INSIDE:

INFORMATION TOOLS
MUSIC WEB SITES
TOP FIFTY GAMING CORE COLLECTION TITLES
INTERVIEW WITH KIMBERLY NEWTON FUSCO
INFORMATION LITERACY
AND MUCH MORE!

TUNE IN
@ your library

TEEN TECH WEEK ISSUE!
March 2–8, 2008

Tune In

@ your library

For Teen Tech Week™ 2008!

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About This Cover

Poster art for Teen Tech Week™ (TTW), March 2–8, 2008. TTW is a national initiative sponsored by YALSA to ensure teens are competent and ethical users of technologies, especially those offered through libraries. Let the teens in your community know that the library is the source for electronic resources such as DVDs, databases, audiobooks, electronic games, and more. To purchase the poster and other TTW materials, go to www.alastore.ala.org. Poster design by Distillery Design Studio.
from the Editor

Valerie A. Ott

Tuning In

If you haven’t already, be sure to register for YALSA’s second annual Teen Tech Week, which will take place March 2–8, 2008. YALSA established this initiative last year in recognition of the fact that technology is integral to teens’ lives. In fact, according to the Pew Internet Study, teens spend an average of more than six hours a day using media of varying types. Considering that teens spend approximately seven hours each day in a classroom, I thought this number seemed high. However, I suppose I shouldn’t be surprised, especially as, living across from our local high school, I watch as teens walk home at 3 p.m., talking on their cell phones, listening to their iPods, and texting their friends. Similarily, I was amused and slightly perplexed one day when I observed two teenagers at a popular eatery. When one got up from the table to refill her drink, her companion immediately got on his phone and held a twenty-second conversation with another friend that went something like this: “Hey, what’re you doing?” (Pause for reply.) “Nothing, I’m with Britney at Panera.” (Pause for reply.) “Yeah, OK, see ya.” This interaction, though brief, is the way teens interact: digitally and constantly. Presumably, cell phone usage continues on into the evening, not to mention the time spent downloading music, browsing the Web for pleasure or homework, and playing video games. Speaking of downloading music, this year’s theme—Tune In @ your library—focuses on music and sound. Although teens today listen to and acquire music differently than we used to, one thing has remained the same: music has universal appeal to teens through the decades. Today, music is almost ubiquitous in teens’ lives due to its availability through MP3 players and the Internet.

Hopefully, this year’s Teen Tech Week will help you find ways to make sure teens are responsible users of all that is digital, thereby making you a trusted and savvy professional. Visit www.ala.org/teentechweek to register for the event and to get activity ideas for this year’s initiative. And, don’t forget to check out the YALSA blog for topics related to Teen Tech Week as well. Not surprisingly, this issue of YALS is dedicated to Teen Tech Week and focuses on issues and ideas pertaining to this year’s theme and on technology in general. The Hot Spot contains a webography of music-related Web sites, Web tools, and partnership ideas for a successful Teen Tech Week as well as books related to gaming, among other articles. So, if you’re at a loss for how to observe this year’s celebration, or just feel a bit disconnected from your teens due to the constantly changing digital landscape, this issue will help you feel more tuned in.
A “captivating”* novel
by National Book Award nominee
BETH KEPHART

“A beautifully written, engrossing tale.” —School Library Journal (starred review)

“Compelling … memorable, graceful.” —ALA Booklist (starred review)

“A tale that is both winningly different and comfortably familiar.”
—Kirkus Reviews (starred review)*

“Intelligent, multilayered love story.” —Publishers Weekly (starred review)
This past October, YALSA members once again celebrated Teen Read Week, our national literacy initiative aimed at teens, their parents, librarians, educators, booksellers, and other concerned adults. Established in 1998, Teen Read Week is an amazing example of our members’ commitment to keeping libraries and reading front and center in teens’ lives. Our enthusiasm for celebrating Teen Read Week has led to national sponsorship and partnership opportunities for YALSA. And, it is always exciting to see the creative energies our members put into developing dynamic and unique programming for teens each year during October. Thank you to everyone for your continued support of this successful initiative!

In recent years, technology has created even more opportunities for YALSA members to connect with teens. As my presidential theme emphasizes, one of YALSA’s greatest strengths is its willingness to lead the way when it comes to exploring emerging technologies’ potential to connect with teens. In March 2007, YALSA launched another national initiative aimed at teens, their parents, educators, and other adults: Teen Tech Week. This edition of YALS is all about Teen Tech Week and how members are working to help teens become competent, responsible users of technology. Another important element of Teen Tech Week is helping teens recognize that librarians are trusted professionals in the field of information technology. While we know this, it is essential to make sure teens know just how good we are at what we do.

The common thread for success running through Teen Read Week, Teen Tech Week, and all of YALSA’s initiatives, projects, partnerships, and activities is, of course, the strength and energy of our members. It is an often-repeated fact that YALSA is the fastest-growing division of ALA. Our membership numbers are impressive. For the past three years, YALSA has been growing at a rate of 11 percent. We must continue to grow our membership in order to increase our advocacy strength and spread our best practices in serving teens.

Recruitment, however, is only one part of this equation. Another equally important part is the need to retain current members. This is particularly relevant right now, as YALSA’s much-needed, member-approved dues increase went into effect approximately one year ago. ALA also passed a dues increase that went into effect at the same time. This means YALSA members are paying more for their membership to both our division and to the association in general.

But, the benefits of your increased dues to YALSA can already be seen. They have allowed YALSA to add communications specialist Stephanie (Stevie) Kuenn to its staff, and she has helped to bring additional national media attention to YALSA. Anyone who has read my monthly president’s reports (available on the President’s Page at www.ala.org/ala/yalsa/presidentspage.htm) can see evidence of Stevie’s work in the growing list of media contacting YALSA. The dues increase also has allowed for more institutes and training to be offered across the country. With new initiatives and projects made possible because of additional dues, there are new committees and more opportunities for member participation, both virtually and in-person at conferences.

Beyond these clear member benefits, we continue to work hard to retain members by having leaders and staff focused on proactively responding to and addressing members’ needs and requests. Examples of this member-focused attitude can be seen in conference programs, such as the popular YALSA 101 sessions, created in response to members asking for more detailed information about how our division works and how to become involved. Members also are strongly encouraged to share feedback on a variety of division issues through postconference surveys as well as the recent survey this fall about YALS and YAttitudes. I can assure you that your member leaders pay very close and careful attention to these survey results when making decisions about the future direction of the division.

YALSA is all about our members, both new and long-standing. Your willingness to pay more in order to belong to our division is not something I take lightly. It serves as an inspiration to do everything possible to make sure YALSA performs above and beyond members’ expectations for service and excellence. Thank you for your continued support and confidence in our great division! YALS
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“Both real and heartfelt...[Friend] has an unmistakable gift for exploring family dynamics.” — Publishers Weekly

www.scholastic.com
Margaret Edwards Award Turns 20

By Betty Carter and Pam Spencer Holley

Like teenagers, young adult (YA) literature is often more about the here and now than the historical past. Librarians wonder about new formats, new authors, and new content. They second-guess the Printz winners and debate which books should become Best Books for Young Adults or Quick Picks. Only one award, the Edwards Award, looks back at an author’s body of work, to those books that have retained teen appeal, demonstrated literary merit, and served young adults as “a window on the world.” Appropriately this award honors Margaret A. Edwards, whose body of work embodies those same features for many who are involved in YA services. In January 2008, the Edwards Award will pass, in YALSA parlance, from young adult to adult, as it commemorates its twentieth birthday. YALSA, in great homage to its elders, now begins a year-long salute to this award. For YA librarians, it’s a good time to settle down with some of these oldies but goodies. You may find a title you never read, and this is the push you need to read it. You may enjoy a literary stroll down memory lane with a book you encountered as a teenager or as a beginning YA librarian. You may look over the list and think how much kids have changed or how much they’ve stayed the same. The Edwards Award is a part of our history, but the good news is you don’t have to memorize any dates and authors; just simply enjoy the material. —Betty Carter

The Annotated Edwards Award

Editor’s note: The annotations to the Edwards Award are a preview of the forthcoming The Official YALSA Awards Guidebook, edited by Tina Frolund and published by Neal-Schuman, Inc. for YALSA. The Official YALSA Awards Guidebook will be available in June at www.nealschuman.com.

2007

Lois Lowry
The Giver. (Houghton Mifflin, 1993). As Jonas receives the memories of his community from “the Giver,” he realizes his family and friends are unable to value life because they’ve never experienced it.

2006

Jacqueline Woodson
Miracle’s Boys. (Putnam, 2000) Milagro dies and her three sons react differently—the youngest weeps easily, the oldest resents giving up college and the middle son acts as though he wants to return to juvie.

Lena. (Delacorte Press, 1999). Lena endures her father’s abuse, but when she sees the same pattern developing with her younger sister, she knows running away can’t be any worse than life at home.

If You Come Softly. (Putnam, 1998). Being in love for the first time is special, unless you’re black Jeremiah and white Ellie and must contend with racism and police brutality.

From the Notebooks of Melanin Sun. (Blue Sky Press, 1995). African American Melanin can’t believe that his mother plans to disrupt their cozy twosome life at home.

BETTY CARTER currently chairs the YALSA task force that will kick off the celebration of the 20th anniversary of the Edwards Award. She served as chair of the Edwards Award in 1992 and in 2002 edited a centennial edition of Margaret A. Edwards’s The Fair Garden and the Swarm of Beasts. PAM SPENCER HOLLEY is a retired school librarian and writes the Gale series, What Do Children and Young Adults Read Next? She also was the 2005–06 YALSA President and is the coauthor of the forthcoming Quick and Popular Reads for Teens (ALA Editions, 2008). She will chair the 2008 Odyssey Award committee.
of a family just because she loves some white woman named Kristen.

I Hadn’t Meant to Tell You This. (Delacorte, 1994). A warm but unusual friendship develops between popular black Marie and white newcomer Lena, who are linked by the loss of their mothers and Lena’s horrific secret.

2005

Francesca Lia Block

*Baby Be-Bop.* (HarperCollins, 1995). In Dirk’s pre-Weetzie days he is badly beaten by gay bashers and slumps into unconsciousness; dreaming of his ancestors and their loving stories helps him heal.

*Missing Angel Juan.* (HarperCollins, 1993). Witch Baby follows Juan to New York City where she meets Weetzie’s father’s ghost who helps her find Angel Juan—just when he wants to be found.

*Cherokee Bat and the Goat Guys.* (HarperCollins, 1992). Cherokee raises Witch Baby’s spirits by starting up a band, but magical costumes and instruments can’t guarantee success.

*Witch Baby.* (HarperCollins, 1991). Left on Weetzie Bat’s doorstep, Witch Baby becomes part of the family but not knowing her parents makes her question who she is and act like a “witch baby.”

*Weetzie Bat.* (Harper and Row, 1989). Frustrated that neither she nor her best friend Dirk find their true loves, Weetzie makes a wish and discovers her Secret Agent Lover Man while Dirk meets Duck.

Ursula K. LeGuin

*Tehanu: The Last Book of Earthsea.* (Atheneum, 1990). Adopted and trained by Tenar, Therru earns her name Tehanu when she is able to call the dragon Kalessin, which saves Tenar and Ged from an evil wizard.

2004

Nancy Garden

*Annie on My Mind.* (Farrar, Straus & Giroux, 1982). First meeting at the Metropolitan Museum of Art, Liza and Annie live in different social and economic worlds, but each slowly accepts her love for the other.

2002

Paul Zindel

*The Pigman & Me.* (HarperCollins, 1992). Zindel tells of meeting his own “Pigman” during his teen years—a friend’s father who listens to his troubles, teaches him to fight, and then cooks him tasty Italian dinners.

The Pigman’s Legacy. (Harper & Row, 1980). Still feeling guilty about Mr. Pignati’s death, John and Lorraine befriend the old man they find squatting in the Pigman’s former house.


Margaret A. Edwards

Zindel’s former student
them to suggest getting a hamburger when make-out sessions become too steamy, but Liz and Maggie find her advice doesn’t always work.

House-sitting for Mr. Pignati while he’s hospitalized, teens John and Lorraine throw a party that grows out of control and leads to Mr. Pignati’s fatal heart attack.

That_Was_Then_This_Is_Now_; _Rumble Fish_ and _Tex_). Enhance your display with a photo of the authors and a short bio.

_You Can’t Beat the Classics_: Choose Edwards-winning books that have stood the test of time and create a display that features them, such as _A Wrinkle in Time_ by Madeleine L’Engle or _The Giver_ by Lois Lowry. Have library workers or teens who have read the books write brief reviews of the titles on the display and attach them to the books.

_Retro Reading_: Create a display that features Edwards-winning books from the 1980s and 1990s. Enhance the display with retro items from each year—such as the Rubik’s Cube, posters of popular bands, Teenage Mutant Ninja Turtles action figures, and so on.

Programs
You can create engaging programming that features the Edwards Award year-round. In a pinch, download the Margaret A. Edwards PowerPoint game from the YALSA Web site (you’ll find the game at www.ala.org/yalsa/edwards) and use it to encourage teens’ interest in YALSA.

2001

_Robert Lipsyte_
_The Chief_. (HarperCollins, 1993). Now a police sergeant, Alfred Brooks sends aspiring Native American boxer Sonny Bear to Donatelli’s gym, which begins Bear’s upward climb in boxing circles.
_The Brave_. (HarperCollins, 1991). Cheated of his amateur crown, Sonny Bear is ready to give up boxing, but realizes his prowess in the ring can help his family and friends on the reservation.
_One Fat Summer_. (Harper & Row, 1977). Resigned to teasing about his obesity, Bobby spends his summer mowing Dr. Kahn’s never-ending lawn and dreams of candy, cookies, and cake with every step.
_The Contender_. (Harper & Row, 1967). High school dropout Alfred takes
boxing lessons from Mr. Donatelli where he learns that showing up and being a contender is more important than winning.

2000

Chris Crutcher

Staying Fat for Sarah Byrnes. (Greenwillow Bks., 1993). Swimming to slim down as well as to accompany his badly scarred friend Sarah, Eric sticks with her even when he’s slender and she stops talking.

Athletic Shorts. (Greenwillow Bks., 1991). If you haven’t met Telephone Man or fat Angus Bethune from Crutcher’s novels, this collection of short stories provides the perfect introduction.


