

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

young adult library services



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INSIDE:

TALKING COMICS

E-READING ACROSS
THE DIGITAL DIVIDE

BUILDING APPS
THE TEEN WAY

AND MUCH MORE

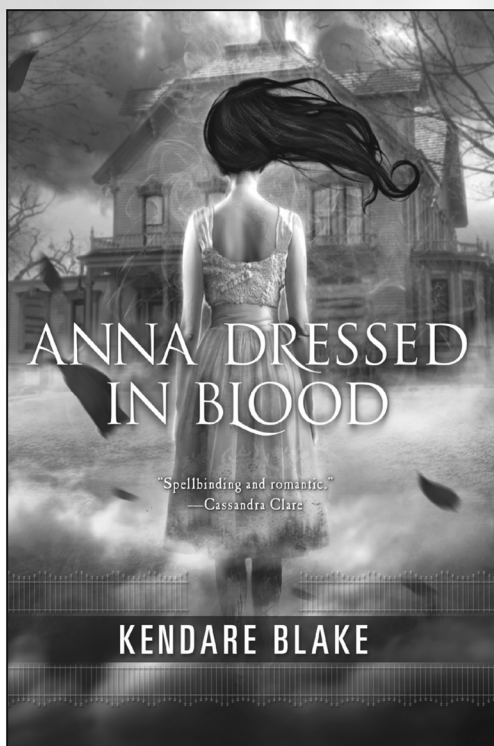
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FOR THE
FUN OF IT!

THE TEEN READ
WEEK™ ISSUE!

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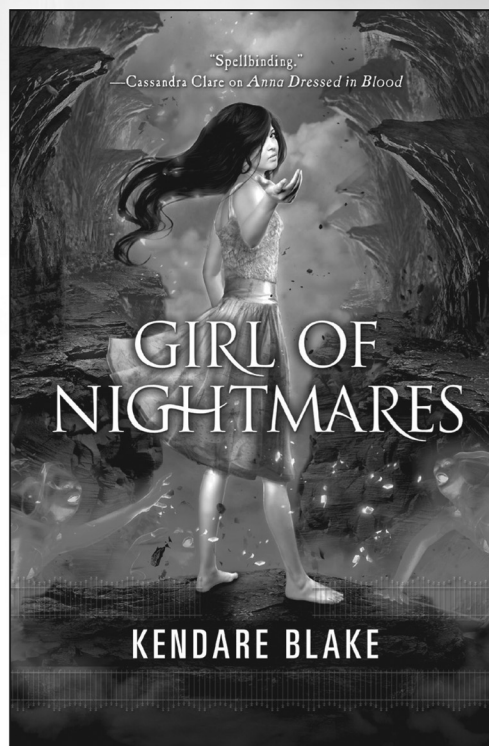
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About This Cover

It Came from the Library! is the official theme for Teen Read Week™ 2012, Oct. 14–20. Teen Read Week offers libraries a chance to highlight the many ways they connect teens with great reads. © 2012 American Library Association. Poster and other products available at www.alastore.ala.org or by calling 1-800-746-7252. All proceeds support the nonprofit work of ALA and YALSA.

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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

Megan Honig

Summer is an ideal time for reading, and as young adult librarians, we know that reading takes many forms. This issue of *Young Adult Library Services* tackles reading in a variety of genres and formats—from e-reading to print, from comics to LGBTQ fiction—and examines the librarian's role in supporting and shaping teens' reading practices.

Two articles discuss ebooks in this issue. "In a More Digital Direction," by Wendy Stephens, brings us up to date on teens' relationship to e-readers. In "E-reading Across the Digital Divide," the team at Passages Academy Library, which serves incarcerated teens in New York City, describes and evaluates a program to use iPad ebooks in juvenile detention facilities.

You can also come away from this issue with practical tools for your own reading-related programming. Host your own comic book club using Jack Baur and Jessica Lee's discussion guides. Promote LGBTQ titles to teens with one of Alexander Parks's booktalks. Or dive into the world of K-pop culture with Dora Ho as your guide.

Plus, learn about reading maps, classroom libraries, "Building Apps the Teen Way," and more!

For those looking for our insightful book reviews, the Professional Materials section will be published in *YALS Online* at <http://yalsa.ala.org/yals>. Please visit the new site for this and other special multimedia content.

On a personal note, I want to share that Summer 2012 will be my last issue as YALS editor. It's been a pleasure learning about the work with teens that is being done across the country and being in touch with YALSA's very capable leadership, with the dedicated YALS Editorial Advisory Board, and with the librarians and teen advocates who have given their time to write about their service to teens and vision for library leadership. I hope that YALSA members and teen advocates everywhere will continue to learn, grow, and challenge ourselves as we strive to give the best library services to young adults.

from the President

Sarah Flowers



One of the great pleasures of being YALSA president has been the chance to talk to people all year long about teens and reading. Every month, I get three or four requests for interviews from reporters or others who are doing stories that have some connection to teen reading. I'm always happy to share my thoughts about YA books, to let people know about the wonderful books and other media highlighted by YALSA's many booklists and awards, and to speculate about coming trends in YA literature.

In addition, there have been other opportunities. As I write this column, I am just back from a week in Washington, D.C., where, as part of National Library Legislative Day, I met with staff from the offices of several legislators as well as staff from organizations with similar interests to YALSA, such as the Afterschool Alliance. I also spent two days staffing YALSA's booth at the USA Science and Engineering Festival, which gave me the opportunity to talk about teen books with teens, parents, teachers, and librarians.

Now, in my final column as YALSA president, I want to talk to you about teens and reading. I know I don't have to tell you about great teen books or about what teens are reading these days—you're the experts there. But I would like to encourage you to use events like Teen Read Week™ and your summer reading programs to get the word out to your community about teens and reading.

I know that the "A-word" (advocacy) is scary to a lot of you. You may think it's too hard or that you're not qualified to do advocacy. You may think that it's somebody else's job, like maybe your boss's

or YALSA's. You may think that as a public employee in a school or library you're not allowed to do it.

But none of those things is true.

You are absolutely qualified to tell people about the importance of library service for teens. You have stories of the ways you have helped teens use the library's resources. You have examples of teens who have told you that the book you recommended was the best (or first!) book they've ever read. Just share those stories in your community. In fact, share those stories with others in your library—sometimes advocacy really does start at home. Your boss, and YALSA, will indeed do some kinds of advocacy on your behalf, but you are the one who can most effectively talk about your specific teens and what they need and want.

Advocacy is not lobbying. Advocacy is the general promotion of an idea or cause, through education and outreach. Lobbying involves asking an elected official to vote a certain way on a particular piece of legislation. In your position as a public employee, you may well be prohibited from lobbying (although you can always lobby as a private individual, on your own time, not using public supplies or equipment), but you can always promote the idea of the importance of library services for teens.

And YALSA will help you. Go to www.ala.org/yalsa/advocacy for tips and links. There are plenty of things you can do that won't even take much time out of your day. Invite your local, state, and federal officials to your library's events—your summer reading program wrap-up party, your Teen Read Week events, your gaming programs, or your book groups. Of course,

they won't always come, but

occasionally they are looking for an event that will make a great photo op. And, as one legislative staffer I spoke with last week in Washington said, "We can't come if we don't know about it."

There are other simple things you can do, too. Check out the Teen Read Week Ning (<http://teenreadweek.ning.com/page/publicity-tools>) for sample press releases, public service announcements, letters to the editor, and proclamations. Use the occasion of Teen Read Week to provide a recommended reading list to your local newspaper, your parent-teacher association, or Friends of the Library newsletter.

Finally, as I conclude my final column, I want to give you a few updates. In my first column, last fall, I mentioned that I wanted to focus this year on "Building the Future," including building YALSA's capacity to implement projects and programs. The Leadership Endowment has grown this year, thanks to donations from members (including many in memory of Dorothy Broderick) and to the Board's decision to put \$9,000 from the BoardSource Leadership Award money into the endowment. As a result, in the coming year we will offer the first Dorothy Broderick Student Scholarship, for a library school student to attend ALA Annual 2013. In addition, YALSA was awarded a \$75,000 grant from the MacArthur Foundation, Mozilla, and

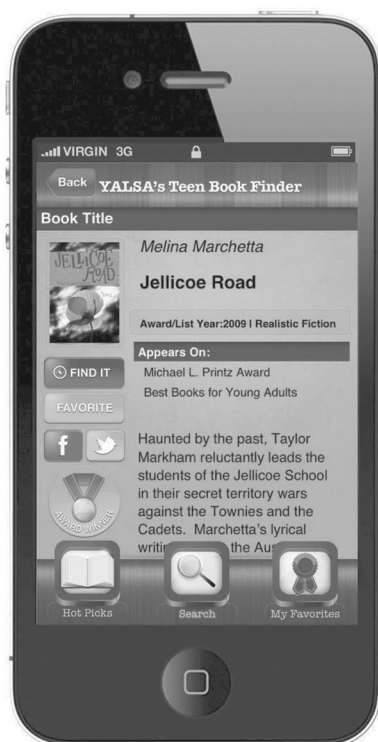
HASTAC to implement a badges for lifelong learning project. We continue to grow new leaders, and have selected our first board fellow, Carrie Kausch; she will begin her role on the Board immediately following ALA Annual 2012.

There have been many other exciting developments this year: creation of the Teen Book Finder iPhone app; the growing popularity of the Hub, YALSA's teen literature blog; the development of

issue briefs; creation of the first instructional kits on teen services; publication of a new book on summer reading programs; our webinars and e-courses; and much, much more.

I have thoroughly enjoyed my year as your president, and have especially enjoyed meeting so many of you, both online and in person, and hearing about the great work you are doing with teens in schools and libraries. I hope I have done a good job of

representing you in the media and that I have succeeded in keeping you up to date on all of the association's activities. Finally, I hope that YALSA is as much fun and as integral a part of your career as it has been for me for the past twenty years. I'm looking forward to continuing to be a part of YALSA's many initiatives for years to come! YALS



Take YALSA's Awards & Lists on the Go with YALSA's Teen Book Finder!

- Find the best and most popular books for teens, searching by author, title, award, and more
- See where you can find books and media at your library, powered by the OCLC WorldCat
- Share what you're reading on Facebook & Twitter
- Build reading lists with the Favorites button
- Android version planned later in 2012
- Download & learn more at www.ala.org/yalsa/products/teenbookfinder



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The week we all wait for is approaching! It's Teen Read Week™, the week when teens flock in droves to the public library and media center to empty the shelves. But they won't be expecting that out of the murk and mystery . . . from under the shelves and out of the stacks . . . up from the depths of unknown stories . . . **IT CAME FROM THE LIBRARY!**

Where Did "IT" Come From?

IT . . . began in 1998 as a national literacy initiative to support and celebrate adolescent reading.

Each year a different theme is voted on by participants. Past themes have included nods to teen literature trends, such as graphic novels, fantasy, vampire stories, humor, and more. Once again, the theme encourages teens to "Read for the fun of it," and what could be more fun than encouraging teens to read whatever **IT** is they love to read?!

When Does "IT" Take Place?

IT . . . is traditionally held during the third week of October, October 14–20 this year. This is a fun time of year to plan events, especially with such a suspenseful and thrilling theme so close to All Hallows' Eve!

Does "IT" Have to be Only a Week?

IT . . . doesn't have to last only one week. Some communities schedule month-long celebrations. And why not? Teen Read Week could be a jumping-off point for promoting young adult services throughout the entire year! The timing is flexible, and all YALSA asks is that you encourage teens to read for fun!

What Is "IT" All About?

IT . . . has a theme, but you don't have to use it. This year's theme, "It Came from

the Library," supports classic suspense, horror, and science fiction, but the general theme of Teen Read Week is "Read for the fun of it," and this theme can always be used in place of the more specific theme. It's supposed to be fun, but if your teens aren't into it, feel free to mix it up.

How Much Does "IT" Cost?

IT . . . is free to register and to participate in Teen Read Week, although there are posters, bookmarks, a Teen Read Week manual, and many other great products available for purchase at the ALA Store (www.alastore.ala.org/trw12) to support your initiatives and events. Your events may cost money, but they certainly don't have to be expensive. YALSA offers great webinars and other resources to help you plan teen events on a small budget!

Who Is "IT" For?

IT . . . is not just about teens and libraries. Teen Read Week is aimed at teens, their

parents, librarians, educators, booksellers, and other concerned adults. The YALSA Teen Read Week website (www.ala.org/teenread) offers ideas to get your whole community involved with letter-writing campaigns, public service announcements, and more!

When Should I Start Planning "IT"?

IT . . . is never too early to start planning. Check out the programming ideas available in the Teen Read Week website (www.ala.org/teenread) and on the Teen Read Week Pinterest board (<http://pinterest.com/yalsa/teen-read-week-2012/>). Begin by getting your teen advisory group involved in the planning.

What Can "IT" Do for Me?

IT . . . can help you grow professionally and help you make connections! Use the Teen Read Week Facebook Event Page (www.facebook.com/yalsa), the Pinterest

IT CAME FROM THE LIBRARY!

Teen Read Week™ 2012

By Sarah Russo

SARAH RUSSO is a current member of YALSA's Teen Read Week Committee. She works as a Teen Instructor and Research Specialist for the Elkridge Branch of Howard County Library System in Maryland.

board (<http://pinterest.com/yalsa/teen-read-week-2012/>), or the Ning site (<http://teenreadweek.ning.com/>) to help you connect to other librarians across the world! Be sure to visit these websites throughout the year, and feel free to ask each other questions! Teen Read Week can also be a way to try out new ideas, launch new initiatives, and help you and your colleagues work on meeting YALSA's youth services competencies (www.ala.org/yalsa/guidelines/yacompetencies2010). **IT** can also help connect you to people who serve teens in your local community. Seeking out partnerships and building ideas collaboratively will not only benefit you but your entire young adult services program, and the teens it serves.

What Are Some of the Exciting Plans for This Year's Teen Read Week?

IT . . . is going to be awesome! Once again YALSA is partnering up with WWE for their WrestleMania Reading Challenge. Whether or not you're a WWE fan, I guarantee you've got fans in your community, and it's a great way to engage reluctant readers and tweens, and possibly win money for your library! Registration for the WrestleMania Reading Challenge ends July 31.

Another exciting event is the official announcement of the Teens Top Ten list! Encouraging your teens to read and vote is always a great idea—check out the Teens Top Ten Toolkit (www.ala.org/yalsa/teenstopten) for ways to promote this fantastic list.

Where Can I Find a Fun Reading List for Teens?

IT . . . is on the website! YALSA's Teen Top Ten 2012 will be announced during

Teen Read Week, but this is not the only popular vote young adult book list that YALSA has. The new Readers Choice nominee list (www.ala.org/yalsa/readers-choice) is open to everyone for nominations through November. There are literally hundreds of fun book lists throughout YALSA's website. Now is a great time to revisit all of YALSA's Best of the Best, and make use of their great marketing materials. The new YALSA Teen Book Finder app makes **IT** even more convenient to surf the lists (www.ala.org/yalsa/products/teenbookfinder). **IT** came from the app store!

How Can I Help My School Get Involved?

IT . . . can be done, but start when school begins in the fall! If you work with a school or at a school, get ready to start people thinking about Teen Read Week events during teacher planning week. Make bookmarks for teachers and administrators that have all of the important dates and information for upcoming activities. If your school system has a public relations department, let them know what you're planning so you can keep the public up to date. A Back-to-School Night/Open House is a great time to connect with parents and students to alert them about special events. During media center orientation, remind students that Teen Read Week voting ends in September. Encourage teens to talk about titles they may have read over the summer and encourage them to vote!

Challenge a student or two to write an article about events scheduled for Teen Read Week. Have them highlight a few of the fun and popular titles available for checkout. Publish their articles on a blog,

newsletter, or a school/community newspaper. For in-school announcements, have students read PSAs they have written or ones provided by YALSA (<http://teenreadweek.ning.com/page/publicity-tools>).

Many times schools need partners to help fund and promote their initiatives. Remember, Teen Read Week is not just an event to be kept in the classroom. Be willing to reach out to work with public libraries, bookstores, radio stations, and prominent members of your community.

Are These Efforts Making a Difference?

IT . . . takes work to serve teens, but evidence has shown **IT** is worthwhile. One goal of this event is to help create lifetime readers, but one week is not long enough to fully accomplish that goal. Teen Read Week is a great way to restart, realign, and refocus your program to encourage reading for fun. In January 2010, the Kaiser Family Foundation published a study that found that the average time spent reading books for pleasure in a typical day rose from twenty-one minutes in 1999 to twenty-five minutes in 2010 (www.kff.org/entmedia/entmedia012010nr.cfm). Never before have teens had so many different media options competing for their attention, and yet study after study shows teen reading on the rise.

IT . . . is going to be a fun October! See you on Ning! **YALSA**

As anyone who works in libraries knows, libraries across the country are facing a crisis. The recession has hit state and local governments hard, and libraries, like other government departments, are on the chopping block. Some places have been hit harder than others, and when cuts hit you personally, it's the most punishing blow of all. Michael Schor, a librarian with the Scottsdale (Ariz.) Public Library has been hit personally with cuts. He is a member of the 2011–2013 YALSA Legislative Committee. He joined in part because of his experiences with possible layoffs. Here is his personal story of advocacy.

Let me start by saying that I love my job. I love working in this city and helping the people who live here as well as all of our visitors. I left a higher-paying private sector job because it was my childhood dream to become a librarian and help people. I think being a librarian is one of the most important jobs out there.

