

This year's list emphasizes reading promotion and readers' advisory services, staples of the young adult services arsenal, now updated with the inclusion of graphic novels, considered by many to be essential to any YA collection purporting to serve adolescent boys. Youth participation opportunities continue in importance, whether as a means of self-expression in storytelling or to make good use of teen technical skills and fascination with information technology to get youth involved in library services. Ethics for school librarians and the knowledge available from marketing about teen media interests and opinions round out the list, which has been selected from VOYA's professional book reviews from December 2003 through the October 2004 issue. (For previous professional bookshelf recommendations, see VOYA's October issues from 1997 to 2003.)

# extending the five-foot bookshelf

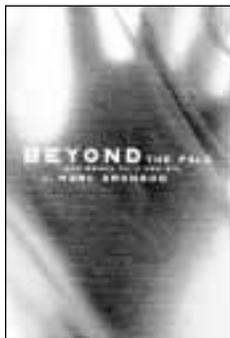
more  
essential  
books for  
professionals  
who serve teens

mary k. chelton

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Aronson, Marc. **Beyond the Pale: New Essays for a New Era.** Scarecrow Press, 2003. 145p. \$32.50. 0-8108-4638-1. Index. Source Notes. **VOYA** August 2004, p. 248.

*Topics ranging from identity-based awards to nonfiction relegated to publishing's neglected stepchild are justified with the simple statement, "[A] book a teenager should read is any book." Aronson suggests that publishing for young adults needs to change in three areas: the purpose of multicultural awards, providing material for male teens, and how novels "dripping with angst" are not meant for all YA readers. "Controversial? Yes. Interesting? Yes. Is it a must-read for professionals working with young adults? A definite yes."*



Braun, Linda W. **Technically Involved: Technology-Based Youth Participation Activities for Your Library.** ALA Editions, 2003. 160p. \$34 pb. 0-8389-0861-6. Index. Charts. Source Notes. Appendix. **VOYA** June 2004, p. 160.

*Providing concise tips and strategies for working with teens and developing youth participation programs where teens are in charge, Braun stresses the importance of ensuring that teen volunteers have true input and control over their involvement as well as the absolute support and understanding of all public service, management, and technology staff. The book is full of lists, charts, and tables plus outlines for possible projects such as e-mail newsletters, online library tour guides, and wireless service connections in teen areas. Especially nice is the section on literacy issues in the creating of blogs or teen guides. This "wonderful, insightful guide . . . provides skills and tools for creating an active, successful, and fulfilling cooperation for both teens and librarians."*

**Ethics in School Librarianship: A Reader.** Carol Simpson, Ed. Linworth, 2003. 120p. \$44.95 pb. 1-59683-084-8. Source Notes. Appendix. **VOYA** October 2004, p. 337.

*Different chapters by experts in the field bring together discussions of professional ethics that apply to a large range of issues, from collection development, access, confidentiality, use of technology, and intellectual freedom to intellectual property, administration, and Internet use. As Simpson points out, "The issues are thorny, and they cause discomfort." Of special interest are discussions of the differences between librarian and teacher codes of ethics with suggestions and guidelines for thinking about and implementing ethical codes. "The issues covered . . . are essential reading for all who work in the field of school librarianship."*

Gorman, Michele. **Getting Graphic! Using Graphic Novels to Promote Literacy with Preteens and Teens.** Linworth, 2003. 140p. \$36.95 pb. 1-58683-089-9. Glossary. Index. Illus. Charts. Biblio. Source Notes. Appendix. **VOYA** June 2004, p. 162. *Aiming to provide a solid introduction to the format, Gorman's guidance is immediately useful. Following a brief overview of comics in American popular culture and a quick survey of reproducible reading promotion programs using graphic novels, the book offers a series of annotated recommendations sorted by appropriate target audience and includes a section that spells out specific ways in which titles address curricular demands. Appendixes discuss collection development and reconsideration policies covering graphic novel collections. "Gorman's book is an excellent tool for both collection development and those wondering how to connect . . . young readers to the graphic novel collection."*

Herald, Diana Tixier. **Teen Genrelecting: A Guide to Reading Interests,** 2nd Ed. Libraries Unlimited, 2003. 275p. PLB \$40. 1-56308-996-3. Index. Further Reading. Appendix. **VOYA** June 2004, p. 162.