The Crazy Horse Electric Game. (Greenwillow Bks., 1987). Running away from his Montana home after an injury robs him of athletic talent, Willie regains his mental and physical ability, but wonders if he can return to his family.

Running Loose. (Greenwillow Bks., 1983). Louie faces the scorn of his classmates when he refuses to play for an immoral coach, unaware that bleaker days lie ahead.

1999

Anne McCaffrey


Though the white dragon Ruth shouldn’t even exist, and Jaxom shouldn’t have impressed her, he and Ruth soon become an experienced dragon-rider team.

Dragonsinger. Harper Hall Trilogy, Book 2. (Atheneum, 1977). As the Master Harper’s special apprentice, Menolly discovers she has to learn about music and how to get along with harpers who are jealous of her talent.


Dragonquest. Dragonriders of Pern, Book 2. (Ballantine Bks., 1971). As the periods of threadfall increase, dragonrider F’lar searches for ways to better protect Pern and its citizens.

The Ship Who Sang. (Walker, 1969). Born physically but not mentally disabled, Helva is technologically enhanced to become a scout ship that spends centuries searching for the perfect partner to fly her.

1998

Madeleine L’Engle

A Ring of Endless Light. (Farrar, Straus & Giroux, 1980). Vicky struggles with the deaths of friends and relatives, until one boyfriend steps forward and helps break the spell of darkness surrounding her.

A Swiftly Tilting Planet. (Farrar, Straus & Giroux, 1978). Halting the threat of nuclear war falls to Charles Wallace Murry, whose time travels eventually alter the personality of a militaristic South American dictator.

A Wrinkle in Time. (Farrar, Straus & Giroux, 1962). After a visit by celestial time travelers, siblings Meg and Charles Wallace Murry prove the power of love when they travel along “a wrinkle in time” to rescue their father.

Meet the Austins. (Vanguard Pr., 1960). Family life at the Austins turns upside-down when their orphaned cousin, manipulative Maggie, moves into their lives and their home.

1997

Gary Paulsen

Canyons. (Delacorte Pr., 1990). Brennan Cole discovers the skull of Coyote Runs, a young Apache brave shot on his first raid, whose restless spirit is eventually laid to rest in a favorite canyon.

Woodsong. (Bradbury Pr., 1990). Author Paulsen and his sled dogs train in the frozen Minnesota winter for their first attempt at running the Iditarod Sled Race in Alaska’s wilderness.

Winter Room. (Orchard Bks., 1989). Sitting in the fire-lit winter room, two brothers forget about the snow and ice and listen with delight to the stories Uncle David shares of a legendary lumberjack.

The Crossing. (Orchard Bks., 1987). An emotionally disturbed American
soldier and a young Mexican boy, both of whom hope for a better life, cross paths and ironically attain their dreams.

*Hatchet.* (Bradbury Pr., 1987). After his pilot suffers a fatal heart attack and the plane crashes into a Canadian lake, sole survivor Brian Robeson swims ashore with only a windbreaker and a hatchet.

*Dancing Carl.* (Bradbury Pr., 1983). One winter Carl works at the town's skating rink, dancing around the ice in a way that mesmerizes Willy and Marsh, two young boys who discover Carl's secret.

**1995**

**Cynthia Voigt**

*Jackaroo.* Kingdom Cycle, Book One. (Atheneum, 1985). Donning the disguise of Jackaroo, a legendary Robin Hood character, Gwyn plans to help the poor but discovers she is not the only one masquerading with that intent.

*The Runner.* Tillerman Family Cycle. (Atheneum, 1985). The Vietnam War rages, his family's farm requires his help, and his father makes impossible demands — Bullet's salvation is his running.

*Building Blocks.* (Atheneum, 1984). Frustrated that his father never stands up to his mother, Brann sees another side when he travels back in time and observes his father as a ten-year-old.

**1996**

**Judy Blume**

*Forever.* (Bradbury Pr., 1975). Teenager Katherine thinks she'll love Michael forever; but, after a summer apart, forever doesn't seem as everlasting.

1995

**Walter Dean Myers**

*Fallen Angels.* (Scholastic, 1988). Seventeen-year-old Richie Perry quickly discovers that even the streets of Harlem didn't prepare him for the bustling exhibits hall, packed with the latest products and information from library and information technology vendors. Countless networking opportunities and social events.

**Dicey's Song.** Tillerman Family Cycle. (Atheneum, 1982). In this sequel to *Homecoming*, it's hard for Dicey to relinquish her parental role to her eccentric grandmother Abigail, though she savors the idea of time on her own.

*Homecoming.* Tillerman Family Cycle. (Atheneum, 1981). Abandoned by their mother, Dicey shepherds her three younger siblings on a journey until they find a home with a grandmother they never knew they had.

**1994**

*Building Blocks.* (Atheneum, 1984). Abandoned by his mother when he is only seven, Jeff is raised by his unemotional father but finally realizes that love doesn't need to be showy or demonstrative.

*Dicey's Song.* Tillerman Family Cycle. (Atheneum, 1982). In this sequel to *Homecoming*, it's hard for Dicey to relinquish her parental role to her eccentric grandmother Abigail, though she savors the idea of time on her own.

*Homecoming.* Tillerman Family Cycle. (Atheneum, 1981). Abandoned by their mother, Dicey shepherds her three younger siblings on a journey until they find a home with a grandmother they never knew they had.

1994

**Walter Dean Myers**

*Fallen Angels.* (Scholastic, 1988). Seventeen-year-old Richie Perry quickly discovers that even the streets of Harlem didn't prepare him for the...
grim reality of the body bags, bugs, and napalm of the Vietnam War. Scorpions. (Harper & Row, 1988). With his older brother in jail, Jamal reluctantly assumes leadership of the Scorpions gang, a far cry from his dream of becoming an artist.

Motown and Didi. (Viking Kestrel, 1984). Didi wants to escape from Harlem and attend college while Motown works hard at low-paying jobs to remain independent—together they keep their dreams alive.

Hoops. (Delacorte Press, 1981). Hoping that basketball will be his ticket to college and the NBA, Lonnie worries that Coach Cal will revert to his gambling habits and blow the team’s final championship game.

1993

M.E. Kerr

Night Kites. (Harper & Row, 1986). When Erick learns that his older brother Pete has returned home to die of AIDS, he’s glad for the understanding of his nonconformist girlfriend Nicki.

Me Me Me Me Me: Not a Novel. (Harper & Row, 1983). An autobiographical account of the author’s life where Kerr shares some of the life stories which have inspired and contributed to her writing.

Gentlehands. (Harper & Row, 1978). What are you supposed to do when you discover that your beloved, cultured grandfather is a Nazi war criminal?

Dinky Hocker Shoots Smack! (Harper & Row, 1972). Dinky’s do-gooder mother neglects her until their city’s sidewalks and buildings are emblazoned with “DINKY HOCKER SHOOTS SMACK.”

1991

Robert Cormier

After the First Death. (Pantheon Bks., 1979). Determined to prove he’s worthy of being called a terrorist, 16-year-old Miro helps capture a busload of small children, but feels qualms about the necessity of killing.

I Am the Cheese. (Knopf, 1977). Adam Farmer and his family are part of a witness protection program that seems to do more harm than good in a work where fantasy and reality coexist.

The Chocolate War. (Pantheon Bks., 1974). When Jerry refuses to sell chocolates for a school fund-raiser, he unleashes his little sister Mindy from their stepfather, but too late realizes that Brad is crazy and there’s a search warrant for their arrest.

Chapters: My Growth as a Writer. (Little, Brown, 1982). Beginning with the first story she wrote in kindergarten, author Duncan shares those tales that chronicle her beginning stages as a writer.

Killing Mr. Griffin. (Little Brown, 1978). Convinced their English teacher is unfair, five students decide to kidnap and frighten him, not realizing that Mr. Griffin has a heart condition.

Summer of Fear. (Little, Brown, 1976). Orphaned Julia comes to live with Rachel’s family and immediately charms everyone, except for Rachel and her dog Trickle who have good reason to distrust her.

I Know What You Did Last Summer. (Little, Brown, 1973). Four friends make a pact to never tell of the horrible incident that occurred last summer, but someone else knows and threatens to reveal their secret.

Ransom. (Doubleday, 1966). Being kidnapped while on your school bus is frightening, but even worse for five students is wondering if your parents will even pay your ransom.
the wrath of some of the Catholic faculty and a group of student bullies.

1990

Richard Peck

Remembering the Good Times. (Delacorte Pr., 1985). Buck, Kate and Trav are an unlikely but close-knit trio; when Trav commits suicide, Buck and Kate are left behind to “remember the good times.”

Secrets of the Shopping Mall. (Delacorte Pr., 1979). Escaping from a gang, Bernie and Theresa wind up living in the department store of a suburban mall, but may not be the only live bodies residing there.

Father Figure. (Viking Pr., 1978). When Jim and his younger brother Byron reunite with their estranged father, the biggest problem is deciding who will be the “father figure” for Byron.

Ghosts I Have Been. (Viking Pr., 1977). Snubbed by the rich girls in her class, Blossom Culp makes friends with ghosts and her wealthy classmate Alexander Armsworth, who also has the gift of second sight.

Are You in the House Alone? (Viking Pr., 1976). When a rich, popular student harasses and then rapes Gail Osborne, no one believes her.

The Ghost Belonged to Me. (Viking Pr., 1975). Alexander Armsworth doesn’t believe there’s a ghost living in his barn until she tells him how to prevent a train wreck.

1989

No Award Given

1988

S. E. Hinton

Tex. (Delacorte Pr., 1979). Life’s not easy for Tex and his brother Mason with their father away at rodeos; selling their horses is only the first step Mason takes for the brothers to survive.

Rumble Fish. (Delacorte Pr., 1975).

When his older, delinquent brother Motorcycle Boy flees criminal charges, Rusty-James is left on his own with neither the skills nor the smarts needed to survive.

That Was Then, This Is Now. (Viking, 1971). Twelve-year-old Byron has always adored his foster brother Mark, which makes it so hard to turn him in for selling drugs.

The Outsiders. (Viking, 1967). Conflict between two gangs, the privileged Socs and the poor Greasers, leads to the death of Ponyboy’s best friend and the beginning of a new age in teen literature. —Pam Spencer Holley

YALSA

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A great book.

What more do you need?
Do We Still Dewey?
By Christine Allen

Do we still Dewey? Well, yes, we do, but technology has changed so much of everything else we do in today's school library. For example, I have to admit, I let this article go to the deadline because I knew technology would save me; I could e-mail it in no time at all. Although there’s nothing really wrong with that, today’s reliance on technology didn’t exist for most of us even a few years ago.

A similar difference exists between what our students’ lives are like now and what we were taught about those students when we were in school learning to be library media teachers or specialists. (I know it may offend some, but I do think it was easier when our title was plain and simple: librarian.) Even for twenty-somethings, so much has changed in such a short span of years that you, too, can be nostalgic about telephones that haven't become a physical attachment to one's head. Or not. What has really changed—and will never go back—is the ability to access all kinds of information in all kinds of ways. Our students are accustomed to this; we still may be adjusting.

While thinking about writing this article, I picked up a children’s book called JAZZ A B Z by Wynton Marsalis and Paul Rogers (Candlewick, 2005) to find the frontispiece looking as if it were part of a 78 rpm record sleeve with a black record sticking out of it. For students, this book begs an explanation, and who better to discuss this than the school library teacher? No one even sees a vinyl record anymore unless they are collectors. Students today have no knowledge of records, or of record players, for that matter. This reminded me of Beloit (Wisc.) College's attempts to give its staff the big picture regarding incoming freshman:

- their lifetime has always included AIDS;
- Bert and Ernie of Sesame Street fame are old enough to be their parents;
- they have never had a polio shot, and likely do not know what it is;
- gasoline has always been unleaded;
- they have always had VCRs and DVDs, but they have no idea what a BETA cassette is;
- Banana Republic has always been a store, not a puppet government in Latin America; and
- there has always been cable TV and, in particular, lots of music channels.1

I believe our biggest challenge today is to keep up with (and hopefully outpace) our students so we do not seem dinosaurian to them, and so they will keep on needing to learn from us. There may be a really steep learning curve here, but take heart: the school library's mission is still to ensure students and staff become effective users of ideas and information. And, students will still look to you as a non-technological guide to recreational reading. We still want teens to not just be able to read, but to want to read, and to look for enjoyment, satisfaction, and, yes, even escape, in their reading choices. After all, we read their books, so who better to advise or recommend what would most appeal?

Former ALA president Sarah Long writes, “As a librarian, I worry about the future of libraries. I know that people born after 1980 are very different from those of us who were born earlier. These less-than-30-year-olds were born digital. All their lives they’ve had computers and digital toys of various descriptions. There is some evidence that they actually think and process information differently as a result...”2 Like it or not, school librarians today better be on the cutting edge of learning and information technology. We can either hold the broom, or be swept away by it.

In today’s schools, the emphasis should be on locating, selecting, understanding, assimilating, and synthesizing exponentially increasing amounts of information. Knowing how to find information is empowering. Testing is important for proving those abilities, but it is in the library that students have the chance to actually expand their abilities to do all of that. And, perhaps most importantly, to enjoy learning how to be empowered.

Corny as it sounds, it is still true: This is why you wanted to be a school library teacher. Teach your students how to learn and they will be able to succeed in their lives. YALSA

Reference

CHRISTINE ALLEN is currently YALSA’s elected ALA Councilor and the District Librarian (K–12) for a large, urban southern California school district. She also has been a youth services librarian in a public library and has taught elementary and middle school students.
The members of the Elizabeth (N.J.) Public Library’s teen book discussion group have been participating in YALSA’s YA Galley project for the last three years, but this was the first time they’ve had the opportunity to nominate books for Teens’ Top Ten. To celebrate this next step of involvement, the group was extended to include monthly meetings at the Elmora Branch library, and bimonthly meetings with an after-school group at Lafayette Middle School. The former participants and the new group members stepped up to the challenge and read widely over the course of the year, reviewing and nominating with a critical eye. These very savvy, and very opinionated, readers were not shy about voicing their thoughts! The students are very proud of the final Teens’ Top Ten list, and were pleased and honored to be asked to share their comments about the books that made the cut.