As library budgets are cut deeper each year, it is more important now than ever before to include members of the community in your efforts to preserve one of the most essential freedoms we have to offer. In some cases, people won't know how much the cuts will affect them until it is too late. The most important thing we can do, as library employees, advocates, and concerned citizens' is to educate the public on the issues that we face.

In the most recent budget cycle, the Scottsdale Public Library was facing layoffs, cuts in operating hours, reduction of the materials budget, and even the closure of one of our branches. As one of the people whose position would be cut, this particular round of layoffs hit me close to home. So, this year, I was not only fighting for the jobs of my coworkers and services for the public but I was fighting for my own job as well.

Just because cuts to operating hours and staff have taken place and are

being proposed again doesn't mean that there is less demand for our services. In fact, it is just the opposite. The Scottsdale Public Library has been my home since I was ten years old—that's almost thirty-five years—and we are busier now than ever before. Our statistics show that library usage for all of our services, including storytime, computer access, and circulation, is much higher now than in previous years.

The Scottsdale Public Library went into action to prevent the possible cuts. They let the public know both through word of mouth and by placing poster board signs at the entrance to each branch

showing exactly how the projected cuts in operating hours would affect our customers. This was key in getting the message to the people. There were also articles in the local newspaper informing the public about the possible reduction in staff and hours.

Right now is when we need our supporters the most. If the citizens demand that they need libraries, the government will listen. Now is the time to advocate for what you believe in—whether you are a staff member, citizen, visitor, retiree, student, or any or all of the above.

Through the efforts of library staff and volunteers, word spread. The city

YALSA's Advocate of the Month

By Carrie Rogers-Whitehead and Michael Schor

MICHAEL SCHOR is an Adult Services Librarian at the Mustang branch of the Scottsdale (Ariz.) Public Library system. He previously worked as a youth and teen librarian at various branches of the Scottsdale Public Library and loves working with customers of all ages here in his childhood library. He is a member of the current YALSA Legislative Committee.

CARRIE ROGERS-WHITEHEAD is the current chair of the YALSA Legislative Committee. She works full time as a Youth Services Librarian with the Salt Lake County Library system in Utah. She has served on YALSA committees in the past, and last year was chair of Utah's Young Adult Committee. Carrie feels that advocacy is important and works to promote libraries through her service in various local government groups.

council and mayor's office were bombarded by more than one thousand calls and e-mails. This outcry from the public not only saved a branch that was slated for closure but also preserved jobs and maintained the operating hours at all library branches.

As Michael learned firsthand, budget cuts can happen to anyone, and support from the community at that time is especially vital. Advocacy does not start when reduction in services is threatened, but years before. Most of those phone calls to support the Scottsdale Public Library did not come from those who have never used the library but from long-term patrons. The continued customer service and benefits the library has given the public over the years are just as

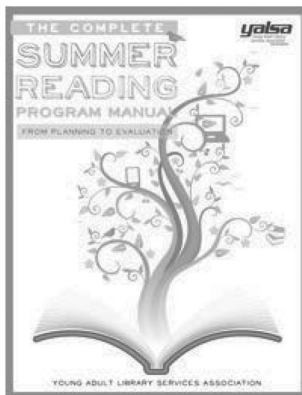
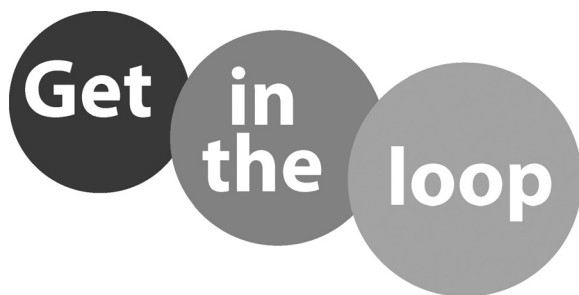
important as the signs and newspaper articles they put out.

The YALSA Legislative Committee hopes to feature these unsung heroes, the volunteers and staff who make the calls to the mayor's office, or just talk to their friends about how much libraries are important to them. In this time of social media, advocacy is easier than ever. A personal account on your Facebook page can mean much more to your friends than a plea from a larger, impersonal, entity. The YALSA Legislative Committee especially feels that the personal advocacy story is important. Michael's story does not contain statistics but is heartfelt and can have a great impact. On our committee, we have set a goal to gather these personal advocacy stories to show that anyone can be

an advocate and make an impact on local government.

Please help our committee accomplish this goal by nominating your own advocate. This person can be a staff member, patron, or one of your library's volunteers. We especially hope to find teen advocates—individuals who are teen-aged who care about the library, or those who want to promote teen services.

Please share your personal advocacy story or the advocacy story of someone you know through our online form at www.ala.org/yalsa/advocate-month. It takes just a minute to complete the form, and your nominee will be featured on the YALSA blog. Personal stories, no matter how small or local, ARE important. Help promote libraries by sharing a story of your own. YALS



The Complete Summer Reading Program Manual: From Planning to Evaluation

Summer reading programs are a mainstay of public library services; whether you're embarking on your first SRP or you think you could plan one in your sleep, you're sure to find helpful ideas in this complete manual from the experts at YALSA.

Available at www.alastore.ala.org; \$40/\$36 for ALA members.

Did you register for Teen Read Week™ last year? If so, you received a free Best of the Best resource kit including spine labels, brochures, and Teens' Top Ten bookmarks. These goodies came to you as a result of fundraising efforts from Friends of YALSA, whose area of focus for donated funds in 2011 was promoting YALSA's YA literature and media awards and lists. It is just one small example of how Friends of YALSA turns donations into resources, services, and opportunities for members.

Friends of YALSA Makes a Difference

Established in 2005, Friends of YALSA (FOY) acts as the fundraising arm for YALSA. Through the generosity of members, Friends of YALSA has been able to provide funding to support the association's members and mission, and it is YALSA's Financial Advancement Committee (FAC) that is charged with creating and implementing fundraising campaigns for the association. FAC addresses financial priorities in the Strategic Plan as determined by the YALSA board of directors, usually by focusing on one goal area annually. What makes donations so effective is that one-hundred percent of the funds are used to benefit YALSA members, and they finance materials, resources, and opportunities that YALSA might otherwise not be able to provide.

In 2010, the Strategic Plan focus was on advocacy, and Friends of YALSA sent members to ALA's Library Advocacy Days and created advocacy materials for librarians to use at their own locations. As mentioned, the 2011 focus was on creating and disseminating marketing materials for YALSA's literature and media awards and

lists. The 2012 focus is on the new Strategic Plan goal of capacity building so that YALSA can increase its influence and ability to meet member needs.

Funds raised by FAC for Friends of YALSA also support educational and leadership opportunities for YALSA members by sponsoring a Spectrum Scholar and Emerging Leader each year. The Spectrum Scholarship is ALA's national diversity and recruitment program aimed at increasing ethnic diversity in the field of librarianship. For YALSA, the Spectrum Scholar must be enrolled in an accredited library school with a focus on becoming a librarian who works with teens. Hannah Gomez is the 2011–2012 Spectrum Scholar. She attends Simmons College in Boston and is pursuing a degree in children's literature and in library science. Receiving the \$5,000 scholarship has had a definite impact. When asked what the scholarship from Friends of YALSA meant to her, Gomez replied, "I was set in my decision to attend library school, but the bill put me into a state of shock. It's hard to willingly put yourself

into a bad financial situation, even for a job you really want. Thanks to the Spectrum Scholarship, I can attend library school knowing that I'll be that much less in debt when I graduate, and I'll be able to embark on my career with less weight on my shoulders."

The Emerging Leader program focuses on supporting a new librarian who has worked fewer than five years in the profession. He or she does not have previous experience working on ALA committees or task forces but demonstrates potential as a leader in service to young adults in a library setting. Emerging Leaders network with one another and learn about the ALA structure by working together on a project in a problem-solving group. Friends of YALSA provides funding for a recipient to attend ALA Midwinter and Annual conferences. Lori Easterwood, programming supervisor at the Sacramento (Calif.) Public Library, is YALSA's 2012 Emerging Leader. For Easterwood, this is proving to be a positive experience with meaningful results. "Emerging Leaders has, so far, been an

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amazing opportunity to meet librarians from across the country and get insight in the inner workings of ALA,” she says. “Furthermore, learning more about how ALA works has made me more enthusiastic and willing to volunteer for committees and responsibilities with YALSA and other ALA groups. I look forward to doing more within our professional organizations as a result of Emerging Leaders.” (For more information on the Spectrum Scholar and Emerging Leader programs, see www.ala.org/yalsa/awards&grants.)

Becoming a Friend

You don’t have to be present at a conference, be a member of YALSA, or participate in a fundraising effort to join Friends of YALSA. Your online tax deductible donation (YALSA is a division of ALA, a 501(c)3 charitable organization) can be accepted through the ALA donation site: www.ala.org/cfapps/donations_rsm/index. Any amount is welcomed, and donations are grouped into the following categories:

- Platinum Circle \$1,000 or more
- Gold Circle \$500–\$999
- Silver Circle \$250–\$499

- Bronze Circle \$100–\$249
- Friends’ Circle \$10–\$99

Donations for a given year are recorded January through December. After donating, you will receive a letter from YALSA so you will have the information needed for your taxes. In addition, your name is listed in the monthly YALSA E-News and on the YALSA website. You can also enjoy reserved seating at the Edwards Luncheon (for ticket holders) and Printz Program Reception (for ticket holders) during Annual Conference. Platinum and Gold Circle members have an opportunity to meet the Edwards Award winner at a reception at Annual Conference. Platinum members can make hotel reservations using ALA’s VIP Housing option. You will also receive a quarterly E-newsletter from Friends of YALSA. Best of all, you know your donation will go directly to helping YALSA meet the needs of members.

Increasing Your Impact through Friends of YALSA

Every little bit makes a difference, but there are ways to maximize your impact

through donations. You can designate a donation in the name of a special person or group. For example, making a donation in the name of a mentor or mentee, favorite professor, or in memory of a special colleague is a meaningful gesture sure to be appreciated. Consider participating in a creative way to raise funds. Are you a member of a book club? Celebrate the anniversary meeting date by collecting for a group donation. Do you know a teen who needs service hours? School clubs or teen groups could adopt Friends of YALSA for a fundraising drive. Even simply using your social networking connections to encourage others to support Friends of YALSA is an effective way to raise awareness.

Friends of YALSA is a critical piece of YALSA’s overall success and is a meaningful way for individuals and groups to support the mission of expanding and strengthening library services for teens. Are you interested in learning more about Friends of YALSA? See www.ala.org/yalsa/givetoyalsa/foy, and consider making a contribution today. **YALS**

Have you noticed your teens behaving strangely? If your teens are mimicking dance moves and singing in Korean, it must be K-pop! K-pop songs often come with powerful dance choreography, totally synchronized among group members. You can see examples in the following videos on YouTube:

- “Hello” by SHINee: <http://youtu.be/skZxb5sBoiU>
- “Fiction” by Beast: <http://youtu.be/ZAzWT8mRoR0>
- “Mr. Simple” by Super Junior: <http://youtu.be/r6TwzSGYycM>
- “The Boys” (English version) by Girls’ Generation: http://youtu.be/N0i-JdT_W_w

These songs are catchy, with an easy-to-follow chorus and great beats. Many also have a rap section. Besides the trendy music that appeals to teens, Korean groups are made up of handsome boys and pretty girls. Teens worship them as their idols (in fact, they are sometimes called “idol groups”). Often their music shows up on iPods and MP3 players of teens. The K-pop culture is currently spreading like a storm through Asia, South America, the Middle East, and Europe. Lately, K-pop groups have even been spotted in Kazakhstan and Turkey. Over the Thanksgiving weekend, several K-pop groups, including SHINee, TVXQ, and G.NA performed at the MGM Grand Hotel in Las Vegas. Korean rock music groups CNBlue and FT Island also had a concert at Los Angeles’s Nokia Theater on March 8, 2012.

What Is K-Pop?

K-pop can be defined as South Korean popular culture and music. It includes both Korean music and drama. Recently quite popular, Korean drama can be seen online

via streaming video or on US cable channels, subtitled in English. You can get up to date on Korean drama on the websites Dramacrazy.net and KoreanDrama.org.

Many teens become more interested in the music and idol groups after watching the dramas because members of these idol groups are cast in many Korean dramas, as well. For example, INFINITE’s L (Kim Myung Soo) stars in the drama *Shut Up Flower Boy Band*, KARA’s Goo Hara plays the president’s daughter in “City Hunter,” Miss A’s Suzy and 2PM’s Taecyeon are in *Dream High*, and recently, 2AM’s Jin Woon played a student in *Dream High 2* (sequel to *Dream High*). Unlike J-pop, which focuses on popular Japanese music alone, K-pop culture’s drama and music go hand in hand, and thus the idol groups sing many of the original soundtracks in the dramas they star in as well. Because of the similarity in culture, K-pop groups are often as popular and well received in China, Japan, and other Asian countries. Many of the groups consist of members

who can speak several languages so they can communicate with their fans when they perform in different countries.

In 2011 alone, more than ten idol groups debuted in the K-pop arena. Each year, many more are coming out. The nine-member group Girls’ Generation recently appeared on the *Late Show with David Letterman* and ABC’s *Live! with Kelly*. Soon, the wave of K-pop will hit your libraries if it has not already done so.

History

The phenomenon of K-pop started in the late 1990s, when Lee Soo Man formed SM Entertainment, South Korea’s largest entertainment agency. DSP Entertainment, JYP Entertainment, and YG Entertainment immediately followed Lee’s enterprise, producing many highly successful artists.

The first K-pop girl groups and boy bands began appearing in the mid to late 1990s. Groups such as Fin.K.L, g.o.d.,

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K-Pop Culture on the Web

allkpop

www.allkpop.com

This website has the most up-to-date (updated daily) information about K-pop idol groups and music.

Arirang

www.arirang.co.kr

This is Korea's Global Television channel. Most programs are in English or English subtitled.

Daily K-Pop News

www.dkpopnews.net

The *Daily K-Pop News* has links to many idol group profiles as well as the latest news about the K-pop stars.

Freegal Music

www.freegalmusic.com

The Freegal Music Service is a download music service sold to libraries for free use by its registered cardholders. However, their K-pop collection is very slim.

iTunes

<http://itunes.apple.com/us/genre/music-k-pop/id51>

iTunes now has many K-pop singles for purchase.

Kpop Music News and Gossip

www.kpopmusic.com

This site provides general information and news about K-pop music in Korea.

Korea.net

www.korea.net

This site has links to the various Korean Culture Centers in the world and the most up-to-date K-pop news from around the world.

Korea Today

www.siriusxm.com/koreatoday

Sirius XM 144 is a satellite radio station that plays K-pop music in the United States. The radio station began broadcasting in early January 2012.

Korean Culture Center Los Angeles

www.kcccla.org

This is the website for the Korean Culture Center in Los Angeles. Korean Culture Center is also located in New York and Washington, DC, and other major cities in the world. They are very helpful in planning Korean Culture programs at your libraries.

MTV K

www.mtvk.com

The website has the latest on Korean music, as well as up-to-date information about Korean artists.

Music Plaza

www.music-plaza.com

Music Plaza is a store in Koreatown, Los Angeles. They also have online purchasing available.

H.O.T., Sechs Kies, and S.E.S. were hugely successful throughout Asia. We also saw a surge in the popularity of hip-hop and R&B music in South Korea, with artists such as Epik High, Drunken Tiger, MC Mong, TVXQ, and 1TYM launching successful careers. Normally these idol groups have very short

career spans. However, the male group Shinhwa just celebrated their fourteenth anniversary and began a world tour concert.

Today, in the K-pop industry, talent agencies spend substantial amounts of money to train and launch new artists. The new artist training period lasts several years

to allow trainees to hone their voices, learn professional choreography, sculpt and shape their bodies through exercise, and study multiple languages, all while attending school. This practice is very similar to the J-pop culture. Artists must go through rigorous training camps and auditions to gain a spot in the industry. Once they rise to stardom, they are treated as gods.

K-pop continues to gain influence in foreign markets outside of Asia, mainly in the United States, Canada, and Australia. In 2009, the Wonder Girls became the first Korean singers to place on the US Billboard Hot 100 chart with their single, "Nobody." Billboard even created a Korea K-Pop Hot 100 chart to accommodate the K-pop phenomenon. K-pop artists also work with talents in the United States, touring with groups like the Jonas Brothers and collaborating with producers like Kanye West, Rodney Jerkins, and will.i.am. Many Americans see the talents and potential in these idol groups and are willing to work together. Recently, Jay Park teamed up with Rob Knox, a well-known musician who worked with top-tier artists like Justin Timberlake, Rihanna, Chris Brown, and Britney Spears, for a new song. Will.i.am also collaborated with 2NE1 with their new album.

K-Pop @ Your Library

Teen librarians should be aware of current music trends. To keep up with the K-pop wave, we need to provide materials to meet teens' interests. Although some library acquisitions departments may not have a clue about acquiring K-pop materials, many major publishers and vendors are beginning to carry K-pop materials. Consider having your acquisitions department look into acquiring K-pop materials. In major cities, try local Asian music stores. No matter where you are, there are a number of online resources

available for more information; take a look at the list that accompanies this article. If your budget is limited, start with some of the most popular groups and songs, also listed here.

