WENDT**, chair; **BARBARA BLOSVEREN**, Stratford (Conn.) Library Association; **DEBBIE FISHER**, Central Falls (R.I.) High School; **ROLLIE WELCH**, Cleveland (Ohio) Public Library; **KELLEY WORMAN**, Fresno County (Calif.) Public Library; and **JENNIFER DEWSNAP**, virtual member, South Miami (Fla.) Branch Library. **IAN ROSENOIR** is currently a Library Services Supervisor with the Miami Dade Public Library System and oversees ten branch libraries of varying sizes. He studied and obtained his library degree in the UK and has been living in the United States for about sixteen years.

## Say Hello to OLA!

### ALA's New Office for Library Advocacy

Seeking to meet the challenges libraries and library professionals face at the state and local level, and as a reaction to member request for increased advocacy efforts, ALA established the Office for Library Advocacy (OLA) in September 2007. OLA supports advocates' efforts to improve libraries of all types through the development of resources, tools, and trainings for library advocates.

OLA is an outgrowth of advocacy work that took place within the ALA Public Information Office in the past years. Such initiatives include the Advocacy Institute, with which YALSA partnered at the 2008 ALA Midwinter Meeting. A collaborative luncheon and breakout sessions focused on transforming teen patrons into lifelong advocates, was widely attended.

The new office also has been working closely with YALSA through *ilovelibraries*

.org, ALA's Web site for the public, a place where those outside of the library community can visit to learn more about the health and vitality of today's libraries. The Printz Award was recently featured in *ilovelibraries.org's* coverage of the Youth Media Awards. YALSA members should stay tuned to the Web site for coverage of National Gaming in Libraries Day, scheduled to take place April 18, 2008, during National Library Week, as well as Free Comic Book Day, May 3, 2008.

OLA's most recent endeavor involves partnering with the grassroots effort happening in Spokane, Washington, where three moms, so fed up with the state of school libraries, began a coalition to begin reform of school libraries within the state. Calling themselves the "Washington Coalition for School Libraries and Information

Technology," the moms began a petition drive that quickly gained thousands of signatures. They worked with area library leaders to create a senate bill that would provide better funding for library resources and that would serve as model for nationwide school library media program reform.

In addition to working with YALSA and other factions of ALA with a stake in advocacy, part of OLA's charge is to cultivate future advocates to sustain the advocacy efforts of the association, and at the local level. As such, the OLA is seeking input from YALSA advocates on how to bolster advocacy resources, improve Web sites and tools and foster more collaboration. For more information, visit [www.ala.org/ola](http://www.ala.org/ola) or contact [advocacy@ala.org](mailto:advocacy@ala.org).

—Marci Merola, director, Office for Library Advocacy

## Journal of a Teen Advocate

By Ian Rosenior

*I believe in involving and having input from the people you serve: know them, talk to them, listen to them, and involve them as much as possible.*

My work with teenagers as a school librarian started about thirty years ago in the United Kingdom. Before interviewing for the position, I asked if the interview panel would include the students. I could see the surprised look on the principal's face. He was, however, a young and progressive administrator, and although he did not change the initial panel for the interview, he arranged for all of the candidates to be interviewed by a panel of the students.

I am not sure that was why I was offered the position, but in any case, after starting the job, I did agree to some of the

students' requests, such as opening the library during school holidays with the consent of the janitorial head. It was at that school that I established my first student library board (a.k.a. TAG).

Later, I spent a short time with the New York Public Library in the Bronx. I am always grateful for that period of training and exposure, which prepared me and influenced my career in librarianship. I worked with the best I have known in advocating young adult librarianship.

*Training is important, but equally important is getting to know those you're working for and with, as well as meeting them in their own environment. Get to know who they are and where they are coming from. Find out their needs, wants, and dislikes.*

I joined the Miami-Dade Public Library system in 1994 as the young adult librarian, an entry-level position at the then Miami Beach Regional Library. I immediately started using the skills I had

developed through outreach to schools and youth organizations in the area: promoting library services and reading and encouraging teenagers to use their library. The result: What used to be a library mostly for retirees was attracting quite a large number of teenagers. I established after-school clubs, convinced the manager to hire teenagers as pages, and established a YA area in the library.

By chance that year, ALA Annual Conference was here in Miami, and I was asked to assist YALSA with preconference arrangements for "Serving the Underserved." I decided to become a member of YALSA that very year.

*Take opportunities and use them well when you have them. Assess the needs of those you serve.*

About two years after joining the Miami-Dade Public Library System, the position of head of young adult services be-

came vacant, and I successfully applied for the position. This gave me the opportunity to influence systemwide policies and decision-making for teenagers. I was in charge of the young adult collection and materials budget for the entire system, and led a team of nine librarians. With my background as a YALSA trainer, I organized training and workshops for the staff; prepared and published information fliers and bibliographies; developed SWAT teams to visit branch libraries and assist branches with developing and weeding their teen collection; established YA spaces; developed lists of schools and youth organizations; and visited schools to conduct booktalks and programs within the county. I found it important to encourage participation, as well as suggestions and feedback from the YA team, including making the teen meetings open to all, especially to branch managers. I made myself available to schools, attended PTA meetings and career days, and got involved with school board programs such as college fairs.

*Lend your voice and expertise.*

A few years after I took over this position, the library system decided to close the young adult area at the main library. I was moved to the social sciences and humanities department; but, young adult services continued to be under my domain. I asked for a meeting with the assistant director in order to state my case for having a young adult area and for keeping the collection together. She asked that I put my proposal in writing. I did and was told to come up with a plan for moving the collection to the social science and humanities department. So I obtained the original blue prints, worked with the maintenance department, obtained shelving, and re-planned the department to incorporate a young adult area. Some of my arguments and supporting statements came right from YALSA.

*Stay the course, and provide leadership and support where needed.*

In 2004, I was appointed the regional manager for the Miami Beach Regional

Library. I contribute to YALSA discussion lists and continue to pass on information that will promote and strengthen work done with teens within the library environment. I still actively participate in all areas of young adult services within the library system as part of the young adult management team, conduct workshops, encourage and support young adult librarians, and serve as a voice for teenagers. For example, the Miami Beach Regional Library recently established a teen activity room—a space separate from the open mezzanine young adult area. This was requested by teens to meet their need for space for small programs such as their anime club, which they run themselves. I was able to support this, and got appropriate furniture for the room. Because the addition of the activity room has curtailed the number of complaints about noise, teens can now use the mezzanine for individual and group study and computer usage. **YALS**

**Laura Vaccaro Seeger**  
2008 Caldecott Honor Book  
and Geisel Honor Book  
recipient for *First the Egg*, will  
bring the opening keynote  
during dinner on Thursday.

**"Breakfast for Bill"**  
featuring a panel of children's  
book author/editor teams  
including Sharon Creech and  
Joanna Cotler, will be held on  
Friday morning. The breakfast,  
included with registration,  
will honor the memory of  
Morris, who was a long time  
ALSC member and friend,  
recipient of the first ALSC  
Distinguished Service Award,  
and an advocate for children's  
librarians and literature.

**Networking Reception**  
will be held Friday evening  
at the Salt Lake City Public  
Library, where you will have  
the opportunity to meet local  
authors.



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**[www.ala.org/alscinstitute](http://www.ala.org/alscinstitute)**

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The bookstore clerk was perplexed. “You don’t want me to try and get a different copy? You only want these?” I nodded. I only want those books. The exact ISBNs listed. No substitutions. She nodded back, but seemed uncertain. What did it matter if it was hardback, library binding, or paperback? The content was the same. But the content doesn’t matter if no one checks it out. It’s not what’s inside that counts. I select books by their covers.

My method of book selection may not follow the rules of librarianship, and I’m not even sure what those rules are. I took a class in resource selection in 1980, my sophomore year in college, but I was only dabbling in different subjects. All I remember was that books could receive very different reviews. Taste in books was subjective. Selecting books was a bit of a gamble.

Fifteen years later I was hired as a part-time librarian at the new middle school, joining the existing staff of a full-time librarian and part-time secretary who had worked together for more than ten years. I was in charge of magazines and audio-visuals, and the full-time librarian chose the books. She was methodical with book selection, taking home stacks of *Booklist* and *School Library Journal* and filling out mounds of consideration cards. On each card, she wrote the essentials of any book she considered purchasing: title, author, ISBN, hardback or paperback, recommended age, and subjects. The cards were rubber-banded and filed away until it was time to place the order with the book jobber, then each card was placed inside the received book for cataloging. Her desk was filled with bundles of those soft, smudgy cards.

When she retired, I assumed responsibility for the fiction collection, but found

those thick bundles of frayed consideration cards cumbersome and clumsy. I didn’t like flipping through the cards, and I didn’t like writing so much by hand. Instead, I typed my notes onto a tidy spreadsheet that I printed when I was ready to place my order. I called the jobber and read my numbers to them; they told me if it was available, came from a secondary warehouse, was on back order, or out of print. It was simple, and they provided a 30 percent discount and MARC records. The box of books came in three days.

When a box of new books arrives, librarians are giddy children on Christmas as we slice through the tape and peel open the top. We “ooh” over the neat stacks of crisp covers and clean pages, and groan over the occasional disappointments, such as a 1975 vintage cover with kids in striped t-shirts and dopey grins indicating a mad-cap farce, or a cover with a schmaltzy scene of a guy and girl embracing, gazing at a distant mountain with melancholy anguish on their faces. Other failures include covers that date themselves with trendy fashions and hairstyles, or covers that try to include as many aspects of the book as possible, and in doing so fail to intrigue or entice

the reader. Illustrations that say too much will alienate readers. Let them discover the book themselves.

I learned the importance of book covers in my first year as a librarian when I began reading the young adult titles in our collection. I chose Chris Crutcher’s *The Crazy Horse Electric Game* because on its cover were three kids celebrating an apparent victory on a baseball field, and I needed a sports book in my repertoire. One boy was hoisting another boy, whose arm was pumped in triumph, while a girl (with big hair and short shorts) gazed at him with pride and joy. Once I began reading the book, however, I realized that this was the scene from the first chapter. The hero then gets into a water-skiing accident and is partially paralyzed, his parents’ marriage crumbles over their guilt and grief, and he is quickly alienated from his friends, family, and past life. He runs away to Oakland, California, to a world of gangs, drugs, and pimps (one whom he befriends), and struggles to make a new life for himself. Gritty stuff. Hardly your typical sports story. But anyone who sees the cover will expect baseball action, a little romance, and a triumphant ending. Those who want rough edges will avoid this, and those seeking simplicity will be quite surprised. And most will reject the book because, frankly, the kids look a little dorky. In 2003, HarperCollins reissued the book with a

# Go Ahead: Judge a Book By Its Cover

*By Darcy Lohmiller*

**DARCY LOHMILLER** taught high school English for six years in Snohomish, Washington, and is currently in her twelfth year as librarian at Sacajawea Middle School in Bozeman, Montana.

different cover. A young man extends his mitt towards the camera, his face obscured by his arm. Action, intensity, and baseball. Now that's more like it.

Covers are important to library patrons, but no more so than with middle school students, who are acutely conscious of appearances and how they determine one's place in a delicate social hierarchy. Library books are not just read; they are seen. Bad covers stand out like a student at an empty table in the cafeteria, like the girl with the wrong shoes, or the boy with the high-waisted pants. A book's clothing can be belittled, ignored, or emulated.

Adults may wait for a book, but students will not. If a girl loves a book, five of her friends will want to check it out, too. Today. This is an ephemeral moment that I must grab before they have discarded books for boys, so I want them to read as much as possible before that happens. Therefore I buy five paperback copies of the book rather than one that is hardback or library bound, and circulate them until their pages fall out. Sales representatives try to sell me on the merits of one good library bound book over three cheap paperbacks, but I am not convinced. Like bookstore clerks, I think they see my selection process as haphazard and unprofessional.

It may be unprofessional, but it is not haphazard. I read every issue of *Booklist* and *School Library Journal*, marking the books that sound interesting and adding them to my spreadsheet, noting whether they should be purchased in hardback or if I should wait until they are released in paperback. Paperbacks stretch my budget. Taking a chance on a \$6 paperback is easier than investing in a \$17 hardback that may turn out to be a dud. But hardbacks are also important. My "new books" display needs them for added pop, so I purchase a few starred-reviewed books, new books by popular authors, and the newest book in a series. But kids like paperbacks just as well, especially if they are quality paperbacks

with great covers. Whenever I find an old book with a new, updated cover, I grab it and the makeover works. The book is new and fresh again, and becomes rediscovered.

It's sad when a good book with a bad cover goes out of print, leaving little hope that it will ever be read. Patricia McKillip's *The Night Gift*, with its ill-conceived 1970s line drawings, is a tough sell. No matter how many times I booktalk it, I can't seem to entice a student to check it out. While I don't claim to be a brilliant booktalker, whenever I put a lot of effort and belief behind a book, students will buy it. But not *The Night Gift*, which I refuse to weed from my collection until it's back in print and I can replace it with one that has a better cover.

The Internet is not only a helpful resource for checking if a book is back in print, but also for judging a book's cover. A search on a bookseller's Web site gives me the book's ISBN, editorial reviews, customer reviews, recommended age, and a color photo of the book. But I also need to physically handle the book to trust my first response as typical of a student's response. I flip open the book, not only to check the quality of the binding, but also how the book feels in my hand. Does it open easily, wielding softly and welcoming the reader in? Or does it want to slam shut, its stiff binding threatening to crack under too much pressure?

The world is increasingly visual, and the youngest generations have little patience with anything that is not as clear and sharp as high-definition television. The pages should be white, the margins wide, and the font large and bold. No italicized scripts, no extra serifs. Old books languish on my shelf, their yellowed pages filled with tiny black print. I open them up, and close them again. My forty-six-year-old eyes have trouble reading this, but thirteen-year-old eyes refuse to even try. They are accustomed to Harry Potter, the Lord of the Rings, the Chronicles of Narnia, and

*Eragon* shown on large screens with high-tech special effects. Movies can create interest in the books on which they are based, but the printed versions need to have some dazzle as well.

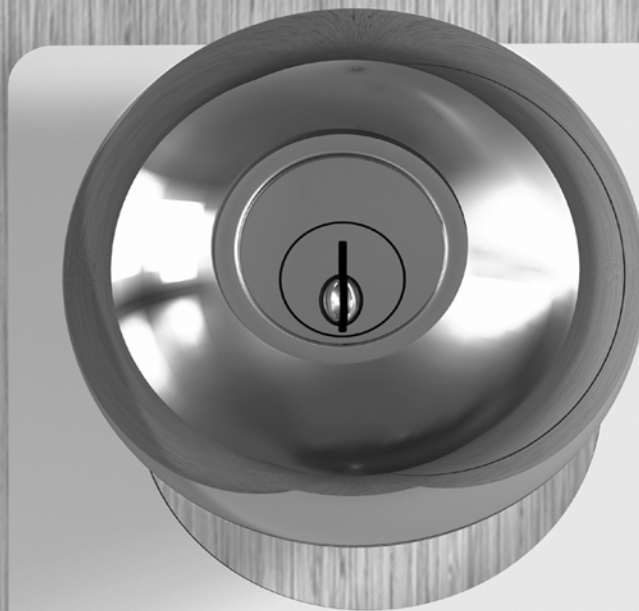
When Anthony Horowitz's *Stormbreaker* was being made into a movie, I needed a few more copies to meet increased demand. At the bookstore, I found two new covers: a Penguin imprint with a royal blue cover and a thick silver slash emblazoned across the front and a movie tie-in edition with the movie's young blond star on the cover and movie photographs inside. The photographs of the movie's star were appealing and would be even more so to girls attracted to the pretty boy they chose to portray Alex Rider. Tousled blond hair, angelic features, full lips—every thirteen-year-old girl's dream guy. But my target demographic is not teenage girls. It is Jake, the jock who doesn't usually read, but who came to the library one day asking for the fifth book in the series. I heard him tell another boy that "these are the best books;" his friend was convinced and checked one out. The series is the second most popular in my library, just trailing Darren Shan's *Cirque du Freak* series. Would Jake and his friend be drawn to the pretty-boy cover? I decided that they would not. With this audience, a blue cover emblazoned with a silver slash had a much higher cool factor than a cute movie star. I could not risk alienating the audience that is drawn to this book because they are the very same patrons to whom it is usually most difficult to plug books. They want a thriller—all adventure with little character development—that moves quickly and decisively through an exciting plot. And the cover needs to say that. In fact, the *Stormbreaker* movie went from a British release straight to DVD without creating much buzz. Movie covers may create interest, but they become dated as quickly as a bad movie.

A good book cover is like a good book. It accurately represents its genre, it has

wide appeal, and it stands the test of time. It never alienates the reader with dated cultural references, nor underestimates the reader's intelligence by hammering home the book's theme. It should be as artistic a representation of the author's creative vision as the book itself. When done well, the book will be checked out until the date due slip is full and the pages are falling out. And then the student will still insist on waiting until I glue it back together. I get my money's worth from a good book cover.

Here are some covers that have stood the test of time: Alvin Schwartz's *Scary Stories* series, fifty-four checkouts in ten years. Stephen Gammel's 1986 illustrations continue to be as creepy and chilling as Schwartz's stories. The cover for Harry Mazer's *The Last Mission* has not changed since its original publication in 1979, but you cannot go wrong with a picture of a fighter jet's engine in flames. Bantam Books had the foresight to use illustrations of the dogs portrayed in Jim Kjelgaard's books; Irish Setters and Siberian Huskies thankfully never need updating as many of his books are out of print. Robb White's *Deathwatch* still has John Mantha's 1972 cover, but its scene of the southwest desert, a man in the distance with a gun, and the clawing hands of his human prey still intrigues readers thirty-five years later. And although Aladdin Paperbacks recently published an updated cover of Gary Paulsen's *Hatchet*, the old one managed to maintain interest for more than twenty years. Long after I have thrown out the novelization of *Buffy the Vampire Slayer*, I will be checking these books out to readers who know timeless, quality stories when they see them.

YALS



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## Geraldine McCaughrean Wins Michael L. Printz Award

**T**he *White Darkness* by Geraldine McCaughrean, published by HarperTempest, an imprint of HarperCollins, has won the 2008 Michael L. Printz Award. The award announcement was made during the ALA Midwinter Meeting in Philadelphia, January 11–16.

Fourteen-year-old Symone's exciting vacation to Antarctica turns into a desperate struggle for survival when her uncle's obsessive quest leads them across the frozen wilderness into danger.

McCaughrean has won numerous awards for children's literature in her native England. Celebrated for her novels, picture books, and folklore adaptations, *The White Darkness* is her first contemporary young adult novel.

"Symone's unforgettable voice propels this journey of discovery in a book that is intricately plotted, richly imaged, and brings new meaning to the term unreliable narrator," said Printz Award Committee Chair Lynn Rutan. "Readers will need to hang onto their snow goggles in this compelling book in which nothing is as it seems at first glance."

The Printz Award is administered by YALSA and is sponsored by *Booklist*. The



award, first given in 2000, is named for the late Michael L. Printz, a school librarian from Topeka, Kansas, known for discovering and promoting quality books for young adults. Four Printz Honor Books were also named:

*Dreamquake: Book Two of the Dreamhunter Duet* by Elizabeth Knox, published by Frances Foster Books, an imprint of Farrar, Straus, & Giroux, shows off the author's formidable world-building skills with a variety of striking physical landscapes, a vividly evoked Edwardian society, and the startlingly original concept of dreamhunting.

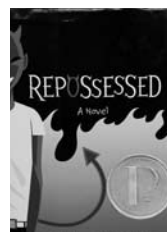
*One Whole and Perfect Day* by Judith Clarke, published by Front Street, an imprint of Boyds Mills Press, tells the tale of one teen's perfect day with her anything-but-perfect family.

*Repossessed* by A. M. Jenkins, published by HarperTeen, an imprint of HarperCollins, tells the story of Kiriell, a fallen angel who takes a vacation from his job as a tormentor to experience life as an American teenage boy in Jenkins' thought-

provoking comedic novel.

*Your Own, Sylvia: A Verse Portrait of Sylvia Plath* by Stephanie Hemphill, published by Alfred A. Knopf, an imprint of Random House Children's Books, shares poems in many voices illuminating the enigmatic Sylvia Plath in a unique blend of fact and fiction.