1. **New Moon** by Stephenie Meyer (Little, Brown Books for Young Readers, 2006). Stephenie Meyer captured all of us in this intense sequel to *Twilight*. Everything with Bella and Edward was going fine, well, as fine as a normal girl dating a vampire can get. In *New Moon*, Bella and Edward face new tribulations. You soon find out that the Cullens aren’t the only unknown creatures Bella should watch out for. With new characters, deep secrets, and new revelations, Bella comes to one of the biggest decisions in her life. Meyer got us once again captivated by her books. I would highly suggest this book to anyone who loves all of the following ingredients: two cups of romance, two teaspoons of secrets, and a dash of blood. I promise it will be the tastiest thing that your teeth will ever sink into.—Rafaella, 16

2. **Just Listen** by Sarah Dessen (Viking Children’s Books, 2006). *Just Listen* is about Annabel Greene and how her social life was gone because of an incident at a party. She hates confrontation and just keeps everything in, from her older sister and her eating-disorder to that party and her tiring modeling career. Until she meets Owen, music-obsessed and anger-managed. I really like this book. It’s kind of general but that is easily forgotten with the storyline and everything.—Janis, 16

3. **How to Ruin a Summer Vacation** by Simone Elkeles (Flux, 2006). When 16-year-old Amy Nelson’s father begs her to go to Israel to meet his side of the family, it’s going to be nothing like she thought it would be. My opinion is that *How to Ruin a Summer Vacation* is a fantastic book from the author Simone Elkeles—Robert, 16

4. **Maximum Ride: School’s Out—Forever** by James Patterson (Hachette Book Group USA/Little, Brown Books for Young Readers, 2006). *Maximum Ride: School’s Out—Forever* is the second installment to the Maximum Ride series. Max and her...
flock finally escaped School. They end up living with an FBI agent and attend normal school. Everything seems alright for a while and they experience normal human life until the Erasers come back and the voice in Max's head speaks again. Then the secrets come pouring out and they're on the run again. This book really keeps you guessing. It has the right amount of genres from comedy to sci-fi and everything else in between—Janis, 16

5. Firegirl by Tony Abbott (Hachette Book Group USA/Little, Brown Books for Young Readers, 2006). Firegirl is a story about a seventh-grader named Tom whose world gets ripped apart. He spends his days with his friend, Jeff, who is domineering and bossy, and also wanting to ride in a Cobra (old car). A new girl is brought into his class and she was severely burned in a fire. This changes everything for him and he kind of realizes that maybe he shouldn't make so many allowances for Jeff's behavior and that you don't put aside what's important for something like, say, a ride in a Cobra. I really think this book is a good eye-opener for teenagers that are in middle school and that are beginning to realize that everything isn't peaches and cream.

He goes through this short experience with a somewhat changed attitude and I think this book really would be helpful to read because we don't encounter conflicts like this that make it easier to see the obvious issues with the way we usually think. It's also about going against peer pressure, which we all deal with every day. It's a good book, easy to read, and it has a good message—Stephanie, 17

6. All Hallows Eve by Vivian Vande Velde (Harcourt, 2006). All Hallows Eve is best for chills and thrills, from haunted cars to evil witches, perfect for short stories of horror. If you're interested in happy endings, this book isn't for you. It has a mix of Nightmare on Elm Street meeting with Hocus Pocus—Anthony, 16

7. Life As We Know It by Susan Beth Pfeffer (Harcourt, 2006). Over the course of history various parts of the world have been influenced by natural disasters, each of them shaking up numerous populations. So imagine having to face a calamity which not only impacts your location but the rest of the world as well. For Pennsylvania teen, Miranda, such a nightmare is reality once a meteor bats the moon nearer to the earth, and a sudden chain reaction of worldwide earthquakes, tsunamis, and volcanoes is set off. While her family and neighbors struggle to make difficult decisions as the world around them is literally being destroyed, Miranda realizes that the life she once took for granted is worth more than she used to believe. Aside from the typical message to never take things for granted, this novel also reminds us that there are times when we are required to make choices on the spot which can either benefit us positively or negatively. Despite the fact that complications occur daily, it is up to us to decide whether to give up hope or seize the future as ours. Susan Beth Pfeffer's Life As We Know It teaches us this and more; her stunning novel lands itself on my list of preferred reads—Genesis, 16

8. River Secrets by Shannon Hale (Bloomsbury, 2006). The book River Secrets is about a 16-year-old boy named Razo who was good friends with the King and Queen of Bayern. Razo was born in the forest with his six older brothers. He is part of the Bayern army who fought against Tira, the enemy city. During the war, Bayern had a girl named Enna who is a fire-breather. She burned the city and the Tiran soldiers. So now
since the war is over, the two cities decided to make peace by sending ambassadors to each country and Razo goes along. I thought the book was really interesting. I found Razo to be clever and charming. The book was really mysterious about Enna and I fully recommend it to other teenagers—Rachel, 16

9. Bad Kitty by Michele Jaffe (HarperCollins, 2006). Michele Jaffe blows us away with Bad Kitty. This book has everything a person looks for in a book. It’s about a girl named Jasmine who finds herself in a real mystery while she’s on vacation with her family in Las Vegas. Although Jasmine is a great character, she’s not the only one who captures your attention. There’s her fashion-crazed best friend who drives a van called The Pink Pearl, and an unlikable cousin who loves flavored lip-gloss so much she considers it a sort of dessert (and also one who brings trouble to the others). The whole book takes you on this crazy ride with an actress/model and her fugitive husband, a very attractive man with a sexy British accent, and a pack of fashion-crazed, troublemaking, random friends. You can’t help but laugh with the characters and sometimes at them, too. (You see, Jas seems to attract catastrophe. After the cat attack, she runs into a wedding, causing the cake and the bride to wind up in the pool.) Needless to say, this book is one of a kind—Rafaela, 16

10. Road of the Dead by Kevin Brooks (Scholastic/Chicken House, 2006). Road Of The Dead is a book about two brothers who go on a mission to find their sister’s killer. They retrace her steps in the hopes of coming across something that will lead them to the killer and help them better understand what happened the night their sister was raped and murdered. I thought this was a great book mainly because it had a good plot and a great ending. The characters themselves make this book a great read—Mariana, 17 YALs
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Great Strength to Those Who Read
An Interview with Kimberly Newton Fusco
By Dominique McCafferty

Kimberly Newton Fusco is the author of *Tending to Grace*, which won ALA's Schneider Family Book Award in 2006 for its portrayal of a disability. Prior to becoming a full-time writer, Fusco was an award-winning reporter and editor. She lives in Foster, Rhode Island, with her husband and their two sons and two daughters. She is working on her third novel.

**YALS:** Will you tell us about your childhood?

**Kimberly Newton Fusco:** I grew up in a small town in central Massachusetts with my mother, father, and sister. We spent most of our summers on Cape Cod in our beach buggy. As we got older, we got even more adventurous, and went backpacking in New Hampshire, Maine, and even Nova Scotia. My father would take us foraging for wild foods, and that part of Agatha’s character came from him. Not the crankiness, though! Students often ask me if my parents are like Cornelia’s, and I say, “No, my parents are really nice people. You’d like them.”

The part of the book that I stole from my own childhood was the stuttering. I was a pretty severe stutterer until I got some speech therapy in college. All those feelings of being afraid to talk, of having to read out loud and wanting to hide—all that came from my life. When Cornelia says, “I take a deep breath and that’s all it takes for my throat to lock and I’m caught in the lonely place between what I want to say and what I can’t.” That was me.

**YALS:** Do you think your stuttering was at least part of the reason you became a writer?

**KNF:** I knew I wanted to be a writer in the sixth grade, and I never wanted to do anything else. Because speaking was so difficult for me, writing was a balm for my soul. I found that what Agatha said was true: “When you got a voice, you damn well better tell the world who you are. Or somebody else will.” Writing became my voice.

**YALS:** And perhaps there were remarkable teachers in your life who encouraged you to write as well?

**KNF:** There have been many teachers in my life who have encouraged me: my sixth-grade teacher, who thought I was a good writer; my high school English teacher, who encouraged me to pursue a creative writing degree; several professors in college and graduate school; some tough newspaper editors; and, most recently, my editor at Knopf, Michelle Frey.

**YALS:** Would you say that you are a reader before you’re a writer?

**KNF:** I believe so. I was one of those kids who would walk to the library and carry home as many books as I could. I’d spend my afternoons in my tree house reading one book after another. People used to wonder if there was something wrong with me because I read so much. I laugh about that now. Who knew?

**YALS:** What were some of your favorite books as a child?

**KNF:** *Harriet the Spy, Island of the Blue Dolphins, Where the Red Fern Grows, A Wrinkle in Time, The Borrowers.* But *The Chocolate War* is my favorite young adult novel!

**YALS:** Oh yes, *The Chocolate War* is outstanding. And what have you read of late that’s impressed you?

**KNF:** I read a pretty eclectic mix, and I tend to read books that I like over and over, each time searching deeper for what

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**DOMINIQUE MCCAFFERTY** is the Local History and Special Collections Librarian at the Riverside (Calif.) Public Library, and a part-time Reference Librarian at California State University, San Bernardino. She currently lives in Grand Terrace, California, with her partner, Andrew, and their three cats.
I can learn. I’ve read [Toni Morrison’s] *Beloved* nine times because it continues to teach me how to write. As for children’s books, my favorites are *Walk Two Moons* [Sharon Creech], *The Canning Season* [Polly Horvath], *Kira-Kira* [Cynthia Kadohata], and *Midwife’s Apprentice* [Karen Cushman]. I also read a great deal of poetry. Currently, I’m reading *Man’s Search for Meaning* [Viktor Frankl].

On the other hand, I feel compelled to tell you about my new favorite books. I just finished *Princess Academy* by Shannon Hale and loved it! The book had such a strong female protagonist and a great plot, it was deep and not predictable, plus I loved the whole idea of “quarry-speech.” I am ordering the rest of her books!

**YALS:** What drew me to your book, *Tending to Grace*, was the main character, Cornelia. I can’t very well pass up a book if it features a protagonist who loves to read. Jennifer Donnelly’s *A Northern Light* is another book that springs immediately to mind. Also, *The Neverending Story* [Michael Ende] and *Anne of Green Gables* [L. M. Montgomery].

**KNF:** I just got back from Laurens, South Carolina, where everyone in their high school—students, teachers, administrators, and staff—read *Tending to Grace* (plus additional teachers and students in the elementary and middle schools—1,800 people in all for One Book, One Summer), and I was struck with how students on all levels identified with the way Cornelia found her voice.

I guess no one wants to be invisible. I hear from teens who have never been big readers, and others who read all the time. I hear from just as many adults who are touched by the relationship that grows between Cornelia and Agatha. I think readers get that the book is about not hiding, and about finding a voice. It seems to have struck a nerve. The thing about adversity is that it is universal. Most people have something, sometimes it is out there for the world to see, and sometimes it is hidden. But the point is that we have a choice: are we going to let it smother us, keep us small, without a voice, or are we going to put on larger boots and keep going? Cornelia puts on larger boots, and because she does, she blossoms. And that is what readers are telling me they find so appealing.

**YALS:** How did Agatha reveal herself to you?

**KNF:** There was no doubt that Cornelia needed to be a serious reader, way ahead of her peers, and a girl who was lost in the system because she didn’t speak. Books would provide the role models she needed before she met Agatha. Then she was ready to find her voice.

**YALS:** I loved that Agatha and Cornelia helped each other find their voices. Agatha, who insists she won’t speak for Cornelia, and Cornelia, who works to open Agatha up to a whole world of voices through the printed word.

Although Cornelia never stops stuttering; that often doesn’t happen in real life. Many people wouldn’t guess that I was a stutterer. Cornelia does find a strong voice within herself and she begins to speak up. I thought if Agatha found a voice as well (although in a different way), it would help cement the bond between them. It was very important to me that they help each other.

**YALS:** The way those two help one another is one of the greatest charms of the book! Would you mind sharing a few details about your new novel?

**KNF:** Eleven days after *Tending to Grace* was published, we had a house fire and lost everything. No one was hurt, thank goodness, and we lived in an emergency trailer for almost a year as our new home was built. The people of our amazing town, Foster, Rhode Island, rallied behind us and became the inspiration for my second novel, *Me and Halley Moon*, which also is being published by Knopf.

**YALS:** Do you have any idea when *Me and Halley Moon* will be released?

**KNF:** My editor says publication is planned for spring 2009.

**YALS:** Well, I suppose that’s not too far off. In any case, I’ll be waiting with bated breath! Thank you so much for agreeing to interview with me, Kimberly! Best wishes.

**KNF:** And thank you. It has been wonderful. **YALS**
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   —James Howe, author of The Misfits

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So, you want to have a teen concert? It's a great idea. If libraries are willing to host authors to promote the books in the collection, why not host concerts to promote the music? The idea to include a concert in my 2007 You Never Know @ Your Library teen summer reading program came from an article about a band that tours libraries and on June 28, 2007, we made noise at our library. What follows is a window into the process.

The first thing to do is visualize. What size crowd can you accommodate? How much noise can your library really tolerate? I took advantage of our city's mobile stage in order to host an outdoor show. Venue secured, the second thing to do is find talent. The High Strung, the band from the article, gave me a quote of $1,500. Impossible. I had to take a different tack, and in the end, this is the course I recommend: Find local bands. If teens like the bands they see, they will be able to keep up with them. I sought out The 2bers, a local Albuquerque group of two MCs, and the live band One Foundation. For a variety of sound, scout a local battle of the bands. The bands that either win their category or rock the crowd are the ones to call. I contacted Tennessee Skinny and Virtigo Venus, winners of the rock and punk categories respectively at a local competition, to round out the program.

What is the best way to contact a local band? MySpace. The music profile is a feature that really shines. Not only are you able to listen to a band's songs, in some cases it seems to be the only way to track them down. Each band I contacted eagerly signed on when I explained the concert was free, for teens, and part of the summer reading program. The real plus to using locals was that they all lowered their prices; instead of spending $1,500 for The High Strung, I was able to book three bands, secure a sound system, and hire an engineer to run it for $1,050.

A smart conversation to have early on with performers is one on the issue of censorship. My bands were concerned about performing some of their material for teens and wanted me to draw a line. Each library will have its own answer for this query; my response was to point out that the public library supports freedom of speech. I would not censor them, nor was I going to identify off-limit subjects; I asked that they think about their teen audience and consider the fact that they were going to perform in front of the library.