Libraries can also harness the popularity of K-pop through programming. Host a K-pop library program. Consider a K-pop trivia session (please contact me at yalibrarian@hotmail.com with questions—I have many to share). Have a name-that-tune contest: play a short segment of a K-pop song and have teens guess the artist and title. Host a dance program in which teens do their best to mimic the choreography of their favorite song, such as “Mr. Simple” by Super Junior, “Fiction” by Beast, or “Be Mine” by INFINITE (this is a great exercise session, as well!).

My library system, Los Angeles Public Library (LAPL), recently had several K-pop programs. One took place at the Exposition Park Regional Branch near the University of Southern California (USC) and another at the Central Library’s Teen’Scape department. Both programs were well received by the teens. Those already interested in K-pop culture did well in the trivia game, and those just learning about it discovered many interesting facts about K-pop idol groups and Korean pop music.

I also had the chance to interview many of the participating teens. They told me the main reason they are interested in Korean pop culture is that they began watching Korean drama on the Internet or they happened to watch music videos on mtvK.com, MTV’s Korean Channel. As their interest in their favorite actors and singers grew, they also began to track those artists’ careers and music. One teen saw the drama *Boys Over Flowers* in seventh grade and was totally in love with one of the characters. Now she is a ninth grader who thoroughly enjoys K-pop music.

Male K-Pop Artists and Groups

Artists/Groups	Albums (year)	Songs
2 PM	Hands Up (2011)	Hands Up
B2st (Beast)	Fiction and Fact (2011)	Fiction
Big Bang	Alive (2012)	Alive, Blue
CNBlue	First Step (2011), 392 (in Japanese), Ear Fun (2012)	Intuition, Love Girl
F.T. Island	Return (2011), Memory in F.T. Island (2011), Grown-up (2012)	Hello Hello
Infinite	Over the Top (2011), Paradise (2011)	Be Mine
JYJ	In Heaven (2011)	In Heaven
MBLAQ	Mona Lisa (2011), 100% Version (2012)	This is War
SHINee	Lucifer (2010), The 1st Concert SHINee World (2011), Sherlock (2012)	Lucifer, Hello
Super Junior	Acha (2011)	Mr. Simple
U-Kiss	Neverland (2011), A Shared Dream (2012)	
TVXQ	Keep Your Head Down (2011)	Keep Your Head Down
Kim Hyun Joong	Break Down, Lucky (2011)	Break Down, Lucky Guy

After the program in Teen’Scape, I am extremely encouraged by the teens because they are looking forward to more K-pop programs. A group of K-pop fans meets every month to exchange information about their favorite groups, share common

interests, and have their voices heard. In the month of March, teens challenged themselves to see who could perform the choreography of the hottest group,

(continued on page 16)

Female K-Pop Artists and Groups

Artists/Groups	Albums (year)	Songs
2NE1	2NE1 2nd mini album (2011)	Ugly, Lonely, Hate You
4 Minute	4minutes Left (2011)	Mirror Mirror
A Pink	Snow Pink (2011)	
Chocolate	I Like it the 1st mini album (2011)	I Like it
F(x)	Hot Summer (2011), Pinocchio (2011)	Hot Summer, Pinocchio
G.NA	Black and White (2011)	
Girls’ Generation (SNSD)	The Boys (2011)	The Boys
IU	Last Fantasy (2011)	You and I
KARA	Step (2011)	Step
Miss A	A Class (2011)	Good Bye Baby
Rainbow	Sweet Dream (2011)	
Wonder Girls	Wonder World (2011)	Be My Baby
SISTAR	So Cool (2011)	So Cool
Sunny Hill	The Grasshoppers (2012)	Grasshopper song
T-ARA	John Travolta Wannabe (2011), Black Eyes (2011), Funky Town (2012)	Cry Cry, Lovey Dovey

feature

Best Practices

Building Apps the Teen Way

By Linda W. Braun

Have you heard of Thomas Suarez? He's a sixth-grade, California-based app developer. Thomas isn't the only young person making a mark as an app developer. Last year, fifteen-year-old Robert Nay made the news with his Angry Birds–toppling app, Bubble Ball. (Bubble Ball supplanted Angry Birds as the number-one app in the Apple App Store.) Librarians in particular liked the Nay story because he used his library to learn how to build the app.

Teens learning to code is not a new idea. Before the Web, libraries sponsored programming workshops using languages such as BASIC. I have been leading young adult Web development workshops in libraries for over a dozen years. But app development can vastly extend the boundaries of a teen's world, along with the teen's sense of achievement. Suarez and Nay both made national news headlines with their apps and have spoken in interviews about their newfound confidence related to their ability to go out and do great things.

Benefits to Teens

It's easy to see that learning how to code apps can help teens master a variety of the necessary developmental assets educators are regularly striving to help develop in young adults. For example:

Support

When teens have access to resources and programs that encourage an interest in app development, they are likely to feel supported by librarians. Because app development is fairly new, teens also feel supported in their interests related to current trends and topics.

Empowerment and Social Competencies

I learned about Thomas Suarez via a Twitter message that linked to a video of him presenting at TEDxManhattanBeach. (See the resources section for a link to the video.) Standing in front of a large crowd of adults, Suarez effortlessly and

confidently talks about his apps. When you watch the video, you can't help but see he is an empowered young man.

Constructive Use of Time and Commitment to Learning

Taking the time to learn how to code, troubleshooting the code, going through the process of having an app added to an app store—these activities give teens multiple opportunities to manage their time and learn and enhance skills.

Programs are already available to help schools and libraries integrate apps into teen learning. In January, Lenovo and National Academy announced the launch of a new Science Technology Education Mathematics (STEM) program for integrating app development into the curriculum.

At Grover Cleveland High School in Queens, New York (one of the schools awarded funding by Lenovo and National Academy), not only are teens learning how to develop apps, they are also gaining skills in business plan development. Because an app isn't meant to live just on one teen's personal device, success requires learning what it takes to get into vendor app stores and understanding how to manage the retail side of apps. Both present opportunities to learn about business and financial literacy.

Both Suarez and Nay have businesses associated with their apps. Not only did they have to learn about finance, they also had to learn about product design and customer appeal. For example, Suarez's app, Bustin Jieber, a Justin Bieber whack-a-mole game, is geared to the very specific audience of tweens, teens, and adults who would enjoy dissing Justin Bieber and his fans. In addition to visual appeal, Suarez had to think about what interface would be comfortable for members of his target market. Such a project expands critical thinking beyond

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what teens learn in writing and public speaking classes.

What Should Librarians Do?

Don't worry, you don't have to learn to code apps yourself. Once you identify the teens in your community interested in app development, there are some basic short- and long-term steps you can take.

First, Talk With Teens

Keep in mind you may have to go beyond the teens that you see every day in the library. They might be interested in app development, but, then again, maybe they aren't. That doesn't mean that there aren't teens in the community who want to learn about designing apps. Go into the schools and talk with teens there. Visit out-of-school-time programs and have conversations with teens in those. Be thoughtful. The best question to teens might not be, "Do you want to learn about designing apps?" Teens might not be able to answer that question. They might not think it's even possible to learn. But, if you ask something like, "Are you curious to find out how people make the apps you download?" or, "Do you wonder what it takes to get an app into the Apple apps store?" you're likely to discover some interest.

Beef Up Your Collection

This might include books on helpful programming languages. (Make sure the books are up to date.) It also means finding Web content that provides teens with information on what it takes to build an app. This content might include information about software programs to use, how to make an app that's user-friendly, how to design an app that is

Resources for Getting Started

14-Year Old's Bubble Ball App Knocks Angry Birds Out of Top Spot
http://www.huffingtonpost.com/2011/01/17/robert-nay-bubble-ball_n_810023.html

ABCs of Mobile App Development Taught at Queens High School
http://brooklyn.ny1.com/content/ny1_living/technology/155656/abcs-of-mobile-app-development-taught-at-queens-high-school

Absolutely Amazing 6th Grade iPhone App Developer Speaks at TEDx
<http://thenextweb.com/shareables/2011/11/09/absolutely-amazing-6th-grade-iphone-app-developer-speaks-at-tedx/>

Android The Developer's Guide
<http://developer.android.com/guide/index.html>

Carrot Corp
<http://www.carrotcorp.com/CarrotCorp/CarrotCorp.html>

iOS Developer Library
<https://developer.apple.com/library/ios/navigation/>

iTunes U
<http://www.apple.com/education/itunes-u/>

Nay Games
<http://www.naygames.com/>

Search Institute 40 Developmental Assets for Teens
<http://www.search-institute.org/content/40-developmental-assets-adolescents-ages-12-18>

appealing to a specific audience, and what the process is for getting into various vendor app stores. Consider exploring resources like iTunes U for up-to-date content in this area. For example, there is an iTunes U course from Stanford University on app development. While you might say, "Stanford, that's too much for the teens with whom I work," don't jump to conclusions. It's possible that motivated teens will find the Stanford material just right. Having high expectations of teens can spur them on to higher achievement and improve their sense of personal identity (an important developmental asset).

Take Some Time to Learn about Apps and How They Work

No, as I said previously, you don't need to learn how to code apps. But, if you are

going to help teens learn about app development, then it can be useful to have some knowledge about what apps are, how to download them on devices, the types of apps that are successful, what the pricing structure is for apps, and what makes a good app. You can probably learn much of this by talking with teens and trying out apps with them.

Know in Advance What Technology is Required for Developing Apps

Will the teens need access to a Mac, or will Windows suffice? Building apps for Apple and Android devices, each requires using a different software development kit (SDK). Apple and Android both provide a host of useful resources that take developers step by step through the development process. (See the resource list

for more information.) These provide insight into the technology and tools needed for teens to successfully build apps. Of course, teens will need access to devices to test their apps. If your library doesn't make devices available to the community, you can have teens use their own devices for testing, or ask colleagues for access to their devices.

Check Out What's Going on in Your Community

Maybe there is someone who lives in town who is an app developer or just someone who has the skills and is willing to share them. Maybe there is someone who has experience going through the process of getting an app into a vendor's

app store. Maybe there is someone who has experience with developing teen-friendly user interfaces. Of course, even if an expert isn't in your community, that doesn't mean there isn't one available to help the teens. If you know of someone across the country, there's always Skype or Google+ Hangouts as a way to bring that person in contact with the teens with whom you work.

Collaborate

Perhaps a teacher wants to integrate app building into her curriculum. That teacher might work with the public and school librarian to locate resources that support teen learning, such as experts. During

school hours, the school librarian would work with the teens and the teacher on skills related to the project. During out-of-school hours, public library staff can make resources available for the teens. At the end of the project, the school and public libraries can cosponsor a community event showcasing the apps the teens developed, and of course, making them available for download.

Planning programs and services for teens on the topic of app development might seem a little daunting at first. However, once you get started, I think you'll discover many sources of support and inspiration. Just take a few minutes to watch Thomas Suarez and to read about Robert Nay, and I think you'll have a big inspirational head start. **YALS**

The K-Pop Wave Hits Libraries! *(continued from page 13)*

and they played "Name That K-Pop Tune." As a teen librarian, I strive to provide the most up-to-date resources for their needs.

Conclusion

The next step for me as a teen librarian is to continue monitoring and tracking the movement of the K-pop culture. I will be presenting a K-pop 101 at an

upcoming LAPL teen librarians' information meeting. It is very likely we will make K-pop a permanent part of the programming at the Los Angeles Public Library.

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Comix Club: The Origin Story

Combine a new public librarian with a love for comics and a more experienced school librarian with a passion for programming. Add a few kids, some free comic books, and in an instant the popular Comix Club was born!

Three years ago, Jack Baur was a brand new teen librarian at Berkeley Public Library, on his first trip into the perilous world of middle school outreach. On this voyage he met Jessica Lee, the teacher librarian at Willard Middle School, who was looking for a new program to bring to her students. Although Jessica was disappointed to learn that Jack couldn't knit, crochet, or craft, what he did have was a boundless passion for comic books. The two banded together, forming a new dynamic duo dedicated to bringing the love of reading to students throughout Berkeley and beyond!

Together, we have been coordinating the Comix Club for the last three years. This graphic novel discussion group meets weekly during lunch at the Willard Middle School library, and has attracted a large, diverse, and dedicated group of attendees. Every week, members of the club get to take home a new graphic novel, which is then discussed at the following meeting.

Discussion questions are handed out with the books, giving the kids something to think about as they are reading and helping to provide some structure to the often freewheeling conversations. Giving the questions to students in advance of the discussion can also offer a bit of context for some of the trickier parts of the stories.

Why Graphic Novels?

Since our Comix Club meets during lunch as a supplemental program, there are no

requirements about the material matching curricular standards. We are free to select any books that kids will enjoy. Because graphic novels are generally quick reads, students have no trouble finishing a book in time for the next discussion, unlike our experience with traditional book clubs. We are able to meet weekly to discuss a different book, keeping the club both consistent and fresh. Our drop-out rate is incredibly low!

Thanks to the support of the images in graphic novels, a wide range of readers is able to follow the stories and therefore engage in our discussions. Participants in the group have included students with dyslexia, reluctant readers, new English speakers, and children on the autism spectrum, as well as highly gifted students.

This is not to imply that comics are easy reading. Rather, graphic novels use language differently, providing dense dialogue with few filler words. The fact that graphic novels pair text and image can both help students by providing an extra visual framework for the text, and challenge students with complicated page layouts and by exploiting the tension between what is being said and what is being shown.

Most importantly, graphic novels engage the students' minds. Readers get caught up in the story, develop sympathy for the characters, marvel at the settings, wrestle with the themes, and generally relate to them as they would any novel in a literature class—but without a lot of the prodding! Many

Talking Comics Starting Your Graphic Novel Book Club

By Jack Baur and Jessica Lee

JACK BAUR is a Teen Services Librarian at Berkeley Public Library, as well as the President of BAYA: The Bay Area Young Adult Librarians, and a reviewer for *No Flying No Tights*. He is a lifelong comics nerd and fell for his girlfriend over a series of comic book conventions.

JESSICA LEE is the Teacher-Librarian at Willard Middle School in Berkeley where she has enjoyed playing matchmaker between kids and quality books for the last seven years. In her spare time she raises two rambunctious but highly literate sons.

Additional Resources

Because the world of graphic novels is so large, varied, and occasionally daunting, we have assembled some resources that may help librarians select titles for their book clubs, and their collections in general:

No Flying, No Tights

www.noflyingnotights.com

The classic website was recently relaunched with a steady flow of new content, including reviews, lists, commentaries, and more! Graphic novel reviews by librarians, for librarians.

Graphic Novels and High School English

www.graphicnovelsandhighschoolenglish.com

An online community for teachers using graphic novels in the high school classroom, this site contains lots of information about thinking seriously about comics in an educational setting.

Graphic Novels for Librarians Group

<http://groups.yahoo.com/group/GNLIB-L>

A very active discussion list full of librarians who are passionate about comics. Join the group and bring any comics-related questions you have; you'll get a response from folks in the know.

Talking Comics Online

Throughout 2012, Jack and Jessica will be sharing even more of their graphic novel book club guides over at the *Graphic Novel Reporter* website! Check them out at <http://graphicnovelreporter.com/content/discussion-guides>.

of our discussion questions are modeled on the basic literary response model of making connections between the text and personal experience or previous reading.

Getting Started

Our club was started with a grant from the California Center for the Book, which offers a free loan of their "Book Club in a Box" materials to California librarians (info can be found at <http://calbook.org/bcb.html>). Their "Comix.@\$#!" set provided us with ten copies of ten titles, giving us ten weeks of programming. We hadn't intended to carry on beyond that, but the immediate popularity sent us scrambling to figure out how to expand to a year-long program.

Initially, we turned to our respective library systems. By mining the collections at both the Berkeley Public Library and the Berkeley Unified School District, we were able to cobble together enough copies of more popular books to keep our club happy for a little while. Librarians who are just starting a comic book club or who want to inject some graphic novels into their existing book club but are put off by the steep expense of developing a collection may want to try this tactic. For our readers, however, it was clear this was not going to be enough.

Building Our Collection

To build our own graphic novel book club collection, we turned to DonorsChoose.org, a crowd-funding organization for

schools. In our experience, proposals that are put in at the end of the calendar year (when big corporate donors are thinking a lot about their charitable giving) will have a good chance at getting funded if you can grow enough local support in your school or library community. Through DonorsChoose.org, we have received ten copies each of fifteen graphic novel titles—a huge help for our burgeoning club!

This points out one of the advantages of collaboration between a school and public library system. By working together, one of us can apply for grants for which the other may not qualify. We have also been able to use the resources of our own systems to purchase books—funds set aside for outreach or programming in the public libraries and PTA grants through the schools. Over the years, what began as a ten-week program has grown to cover an entire school year.

The collection that we have developed is very much viewed as a shared resource. In addition to helping run the club at Willard, Jack has been able to use books from the collection in book clubs at other schools—both within and outside the district—and at the public library. Reaching dozens of teens. Currently, the graphic novel discussion group travels back and forth between two school libraries so that every seventh and eighth grader in both schools gets a chance to interact with librarians over some incredible books.

Our Discussion Guides

We'd like to share some of the discussion guides that we have put together for our Comix Club so that you have a foundation for beginning your own discussion group. These questions were developed with middle school students in mind, but feel free to adapt and use as needed for your environment!