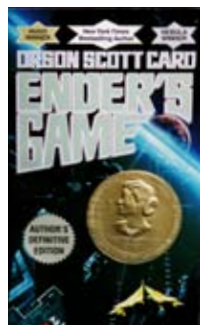
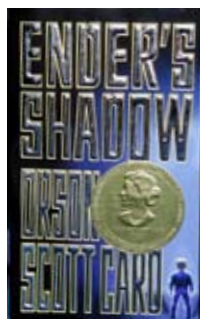
Members of the Printz Award Committee are Lynn Rutan, chair, West Ottawa Public Schools, Holland, Mich.; Julie Thomas Bartel, Judge Memorial Catholic High School, Salt Lake City; Betsy Fraser, Calgary Public Library, Calgary, Alberta; Jonathan Hunt, Modesto City Schools, Hughson, Calif.; Walter M. Mayes, *The Girls' Middle School*, Mountain View, Calif.; Jolen Neumann, Madison Metropolitan School District, Fitchburg, Wis.; Hollis Rudiger, Rochester, Minn.; Amy Sears, Teaneck (N.J.) Public Library; Patricia Suellentrop, Johnson County (Kan.) Library; and Stephanie Zvirin, Booklist consultant, Chicago. **YALSA**



# Orson Scott Card Receives Margaret A. Edwards Award

Orson Scott Card is the recipient of the 2008 Margaret A. Edwards Award honoring his outstanding lifetime contribution to writing for teens for his novels *Ender's Game* and *Ender's Shadow*. An accomplished storyteller, Card is the author of numerous books, short stories, and plays, and lives in Greensboro, N.C. *Ender's Game* and *Ender's Shadow* weave the everyday experiences of adolescence into broader narratives, addressing universal questions about humanity and society. The award was announced at ALA's Midwinter Meeting on January 14, 2008, in Philadelphia.

*Ender's Game* and *Ender's Shadow*, both published by Tor Books, present a future where a global government trains gifted young children from around the world in the art of interstellar warfare, hoping to find a leader whose skills can prevent a second attack upon humanity by the insect-like aliens descriptively nicknamed "buggers." Young Andrew "Ender" Wiggin may be the savior they seek. He is not alone, as seen in the companion tale, *Ender's Shadow*,



where orphaned Bean relates his own Battle School experiences. Just as the stories of Ender and Bean are paralleled in the novels, their experiences echo those of teens, beginning as children navigating in an adult world and growing into a state of greater awareness of themselves, their communities, and the larger universe.

"*Ender's Game* and *Ender's Shadow* continually capture the imagination and interest of teens," said Edwards Committee Chair Brenna Shanks. "The conflicts of self and society, on a personal level and on a universal stage, never lose relevance."

The Margaret A. Edwards Award is sponsored by *School Library Journal* and

administered by YALSA. Card will be honored at the YALSA Edwards Awards Luncheon and presented with a citation and cash prize of \$2,000 during the ALA Annual Conference in Anaheim, California, June 26–July 2, 2008.

Members of the 2008 Edwards Committee are Brenna Shanks, chair, King County Library System, Issaquah, Wash.; Patty J. Campbell, Horn Book Magazine, Fallbrook, Calif.; Ruth Ellen Cox Clark, East Carolina University, Greenville, N.C.; ERin Downey Howerton, Johnson County (Kan.) Library; and Kimberly L. Paone, Elizabeth (N.J.) Public Library. **YALS**

## Jazz Wins First-Ever Odyssey Award

Live Oak Media, producer of the audiobook *Jazz*, has won the first-ever Odyssey Award for excellence in audiobook production. The award announcement was made during the ALA Midwinter Meeting in Philadelphia, January 11–16, 2008.

*Jazz*, a production of Live Oak Media, takes the readalong to new heights as James “D-Train” Williams and Vaneese Thomas perform the work of Walter Dean Myers. Original music accompanies each poem’s performance, resulting in a rhythmic representation of mood and tone. Separate tracks for the selections and lively inclusion of a glossary and timeline create a dynamic audiobook; part poetry, part nonfiction, and wholly authentic.

The Odyssey Award for Excellence recognizes the oral tradition exemplified by Homer’s epic poem. The Odyssey Award pays tribute to the ancient roots of storytelling, while living in our modern world.

Each of the five Odyssey Honor citation titles displays exemplary production qualities. Such qualities range from the authentic dialects of *Bloody Jack: Being an Account of the Curious Adventures of Mary “Jacky” Faber, Ship’s Boy*, produced by Listen & Live Audio; to the dynamic performance of *Dooby Dooby Moo*, produced

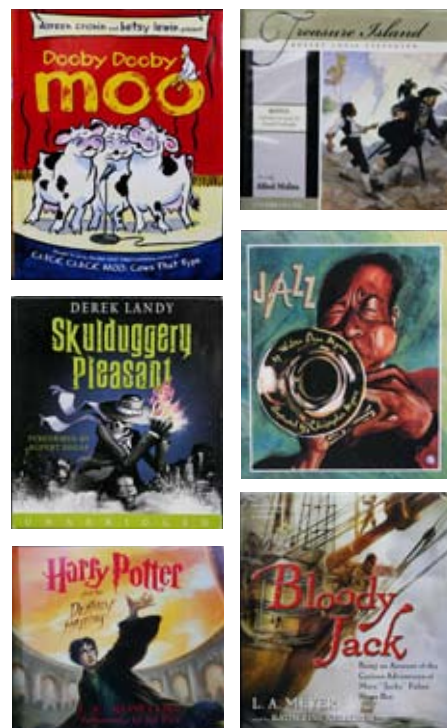


by Scholastic/Weston Woods; from the masterful characterization in *Harry Potter and the Deathly Hallows*, produced by Listening Library; to the mood-enhancing musical sound effects of *Skulduggery Pleasant*, produced by HarperChildren’s Audio, and the accurate accents of *Treasure Island*, produced by Listening Library.

“This inaugural award recognizes audiobooks as a true literary genre,” said Chair Mary Burkey. “Our award winner and honor choices represent the breadth and range of the format, in productions that embrace the medium. These exceptional titles allow the listener to experience the author’s voice through the narration of gifted performers.”

The Odyssey Award for Excellence is given to the producer of the best audiobook produced for children or young adults, available in English in the United States. The Award is jointly administered by YALSA and the Association for Library Service to Children (ALSC) and is sponsored by *Booklist*.

by Scholastic/Weston Woods; from the masterful characterization in *Harry Potter and the Deathly Hallows*, produced by



Members of the 2008 Odyssey Award Committee are Mary Burkey, chair, Olentangy Local Schools, Columbus, Ohio; Jerene D. Battisti, King County (Wash.) Library System; Francesca Goldsmith, Halifax Public Libraries, Halifax, Nova Scotia; Sharon B. Grover, Hedberg Public Library, Janesville, Wis.; Natalie Hoyle, Lemont-Bromberek School District 113A, Lemont, Ill.; Teri S. Lesesne, Sam Houston State University, Huntsville, Tex.; Merri Lindgren, CCBC, University of Wisconsin–Madison; Connie C. Rockman, Stratford, Conn.; Sylvia Vardell, Texas Woman’s University, Denton, Tex.; and Booklist consultant Sue-Ellen Beauregard, Chicago. **YALS**



# Alex Awards

The Alex Awards were created to recognize that many teens enjoy and often prefer books written for adults, and to help librarians recommend 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 pioneer in young adult services 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 2008 Alex Awards. The awards, sponsored by *Booklist*, were announced at the ALA Midwinter Meeting in Philadelphia, January 11–16, 2008, and will also appear with full annotations in the March 1 issue of *Booklist* and on Booklist Online.

The 2008 Alex Awards winners are:

*American Shaolin: Flying Kicks, Buddhist Monks, and the Legend of Iron Crotch: An Odyssey in the New China* by Matthew Polly, published by Penguin/Gotham Books (ISBN13: 978-1592402625)

*Bad Monkeys* by Matt Ruff, published by HarperCollins (ISBN13: 978-0061240416)

*Essex County Volume 1: Tales from the Farm* by Jeff Lemire, published by Top Shelf Publications (ISBN13: 978-1891830884)

*Genghis: Birth of an Empire* by Conn Iggulden, published by Delacorte (ISBN13: 978-0385339513)

*The God of Animals* by Aryn Kyle, published by Scribner (ISBN13: 978-1416533245)

*A Long Way Gone: Memoirs of a Boy Soldier* by Ishmael Beah, published by Farrar, Straus & Giroux/Sarah Crichton Books (ISBN13: 978-0374105235)

*Mister Pip* by Lloyd Jones, published by Random House/Dial Press (ISBN13: 978-0385341066)

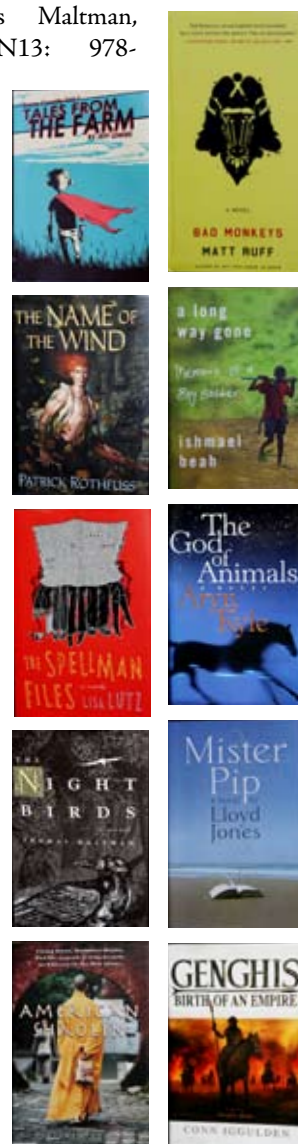
*The Name of the Wind* by Patrick Rothfuss, published by DAW (ISBN13: 978-0756404079)

*The Night Birds* by Thomas Maltman, published by Soho (ISBN13: 978-1569474624)

*The Spellman Files* by Lisa Lutz, published by Simon & Schuster (ISBN13: 978-1416532392)

In addition to selecting titles for the Alex Awards, the Alex Committee presents a program at the ALA Annual Conference. The 2008 program will take place in Anaheim, California, Saturday, June 28, 4–5:30 p.m., and will feature a panel presentation highlighting the winners and how to sell them to young adults. Authors will discuss the impact the award has had on their careers.

Members of the 2008 Alex Awards Committee are Angela Carstensen, chair, Convent of the Sacred Heart, New York; Diane Colson, Alachua County (Fla.) Library District; Betsy Levine, San Francisco Public Library; Sarah Hill, Paris (Ill.) High School; Karlan Sick, New York; Hope Baugh, Carmel Clay Public Library, Carmel, Ind.; Jennifer Jung Gallant, Bay Village, Ohio; Charli Osborne, Troy, Mich.; Kaite Stover, Kansas City (Mo.) Public Library; Gillian Engberg, Booklist, Chicago; and Priscille Dando, administrative assistant, Fairfax County, Va. YALS



## Best Books for Young Adults

**Y**ALSA is proud to announce its 2008 list of Best Books for Young Adults. The list of 85 books, drawn from 216 official nominations, is presented annually at the ALA Midwinter Meeting. The books, recommended for those ages 12–18, meet the criteria of both good quality literature and appealing reading for teens. The list comprises a wide range of genres and styles, including contemporary realistic fiction that reflects the diversity of the teen experience, nonfiction that brings to teens an awareness of the world they live in and its history, and fantastical stories told in both narrative and graphic formats. “This year’s list demonstrates the variety of outstanding choices to entice and enrich teen readers,” said Holly Koelling, committee chair. “There is something here to appeal to every reader, and also to attract teens who don’t regularly read, to the pleasures of a good book.”

In addition, the Best Books for Young Adults Committee created a Top 10 list of titles from the final list that exemplify the quality and range of literature being published for teens:

### 2008 Top Ten Best Books for Young Adults

- Alexie, Sherman. *The Absolutely True Diary of a Part-time Indian*. Illus. by Ellen Forney. Little, Brown, 2007; ISBN13: 978-0-316-01368-0; \$16.99.
- Beah, Ishmael. *A Long Way Gone: Memoirs of a Boy Soldier*. Sarah Crichton, 2007; ISBN13: 978-0-374-10523-5; \$22.00.
- Downham, Jenny. *Before I Die*. David Fickling, 2007; ISBN13: 978-0-385-75155-1; \$15.99.
- Hemphill, Stephanie. *Your Own, Sylvia: A Verse Portrait of Sylvia Plath*. Knopf, 2007; ISBN13: 978-0-375-83799-9; \$15.99.
- Jones, Lloyd. *Mister Pip*. Dial Press, 2007; ISBN13: 978-0-385-34106-6; \$20.00.
- Landy, Derek. *Skulduggery Pleasant*. HarperCollins, 2007; ISBN13: 978-0-06-123115-5; \$17.99.
- Peet, Mal. *Tamar: A Novel of Espionage, Passion, and Betrayal*. Candlewick, 2007; ISBN13: 978-0-7636-3488-9; \$17.99.
- Polly, Matthew. *American Shaolin: Flying Kicks, Buddhist Monks, and the Legend of Iron Crotch: An Odyssey in the New China*. Gotham Bks., 2007; ISBN13: 978-1-59240-262-5; \$26.00.

Selznick, Brian. *The Invention of Hugo Cabret: A Novel*. Illus. by Brain Selznick. Scholastic, 2007; ISBN13: 978-0-439-81378-5; \$22.99.

Tan, Shaun. *The Arrival*. Illus. by Shaun Tan. Arthur A. Levine, 2007; ISBN13: 978-0-439-89529-3; \$19.99.

### 2008 Best Books for Young Adults

#### Fiction

- Alexie, Sherman. *The Absolutely True Diary of a Part-time Indian*. Illus. by Ellen Forney. Little, Brown, 2007; ISBN13: 978-0-316-01368-0; \$16.99.
- . *Flight*. Grove/Atlantic Black Cat, 2007; ISBN13: 978-0-8021-7037-8; \$13.00.
- Anderson, Laurie R. *Twisted*. Viking, 2007; ISBN13: 978-0-670-06101-3; \$16.99.
- Asher, Jay. *Thirteen Reasons Why*. Penguin Group USA/Razorbill, 2007; ISBN13: 978-1-59514-171-2; \$16.99.
- Brande, Robin. *Evolution, Me, and Other Freaks of Nature*. Knopf, 2007; ISBN13: 978-0-375-94349-2; \$15.99.
- Brooks, Martha. *Mistik Lake*. Melanie Kroupa, 2007; ISBN13: 978-0-374-34985-1; \$16.00.
- Burgess, Melvin. *Bloodsong*. Simon Pulse, 2007; ISBN13: 978-1-4169-3616-9; \$7.99.
- Cameron, Peter. *Someday This Pain Will Be Useful to You*. Frances Foster, 2007; ISBN13: 978-0-374-30989-3; \$16.00.
- Carey, Janet Lee. *Dragon’s Keep*. Harcourt, 2007; ISBN13: 978-0-15-205926-2; \$17.00.
- Carey, Mike. *The Re-Gifters*. Illus. by Sonny Liew and Mark Hempel. DC Comics/Minx, 2007; ISBN13: 978-1-4012-0303-0; \$19.99.
- Cassidy, Anne. *Looking for JJ*. Harcourt, 2007; ISBN13: 978-0-15-206190-6; \$17.00.
- Castellucci, Cecil. *Beige*. Candlewick, 2007; ISBN13: 978-0-7636-3066-9; \$16.99.
- Clarke, Judith. *One Whole and Perfect Day*. Front Street, 2007; ISBN13: 978-1-932425-95-6; \$16.95.
- Cross, Shauna. *Derby Girl*. Henry Holt, 2007; ISBN13: 978-0-8050-8023-0; \$16.95.

- Cullen, Lynn. *I Am Rembrandt's Daughter*. Bloomsbury, 2007; ISBN13: 978-1-59990-046-9; \$16.95.
- Dowd, Siobhan. *A Swift Pure Cry*. David Fickling, 2007; ISBN13: 978-0-385-75108-7; \$16.99.
- Downham, Jenny. *Before I Die*. David Fickling, 2007; ISBN13: 978-0-385-75155-1; \$15.99.
- Doyle, Larry. *I Love You, Beth Cooper*. Illus. by Evan Dorkin. Ecco, 2007; ISBN13: 978-0-06-123617-4; \$19.95.
- Ellis, Ann Dee. *This Is What I Did*. Little, Brown, 2007; ISBN13: 978-0-316-01363-5; \$16.99.
- Felin, M. Sindy. *Touching Snow*. Atheneum, 2007; ISBN13: 978-1-4169-1795-3; \$16.99.
- Friesen, Gayle. *For Now*. Kids Can Pr., 2007; ISBN13: 978-1-55453-133-2; \$7.95.
- Gipi. *Notes for a War Story*. Spectrum. Trans. and illus. by Gipi. First Second, 2007; ISBN13: 978-1-59643-261-1; \$16.95.
- Grey, Christopher. *Leonardo's Shadow: Or, My Astonishing Life as Leonardo da Vinci's Servant*. Atheneum, 2006; ISBN13: 978-1-4169-0543-1; \$16.95.
- Hale, Shannon. *Book of a Thousand Days*. Illus. by James Noel Smith. Bloomsbury, 2007; ISBN13: 978-1-59990-051-3; \$17.95.
- Hemphill, Stephanie. *Your Own, Sylvia: A Verse Portrait of Sylvia Plath*. Knopf, 2007; ISBN13: 978-0-375-83799-9; \$15.99.
- Hinds, Gareth. *Beowulf*. Candlewick, 2007; ISBN13: 978-0-7636-3022-5; \$21.95.
- Hornby, Nick. *Slam*. Putnam, 2007; ISBN13: 978-0-399-25048-4; \$19.99.
- Hosseini, Khaled. *A Thousand Splendid Suns*. Riverhead Bks., 2007; ISBN13: 978-1-59448-950-1; \$25.95.
- Jenkins, A. M. *Repossessed*. HarperTeen, 2007; ISBN13: 978-0-06-083568-2; \$15.99.
- Jocelyn, Marthe. *How It Happened in Peach Hill*. Wendy Lamb, 2007; ISBN13: 978-0-375-83701-2; \$15.99.
- Johnston, Tony. *Bone by Bone by Bone*. Deborah Brodie, 2007; ISBN13: 978-1-59643-113-3; \$17.95.
- Jones, Lloyd. *Mister Pip*. Dial Press, 2007; ISBN13: 978-0-385-34106-6; \$20.00.
- Key, Watt. *Alabama Moon*. Farrar, Straus & Giroux, 2007; ISBN13: 978-0-374-30184-2; \$16.00.
- Klass, David. *Firestorm*. Frances Foster, 2006; ISBN13: 978-0-374-32307-3; \$17.00.
- Knox, Elizabeth. *Dreamquake: Book Two of the Dreamhunter Duet*. Farrar, Frances Foster, 2007; ISBN13: 978-0-374-31854-3; \$19.00.
- Koertge, Ron. *Strays*. Candlewick, 2007; ISBN13: 978-0-7636-2705-8; \$16.99.
- Lanagan, Margo. *Red Spikes*. Alfred A. Knopf, 2007; ISBN13: 978-0-375-84320-4; \$16.99.
- Landy, Derek. *Skulduggery Pleasant*. HarperCollins, 2007; ISBN13: 978-0-06-123115-5; \$17.99.
- Lat. *Town Boy*. First Second, 2007; ISBN13: 978-1-59643-331-1; \$16.95.
- Lockhart, E. *Dramarama*. Hyperion, 2007; ISBN13: 978-0-7868-3815-8; \$15.99.
- Lyga, Barry. *The Astonishing Adventures of Fanboy and Goth Girl*. Houghton, 2006; ISBN13: 978-0-618-72392-8; \$16.95.
- . *Boy Toy*. Houghton Mifflin, 2007; ISBN13: 978-0-618-72393-5; \$16.95.
- MacCready, Robin Merrow. *Buried*. Dutton, 2006; ISBN13: 978-0-525-47724-2; \$16.99.
- Marillier, Juliet. *Wildwood Dancing*. Knopf, 2007; ISBN13: 978-0-375-83364-9; \$16.99.
- McCaughrean, Geraldine. *The White Darkness*. HarperTeen, 2007; ISBN13: 978-0-06-089035-3; \$16.99.
- Mieville, China. *Un Lun Dun*. Del Rey, 2007; ISBN13: 978-0-345-49516-7; \$17.95.
- Miller, Sarah. *Miss Spitfire: Reaching Helen Keller*. Atheneum, 2007; ISBN13: 978-1-4169-2542-2; \$16.99.
- Moore, Perry. *Hero*. Hyperion, 2007; ISBN13: 978-1-4231-0195-6; \$16.99.
- Murdock, Catherine Gilbert. *The Off Season*. Houghton, 2007; ISBN13: 978-0-618-68695-7; \$16.00.
- Myers, Walter Dean. *What They Found: Love on 145th Street*. Wendy Lamb, 2007; ISBN13: 978-0-385-32138-9; \$15.99.
- Olmstead, Robert. *Coal Black Horse*. Algonquin, 2007; ISBN13: 978-1-56512-521-6; \$23.95.
- Peet, Mal. *Tamar: A Novel of Espionage, Passion, and Betrayal*. Candlewick, 2007; ISBN13: 978-0-7636-3488-9; \$17.99.
- Resau, Laura. *Red Glass*. Delacorte, 2007; ISBN13: 978-0-385-73466-0; \$15.99.
- Resau, Laura. *What the Moon Saw*. Random House/Delacorte, 2007; ISBN13: 978-0-385-73343-4; \$15.95.
- The Restless Dead: Ten Original Stories of the Supernatural*. Ed. by Deborah Noyes. Candlewick, 2007; ISBN13: 978-0-7636-2906-9; \$16.99.
- Rowling, J. K. *Harry Potter and the Deathly Hallows*. Illus. by Mary Grandpre. Arthur A. Levine, 2007; ISBN13: 978-0-545-01022-1; \$34.99.
- Schmidt, Gary D. *The Wednesday Wars*. Clarion, 2007; ISBN13: 978-0-618-72483-3; \$16.00.
- Sedgwick, Marcus. *My Swordhand is Singing*. Wendy Lamb, 2007; ISBN13: 978-0-375-84689-2; \$15.99.
- Selznick, Brian. *The Invention of Hugo Cabret: A Novel*. Illus. by Brain Selznick. Scholastic, 2007; ISBN13: 978-0-439-81378-5; \$22.99.