Once you have booked the bands and they are happily practicing, logistical issues are the third and most complicated step. Where will people park? You can't fill up the library lot, leaving no space for other patrons. What about bathrooms? Drinking water? Crowd control? The city of Rio Rancho's special events permit application asked all of these questions. For parking, I turned to the high school next door. If this is a feasible solution for you, I would recommend talking first to the school district, and then the principal, about using a building, and be sure to have a written contract. (You will need to have that and the special events permit in your back pocket throughout the concert day.) For water and bathrooms, the easiest option is the library, which for us meant the concert had to end by 8 p.m. An after-hours concert means keeping the library open for access (which requires more staff on board) or investing in portable toilets. For crowd control, I recommend contacting a local community group. I tried asking the Civil Air Patrol and a local Vietnam Vet biker squad to direct traffic. In the end, though, I got a commitment from the local police department to stop by sporadically.

The fourth and final step, and the one that gets people in the door, is promotion. Form a street team of teens to distribute flyers to their peers. Make them from quartered paper (5.5” by 4.25”), and make sure they look cool. A youth worker at our library designed a manga-style flyer.
for our show, and I sent the usual barrage of press releases to local papers. Our coverage in a local alternative paper can be viewed at www.alibi.com/index.php?story=19432&scn=music. Bands usually post their gigs on their Web sites, but try to get free radio spots on mainstream stations as well.

So how will your actual concert go? Considering all of the best-laid plans? Well, about seventy-five people attended the concert at our library. Each band had an entourage that showed up for their performance and left immediately afterwards. I advertised open mic opportunities between acts, and we had just one taker. Maybe it was the weather (hot); maybe it was our location (remote). Quizzing attendees, I was told that what teens really want is unsupervised house parties with alcohol. It is a challenge to compete with that, so what I recommend is giveaways. Rio Rancho’s local businesses were very generous. I had the bands distribute passes during their sets for swimming and laser tag as well as coupons for free food and movie admission. I did not advertise the free stuff, however, which could have been a mistake, as it probably would have drawn more teens.

Despite mediocre attendance, all present at the Rio Rancho concert had a good time. One person in particular out-enjoyed us all: an Internet fan. When I booked Vertigo Venus, they put our event on their Web site; within days a teen came in looking for details. During my next conversation with the band, they offered to let him help them set up. On concert day, he arrived early and began helping. He helped Vertigo Venus as well as the other two bands; he moved coolers and carried cords; and he slapped me a high-five every time we crossed paths, saying, “This is awesome.” He went home with free CDs from the bands and a t-shirt. I checked in with him recently and learned that he continues to communicate with the band. What struck me about the conversation we had this time around was that when he talks about the concert, he talks in terms of “next time.”

Finally, when it is all over, add the bands’ CDs to your library’s music collection. It is good to archive local talent, and I checked our numbers . . . the bands’ CDs are circulating, and isn’t that the point of this whole exercise, in the end? So go forth and make some noise in the library. Trust me, it will elevate your cool factor.
Partnerships for Teen Tech Week

By Stephanie Iser

Y ALSA’s second annual Teen Tech Week (TTW) initiative urges librarians serving teens to act as qualified, trusted professionals in the field of information technology. While teen librarians may be knowledgeable of teens’ technology needs, a lack of financial support can roadblock quality teen tech programs and services. One way of addressing this financial issue is to look outside the library doors for a potential partner. By partnering with local businesses and organizations that have access to new technologies, the library can gain resources needed to run a successful technology-based program.

Benefits of Partnering

One of the main reasons for partnering is the potential gain in resources for programs and services. For example, a library might not have the money to purchase multiple gaming systems for a teen video game club, but there may be a local gaming store that would be willing to demonstrate the Nintendo Wii or Xbox 360. Another resource that can be gained is the expertise of the partners. As in the gaming example, the store representatives probably know quite a bit about gaming systems and can make qualified recommendations to teens.

Community building is another benefit of partnering with local businesses and organizations. Through partnerships for teens, young adult library services’ visibility is raised within the eyes of the partners and affiliates. When the partnership offers a new resource that wouldn’t otherwise be available, there also is a possibility of recruiting new teen patrons that are interested in these new services.

Even with all the benefits of partnering, there are a few drawbacks. Partnerships require time and effort on behalf of both parties, which could amount to several meetings to plan and finalize the programs. Plans may need to be approved by several levels of management. With careful planning and advanced preparation, however, these drawbacks can have less of an impact.

Partnership Success Examples

Local businesses can provide financial support, advertising, and technical expertise for your array of teen tech programs. Theresa Woldemar<no input here> public library, which won the 2007 TTW contest for best program, found that the local Apple store was a good candidate for this type of partnership. She got the idea from her teen advisory board during a brainstorming session, during which most ideas thrown onto the table were “tech-ier” than library staff and teens could handle alone. Through discussion, the teens found they had something in common—all could not live without their iPods yet few actually created a podcast. One of the teens suggested that the library approach the local Apple store for help with a podcasting class.

On the advice of the teens, Woldemar<no input here> spoke with the local Apple store’s assistant manager. The meeting resulted in two teen programs: “Podcasting Basics,” and “iLife 101.” The library provided the meeting space while the Apple store provided the expertise and equipment. Theresa found that working with the Apple store gave the Teen Tech program a higher credibility with the community’s brand-conscious teens. While the library benefited from the Apple store’s knowledge of podcasting, the Apple store received free publicity for products.

One way of gaining teen interest is to feature a speaker of notoriety. Kathie Burns, school librarian at the Arnold O. Beckman Library Media Center, Irvine, California, gained teen approval when she worked with a reporter from the local county newspaper to present “Latest Tech Gadgets for Teens.” After a series of phone calls and e-mails, reporter Tamara Chuang, also known as the “Gadgetress,” agreed to do a presentation during a school lunch period that gained an audience of around seventy-five teens.

STEPHANIE ISER works for the Bluford Branch of the Kansas City (Mo.) Public Library as the Children’s Librarian, Assistant Branch Manager, and Teen Librarian. She chairs YALSA’s 2008 Teen Tech Week Committee, coordinates the Alternative Teen Services Web site at www.yalibrarian.com, and contributes to the Teen Lib Wiki at http://TeenLibWiki.org.
In addition, the Irvine police department provided service by presenting “What You Don’t Know Can’t Hurt You: MySpace, YouTube, and Online Gaming,” which also attracted a large audience. Kathie mentions that her Teen Tech Week programs would not have been possible without these partnerships.

It’s no myth that school and public libraries can do amazing things when working together. For the 2007 TTW celebration, I partnered with a school librarian to provide a gaming program at the local high school. Michelle Lowe, librarian at Central High School in Kansas City, Missouri, mentioned that many of the students didn’t have public library cards and would sometimes use this as an excuse for not completing research assignments. In response to this issue, we brainstormed methods for using TTW to get students signed up for cards. After a few meetings, we had a plan: we would admit students to a free gaming session during a school lunch period of TTW, but they must have a public library card to be admitted.

Through this collaboration, the school librarian was able to provide students with a video game program that she would not otherwise be able to offer, as gaming equipment is not typically in the budget for school library media centers. In return, I received free publicity for the library’s TTW event that took place the very next day. These mutual benefits were the result of the brain power of two librarians as opposed to one.

**Tips for Partnering**

If you are considering a tech partnership for teens, here are a few tips:

- **Think locally.** Start at the local level when approaching community organizations and businesses. For example, a call to central headquarters might not get you very far, but a visit to the local store is more personable and will likely receive better results.

- **Be flexible.** There may be a few policies that make it impossible to get the donations you’d really like. Find out what is available, and be sure to send a thank-you note.

- **Share a common goal.** Be sure that the partnership actually benefits the teens in your community. Don’t waste time with partners that want to take without giving anything in return.

- **Plan ahead.** Begin developing the partnership at least two months before the service or program is scheduled. It could take a handful of meetings to make larger partnerships come to fruition, and there may be more than one level of management involved in the approval process.

- **Try, and try again.** What works for one person will not work for the next, as policy tends to vary from region to region.

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**Partnership Ideas for Teen Tech Week 2008, Tune in @ your library®**

1. **Approach the radio station that is most popular with teens in your community.** See if it can provide free giveaways for Teen Tech events. Alternately, they may be able to sponsor your Teen Tech programs via free advertisements.

2. **Local music artists can serve as a source of knowledge for music creation workshops.** Consider contacting local artists for offering classes such as “How to Start a Band” and “How to Become a Hip Hop DJ.”

3. **Consider a collaboration between the school and public library.** The public library can offer access to technology equipment while the school library can provide the captive audience. Ideas for programs to take place during school lunches include karaoke contests and Guitar Hero standoffs.

4. **Contact dance and music instructors about offering sample classes during Teen Tech Week.** Instructors can advertise their classes while the library gains cost-free programming. To tie this into technology, consider video recording performances on the last day of class and posting a YouTube video of teen talent.

5. **Investigate local businesses that can offer prizes that tie in with the theme, ‘Tune in @ your library®’.** Some ideas include a gift certificate to a local music store, free recording time in a studio, and concert tickets.

6. **Partner with the teen bands in your community by hosting a teen battle of the bands.** In return for the teens’ time, offer to podcast the live performances on the library’s Web site.
Partnerships for Teen Tech Week

region and store to store. For example, in one community, the GameStop might be more than willing to set up a monthly gaming event for teens, while another may be understaffed and unable to donate time.

- Be positive. Remember, you are representing the library and the needs of teens in your community. Every potential partner is worth the effort, because the request for support raises visibility of teen services in the eyes of community organizations and local businesses.

Conclusion

Through teen tech partnerships, libraries can gain the support and resources they wouldn’t otherwise have to run successful Teen Tech Week events. Relationships with organizations and businesses also raise the visibility of teen library services within the community.

More partnership and program ideas for Teen Tech Week can be found on the YALSA wiki at http://wikis.ala.org/yalsa/index.php/Teen_Tech_Week.
Everyone is surrounded by information in today’s world. As librarians, we are bombarded by more information daily than we could possibly process. Call numbers and titles are on display at nearly every turn, and we answer questions, explain computer screens, and field phone calls, sometimes in a matter of minutes. Still, we seek information. Current awareness is a touchstone of professional librarianship, and the YALSA Competencies for Serving Young Adults include keeping up to date on library literature, practices, and youth development and research.

The Internet has made it possible for young adult librarians to connect with each other and those serving youth in new and exciting ways, enabling the sharing of resources, research, and experiences. However, making the best use of everything available can be daunting to the already-busy librarian. Luckily, there are several different types of online tools, including blogs, RSS, and wikis for finding, sharing, and organizing information online.

**Blogs**

A blog, short for weblog, is a frequently updated Web page. Blog articles, otherwise known as posts, are traditionally brief and arranged chronologically, with the most recent material on top. Blogging software also allows the author to create an archive of past posts organized by date or topic. Rather than simply reporting information, most bloggers act as a filter by selecting material and then embellishing their posts with their own experiences and opinions. Blogs also provide an avenue for interaction, both between the author and the reader and among authors of different blogs. Readers are usually invited to add their own comments to posts and to ask questions. Bloggers frequently interact with each other by linking to, and commenting on, each other’s posts.

There are a wide range of blogs about librarianship, and some specifically about young adult services. The YALSA blog, for example, not only points to teen-centered research and invites discussion on teen issues, but also is a great way to stay up to date on time-sensitive information, such as the deadlines for applying for YALSA programs. Other blogs highlight best practices and current issues in many areas, including library marketing, programming, and integrating new technologies into library services. Blogs outside of librarianship that focus on youth issues and on pop culture also allow us to keep up with the interests and concerns of our teens.

**Recommended blogs include:**

- Alternative Teen Services, www.yalibrarian.com. YA librarians share ideas and resources to better serve youth.

**ELIZABETH SAXTON** is a Teen Librarian at the Martin Luther King Jr. branch of the Cleveland (Ohio) Public Library. She has been working with teens as a librarian for five years and is a member of the YALSA Teen Tech Week and Teen Read Week committees.
RSS

RSS stands for really simple syndication or rich site summary. RSS is a system for delivering regularly changing Web content, such as blog posts or news stories, directly to the reader. RSS saves time by bringing all of these updates together in a news reader, sometimes called an aggregator. Rather than clicking through an extensive list of bookmarked sites, you can check your subscriptions in a news reader and tell at a glance which sources have new content. Think of RSS as automated Web surfing. An excellent video explaining RSS in nontechnical terms can be found at www.blip.tv/file/205570.

To start using RSS, you will need to use a news reader. There are two types of news readers: readers that are installed on your computer, and Web sites that allow you to organize and read your feeds online. A Web-based RSS reader will allow you to read your feeds on any computer with an Internet connection. This is especially useful for those who use a number of workstations as well as for catching up on a few feeds anytime you have a spare minute. Bloglines and Google Reader are two of the most popular Web-based readers, although there is an ever-growing array of private and social feed reading options. In general, there is little difference in function between the options, and you should feel free to choose a reader based on the interface you prefer. There are a few features, however, that will make your experience more user-friendly. The ability to import and export your feed lists will save you precious time as new options arise and you wish to change services. Additionally, choosing an online reader that provides a bookmarklet for your browser’s toolbar will allow you to easily subscribe to new feeds as you come across them. Finally, a platform that allows you to mark or save articles for future reference, such as the option to star posts in Google Reader, can be very helpful.

Once you choose a reader, the next step is to add feeds. While checking familiar sites for updates, you may have noticed an orange button or a text link on some pages that mentions RSS, feeds, or atom. It is not necessary to click on this as you would a regular link, as it will usually take you to a page filled with information meant for computers, not humans. Instead right-click (ctrl-click on a Mac) to bring up the context menu and select “Copy Shortcut” or “Copy Link Location,” depending on your browser. In your feed reader you can now choose to add a subscription or feed and paste the shortcut into the box provided. You should now be subscribed to that site’s feed. When new information is posted to the Web page, you will see the headline or full article in your feed reader. How much of the information you see depends on both the feed setting from the webmaster and your settings in your aggregator.

There are a number of ways YA librarians can use RSS to help themselves stay informed professionally. First, they can use RSS to read library-related and other blogs. RSS feeds also can keep you up to date on new book releases, as there are feeds for newly published young adult titles, as well as music and movie releases. In addition, you can check your local or national newspapers for feeds featuring stories on education, technology, pop culture, or any other category that interests you. Rather than provide the address for the feeds below, the given link will take you to the page listing the feeds available for subscription, allowing you to add them to your reader as described above.