Discussion Guides

All-Star Superman, Vol. 1 by Grant Morrison and Frank Quitely

Synopsis: After Lex Luthor tricks him into flying into the Sun to save a sabotaged spaceship, Superman realizes he is dying. He then receives a strange prophecy from the future that tells him that in his final days he will perform some of the most amazing feats of his life. Superman will defend Metropolis until his last breath, but how will he say good-bye to the people he is closest to? Inspired by the off-the-wall, science-fiction-inflected *Superman* comics of the sixties, *All-Star Superman* is by turns thought-provoking, funny, exciting, and moving.

Themes: What it means to be a hero, self-sacrifice, literary dualities.

Content Advisory: Comic book violence, largely of the bloodless variety.

Discussion Questions:

1. Look at the first three pages of the story. What do these three pages tell you about Superman?
2. When Superman tries to tell Lois that he is Clark Kent, she doesn't believe him. On page 49, she says, "What if there really was some part of him that was bumbling, oafish Clark Kent? I just don't know if I could live with that." Why does Lois have a hard time with the idea of Clark being Superman?
3. Why does Lex Luthor hate Superman? Why does he like Clark Kent? How is it different from how Lois Lane feels?
4. Based on the last story in the book, what conclusions can you come to about Superman's humanity? Do either Lois or Lex see the "real" Superman?

American Born Chinese by Gene Yang

Synopsis: A multifaceted story about the pressures of growing up different, told through three seemingly unrelated stories that come together in a dazzling way by the end. In the first, a young Chinese boy runs into conflict with his best friend when he tries to change himself to become cool. Then, a white high school student faces embarrassment when his grossly stereotypical Chinese cousin Chin-Kee comes to town. And finally, after being embarrassed at a party for the gods, the Monkey King sets out to prove that he is "The Great Sage, Equal to All Heaven" in a story borrowed from Chinese folklore.

Themes: Racial stereotypes, changing oneself to fit in, self-acceptance.

Content Advisory: The book confronts some disturbing stereotypes, and talks bluntly about American impressions of Chinese culture. Some jokes about bodily functions.

Discussion Questions:

1. What are some of the stereotypes presented in *American Born Chinese*? How are the stereotypes presented? What do you think the author is trying to say about those stereotypes?
2. On the surface, the character of Chin-Kee is incredibly disturbing as he embodies the worst kind of racial stereotypes. Who is Chin-Kee? What does he represent in the story?
3. How do the three stories relate to each other?
4. In the sections of the story about Danny and his cousin Chin-Kee, the author uses a lot of laughter and applause sound effects that seem to be coming from nowhere. What do these sound effects remind you of? Why would the author use these effects?
5. The Transformer toy in *American Born Chinese* represents the many alterations or transformations the characters go through in order to fit into American society. How do the characters "transform" themselves? How do you transform yourself to fit into the American mainstream?

Anya's Ghost by Vera Brosgol

Synopsis: At first, Anya's troubles are fairly straightforward. She doesn't fit in at her new high school, is embarrassed by her Russian immigrant mother's traditional ways, struggles to get the attention of the boy she likes, and her friendship with Siobahn is flecked with jealousy and anger. Then one day while sulkily walking home, Anya falls down a well and meets Emily, the ghost of a young girl killed ninety years before. With a new, invisible friend, Anya's life is sure to improve... except that the motives of the ghost may not be as transparent as her body is.

Themes: Fitting in within a new culture, frenemies, peer relations, bad influences, body image issues.

Content Advisory: Anya smokes cigarettes! Language, habitual truancy and a teen party with implied drinking and sex.

Discussion Questions:

1. How does Anya feel about herself? Do you think her self-criticism is normal?
2. Why is Anya drawn in by Emily so quickly? Did you think Emily was as innocent as she first seemed? Why or why not?
3. Do you know anyone like Elizabeth who seems to have it all? As Anya says, "Everyone else's life seems so much easier." Do you agree with Anya?
4. Do you see any similarities between Anya's relationship with Siobahn and her relationship with Emily?
5. In their final confrontation (pp. 196–199) Emily says some pretty mean things. Are any of them true? Is Emily right about Anya?

***The Arrival* by Shaun Tan**

Synopsis: In this “silent” graphic novel, a man leaves his wife and children to seek a better life in a faraway country. He finds the strange new land confusing and intimidating, but by learning from the experiences of other immigrants he eventually comes to see it as home.

Themes: The immigrant experience, other cultures, being a stranger in a strange land, wordless comics.

Content Advisory: Some scary images, but nothing graphic.

Discussion Questions:

1. How does the author tell the story using just pictures? What effect do you think he was trying to achieve by telling the story this way?
2. Imagine that you are in another country, or think about a time you might have visited one. How does the book convey the experience of being in a foreign place?
3. Were you able to “read” the book easily? How does this kind of reading compare to other kinds of reading?
4. *The Arrival* is about a man moving to a new country. What does the country he goes to remind you of? What aspects of the world do you recognize?
5. Why does the man leave his home at the beginning of the book? Why did the other people he meets leave their homes?
6. The book appears to have a happy ending, with the man settled in his new home. What did he do to make himself feel comfortable and safe in this strange land?

***Meanwhile* by Jason Shiga**

Synopsis: A madcap “choose-your-own-adventure” story in which deciding on an ice cream flavor leads to a mad scientist’s laboratory, inviting time travel, alternate dimensions, and, maybe, the destruction of all human life! *Meanwhile* is brilliantly designed, allowing readers to follow branching, multicolored tubes to navigate thousands of different story possibilities. Packed with puzzles and secret paths, this one begs to be reread again and again.

Themes: Problem-solving, quantum physics, learning about responsibility in a mad scientist’s lab.

Content Advisory: Some potty humor and bloodless mayhem/violence. Also the end of all life on the planet.

Discussion Questions:

1. What was your favorite path through the book? How would you represent or map that path?
2. At some point during your trip through the book, you probably found the inventor describing “the Multiple Worlds Interpretation of Quantum Mechanics.” Do you think that multiple worlds could possibly exist simultaneously? How does the design of this book relate to that idea?
3. Some people really don’t like this book. What is it about this book that may turn people off? How did you feel about the book?
4. Chocolate or vanilla?

***Persepolis, vol 1: The Story of a Childhood* by Marjane Satrapi**

Note: Persepolis is available as two separate volumes and as a single collected edition. Our club just reads the first volume, though they are encouraged to pursue the more mature second volume/second half of the story if they enjoy the first. In addition to handing out the book, we held an open screening of the beginning of the 2008 film adaptation as an introduction to the history of Iran and as a way of getting the kids into the book.

Synopsis: Author Marjane Satrapi tells of her experience growing up during the Iranian Revolution, the subsequent war between Iran and Iraq, and the rise of the Islamic Republic. Against these tumultuous events, readers get a glimpse of Satrapi’s teenage angst and her struggles to express herself under the burgeoning social repression of the new regime.

Themes: Coming-of-age, becoming self-aware in times of social upheaval, other cultures, freedom and repression.

Content Advisory: The book contains several scenes of rioting in the streets, warfare, and torture. Satrapi’s art style throughout is cartoony and understated, so the violence isn’t terribly graphic, but it does pack an emotional punch.

Discussion Questions:

1. Satrapi says, “Every situation has an opportunity for laughs” (p. 97). What parts of the book made you laugh?
2. At the core of the book is Marji’s family. What is this family like? What is important to Marji’s parents? What kind of an environment do they create for their daughter, despite living under an oppressive regime and through a brutal, prolonged war?
3. What role do women play in the story? How are the roles of the women different from the roles of the men?
4. “In spite of everything, kids were trying to look hip, even under risk of arrest” (p. 112). What acts of rebellion have you done as a teen? In what ways is Satrapi—who grew up during the eighties in Iran—similar to a normal kid in twenty-first-century America?

Scott Pilgrim's Precious Little Life by Bryan Lee O'Malley

Synopsis: Gleeefully oblivious twenty-three-year-old slacker Scott Pilgrim is living the easy life: unemployed, playing with his punk rock band, and dating a high school girl. When the mysterious Ramona arrives in town (rollerblading through his subconscious, no less), Scott is smitten. But his precious little life is thrown into turmoil when he discovers that if he wants to be Ramona's boyfriend he will have to defeat her Seven Evil Exes! Melodramatic, over-the-top action ensues.

Themes: Dealing with the past in a new relationship, honesty, postmodernism.

Content Advisory: Some mild swearing, cartoony violence, alcohol use, and one scene of making out that twelve-year-olds *love* to giggle at.

Discussion Questions:

1. If you were Scott's friend, what advice would you give him? Do you think Scott is doing the right things in the book?
2. How does Knives change over the course of the book? What is different about her at the end?
3. What role does music play in the world of Scott Pilgrim? What does the author do to make you experience the music as a reader?
4. How do the over-the-top fight scenes dramatize the conflict that is going on between the characters? Do you think this is an effective way to tell the story?

Smile by Raina Telgemeier

Synopsis: Twelve-year-old Raina trips and smashes her face into the pavement, knocking out her front teeth. Now she has to add painful dental surgery and orthodontia to the already daunting list of things she has to contend with during her awkward early teenage years.

Themes: Fitting in, navigating middle school crushes, overcoming physical ailments.

Content Advisory: The scene where Telgemeier loses her teeth could skeeve out the squeamish (like Jack), but other than that, this is a lighthearted book suitable for all ages.

Discussion Questions:

1. How would the story of *Smile* work differently in a regular prose novel than it does in graphic novel form?
2. While you may not have had your two front teeth knocked out in an accident, there are probably parts of Raina's story that relate to your own life. Which part seemed the most like your own experiences?
3. What is your most horrible injury?
4. Raina has two different groups of friends: the ones from middle school and the ones from high school. How would you characterize each group of friends? Why does each group treat Raina the way that it does? Can you identify with Raina's struggles to develop lasting friendships?
5. The book is set in the Bay Area. What specific places did you recognize in the pictures? YALS

feature

Hot Spot: Teen Reading

Opening the Gate Booktalks for LGBTQ- Themed Young Adult Titles

By Alexander F. Parks

Despite the tremendous progress that librarians and educators have made toward using a diverse collection of multicultural literature with contemporary youth, there is still much work to accomplish. The call for additional high-quality, relevant titles for today's adolescent readers has gained traction in not only public and school libraries around the country, but also in classrooms (most notably in English/Language Arts classrooms).¹ Even with the explosion of high-quality and complex titles from a diverse spectrum of authors writing young adult literature over the past two decades, in spite of the growing research that concludes we must include relevant and diverse literature with youth that extends beyond the library and classroom walls, we still have not lived up to our potential of meeting the needs of all of the youth we come into contact with on a daily basis.

As an openly queer educator and proponent of the power of young adult literature for adolescents, I have been pleasantly impressed (and admittedly a bit shocked) at the explosion of titles and quality of books that have come out over the past few years for lesbian, gay, bisexual, transgender, and queer/questioning (LGBTQ) teens.² While we can recognize both the growth in writing and publishing for LGBTQ adolescent audiences over the past several decades and a growing awareness of the intersecting issues that affect these populations, we also continue to hear harrowing accounts of bullying and anti-gay violence being perpetrated in US schools and communities. These homophobic practices coupled with a lack of intervention from adult figures have led to an alarming number of issues that affect LGBTQ youth that go largely ignored. We continue to hear far too many stories about

adolescents being thrown out of their homes, being pushed out of schools, or taking their own lives as a result of these hateful and homophobic practices.

As librarians and educators, we can make a difference. News stories and research pointing to an increase in homophobic bullying and violence in schools have reaped positive results like a growing awareness of these issues for marginalized populations or the implementation of successful anti-bullying campaigns and gay/straight alliances.³ With increased awareness and action, we can build on this momentum and hopefully begin to have a positive impact on the lives of these vulnerable adolescents. We cannot continue to reproduce the same nonchalant approach to this work if we expect to see different results.

In light of our increased awareness of the complex issues that LGBTQ teens face on a daily basis, how can we react and intervene as educators? More specifically, what is the place of librarians and educators in this process? Because we work with adolescents on a daily basis and in many ways represent gatekeepers in terms of the immense diversity that exists in contemporary young adult literature, we have tremendous opportunities to tap into teens' everyday lived experiences through literature. It is our obligation to keep abreast of new authors, series, themes, and content in young adult literature and to openly share these titles and resources with the adolescents we work with on a daily basis. Many public and school libraries are beginning to acquire LGBTQ young adult titles in their collections, but far too often adult gatekeepers expect our youth populations to find these books on their own or never take the initiative to connect our students or patrons with these titles. Booktalks offer librarians and educators a significant platform to help connect teens with books that might be of interest to them.⁴ Through booktalk programs, we

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can help expose teens to the increasingly diverse titles that are available to them in public or school libraries and attempt to get them excited about and engaged in these stories. By including high-quality, relevant young adult titles with an LGBTQ focus in the booktalks we give to patrons in a library or students in a classroom, we can begin to open the gate for young people to connect with these excellent titles.

The booktalks on page XX center around newer titles (published between 2004–2011) that deal with a diverse spectrum of issues for LGBTQ youth, including race and ethnicity, friendship and acceptance, religion, sexuality and gender expression, health, and cultural conflicts. While these titles specifically address characters who are LGBTQ themselves, they also represent engrossing stories from a variety of genres that could and should be read by many teen readers and are not exclusive to LGBTQ teens. Indeed, part of the benefit of including these titles in our booktalks to teens revolves around the common thread of our humanity that connects us all through these stories.⁵ Collectively, these titles represent complex, yet richly engaging books that tap into the experiences of LGBTQ teens, yet would be appropriate for any adolescent reader who is interested in contemporary realistic fiction.

While these titles represent only a small portion of the high-quality, relevant books that might be appropriate for adolescent readers, they all include narratives and characters that avoid clichéd or simplistic depictions of contemporary life for LGBTQ adolescents. Other titles and authors might work better for the adolescents you work with in your library or classroom. With the increasing number of children's and young adult titles written about LGBTQ youth, we are fortunate to have a growing list of resources to help guide our selection of appropriate titles for teens we work with, such as the Stonewall

Professional Development Books for Working with LGBTQ Youth in Libraries & Schools

Mollie V. Blackburn, *Interrupting Hate: Homophobia in Schools and What Literacy Can Do About It* (New York: Teacher's College Press, 2012)

Blackburn's work explores the problems of heterosexism and homophobia in schools and how these forms of oppression impact LGBTQ youth. The text offers readers tools for exploring these issues in school contexts and is an excellent resource for incorporating adolescent literacy and action-oriented initiatives in the pursuit of meeting the needs of all of our youth populations we serve.

Michael Cart and Christine A. Jenkins, *The Heart Has Its Reasons: Young Adult Literature with Gay/Lesbian/Queer Content, 1969-2004* (Lanham, Maryland: The Scarecrow Press, 2006).

Cart and Jenkins offer an overview of the history of LGBTQ content in young adult literature from 1969-2004. Guidelines and frameworks for selecting and evaluating titles are also provided in the text. In addition, an annotated bibliography and a number of author-title lists are also discussed in the text and have also been categorized by subject and year.

Michelle Ann Abate and Kenneth Kidd, eds., *Over the Rainbow: Queer Children's and Young Adult Literature* (Ann Arbor: The University of Michigan Press, 2001).

Abate and Kidd edited the first collection of essays dedicated to LGBTQ issues in children's literature. The text serves as a scholarly reference targeting a number of groups working with LGBTQ youth and also offers a history of both the literature and the scholarship examining the field's origins, current status, and possible future orientations.

Hillias J. Martin, Jr. and James R. Murdock, *Serving Lesbian, Gay, Bisexual, Transgender, and Questioning Teens: A How-to-do-it Manual for Librarians* (New York: Neal-Schuman Publishers, 2007).

Martin and Murdock's text is an essential resource for librarians and educators working with LGBTQ youth populations. By offering readers a framework for identifying and understanding the unique needs of LGBTQ youth, the text illustrates the importance of creating safe spaces in our libraries and schools, conducting readers' advisory and programming, strategically selecting titles for our collection development, and giving booktalks to our patrons and students. An annotated bibliography of relevant titles is also provided.

Jamie Campbell Naidoo, *Rainbow Family Collections: Selecting and Using Children's Books with Lesbian, Gay, Bisexual, Transgender, and Queer Content* (Santa Barbara: Libraries Unlimited, 2012).

Naidoo's text highlights over 250 titles for children from infancy to age 11 (including children's picture books, informational books, and chapter books) with LGBTQ content from around the world. Each entry in the text provides a synopsis of the title's content, lists awards it has received, cites professional reviews, and provides suggestions for librarians considering acquisition. The text also provides a brief historical overview of LGBTQ children's literature along with the major book awards for this genre, tips on planning welcoming spaces and offering effective library service to this population, and a list of criteria for selecting the best books with this content. Interviews with authors and key individuals in LGBTQ children's book publishing are also featured.

Carlisle K. Webber, *Gay, Lesbian, Bisexual, Transgender and Questioning Teen Literature: a Guide to Reading Interests* (Santa Barbara: Libraries Unlimited, 2010).

Webber's text is intended as a guide to LGBTQ literature for teens and is written for librarians and educators seeking to build or develop their collections and find read-alikes and books that teens who read LGBTQ literature will enjoy. The easily-accessible text is an excellent resource that covers books in English, both fiction and nonfiction, with LGBTQ themes and content and is organized by reader interest and publishing trends.