Shakespeare, William. *Romeo and Juliet*. Adapted by Richard Appignanesi. Illus. by Sonia Leong. Amulet, 2007; ISBN13: 978-0-8109-9325-9; \$9.95.

Sharenow, Robert. *My Mother the Cheerleader*. Laura Geringer, 2007; ISBN13: 978-0-06-114896-5; \$16.99

Shusterman, Neal. *Unwind*. Simon & Schuster, 2007; ISBN13: 978-1-4169-1204-0; \$16.99.

Smith, Roland. *Peak*. Harcourt, 2007; ISBN13: 978-0-15-202417-8; \$17.00.

Sonnenblick, Jordan. *Notes from the Midnight Driver*. Scholastic, 2006; ISBN13: 978-0-439-75779-9; \$16.99.

St. James, James. *Freak Show*. Dutton, 2007; ISBN13: 978-0-525-47799-0; \$18.99.

Tan, Shaun. *The Arrival*. Illus. by Shaun Tan. Arthur A. Levine, 2007; ISBN13: 978-0-439-89529-3; \$19.99.

Thompson, Kate. *The New Policeman*. Greenwillow, 2007; ISBN13: 978-0-06-117427-8; \$16.99.

Wallace, Rich. *One Good Punch*. Knopf, 2007; ISBN13: 978-0-375-81352-8; \$15.99.

Weinheimer, Beckie. *Converting Kate*. Viking, 2007; ISBN13: 978-0-670-06152-5; \$16.99.

Wiess, Laura. *Such a Pretty Girl*. MTV, 2007; ISBN13: 978-1-4165-2183-9; \$12.00.

Wizner, Jake. *Spanking Shakespeare*. Random House, 2007; ISBN13: 978-0-375-84086-9; \$15.99.

Zarr, Sara. *Story of a Girl*. Little, Brown, 2007; ISBN13: 978-0-316-01453-3; \$16.99.

Zevin, Gabrielle. *Memoirs of a Teenage Amnesiac*. Farrar, Straus & Giroux, 2007; ISBN13: 978-0-374-34946-2; \$17.00.

## Nonfiction

Beah, Ishmael. *A Long Way Gone: Memoirs of a Boy Soldier*. Sarah Crichton, 2007; ISBN13: 978-0-374-10523-5; \$22.00.

Compestine, Ying Chang. *Revolution Is Not a Dinner Party*. Henry Holt, 2007; ISBN13: 978-0-8050-8207-4; \$16.95.

Crisler, Curtis L. *Tough Boy Sonatas*. Illus. by Floyd Cooper. Wordsong, 2007; ISBN13: 978-1-932425-77-2; \$19.95.

*The Deep: The Extraordinary Creatures of the Abyss*. Ed. by Claire Nouvian. Univ. of Chicago Pr., 2007; ISBN13: 978-0-226-59566-5; \$45.00.

Fradin, Judith Bloom and Dennis Brindell Fradin. *Jane Addams: Champion of Democracy*. Clarion, 2006; ISBN13: 978-0-618-50436-7; \$21.00.

Helfer, Andrew. *Malcolm X: A Graphic Biography*. Illus. by Randy Duburke. Hill & Wang, 2006; ISBN13: 978-0-8090-9504-9; \$15.95.

Marrin, Albert. *The Great Adventure: Theodore Roosevelt and the Rise of Modern America*. Dutton, 2007; ISBN13: 978-0-525-47659-7; \$30.00.

Polly, Matthew. *American Shaolin: Flying Kicks, Buddhist Monks, and the Legend of Iron Crotch: An Odyssey in the New China*. Gotham Books, 2007; ISBN13: 978-1-59240-262-5; \$26.00.

Raddatz, Martha. *The Long Road Home: A Story of War and Family*. Putnam Adult, 2007; ISBN13: 978-0-399-15382-2; \$24.95.

Reef, Catherine. *e.e. cummings: a poet's life*. Clarion, 2006; ISBN13: 978-0-618-56849-9; \$21.00.

Sis, Peter. *The Wall: Growing Up Behind the Iron Curtain*. Illus. by Peter Sis. Frances Foster, 2007; ISBN13: 978-0-374-34701-7; \$18.00.

Tammet, Daniel. *Born on a Blue Day: A Memoir: Inside the Extraordinary Mind of an Autistic Savant*. Free Press, 2007; ISBN13: 978-1-4165-3507-2; \$24.00.

*The members of the Best Books for Young Adults Committee are Holly Koelling, chair, King County (Wash.) Library System; Angelina Benedetti, King County (Wash.) Library System; Teresa Brantley, Salem Middle School, Apex, N.C.; Amy Chow, New York Public Library; Ashley Flaherty, Columbus (Ohio) Metropolitan Library; Jacqueline Gropman, Fairfax County (Va.) Public Library System; Summer Hayes, King County Library System, Foster Library, Tukwila, Wash.; Andy Howe, Albuquerque (N.M.) Academy Library; Caroline Kienzle, Apalachicola, Fla.; Connie Mitchell, Carmel (Ind.) High School; Diane Roberts, St. Thomas High School Library, Houston, Texas; Elsworth Rockefeller, Ocean County (N.J.) Library; Karyn N. Silverman, Little Red School House and Elisabeth Irwin High School, New York; Ed Spicer, Allegan, Mich.; Rollee Welch, Cleveland (Ohio) Public Library; Jennifer Mattson, consultant, Booklist, Chicago, Ill.; and Rick Orsillo, administrative assistant, King County (Wash.) Library System. YALS*



## Popular Paperbacks for Young Adults

**Y**ALSA is proud to announce its 2008 list of Popular Paperbacks for Young Adults (PPYA). The list, drawn from 189 official nominations, is arranged by the following four topics: Sex is . . .; What Makes a Family?; Magic in the Real World; and Anyone Can Play.

"Teens love to read thematic lists. This year's lists will be popular with a wide range of teen readers," said J. Marin Younker, committee chair. "There is everything from the hot topic of sex to an update of the well-read PPYA sports list from 1999. Also added to the mix are titles about the many forms of family and books for the obsessed fantasy fan. Enjoy!"

### Sex Is . . .

This list suggests fiction and nonfiction books for teens about our favorite taboo subject: sex. Committee chair Kristin Fletcher-Spear says, "Teens have always been and will always be interested in sex. This list explores teens' favorite obsession."

- Barnes, Derrick. *The Making of Dr. Truelove*. Simon Pulse, 2006. ISBN13: 978-1-4169-14396; \$7.99.
- Behrens, Andy. *All the Way*. Puffin, 2007. ISBN13: 978-0-14-240833-9; \$7.99.
- Blume, Judy. *Forever*. Simon Pulse, 2007. ISBN13: 978-1-4169-3400-4; \$8.99.
- Brian, Kate. *The Virginity Club*. Simon Pulse, 2005. ISBN13: 978-1-4169-0346-8; \$5.99.
- Burgess, Melvin. *Doing It*. Henry Holt, 2006. ISBN13: 978-0-8050-8079-7; \$6.95.
- Cabot, Meg. *Ready or Not*. HarperTeen, 2007. ISBN13: 978-0-06-072452-8; \$6.99.
- Davidson, Dana. *Played*. Jump at the Sun, 2007. ISBN13: 978-0-7868-3691-8; \$8.99.
- Ha, Thu-Huong. *Hail Caesar*. PUSH, 2007. ISBN13:

978-0-439-89026-7; \$7.99.

- Hartinger, Brent. *The Order of the Poison Oak*. HarperTeen, 2006. ISBN13: 978-0-06-056732-3; \$6.99.
- Kazumi, Maki. *Desire*. Digital Manga Publishing, 2004. ISBN13: 978-1-56970-979-5; \$12.95.
- Klause, Annette Curtis. *Blood and Chocolate*. Laurel-Leaf, 1999. ISBN13: 978-0-440-22668-0; \$6.50.
- Levithan, David and Rachel Cohn. *Nick & Norah's Infinite Playlist*. Knopf, 2007. ISBN13: 978-0-375-83533-9; \$8.99.
- The Little Black Book for Girlz: A Book on Healthy Sexuality*. Annick Pr., 2006. ISBN13: 978-1-55037-954-9; \$8.95.
- Lockhart, E. *Fly on the Wall: How One Girl Saw Everything*. Delacorte, 2007. ISBN13: 978-0-385-73282-6; \$8.99.
- Medina, Nico. *The Straight Road to Kylie*. Simon Pulse, 2007. ISBN13: 978-1-4169-3600-8; \$8.99.
- Pardes, Bronwen. *Doing it Right: Making Smart, Safe, and Satisfying Choices About Sex*. Simon Pulse, 2007. ISBN13: 978-1-4169-1823-3; \$14.99.
- Ruditis, Paul. *Rainbow Party*. Simon Pulse, 2005. ISBN13: 978-1-4169-0235-5; \$12.95.
- Scott, Elizabeth. *Bloom*. Simon Pulse, 2007. ISBN13: 978-1-4169-2683-2; \$8.99.
- Wallington, Aury. *Pop! Razorbill*, 2006. ISBN13: 978-1-59514-092-0; \$8.99.
- Watase, Yuu. *Absolute Boyfriend*, Volume 1. VIZ, 2006. ISBN13: 978-1-4215-0016-4; \$8.99.

### What Makes a Family?

Does a family have to be blood or legally related? Can a tribe or a gang be a family? This list offers fiction and nonfiction titles about all kinds of families. Committee chair Dr. Allan O'Grady Cuseo says, "This list highlights a wide variety of family experiences."

Alvarez, Julia. *Finding Miracles*. Laurel-Leaf, 2006. ISBN13:

978-0-553-49406-8; \$6.50.

Bauer, Cat. *Harley, Like a Person*. Knopf, 2007. ISBN13: 978-0-375-83735-7; \$8.99.

Cohn, Rachel. *The Steps*. Aladdin, 2004. ISBN13: 978-0-689-87414-7; \$4.99.

Ferris, Jean. *Of Sound Mind*. Sunburst, 2004. ISBN13: 978-0-374-45584-2; \$6.95.

Frost, Helen. *Keesha's House*. Farrar, Straus & Giroux, 2007. ISBN13: 978-0-374-40012-5; \$8.

Headley, Justina Chen. *Nothing but the Truth (And a Few White Lies)*. Little, Brown, 2007. ISBN13: 978-0-316-01131-0; \$7.99.

Johnson, Angela. *The First Part Last*. Simon Pulse, 2004. ISBN13: 978-0-689-84923-7; \$5.99.

Kantor, Melissa. *If I Have a Wicked Stepmother, Where's My Prince?* Hyperion, 2007. ISBN13: 978-0-7868-0961-5; \$8.99.

Kidd, Sue Monk. *The Secret Life of Bees*. Penguin, 2005. ISBN13: 978-0-14-303640-1; \$16.

Kingsolver, Barbara. *The Bean Trees*. HarperTorch, 1998. ISBN13: 978-0-06-109731-7; \$7.99.

Marchetta, Melina. *Saving Francesca*. Knopf, 2006. ISBN13: 978-0-375-82983-3; \$8.99.

Myers, Walter Dean. *Bad Boy: A Memoir*. Amistad, 2002. ISBN13: 978-0-06-447288-3; \$7.99.

Patterson, James. *Maximum Ride: School's Out—Forever*. Little, Brown, 2007. ISBN13: 978-0-316-06796-6; \$7.99.

Perkins, Mitali. *Monsoon Summer*. Laurel-Leaf, 2006. ISBN13: 978-0-440-23840-9; \$6.50.

Reinhardt, Dana. *A Brief Chapter in My Impossible Life*. Wendy Lamb, 2007. ISBN13: 978-0-375-84691-5; \$8.99.

Rottman, S.L. *Shadow of a Doubt*. Peachtree, 2003. ISBN13: 978-1-56145-354-2; \$7.95.

Schraff, Anne. *Lost and Found*. Scholastic, 2007. ISBN13: 978-0-439-89839-3; \$3.99.

Sones, Sonya. *One of Those Hideous Books Where the Mother Dies*. Simon Pulse, 2005. ISBN13: 978-1-4169-0788-6; \$6.99.

Triana, Gaby. *Cubanita*. Rayo, 2006. ISBN13: 978-0-06-056022-5; \$7.99.

Walls, Jeannette. *The Glass Castle: A Memoir*. Scribner, 2006. ISBN13: 978-0-7432-4754-2; \$15.

Wittlinger, Ellen. *Zigzag*. Simon Pulse, 2005. ISBN13: 978-0-689-84998-5; \$6.99.

Woodson, Jacqueline. *Miracle's Boys*. Puffin, 2006. ISBN13: 978-0-14-240602-1; \$5.99.

Zeises, Lara M. *Anyone But You*. Laurel-Leaf, 2007. ISBN13: 978-0-440-23858-4; \$6.50.

## Magic in the Real World

What would life be like if magic really existed? The titles on this list explore our world, with a fantastical twist. "We usually think of fantasy as things that could never happen, especially not to people like us," says Karen Brooks-Reese, committee chair. "Discover the magical worlds all around you with the books on this list."

Barnes, Jennifer Lynn. *Tattoo*. Delacorte, 2007. ISBN13: 978-0-385-73347-2; \$7.99.

Black, Holly. *Valiant: A Modern Tale of Faerie*. Simon Pulse, 2005. ISBN13: 978-0-689868-23-8; \$7.99.

Card, Orson Scott. *Magic Street*. Del Ray, 2006. ISBN13: 978-0-345-41690-2; \$14.95.

Chima, Cinda Williams. *The Warrior Heir*. Hyperion, 2007. ISBN13: 978-0-7868-3917-9; \$8.99.

De Lint, Charles. *The Blue Girl*. Puffin, 2006. ISBN13: 978-0-14-240545-1; \$7.99.

Friesner, Esther. *Temping Fate*. Puffin, 2007. ISBN13: 978-0-14-240848-3; \$6.99.

Funke, Cornelia. *Inkheart*. Scholastic, 2005. ISBN13: 978-0-439-70910-1; \$8.99.

Gaiman, Neil. *Neverwhere*. Avon, 1998. ISBN13: 978-0-380-78901-6; \$10.95.

Hoffman, Nina Kiriki. *A Fistful of Sky*. Ace, 2004. ISBN13: 978-0-441-01177-3; \$7.99.

Horowitz, Anthony. *Raven's Gate: The Gatekeepers*, Book One. Scholastic Paperbacks, 2006. ISBN13: 978-0-439-68009-7; \$6.99.

Johnson, Maureen. *Devilish*. Razorbill, 2007. ISBN13: 978-1-59514-132-3; \$8.99.

Jones, Diana Wynne. *Deep Secret*. Starscape, 2002. ISBN13: 978-0-7653-4247-8; \$5.99.

Lackey, Mercedes and Ellen Guon. *Bedlam's Bard*. Baen, 2006. ISBN13: 978-1-4165-3282-8; \$3.99.

Larbalestier, Justine. *Magic or Madness*. Razorbill, 2006. ISBN13: 978-1-59514-070-8; \$7.99.

Mlynowski, Sarah. *Bras and Broomsticks*. Delacorte, 2005. ISBN13: 978-0-385-73184-3; \$8.95.

Riordan, Rick. *The Lightning Thief*. Miramax, 2006. ISBN13: 978-0-7868-3865-3; \$7.99.

Swendson, Shanna. *Enchanted, Inc.* Ballantine, 2005. ISBN13: 978-0-345-48125-2; \$12.95.

Vande Velde, Vivian. *Now You See It . . . Magic Carpet Bks.* 2006. ISBN13: 978-0-15-205461-8; \$6.95.

Westerfeld, Scott. *Midnighters: The Secret Hour*. Eos, 2004. ISBN13: 978-0-06-051953-7; 6.99.

Yolen, Jane and Adam Stemple. *Trollbridge: A Rock 'n' Roll Fairy Tale*. Starscape, 2007. ISBN13: 978-0-7653-5284-2; \$5.99.

Yoshizumi, Wataru. *Ultra Maniac Volume 1*. VIZ, 2005. ISBN13: 978-1-59116-917-8; \$8.99.

## Anyone Can Play

Teens read fiction and nonfiction about all sorts of sports. Nancy Reich, committee chair, comments, "These titles contain the action, teamwork and tough choices that make sports exciting for competitors and spectators."

Andora, Anthony. *Rhysmyth*. Illus. by Lincy Chan. TokyoPOP, 2007. ISBN13: 978-1-4278-0088-6; \$9.99.

Carey, Mike. *Re-Gifters*. Illus. by Sonny Liew and Marc Hempel. Minx, 2007. ISBN13: 978-1-4012-0371-9; \$9.99.

Colton, Larry. *Counting Coup: A True Story of Basketball and Honor on the Little Big Horn*. Grand Central, 2001. ISBN13: 978-0-446-67755-4; \$14.95.

De La Pena, Matt. *Ball Don't Lie*. Delacorte, 2007. ISBN13: 978-0-385-73425-7; \$7.99.

Deuker, Carl. *High Heat*. HarperTeen, 2005. ISBN13: 978-0-06-057248-8; \$6.99.

Feinstein, John. *Last Shot: A Final Four Mystery*. Yearling, 2006. ISBN13: 978-0-553-49460-0; \$6.99.

FitzGerald, Dawn. *Soccer Chicks Rule*. Square Fish, 2007. ISBN13: 978-0-312-37662-8; \$6.99.

Hamilton, Bethany with Sheryl Berk and Rick Bundschuh. *Soul Surfer: A True Story of Faith, Family, and Fighting to Get Back on the Board*. MTV, 2006. ISBN13: 978-1-4165-0346-0; \$12.

Hawthorn, Rachel. *The Boyfriend League*. HarperTeen, 2007. ISBN13: 978-0-06-113837-9; \$5.99.