Recommended feeds include:

- Amazon Daily, www.amazon.com/gp/daily. Customize your information from Amazon and then subscribe via RSS.
- Librarian’s Index to the Internet: New This Week, http://lii.org. Subscribe to a feed of new Web sites included in the LII index.

Wikis

A wiki is a collaborative writing space that is created and edited by a community of users. While regular Web pages are generally developed offline and presented as a finished product, wikis are presented
There are many wikis that have been set up to collect information in all areas of librarianship. These wikis are often organized by area of service, while other wikis have been set up for events. For example, wikis now are created for national conferences and include information on the host city, travel, and formal and informal conference events. One of the most cited wikis is the LibSuccess Wiki, which bills itself as a collection of best practices in all varieties of libraries. Several wikis also have been created to share information among YA librarians. Please keep in mind as you explore these sites that they will only be made stronger if you contribute your own expertise.

Suggested wikis for YA librarians include:


Just the Beginning

While the tools discussed in this article provide many ways to use online information to further your professional development, technology is changing quickly. There are innovative, Web-based applications launching every day that can be used professionally by librarians. The new Web is participatory, with information flowing in all directions rather than simply from author to reader. Document sharing with Google Docs, online conference calling with Skype, reading lists with LibraryThing, and virtual scrapbooks with Clipmarks are just a few of the options. There are several great books that explain how to use Web tools to enhance both personal and professional productivity.

These include:


Statement of Ownership, Management, and Circulation

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Winter 2008 | Young Adult Library Services | YALS
From Platforms to Books? I’m Game

By Rollie Welch

I read the news today, oh, boy.” The Beatles provided this catch-all phrase forty years ago in that whimsical era before iPods, cell phones, or Xbox 360. But the news I read the other day was that Halo 3’s first twenty-four hours of sales are expected to pull in more than $150 million.¹ In one day? Dude, that’s an annual salary for corporate CEOs. But this can’t be startling news to front-line teen librarians stationed near public terminals with full Internet access. We already know gaming rules.

Librarians nationwide are marveling at, scratching their heads over, or embracing video gaming, and we each seek our own comfort level with the phenomenon. However, I’m here to offer encouragement for teen librarians who are balking at completely abandoning their print anchors. Maybe you are like me: one who appreciates video games as a powerful magnet pulling teens—especially boys—into the library. But, I also am on the far side of the technology wave and worry that this roaring tsunami will overtake me. (Can’t you just hear that old Surfaris’ song Wipeout?) In our Quixote-like quest to keep pace with the gaming boom, non-techie library folks seek a balance between offering teens an organized gaming forum and letting them just go at it. But are those grad-school annotation exercises and required reading of dozens of YA titles for naught? Are we doomed, as were dinosaurs gazing up at that big ol’ asteroid, to witness our beloved book collection gathering dust as teens glued to PCs or consoles work blisters on their thumbs?

Quality teen services fall into three categories. First, there is customer service to teens, which simply means they can immediately find a library employee willing to help them with research, homework, or informational needs. In other words, they need not feel like second-class citizens upon entering the building. Second, teen librarians need to have some degree of proficiency in programming that is fresh enough to encourage teens to enter the library. Last, the teen librarian is responsible for creating a vibrant collection of materials (not just books, but audiobooks, magazines, and CDs) that attracts teen patrons who are up-to-the-minute in tune with pop culture. Gaming has a place in all three categories. My purpose here is to consider the possibility of connecting gaming to reading.

Expecting teens to abandon library terminals and seek out a book is simply not reasonable. If a library’s teen area only focuses on homework, research needs, or just placing books on shelves, it’s reminiscent of an era when libraries were perceived as stiff and unyielding government buildings. On the other end of the spectrum, if the teen area is only focused on programming, including video games, then full service is not being provided. Besides, the hard-core gamers may not want to abandon their home computers or gaming platforms in favor of the library atmosphere.

To construct the most logical bridge to print materials, teen librarians should subscribe to gaming magazines. Three widely used titles at my library are PlayStation, PSM, and Games for Windows. PSM seems to be the most popular judging by the amount of wear and tear as well as theft. If possible, have the newest issue placed in your teen area as quickly as possible. If a cataloging or circulation department dawdles on checking them in, the teens will consider it old news if it is set out even two weeks after publication. And put ‘em where they can see ‘em! At my library, there is a line to use a terminal during the after-school rush. Why not place magazines next to the computers, in similar fashion to a medical waiting room?

Manga titles are a natural fit for gamers due to many series having cross-over, online versions of the series. Two series directly related to video games are Kingdom Hearts and .Hack. Kingdom Hearts targets the younger population at perhaps the fifth- and sixth-grade level and features Disney characters. .Hack sprinkles manga drawings throughout a prose story as teens enter online games.

A quick scan of my shelves located a few paperback titles based on video games.

ROLLIE WELCH is the Teen Coordinator at Cleveland (Ohio) Public Library. As a YALSA member, he has served on the Quick Picks for Reluctant Young Readers and Best Books for Young Adults committees. He never even once won at Pong.
Doom is listed as a novelization by John Shirley and is based on the motion picture, which is based on the video game. Resident Evil is a paperback series by S. D. Perry, and Halo is a paperback series written by Eric Nylund. The early volumes in these series began around the turn of the century—you may recall the Y2K scare—and run the danger of being old news to 2007 teens; however, new volumes in the series are still being published.

Gloria Skurzynski has been using video games as a vehicle for her Virtual War Chronologs since the first book, Virtual War, was published in 1997. Her character, Corgan, is a teen selected as the chosen one to battle a nemesis online. Other titles in the series are Book 2: The Clones, Book 3: The Revolt, and Book 4: The Choice, which was published in 2006.

Two titles featuring online role playing were published in 2007. Epic by Conor Kostick centers on everyone on New Earth forming their own character to play the online game, Epic, and resolve their conflicts without violence. Yeah, right. Genesis Alpha by Rune Michaels is a layered thriller using an online role game as a device to solve the stalking and brutal murder of a college girl.

Teens enter the library to fulfill a need; this short list of books may appeal to the gamers among them. And one more thing: Don't forget to order those books on cheat codes. YALSA


Guidelines for Authors

Young Adult Library Services is the official publication of the Young Adult Library Services Association, a division of the American Library Association. Young Adult Library Services is a vehicle for continuing education of librarians working with young adults (ages twelve through eighteen) that showcases current research and practice relating to teen services and spotlights significant activities and programs of the division.

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

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New Fantasy for Teens

K.V. Johansen

...an elaborate world populated by complex characters...readers will look forward to the sequel—VOYA (for Nightwalker)

Best Science Fiction, Fantasy and Horror 2006—VOYA (for Nightwalker)

Treason in Eswy
The Warlocks of Talverdin

Book One: Nightwalker
Book Two: Treason in Eswy
Book Three: Warden of Greyrock (coming soon!)

Orca Book Publishers
The Internet has made sharing music (both legally and otherwise) extremely easy to do. From MP3 blogs, to online music stores, to streaming radio stations, the number of places to find new music can be a little overwhelming. Your teens have probably begun to navigate these Web sites already and can advise you about their favorite ones. One of our teens uses YouTube as a personal radio station: she puts together video playlists that use the songs she wants to hear, and then she starts the playlist and minimizes the browser window. You can survey your teens to find out the kinds of music they like, which music Web sites they use, and how they use them. Then you can get your teens involved in finding and sharing new music—with each other and with you—by using the following Web sites (and any others they recommend!).

AllMusic
www.allmusic.com

AllMusic is a wonderful resource that can be used for many purposes, whether at the reference desk, with teens, or even to satisfy your own curiosity. You may already have some AllMusic guides in print form in your reference collection. This same information is available online with the benefit of being interactive. All of the site’s content is free, but some articles require you to have a free account before you can view the full text. Think of AllMusic as the Internet Movie Database (IMDB) of music. (Well, there is an AllMovie site, but let’s ignore that for the sake of analogy.) This site gives information about every aspect of popular music. Want to know the definition of electronica music and the major bands of the genre? Check. What if a patron wants to know all the bands that Jarvis Cocker was in? Check. Want to expand the tastes of a teen patron who only listens to Fall Out Boy? AllMusic lists which artists they were influenced by and which artists they have influenced. AllMusic also has complete lists of albums with track listings, artist bios, and music videos. The search function allows you to search by name, band, or song title. The song title search is especially great, as it lists the composer as well as every artist who has performed it.

Finetune
www.finetune.com

Finetune is one of several Web sites that allows users to create streaming radio stations tailored to specific tastes. Finetune calls these stations “playlists,” which encourages users to treat them as personal mixes to be shared among friends. Their catalog of songs is extensive and includes every major label in the United States, as well as many of the bigger independent labels, making it easy to find the songs you
want. Finetune requires that each playlist must have at least forty-five tracks and cannot contain more than three songs by any one artist; these rules enable the site to operate as an Internet radio station as opposed to an on-demand music service. Once a playlist is finished, Finetune generates a piece of code that users can copy and paste to another Web site, such as a blog, a MySpace page, or library Web site, so that users can make their playlists available elsewhere. When a playlist is posted to your library’s Web site, for example, anyone visiting that page can play it from your site without having to visit Finetune. The playlists require Flash Player 9, which you can download for free from www.adobe.com/products/flashplayer.

Finetune also offers an “Artist Radio” feature, akin to Pandora’s (see below), which makes suggestions based on the names of artists. Pandora’s suggestion service is much better at matching artists with similar sounds or styles; however, Finetune’s suggestions are useful for finishing playlists if you’re having trouble coming up with forty-five songs to add. Each artist’s page includes a link to similar artists, so you can finish your playlist by using those suggestions or Finetune can finish your playlist for you. Once you’ve added songs by at least three separate artists, you can click the “I’m Lazy” button and Finetune will generate as many tracks as needed to complete your playlist.

There are many ways to use Finetune in your library. You could put up a playlist on your library’s Web site, blog, or MySpace or Facebook page to showcase the new additions to your music collection, or you could put together a playlist from some of the CDs you’re considering buying and ask your teens to listen to them and tell you which ones they like best. Your teens could put together playlists of some of their favorite music, which you could use for collection development, or you could create themed playlists for events or holidays, such as a Black History Month playlist or a Halloween playlist, and put them up on your library’s Web site.

Last.fm

www.last.fm

Last.fm is a social networking site that allows users to share their music tastes and favorite songs with others. Users can track their favorite (most-played) songs and generate top-ten lists that can be posted to blogs or such sites as Facebook, MySpace, or LiveJournal. Last.fm will then automatically update those lists with the user’s latest information. The site works in two ways to build a profile for each user. You can download the Last.fm application to your computer for free, and it will collect information from your computer’s music player (such as iTunes or Windows Media Player). Every song that you listen to on your computer will then be added to your Last.fm profile. Alternatively, you can listen to music on the Last.fm site itself without downloading anything to your computer, and those songs will become part of your profile as well. Once you have created a profile, you can add friends by searching for other known users (by profile name or real name), or by looking for other users with similar musical tastes. Users can interact with each other by sending messages (called “shouts”), making Last.fm one of the more social music Web sites. As with many of these sites, Last.fm also works as a listeners’ advisory service, suggesting similar artists and allowing you to see other users’ lists.

You can use Last.fm to connect with your teens by creating a profile for yourself or for your library and encouraging your teens to do the same. Add your teens as friends or ask them to create their own top-ten lists and post them to your blog. In this way, you can find out which songs or artists your teens like and add them, or similar artists, to your music collection. You also can use Last.fm, as with Finetune, to promote your collection and get teens excited about new purchases.

MP3 blogs

In the past year or two, MP3 blogs have begun to have a lot more influence over the music industry. Bands usually “leak” MP3s to these sites, which then post them for users at no cost. This way, bands get free publicity and blogs get legal MP3s to offer their readers. Bands such as Tapes ’n Tapes became overnight sensations due to MP3 blogs. Popular MP3 blogs such as Gorilla vs. Bear (http://gorillavsbear.blogspot.com), Stereogum (www.stereogum.com), and Music for Robots (http://music.for-robots.com) are great sites to check to stay one step ahead of your teens. The Web site Hype Machine (http://hype.m for-robots.com) crawls popular music blogs and then displays which songs have been uploaded that day, making it easy for you to stay on top of things without having to check dozens of sites every day. The Hype Machine also provides a search engine for the many MP3 blogs it aggregates.

MP3 blogs allow you to sample music before purchasing, which is a great resource for collection development. These blogs also can serve as an inspiration at your library; you could create your own local version of an MP3 blog by having local high school bands leak MP3s onto your library’s Web site.

Pandora

www.pandora.com

Pandora is one of the best Internet radio Web sites out there. You can create as many individual radio stations as you
wish by seeding each station with the names of one or several artists, albums, or songs. You can then refine the stations by giving a thumbs up or a thumbs down to each song that plays, thereby giving Pandora a better sense of the kind of music you like. Pandora will tell you, in detail, why it chooses each song. For example, in a radio station seeded with country singer Neko Case, Pandora played a song by Nora O’Connor because “it features country influences, a twelve-eight time signature, mixed acoustic and electric instrumentation, major key tonality, and acoustic rhythm guitars.” You also can search Pandora for stations that other users have created. If your teens have Pandora profiles, you can look at the stations they’ve created and see the artists they like. Pandora is an excellent listeners’ advisory service that you can recommend to patrons who want to find new music. Consider putting a link to Pandora, or to specific stations that you or your teens have created, on your Web site.

**Pitchfork**

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

Pitchfork has become the *Rolling Stone* for the Internet generation in that its reviews have been known to make or break bands. New album reviews are posted daily. While the Web site always has the latest news on such indie rock staples as Yo La Tengo, Cat Power, and Death Cab for Cutie, the site also is a great resource to discover new and lesser-known artists. Many teens at our libraries read Pitchfork every day. The site also puts out annual best-of lists, which are a great resource for collection development.