Awards for Youth Literature Featuring LGBTQ Characters/Themes

Stonewall Book Awards, www.ala.org/glbtrt/award

The Stonewall Book Awards are the oldest established awards which seek to promote excellence in literature for and about LGBTQ characters and themes. Sponsored by the American Library Association's Gay, Lesbian, Bisexual, and Transgender Round Table, The Stonewall Book Awards now includes three awards given each year: The Barbara Gittings Literature Award, The Israel Fishman Non-Fiction Award, and The Mike Morgan & Larry Romans Children's & Young Adult Literature Award.

Lambda Literary Foundation Award, www.lambdaliterary.org/

The Lambda Literary Foundation nurtures, celebrates, and preserves LGBTQ literature through programs that honor excellence, promote visibility and encourage development of emerging writers. Lambda Literary also sponsors an annual award for LGBTQ literature with a number of categories including children's/young adult literature, fiction, nonfiction, anthologies, drama, mystery, science fiction/fantasy/horror, and memoir/biography. The site also connects educators and librarians to a network of guest authors who will Skype with students in the classroom or patrons in a library.

Rainbow Project, <http://glbtrt.ala.org/rainbowbooks/>

The Rainbow Project is a joint project of the Gay, Lesbian, Bisexual, and Transgendered Round Table and the Social Responsibilities Round Table of the American Library Association. The Rainbow Project presents an annual bibliography of quality books with significant and authentic GLBTQ content, which are recommended for people from birth through eighteen years of age.

Websites about LGBTQ Characters/Themes in Youth Literature

Gay-Themed Picture Books for Children, <http://booksforkidsingayfamilies.blogspot.com/>

This blog targets LGBTQ literature for younger audiences and reviews materials such as picture books and educational materials for children in preschool and primary school. The blogsite targets parents who would like to find books for their children about the experience of being a child in a gay family, librarians who would like to develop collections on this topic, and counselors and therapists who would like to use these books in their practices.

I'm Here, I'm Queer, What the Hell Do I Read?, www.leewind.org/

In this blog, created by Lee Wind for teens, librarians, teachers, booksellers, people with teens in their lives, and generally for anyone interested in young adult books with LGBTQ characters and themes. The blog offers users a chance to publish their book reviews as well as postings of news stories, videos, poetry, podcasts, and announcements affecting LGBTQ youth.

QueerYA: Reviews of Fiction of Interest to LGBTQ Teens, <http://daisyporter.org/queerya/>

QueerYA is a review of fiction of interest to lesbian, gay, bisexual, transgendered, queer, and questioning teenagers. This includes books written for teens, or marketed to teens, or written for another audience but featuring teenage characters. The site has a searchable database to identify specific characters, genres, themes, publication years, and authors for LGBTQ young adult literature. Also provided are links to websites for authors writing LGBTQ young adult literature.

Gay YA, www.gayya.org/

GayYA.org is a forum, blog, and fansite dedicated to everything gay in young adult literature. The site attempts to create a space through blogs, community forums, and user input to start a conversation about LGBTQ content in young adult literature, what it means to be a gay teen, and what straight allies can do to help and participate. The site also offers users their *Ultimate Gay Reading List*.

Awards, the Lambda Youth Awards, the ALA's Rainbow List, and a growing number of blogs, websites, and books devoted to these titles.

As librarians and educators, it is our obligation as literary guides and models to help connect the adolescents we work with to appropriate reading materials for their diverse interests and identities. Librarians and educators often have "controversial" books included in their collections that are available for patrons and students to read (including books about LGBTQ youth), but we often treat them as invisible—out of sight and out of our hands to directly connect with students. By not including a diverse spectrum of titles and themes in our booktalks and programming with young people, we are only contributing to the stigma and shame that some youth experience as they attempt to understand their identities and perspectives. We must take leadership in helping our teenage populations find and engage with these books because it is important for all teenagers to see themselves reflected in the pages of a book as well as the benefits of gaining perspectives of others through literature.

Booktalks represent one way for librarians and educators to help connect our patrons and students with high-quality, relevant titles that might engage them. Although there is still much work to be done in meeting the needs of our increasingly diverse adolescent readers, we must take our responsibilities to our patrons and students seriously and begin incorporating booktalks about LGBTQ adolescents in our work in libraries and classrooms. We never really know whose ears our words will fall upon and what effect they might have on one adolescent's life. So, let us open up the gates to the diverse and complex literature that is written for *all* of the adolescents we work with and begin to be more proactive in addressing the needs of *all* of our teen readers.

Helpful Websites for Working with LGBTQ Youth

Youth Resource, www.amplifyyourvoice.org/youthresource

YouthResource is a website created by and for gay, lesbian, bisexual, transgender, and questioning (GLBTQ) young people and is hosted by Advocates for Youth. YouthResource takes a holistic approach to sexual health and exploring issues of concern to GLBTQ youth by providing information and offering support on sexual and reproductive health issues through education and advocacy. Through monthly features, message boards, and online peer education, GLBTQ youth receive information on activism, culture, sexual health, and other issues that are important to them.

TransYouth Family Allies, <http://imatyfa.org/index.html>

The TransYouth Family Allies organization seeks to empower children and families by partnering with educators, service providers, and communities to develop supportive environments in which gender may be expressed and respected. The website offers parents, youth, educators, and healthcare practitioners resources on working with trans and gender-variant youth.

Gay-Straight Alliance Network, www.gsanetwork.org/

The Gay-Straight Alliance Network is a youth leadership organization that connects school-based Gay-Straight Alliances (GSAs) to each other and community resources through peer support, leadership development, and training. Their mission is to support and empower youth activists to fight homophobia and transphobia in schools. Resource materials and connections for how to start or build a local Gay-Straight Alliance in your local community are offered through the website.

LGBTQ nATION, www.lgbtqnation.com/

LGBTQ Nation is a collection of news and commentary focusing on the interests and needs within the lesbian, gay, bisexual, transgender, and queer/questioning community. News stories are available by state as well as international sources. The site also offers users resources for LGBTQ books and authors, film, music, religion, sports, coming out, and issues of health and wellness.

Safe Schools Coalition, www.safeschoolscoalition.org/safe.html

Safe Schools Coalition is an international public-private partnership in support of gay, lesbian, and transgender youth. Their website offers curricular resources, brochures, posters, reports, and contacts for speakers. A searchable index by state also allows users to access information on laws and policies affecting LGBTQ youth and community-based LGBTQ youth support groups.

Sample Booktalks?

***Down to the Bone* by Mayra Lazara Dole (Harper Teen, 2008)**

Imagine one of the worst nightmares for a high school student: seventeen-year-old Laura gets caught reading a love letter in class. Her teacher, a nun the students call Fart Face, confiscates the note, reads it aloud to the class, and promptly calls Laura's mother to let her know that her daughter is being kicked out of school for immorality. Laura's Cuban mother promptly throws her out of the house, separating Laura from her devoted little brother. Why would Laura's school and mother be so upset about a stupid love letter?

You see, Laura is a *tortillera*—a girl who loves other girls.

Set against the vibrant backdrop of Miami, *Down to the Bone* follows the story of Laura Sofa Lorena as she navigates her way through life after "the Incident." As Laura questions her own feelings and tries to find a way to make peace with her mother, she must also decide how to live her life honestly and openly. With the help of her crazy best friend, Soli, and Soli's New Age mother, Vivi, Laura has to learn who to turn to, who to trust, and who to be in order for everything to be right again after "the Incident." But will things ever be the same again?

Find out what happens to Laura as she meets a whole new group of friends and chosen family, tries to find a way to support herself, and ultimately embraces the awesome young woman she is becoming—even if some people call her a *tortillera*—in Mayra Lazara Dole's *Down to the Bone*.

***The God Box* by Alex Sanchez (Simon Pulse, 2007)**

Paul's senior year is starting off great. He sings in his church choir, is active in his school's Bible club, and has been dating his best friend Angie since middle school. Things at home are even better than they used to be, since his father has finally gotten sober after dealing with the death of Paul's mom a few years back. But everything Paul has come to believe comes under question when a new Latino student enrolls at his school. Manuel is not like the rest of the kids at Paul's school: he has piercings, spouts off Christian theology like he's a preacher, and openly admits to his new friends that he is gay. An openly gay Christian? In a small town in Texas?

Paul has always been told that homosexuality is a sin. How can he possibly reconcile his beliefs in God's word with what this new kid is talking about—love and acceptance for gay people? Even more, what is Paul to do about his growing feelings for Manuel? Paul resorts to what he has always relied upon: prayer.

But when his prayers don't come through and tensions get worse with his relationship with Manuel, the fear that Paul's real feelings will put a target on his back—with his classmates and with God—becomes too much to bear.

Paul wants everything to be the way it used to be—before Manuel enrolled at his school—wants things to be normal and right in the eyes of God and his classmates. But Paul still can't dismiss the effect that Manuel has on him, challenging everything he thought was true. Find out what happens as Paul comes to terms with his beliefs in the unconditional love of God and more importantly, with his beliefs in himself, in Alex Sanchez's *The God Box*.

Opening the Gate

***Sprout* by Dale Peck (Bloomsbury, 2009)**

I have a secret, and everyone knows it. But no one talks about it, at least not out in the open. No, it's not that my hair is green—anyone within a mile radius can clearly see that. And no, it's not the fact that I'm gay—I've already told anyone who will listen about that.

My alcoholic dad moved us from Long Island to the middle-of-nowhere—Kansas four years ago when I was twelve, after my mom died. (That's the secret nobody talks about.) And even though people think I might be weird because I'm from New York and because our house is completely—and I do mean completely—covered in vines and bushes, I'm just . . . well, me.

But I have a secret that none of my friends, classmates, or family knows about. I haven't even told it to my crazy tutor for the state essay contest, Mrs. Miller (she's probably too drunk to even notice), haven't told it to my BFF Ruthie, or even to my boyfriend (oops—he is kind of a secret, but only because his family would literally kill him if they found out).

I'm pretty much on my own here in Kansas—with dad being out of it all the time with his drinking and crazy obsession with the vines covering our house. Ruthie, my BFF, is starting to do her own thing, which kind of sucks. But I've got my writing to focus on and it isn't easy keeping up with dyeing my hair green every few days.

You might've noticed how I steered the conversation away from my secret. I'm slick that way—you'd better watch me.

***Parrotfish* by Ellen Wittlinger (Simon and Schuster, 2007)**

Did you really have to cut your hair that short, Angela? Mom asks.

I replied like any self-assured teenager would: *I could have shaved an American flag on the side of my head.*

I just don't see what point you're trying to prove. Your father and I have always wanted the best for you and your sister and tried everything to make sure you have a normal life, Mom continues on.

Just leave me alone if you don't approve of my "normal" life—I don't need your approval anyway. I'm outta here next year, and there's nothing you can do to stop me. I'm practically grown, I retort, knowing full-well that I did need her support.

Whatever, Mom throws in. *Just be sure to be ready for the kids at school to tease you for that haircut. You're asking for it with the way you act and that outfit.*

My outfit!?! I had been dressing this way for over two years now. Mom seriously had to get a grip—Dad has been handling this much, much better than she is. I decide to hit her where it hurts: *I know it's hard for you to understand and accept, but Angela is dead. Your baby girl exists only in your imagination. My name is Grady now, Mom. I'm a boy. How else can I communicate to everybody how I feel on the inside? It's not as if I had a choice . . . maybe if you had given birth to a boy instead of a girl and all this was fixed while I was in your stomach . . .*

But Mom had already left the room in tears. She was having a much harder time with all this than anybody . . . well, things haven't been exactly easy for me either since I decided to go ahead and transition from a girl to a boy at the beginning of my senior year of high school. If Mom was having so much trouble understanding all this, how will my friends and classmates at school react? Uhhh—why can't everyone just be cool and understand that I'm not trying to act like anything . . . I'm just being me.

***Orpheus Proud* by Sharon Dennis Wyeth (Delacorte Press, 2004)**

Greetings and blessings to you all! And thank you all for coming out tonight to Club Nirvana—our little intimate diner and performance space right here in Queens, New York. Some of you might have come out tonight for some delicious food and let me tell you, we serve it up just like grandma did! Others of you might have come to hear some poetry, which just happens to be one of my specialties. And I bet a few of you might be wondering to yourselves just what this whole thing is about . . . and probably wondering about that blond-haired boy behind me painting those horses on the wall.

That's Raynor Grimes, and he is a vivacious young painter who just happens to be my cousin. That's right! That blond-haired painter and I are cousins. Hard to believe, isn't it? I mean, I'm dark-skinned and we don't really resemble one another. But it's true—cousins and connected even deeper through our art.

But Raynor's only a part of my story, although an important part. My story involves love and loss, coming to terms with all the death I have experienced in my short seventeen years, and sorting out who I am.

You might think I was just born a poet and performer—have been practicing all my life to be up on this stage, but things didn't happen quite so easily. No, if my best friend and love of my life, Lissa, were here, she would be shocked to ever see me up on a stage performing in front of a live audience. But Lissa's not here . . . I'm here and can't wait to tell you about all the love I have experienced and how I came to be up on this stage. So, get cozy, have some of our delicious food, and get ready.

My name is Orpheus Proud, and this is my story. . .

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Ash by Malinda Lo (Little, Brown and Company, 2009)

Most people in Ash's life don't believe in the fairy tales that have been passed down from one generation to another. Ash's father never really believed them, but he was always respectful because of his wife. But now, both of Ash's parents are dead and she desperately clings to the hope that these fairy tales might be more than just children's stories.

Ash's evil stepmother and bratty stepsisters treat her like a servant—literally locking her in the basement to do their bidding. *You'll never be more than a lowly servant*, her stepmother constantly admonishes. *Now bring in the firewood before you start our dinner!* So goes Ash's story throughout her teenage years.

But Ash longs for something more—something that will take her away from this life that she was never meant to lead. Something that connects her back to her real mother and the fairy tales that burn so brightly in her mind and heart.

Little does Ash know that her life is intertwined in her mother's fairy tales in ways she could never imagine. Soon, she must make a choice between the powerful and dangerous magic of the fairy Sidhean and the unexpected love of her life—the King's huntress, Kaisa.

Will Ash be enslaved by her evil stepmother for the rest of her life? Or will Ash give in to the dark and mysterious magic of Sidhean and all that he can offer her in the fairy world?

Perhaps the true love of Kaisa will rescue Ash from her fate and open the door for a new fairy tale to emerge.

Find out what happens when fairy tales and true love collide in *Ash* by Malinda Lo.

With or Without You by Brian Farrey (Simon Pulse, 2011)

Hit the ground.

Curl into a ball.

Cover your head.

Don't cry. Ever.⁶

Best friends Evan and Davis have had to learn how to navigate the violence that continually follows them. Sometimes they escape . . . more often than not, the bullies beat them to a pulp for being gay.

But they have a pact to leave their stifling town as soon as they graduate high school. . . . A plan that goes terribly wrong as lies continue to build up and both Evan and Davis are faced with choices that will affect the rest of their lives.

Tired of being on the wrong end of the violence and desperately searching for a place to belong, Davis begins hanging around with a dangerous new crowd that might prove to be more deadly than his high school bullies could ever imagine.

Evan continues to lie to everyone in his life as he searches for his place in the world—yet he always feels connected to his childhood best friend, Davis.

As the two friends continue to go separate ways, horrifying events lead up to a frantic search for reconciliation and understanding.

Can their friendship survive the test of a lifetime, or will their paths go in extremely different and dangerous directions?

Find out how Evan and Davis try to find acceptance and a sense of their place in the world in Brian Farrey's debut novel, *With or Without You*, a 2012 Stonewall Honor Book for Children's and Young Adult Literature. **YALS**

feature

Hot Spot: Teen Reading

In a More Digital Direction

Serving Teens with E-readers

By Wendy Stephens

E-book adoption among teens has been found to trail that of all other reader age groups.¹ Just two years ago, most of the teens I knew would dig in their heels at the thought of abandoning their dog-eared paperbacks for e-books.² But, in recent months, an unprecedented number of young people at my high school have acquired e-readers, both dedicated devices and multifunction tablets. Their individual experiences showcase some of the new opportunities for young adult librarians to offer advice on how to get and use a range of digital content.

Natasha, eighteen, wanted a device that offered her mobile accessibility that she could take to college next year. She chose a Nook Tablet, and the same sort of low-cost, full-featured Android-fueled tablets were in many of my students' stockings. The Pew Internet and American

Life Project announced in January that tablet and e-book reader ownership nearly doubled over the holidays.³

She appreciates both the lightweight hardware and the ability to carry hundreds of books at once, collecting dozens of games and several dictionaries in addition to an extensive digital library. "Pretty much all the books I own in print, I got in e-books," Natasha said. She feels one form does not supplant the other.

"I was anti-Kindles and Nooks until I took one on loan from the library," said Emily, seventeen. But she said it was expanded digital content that inspired her to use her savings to buy a 3G Kindle. She said she had browsed through hundreds of books of Amazon, but noticed that some of the titles she was most interested in were only available for the Kindle. She chose a discounted model with "special offers," a

rolling screen saver she describes as advertising "vacations and other things I'm not interested in. I ignore it."

Emily is enthusiastic about the number of free books available for her to read. The variable quality of many of the free and low-cost titles is a concern that has been likened to an e-book equivalent of e-mail spam.⁴ While Emily is aware many authors with Kindle books are self-published, "finding something not everyone's reading" is part of the attraction of reading e-books. She has begun a correspondence with one author in Arizona who has given her an inside scoop on the next release in a series she particularly enjoyed. She doesn't think that would happen with a traditionally published writer.