Hughes, Pat. *Open Ice*. Laurel-Leaf, 2007. ISBN13: 978-0-553-49444-0; \$6.50.

Konomi, Takeshi. *Prince of Tennis Volume 1*. VIZ, 2004. ISBN13: 978-1-59116-435-7; \$7.95.

Lipsyte, Robert. *Raiders Night*. HarperTeen, 2007. ISBN13: 978-0-06-059948-5; \$6.99.

Lupica, Mike. *Heat*. Puffin, 2006. ISBN13: 978-0-14-240757-8; \$6.99.

Miller, Timothy. *NASCAR Now! Firefly Bks.*, 2006. ISBN13: 978-1-55407-148-7; \$24.95.

Murdock, Catherine. *Dairy Queen*. Graphia, 2007. ISBN13: 978-0-618-86335-8; \$8.99.

Rottman, S.L. *Head Above Water*. Peachtree, 2003. ISBN13: 978-1-56145-238-5; \$6.95.

Scott, Kiernan. *I Was a Non-Blonde Cheerleader*. Puffin, 2007. ISBN13: 978-0-14-240910-7; \$7.99.

*Skate and Destroy: The First Twenty Five Years of Thrasher Magazine*. Universe Publishing, 2006. ISBN13: 978-0-7893-1386-7; \$32.50.

Takanashi, Mitsuba. *Crimson Hero Volume 1*. VIZ, 2005. ISBN13: 978-1-4215-0140-6; \$8.99.

Tomlinson, Joe with Ed Leigh. *Extreme Sports: In Search of the Ultimate Thrill*. Firefly, 2004. ISBN13: 978-1-55297-992-1; \$19.95.

Volponi, Paul. *Black and White*. Puffin, 2006. ISBN13: 978-0-14-240692-2; \$6.99.

Wallace, Rich. *Wrestling Sturbridge*. Laurel-Leaf, 2001. ISBN13: 978-0-679-88555-9; \$5.99.

*Members of the Popular Paperbacks for Young Adults Committee are J. Marin Yunker, chair, Sno-Isle Libraries, Marysville, Wash.; Karen E. Brooks-Reese, Carnegie Library of Pittsburgh, Pa.; Dr. Allan O'Grady Cuseo, Bishop Kearney-Golisano High School Library, Rochester, N.Y.; Kristin L. Fletcher-Spear, Glendale (Ariz.) Public Library; Jane Ellen Gibson, Seattle (Wash.) Library; Alison M. Hendon, Brooklyn (N.Y.) Public Library; Todd Krueger, Baltimore County Public Library, Towson, Md.; Kathryn Olson, Hoover Middle School, San Francisco, Calif.; Ann Perrigo, Allegan (Mich.) Public Library; Susan Person, Lacey Timberland Library, Wash.; Nancy Reich, Los Angeles (Calif.) Unified School District; Caryn G. Sipos, La Center, Wash.; Jillian Subach, Boise (Id.) Public Library; Carlisle Kraft Webber, Bergen County (N.J.) Cooperative Library System; Snow Wildsmith, Public Library of Charlotte and Mecklenburg County, N.C.; and Melissa Rabey, administrative assistant, Frederick County (Md.) Public Libraries. YALS*

## Quick Picks for Reluctant Young Adult Readers

**Y**ALSA is pleased to announce its 2008 Quick Picks for Reluctant Young Adult Readers selection list. The Quick Picks list suggests books that teens, ages 12–18, will pick up on their own and read for pleasure. It is geared to the teenager who, for whatever reason, does not like to read. “Goths, gangs, rappers and vamps reigned supreme on this year’s list,” said H. Jack Martin, committee chair. “I’m really proud of our committee’s dedication to tapping into the interests of teen reluctant readers across the United States.”

The Quick Picks for Reluctant Young Adult Readers committee also selected a Top 10 list:

### Top 10 Quick Picks for 2008

- Bay, Dawoud. *Class Pictures*. Aperture, 2007. ISBN13: 978-1-59711-043-3; \$45.
- Erskine, Kathryn. *Quaking*. Philomel Bks., 2007. ISBN13: 978-0-399-24774-3; \$16.99.
- Greenfield, Lauren. *Thin*. Chronicle Bks., 2006. ISBN13: 978-0-8118-5633-1; \$35.
- Grody, Steve and James Prigoff. *Graffiti L.A.: Street and Art*. Abrams, 2007. ISBN13: 978-0-8-1099-2986; \$34.99.
- Hopkins, Ellen. *Glass*. Margaret K. McElderry, 2007. ISBN13: 978-1-4169-4090-6; \$16.99.
- Jamal, Joesph. *Tupac Shakur Legacy*. Atria, 2006. ISBN13: 978-0-7432-92603; \$45.
- Shaw, Susan. *Safe*. Dutton, 2007. ISBN13: 978-0-525-47829-4; \$16.99.
- Shusterman, Neal. *Unwind*. Simon & Schuster, 2007. ISBN13: 978-1-4169-1204-0; \$16.99.
- Sitomer, Alan L. *Homeboyz*. Hyperion/Jump at the Sun, 2007. ISBN13: 978-1-4231-0030-0; \$16.99.
- Thalia. *Thalia: Belleza!: Lessons in Lipgloss and Happiness*. Chronicle, Bks. 2007. ISBN13: 978-0-8118-5829-8; \$19.95.

### 2008 Quick Picks for Reluctant Young Adult Readers

#### Fiction

- Adams, Leonora. *Baby Girl*. Simon Pulse, 2007. ISBN13: 978-1-4169-2512-5; \$6.99.
- Anderson, Laurie Halse. *Twisted*. Viking, 2007. ISBN13: 978-0-670-06101-3; \$16.99.
- Aronson, Sarah. *Head Case*. Deborah Brodie, 2007. ISBN13: 978-1-59643-214-7; \$16.95.
- Asher, Jay. *Thirteen Reasons Why*. Razorbill, 2007. ISBN13: 978-1-5951-4-1712; \$16.99.
- Barnes, Jennifer Lynn. *Tattoo*. Delacorte, 2007. ISBN13: 978-0-385-903639; \$7.99.
- Blank, Jessica. *Almost Home*. Hyperion, 2007. ISBN13: 978-1-4231-0642-5; \$15.99.
- Brewer, Heather. *The Chronicles of Vladimir Tod: Eighth Grade Bites*. Dutton, 2007. ISBN13: 978-0-5254-7-8119; \$16.95.
- Cast, P. C. and Kristen Cast. *Marked The House of Night*, Book 1. Griffin, 2007. ISBN13: 978-0-312-36026-9; \$8.95.
- . *Betrayed The House of Night Novel*, Book 2. St. Martin's Press/Griffin, 2007. ISBN13: 978-0-312-36028-3; \$8.95.
- Castellucci, Cecil. *Beige*. Candlewick, 2007. ISBN13: 978-0-7636-3066-9; \$16.99.
- Cooney, Caroline B. *Diamonds in the Shadow*. Delacorte, 2007. ISBN13: 978-1-4000-7423-5; \$18.99.
- Cross, Shauna. *Derby Girl*. Henry Holt, 2007. ISBN13: 978-0-8050-8023-0; \$15.95.
- Crutcher, Chris. *Deadline*. HarperCollins, 2007. ISBN13: 978-0-06-085089-0; \$16.99.
- Davis, Mark, Mike Davis and Brandon Schult. *Blokheadz: Book 1 of Genesis*. Pocket Bks., 2007. ISBN13: 978-1-4165-4073-1; \$12.95.
- de la Cruz, Melissa. *Masquerade: A Blue Bloods Novel*. Hyperion, 2007. ISBN13: 978-0-78683896; \$15.99.



- Erskine, Kathryn. *Quaking*. Philomel, 2007. ISBN13: 978-0-399-24774-3; \$16.99.
- Fields, Terri. *Holdup*. Roaring Brook, 2007. ISBN13: 978-1-59643-219-2; \$16.95.
- Flinn, Alex. *Beastly*. Harper Tempest, 2007. ISBN13: 978-0-06087416-2; \$16.99.
- Fullerton, Alma. *Walking on Glass*. HarperTempest, 2007. ISBN13: 978-0-06-077851-2; \$15.99.
- Gonzalez, Julie. *Ricochet*. Delacorte, 2007. ISBN13: 978-0385732284; \$15.99.
- Grant, Vicki. *I. D.* Orca Books, 2007. ISBN13: 978-1-55143-694-4; \$8.95.
- Gratz, Alan. *Something Rotten: A Horatio Wilkes Mystery*. Dial Books, 2006. ISBN13: 978-0-8037-3216-2; \$16.99.
- Halpern, Julie. *Get Well Soon*. Fiewel & Friends, 2007. ISBN13: 978-0-312-36795-4; \$16.95.
- Harazin, S. A. *Blood Brothers*. Delacorte, 2007. ISBN13: 978-0-385733649; \$15.99.
- Harmon, Micheal. *Skate*. Knopf, 2006. ISBN13: 978-0-375-97516-5; \$15.95.
- Harvey, Sarah N. *Bull's Eye*. Orca, 2007. ISBN13: 978-1-55143-679-1; \$8.95.
- Henderson, J. A. *Bunker 10*. Harcourt, 2007. ISBN13: 978-0-15-206240-8; \$17.
- Hopkins, Ellen. *Glass*. Margaret K. McElderry, 2007. ISBN13: 978-1-4169-4090-6; \$16.99.
- Hopkins, Ellen. *Impulse*. Margaret K. McElderry, 2007. ISBN13: 978-1-4169-0356-9; \$18.99.
- Jacobs, Deborah Lynn. *Choices*. Roaring Brook, 2007. ISBN13: 978-1-59643-217-8; \$16.95.
- Johnston, Jeffrey W. *Fragments*. Simon & Schuster/Simon Pulse, 2007. ISBN13: 978-1-4169-2486-9; \$6.99.
- Knowles, Jo. *Lessons from a Dead Girl*. Candlewick, 2007. ISBN13: 978-0-7636-3279-3; \$16.99.
- Koertge, Ron. *Strays*. Candlewick, 2007. ISBN13: 978-0-7636-2705-8; \$16.99.
- Lane, Dakota. *The Secret Life of It Girls*. Ginee Seo Books, 2007. ISBN13: 978-1-4169-1492-1; \$14.99.
- Lubar, David. *True Talents*. Starscape, 2007. ISBN13: 978-0-7653-0977-8; \$17.95.
- Lynn, Erin. *Demon Envy*. Berkley, 2007. ISBN13: 978-0-425-21737-5; \$9.99.
- Mackler, Carolyn. *Guyaholic: The Story of Finding, Flirting, Forgetting . . . and the Boy Who Changes Everything*. Candlewick, 2007. ISBN13: 978-0-7636-2537-5; \$16.99.
- McClintock, Norah. *Bang!* Orca, 2007. ISBN13: 978-1-55143-654-8; \$8.95.
- . *Down*. Orca, 2007. ISBN13: 978-1-55143-766-8; \$8.95.
- McKayhan, Monica. *Indigo Summer*. Kimani Tru, 2007. ISBN13: 978-0-373-83075-6; \$9.99.
- McNab, Andy and Robert Rigby. *Avenger*. Putnam, 2007. ISBN13: 978-0-399-24685-2; \$16.99.
- Mead, Richelle. *Vampire Academy*. Razorbill, 2007. ISBN13: 978-1-59414-174-3; \$8.99.
- Myers, Walter Dean. *What They Found: Love on 145th Street*. Wendy Lamb, 2007. ISBN13: 978-038532189; \$15.99.
- Nance, Andrew and Colin Polhemus, illus. *Daemon Hall*. Henry Holt, 2007. ISBN13: 978-0805081718; \$16.95.
- Plummer, Louise. *Finding Daddy*. Delacorte, 2007. ISBN13: 978-0-385-70392-1; \$15.95.
- Pow, Tom. *Captives*. Roaring Brook, 2007. ISBN13: 978-1-59643-201-7; \$17.95.
- Reinhardt, Dana. *Harmless*. Wendy Lamb, 2007. ISBN13: 978-0-385-74699-1; \$15.99.
- Ryan, Darlene. *Responsible*. Orca, 2007. ISBN13: 978-1-55143-685-2; \$8.95.
- Schreiber, Mark. *Star Crossed*. Flux, 2007. ISBN13: 978-0-7387-1001-3; \$8.95.
- Sewell, Earl. *Keysha's Drama*. Kimani Tru, 2007. ISBN13: 978-0-373-83079-3; \$9.99.
- Shakespeare, William. *Romeo and Juliet*. Adapted by Richard Appignanesi. Illus. by Sonia Leong. Amulet, 2007; ISBN13: 978-0-8109-9325-9; \$9.95.
- Shaw, Susan. *Safe*. Dutton, 2007. ISBN13: 978-0-525-47829-4; \$16.99.
- Showalter, Gena. *Oh My Goth*. MTV Books, 2006. ISBN13: 978-1-4165-2474-8; \$9.95.
- Shusterman, Neal. *Unwind*. Simon & Schuster, 2007. ISBN13: 978-1-4169-1204-0; \$16.99.
- Sitomer, Alan L. *Homeboyz*. Jump at the Sun, 2007. ISBN13: 978-1-4231-0030-0; \$16.99.
- Smith, Roland. *Peak*. Harcourt, 2007. ISBN13: 978-0-15-202417-8; \$16.99.
- Sones, Sonya. *What My Girlfriend Doesn't Know*. Simon & Schuster, 2007. ISBN13: 978-0-689-87602-8; \$15.99.
- St. James, James. *Freak Show*. Dutton, 2007. ISBN13: 978-0-525-47799-0; \$18.99.
- Stone, Jeff. *Crane*. Random House, 2007. ISBN13: 978-09375-83077-8; \$15.99.
- Strasser, Todd. *Boot Camp*. Simon & Schuster, 2007. ISBN13: 978-1-4169-0848-7; \$15.99.
- Sweeney, Joyce. *Headlock*. Henry Holt, 2006. ISBN13: 978-0-8050-8018-6; \$16.95.
- Tullson, Diane. *The Darwin Expedition*. Orca, 2007. ISBN13: 978-155143-676-0; \$8.95.
- Van Diepen, Allison. *Snitch*. Simon and Schuster/Simon Pulse, 2007. ISBN13: 978-1-4169-5030-1; \$6.99.

Vande Velde, Vivian. *Remembering Raquel*. Harcourt, 2007. ISBN13: 978-0-15-205976-7; \$16.

Velez, Ivan. *Dead High Yearbook*. Dutton, 2007. ISBN13: 978-0-525-47783-9; \$18.99.

Volponi, Paul. *Rucker Park Setup*. Viking, 2007. ISBN13: 978-0-670-06130-3; \$15.99.

Vrettos, Adrienne Maria. *Sight*. Margaret K. McElderry Books, 2007. ISBN13: 978-1-4169-0657-5; \$16.99.

Wasserman, Robin. *Chasing Yesterday: Book 1, The Awakening*. Scholastic, 2007. ISBN13: 978-0-439-93338-4; \$5.99.

Watson, C. G. *Quad*. Razorbill, 2007. ISBN13: 978-1-59514-138-5; \$16.99.

Weiss, Laura. *Such a Pretty Girl*. MTV, 2007. ISBN13: 978-1-58180-847-6; \$12.

Zarr, Sara. *Story of a Girl*. Little, Brown, 2007. ISBN13: 978-0-316-01453-3; \$16.99.

## Nonfiction

50 Cent. *50 x 50: 50 Cent in His Own Words*. Pocket Bks., 2007. ISBN13: 978-1-4165-4471-5; \$35.

Alvarado, Melissa, Hope Meng and Melissa Rannels with Matthew Carden, illus. *Subversive Seamster: Transform Thrift Store Threads into Street Couture*. Tauton Pr., 2007. ISBN13: 978-1-59514-171-2; \$17.

Aranzi, Aronzo. *The Bad Book*. Vertical, 2007. ISBN13: 978-1-93223469-5; \$12.95.

Ash, Russell. *Firefly's World of Facts*. Firefly, 2007. ISBN13: 978-1-55407-313-9; \$29.95.

Bey, Dawoud. *Class Pictures*. Aperture, 2007. ISBN13: 978-1-59711-043-3; \$45.

Blakeney, Faith & Justina and Ellen Schultz. *99 Ways to Cut, Sew and Deck Out Your Denim*. Potter Craft, 2007. ISBN13: 978-0-307-35170-8; \$19.95.

Carlowicz, Michael. *Moon*. Abrams, 2007. ISBN13: 978-0-8109-9307-5; \$19.95.

Chryssikas, Mary Kaye. *Breathe: Yoga for Teens*. DK, 2007. ISBN13: 978-0-756-62661-7; \$15.

Cooper, Robbie. *Alter Ego: Digital Avatars and Their Creators*. Chris Boot Ltd., 2007. ISBN13: 978-1-905712-02-1; \$29.95.

Dingle, Adrian with Simon Basher, illus. *The Periodic Table: Elements with Style*. Kingfishers, 2007. ISBN13: 978-0-7534-6085-6; \$8.95.

CosmoGirl!. *Cosmogirl! Make it Yourself: 50 Fun and Funky Projects*. Hearst, 2007. ISBN13: 978-158816-624-1; \$10.95.

Inside Cheerleading. *Cheerleading: From Tryouts to Championships*. Universe, 2007. ISBN13: 978-0-7893-1565-6; \$29.95.

Seventeen Magazine. *Seventeen Real Girl, Real Life Stories: True Crime*. Hearst, 2007. ISBN13: 978-1-58816-648-1; \$4.95.

Everhart, Mike. *Sea Monsters: Prehistoric Monsters of the Deep*. National Geographic, 2007. ISBN13: 978-1-4262-0085-4; \$29.95.

Gee, Joshua. *Encyclopedia Horrifica*. Scholastic, 2007. ISBN13: 978-0-4399-2-2555; \$14.95.

Golus, Carrie. *Tupac Shakur*. Lerner Publications, 2007. ISBN13: 978-0-8225-6609-0; \$27.93.

Grahame-Smith, Seth. *How to Survive a Horror Movie: All the Skills to Dodge the Kills*. Quirk, 2007. ISBN13: 978-1-59474-179-1; \$14.95.

Grandits, John. *Blue Lipstick: Concrete Poems*. Clarion, 2007. ISBN13: 978-0-618-56860-4; \$15.

Greenfield, Lauren. *Thin*. Chronicle Bks., 2006. ISBN13: 978-0-8118-5633-1; \$35.

Grody, Steve and James Prigoff. *Graffiti L.A.: Street and Art*. Abrams, 2007. 978-0-8-1099-2986; \$34.99.

Handy, Roger and Karin Elsener. *Found Photos: Rear Ends*. Abrams Image, 2007. ISBN13: 978-0-8109-0926-7; \$14.95.

Harrington, Jane. *Extreme Pets Handbook*. Scholastic/Tangerine, 2007. ISBN13: 978-0-439-82948-9; \$12.99.

Hess, Nina. *A Practical Guide to Monsters*. Mirrorstone, 2007. ISBN13: 978-0-7869-4809-3; \$12.95.

Jamal, Joesph. *Tupac Shakur Legacy*. Atria, 2006. ISBN13: 978-0-7432-92603; \$45.

Lee, John. *Street Scene*. Impact Bks., 2007. ISBN13: 978-1-158180-847-6; \$19.99.

Lewry, Fraser and Tom Ryan. *Kittenwar*. Chronicle Bks., 2007. ISBN13: 978-0-81185980-6; \$14.95.

Pardes, Bronwen. *Doing It Right: Making Smart, Safe and Satisfying Choices about Sex*. Simon Pulse, 2007. ISBN13: 978-1-4169-1823; \$14.99.

Pearce, Fred. *Earth: Then and Now*. Firefly, 2007. ISBN13: 978-1-55407-298-9; \$39.95.

Pearson, Felicia "Snoop" and David Ritz. *Grace After Midnight: A Memoir*. Grand Central, 2007. ISBN13: 978-0-446-19518-8; \$22.

Rogge, Hannah and Adrian Buckmaster, illus. *Save This Shirt!* Stewart, Tabori, and Chang, 2007. ISBN13: 978-1-58479-584-1; \$19.95.