**Conclusion**

Many of these sites work well with other sites you may already be using, such as blogs, MySpace, and Facebook. For example, Finetune, Last.fm, and Pandora all have Facebook applications. You also can use your Facebook or MySpace profile to connect with musicians that your teens like by adding them as friends. In addition, you may want to consider different ways of providing music to your library’s patrons, such as circulating iPods with preloaded albums rather than offering CDs. For this purpose, you could buy music from online sites, including stores such as iTunes (which requires that you use the iTunes software, available for free from www.apple.com/itunes) and subscription services such as eMusic (www.emusic.com) or Rhapsody (www.rhapsody.com), which usually offer better per-song deals than iTunes and also provide music in the universal MP3 format. Some musicians, especially smaller or independent artists, also sell MP3s from their Web sites or MySpace pages.

The music that teens listen to is an important part of their identities, and they often have passionate opinions on the subject. Tapping into this aspect of their lives and listening to music they like creates an opportunity to make a strong connection with your teens and to expand your own musical horizons.

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**Volunteer for a YALSA Committee!**

Starting this spring, YALSA begins appointing new committee members—and we need your help!

- Make sure your YALSA membership is up-to-date! We can only offer committee appointments to current members.
- Fill out the Committee Volunteer Form at [www.ala.org/ala/yalsa/joinus/joinus.htm](http://www.ala.org/ala/yalsa/joinus/joinus.htm).
- Contact the chair of the committees you’re interested in, and let them know! Names and contact information are available at the “Governance” link on the left-hand side at [www.ala.org/yalsa](http://www.ala.org/yalsa).
- Committee members are expected to attend Midwinter Meeting and Annual Conference, so plan your schedule accordingly.

Find more ways to make the most of your YALSA membership at [www.ala.org/ala/yalsa/joinus/howparticipate.htm](http://www.ala.org/ala/yalsa/joinus/howparticipate.htm)!
Top Fifty Gaming Core Collection Titles

Compiled by Kelly Czarnecki

Editor’s note: Make sure to check out the poster-sized version of this article inserted into this issue.

Continuing the celebration of YALSA’s fiftieth birthday, here is a list of fifty video game titles, recommended for purchase, from the YALSA Teen Gaming Interest Group.

Thank you to the Entertainment Software Rating Board (ESRB) for use of their rating system, to assist with collection development decisions. The ESRB is a nonprofit, self-regulatory body established in 1994 by the Entertainment Software Association. ESRB independently assigns ratings, enforces advertising guidelines, and helps ensure responsible online privacy practices for the interactive entertainment software industry. ESRB ratings have two equal parts; rating symbols suggest age appropriateness for the game and content descriptors indicate elements in a game that may have triggered a particular rating and/or may be of interest or concern.

The prices given are the manufacturer’s suggested retail price. Used copies of the games, if available, are usually cheaper.

1. **Donkey Kong Jungle Beat.** NAMCO. GameCube. Number of players: 1. ESRB Rating: E 10+ (Everyone 10 and older) for cartoon violence. Control Donkey Kong on the screen through using a set of bongos as controllers. Tapping, clapping or drum rolling will bring different results. Immersive stages and battling enemies keep the rhythm of the game from one minute to the next.

2. **Alien Hominid.** O~3 Entertainment. GameCube, PlayStation 2, Xbox, Xbox 360 Live. Number of players: 1–4. ESRB: T (Teen) for blood and gore, cartoon violence. Originally a Flash game online, it was translated into a video game for consoles. An alien has crash landed, shot down by the FBI, and he must reclaim his UFO and avoid being attacked by those who are out to get him. Many levels and minigames included.

3. **Animal Crossing.** Nintendo. Game Boy Advance, GameCube, Nintendo DS. Number of players: 1–4. ESRB: E (Everyone). First game to change based on time. Uses teamwork to increase the size of your house. Whether it’s through trading furniture with another player, or being rewarded for performing a favor, gameplay is dependent on interaction with other villagers. A great game for librarians to interact with players.

4. **Beyond Good and Evil.** Ubisoft. GameCube, Microsoft Windows PC, PlayStation 2, Xbox. Number of players: 1. ESRB: T 13+ (Teen 13 and older) for comic mischief and violence. Jade, a female reporter on the futuristic planet of Hillys, uses her camera skills to discover the secrets of her past and defeat her enemies while doing so.


6. **Burnout 3: Takedown.** Electronic Arts. PlayStation Portable, PlayStation 2, Xbox, Xbox 360. Number of players: 1–6. ESRB: E 10+ (Everyone 10 and older) for violence. Racing game where the point is to cause the most elaborate stunts. Race against the clock, compete against other cars, or play the role of a cop are some of the modes of gameplay to engage in.

7. **Burnout Revenge.** Electronic Arts. PlayStation 2, Xbox, Xbox 360. Number of players: 1–6. ESRB: E 10+ (Everyone 10 and older). Racing game where points are added for the amount of cars destroyed. Strategies such as checking traffic, weight of the car, and moving into oncoming traffic to perform maneuvers all factor into gameplay. Sequel to Burnout 3: Takedown.

8. **Chibi Robo.** Nintendo. GameCube. Number of players: 1. ESRB: E 10+ (Everyone 10 and older) for crude humor, mild cartoon violence. Chibi is a robot that is created to take care of the family’s house including cleaning and protecting it from valuables.

KELLY CZARNECKI is a Technology Education Librarian at ImaginOn. She is co-chair of the YALSA gaming discussion group.
Interactions with people and machines are also part of Chibi’s experiences.

9. **Dance Dance Revolution SuperNOVA.** Konami. PlayStation 2. Players: 1–2. ESRB: E 10+ (Everyone 10 and older) for alcohol reference, mild lyrics, suggestive themes. Sixty-four completely new songs to DDR, of the 303 in the game. This dancing video game offers competitive and choreography modes to an eclectic soundtrack of pop music from around the world.

10. **Eternal Darkness: Sanity's Requiem.** Nintendo. GameCube. Number of players: 1. ESRB: M (Mature) for blood, gore, violence. Inspired by H. P. Lovecraft’s characters, this gameplay has a bit of a choose-your-own-adventure feel. You can become different figures in history uncovering a huge mystery of the Cthulhu Mythos through your discovery of a secret room and hidden tome while investigating your grandfather’s death.

11. **Fable.** Microsoft Game Studios. Microsoft Windows PC. Xbox. Number of players: 1. ESRB: M (Mature) for blood, strong language, and violence. Good and evil take on new meanings as choices in quest-based game as who you are as a child determines who you are as an adult. The hero sets out to find what destroyed his village and his family when he was young.

12. **Final Fantasy VII.** Sony Computer Entertainment. PlayStation. Number of players: 1. ESRB: T (Teen) for comic mischief, mild animated violence, and mild language. For teens that like science fiction, they will probably enjoy being able to unleash customized spells to attack their enemies and work with one another through various adventures.

13. **Final Fantasy XII.** Square Enix, Inc. PlayStation 2. Number of players: 1. ESRB: T (Teen) for alcohol reference, fantasy violence, mild language, partial nudity, and suggestive themes. An endless war is being waged in this single player game in the world of Ivalice.

14. **Guitar Hero III: Legends of Rock.** RedOctane. Mac, Microsoft Windows PC, PlayStation 2, PlayStation 3, Wii, Xbox 360. Number of players 1–2. ESRB: T (Teen) for lyrics and mild suggestive themes. Uses a guitar as a controller to play various types of music. This is the newest in the Guitar Hero line and you might want to consider getting 360 and PS2 versions for collections since most will already have the guitars to play these.

15. **Halo 3.** Microsoft Game Studios. Xbox 360. Number of players: 1–16. ESRB: M (Mature) for blood, gore, mild language, and violence. First-person shooter game which concludes the trilogy of Halo games. The player fights battle as a super enhanced human against the alien race.

16. **Harry Potter and the Goblet of Fire.** Electronic Arts. GameCube. Microsoft Windows PC, PlayStation 2, PlayStation Portable, Xbox. Number of players: 1–3. $19.99. ESRB: E 10+ (Everyone 10 and older) for fantasy violence. Harry, Hermione, and Ron are all playable characters in this action-adventure game. Combine spells with other players to make them more powerful as Harry is a contender for the Triwizard tournament champion.

17. **Harvest Moon: A Wonderful Life Special Edition.** Natsume. GameCube. Microsoft Windows PC, Nintendo DS, PlayStation 2, PlayStation Portable, Wii. Number of players: 1. ESRB: E (Everyone). Learn how to maintain a farm, tend to the livestock, and exist in a village by interacting with others.

18. **Katamari Damacy.** Namco-Homotek. PlayStation 2. Number of players: 1–2. ESRB: E (Everyone) for Mild Fantasy Violence. Roll your “sticky” katamari around and make it grow . . . it’s up to you to replace the heavens after the King (your father) has accidentally destroyed everything in the Cosmos! Cute graphics, unique premise & quirky Japanese music make this timed game extremely compelling. Plus who doesn’t like rolling up cows.

19. **Kingdom Hearts.** Square Enix, USA Inc. PlayStation 2. Number of players: 1. ESRB: E (Everyone) for violence. Disney Characters team up for an RP adventure.

20. **Lara Croft Tomb Raider: Anniversary.** Eidos Interactive. Microsoft Windows PC, PlayStation 2, Wii, Xbox, Xbox 360. Number of players: 1. ESRB: T (Teen) for mild suggestive themes and violence. This collection of the first six Lara Croft titles features the hot video game vixen in a variety of puzzles presented through action adventure scenarios. The anniversary edition has both original and expansion packs.


22. **Legend of Zelda: Twilight Princess.** Nintendo of America. GameCube, Wii. Number of players: 1. ESRB: T (Teen) for animated blood, fantasy violence. The hero Link works as a ranch hand in a village when one day the village is attacked. Link is pulled through the wall by a monster and transforms into a wolf. Wii controller shoots bow like a real bow and arrow.

Number of players: 1–2. Players control the hero Link, who sails and travels between islands to gain power to defeat his enemy, Ganondorf.

24. **Lego Star Wars II: The Original Trilogy.** LucasArts. GameCube. Microsoft Windows PC, PlayStation Portable, PlayStation 2, Xbox, Xbox 360. Number of players: 1–2. ESRB: E 10+ (Everyone 10 and older) for cartoon violence and crude humor. In a storyline that very closely follows the original Star Wars trilogy, the player can change characters to utilize a variety of different skills to lightsaber his or her way through the Star Wars Universe. The sense of fun of whacking things and watching them splinter apart into their Lego components is as satisfying as the snick snick snick the blocks make when you build.

25. **Madden NFL ’07.** Electronic Arts. Game Boy Advance, GameCube, Microsoft Windows, Nintendo DS, PlayStation 2 and 3, Sony PlayStation Portable, Wii, Xbox, Xbox 360. Number of players: 1–2. ESRB: E (Everyone) A few new moves are added to gameplay. Fans will appreciate the single and multiplayer modes.

26. **Mario Kart: Double Dash!!** Nintendo of America. GameCube. Number of players: 1–4. ESRB: E (Everyone) for mild cartoon violence. A racing game with sixteen courses to race on. Players will probably be familiar with the cast of Nintendo characters and will enjoy the pick-up-and-play game even if they don’t know all the ins and outs of the game at first.

27. **Metroid Prime 3: Corruption.** Nintendo. Wii. Number of players: 1. ESRB: T (Teen) for animated blood, violence. Defeat the Space Pirates in this action adventure. Players use the Wii Remote to aim and fire and the Nunchuk controller to move Samus, the main character, around.

28. **Monster Rancher Evo.** Tecmo. PlayStation 2. Number of players: 1–2. ESRB: E 10+ (Everyone 10 and older) for alcohol reference, fantasy violence. Raise your monster to be healthy, strong, and moral, and they will do well in tournaments. Travel through different towns with your circus. Part of a series since 1997 for PlayStation.

29. **Namco Museum 50th Anniversary Arcade Collection.** Namco. GameCube, Microsoft Windows PC, PlayStation 2, Xbox. Number of players: 1–2. ESRB: E 10+ (Everyone 10 and older) for cartoon violence and mild lyrics. This collection of classic arcade games like PacMan and Galaga will bring back memories for gamer parents, and demonstrate to a new generation of gamers just how far we’ve come.

30. **Neverwinter Nights 2.** Atari, Inc. Microsoft Windows PC. Number of players: multiplayer. ESRB: T (Teen) for alcohol reference, blood, mild language, sexual themes, violence. This online role-playing game has players performing quests to ultimately defeat the evil force, the “King of Shadows.”

31. **The Elder Scrolls IV: Oblivion.** Bethesda Softworks. Microsoft Windows PC, PlayStation Portable, PlayStation 3, Xbox 360. Number of players: 1. ESRB: M (Mature) for language, sexual themes, use of alcohol, violence, blood and gore. In this fantasy role-playing game, the player must find the lost heir to the throne since the Emperor just died, and keep order in the land of Tamriel.

32. **Okami.** Capcom. PlayStation 2, Wii. Number of players: 1. ESRB: T (Teen) for crude humor, fantasy violence, suggestive themes, use of alcohol and tobacco, blood and gore. Using Japanese myths and legends as part of the story, the player must bring life back to the world through a series of quests and puzzles.

33. **Paper Mario: The Thousand-Year Door.** Nintendo of America. GameCube. ESRB: E (Everyone) for mild cartoon violence. Players control Captain Olimar, an astronaut who crashed landed in a field of Pikmin, or plant creatures. He must guide them to help them perform tasks and rebuild his space shuttle.

34. **Pokemon Colosseum.** Nintendo. GameCube. Number of players: 1–4. $19.99. ESRB: E (Everyone) for mild fantasy violence. Players can battle with teams to help Wes clean up the crime in the region of Orre.


36. **Rock Band.** MTV Games. PlayStation 2 and 3, Xbox 360. Number of players: 1–2. ESRB: T (Teen) for lyrics and mildly suggestive themes. Karaoke Revolution meets Guitar Hero in this interactive four player rhythm game that pairs guitar, bass, drums and microphone controllers in a performance contest or collaboration of songs from the 1960’s to current hits.

37. **Sid Meier’s Civilization IV.** 2K Games. Microsoft Windows PC, Mac.

TOP FIFTY continued on page 48
Public teen librarians have been challenged by their school and academic counterparts to provide more information literacy, both in the professional literature and in their daily activities. This author believes, however, that there is more than one way to view and define information literacy. Public librarians should instruct their teen customers much more on information use, but do so on their own terms. This article is a direct response to “Information Literacy and the Role of the Public Libraries” by Annette Skov. It will discuss different ways to perceive information literacy instruction, the traditional and evolving roles of public librarians, how information literacy instruction can be developed in public library settings, and ways that teen librarians can work with their school and academic counterparts.