*Written for both expert and amateur YA librarians, this clearly organized, easy-to-follow guide to literature for both middle and high school students should help anyone do readers' advisory work with teens. The first chapter offers an overview of YA readers' advisory services; subsequent chapters focus on popular genres of YA literature, including graphic novels, with both recent and classic titles noted. Besides bibliographic information, each title has **VOYA**'s Q/P code rating with awards and best-list appearances cited where appropriate. One especially helpful marking is an icon indicating that a book has been made into a movie. "This book can serve as a key to building a core young adult collection" and "is recommended for all libraries."*

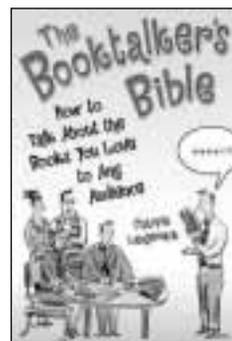
Kaye, Cathryn Berger. **Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, and Social Action.** Free Spirit, 2004. 240p. \$29.95 pb. 1-57542-133-X. \$17.95 CD-ROM. 1-57542-157-7. Index. Illus. Forms. **VOYA** October 2004, p. 338.

*Service learning (SL) sounds easy in this step-by-step guide for creating a program in K-12 schools, covering everything from the idea stage to implementation. Examples include how SL can lead to curriculum integration and where such programs can be successful, such as with seniors, the homeless, and those with AIDS. Kaye also provides fiction titles that exemplify SL in a specific area. "Fabulous" forms and handouts are provided to guide the reader developing a program. It is "an outstanding resource to guide educators in making ideas grow to be actions . . . [I]f one is working with a service learning program or is trying to start one, this title is a must-have for the professional bookshelf."*

Langemack, Chapple. **The Booktalker's Bible: How to Talk About the Books You Love to Any Audience.** Libraries Unlimited, 2003. 176p. \$30 pb. 1-56308-944-0. Index. Biblio. Further Reading. Appendix. **VOYA** December 2003, p. 438.

*Langemack provides a superb one-volume how-to-do-it book that covers anything a novice would need to know and some of which experienced booktalkers might need reminding.*

*With fourteen very practical chapters on topics such as "why do it?" and "choosing your books," the book is hilarious in spots, exceptionally readable, and filled with personal anecdotes that underscore the author's experience with her subject. "This wonderful, engaging book is a great addition to the arsenal of tools librarians serving young adults need to have—and use."*



Lesesne, Teri S. **Making the Match: The Right Book for the Right Reader at the Right Time, Grades 4-12.** Stenhouse, 2003. 232p. \$21 pb. 1-57110-381-3. Biblio. Appendix. *The View from VOYA*, **VOYA** April 2004, p. 5.

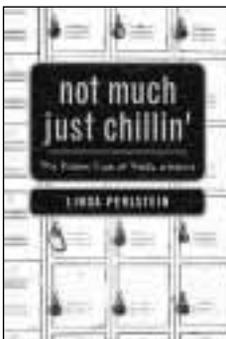
*Lesesne blazes a fresh trail through the familiar turf of sharing books with teens, especially with unmotivated youth who were never asked what they were looking for. The book's three sections cover the author's recommended techniques: knowing teens' cultural and personal milieu, especially the move from concrete to formal operational thinking; knowing the books with all the relevant information about reviews, awards, listservs, Web sites,*

booklists, and types of books that work best with teens; and making the match using strategies based on an understanding of the stages in the lifetime of readers. Appendixes include more than twenty annotated lists of books and resources with age recommendations, two of which were gleaned from an online survey of YA literature experts. Imaginative suggestions for alternatives to book reports, handling censorship, and developing a classroom library are joined by an analysis of the flaws of "canned" reading programs such as *Accelerated Reader*. "For anyone who loves teens and reading," this resource "will certainly become as well-thumbed as a beloved novel."