Salant, James. *Leaving Dirty Jersey: A Crystal Meth Memoir*. Simon Spotlight Entertainment, 2007. ISBN13: 978-1-4169-3629-9; \$21.

Shivak, Nadia. *Inside Out: Portrait of an Eating Disorder*. Atheneum, 2007. ISBN13: 978-0-689-85216-9; \$17.99.

Simonson, Louise. *DC Comics Covergirls*. Universe, 2007. ISBN13: 978-0-78931544-1; \$39.95.

Smedman, Lisa. *From Boneshakers to Choppers: The Rip-Roaring History of Motorcycles*. Annick, 2007. ISBN13: 978-1-55451-016-0; \$24.95.

Thalia. *Thalia: Belleza!: Lessons in Lipgloss and Happiness*. Chronicle, Bks. 2007. ISBN13: 978-0-8118-5829-8; \$19.95.

Warren, Frank. *A Lifetime of Secrets: A PostSecret Book*. William Morrow, 2007. ISBN13: 978-0-06123860-4; \$27.95.

QUICK PICKS continued on page 34

# Selected Audiobooks for Young Adults

**Y**ALSA has announced its 2008 Selected Audiobooks list. The list for those ages 12–18 is drawn from the previous two years of spoken-word releases and presented annually at the ALA Midwinter Meeting. The 2008 Selected Audiobooks features a wide range of recordings, with twenty-one fiction titles and one nonfiction title representing diverse genres and styles, including fantasy, historical fiction, and adventure. “People say teens don’t listen. But they listen to audiobooks,” said Sarah McCarville, committee chair. “After nearly four hundred hours of listening, we know these are the ones teens will be clamoring for.”

## Nonfiction

Cunxin, Li. *Mao's Last Dancer*, read by Paul English. Bolinda Audio, 2006. 8 hours, 55 minutes, 8 discs. ISBN:1740938208; \$64.

## Fiction

Asher, Jay. *Thirteen Reasons Why*, read by Joel Johnstone and Debra Wiseman. Listening Library, 2007. 6 hours, 15 minutes, 5 discs. ISBN13: 9780739361221; \$45.

Brande, Robin. *Evolution, Me and Other Freaks of Nature*, read by Kaili Vernoff. Listening Library, 2007. 6 hours, 25 minutes, 5 discs. ISBN13: 9780739351435; \$45.

Brashares, Ann. *Forever in Blue*, read by Angela Goethals. Listening Library, 2007. 9 hours, 3 minutes, 7 discs. ISBN13: 9780739364845; \$55.

Downham, Jenny. *Before I Die*, read by Charlotte Parry. Listening Library, 2007. 7 hours, 10 minutes, 6 discs. ISBN13: 9780739362884; \$34.

Enthoven, Sam. *The Black Tattoo*, read by John Lee. Listening Library, 2006. 13 hours, 57 minutes, 11 discs. ISBN13: 9780739336755; \$50.

Gratz, Alan. *Samurai Shortstop*, read by Arthur Morey. Listening

Library, 2006. 7 hours, 21 minutes, 6 discs. ISBN: 073933624X; \$50.

Green, John. *An Abundance of Katherines*, read by Jeff Woodman. Brilliance Audio, 2006. 7 hours, 6 discs. ISBN13: 9781423324515; \$82.25.

Landy, Derek. *Skulduggery Pleasant*, read by Rupert Degas. HarperChildren's Audio, 2007. 7 hours, 30 minutes. ISBN13: 9780061341045; \$27.95.

Lester, Julius. *Cupid*, read by Stephen McKinley Henderson. Listening Library, 2007. 5 hours, 37 minutes, 5 discs. ISBN13: 9780739348505; \$45.

Meyer, L.A. *Bloody Jack, Being an Account of the Curious Adventures of Mary "Jacky" Faber, Ship's Boy*, read by Katherine Kellgren. Listen and Live Audio, Inc., 2007. 8 hours, 6 discs, ISBN:1593160941; \$29.95.

Murdock, Catherine Gilbert. *The Off Season*, read by Natalie Moore. Listening Library, 2007. 6 hours, 5 discs. ISBN13: 9780739351062; \$45.

Myers, Walter Dean. *Jazz*, read by James "D-Train" Williams and Vaneese Thomas. Live Oak Media, 2007. 43min, 1 disc. ISBN13: 9781430100225; \$28.95.

Paver, Michelle. *Soul Eater: Chronicles of Ancient Darkness, Book 3*, read by Ian McKellen. Recorded Books, 2007. 6 hours, 45 minutes, 6 discs. ISBN13: 9781428146099; \$66.75.

Pfeffer, Susan Beth. *Life As We Knew It*, read by Emily Bauer. Listening Library, 2006. 9 hours, 7 discs. ISBN13: 9780739336830; \$45.

Pratchett, Terry. *Wintersmith*, read by Stephen Briggs. HarperChildren's Audio, 2006. 8 hours, 30 minutes, 7 discs. ISBN13: 9780061233364; \$29.95.

Rowling, J.K. *Harry Potter and the Deathly Hallows*, read by Jim Dale. Listening Library, 2007. 21 hours, 40 minutes, 17 discs. ISBN13: 9780739360415; \$79.95.

Smith, Roland. *Peak*, read by Ramon de Ocampo. Recorded Bks., 2007. 7 hours, 30 minutes, 6 discs. ISBN13: 9781428163560; \$66.75.

Stevenson, Robert Louis. *Treasure Island*, read by Alfred Molina. Listening Library, 2007. 7 hours. ISBN13: 9780739350836; \$55.

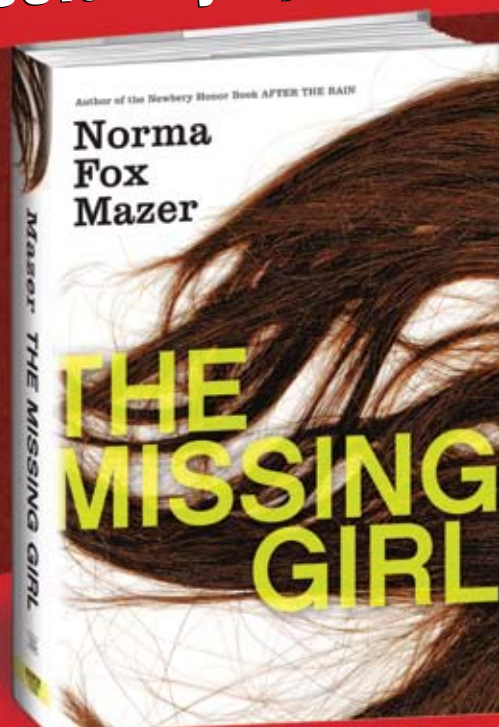
Thal, Lilli. *Mimus*, read by Maxwell Caulfield. Listening Library, 2007. 12 hours, 28 minutes, 10 discs. ISBN13: 9780739348659; \$70.

Werlin, Nancy. *The Rules of Survival*, read by Daniel Passer. Listening Library, 2007. 9 hours, 8 minutes, 5 discs. ISBN13: 9780739351154; \$30.

Zusak, Markus. *I Am the Messenger*, read by Marc Aden Gray. Listening Library, 2006. 8 hours, 40 minutes, 7 discs. ISBN13: 9780739336922; \$55.

Members of the Selected Audiobooks Committee are Sarah McCarville, chair, Grand Rapids (Mich.) Public Library; Lee Catalano, Multnomah County Library, Portland, Ore.; Shari Fesko, Southfield (Mich.) Public Library; LeNee Gatton, Enterprise, Ala.; Julie Halpern-Cordell, Carleton Washburne School, Winnetka, Ill.; Kristin Brand Heathcock, Hillsborough Community College, Plant City, Fla.; Nichole King, Santa Clara County Library, Morgan Hill, Calif.; Emily Jones, Lynnwood, Wash.; Drue Anne Wagner-Mees, Los Angeles Public Library, Brentwood Branch; and Sue-Ellen Beauregard, consultant, Booklist, Chicago, Ill. **YALS**

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★ “Mazer’s latest novel would give Alfred Hitchcock a run for his money . . . outstanding.” —*Kirkus Reviews* (starred review) \*

★ “This well-crafted thriller with mythic undertones . . . offers readers rewards beyond sensationalism.” —*School Library Journal* (starred review)

★ “Gripping and satisfying . . . Mazer’s strong characterizations and her portrayal of family relationships stand out.” —*ALA Booklist* (starred review)

★ “A psychological thriller . . . [that] ends on a hopeful note with a theme of self-empowerment.”  
—*KLIATT* (starred review)

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# Selected Videos and DVDs

**Y**ALSA has announced its 2008 Selected DVDs and Videos for Young Adults list. The list recognizes productions for technical merit, content, and interest to young adults ages 12–18. It is presented annually at the ALA Midwinter Meeting. The 2008 Selected DVDs and Videos for Young Adults Committee chose eight films, including such profound and diverse true stories as *The Grace Lee Project*, which explores the concepts of identity and belonging; *Juvs*, an unflinching look at juveniles behind bars; and the creatively composed short film *The Guarantee*, which offers a humorous look at the impact our physical features can have on our opportunities. “It’s a film-fabulous list! The films selected address the diverse needs of the teens served in our libraries as they come of age in this rapidly changing world,” said Michael T. Wallace, committee chair.

## Fiction

*Fishbowl*. 28 min. Center for Asian American Media. College/Institution purchase DVD, \$175; rental DVD, \$50; K-12/Public Library/Community Group purchase DVD, \$75, rental DVD, \$35. (<http://distribution.asianamericanmedia.org>).  
*Nightmare at School*. 8 min. 43 sec. National Film Board of Canada. DVD, \$99. ([www.nfb.ca](http://www.nfb.ca)).

## Nonfiction

*The Grace Lee Project*. 68 min. Women Make Movies. Purchase DVD, \$295; rental DVD, \$90. ([www.wmm.com](http://www.wmm.com)).  
*The Guarantee*. 11 min. New Day Films. Colleges/Universities, purchase DVD, \$229; Community Groups/Public Libraries/High Schools, purchase DVD, \$99, rental DVD, \$65. ([www.newday.com](http://www.newday.com)).  
*In Debt We Trust: America Before the Bubble Bursts*. 52 min. Media Education Foundation. High Schools and Non-Profits, purchase DVD, \$125; public libraries, purchase DVD, \$34.95. ([www.mediaed.org](http://www.mediaed.org)).

*It's Not About Sex*. 23 min. Educational Video Center. List price DVD, \$150; schools, \$75. ([www.evc.org](http://www.evc.org)).

*Juvs*. 66 min. Chance Films Incorporated. DVD, \$19.95; VHS, \$12.95. ([www.juvs.net](http://www.juvs.net)).

*Unintended Consequences: Eminent Domain*. 15 min. izzit.org. DVD, \$9.99. ([www.izzit.org](http://www.izzit.org)).

*Members of the Selected DVDs and Videos for Young Adults Committee are Michael T. Wallace, chair, ReadingHelp4Teens, Rockville, Md.; Jeana Actkinson, Bridgeport (Tex.) High School; Rachel Aronowitz, San Francisco (Calif.) Public Library; Zahra M. Baird, Chappaqua (N.Y.) Library; Krista Britton, Old Bridge Elementary School, Woodbridge, Va.; Lynn Carpenter, Birmingham (Ala.) Public Library; Jacquelyn Caverly, Eden Prairie, (Minn.) Resource Library; Danielle Dreger, Boston, Mass. Public Library; Melanie Metzger, Cy-Fair College Branch Library, Cypress, Tex.; Angela Semifero, Marshall (Mich.) District Library; Kerry Sutherland, Akron (Ohio) Summit County Public Library; Brooke Young, Salt Lake City, Utah; Sue Ellen Beauregard, consultant, Booklist, Chicago, Ill.; and Katie Boyes, administrative assistant, Maple Valley (Wash.) Library.*

## Great Graphic Novels for Teens

**Y**ALSA has announced its 2008 Great Graphic Novels for Teens. The list of 43 titles, drawn from 138 official nominations, is presented annually at the ALA Midwinter Meeting. The books, recommended for those ages 12–18, meet the criteria of both good quality literature and appealing reading for teens. “The committee gathered in historic Philadelphia from all parts of the country to represent a great variety of teen readers and pull together a terrific list with wide ranging appeal,” said Jody Sharp, committee chair. “We read some fantastic titles and had great debates and are excited to share the final results with you all.”

In addition, the Great Graphic Novels for Teens Committee created a Top 10 list of titles that exemplify the quality and range of graphic novels appropriate for teen audiences:

### Top 10 Great Graphic Novels for 2008

- Abadzis, Nick. *Laika*. First Second, 2007. ISBN13: 978-1596431010; \$17.95.
- Carey, Mike. *Re-Gifters*. DC/Vertigo, 2007. ISBN13: 978-1-4012-0371-9; \$9.99.
- Fleming, Ann Marie. *The Magical Life of Long Tack Sam*. Penguin, 2007. ISBN13: 978-1594482649; \$14.
- Giffen, Keith. *Blue Beetle: Shell-shocked*. DC Comics, 2006. ISBN13: 978-1401209650; \$12.99.
- . *Blue Beetle: Road Trip*. DC Comics, 2007. ISBN13: 978-1401213619; \$12.99.
- Iwahara, Yuji. *King of Thorn*, Vol. 1. TokyoPOP, 2007. ISBN13: 978-1-59816-235-6; \$9.99.
- . *King of Thorn*, Vol. 2. TokyoPOP, 2007. ISBN13: 978-1-59816-236-3; \$9.99.
- Loux, Matthew. *Sidescrollers*. Oni Pr., 2007. ISBN13: 978-1-932664-50-8; \$11.95.
- Mizushiro, Setona. *After School Nightmare*, Vol. 1. Go Comi!, 2006. ISBN13: 978-1933617169; \$10.99.
- . *After School Nightmare*, Vol. 2. Go Comi!, 2006. ISBN13: 978-1933617176; \$10.99.
- . *After School Nightmare*, Vol. 3. Go Comi!, 2007. ISBN13: 978-1933617244; \$10.99.

- . *After School Nightmare*, Vol. 4. Go Comi!, 2007. ISBN13: 978-1933617336; \$10.99.
- . *After School Nightmare*, Vol. 5. Go Comi!, 2007. ISBN13: 978-1933617480; \$10.99.
- Mori, Kaoru. *Emma*, Vol. 1. CMX, 2006. ISBN13: 978-1-4012-1132-5; \$9.99.
- . *Emma*, Vol. 2. CMX, 2006. ISBN13: 978-1-4012-1133-2; \$9.99.
- . *Emma*, Vol. 3. CMX, 2007. ISBN13: 978-1-4012-1134-9; \$9.99.
- . *Emma*, Vol. 4. CMX, 2007. ISBN13: 978-1-4012-1135-6; \$9.99.
- . *Emma*, Vol. 5. CMX, 2007. ISBN13: 978-1-4012-1136-3; \$9.99.
- Sis, Peter. *The Wall: Growing Up Behind the Iron Curtain*. Farrar, Strauss & Giroux, 2007. ISBN13: 978-0-374-34701-7; \$18.00.
- Tan, Shaun. *The Arrival*. Arthur A. Levine, 2007. ISBN13: 978-0439895293; \$19.99.

### 2008 Great Graphic Novels for Teens

- Abadzis, Nick. *Laika*. First Second, 2007. ISBN13: 978-1596431010; \$17.95.
- Anderson, Eric. *Manny Trembley. PX! Book One: A Girl and Her Panda*. Image Comics, 2007. ISBN13: 978-1582408200; \$15.99.
- Azuma, Kiyohiko. *Yotsuba&!*, Vol. 4. ADV, 2007. ISBN13: 978-1-4139-0345-4; \$9.99.
- Brubaker, Ed, Pablo Raimondi and others. *Fantastic Four: Books of Doom*. Marvel Enterprises, 2007. ISBN13: 9780785117049; \$14.99.
- Carey, Mike. *Re-Gifters*. DC/Vertigo, 2007. ISBN13: 978-1-4012-0371-9; \$9.99.
- Carey, Mike, Jim Fern and others. *Crossing Midnight*, Vol.1, Cut Here. DC/Minx, 2007. ISBN13: 978-1401213411; \$9.99.
- Castellucci, Cecil, Jim Rugg. *The Plain Janes*. DC/Minx, 2007. ISBN13: 978-1-4012-1115-8; \$9.99.
- Crilly, Mark. *Miki Falls—Autumn*. HarperTempest, 2007. ISBN13: 978-0060846183; \$7.99.

- . *Miki Falls—Spring*. HarperTempest, 2007. ISBN13: 978-0060846169; \$7.99.
- . *Miki Falls—Summer*. HarperTempest, 2007. ISBN13: 978-0060846176; \$7.99.
- Fialkov, Joshua Hale, Noel Tuazon and others. *Elk's Run*. Villard, 2007. ISBN13: 978-0345495112; \$19.95.
- Fleming, Ann Marie. *The Magical Life of Long Tack Sam*. Penguin, 2007. ISBN13: 978-1594482649; \$14.
- Geary, Rick. *Saga of the Bloody Benders: The Infamous Homicidal Family of Labette County, Kansas*. NMB, 2007. ISBN13: 978-1-5616-3498-9; \$15.95.
- Giffen, Keith. *Blue Beetle: Shell-shocked*. DC Comics, 2006. ISBN13: 978-1401209650; \$12.99.
- . *Blue Beetle: Road Trip*. DC Comics, 2007. ISBN13: 978-1401213619; \$12.99.
- Gipi. *Notes for a War Story*. First Second, 2007. ISBN13: 978-1596432611; \$16.95.
- Helfer, Andrew, Randy DuBurke. *Malcolm X: A Graphic Biography*. Hill & Wang, 2007. ISBN13: 978-0-8090-9504-9; \$15.95.
- Hinds, Gareth. *Beowulf*. Candlewick, 2007. ISBN13: 978-0763630225; \$21.99.
- Iwahara, Yuji. *King of Thorn*, Vol. 1. TokyoPOP, 2007. ISBN13: 978-1-59816-235-6; \$9.99.
- . *King of Thorn*, Vol. 2. TokyoPOP, 2007. ISBN13: 978-1-59816-236-3; \$9.99.
- Iwanaga, Ryotaro. *Pumpkin Scissors*, Vol. 1. Del Rey, 2007. ISBN13: 978-0345501196; \$10.95.
- Kapur, Shekhar, Siddarth Kotian. *Namaha: Shekhar Kapur's Devi*, Vol. 1. Virgin Comics, 2007. ISBN13: 978-1934413005; \$14.99.
- Kawashima, Tadashi, Adachitoka. *Alive*, Vol. 1: *the Final Evolution*. Del Rey, 2007. ISBN13: 978-0345497468; \$10.95.
- . *Alive*, Vol. 2: *the Final Evolution*. Del Rey, 2007. ISBN13: 978-0345499226; \$10.95.
- Kieth, Sam, Bob Kane and others. *Batman: Secrets*. DC Comics, 2007. ISBN13: 978-1-4012-1212-4; \$12.99.
- Kouno, Fuyimo. *Town of Evening Calm, Country of Cherry Blossoms*. Last Gasp, 2007. ISBN13: 978-0867196658; \$9.99.
- Kurata, Hideyuki. *Train + Train*, vol. 1. Go Comi!, 2007. ISBN13: 978-1-933617-18-3; \$10.99.
- . *Train + Train*, Vol. 2. Go Comi!, 2007. ISBN13: 978-1-933617-19-0; \$10.99.
- . *Train + Train*, Vol. 3. Go Comi!, 2007. ISBN13: 978-1933617374; \$10.99.
- Loux, Matthew. *Sidescrollers*. Oni Pr., 2007. ISBN13: 978-1-932664-50-8; \$11.95.
- Lutes, Jason, Nick Bertozzi. *Houdini: the Handcuff King*. Hyperion, 2007. ISBN13: 978-0786839025; \$16.99.
- Mizushiro, Setona. *After School Nightmare*, Vol. 1. Go Comi!, 2006. ISBN13: 978-1933617169; \$10.99.
- . *After School Nightmare*, Vol. 2. Go Comi!, 2006. ISBN13: 978-1933617176; \$10.99.
- . *After School Nightmare*, Vol. 3. Go Comi!, 2007. ISBN13: 978-1933617244; \$10.99.
- . *After School Nightmare*, Vol. 4. Go Comi!, 2007. ISBN13: 978-1933617336; \$10.99.
- . *After School Nightmare*, Vol. 5. Go Comi!, 2007. ISBN13: 978-1933617480; \$10.99.
- Mori, Kaoru. *Emma*, Vol. 1. CMX, 2006. ISBN13: 978-1-4012-1132-5; \$9.99.
- . *Emma*, Vol. 2. CMX, 2006. ISBN13: 978-1-4012-1133-2; \$9.99.
- . *Emma*, Vol. 3. CMX, 2007. ISBN13: 978-1-4012-1134-9; \$9.99.
- . *Emma*, Vol. 4. CMX, 2007. ISBN13: 978-1-4012-1135-6; \$9.99.
- . *Emma*, Vol. 5. CMX, 2007. ISBN13: 978-1-4012-1136-3; \$9.99.
- Morrison, Grant and Frank Quitely. *All Star Superman*, Vol. 1. DC Comics, 2007. ISBN13: 978-1401209148; \$19.99.
- Nakahara, Aya. *Love Com*, Vol. 1. Shoji Beat, 2007. ISBN13: 978-1421513430; \$8.99.
- Okamoto, Kazuhiro. *Translucent*, Vol. 1. Dark Horse Comics, 2007. ISBN13: 978-1593076474. \$9.95.
- Park, SoHee. *Goong*, Vol. 1. ICE Kunion, 2007. ISBN13: 978-89-527-4487-6; \$10.95.
- Peterson, David. *Mouse Guard: Fall 1152*. Archaia Studios, 2007. ISBN13: 978-1-932386-57-8; \$24.95.
- Pierce, Tamora, Timothy Liebe and others. *White Tiger: A Hero's Compulsion*. Marvel, 2007. ISBN13: 978-0785122739; \$14.99.
- Sis, Peter. *The Wall: Growing Up Behind the Iron Curtain*. Farrar, Strauss & Giroux, 2007. ISBN13: 978-0-374-34701-7; \$18.00.
- Smith, Jeff. *Shazam! The Monster Society of Evil*. DC Comics, 2007. ISBN13: 978-1401214461; \$29.99.
- Stuck in the Middle: 17 Comics from an Unpleasant Age*. Ed. by Ariel Schrag. Viking, 2007. ISBN13: 978-0-670-06221-8; \$18.99.
- Takemiya, Keiko. *To Terra*, Vol. 1. Vertical, 2007. ISBN13: 978-1932234671; \$13.95.
- . *To Terra*, Vol. 2. Vertical, 2007. ISBN13: 978-1932234701; \$13.95.
- . *To Terra*, Vol. 3. Vertical, 2007. ISBN13: 978-1932234718; \$13.95.
- Tan, Shaun. *The Arrival*. Arthur A. Levine, 2007. ISBN13: 978-0439895293; \$19.99.
- Tanabe, Yellow. *Kekkaishi*, Vol. 7. VIZ, 2007. ISBN13: 978-1-4215-0488-9; \$9.99.
- . *Kekkaishi*, Vol. 8. VIZ, 2007. ISBN13: 978-1-4215-0828-3; \$9.99.
- . *Kekkaishi*, Vol. 9. VIZ Media, 2007. ISBN13: 978-1421508290; \$9.99.
- Urushibara, Yuki. *Mushishi*, Vol. 1. Del Rey, 2007. ISBN13: 978-0345496218; \$12.95.
- . *Mushishi*, Vol. 2. Del Rey, 2007. ISBN13: 978-0345496447; \$12.95.
- Varon, Sara. *Robot Dreams*. First Second, 2007. ISBN13: 978-1-59643-108-9; \$16.95.