Like Emily, seventeen-year-old Caitie checked out an eInk Nook from the school library last year. After reading a digital edition of a childhood favorite, *Little Women*, she asked her parents for an e-reader for Christmas, not suspecting they had already purchased one for her, a HipStreet model that reads both Kindle and Nook files. Caitie uses both Amazon's and Barnes and Noble's online storefronts to locate reading material. She tends toward "any book I can get for free," she said emphatically. "I don't buy them."

Christian, a junior, said that he likes his Kindle "when I don't have time to buy other books. It's easier." Christian points out that many current bestsellers are less expensive in an electronic format and that the recent Stephen King titles he's read have been downright unwieldy in print. He theorized that most of the money goes to physically printing the book, which he saw as an unnecessary step.

Whether you personally feel e-books are an improvement or a degradation of the print reading experience, e-reader adoption is a harbinger of changing habits, a shift toward devices centered on seamless, wireless media consumption.

WENDY STEPHENS has been the Librarian at Buckhorn High School in New Market, Alabama, since 2002. A past YALSA committee chair and task force member, she is completing her doctoral dissertation on teens reading nontraditional texts at the University of North Texas.

Emily said that since she got her e-reader, "I haven't read anything in print." And other students, particularly those with tablet devices, report reaching for their laptops less.

"The Web surfing is flawless," said Natasha of using her Nook Tablet to access the Internet. "It's like being on your computer. Actually, you don't need a computer."

Christian called into question the limitations of the single-function e-readers. "The tablets, I can see using those somewhat, but the functions are so primitive" on the E Ink devices. He points out the difficulty in navigating search results, which he describes as "still very valuable" for English assignments.

Additionally, use of e-readers has been shown to produce a more positive attitude about the reading experience among middle school boys.⁵ The customizable reading experience is a tremendous novelty for many, and adjustable interfaces are often embraced by teens who can adopt expressive, if unorthodox, colors and fonts. Natasha describes a preference for a coffee-and-cream color scheme.

"You can adjust the text size so you aren't always squinting," said Emily more practically.

Glare was a big problem for readers with LCD displays, with some teens cautioning against reading outdoors on a tablet or recommending the use of an anti-glare screen. Some students expressed a desire for both E Ink and tablets, a trend which was confirmed by the 2011 Pew Report on Tablets and eReaders, which found 3 percent of all US adults owned both devices.⁶ I was surprised so many teens wanted e-readers when they have other mobile hardware with similar capabilities. But phone-dependent students might not want to compromise their accessibility by reading on those. More than one in three US high school students now has an iPhone, but battery life is

invariably something students mentioned as a concern when reading on iPod Touches or iPads.⁷ In contrast, the longevity of the charge was a particular point of pride for those with E Ink readers.

"The battery life is fantastic, if you don't turn on the Internet," Emily said about her Kindle. "It lasts for over a month."

"If the battery goes dead, you can revert to print," said Natasha, "but the charge will last forever if you aren't playing games."

Many students did report the lack of backlighting was the major issue with E Ink devices, especially for those sharing a bedroom with a sibling. The latest generation of the Nook reader addresses this shortcoming.⁸ Backlit readers allow students to keep reading in bed without interruption. In a twenty-first-century equivalent of the flashlight under the covers, the book has become the flashlight.

Meanwhile, e-readers still have their detractors among teens. Olivia, eighteen, returned a Kindle Fire. She said she found herself playing games instead of reading. "I felt like I was wasting my life. I told my mother thanks, but that I would rather have the money for books."

The recent surge of popularity of e-readers among teens offers a terrific opportunity for librarians serving them, not only in connecting them with a range of content supported by their devices but also in creating opportunities to talk about critical issues ranging from the public domain to privacy and intellectual freedom in a digital era.

One student warned that "all the books are backed up once you connect the device to the computer," meaning that family members who share a computer may be able to see what books teens are reading.

It is important young people understand the structure and accessibility of those files. I have had two students whose parents launched an investigation

into their sexual orientation based on their shared family Kindle libraries.

The relative discretion of e-readers has been credited with a surge in X-rated reading among adult women, but students are also taking full advantage of the privacy offered by digital text.⁹ I asked one teen what she liked to read on her Kindle. "Romance and erotica," she said placidly.

Many school and public libraries are grappling with the question of ensuring the equity mission of the library in that all students have experience with text in a range of formats. Wal-Mart is funding Kindles, as well as print materials, in dedicated reading rooms at a number of Boys and Girls Clubs of America.¹⁰ As many as 21 percent of respondents to a 2011 *School Library Journal* survey were circulating e-readers, enabling teens to experience the hardware firsthand.¹¹ But even demonstrating an e-reader in-house will provide some exposure to the technology.

There are other shifts accompanying the tablet phenomenon. It has never been more critical to optimize our library interfaces for mobile interfaces. As more individuals access the Web via tablets, it will be also be important for libraries to offer opportunities and tools for digital creation, including workshops on publishing your own e-books as well as open hours for laboratory time.

Jay, eighteen, had a Kindle last year, but he said he knocked it off his nightstand and it broke. Now he can access the Kindle books he bought on his iPad, but he feels "over e-books, unless they're for a class or something where I need to use a dictionary." He had recently downloaded *Wuthering Heights* for his English class, but he preferred reading a paperback.

Hyperlinked definitions are invariably a function my teen readers describe as an advantage of electronic readers. "The dictionary feature which is built in doesn't even require the Internet," said Natasha.

Fewer students seemed to know about or have experimented with note-taking features, but those who had were enthusiastic.

"You can mark your favorite passages and read them to your friends," said Emily. "I took it to a sleepover."

"I highlighted and took notes on *Macbeth*, using different colors to show my thought process," said Natasha. "My teacher was really interested."

Christian reported that he used his Kindle to read curricular titles and pdf files, storing some on there for reference, but he said that the organization of files within the Kindle "leaves a lot to be desired."

Most students had experimented with using their devices for other media. Caitie uses her e-reader device to store music files. Emily has transferred some of her favorite fanfiction to the device using the wireless file transfer capabilities.

"You can read anything on the Nook—newspapers, magazines," said Natasha, who got her subscription to *People* magazine ported to her Nook, where she can save favorite articles and quickly link to articles from the cover, instead of thumbing through.

Only one of these students with e-readers knew about the availability of OverDrive e-books from the local public library, but she didn't care for the search interface and had never downloaded anything. Other students were excited to hear about borrowing e-books, but when it came to using Adobe software and a cable to transfer files, most decided they weren't interested. These students' expectations for file transfer and authentication are something to bear in mind when investing in e-books, as well as

the mobile advantages these students stress.

"You can't carry around these books all the time," said Natasha. "It's just not possible."

"I can throw it in my purse," said Caitie of her e-reader. "I like that I can read when it's dark outside, at night, in my car, at the gym. But sometimes it's nice to have a book, too, to flip through the pages."

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“Kristy, why don’t we have the ninth *Bone* book yet?” asked Sam, a self-proclaimed “nonreader.”¹ Sam was a ninth grader attending the Lincoln County Alternative School (the names of the teacher, students, and location of the school have been changed). When I first met Sam, he adamantly told me he “did not read”; however, after the creation of the classroom library, he began reading the *Bone*² series and was anxiously waiting for the ninth book to be published. Once the library was established, it was not uncommon for students who had previously claimed to dislike reading to have in-depth conversations about books or to request book titles. This action research highlights the importance of libraries, particularly for providing young adults access to books they can and want to read.

Introduction to the Problem

Young adult literature can be powerful in the lives of adolescents. Young adults often are able to connect to characters and situations presented in young adult literature.³ Research has documented how young adult literature can help students develop empathy for others, avoid peer pressure and make independent decisions, reflect on one’s belief systems, and learn about social issues, social justice, and social responsibility.⁴

Why Public and School Librarians Should Consider Outreach Projects in Alternative Schools for Students Placed At Risk

Type II alternative schools are for students placed at risk. Often these schools are focused on behavior modification instead of

academics.⁵ Because of this emphasis, many type II alternative schools do not have school libraries.⁶ This means that either teachers must have a classroom library or students will not have access to books while attending the alternative school.

Public or school librarians interested in working with teens can do outreach in alternative schools. Outreach can be defined as “library services that take place outside of the library setting.”⁷ Developing and maintaining outreach projects in alternative schools can help strengthen community and school partnerships, promote education, and encourage students to recognize the importance of reading in their lives. For young adults without access to books in

school and who also face obstacles to visiting the public library, partnerships can provide them opportunities to read engaging materials.

What We Did

The Lincoln County Alternative School

The Lincoln County Alternative School hosts students ages nine through eighteen (grades three through twelve) who are registered in one of six local school districts. Students are sent to the Lincoln County Alternative School either because

Ain’t Nothing Wrong with Reading Books

Creating a Classroom Library at an Alternative School

By Kristine E. Pytash

KRISTINE E. PYTASH is an Assistant Professor at Kent State University in Literacy Education. Her interests include the literacy practices of young adults in jail-based alternative schools and detention centers.

of a suspension or an expulsion from their home school district or a recommendation from juvenile court. Instead of attending the school for an entire school year, students are sent to the school for a temporary amount of time or until their behavior requirement is compatible with school expectations. The minimum time students can attend the school is two days; however, students can attend the school for more than a semester.

Because the placement is supposed to be short-term, the curriculum is considered basic, emphasizing skills and test preparation. The school had only two classrooms and no school library, nor did many of the students have access to the local public library. For instructional materials, the classroom teacher, Mr. Torre, relied on donated older editions of textbooks from local school districts. I was as a doctoral student in literacy education when Mr. Torre first approached me to help him implement a reading program; however, after realizing the students had no access to books, we decided we would need to fund and create a library. We decided to build the library in Mr. Torre's classroom because the physical layout of the school is two adjoined classrooms with no space for a school library. Although the library would be housed in Mr. Torre's room, we made sure students in both classrooms would have opportunities to use the library.

Funding and Planning

I applied for two grants, and we received \$3,000 for books from a local educational grant and a grant from a local chapter of Phi Delta Kappa. We purchased 150 young adult books to make sure each student would have a wide selection of books from a variety of genres and reading levels. Mr. Torre and I also ordered magazines from Scholastic that could be used as independent reading materials and

also instructional materials. We ordered two monthly issues of each of the following magazines: *Junior Scholastic*, *Scope*, *Action*, *Math*, *Science World*, *Choices*, and *The New York Times Upfront*.

Mr. Torre, the school administration, and I discussed the process of creating a classroom library, including the physical layout of the library. I provided a list of physical features of classroom libraries that increase students' use of books.⁸ We decided the following physical features would be a priority: having the library attractive and highly visible; open shelves to display book covers; and literature-oriented displays, such as bulletin boards with quotations from famous writers, strategies for reading, and suggestions for selecting books.

Collaboration with Students

Mr. Torre and I wanted to make sure we provided students with opportunities to take ownership of their classroom library. We did this through having students participate in a book pass to voice their opinions, suggestions, and recommendations for book purchases; creating a classroom set of library rules; and being involved in physically organizing the books and placing them on the shelves. We also wanted to make sure students recognized how other people helped us create our library, so students wrote personal thank-you notes to the board members who provided the funding grants. Each of these activities is described in more detail in the following discussion.

Book Pass

Before any of the young adult novels were purchased, Mr. Torre and I decided to have students participate in a book pass—an activity that allows students to preview or sample a variety of books.⁹ We wanted to learn about students' reading

preferences and use their responses to help us purchase the books.

Before the activity began, the students and I discussed features that might help them identify books they were interested in reading, such as the book cover, book summaries on the back of books or in the book flaps, any graphics or special features (particularly with graphic novels), and comments from other authors about the books. Mr. Torre wrote these features on the classroom whiteboard so students could reference them during the book pass activity. In order to provide students with a range of books to sample, I brought in fifty books from my personal collection and from the local public library. Each student was given a form and a book. Students had three minutes to preview each book. On their charts, students wrote down the book title, author, and comments about the book. Mr. Torre and I used the students' comment forms as a guide when purchasing books. Some of the popular book titles included, *Slam*¹⁰ and *Al Capone Does My Shirts*.¹¹

Creating Library Rules

Before the young adult literature arrived, Mr. Torre and I decided to have students create rules for using books from the library. To begin our discussion on rules for reading books from the library, students were given a copy of the local public library's rules as a model. Students first read over the public library's rules. Mr. Torre and I then asked them, "if you were in charge of the library, what three rules would you have?" Students shared their rules with partners and then participated in a whole-class discussion. They shared the rules they thought were most important, and from this list we created the classroom library rules. I made a laminated poster of the rules to display near the library. Reflecting on the lesson, Mr. Torre said, "I think the library rules gave the students a sense of ownership. They realize that this belongs to them."

Creating Our Library

When the books arrived, students took responsibility for categorizing, sorting, and organizing the books. They worked in pairs and were given fifteen books. The pairs of students were responsible for putting an author label on each book (to keep track of the books if they accidentally left the classroom). Mr. Torre and I gave students the following categories for the books: sports themes, science, historical fiction, historical nonfiction, stories about animals, and general fiction. When the students needed help, we assisted them in determining the categories. The categorized books were then shelved on the agreed-upon places of the bookshelf.

While most of these students attend the alternative school because of behavioral problems in school, there were no disruptions during the creation of the classroom library. Students worked both in small groups and as a whole class to label, categorize, and physically place books on the shelves in predetermined categories.

Saying Thank You

Mr. Torre and I wanted students to have the opportunity to show their gratitude toward the organizations that helped us purchase the books for the classroom library. Mr. Torre held a discussion about the components of writing a thank-you note. Students had the opportunity to write a thank-you note to each organization that helped us purchase books. We then sent the thank-you notes to each organization.

Students' Response to the Library

Mr. Torre and the students viewed the creation of the classroom library as a positive experience. Being actively involved in organizing the library gave students the opportunity to preview books they wanted

to read. It also allowed them to recognize the wide variety of books, topics, and genres that they found interesting.

Four of the students explained that working to label and categorize the books allowed them to become familiar with titles they might read in the future. For example, George stated, "I think it was fun 'cause I got to see a lot of books I want to read, like *Slam* cause it is about my favorite sport, basketball."¹²

Similarly, Jared said "I liked it 'cause I seen books I want to read, like all the sports books and *Al Capone Does My Shirts*."¹³

Partaking in the creation of the classroom library also provided students the opportunity to notice the wide variety of genres and literature available for reading. Eddy explained:

I think there are a lot of books and they range for younger people who can't read too good and books with bigger words which would be more sufficient for people in high school. There are a variety of books and people should be happy we got to participate in building our new library.

Students also mentioned they enjoyed reading and were excited to have the opportunity to read their favorite titles if they had time after classroom instruction. Janelle stated, "today I thought was fun because I labeled and organized books and saw lots of books I want to read. I enjoyed it because I love to read and now I know what books we have." Students also recognized that the library could be used for academic purposes as well. Marcus said, "if we read the books during class we will learn new things. And reading books helps us get a bigger vocabulary."

Implications

School libraries are incredibly important. Unfortunately, the Lincoln County Alternative School only has two

classrooms, and the building provides no physical space to create a library that might provide services for the entire student population. While there are concerns that classroom libraries might discourage students from coming to the school library, create circulation issues, or provide complications for funding, having the library in Mr. Torre's classroom was the best possible solution in our case. At the beginning of the project, students from both classrooms were using the library in Mr. Torre's classroom; however, the library was such a success that the following year we were able to fund an additional library for the other classroom as well.

Students Becoming "Readers"

The classroom library provided students access to books they could and wanted to read. Because most of the academic instruction is self-paced, students have many independent reading opportunities throughout the school day. Mr. Torre explained, "the library is a way for the students to spend their time productively. The majority of the students take advantage of this opportunity and have embraced reading."

Typically, students who attend the alternative school are not academically successful; initially many of the students did not view reading as an activity in which they could partake and excel. Access to the classroom library began to change the students' perceptions of themselves as literate members of their community. For example, at the beginning of the semester, Sam and David both said they were "not readers"; however, while educated at the alternative school, both boys read the entire nine-book *Bone* series.¹⁴ Sam claimed reading made him "look smart." David and Sam also had rich discussions with other youth about the *Bone* series, touching on plot, characters, and themes;

the boys were also known for recommending this book series to other youth.

The students also viewed the library as a resource for finding more information about topics they found interesting. For example, during a classroom discussion, Michael, a student, asked if he could use the library to look up information about the Holocaust. Drew, another student in the classroom, said, "you don't look like someone who reads." Michael responded, "ain't nothing wrong with reading a book. I mean, what is wrong with increasing your knowledge?"

How Librarians Can Do This in Their Communities

Many alternative schools do not have school libraries, so teen librarians interested in community outreach can help teachers create their classroom libraries. Teachers may want or need assistance in creating their classroom libraries. While teachers might have ideas for reading materials, they might appreciate suggestions for titles, authors, genres, or topics. Librarians can also serve as advisors on how to best organize a classroom library. Funding can be very difficult to receive; however, many librarians know how and where to purchase books. They can also help teachers write grants, organize book drives, and inform teachers about upcoming public library sales.

Librarians can also help teachers create text sets. Text sets are collections of resources from different genres and reading levels centered on a particular theme or topic. Text sets can be created by selecting works of fiction, nonfiction, poetry, and visuals. Having multiple texts surrounding a similar theme allows students to learn about multiple perspectives, make connections, and analyze information in a

critical manner. Because librarians have knowledge about a wide range of literacy materials, they can help teachers find supplemental materials for different topics, reading levels, and genres.