Roles of Public Libraries

In one of the first issues of American Library Journal in 1876, Samuel Green proposed a brand-new library service that was later known as reference service. According to him, the three purposes of this service were to provide information, to instruct in information use, and to guide people in more recreational reading. In the twentieth century, special libraries emerged to focus on the direct provision of information and became information centers. School and academic libraries emerged to provide information and to instruct patrons on how to find and use it. These libraries are considered information and educational centers. Only public libraries attempt to fulfill all three aspects—information, instruction, and guidance. Public libraries are community information centers, informal educational centers, and cultural centers. While public teen librarians should conduct much more instruction for their teen customers, they need to define for themselves how they will do this, considering their many other roles.

Public libraries are community information centers, informal educational centers, and cultural centers. While public teen librarians should conduct much more instruction for their teen customers, they need to define for themselves how they will do this, considering their many other roles.

Public libraries are open in the evenings, weekends, and during the summer, when school media centers are closed.

They have always supplemented the work of teachers and school library media specialists by providing homework assistance for teens in addition to cultural programs that promote the love of reading. Teen librarians, in general, don’t only serve teens; they also spend some of their day serving many people, from preschoolers to working adults to senior citizens. Any instructional initiatives that they undertake should be considered in the light of these things. This article will focus mainly on how public and school librarians can better instruct teens.

Public librarians always have instructed their patrons in information use. However, unlike their school and academic counterparts, most of their instruction has been informal, indirect, and often combined with reader’s advisory services, bibliotherapy, programming, and other forms of guidance. It also has been very basic for the most part. Informal instruction often is given on an individual basis at the reference desk. Public librarians always have instructed indirectly and asynchronously through library design, signage, printed handbooks, bibliographies, and, more recently, Web sites.

Scandinavian and English-speaking countries were the first in the world to start tax-supported public libraries open to the public that circulated materials. In the United States, public libraries often were started to provide informal or non-formal...
education (NFE) to people of all ages, and they have served as “poor people’s universities” in the past. For many years, public libraries also were de facto school libraries for schools that did not have media centers. Public librarians always have conducted tours and orientations, and some provided more formal and advanced instruction when requested. More recently, public librarians have been introducing computers to older patrons and many underprivileged library users. If they were not performing direct formal instruction very much before, they are doing it now! Public librarians may promote this activity with their usual cultural programming, but they are moving into formal information literacy. Some libraries that seem to be leading the way in information literacy instruction in public and similar settings, include major and medium-sized libraries, such as the New York Public Library, the Atlanta-Fulton Public Library System, and the Providence Public Library; national library leaders, such as the Library of Congress; and the Washington State Library, which has created Librarysmart, an information literacy instruction program for public libraries in that state.1

Defining Information Literacy

How information literacy is defined is a very important issue. Some academic and school librarians define it very narrowly as the teaching of information searching skills. This author views information literacy in a much broader sense—as a department store with a basement, two or three floors open to the public, and a floor or two with offices. Library orientation and tours, as well as very basic computer instruction, would be in the basement and on the first floor. The windows and doors of this building would be composed of printed materials, such as handbooks and other guides, bibliographies and pathfinders, Web sites, Web quests (a coordinated collection of Web sites designed to teach people how to find information on a topic), and other information on the Internet and the computer. Signage and point-of-use instruction, whether printed or electronic, is something that should be on all public floors.

The second and third floors would represent the more formal, detailed, and advanced information literacy instruction that has been stressed mainly by academic and school librarians. This would incorporate instruction on how to determine information needs and then find, evaluate, and use information. The fourth and possibly fifth floors would represent an area invisible to the public—the administrative services that would plan, coordinate, support, and evaluate everything on the other floors.

Although all of these aspects to information literacy are important, many public library users never get beyond the basement, the first floor, the doors, and the windows. Tours, orientations, basic computer instruction, point-of-use instruction, and signage may be the only instruction that customers ever get.

It is possible to do advanced instruction without the basics, which provide the public with the lay of the land, but this is not advisable. It is generally difficult to get to a second floor without going through at least part of a first floor. Tours, orientations, basic computer instruction, signage, and point-of-use instruction can at least help to lay the groundwork for more advanced instruction later. None of this is trivial. Although some buildings are built on stilts, as a rule, a large public building such as a department store would not be constructed without the foundation of a basement and a first floor.

Public Youth Librarians and Other Librarians

In her article, “Information Literacy and the Role of Public Libraries,” Annette Skov describes several examples of public librarians working with schools to promote information literacy.4 This guide was developed by librarians and educators in Tranbjerg, Denmark, and is something that can be easily replicated in a variety of settings. The Herning County project that combines information literacy instruction with students’ own academic and personal interests is very intriguing. Public librarians cooperate with local schools to plan several activities, such as thematic courses on searching and workshops on evaluating Internet resources. It would certainly tap into the voluntary nature of public library use by teens.

Most thought-provoking is the joint venture between the Otterup Public Library and the Nordyns Gymnasium, where a public librarian spent twenty-seven hours a week conducting instruction in a secondary school. Public teen librarians work with teachers to teach information literacy skills to students and faculty, to develop a gateway to electronic resources, to encourage students to reflect on their research methods, and to encourage more cooperation between librarians and teachers. A program such as this may be workable for schools with no media centers or media specialists, but staffing and other considerations in public libraries and local schools would have to be carefully worked out. For instance, would a dedicated staff of one to two teen librarians from a public library system be available for this throughout the school year, or would all teen librarians be doing this during some months when many teachers are assigning term papers and projects? The fact that public libraries are open longer hours and year-round should be considered. The time teen librarians spend on conducting cul-
tural programs, summer reading programs, and other outreach efforts also should be factored in.

However, a program such as this could be successful if teen librarians committed to it on even a more limited, but consistent, basis; it would help to resolve many issues teen librarians contend with as they work with teachers and school library media specialists. For instance, public libraries could become much more aware of upcoming assignments and be better prepared to help teens with them. They can reserve books that they know will be in high demand, and plan reference interviews that will encourage students to think through their research strategies. Teen librarians also can use their visits to the schools to let school library media specialists, teachers, and students know what public libraries offer for them. As a result, teen librarians would be much more visible in the schools and this could greatly improve communication between these institutions. An intensive program such as this would definitely supplement, if not supplant, assignment alert packets that some public libraries already distribute to teachers to encourage them to notify librarians of upcoming assignments and to bring their classes to the library. It also would supplement traditional classroom visits that teen librarians already may make to schools.

Some public libraries have created information literacy instruction and other outreach activities, specifically to reach public school teachers. Both the Providence (R.I.) Public Library and the Multnomah County (Ore.) Public Library offer teachers’ cards, professional collections, bulk loans, presentations for teachers, and invitations for classes to visit public libraries. Providence Public Library loans reading and mathematic kits to teachers and parents, and it offers a book café where teachers and librarians can discuss great children’s literature with each other monthly. Multnomah County Public Library offers regular workshops for teachers on new books covering many topics that can be used in their classrooms. Its program is really a full-fledged information literacy instruction program for teachers that also includes booklists, Web sites, and customized webliographies and pathfinders to go with Bucket of Books, their bulk loan program; a newsletter; library orientation sessions especially for teachers; a library card campaign for elementary students; and evaluation forms for all of their activities that are accessible from their Web site.

Many public libraries and their branches work not with one school, but several, and the schools may cover a range of grade levels. Schools also may be public, private, or parochial, and teen librarians also work with those who home school their children. Public librarians could get to know and work with their counterparts in all of the schools in their area by targeting students in specific grades for more formal instruction.

That being said, teen librarians should not try to do everything that is the main responsibility of existing school library media specialists; but, they should definitely creatively supplement and support what school library media specialists already do. Although teen librarians cannot entirely compensate for schools that offer no instruction or very poor instruction, they can supplement and support their school counterparts in many ways.

It is important to remember that school library media centers vary widely in the quantity and quality of their own instruction. Quality can vary from state to state, both in terms of media specialist training and collections budgeting. Many school systems do intensive instruction at some levels (such as the elementary grades), but not others (such as high schools). Even the flexibility of a media specialist’s schedule can affect the quality of his or her instruction. Those with flexible scheduling can network much more with teachers to plan instruction relevant to what is happening in the classroom.

Lastly, school systems can change dramatically over time, depending on increases or decreases in their own budgets. This phenomenon can be observed in the school library media centers in California.6

All of these initiatives, however, do not have to be a one-way street. While public librarians should find out more about what is happening in schools and school media centers, school media specialists and teachers also should spend more time at public libraries to see what is happening there. Public library outreach and cultural programs supplement the work of school library media specialists in many ways. School and public librarians can help each other in their respective knowledge of their communities. Public librarians are usually experts on other agencies in the community and may have access to market studies and statistical information about their service areas. School systems keep excellent statistics on their students that can be very helpful to public librarians who are planning their own work.

In addition, teen librarians can contribute to the information literacy instruction field in general through their skilled use of marketing research techniques, outreach, and public relations. The same creativity that they show in creating traditional programs also can be applied to information literacy instruction, and they bring a very strong sense of mission to their diverse activities and initiatives.

Unlike Skov, this author believes that good library instruction prepares students to use most public libraries, but not necessarily academic libraries, very well. As students go to college, they face larger and more complex libraries, as well as different types of materials, such as microform, government information, and many scholarly indexes and databases. They also may face more demanding courses and often a different library classification system. In addi-
Information Literacy Instruction in Public Libraries

Public librarians can and should do more instruction, but on their own terms! They should feel free to be creative and to experiment with this in their own setting without having to duplicate or replicate school or academic libraries. They can do this by incorporating much more instruction into their written materials and on their Web sites, and by having programs on topics like financial planning, choosing a college, career preparation, business planning, or writing a term paper that can incorporate instruction into their other activities. At this time, teen librarians should concentrate on being creative and experimental in their approach to library instruction, while observing how their teens react to their efforts.

Teen librarians must consider several issues before they create goals for information literacy instruction. First, they should look at their own history and consider all of their goals for library service. They also should consider their library’s mission or vision for addressing the informational, educational, and cultural needs of their communities. Each public library system should determine how much emphasis they will place on information, instruction, and cultural activities, and when and how the emphasis on each of these may shift over time. A major decision will be whether to promote instructional activities as a part of their normal cultural programming or to present this in a different way. The impact of information literacy instruction on everything else that public libraries do, especially cultural programming, also will need to be seriously considered.

Teen librarians may want to start with standards and guidelines already created by their counterparts elsewhere. They need to be familiar with standards created by both the Association for College and Research Libraries and the American Association of School Libraries. The new Australian and New Zealand information literacy framework and the pivotal work of Christine Bruce can provide philosophical and theoretical frameworks. Carole Kuhlthau’s extensive research on how school children and teenagers do research and how they can be taught to do this more effectively have major implications for all public library information literacy instruction in the broadest sense. The Big 6 program, which is widely used by school library media specialists, also can be used very well in public library settings.

Teen librarians should indeed conduct more information literacy instruction, but this should be within the context of their own history, purposes, and environments. While the most effective instruction in school and academic libraries is often tied specifically to curricula, the most effective public library instruction is often tied to traditional programming, networking, and outreach. The potential of this powerful combination has barely been tapped.

References


GILTON continued on page 44
This useful guide provides a wealth of information for librarians who serve both straight and LGBTQ teens. The book is divided into two broad areas of focus: methods for effectively meeting the needs of LGBTQ teens, followed by program ideas and annotated lists of resources. Part I introduces the librarian to appropriate terminology, statistics, culture, and the social challenges faced by this group and gives specific examples of “dos” and “don’ts” in several topical areas. The authors emphasize the need for libraries to provide accurate information in a safe and unbiased environment; they also explain the challenges the librarian faces when assisting patrons who are investigating a sensitive topic. Also stressed is the importance of exposing straight teens to well-written books that feature queer protagonists by including LGBTQ titles in reading lists. Guiding principles of open access and freedom to read underscore descriptions of collection development plans and methods for handling book challenges. Part II includes an annotated core collection list, sample book talks, categorized lists of books, and step-by-step guidelines for successful library programs. A foreword by David Leviathan introduces the book; an extensive bibliography provides further reading for the interested librarian. The importance of creating an atmosphere of acceptance is stressed throughout. This book will be a valuable addition to any teen librarian’s professional collection.—Cathy Rettenberg, Head Librarian, Menlo School, Atherton, Calif.


The World Book Online Reference Center combines an array of useful resources for users of all ages. Approximately 100 videos and animations; 750 maps; 10,000 pictures; 14,000 historic articles; 250,000 dictionary entries; 26,000 encyclopedia articles; 2,000 tables; and 7,000 Web sites are just some of the resources at a user’s fingertips in this database. Some significant features are a Spanish-language encyclopedia, as well as Behind the Headlines, Today in History, Surf the Ages, Student Activities, and Educators’ Tools sections. From browsing topics, automatic spelling correction, and simple searching, to searching using truncation, Boolean, and a variety of limits, users can easily find the information they need within this database. The display and features offered are fully customizable by the account administrator. The standard display is suitable for middle school–aged users and above. It features a predominant search box; tabs for easy access to the atlas, dictionary, and encyclopedia; and sections for select features. One significant feature useful for teachers and librarians alike is the Educators’ Tools section. This section includes lesson plans and activities as well as curriculum correlations that enable the user to easily incorporate it into a classroom or library lesson. This database would be a great addition to both public and school libraries.—Elizabeth Sargent, Doctoral Student, Texas Woman’s University, Denton, Tex.


Literacy cannot be confined to reading and writing alone; forms of it span existing and developing technologies. When approached in this manner, it is evident that teens and young adults are among the most literate people. Braun’s book ably educates teachers, librarians, and anyone interested in the language and use of new technologies by providing solid examples of the use of technology in developing literacy. The links to podcasts, blogs, wikis, and other resources are very useful and provide concrete examples of the use of new technologies. This is a useful book for librarians serving teen populations, as well as for educators of this population. While some information will quickly become obsolete, as is the nature of the beast, this volume will serve to keep us at pace with the changes today.—Vicky Lopez-Terrill, formerly Teen Librarian, Loveland (Colo.) Public Library.