- Velez, Ivan, Shawn Martinbrough, and others. *Dead High Yearbook*. Penguin Dutton, 2007 \$18.99 (ISBN13: 978-0-525-47783-9).
- Whitta, Gary, Ted Naifeh. *Death, Jr.* Image Comics, 2007. ISBN13: 978-1582406824; \$14.99.
- Yoshinaga, Fumi. *Flower of Life*, Vol. 1. Digital Manga Publishing, 2007. ISBN13: 978-1569708743; \$12.95.
- . *Flower of Life*, Vol. 2. Digital Manga Publishing, 2007. ISBN13: 978-1569708736; \$12.95.
- . *Flower of Life*, Vol. 3. Digital Manga Publishing, 2007. ISBN13: 978-1569708293; \$12.95.

Members of the Great Graphic Novels for Teens Committee are Jody Sharp, chair, Baltimore County Public Library, Towson, Md.; Marea Black, Phoenix (Ariz.) Public Library; Robin Brenner, Brookline (Mass.) Public Library; Sarah Couri, Donnell Library Center, New York Public Library; Jennifer Sweeney, Goshen (N.Y.) Public Library; Michael Jara, University of California Los Angeles; Melissa Jenvey, Donnell Library Center, New York Public Library; Esther Lewenstein, Marine Park Intermediate School, Brooklyn, N.Y.; Gail Tobin, Schaumburg Township District Library, Hanover Park, Ill.; Eva Volin, Margaret K. Troke Library, Stockton, Calif.; Jennifer Venker Weidenbenner, Bourbonnais (Ill.) Public Library; Gillian Engberg, consultant, Booklist, Chicago, Ill.; Elizabeth Rafferty, administrative assistant, Baltimore County (Md.) Public Library. **YALS**

## QUICK PICKS continued from page 28

- Simonson, Louise. *DC Comics Covergirls*. Universe, 2007. ISBN13: 978-0-78931544-1; \$39.95.
- Smedman, Lisa. *From Boneshakers to Choppers: The Rip-Roaring History of Motorcycles*. Annick, 2007. ISBN13: 978-1-55451-016-0; \$24.95.
- Thalia. *Thalia: Belleza! Lessons in Lipgloss and Happiness*. Chronicle, Bks. 2007. ISBN13: 978-0-8118-5829-8; \$19.95.
- Warren, Frank. *A Lifetime of Secrets: A PostSecret Book*. William Morrow, 2007. ISBN13: 978-0-06123860-4; \$27.95.
- Willet, Edward. *Jimi Hendrix: Kiss the Sky*. Enslow, 2006. ISBN13: 978-0-7660-2449-6; \$27.93.
- Yoshinaga, Masayuki. *Gothic and Lolita*. Phaidon Pr., 2007. ISBN13: 978-0-7148-4785-6; \$29.95.

Members of the Quick Picks for Reluctant Young Adult Readers Committee are H. Jack Martin, chair, New York Public Library; Josephine Caisse, Deschutes Public Library, Bend, Ore.; Debbie Fisher, Central Falls (R.I.) High School; Katherine Fitch, Rachel Carson Middle School, Herndon, Va.; Susan Geye, Crowley (Tex.) Ninth Grade; Paulette Goodman, Kennedy Junior High School, Naperville, Ill.; Diana Tixier Herald, Center for Adolescent Reading, Glade Park, Colo.; Sally Leahey, McArthur Public Library, Biddeford, Me.; Jenine Lillian, King County (Wash.) Library System; Joy Millam, Fountain Valley, Calif.; Diane Monnier, Rockville (Md.) Library; and Anne Rouyer, administrative assistant, New York Public Library. **YALS**

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When YALSA members are appointed to committees, they are expected to be active participants in committee work. They must commit the time, energy and creativity needed to assist the committee in realizing its goals and objectives.<sup>1</sup> YALSA's selection committees are particularly time consuming, often requiring members to read hundreds of titles each year. Usually, the members of selection committees have previous committee experience.<sup>2</sup> Committee members take their charge very seriously, putting in not only time and energy, but also making an emotional and professional commitment. This article looks at two of YALSA's popular selection committees—Quick Picks for Reluctant Young Adult Readers (QP) and Best Books for Young Adults (BBYA)—and some of the myths surrounding them.

# Looking at the BBYA and the QP Lists

## Three Myths and Three Realities

*By Stacy Creel-Chavez*

### The Committees

The tradition of selecting the “best” books for young adults began in 1930 with a committee of three members and has gone through a variety of changes in policies, procedures and even committee names over the past seventy-seven years.<sup>3</sup> Today's BBYA committee was originally named in 1952 the Association for Young People's Librarian's Book List Committee.<sup>4</sup> Before finally becoming the BBYA committee in 1966, it had two additional names: the Book Selection Committee (1954) and the Committee for the Selection of Significant Adult Books for Young People (1963). From the beginning, BBYA has sought to create an annual list of the best

books for teens with proven or potential appeal. Determining what the best books are has involved a variety of procedures; one early practice involved nationwide voting by teens on the list of proposed titles.

With the abandonment of the nationwide balloting in the 1960s, the BBYA committee shifted from selecting those books young adults were actually reading to concentrating on titles that would foster “good reading,” and have “general appeal, variety of interests, and literary merit.”<sup>5</sup>

Teen input and participation is still pres-

ent in the committee process through the practice of individual committee members soliciting input from teens and teen advisory groups. Additionally, teens are invited to attend the BBYA committee meetings to present their thoughts and feelings on potential titles.

In 1980, the High Interest/Low Literacy Level Materials Evaluation Committee was created, which produced an annual list titled High-Interest Low Reading Level Booklist.<sup>6</sup> In 1988, the committee's list became known as Recommended Books for the Reluctant Young Adult Reader. The title of the list morphed again in 1990 to the new name of Quick Picks. The name of the committee followed suit, and in 1995 the committee name was officially changed to what it is today: Quick Picks for Reluctant Young Adult Readers (QP). From 1980 to 1993, QP titles were selected solely on the professional opinion of what members believed to be “titles with high appeal for our target audience.”<sup>7</sup> The books were selected for teens with weak reading skills or those reading below their grade level, and the

**STACY L. CREEL-CHAVEZ** teaches at St. John's University, Queens, New York, in the Division of Library and Information Science and serves as the editor of VOYA. In the past, she has served YALSA as a member of Quick Picks, and is currently co-chair of the 2008 Preconference, “Got Tweens? Serving Younger Teens and Tweens.” She is also a member of the 2008–2009 Printz Committee.

**BBYA Charge:** “To select from the year’s publications, significant adult and young adult books; to annotate the selected titles.”

**Purpose of the List:** “The list presents books published in the past sixteen months that are recommended reading for young adults 12 to 18. It is a general list of fiction and nonfiction titles selected for their proven or potential appeal to the personal reading tastes of the young adult. Such titles should incorporate acceptable literary quality and effectiveness of presentation. . . . Fiction should have characterization and dialog believable within the context of the novel or story. Nonfiction should have an appealing format and a readable text. Although the list attempts to present a variety of reading tastes and levels, no effort will be made to balance the list according to subject or area of interest.”

**Target Audience:** “The list is prepared for the use of young adults themselves and annotations will be written to attract the YA reader.”

**QP Charge:** “To prepare an annual annotated list of recommended books appropriate for reluctant young adult readers.”

**Purpose:** “The list is for young adults (ages 12–18) who, for whatever reasons, do not like to read. The purpose of this list is to identify titles for recreational reading, not for curricular or remedial use.”

**Evaluation:** “All titles should have appeal as self-selected leisure reading for young adults. Books should be evaluated by subject, cover art, readability, format and style.”

committee gave the books a Fry Readability score. The Fry Readability score, cre-

ated by Edward Fry, involved graphing the average number of syllables and sentences in at least three one hundred-word text selections.<sup>8</sup>

Most often these books had a generous trim size, enlarged type, numerous illustrations, and extra leading, along with the prerequisite short sentences and choppy paragraphs so typical of materials manipulated to lower Fry scores. Physically, these books resembled our Beginning to Read formats today except they were aimed at older kids. These books did not accomplish the purpose of improving reading because kids wouldn’t select them. Teens hated being labeled as remedial and singled out with special books. The books did not look like those read by the “average” teen reader; no teen wanted to be classified as “different.”<sup>9</sup>

In 1994, the voice of one librarian, Eva Lusk, changed the committee by vowing to only nominate teen-tested books. Getting teens involved in the review process became an important part of the committee’s work and revealed to the committee that books they thought would surely appeal to reluctant readers were often flops. “It was often difficult for the committee not to stray from its charge; the temptation to nominate and vote for books we love or think are important for young adults to read is very strong. Teen comments kept us honest and focused on our objective.”<sup>10</sup> This changed the face of the QP process and list. In 1998, the QP committee met to define what a reluctant reader is. Unable to come to a consensus, they did agree that the committee charge:

was not to identify the best books of the year based solely on literary quality and that we were not just identifying remedial reading material for students who couldn’t read at grade level. This nebulous definition

left an enormous gap in between, a gap that must be redefined by each committee as it addresses its choices each year. The reluctant reader potentially can be anyone.<sup>11</sup>

Reluctant readers can even be A-plus students who do not read because they do not have time for pleasure reading. This broad definition of what constitutes a reluctant reader makes teen input even more important.

## The Similarities and Differences

There are some similarities and differences that are critical for understanding these two lists, but, more importantly, there are many myths surrounding these two committees. In the sidebar, you will see the complete charges of the two committees and selected sections of their policies and procedures that are important to examining the similarities and differences. Here is a look at some myths and realities. (Complete policies and procedures can be found on the YALSA Web pages for BBYA and QP.<sup>12</sup>)

“BBYA books are quality books, but QP books are just ‘pop’ books.”

This belief about the quality of the selected books is a myth. BBYA requires that the titles selected for their lists “incorporate acceptable literary quality and effectiveness of presentation.”<sup>13</sup> There is also a qualification of quality in that the fiction titles “should have characterization and dialog believable within the context of the novel or story” and that the nonfiction titles should contain “an appealing format and a readable text.”<sup>14</sup> By the same token, QP requires “acceptable literary quality and effectiveness of presentation” along with “clear writing and a less sophisticated vocabulary.”<sup>15</sup> Addition-

ally, QP calls for “well-defined characters” and “believable treatment” in fiction along with other criteria. QP also stipulates that nonfiction books have accuracy and objectivity, and technical language is acceptable if it is defined within the context. Additionally, since QP places an overall emphasis on physical appearance, it does match BBYA’s call for appealing format and readable text. Upon closer inspection, these things are not really so different from the listed QP selection criteria.<sup>16</sup>

Both committees address quality in their selection of titles. This is further evidenced by the fact that every year there are crossover titles that make both lists (nine in 2005; nine in 2006; eight in 2007; eleven in 2008). In fact, there have been books that have made the QP list, which also can be found on the Michael L. Printz list of winners and honors.

**“Teen opinion is all that matters in QP books, but BBYA books are picked by the professionals.”**

This is also a myth. The BBYA list is a list of books “selected for their proven or potential appeal to the personal reading tastes of the young adult.”<sup>17</sup> The QP list is comprised of recreational reading books for young adults “who, for whatever reasons, do not like to read.”<sup>18</sup> Both of these lists are created with their appeal to teens in mind. The difference lies in BBYA’s universal appeal and QP’s more focused appeal to the reluctant reader audience; this focused appeal does lead to edgier titles that may push the limits of what some librarians feel is good literature. Both lists accept field nominations; these field nominations can be from teens or adults (practitioners or not). Additionally, both committees’ members read and recommend titles for inclusion on their lists. Both lists have input from the professionals, and both lists have input from teens. The difference is in the

emphasis placed on teen input in the two committees.

The QP list is for reluctant readers, and reluctant readers come in many forms and are reluctant for many reasons. At some point in the history of QP, it became apparent that the person to best determine what a reluctant reader would read is the reluctant reader. There have certainly been titles recommended for consideration by committee members and other educated professionals that were thought to be the perfect reluctant reader book, but have fallen flat when tested in the field with teens. But that is not to say that QP committee members do not have input into the discussion. Not every book is read by every teen and personal opinions must come into play. That being said, the emphasis *is* on the readers’ input in addition to the committee members. When asked, Joy Millam, a 2007 QP member and 2009 chair, clearly states this by saying “It may not be what we would select for them, but they are reluctant for a reason and it is important to allow them to select materials that they are interested in.” BBYA includes teens by having them comment on the nominated titles at conferences as well as by individual committee members soliciting input from teens. Since BBYA is creating a list for teens with hopes that the books on it will appeal to them, they take this input seriously and take notes on what the teens are saying. Committee members from both committees must read the books in their entirety before recommending titles, seconding field nominations, and discussing the book at meetings. *In both committees, books must meet criteria to make the list.*

**“QP is a selection list for public libraries; BBYA is a selection list for school libraries.”**

Once again, this statement is false. QP is charged with preparing an annual list of recreational reading of “recommended books

appropriate for reluctant young adult readers.”<sup>19</sup> BBYA is charged with creating a list of recommended titles that will appeal to young adult readers, and the list is actually made “for the use of young adults themselves and annotations will be written to attract the YA reader.”<sup>20</sup> The committees do recognize and understand that public librarians and school media specialists use their lists to select books and are glad that these recommended titles are getting into the hands of readers. *But not every book is right for every teen or every library.* It is the responsibility of the selector to use the list as a guide and investigate the titles they select for inclusion in their collection. Part of the appeal of these titles, especially where QP books are concerned, is found in the compelling storylines, realistic characters and timely topics that appeal to teens and can be used to reach out to teen readers, even though they may be controversial. Books on both lists may contain objectionable language, sex or sexual situations, death, criminal activities, and much more. As professionals in the library field, selectors must make educated decisions and research the titles on the lists. Books from both lists are likely to be found in public *and* school libraries.

## An Interview from the Recent Chairs

Jack Martin was the 2007–08 chair of QP and was a member of the committee in 2006. He is the assistant coordinator of young adult services for The New York Public Library and the coauthor of *Serving Lesbian, Gay, Bisexual, Transgender, and Questioning Teens: A How-to-do It Manual for Librarians* (Neal-Schuman, 2006).

After eleven years as a teen services librarian, Holly Koelling is currently the outreach services manager of King County (Wash.) Library System. She served on the BBYA committee from 1996–1998, and was the 2007–08 chair. She is the author

of two books: *Classic Connections: Turning Teens on to Great Literature* (Libraries Unlimited, 2004) and *Best Books for Young Adults*, 3rd edition (ALA, 2007).

**CREEL:** As current committee chair, in your opinion, what do you feel is the toughest thing for new committee members to understand?

**MARTIN:** For QP, probably the hardest hurdle for new members to get across is the idea of the charge, and how the new member responds to the charge. It's really a matter of dropping all of their own preconceptions about what they think the committee is all about and genuinely discovering what the real deal is. The real deal is: identifying a list of books for reluctant readers, who in many cases have a much better idea of what they're interested in reading than librarians. This is why it's so important for committee members to immerse themselves in the world of reluctant readers, gather their feedback on nominations, synthesize the information, and come to committee meetings prepared to share their findings. Also, focusing on the reluctant reader feedback helps committee members distance themselves personally from titles they may not normally want to support. In Quick Picks, the voices of the reluctant readers are what really carry the weight of the list. Also, new committee members may struggle with finding an audience for all of our diverse nominations and how to elicit feedback from reluctant readers whose reluctance may include talking to librarians about books.

**KOELLING:** The most difficult thing for new members to understand is the workload of the BBYA committee. It is intense and constant, and new members who can't successfully participate do not get invited back for the second year of the two-year term. The workload is the equivalent to reading more than one book a day for the entire selection year, along with a great deal of inventory management, so to speak, and detailed note-taking. The meeting times at confer-

ences are long and exhausting. Although each year's chair communicates this most emphatically (and hopefully encouragingly!) to each year's committee, until the experience is underway it just isn't something most new members can wrap their heads around.

**CREEL:** What do you feel is the biggest difference about your committee compared to the other one?

**MARTIN:** Again, for Quick Picks, it's all about the charge (you can get the official one from the YALSA site), and maintaining that balance between what committee members believe reluctant readers should read and (based on real reader feedback) what reluctant readers are actually interested in. We strive to reach a very specific audience, but it is an audience made up of a large spectrum of reluctant readers who are reluctant for different reasons. We place a lot of emphasis on reluctant reader feedback because, although we can recommend the best books to them, only they can tell us which ones reached them for whatever reason.