Librarians can visit the alternative school to give booktalks about books that could be purchased for the library. Fountas and Pinnell describe booktalks as a "very short commercial that tells just enough about a book to interest readers."¹⁵ Booktalks provide readers with important information about the book while creating student interest in the book, genre, author, or topic. Booktalks also provide students with a model for how to think about a book before reading the book.

Librarians can also coordinate their efforts with appropriate stakeholders in the community, including probation officers and juvenile court officials. Probation officers and other adults who work with youth may not have knowledge of young people's reading practices and interests. This allows librarians to become advocates for youth in alternative schools or juvenile justice centers.

The Lincoln County Alternative School hosts students from a variety of school districts. If school librarians know their district participates in an alternative school program for students suspended or expelled, they might consider ways they can continue to be a powerful influence even when students are in the alternative school. For example, a school librarian might consider hosting a book club for students from the librarian's school district who are attending the alternative school. This would provide students with a sense of community even when they are at the alternative school. Furthermore, the school librarian can work with teachers at both the home school and alternative school to bridge the disconnect, so the student can be reading the same books they might read at his/her home school.

A classroom library is no substitute for a school library, and if physical space and resources were available, a school library would be ideal. At the Lincoln County Alternative School, however, the creation of classroom libraries was a powerful experience for the teachers and students and has had profound implications for the students' readings practices. YALS

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Guidelines for Authors

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

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

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feature

Hot Spot: Teen Reading

Reading Maps Restyling Readers Advisory for Teens

By Kerry Sutherland

This essay is based on a presentation given with ASCPL colleague Kelly Wilson at the Ohio Library Council North Chapter Conference in Independence, Ohio, on April 28, 2011, which was inspired by Neal Wyatt's "Reading Maps Remake RA" in Library Journal (November 2006).

“I really liked this book. What should I read now?”

When approached with this question, librarians often offer books by the same author or within the same genre. This strategy can be successful to an extent but can also prevent teens from noticing other titles, authors, and classes of books they would enjoy. Furthermore, most readers can find books by the same author or in the same genre without much assistance: genre lists are available online and often in print in the library.

Reading maps help teen readers discover new and exciting materials by examining various aspects of a book the reader has already enjoyed—including pace, tone, point of view, detail, setting, and characters—and using those aspects to

make connections to other reading material. Mapping is a shared process that can involve a teen's peers as well as the librarian, and its result is a graphic representation of the connections between different books a reader might enjoy. Maps can be used in print or digitally. The digital format offers readers the opportunity to add to or change the map in the online environment which keeps the map fresh and current. Stepping outside our traditional reader's advisory methods also speaks to the developmental stages of adolescence, when readers are open to suggestions and forming lifelong reading habits that, through mapping, can include materials that might not otherwise be considered by the reader or librarian using genre-matching.

My Approach

As a habit, I pay close attention to what our teens bring into the library, picking up on their interests and personalities in order to forge and maintain connections with them. Along with art supplies, guitars, and skateboards, books are popular baggage. Approaching three of our regular teen

program attendees about their current reading materials in order to “map” was a natural activity, as we regularly discuss reading preferences. I spoke with each of the three study participants in a group setting so that other teens in the area, while involved in a variety of activities that included video gaming, homework completion, and open-ended art projects, would overhear and add their thoughts to the process if interested, which many of them were.

Autumn

Sixteen-year-old Autumn was reading L.J. Smith's *Vampire Diaries* when approached about her interest in the book: “I like romance and vampires, and there's some mystery, too. I really like how the girl goes from being a bitch to an actual person. There are vampire brothers who like the same girl, and she is torn between them. I also like it because it's a series, and I want the story to keep going.” Vampire romance is a pretty easy order to fulfill from our shelves; Rachel Caine's *The Morganville Vampires*, P. C. Cast's *House of Night*, and Melissa de la Cruz's *Blue Bloods* are not only vampire romances with mystery, but are series as well. *Crusade* by Nancy Holder and Debbie Vigue is a step outside Autumn's preferences with a twist on her affection for vampires and mystery—political intrigue involving vampire hunters. Her interest in character development within a vampire-ish framework might be satisfied with Darren Shan's *Cirque du Freak* series, in which the author adeptly handles the changes wrought upon the characters through their traumatic and stressful experiences.

Chris

Chris, who is seventeen but pretty sure he is intellectually about forty, only read adult fiction at the time we discussed his reading

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preferences. He was carrying Stephen King's *Cell* on top of his stack of textbooks, and explained his interest in the title: "It's mind control—brainwashing—by cell phones. I like the aggression and destruction, and also how the group of normal people have to find a way to survive. I like rough stories, especially if they are explicitly violent. I like that the story moves around. The characters travel and aren't in the same place all the time." There are a lot of Stephen King titles that meet Chris's requirements, most of which he had read, but he was unaware of the graphic novel adaptations of *The Stand* and the *Dark Tower* series. Wandering characters fighting for survival while managing relationship conflicts—that's a King standard. William Peter Blatty's *The Exorcist* came to mind as an example of mind control couched in demonic possession, along with the long-lived monster standard, Mary Shelley's *Frankenstein*, and another classic, *The Strange Case of Jekyll and Mr. Hyde* by Robert Louis Stevenson. Chris's aversion to teen fiction was addressed by other teens who suggested Libba Bray's award-winning *Going Bovine* for the hallucinatory traveling experiences, and the *Code Geass* graphic novel series, which is populated with vigilantes fighting mind control. *Fixed* by Beth Goobie deals with brainwashing, and Brian Keaney's *The Cracked Mirror* with drug-induced mind control.

Lexi

The Twin's Daughter by Lauren Baratz-Logsted was in the hands of sixteen-year-old Lexi when I approached her. She shared: "I like the little bit of romance—it isn't too much. I like the mystery and how

it is kind of fairy tale-ish. I like how it looks at the relationship between the mother and daughter and how that changes. The historical part of it doesn't really matter to me, I just like the story itself." The troubled relationship between mother and daughter called to mind the still popular V. C. Andrews *Flowers in the Attic* series. Jane Yolen's *Briar Rose* contains a fairy tale aspect along with a focus on family relationships; Libba Bray's *A Great and Terrible Beauty* trilogy is a supernatural fantasy that feels like a fairy tale and closely follows the family dynamics of several characters. Maryrose Wood's *The Poison Diaries* and Laura Whitcomb's *A Certain Slant of Light* both have the family relationship thread along with romance in historical settings, with Whitcomb's taking a supernatural turn. All of these books are historically set but not in the same time period as *The Twin's Daughter*, which, according to Lexi, was not an important aspect of her interest in the book.

Conclusion

It did not come as a surprise that the three teens who participated in this project focused on the depth of characterization and the relationships as they were forged or evolved in the books they liked; adolescents generally look (consciously and subconsciously) to others as examples as they form their own ideas of how relationships between adults operate, both negatively and positively. It seems natural that they would seek such information from the media they choose for recreational use. Mapping with (as opposed to "for") teens involves them in a self-exploratory

process that benefits your library as well as the teen patrons. Young adults may be more open to new ideas and suggestions than older patrons who may be set in their reading ways. An appropriate (meaning one that a reader wants to read and will more than likely take pleasure in reading) book in the hands of each and every patron means a circulation number for your library. Happy patrons return for more material, resulting in a higher circulation. More of your collection will be exposed to them by this method of advisory and ideally create habits that they carry through their reading lives; exploring new materials rather than staying focused on a certain genre or author may also promote creative thinking in other aspects of reader life as well. Teens who are included in the process of discovering new reading material cultivate critical thinking skills that are valued and validated by an adult (the librarian); in a society that often looks at adolescents as an inferior group, this act is an empowering step in the adolescent quest for identity, equality, and social connection.

Promote your collection by linking titles on your reading map to the same titles in your library catalog. Link to reading maps from your library's website. Link from reading maps to author and publisher websites and book reviews. Young adults are comfortable on the Internet and like to be engaged in that environment; using online reading maps and making use of links reach young adults where they are (the Internet) rather than expecting them to come to us. Offering the map along with the links in that environment allows them to explore the variety of materials you have in your collection. YALS

feature

Hot Spot: Teen Reading

E-reading Across the Digital Divide

How We Got to Be the First School Library Serving Incarcerated and Detained Youth to Get iPads into the Hands of Our Students

By Jessica Fenster-Sparber, Anja Kennedy, Claudio Leon, and Regan Schwartz

School libraries serving incarcerated and detained youth are almost always a few or more steps behind, technologically speaking. It's almost as if it's by design. As Jennifer Sweeney notes in *Literacy: A Way Out for At-Risk Youth*,

Learning to use computers and learning to find information using computers are just as important for detained youth as they are for teens and young adults outside. One detention resident stated that the library can "not only show us what is waiting for us in the

technological world, but it will also give us a chance to use devices to which we're not accustomed. (Davis 2000: 60, cited in Sweeney 2012)¹.

As new technology comes out, traditional school libraries are slow to adopt because of funding and purchasing issues, then there are further delays as librarians and administrators explore questions of security, and then school libraries serving incarcerated youth begin their long-haul efforts to adopt some adapted version. Exhibit number one: it's 2012 and incarcerated and detained youth throughout the country lack access to the Internet, including library resources that live on the Internet. In her research, Sweeney interviewed twenty-four professionals who provide library services to incarcerated youth, and most provided zero Internet access.

Our team works at Passages Academy, a school program within the New York City Department of Education's District 79. At Passages Academy, we serve youth in detention and placement settings up to the age of seventeen in multiple educational locations in New York City. The size of the locations range from 12 to 130 students and are in the care and custody of New York City's Administration of Children's Services Division of Youth and Family Justice.

When e-reading devices started to become more mainstream, Passages students seemed doomed, once again, to be on the losing side of the digital divide. Some of us, namely the library team at Passages, did not want to see that happen for the umpteenth time. One of our team members, Anne Lotito Schuh, wowed two of us with her iPad on our way back from ALA's 2011 Midwinter Meeting in California. It was a long flight from San Diego to New York City, and our minds spun at the thought of how excited our students might be to get their hands on this

REGAN SCHWARTZ, CLAUDIO LEON, ANJA KENNEDY, and JESSICA FENSTER-SPARBER work together at Passages Academy Libraries serving New York City's incarcerated and detained youth.

new technology. We resolved to find a way to make that happen. This article will share the useful bits of our journey to make tablet technology available to our students in a detention environment. We believe the lessons we've learned will help shape our future strategies for introducing emerging technologies. We hope that this article, while hardly describing a universal experience, can help others figure out strategic ways to implement new technology devices in their library settings.

Beginnings: An Idea, a Vision, and a Proposal

At Passages, we are fortunate to have Stephen Wilder at our helm. He is a supportive school principal who is as committed as we are to helping students become lifelong learners and satisfied readers. We are doubly lucky to have a nonprofit partner, Literacy for Incarcerated Teens (LIT), that is continuously looking for ways to improve the quality of school library services available to incarcerated and detained youth. Once we started to wonder if our students would be excited to read more if they had iPads in their hands, the next step was to figure out the logistics of a budget, purchasing, security and management, and how to capture it all in a proposal to our two potential champions.

Realizing What You Don't Know

We realized, as we began to develop a proposal, that we wouldn't be able to figure out the logistics without firsthand knowledge of iPads. The cost of the devices was, at the time, prohibitive to us as city employees. Consequently, we wrote our proposal acknowledging that and requesting funding for an initial pilot phase that would bring our library team into intimate contact with the devices and apps

we sought to master and make available to our patrons. We received the devices from our principal and gift cards to purchase apps with from LIT. It was important to both funders that the other was helping out, and we, as a result, felt twice-over supported in our efforts. We committed to being transparent and accountable recipients and to working as a team. We created a review wiki where we would list each app we purchased with the gift cards. The wiki enabled us to learn from one another's purchases as we progressed through this phase, as well as to share what we were learning with funders.

Research Stage

Once we began researching, purchasing, and reviewing apps, we quickly discovered a few key pieces of information that would go on to inform our entire pilot and change the way we thought (and continue to think) about what we would be putting into our students' hands. First, we saw that many apps included in-app purchasing; second, we found that many apps depended on an Internet connection to function. We noted these features in the reviews we posted to our iPad pilot wiki. Third, we saw that many apps had the potential to enhance classroom instruction in a variety of areas. This was significant because it meant that there would likely be a demand for class sets of iPads. Fourth, and relatedly, we realized that many apps provided multiple opportunities for user input, including the ability to leave text-based messages. This would be a problem in the surveillanced environments we work in, and would require extra time on, and attention to, maintenance. This led us to our fifth observation: downloading, updating, and maintaining the security aspects of the devices would require ongoing vigilance. We calculated that we would either need to add additional library staff to our team (an unlikely funding

prospect) or manage the iPads ourselves. Happy to augment the library's offerings and eager to enhance the library's image as the go-to tech stop in the building, we embraced this possibility. Remaining realistic, however, we considered our current workloads and what would have to fall by the wayside were we to manage class sets of iPads in our environments.

First-Phase Conclusions

This initial phase of the pilot led us to surprising conclusions that were fundamental to the design of the second stage of our pilot. We settled on five devices per library as the maximum number we could manage for the pilot without significant cuts to other library services to our community. We also surprised ourselves with the conclusion that the focus of our initial implementation would be on e-reading, specifically on four e-reading apps that would bring audiobooks, e-books, comic books and manga to our students and staff. The inability to offer class sets, the challenges in managing apps to support the content areas fairly and equitably, and classroom management issues with a variety of app options all contributed to this final decision. Deeply desirous of improving our ability to support school instruction, we decided that our capacity, at this phase in the research, was limited. For these reasons, we selected to propose a second-phase pilot design that was independent reading focused and not content-area specific.

Preparing for Phase 2

Collection Development

Having decided to focus exclusively on e-reading via the iBooks, Comixology, VizMedia, and Audio apps, our team divided the collection development

responsibilities into fiction, nonfiction, and comics/manga. While creating our fiction and nonfiction lists, we sought high-interest books with subject matter and themes that would appeal to our population. We gave preference to works that were visually intriguing and organized in ways that would facilitate the episodic nature of independent reading in the library. Since many of our students are striving and/or reluctant readers, we prioritized e-books that had an accompanying audiobook available in iTunes. Unfortunately, finding matching e-book and audiobook sets that also fit our other criteria proved difficult (and continues to challenge us as of the time of this writing). Since we have a team member who serves the team as the resident comics expert, it made sense for him to take responsibility for curating our electronic comics collection, focusing on popular series and characters with shorter story lines. In the end, our pilot collection development list included nineteen nonfiction books (seven with accompanying audiobooks), twenty-four fiction books (ten with accompanying audiobooks), and a total of 245 comic books and manga covering seventeen different characters/story lines and four manga series.

We secured funding from our administration to purchase fifteen iPads, which we evenly distributed between our three largest sites. Current copyright dictates that each item must be purchased individually for each iPad owned by and registered to an institution. To mitigate the expense of purchasing content, we dedicated two iPads at each site to e-books and audiobooks and three to comics. We spent a total of about \$790.00 per iPad on pilot content alone.

(Flawed) Research Design

Being information professionals, we were driven to collect as much meaningful

qualitative and quantitative data as we could regarding the impact of our iPad pilot through a school-wide pre-implementation survey and a follow up post-implementation survey given to each student once they had accessed the devices. We collaborated on a survey designed to gauge our students' past experiences with tablets and e-reading, as well as their level of interest in being able to access tablets in the library. The post-implementation survey was designed to mirror the first one, with the addition of asking specific questions about content that survey respondents would like to see on the iPads.

Unfortunately, our research plan was flawed from the outset. Perhaps the greatest hurdle (besides the incredibly transitory nature of our population) was the fact that we did not explicitly teach our students the word *tablet*. In compiling the data from their post-implementation surveys, filled out approximately two minutes after having just held an iPad in their hands, a significant percentage of our students answered that they had not ever used a tablet. If we had it all to do again, we would be more explicit about the terminology used in talking about e-reading and e-readers and would make our questions more straightforward. Across the country, our schools are becoming data-driven animals, and having accurate and reliable data to back up your claims of both need and success could make or break your project proposal. What is the takeaway lesson from all of this? Test-drive your survey before implementation.

The iPads Arrive!

Once the iPads were in our hands, and our collection development lists were finalized, it was simply a matter of loading the iPads with the selected content and determining the logistics of rolling them out to our students. As we toiled at purchasing,

running into issues with our iTunes account, and our purchasing system, we worked together to plan a two-part lesson introducing the iPads, complete with assessment. Once the iPads were ready to go, we each collaborated with our teacher colleagues to create a schedule of classes to participate in the pilot's second phase. During the month of January 2012, every class at Passages Academy's three largest sites was introduced to the iPads and had the chance to read on them.

Students and iPads: A Match Made in . . .

As the first classes came into the library for their introductory iPad lesson, there was an air of excitement and disbelief. Both students and adults frequently expressed surprise that they were going to be permitted to put their hands on such exciting, new technology within the confines of the detention setting. Because of the security and privacy concerns in our unique environment, we had disabled the cameras, restricted everything that could be restricted, and ensured that we were not within reach of a usable wireless signal. For some of our students, once they realized that they could not get online, their interest in the technology waned. For most, however, once they began reading, or listening, or scrolling through the available comics, they were hooked.