Nilsen and Nilsen contend that names serve a plethora of purposes to young adult writers and their audiences. The introduction of this book offers six points, such as how the media makes the public more aware of self-created names, and why teenagers are more responsive to the literary use of names, from personal and place names to the names of events, animals, and imagined concepts. Using an easy-to-read, often conversational, style, the authors explore eight areas in which young adult authors make use of names for a specific reason. Whether to establish time periods, reveal ethnic values, or build a dual audience, the reasons are analyzed with specific passages from representative young adult literature. In the chapter “Names for Fun,” for example, the authors consider how names based on wordplay, names revealing social
class and attitudes, and ironic names develop humor in novels by M. E. Kerr, Gary Paulsen, Louis Sachar, and Polly Horvath. Equally engaging is the chapter "Names as Memory Hooks," which examines how J. K. Rowling plays with spelling, phonology, morphemes, and Latin-based names to create memorable characters and events in her Harry Potter series. Part of the Scarecrow Studies in Young Adult Literature, which also includes Exploding the Myths: The Truth about Teens and Reading and Passions and Pleasures: Essays and Speeches about Literature and Libraries, this thought-provoking study will be an excellent source of discussion for public and school library book groups, high school English and young adult literature classrooms, and general readers with a strong interest in literary criticism.—Angela Leeper, Educational Consultant, Wake Forest, N.C.


Speculative fiction includes a broad range of subgenres—from fantasy to science fiction to horror—and this resource covers them all. Fichtelberg designed this resource to assist with reader's advisory service and to help with collection development. As such, it is a valuable tool for librarians who, for example, are trying to feed the insatiable appetites of their Harry Potter enthusiasts (chapter 1 covers "Wizard Fantasy," and appendix B has a list of books for Potter fans), and for those who are looking to familiarize themselves with, or add new speculative fiction titles to, their collections. It covers materials for young adults (ages 12–18) and includes some children's and adult titles that also interest this age group. Entries are annotated, and the annotations, for the most part, capture the spirit of the titles they introduce. A list of the best titles in each subgenre appears at the end of that subgenre's chapter, and award-winning titles are noted within the individual annotations. Because this is also meant to be a collection development tool, Fichtelberg has primarily included titles that are in print (ISBNs precede each annotation, as well as information about other available formats). Additional features include eight interviews with authors of speculative fiction, suggestions for programs and activities, ready-made reading lists, and suggestions for book clubs.—Karin Thogersen, Young Adult Librarian, Huntley (Ill.) Area Public Library.

GILTON continued from page 42

4. Skov, "Information Literacy and the Role of Public Libraries."
2008 Election Slate

YALSA’s Nominating Committee has submitted the following slate for 2008. According to YALSA’s bylaws, the committee will obtain at least two candidates for vice president/president-elect, two candidates for secretary, six candidates for board members, at least six candidates for the Edwards Committee, and at least eight candidates for the Printz Committee. Elections will be held March 15 to April 24, 2007. To learn more or to specify your ballot preference (printed or online), visit www.ala.org/ala/ourassociation/governanceb/electioninfo/alaelectioninfo.htm.

2008 Candidates

Vice President/President-Elect
Linda Braun, Nick Buron, Sarah Flowers

Fiscal Officer
Mary Hastler, Ritchie Momon

Secretary
Francisca Goldsmith, Tricia Suellentrop

Board Member
Angela Carstensen, Ruth Cox Clark, Shari Fesko, Monique le Conge, Sandra Payne, Gail Tobin, Cindy Welch

2010 Edwards Committee
Terry Beck, Roxy Ekstrom, Kathie Fitch, Cathy Lichtman, Mary Anne Nichols, Maren Ostergard

2010 Printz Committee
Priscille Dando, Teri Lesesne, Jack Martin, Richie Partington, Sheila Schofer, Ann Theis, Cheryl Karp Ward, Carlisle Kraft Webber

Help Make YALSA Work

YALSA needs your help—share your expertise and better the association by joining one of our process committees. President-elect Sarah Cornish Debraski will be appointing committee members to the several committees that do the work of our association. Interested in being more involved? Read on to find out how.

A Guide to Process Committees

YALSA has two types of committees: selection committees, which select specific library materials or choose YALSA’s awards and process committees, which help carry out the work of the association. Process committees include:

- those that plan YALSA events, including initiatives and conferences, such as Teen Tech Week, Program Clearinghouse, and Local Arrangements;
- those that help YALSA govern itself, such as Organizations and Bylaws, Strategic Planning, or Nominating;
- those that spread YALSA’s messages, including Publications, Web Advisory, and Division and Membership Promotions; and
- many more.

What to Know Before You Volunteer

Before you volunteer to serve on a committee, you’ll want to learn what the committee does and what your responsibilities will be. You should contact the chair directly, explain that you’re interested in serving, and then ask questions about what your involvement will entail. Names and contact information for all the committee chairs are available by clicking on the “Governance” link on YALSA’s homepage. Be sure to attend the All Committee Meeting on Saturday during Midwinter Meeting or Annual Conference to meet with the committee chair and members. You’ll have a chance to learn more about the committee and to establish an important contact with the committee chair, who helps fill seats as they become vacant.

On the YALSA Web site you’ll also find information about each of the committee’s functions, size, and more. Just click on “Governance.” 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.

Complete the Committee Volunteer Form

To be considered for any committee, you need to fill out a committee volunteer form. It is available online at www.ala.org/ala/yalsa/boardandcommittees/boardcommittees.cfm. When you fill out a form, please be sure to include the name of the committees 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. If you already submitted volunteer forms for a committee, but weren’t appointed or missed the deadline for appointments for your particular committee request, your forms will be turned over to the next president-elect.
Forms are only kept on file for one year, so it’s important that you fill one out each year that you would like to serve on a committee.

The Fine Print

Appointments are for either one- or two-year terms, depending on the committee. Committee members are expected to attend committee meetings at both Midwinter Meeting and Annual Conference. The exception is for virtual committee members. According to ALA policy, as many as one-third of a committee may be comprised of virtual members. YALSA does not pay travel expenses for committee members. Some committees are very popular and may receive dozens of volunteer forms for just two or three available spots. You also might want to volunteer for a task force. Unlike standing committees, task forces are established from time to time to complete a specific assignment. Terms on task forces end when the YALSA board considers the assignment completed.

Looking to Fund a Trip to ALA Annual Conference?

It’s Not Impossible

Want to come to Annual, but worried about the expense? YALSA has a few tips to help you figure out how to make Anaheim more affordable for you.

1. Find out if your library or school has professional development or travel funds that you may be eligible for. Learn how the funds are dispensed (for example, first come first serve, via application process, and so on). Be sure to meet deadlines and fill out all paperwork completely.

2. Do some research to find out which organizations offer professional development scholarships that may help defray your conference costs. Be sure to check with your state or regional library association. Sometimes other organizations may be willing to support your professional development, such as the PTA or PTO. YALSA has a conference grant and the deadline to apply is December 1 each year. Go to www.ala.org/yalsa and click on “Awards & Grants” to learn more.

3. Make a case to your supervisor as to how you, your library, and your patrons will benefit from your attendance. Discuss the opportunity you will have to visit the exhibit floor and see the latest print and A/V materials and newest emerging technologies. Knowledge of these resources enhances your ability to serve library patrons. Identify which conference programs will help you meet your professional development goals at work and help further the library’s mission. To find out what programs are being offered, check the March issue of American Libraries for a list of preliminary programs. YALSA lists its complete slate of events and programs at www.ala.org/yalsa (you may need to scroll down). You also can check the Annual Conference Wiki at http://wikis.ala.org/yalsa. The final list of all ALA programs will be available in May at www.ala.org/annual. Offer to share what you learned at the conference with your coworkers via a presentation at a staff meeting or other means when you return. Point out the fact that most exhibitors offer special discounts for conference goers. Also, many exhibitors steeply discount or even give away books on the last day the exhibit hall is open (Tuesday). This is a way to enhance your collection on a tight budget.

4. Think about ways you can limit expenses. Register for the conference as early as you can to get the best rate. For the Annual conference the best rates are always in December and early January, when registration first opens. For 2008, early bird registration ends March 2, and advance registration ends May 9. Become an ALA member to get discounted rates. Reduce hotel costs by sharing a room, or explore inexpensive options, such as housing on university campuses. Seek out airfare sales, or car pool, if practical.


6. If you have any questions about YALSA at the ALA Conferences or Meetings, please don’t hesitate to contact us at yalsa@ala.org.

Mark Your Calendars

Tune In @ your library* for Teen Tech Week

Make sure to register for Teen Tech Week! Registration for the second annual event closes on February 1. This year’s theme is Tune In @ your library*. The general theme for Teen Tech Week is Get Connected. Teen Tech Week 2008 will be celebrated March 2–8.

YALSA is a nonprofit organization that depends on its members for support. By registering, you are letting us know that technology literacy is important to you and your teen patrons. By registering, you are telling YALSA that this program is valuable and worth continuing.

Teen Tech Week registrants will have first-hand access to tech guides developed by the Teen Tech Week committee. The guides provide a basic introduction to emerging technologies and give examples of how to connect teens with these exciting mediums. Registrants also will receive updates about contests and incentives via e-mail.

Support Teen Literature Day

Love young adult literature? Tell everyone that YA lit matters on Support Teen Literature Day on April 17, celebrated in conjunction with ALA’s National Library Week (April 13–19, 2008).

Now in its second year, Support Teen Literature Day aims to raise awareness among the general public that young adult literature is a vibrant, growing genre with much to offer today’s teens. Support Teen Literature Day also seeks to showcase some award-winning authors and books in the genre as well as highlight librarians’ expertise in connecting teens with books and other reading materials.
Many of these activities can be featured throughout National Library Week or simply featured on Support Teen Literature Day.

Support Teen Literature Day also will be the official launch of YALSA’s 2008 Teen Read Week initiative, which will be celebrated October 12–18, 2007 with the theme “Books with Bite @ your library.”

YALSA has compiled a list of activities, display ideas, and contests to help librarians and teen advisory groups celebrate Support Teen Literature Day—learn more by visiting the Support Teen Literature Day Web page at www.ala.org/ala/yalsa/supportyalt.cfm.

**Young Adult Literature Symposium**

Plan to join YALSA in Nashville, Tennessee, for the first-ever Young Adult Literature Symposium, “How We Read Now,” November 7–9, 2008. YALSA announced preliminary programs at Midwinter Meeting and expects to launch a Web site and registration in mid-January. Check www.ala.org/yalitsymposium for details in the coming months!

**Teen Read Week 2007**

*A Success!*

More than 4,600 Participants Helped Teens LOL @ your library

Thousands of teens across the United States celebrated Teen Read Week October 14–20, 2007, with more than 4,600 librarians, educators, parents, and concerned adults registered to participate.

The national kickoff event took place in Seattle, with young adult authors Tiffany Trent (In the Serpents’ Coils) and Deb Caletti (The Nature of Jade) taking questions from students at Seattle’s Washington Middle School on October 16. The Readergirlz Divas from www.readergirlz.com stopped in to talk about 31 Flavorites, the nightly YA lit chats they hosted every night in October in partnership with YALSA.

“Since YALSA first launched this national literacy effort in 1998, we have seen it grow and gather momentum. One big indicator is the official Teen Read Week registration numbers. This year we had more than 4,600 official Teen Read Week registrants, an increase of 1,500 from last year,” said YALSA president Paula Brehm-Heeger. “Additionally, more than 6,000 teens voted for their favorite nominated teen in our Teens Top Teen contest, with Stephenie Meyer’s New Moon receiving the most teen votes. And, through our work with the Readergirlz during all of October, YALSA utilized technology to bring reading and books to teens across the country via nightly chats with top teen authors.”

**YALSA Student Interest Group: A Great Way to Get Involved!**

Did you know that YALSA has an interest group that is geared specifically to library school students? It does—and the SIG is a perfect venue to meet others, ask questions, and exchange ideas.

During the past several months YALSA worked to find out what library school students planning on going into teen services need from the division. The division began by surveying students about their needs; the results were announced last fall, and you can read them at http://tinyurl.com/36za8.

In the near future, with the survey data in hand, YALSA will announce new programs and services for library school students. Stay tuned for those pieces of news. You don’t have to wait to get involved in the SIG however. You can get started by going to the group’s Ning at http://yalsasigning.com. Sign up, ask your questions, post your ideas, and find out what other teen-oriented library school students are up to and what they have to say.

If you have any questions about the SIG feel free to contact the convener, Linda W. Braun, at lbraun@leonline.com.

**Teens’ Top Ten Named**

More than six thousand teen readers across the country chose New Moon by Stephenie Meyer as their favorite book in the annual Teens’ Top Ten (TTT) vote. The online vote took place during Teen Read Week, October 14–20, with the second entry in Meyer’s popular vampire romance series winning easily.

The 2007 Teens’ Top Ten is:

- **New Moon** by Stephenie Meyer (Hachette Book Group USA/Little, Brown Books for Young Readers, 2006).
- **Just Listen** by Sarah Dessen (Viking Children’s Books, 2006)
- **How to Ruin a Summer Vacation** by Simone Elkeles (Flux, 2006).
- **Firegirl** by Tony Abbott (Hachette Book Group USA/Little, Brown Books for Young Readers, 2006).
- **All Hallows Eve (13 Stories)** by Vivian Vande Velde (Harcourt, 2006).
- **Life As We Knew It** by Susan Beth Pfeffer (Harcourt, 2006).
- **River Secrets** by Shannon Hale (Bloomsbury, 2006).
- **Bad Kitty** by Michele Jaffe (HarperCollins, 2006).
- **Road of the Dead** by Kevin Brooks (Chicken House, 2006).
TTT is a teen choice booklist put together as part of YALSA’s Young Adult Galley Project, which facilitates access to advance copies of young adult books to national teen book discussion groups. These groups evaluated books published between January 2006 and April 2007 and created a list of twenty-five nominations. Teen voters across the country then cast ballots for their three favorites, culminating in the 2007 TTT. Final nominations for the 2008 TTT vote will be posted in April at www.ala.org/teenstopten.

To learn more about the teen book groups and how to participate in the YA Galley program, visit www.ala.org/teenstopten. Publishers interested in participating in the program may contact Nichole Gilbert, ngilbert@ala.org, for more information. YALS

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—Dr. Gary Salvner, Professor, Department of English, Youngstown State University

“Thank you, thank you for this major contribution to YA literature.”
—Patty Campbell, Author, Editor, and Young Adult Book Critic

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