**KOELLING:** The biggest difference between BBYA and Quick Picks is the charge and resulting annual list. We also use different procedures to operate.

**CREEL:** What do you feel is the most important thing for practitioners to understand about the committee and the list?

**MARTIN:** I know that I've said this before, but on the selection committee scale of teen involvement, I see the Printz on one end, which is total librarian opinion based on literary merit where the opinions of teens aren't really taken into consideration. On the other end of the spectrum is Quick Picks, where teen opinions rule and often overrule librarian opinion. In the middle lies BBYA, which is a combination of the two. Our list of books is made up of a variety of books that appeal to a variety of reluctant readers in the field. The titles are not going to reach every reluctant reader and certainly aren't

appropriate for every library or every age of reluctant reader, but it is certainly a good starting point. Committee members realize that the titles on the list will vary in their appropriateness from library to library. Many of the titles will work perfectly in middle schools; others in high schools and public libraries. It's up to librarians in a particular community to decide which titles on the list work best for their libraries, and committee members work tremendously hard to achieve the right balance of titles to fit all kinds of libraries in the United States by reading 120-plus nominations each year, identifying reluctant readers in their community, bringing those voices to Annual Conference and Midwinter Meeting, and finally discussing which titles work best for the list.

**KOELLING:** There is an incredible amount of effort that goes into selecting each year's list, an effort that is fueled by great passion for teens, for books, and for meaningfully bringing them together. The committee members dedicate an extraordinary amount of time to this work, and it does have an impact on their lives. Also important is that the list that is determined by this fifteen-member committee is created through intensive reading and re-reading, discussion, and voting. It is a group process with, in the end, a majority decision determining the list. As such, it acknowledges those books with high readership and that are held in high opinion as meeting the committee charge by a majority of its members, who are all professionals in the field. It is not a process that allows for grandstanding or agendas. The list itself is designed for use by teens. This is commonly misunderstood, as many librarians and teachers use it in a variety of ways, especially as a selection tool. This is encouraged, but the bottom line is that the list is for teens themselves. Another important thing to understand about this list is that it will, on average, contain in the range of eighty to ninety books, and the teen publishing market is at this time enormous. The committee also considers adult books



of interest and appeal to teens. There is no way this list could acknowledge all the books out there that meet the committee charge. Practitioners are getting a selected list each year, but not a list selected from a truly comprehensive reading of a year's (accurately, sixteenth months of eligibility) publications. Practitioners need to look both at this list and beyond this list when making reading connections with teens. This is *one* highly valuable tool, but it does not stand alone.

#### YALS

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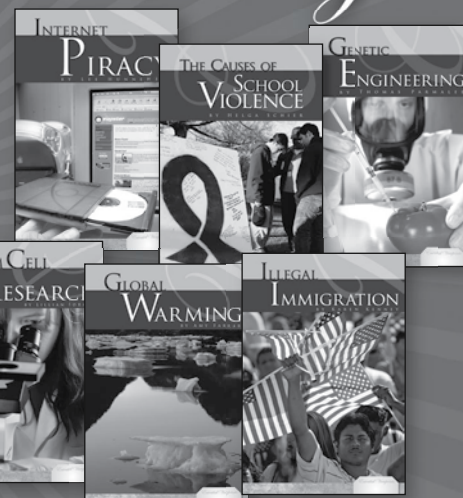
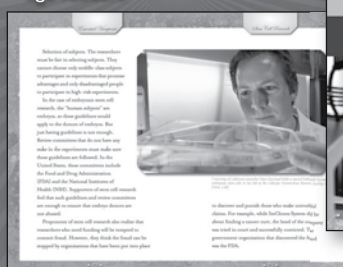
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# Sex Education and the American Public Library

## A Study of Collection Development, Reference Services, and Programming for Young Adults

*By Rebecca J. Cohen*

*Editor's Note: Ms. Cohen was the recipient of the Frances Henne/YALSA/VOYA Research Grant, which provides seed money for small-scale projects that encourage research that responds to the YALSA research agenda. More information about this grant can be found at [www.ala.org/ala/yalsa/awards/andgrants/franceshenne.cfm](http://www.ala.org/ala/yalsa/awards/andgrants/franceshenne.cfm).*

### Introduction

At a time when the United States has one of the highest rates of teen pregnancy in the developed world and young adults are contracting HIV faster than any other demographic group in this country, it is critical for the millions of young Americans ages 12–17 to have access to accurate information about reproductive healthcare and sexuality. Recent scholarship in the field of public librarianship argues that it is the responsibility of libraries to prioritize services to adolescents and the communities in which they reside.<sup>1</sup> Motivated by public health concerns, the ALA and a small number of library professionals have even proposed that public

libraries should more actively provide sexual-health information and education to their adolescent patrons.<sup>2</sup>

Although there is currently no research that either confirms or refutes the efficacy of library-based sexual-health education on adolescent attitudes, knowledge, and behavior, we know that the majority of parents, teachers, and students support proven comprehensive sexuality education programs.<sup>3</sup> Sexuality education is a lifelong process of acquiring information and forming attitudes, beliefs, and values. It encompasses “sexual development, reproductive health, interpersonal relationships, affection, intimacy, body image, and gender roles.”<sup>4</sup> Because many parents do not feel comfortable or knowledgeable to discuss sexuality with their children, they rely on schools, religious institutions, social networks, and media to do so. But many state and federal education funding poli-

cies limit sexual health curricula for moral and political reasons, and media sources often promote misinformation that can even contribute to early sexual activity among adolescents.<sup>5</sup> Unfortunately, the consequences of ignoring the sexual health needs of adolescents range from unwanted teenage pregnancies and heightened incidences of sexual assault and transmission rates of sexually transmitted infections to lower self-esteem and lowered lifetime educational attainment and economic productivity. Accordingly, many public and private organizations have begun to lend their support and services to develop sex education programs and opportunities for young adults. The Boy Scouts of America, Planned Parenthood, the Sexuality Information and Education Council of the United States, and the Henry J. Kaiser Family Foundation are just a few examples of organizations that seek to work with

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**REBECCA COHEN** received her MLIS from UCLA in 2006 and is currently working on her Ph.D. in Education. Her research interests include school and community partnerships, health education, and evaluation research.

families and communities to improve the sexual health and identity of young people to ensure their growth and success.

In their 2003 guide *Teens and Libraries: Getting It Right*, Virginia Walter and Elaine Meyers explain that it has only been in the past twenty years that public libraries have begun to articulate the mission of their institutions as vital spaces in modern society. As a result of becoming more data and market driven in their approach to service, public libraries have learned more about the teens in their neighborhoods. Libraries are also starting to “consider a new role as a primary support institution within their communities. This role acknowledges the strengths of libraries as neutral, safe public spaces and inquires how staff can support youth and provide new opportunities for them to grow and contribute to their community.”<sup>6</sup>

While libraries are engaged in a number of youth directed services, including technology and literacy education, a 2005 literature review of public library services revealed little evidence that public libraries promote sexual health education. American public libraries have been repositories for sexuality materials since the early 1880s; however, they have generally housed these materials under restricted circulation. During the past century, the controversy regarding sex materials in public libraries has grown to mirror that over sex education in public schools. Political and religious conflicts over abortion, homosexuality, and birth control, and media discussions about sexual abuse and pornography have confused library professionals about their role in providing open access to sexual-health information in their libraries. Library professionals are increasingly caught between the desire to maintain social norms within their communities and provide a variety of resources, “even including material personally repugnant” to themselves.<sup>7</sup>

Because research suggests that few public libraries are actively concerned with addressing the sexual health needs of their

adolescent patrons, a number of advocates have developed resources to assist librarians with providing these services. Martha Cornog and Timothy Perper, in their book *For Sex Education, See Librarian: A Guide to Issues and Resources*, lobby for public librarians to accommodate their collections to the sexual-health needs of all age groups and perspectives. Amy Levine, former librarian of the Mary S. Calderone Library at the Sexuality Information and Education Council of the United States, also argues that public libraries are underutilized community resources for providing sexuality education for young adults. She encourages libraries to adopt sex education outreach and collection development policies and practices to better address the needs of their teenage patrons.<sup>8</sup> While it is a good idea for public libraries to play a significant role in improving their communities and neighborhoods through educational services, including sex education, it may not be wise for library professionals to further their programming, collection development, and reference policies and practices based on “gut” feelings and in the absence of evidence. It is instead crucial for public libraries to reflect upon their attitudes, beliefs, and practices, and research the needs and desires of their communities to inform and improve their services to young adults.

For this reason, this author decided to conduct a study in the fall of 2005 and the spring of 2006 of how public libraries serve adolescents in the area of sexuality education. It was interesting to uncover the extent to which public libraries afford youth access to balanced and diverse collections of books and other materials about sexual health, approachable librarians receptive to the needs of adolescent patrons, and programs designed to address the needs of their changing communities and that facilitate adolescent knowledge and decision-making skills. The following research questions guided the study:

- How do librarians and library administrators view the role of the public library as a source for sexuality education?
- What type of institutional opportunities or barriers to sexual-health collection development, programming, and reference services exist in public libraries?
- How does adolescent usage of the public library as a general source of information inform and direct library professionals’ perceptions, collection development, programming, and reference behaviors?
- In which ways do public libraries currently address the needs of adolescents with sexual-health information needs, and how they might enhance these services?

## Site Selection

Due to logistical constraints, the research was limited to a study of three small public library districts in the western United States that have varying socioeconomic, racial, and civic characteristics, but are located within the same large metropolitan area. This method for site selection afforded the researcher the opportunity to gain a broad picture of the public library facilities and practices in this region.

Throughout the course of several months, the author met with eleven librarians and library directors from these three libraries. In addition to an observation of the physical layouts of the libraries, a brief demographic questionnaire was administered, and the study participants were interviewed about their professional attitudes, collection development, programming, and reference services for young adults. While some of the librarians were initially reticent to participate in the study due to the nature of the topic and their own time constraints, most of them looked forward to the opportunity

for reflection and future feedback. The average age of the participants was 42; 80 percent were women, and 80 percent were Caucasian. All of the participants held an MLS, but had various levels of experience; the majority of participants had either fewer than six years of experience or more than twenty years of experience.

Library A and its two branches serve a cluster of suburban communities whose total population is approximately 70,000. The median family income of this mostly Caucasian and Asian community is more than \$100,000. The main library is a recently remodeled facility with ample study and recreation space for children and young adults, and three full-time young readers' and young adult librarians. Library B and its five branches serve a city of 138,000 people with a median family income of \$67,000, and population demographics of 60 percent Caucasian, 28 percent Asian, and 13 percent Latino. The main library is an older building with dated decor. It has an entire floor devoted to children and teen services as well as a multi-person staff of young readers' and young adult librarians. Located in a city with a recent history of demographic change, Library C serves a population of 112,000, a median family income far below the national average, and a racial composition of 19 percent Caucasian, 47 percent African-American, and 46 percent Latino.<sup>9</sup> The main library building is worn out and has an outdated interior decor. The library has an entire wing devoted to children and youth services, and employs two full-time young readers' and young adult librarians.

## Pilot Study

Prior to conducting formal interviews with personnel from each library, a pilot study was conducted at a newly remodeled and highly trafficked library in the region. The library serves a city that boasts tremendous demographic diversity, a well-educated population, and a reputation for innovative

civic and social programming. Surprisingly, however, the three library personnel interviewed were not only ambivalent about the merits of the research study, but uncomfortable and antagonistic toward the notion that public libraries should educate patrons in general and about sex education in particular. The library director strongly expressed that the role of the library is to provide information but not education, especially sexuality education. The head of reference services mentioned that in thirty years as a library professional and attendant at conferences sponsored by ALA she had never encountered the topic of sex education for teens and children. The young adult librarian said that her library did not emphasize sex education materials or programming for young adults, and that her teen patrons were not interested in the topic. These comments were most unexpected since the public schools in this community partner with a number of local teen pregnancy prevention programs, and there is a very visible display near the checkout counter with books for teens about sexuality, healthy bodies, and relationships. While it was expected prior to conducting the pilot study that this research might initially confuse some participants, the extent to which it would make them feel uncomfortable was unanticipated. Accordingly, adjustments were made to the final interview protocol to reflect some new issues that arose during these conversations, but also to express greater empathy with participants' feelings and thoughts about their role in providing sexuality education to young adult patrons.

## Findings

### Attitudes

The first objective was to assess the library professionals' attitudes about the public library as a source for sexuality education. The majority of participants said that the role of the public library is to provide

information in the form of reproductive health materials and reference services to young adult patrons to help them inform themselves and make decisions. They were hesitant about programming or actively promoting sexual-health resources. Many librarians expressed concern about being perceived by their communities as advocating a sensitive topic that is better addressed at home or in the schools.

During the interview, the following statement passed by ALA in 1978 on "Sex Education Materials in Libraries" was read to the participants:

ALA affirms the right of youth to comprehensive, sex-related education, materials, programs, and referral services of the highest quality; affirms the active role of librarians in providing such; and urges librarians and library educators to reexamine existing policies and practices and assume a leadership role in seeing that information is available for children and adolescents, parents, and youth-serving professionals.<sup>10</sup>

Although more than half of the participants had no prior knowledge of the policy, they all agreed that the directive makes sense as professional guidance for young adult services. They believed, however, that the type of advocacy promoted in the ALA statement is neither practical nor reasonable for librarians with limited resources and various community interests. When pressed, participants cited a number of internal and external institutional barriers to providing sex education resources and services to teens in their libraries. These obstacles include time constraints and concern about parent and community backlash. Some participants also admitted that individuals in their organizations censor materials out of embarrassment and a sense of moral duty, and that disorganization and ineffective leadership prevent their libraries from



being in touch with the communities and youth they serve.

## Collection Development

The next set of research questions concerned library collection development policies and practices, and the ways adolescent usage of the library influences collection development. In general, the young adult librarians and young readers' librarians were responsible for collection development practices at their sites. None of the libraries had a systematic method for determining how to collect materials for young adult patrons. Libraries A and B followed a district-wide policy for general collection practices, whereas Library C followed an unwritten policy. The director at Library C further mentioned that the library does not have a systematic method for reviewing and weeding collections, and the children's librarian said that it is difficult to retrieve user statistics—information that may help in the collection development process—from the home-grown library catalog.

All of the librarians used a combination of reputable book lists, as well as journal and staff reviews to determine appropriate resources and referrals, on sexual health or other topics. Some of the librarians also relied on patron requests for popular fiction or materials needed to complete school assignments, finding worn out and presumably well-read books hidden in the stacks, and suggestions from teen council members. Library B was the only site that required staff to read through every piece of young adult fiction before approving it for library circulation. Each of the libraries had a review process for challenged materials; however, none of them had removed materials in recent years as the result of a complaint. In addition to the children and young adult collections, adolescent patrons at all the sites had access to the adult collections of fiction and nonfiction texts, magazines, videos, and music. The excep-

tion was that patrons under the age of 18 were not permitted to check out certain videos at Library B.

## Programming

In addition to collection development, this study was particularly interested in library programming and community partnerships aimed at adolescents. In terms of programming, participants noted that the young adult librarians at their sites were responsible for teen programming, and that each branch within the library district was responsible for its own young adult programs. The libraries did not have systematic methods for determining programming for their young adult patrons. For the most part, librarians said they relied on teens asking for programs such as a Dungeons and Dragons club or volunteer opportunities.

Participants from all three libraries boasted extensive and well-established children's programming, including story time and crafts with parents and teens. But only Libraries A and B had offered young adult programs within the past year. The newly hired young adult librarian at Library A re-instated a teen council. She said that more than twenty teenagers attended the first meeting to discuss future programming, provide book suggestions, and suggest how the library could become more teen-friendly. The librarian found that many of the students were not interested in traditional book clubs, and generally did not understand how or why the library could be more responsive to their needs. She mentioned that she looked forward to helping the teens develop their own programs, bulletin boards, and library volunteering opportunities. With the help of funds from the Friends of the Library, the audiovisual librarian at Library B recently purchased an extensive anime and manga collection. The collection opening was a popular event within the entire community, and especially

among young adults who then asked to establish an anime and manga club at the library. In contrast to Libraries A and B, there seemed to be some confusion about programming responsibilities at Library C. The young adult librarian said that the principal children's librarian instructed her to focus on children's rather than on young adult programs. The principal children's librarian, however, maintained that her colleague did not aggressively pursue relationships with teenage patrons, their schools, and community haunts.

Although none of the libraries produced a sexual-health or health-related program for young adults, Libraries B and C had hosted general community health programs about healthy eating, autism, and mental illness. They cited a number of reasons for not providing sexual health programs, including never before considering the topic or possibility, potential community disapproval, and the lack of skilled personnel to provide these types of programs. Librarians from site A were the most optimistic about incorporating such programming into their repertoire, although they had yet to attempt it.

It was discovered that all of the libraries collaborated to some extent or another with other community organizations. In the past year, Library A was the site of a local school district teacher training inservice that exposed teachers from kindergarten through twelfth grade to library resources and opportunities for children and young adults. Library personnel were also working with the local schools and a youth nonprofit to develop a storefront facility for teenagers to congregate after school and receive resources and guidance from qualified social welfare experts. Because the director at Library B attended regular meetings with other city managers, the library was involved in a number of collaborative efforts with local park and recreation groups and the city's teen council. The respondents from Library C mentioned partnerships

with local charter schools that did not have their own library facilities, local college sororities that volunteer with children in the library after school, and a future collaboration with a local health center.

## Reference Services

The final set of interview questions revolved around library reference services for young adults. The librarians said that the majority of young adult reference requests are school-related or reader's advisory questions. All of the participants agreed that the most common means by which adolescent patrons request information is in person to whomever seems approachable, whether they are librarians, staff, or volunteers. They also said that teenagers tend to make sexual-health related information requests in person, not online or over the phone. The three libraries provided unfiltered Internet access to their young adult patrons, and had noticed an increase in adolescent usage of the Internet for social and academic purposes. Nevertheless, all of the librarians said they were more likely to refer teenagers to the physical library collection than to online databases or Web sites because they assumed that teenagers can access the Internet on their own from home.

## Discussion

Based on this research study, it is clear that many librarians view the role of the public library as a peripheral source for sexual-health information for young adults. They do not believe that it is within the purview of the public library to advocate sexual-health education, develop or promote programs, or highlight relevant sections within their collections.

Nonetheless, it seems that libraries with reliable funding sources and management are best equipped to address and

meet the range of needs of young adult patrons, including their sexual-health needs. For example, while the director from Library A was unsure about assuming responsibility for providing sexual-health programming for teenage patrons, her institutional resources and willingness to partner with other community groups were laying the groundwork for a future library–nonprofit collaborative that could provide these educational services. In contrast, personnel from Library C explicitly told me that socioeconomic disparities within their community had resulted in the library hiring fewer full-time librarians. This, in turn, negatively affected a number of library services to young adult and adult patrons alike.

In addition to organizational characteristics, the perceptions of individual librarians about their work as information professionals and about the communities they serve also seem to affect the availability of sexual-health collection development, programming, and referral services in public libraries. For example, although they worked in demographically similar and adjacent communities, librarians from Library A felt little community pressure to avoid potentially controversial topics and programming that might help youth, whereas those from Library B resisted these same issues out of fear of a city backlash. Fear of antagonistic responses might not have been totally unfounded, all three libraries had received complaints from patrons in the past for traveling exhibit posters, and CDs and books in their collections. But most of the participants said that these complaints were resolved quickly and without their libraries having to alter practices and policies. It was obvious that in the case of Library C, for example, the librarians relied on their “gut feelings” about their community rather than on the documented history of library–community relations.

While these findings indicate that

the library professionals' collection development and reference practices were to some extent aligned with adolescent usage of their public libraries, the lack of systematic methods for soliciting input from youth users and nonusers may have undermined these efforts. None of the public libraries in this study specifically addressed the sexual-health education needs of adolescents through programming or by marking their collections and reference services. But they did provide extensive information through nonfiction and fiction material, periodicals, music, and videos. This underlying attitude that the function of the library is to passively provide information to patrons is problematic. It is also the responsibility of the library to help guide patrons through information resources to help them best meet their needs. There is a serious disconnect among libraries that are unwilling to put up signage or create online guides and pathfinders publicizing sexual-health education materials and issues because they do not want to be accused of being political or promoting a certain perspective, but which also collect salacious popular fiction and provide unfettered Internet access to pornography and controversial social networking sites. In many ways, these libraries are acting as gatekeepers and even censors when they deny adolescents access to accurate information by not providing this special user group with clear guidance to collections and community resources.