Data Collection

It was important to us that we were able to demonstrate to our funders both the need for and the impact of our pilot. As we mentioned before, we collected our data in the form of pre- and post-implementation surveys. Our pre-implementation surveys were distributed schoolwide and completed during class time. The follow-up surveys

were completed by each class at the close of their visit to the library to first use the iPads. The results of these surveys were tabulated and graphed by library team members.

Unfortunately, as we also already mentioned, our research design was flawed, and this resulted in some very questionable responses. Some of our data had to be thrown out. What was usable was graphed and presented to our pilot's champions in our official iPad pilot report. While we were disappointed in the errors in our data collection, we learned a great deal about designing meaningful data collection tools, which will surely benefit us and our students in the future.

Report to Funders

Communication with our key supporters was an important step in continuing to be accountable for the resources with which they had entrusted us, the goals we had committed to, and a next step to move us forward. Providing our principal and Literacy for Incarcerated Teens with a full report presenting the data, analyzing it, and putting forth our conclusions not only fulfilled a promise we had made during an earlier stage of the pilot, it also furnished us with an excellent opportunity to come together as a team and formally think through what we had learned and where we'd like to go. Reports can serve as wonderful reflective points, accountable records, and evidence of a goal reached.

Going Forward

We concluded, during the conversation around our report, that we would like to increase the volume and variety of content on the iPads in the near future by adding five to seven magazine subscriptions and ten to fifteen additional audiobooks with matching e-books. We also wanted to fill in gaps in our comics collection and complete our manga collections. We believed that these modest additions and ongoing access would be successful at achieving the outcomes we desired.

Going forward, we envision the libraries as a possible solution for housing iPad devices, training staff on protocols and classroom usage, and content management. We know that the pilot described in this article succeeded in laying the groundwork for fruitful conversations with teachers and administrators regarding that possibility in the months and years ahead. However, the pilot also made it quite clear that as we consider enlarging the libraries' role in managing iPads for our school's sites, such augmentation will inevitably mean that programming and instruction will receive less of the librarian's attention. To maintain current levels of instruction and programming while increasing iPad management in the library would require additional staff.

As a result of this pilot, Passages Academy Libraries are better equipped to play key roles in schoolwide and site-based conversations regarding the application,

acquisition, and management of iPads and other e-readers and tablet devices. From what we learned through the experience of the pilot, we also developed a better sense of realistic timelines for new technology implementation. We also grew as a team as we encountered and overcame challenges, gave and received support to and from one another, and engaged in deep and meaningful discussions around emerging educational technologies and the libraries' role in providing access and support. As schools move into the twenty-first century, it is important for our school libraries to help lead the way. As librarians, we have explicit training in educational technology and information and media literacy—training that can be of immense use to our colleagues, administrators, and most importantly, our students as we all work to move our schools forward and choose meaningful new tools to invest in. Our libraries are so much more than book repositories because of our expertise and hard work. It is critical to the growth of our libraries and the well-being of our school communities that we make every effort to share that expertise and hard work whenever possible. **YALS**

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the YALSA update

ASSOCIATION NEWS

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

The Teen Book Finder app Is Here!

Teen lit fans, library staff, educators, parents, and teen readers with Apple devices can now visit the Apple App Store and download the free Teen Book Finder, the first app created by YALSA.

The free app, which highlights books and media from YALSA's awards and selected book and media lists, can be run on an iPod Touch, iPhone, or iPad. YALSA's Teen Book Finder is available thanks to generous funding by the Dollar General Literacy Foundation. To learn more, including links to download the app, visit www.ala.org/yalsa/products/teenbookfinder.

"The Teen Book Finder is a great way for teens, parents, teachers, and librarians to get suggested titles from our wonderful recommended lists and awards for teens," said Sarah Flowers, YALSA president. "We're proud of the work our members do in selecting titles for lists and awards, and we want to share those excellent titles with a wide range of readers. I had the opportunity to demonstrate the app at the USA Science and Engineering Festival in Washington, DC, while we were in beta testing, and the people who saw it were very excited about it—and so am I!"

The Teen Book Finder's features include:

- books and media from all of YALSA's awards, including the Alex, Edwards, Morris, Nonfiction, Odyssey, and Printz;
- the past three years of YALSA's selected book and media lists;
- all books selected for the Teens' Top Ten;

- three Hot Picks, featuring different titles from the database, refreshed each day;
- the ability to search for books by author, title, award or list year, genre, by award, and by booklist;
- a Find It! button, powered by the OCLC WorldCat Search API, that will show users where to find the book in a nearby library and a book's available format, including audiobook and e-book;
- a Favorites button, to create an individualized reading list;
- the ability to share books from the Teen Book Finder on Twitter and Facebook.

The app was developed by Ora Interactive. An Android version is planned for later in 2012.

WrestleMania Reading Challenge Registration Open

Registration is open at www.ala.org/wrestlemania for the eighth annual WrestleMania Reading Challenge through July 31, sponsored by WWE® and the Young Adult Library Services Association (YALSA), a division of the American Library Association.

To participate:

1. **Register your library or school:** librarians and educators must register by July 31, 2012. To register, complete this brief online form.

2. **Promote the contest to your teens:** World Wrestling Entertainment will send promotional posters to all registrants in September. Registrants can download completion certificates, pledge forms, and other collateral from YALSA and WWE at www.ala.org/wrestlemania after registration closes.
3. **Help teens submit their entries:** tweens and teens will write a letter to their favorite WWE Superstar that convinces the Superstar to read the tween/teen's favorite book and then submit it through an online form that will be made available at www.ala.org/wrestlemania between October 1 and 31, 2012.

To learn more about the WrestleMania Reading Challenge, please visit www.ala.org/wrestlemania.

Teens' Top Ten Voting Starts August 13

Make sure your teens are up to speed for this year's Teens' Top Ten (TTT), in which teens across the world voice their choice for their favorite books. Download the 2012 Teens' Top Ten nominations and the Teens' Top Ten Toolkit at www.ala.org/teenstopten to encourage teens to read them before voting starts in August.

Teens' Top Ten voting begins August 13 and ends September 17. The votes will determine the 2012 Teens' Top Ten booklist, which will be announced online during Teen Read Week, October 14 to 20.

Librarians seeking new titles for readers' advisory, collection development, or simply to give to their teens as part of summer reading programming can see the 2012 nominations at the TTT website at www.ala.org/teensupten. In addition, the Teens' Top Ten toolkit offers customizable bookmarks and flyers, program ideas, and much more to encourage teens at your library to read the nominated titles.

TTT is a part of YALSA's Young Adult (YA) Galley Project, which facilitates access to advance copies of young adult books to national teen book discussion groups. Fifteen public libraries and school library media centers from across the country evaluate books from publishers and nominate books for TTT.

YALSA is accepting applications to be a 2012–2014 galley group through August 1 at www.ala.org/yalsa/teensupten.

YALSA 2011 Election Results

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Nonfiction

Scott Robins

Molly Collins

Maria Gentle

Shauna Yusko

Printz

Jennifer Lawson

Gregory Lum

Rachel McDonald

Elizabeth Schneider

Interested in running for office or want to nominate a colleague? Contact Sarah Debraski, chair of the 2012 Governance Nominating Committee at slcornish@gmail.com.

Find Tools for Evaluation and Planning in YALSA's Complete Summer Reading Manual

Available in the ALA Store

Summer reading programs are a mainstay of public library services; whether you're embarking on your first SRP or you think you could plan one in your sleep, you're sure to find helpful ideas in this complete manual, now available at the ALA store (www.alastore.ala.org) from the experts at YALSA.

Teen summer reading program planners will find:

- authoritative advice on planning, budgeting, and evaluation from experienced frontline librarians;
- tools for incorporating technology for any budget;
- readers' advisory sources and places to find reading trends each year;
- new ideas for marketing, outreach, and collaboration;
- detailed descriptions of programs that work from librarians just like you.

Contributors include Mark Flowers, Megan Honig, Erin Downey Howerton, Kat Kan, Maria Kramer, Chris Shoemaker, and Connie Urquhart.

This project was funded in part by a 2011 Carnegie-Whitney Grant from the American Library Association.

Young Adult Literature Symposium Registration Now Open

Register today for the Young Adult Literature Symposium, November 2–4, at the Hyatt Regency St. Louis at the Arch in St. Louis, Missouri. Early bird pricing begins at \$195 for YALSA members; registration is available at www.ala.org/yalitsymposium. Hurry; early bird registration ends September 16!

The 2012 theme is "The Future of Young Adult Literature: Hit Me with the Next Big Thing." The Young Adult Literature Symposium is funded in part by the William C. Morris Endowment.

Registration for the symposium includes a welcome reception on Friday night, educational sessions on Saturday and Sunday, coffee breaks on Saturday and Sunday, a reception on Saturday evening, and a general closing session on Sunday. Details, including a preliminary program, are available at www.ala.org/yalitsymposium by clicking on "Programs and Presenters."

Early bird registration costs

- \$195 for YALSA members and Missouri Library Association members;
- \$245 for ALA personal members;
- \$300 for nonmembers; and
- \$50 for students.

Rooms at the Hyatt Regency St. Louis at the Arch are offered at a special rate for registrants of \$105 per night.

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

- a half-day forum on dystopian teen literature (\$59);
- a half-day forum on engaging students with e-readers and social networking (\$59);
- a half-day forum on new trends in publishing for teens (\$59); and
- a guided library tour of public libraries in St. Louis (\$25).

In addition, symposium attendees can register for one of two Bill Morris Memorial Author Luncheons, featuring David Levithan (*Boy Meets Boy*; *The Lover's Dictionary*) or Patricia McCormick (*Sold*, *Purple Heart*). Tickets for each luncheon cost \$45.

To read program descriptions, download the preliminary program, find out how to reserve a hotel room, and see the full list of registration rates, visit www.ala.org/yalitsymposium.

YALSA Seeks Volunteers for Selection Committees and Some Award Committees and Taskforces

YALSA will be making appointments to the following committees and

taskforces during this latest round of appointments:

Amazing Audiobooks for Young Adults
Best Fiction for Young Adults
Fabulous Films for Young Adults
Great Graphic Novels for Teens
Popular Paperbacks for Young Adults
Quick Picks for Reluctant Young Adult Readers
Alex Award
Morris Award
Odyssey Award
2014 Midwinter Marketing and Local Arrangements Taskforce
2014 Midwinter Paper Presentation Planning Taskforce
Readers' Choice List Taskforce

How Committee and Taskforce Appointments Work and When They're Made

To serve on a committee or taskforce, you must be officially appointed by YALSA's President-Elect Shannon Peterson. YALSA is collecting volunteer forms from now through September 30 for members who would like to serve on selection and award committees as well as taskforces that begin work on February 1, 2013. If you are currently serving on a selection or award committee and you are eligible to and interested in serving for another term, you must fill out a volunteer form. This is the only way the president-elect knows for certain that you're interested in continuing on the committee.

What to Know Before You Volunteer

Before you volunteer to serve on a committee or taskforce, you'll want to learn

what the group does and what your responsibilities will be. YALSA has created a free webinar with information about what it's like to serve on a selection or award committee. Be sure to take the time to view it at <http://tinyurl.com/5s9g5uy>. It is also recommended that you contact the chair directly to express your interest in serving and to ask questions about what your involvement will entail. Names and contact information for all the committee chairs are available from the "Governance" link on YALSA's home page. From the "Get Involved" link on YALSA's website you'll also find information about each of the committees' functions, size, etc. Lastly, be sure to read through YALSA's handbook, especially the sections that list responsibilities for committee members. It's online at www.ala.org/yalsa. Just click on "Handbook" from the left menu.

Completing the Committee Volunteer Form

In order to be considered for a selection or award committee, you need to fill out a committee volunteer form by September 30 (find the form in the *YALSA Handbook*, www.ala.org/yalsa/aboutyalsa/yalsahandbook).

When you fill out the form, please be sure to include the name of the committee(s) on which you'd like to serve. If you don't indicate a few that you're interested in, it is very difficult for the president-elect to find the best fit for you. Also, please be sure to take the time to list your qualifications. Forms are only kept on file for one year, so you will need to fill one out each year that you would like to serve on a committee.

Once you complete and submit the online volunteer form, you'll receive an

automated email message saying your form has been received. The president-elect will not make the appointments until after the deadline closes for volunteer forms, so you will not hear back about the status of your form until November.

The Fine Print

- Appointments are for either one-year or two-year terms, depending on the committee. Selection Committee members must attend all committee meetings at the ALA Annual and Midwinter conferences, for the entire term of their appointment. Upcoming conference dates and locations can be found at <http://tinyurl.com/l24t5h>.
- Please be aware that there are no virtual members on YALSA's selection committees. YALSA does not pay travel expenses for committee members.
- Some selection committees require a heavy workload. For example, for the Best Fiction for Young Adults Committee, members are expected to read more than three hundred books per year.
- Certain selection committees are very popular and may receive dozens of volunteer forms for just two or three spots. If you've never served on a YALSA committee before, it isn't reasonable then to expect to be appointed to committees like Printz or Best Fiction for Young Adults on your first attempt.
- As per YALSA policy, individuals may not serve on more than one award or selection committee at the same time. YALS

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\$59: Using Social Networking, Web 2.0, and E-readers to Engage Students, 8:30 a.m.–12:30 p.m.

\$59: What's Next? Trends, Fads, and the Next Big Thing in Publishing, 1–4:30 p.m.

\$25: Tour of St. Louis Libraries 1–4:30 p.m.

Special Events (Nov. 3)

Additional registration required

\$45 Bill Morris Memorial Author Luncheon: David Levithan, noon–1:30 p.m.

\$45 Bill Morris Memorial Author Luncheon: Patricia McCormick, noon–1:30 p.m.

Symposium Events (Nov. 2–4)

Events included in registration

Friday

Welcome Reception

Saturday

Educational Sessions

Authors' Event

Sunday

Educational Sessions

Closing General Session

For details, visit www.ala.org/yalitsymposium.

Join YALSA for the premier YA lit event of the year: the 2012 Young Adult Literature Symposium in St. Louis, November 2–4!

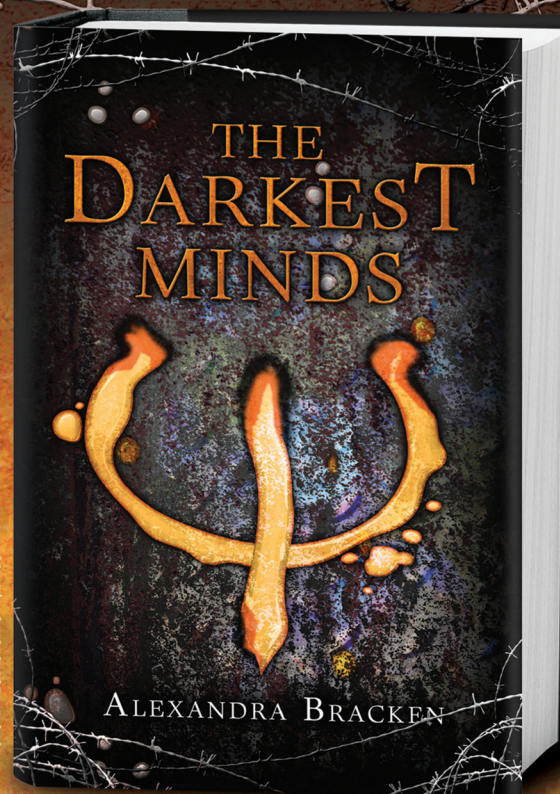
Don't miss out on your opportunity to join hundreds of librarians, educators, and others in discussing the future of young adult literature! Your registration gives you the chance to:

- » meet more than 30 YA authors
- » network with YA librarians and authors from across the country
- » receive free books and 12+ contact hours (we'll provide you with a certificate for your employer)
- » learn about current trends in YA lit
- » ...and much more!

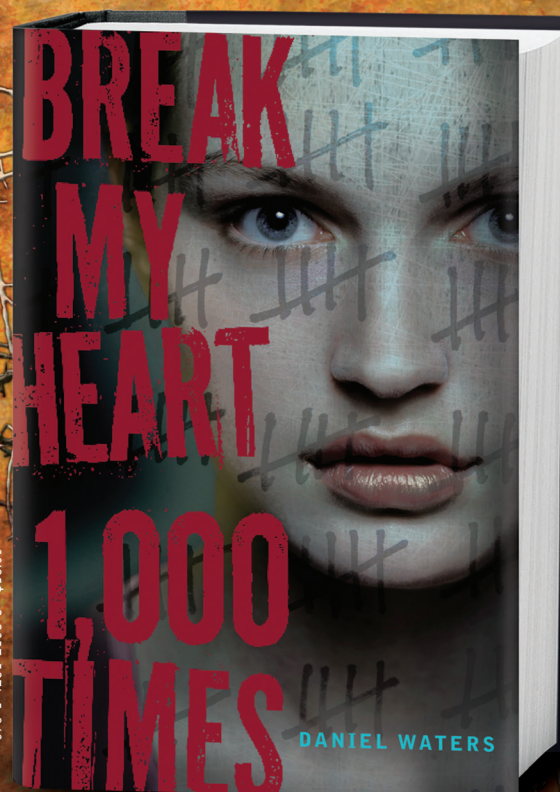
But hurry! You must register by September 17 to take advantage of our lowest registration rates (a 25% savings over onsite fees!):

- » \$195 for YALSA, Missouri Library Association, or Missouri Association of School Librarians Members
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