## Summary and Recommendations

The findings from this study of public library services for young adults highlight the issue of the role of the public library in providing appropriate and adequate education to young adults. In her book, *A Place at the Table: Participating in Community*

*Building*, Kathleen de la Peña McCook writes that “librarians have not been at the table during the national discussions about community building and the new citizenship,” because libraries are “generally viewed as community services that are passive participants rather than proactive partners in broad visioning initiatives.”<sup>11</sup> Perhaps it is time for a reevaluation of the purposes and practices of the public library. According to *Texas Library Journal* contributor Keith Swagger, we need to move toward the belief that “libraries are educational institutions,” and the role of librarians in education ranges from teaching formal information-literacy skills, to providing life-long learning and formal learning support.”<sup>12</sup> The findings from this study illuminate a number of steps that libraries can pursue to refocus their efforts on young adult education, and sexuality education in particular.

At the heart of this cycle of transformation (figure 1) is a continuous cycle of research and evaluation. Like their counterparts in education, public libraries must start to perform rigorous and meaningful research into their services to young adults to better understand their strengths and weaknesses as information professionals and the needs of their communities.

There are four critical components for effective reform that influence this cycle. The first two elements—stakeholder feedback and community partnerships—refer

to the relationship between the public library and its constituency. As part of their research and reform efforts, public libraries need to be in constant communication with young adults, parents, civic and business leaders, and educational personnel, to best understand how the libraries can meet the needs of their communities. In addition, public libraries need to continue their efforts to forge community partnerships with nonprofit and for-profit organizations to provide essential youth education services and alternative spaces for teenagers to learn, socialize, and meaningfully participate in society.

The third element in the cycle of transformation is professional development. What is clear from the literature review and research study is that while most librarians have been educated in the field of library science, they are not necessarily skilled to address the developmental and educational needs of young adult patrons. It might behoove public libraries to provide additional professional development opportunities for children and young adult librarians, to help them improve on services for this special population.

The final and most significant component of the cycle of transformation is a culture of collaboration, inquiry, and reform. For generations, public libraries have maintained a privileged position in American culture and society. In an age of rapid technological, social, and economic change,

however, it is critical that public libraries continue to step up to the challenges before them. It is necessary for libraries to more eagerly and actively embrace a

culture of community collaboration, research-based decision making, and a willingness to reevaluate and alter practices to effectively achieve their future roles as information and education providers. **YALS**

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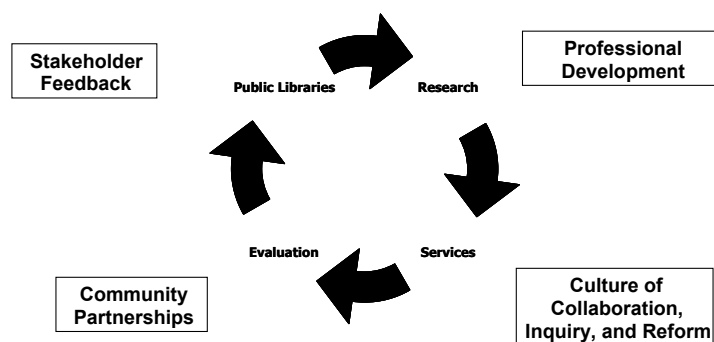


Figure 1: Cycle of Transformation

# the YALSA update

## ASSOCIATION NEWS

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

### Registration now open for Young Adult Literature Symposium

#### Join YALSA in Nashville

YALSA is now accepting housing requests for the inaugural Young Adult Literature Symposium, Nov. 7–9 at the Millennium Maxwell House Hotel in Nashville, Tenn. Registration opened April 8, with special early bird pricing available until Sept. 1 and advance registration from Sept. 2 to Oct. 3.

The symposium, funded in part by the William C. Morris Endowment, will take place biennially beginning this year. The 2008 theme is “How We Read Now.” It will begin with a preconference focusing on illustrated materials for teens, including comic books, graphic novels, graphic non-fiction, manga, and anime. Programs at the symposium will showcase a wide variety of topics within young adult literature and librarianship.

Hotel rooms for the symposium will cost \$119 and can be reserved by phone, fax, or online. Early bird registration costs \$195 for YALSA members, as well as members of the Tennessee Library Association and the Tennessee Association of School Librarians; \$245 for ALA personal members; \$300 for nonmembers; and \$50 for students, who must be enrolled full-time in a library and information science program. Registrants can attend the preconference for an additional \$75.

To find out how to reserve a hotel room and to take advantage of early bird registration, please visit [www.ala.org/yalit](http://www.ala.org/yalit) symposium.

### Stipends Available to Attend YA Lit Symposium

YALSA's Young Adult Literature Symposium Stipend will enable two qualified recipients to attend the symposium, which will be held in Nashville, Tenn., Nov. 7–9, 2008, at the Millennium Maxwell House Hotel.

Two stipends up to \$1,000 each will be awarded as follows: the first stipend is to be awarded to a library worker who works directly with young adults, the second is to be awarded to a student enrolled in an ALA-accredited MLS program as of November 7, with a focus on serving young adults in a library setting.

Applications must be received in the YALSA office by May 1, 2008 via e-mail to [yalsa@ala.org](mailto:yalsa@ala.org).

### Join YALSA at ALA Annual Conference!

YALSA has big plans for Annual 2008—join us in Anaheim, California, June 26–July 2.

YALSA will offer two preconferences on June 27:

- **Got Tweens? Serving Younger Teens and Tweens.** This preconference looks at who younger teens and tweens are, the issues surrounding them, and how to reach them in your library. You'll meet authors who write for this audience, gain exposure to literature for them through booktalks, hear from a panel of experts in the field on programming for younger teens and

tweens, and learn about professional resources to aid in providing library service to this group in your school and public library. Lunch included. This full-day preconference runs from 8:30 a.m. to 5 p.m. and costs \$195 for YALSA members and student/retired members; \$235 for ALA members; and \$285 for nonmembers.

- **Turn Teens on to Reading through Booktalks.** Booktalks are a simple, effective way to get teens excited about reading. Seasoned booktalkers as well as newbies will learn effective tips for developing short, snappy booktalks that will get teens excited about reading. Then get ready to take booktalking to the next level as presenters share information and resources about incorporating youth participation and the latest technologies into your booktalking. Please come prepared to develop booktalks on five titles (two fiction, two nonfiction, and one picture/graphic/zine format). This half-day preconference costs \$129 and runs from 12:30 p.m. to 5 p.m.

YALSA will also host three special events: the Edwards Award Luncheon featuring Orson Scott Card, the Printz Awards Reception featuring Geraldine McCaughrean and the Printz Honor winners, and the Young Adult Authors Coffee Klatch featuring honorees from YALSA's Best Books for Young Adults.

In addition, YALSA programs will highlight the fifth round of Excellence in Library Services to Young Adults, the



2008 Alex Award winners, fabulous films for young adults, reaching reluctant young adult readers, and much more. Be sure to arrive in time on Friday for YALSA's popular YALSA 101 and to attend the YALSA Happy Hour on Friday night (place to be determined).

Advanced registration ends May 16—YALSA members save \$65 over on-site registration.

Find more details about registration and housing at the ALA Annual Web site, [www.ala.org/annual](http://www.ala.org/annual). For the latest details on YALSA's Annual schedule, visit the YALSA Annual Conference wiki, [http://wikis.ala.org/yalsa/index.php/YALSA\\_at\\_the\\_2008\\_ALA\\_Annual\\_Conference](http://wikis.ala.org/yalsa/index.php/YALSA_at_the_2008_ALA_Annual_Conference).

## **YALSA Announces Member Grant and Award Winners**

### **About YALSA's Awards and Grants**

Each of these grants and awards are given annually, except the YALSA/Greenwood Publishing Group Service to Young Adults Achievement Award, which is given every other year. The deadline to apply is Dec. 1 and applicants must be current members of YALSA. For more information or to access an application, go to [www.ala.org/yalsa](http://www.ala.org/yalsa) and click on "Awards & Grants."

### **YALSA/Greenwood Publishing Group Service to Young Adults Achievement Award**

Michael Cart is the inaugural winner of the YALSA/Greenwood Publishing Group Service to Young Adults Achievement Award.

The \$2,000 grant, given every other year, recognizes a YALSA member who has demonstrated unique and sustained devotion to young adult services through substantial work in several initiatives.

In nominating Cart, Amy Alessio, teen coordinator at the Schaumburg (Ill.) Township District Library, noted that "Michael has gone to great lengths many times to help our association achieve excellence."

A YALSA past president, Cart helped establish the Michael L. Printz Award for Excellence in Young Adult Literature, chaired several Best of the Best in Young Adult Literature preconferences, and writes a column for *Booklist* called "Cart Blanche."

The next recipient of the YALSA/Greenwood Publishing Group Service to Young Adults Achievement Award will be named in 2010.

### **Baker and Taylor Scholarship Grant**

Sudi Q. Napalan and Charlene Helsel-Kather won the 2008 Baker and Taylor Conference Grant. Each will receive a \$1,000 grant to attend the ALA Annual Conference in Anaheim, Calif., June 26–July 2.

The grant is awarded for first-time attendance at an Annual Conference. The recipients must be members of YALSA and have between one and ten years experience working with teenagers.

Napalan is the school library media specialist at Saipan Southern High School in the Commonwealth of the Northern Mariana Islands. In addition to teaching both faculty and 753 students a well-crafted program of information literacy skills, Napalan has increased the hours of her library and collaborated with her public library system to teach teen mothers and fathers to read to their children and use library resources.

Helsel-Kather is the young adult librarian for the Elyria (Ohio) Public Library, which serves more than four thousand teens. Helsel-Kather has established strong relationships with the local middle schools and high school, visiting them to promote teen programming and attending district school librarian meetings. In addition to popular gaming programs and Harry Potter extravaganzas, Helsel-Kather has hosted local speakers from her county coroner's office and mystery nights.

### **BWI Collection Development Grant**

Sarah Daviau of the Lincoln County Public Libraries in Libby, Mont., and Joan Light-Kraft of the Montrose (Colo.) Regional

Library District, won the 2008 BWI/YALSA Collection Development Grant.

Each receives a grant of \$1,000, donated by BWI, for collection development. The grant is awarded to YALSA members who represent a public library and work directly with young adults ages 12–18.

Daviau is the adult public services librarian at the Lincoln County Public Libraries, located in northwest Montana. The system serves 19,000 residents through libraries located in Libby, Troy, and Eureka. The county still qualifies for frontier status and many of its young people are home-schooled or attend one-room schoolhouses. Daviau intends to build her nonfiction collection in various ways, including college and scholarship guides, books on the creative arts and career information.

Light-Kraft is a reference librarian for the Montrose Regional Library District, which serves four communities from a 500-square-foot library, the second smallest in Colorado. A new library will open in early 2008. Currently, the library has fewer than one hundred books. She plans on using the grant to improve the young adult collection through the addition of contemporary fiction, nonfiction, college preparation books and manuals, DVDs, audiobooks, and Spanish-language materials.

### **Great Book Giveaway**

Margaret Green Junior High School (MGJHS) in Cleveland, Miss., is the winner of YALSA's annual Great Book Giveaway. Its library received one ton of books, audiobooks, and other materials, worth approximately \$30,000, from items publishers and producers donated to YALSA in 2007. Camden County High School in Camden, N.C., is the second place winner and received it approximately \$4,000 in books, audiobooks, and other materials.

In the winning application, librarian Beverly Fioranelli said the MGJHS collection contained many books that were more than thirty to fifty years old—just 15 percent of MGJHS's collection includes books with recent publication dates. For many students in Cleveland, the MGJHS is their only source for books and other library materials, due to a lack of public transportation. "The money needed to improve the MGJHS library simply is not

there," Fioranelli said. "It is a blessing to receive the items awarded in the Great Book Giveaway."

Due to the volume of material received in the past year, YALSA was able to name a second-place winner, Camden County High School. In her application, Beth Strecker, media coordinator, noted that Camden County is the only district in the state of North Carolina without a public library. "For our residents, we provide the only local access to library materials," Strecker said.

## Frances Henne/VOYA Research Grant

Arlene Weber Morales is the 2008 recipient of the YALSA/Frances Henne Research Grant. Arlene Weber Morales is a school library media specialist at Midwood High School in Brooklyn, N.Y.

This grant of \$500 provides seed money for small-scale projects that will encourage research that responds to the YALSA Research Agenda.

Morales' proposed study is titled, "School Library Media Specialists' Instruction Improves the Academic Performance of Students' Research and Technology Skills."

Morales' project involves two groups of students, one of which will receive bibliographic instruction from a certified library media specialist and one of which will not. All student participants will take the iSkills

Assessment, providing evidence of the difference bibliographic instruction can make.

## Sagebrush Award

Seth Cassel is the winner of the 2008 YALSA/Sagebrush Award for a Young Adult Reading or Literature Program.

The YALSA/Sagebrush Award provides \$1,000 to support the recipient's attendance at the ALA Annual Conference. Each year the corporation offers this award to allow the winner to promote reading or literature to teens in a significant, replicable program. Cassell will present at the 2008 Annual Conference in Anaheim, Calif., alongside the winners from the fifth round of Excellence In Library Services to Young Adults.

Cassel, a teen webmaster from McDonogh High School in Owings Mills, Md., won for his Web site, Flamingnet ([www.flamingnet.com](http://www.flamingnet.com)), an innovative site in which teenagers from all over the United States review young adult books.

In 2002, Cassel, then in fifth grade, created Flamingnet with his father. A voracious reader, Cassel combined his love for reading with his father's interest in computer programming. Gradually he wrote and posted reviews on the books that he read. National publishers and authors of young adult literature began requesting that Cassel review their books. As he began receiving more and more books, he opened his reviews to young adults across the nation. These reviewers now form an online

community of readers ranging from fifth grade to college age.

In addition, the site offers opportunities for its visitors to buy reviewed books; users who purchase books through Flamingnet give the site points to be used toward the purchase of young adult materials for needy libraries and other facilities. Flamingnet also supports young adult reading programs through monetary contributions generated through the Web site. Flamingnet donated hundreds of books to victims of Hurricane Katrina, as well as public schools and charitable organizations.

## YALSA Lists and Awards Now Accepting Nominations

YALSA's selection committees are hard at work reading books for the 2009 booklists and awards—and they need your help!

Visit [www.ala.org/yalsa/booklists](http://www.ala.org/yalsa/booklists) and nominate your favorite YA titles for any of our awards (Alex, Edwards, Morris, Odyssey, or Printz) or booklists (Amazing Audiobooks for Young Adults, Best Books for Young Adults, Fabulous Films for Young Adults, Great Graphic Novels for Teens, Outstanding Books for the College Bound and Lifelong Learners, Popular Paperbacks for Young Adults, and Quick Picks for Reluctant Young Adult Readers). Click on each individual list or award to find its nomination form. **YALS**

# Guidelines for Authors

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

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

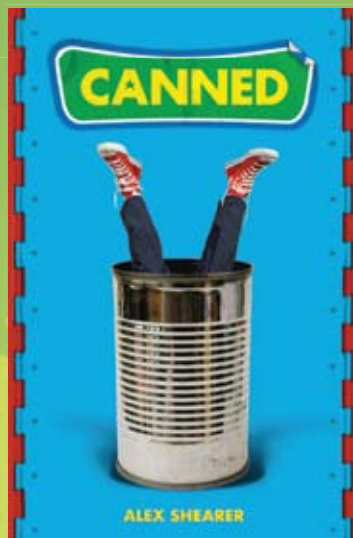
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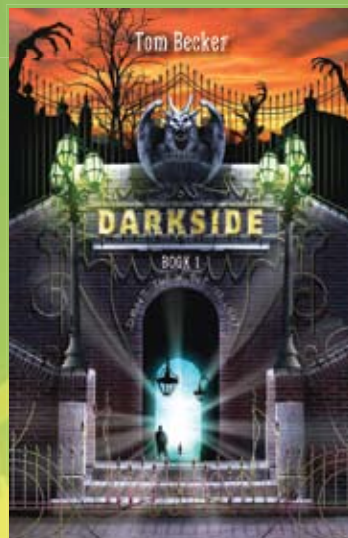
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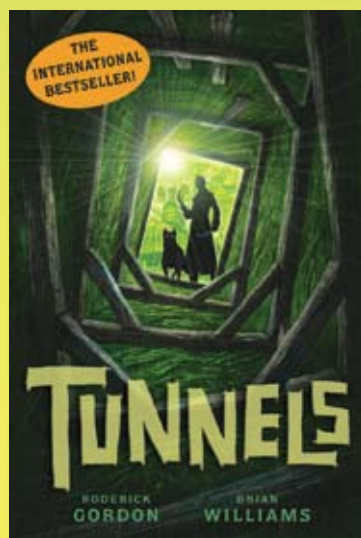


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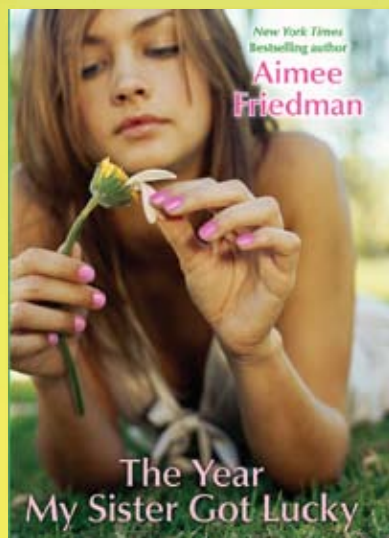


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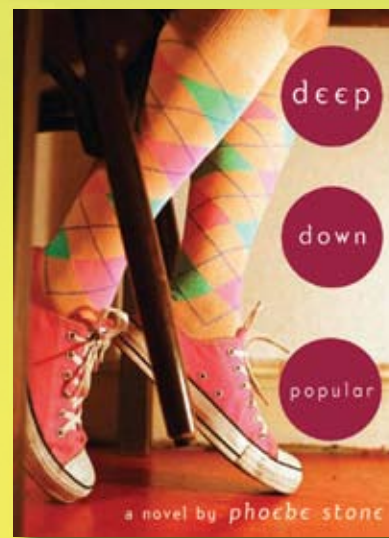


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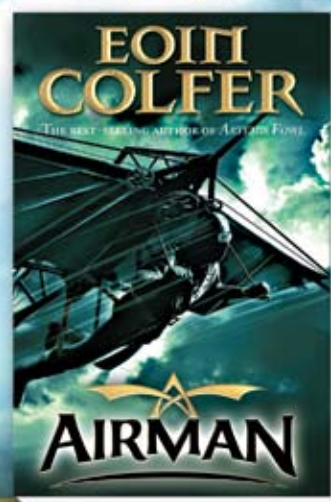
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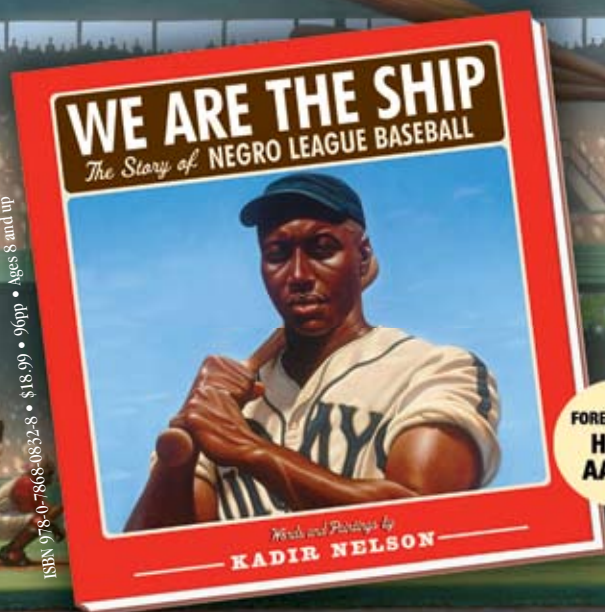
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