**Perlstein, Linda. Not Much Just Chillin': The Hidden Lives of Middle Schoolers.**

Farrar Straus Giroux, 2003. 261p. \$24. 0-374-20882-4. Biblio. Source Notes. **VOYA** April 2004, p. 79.

In a book that the reviewer compares favorably to *A Tribe Apart* (Fawcett, 1998/The View from **VOYA**, **VOYA** August 1998), a reporter embedded in a Columbia, Maryland, middle school writes "a fascinating and informative" anthropological study of several "tweens," describing how life changes socially, physically, and academically for this age group once it leaves elementary school as they quickly lose their innocence and inhibitions. Of particular interest is how middle schoolers use instant messaging to communicate with each other and how they responded to the September 11 attacks, many seeing it simply as a day to leave school early. It is a resource "highly recommended for public libraries, school libraries, and current and future young adult librarians."



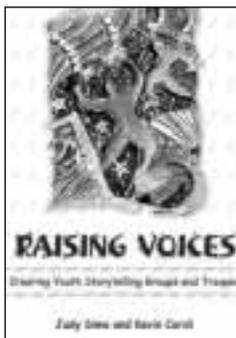
**Serving Older Teens.** Sheila B. Anderson, Ed. Libraries Unlimited, 2004. 240p. \$38.50 pb. 0-313-31762-3. Index. Illus. Biblio. **VOYA** June 2004, p. 163.

An excellent guide for serving a group easily overlooked by the library community, "this resource is bursting with ideas to enhance (or create, in some instances) library services to older teen patrons." Starting with the task of recognizing the unique needs of this group, Anderson offers statistical information and psychological evidence of their developmental needs. Contributors Patrick Jones, Amy Alessio, Kristine Mabood, and Robyn Lupa cover what these teens like to read, how to arrange physical space, booktalks, and going beyond printed material, respectively. The book is packed with bibliographies. "If one loves reading and recommending literature to young adults, this book will be a nirvana! . . . [H]ere is a wealth of tools to expand one's library skills when dealing with this dynamic age group."

**Sima, Judy, and Kevin Cordi. Raising Voices: Creating Youth Storytelling Groups and Troupes.**

Libraries Unlimited, 2003. 241p. \$32.50 pb. 1-56308-919-X. Index. **VOYA** February 2004, p. 526.

Written by two veteran storytellers, this guide not only provides a valuable rationale for storytelling by youth but also offers specific steps for organizing teller groups. The tone throughout is consistently respectful of youth developmental needs, talents, and energy. Besides the organizing



tips, there is also a chapter on keeping the group motivated and attendance consistent, which provides a "behavior contract." The resources list includes collections; stories; sources for props, instruments, and media; Web sites; and organizations. "For those teachers and librarians who believe in story and the value of storytelling with youth, this book is a must-purchase."

**Zollo, Peter. Getting Wiser to Teens: More Insights into Marketing to Teenagers,**

3rd Ed. New Strategist Publications, Inc. (P. O. Box 242, Ithaca, NY 14851), 2004. 424p. \$54.95. 1-885070-54-3. *The View from VOYA*, **VOYA** August 2004, p. 173. The latest edition of Zollo's indispensable guide especially merits attention because the world of teen marketing has morphed into unprecedented savvy on both sides: those who court lucrative teen business and the thirty-three million teens being courted. Zollo's respect for and understanding of teens is obvious in his lively, well-organized text that analyzes loads of statistics in a readable manner. He debunks the generation gap, finding that teens value their parents' opinions the most, although he notes that they do have complaints about adults, who need to give teens the freedom to make their own mistakes. Zollo identifies five fundamental teen needs for fun, independence, indi-filiation (combining individuality and affiliation), experimentation, and aspiration. He divides teens into four types, two of which are trendsetters, and offers a media chapter with a gold mine of pop culture preferences, including favorite Web sites. Through his charts and tables, a superb portrait of today's teens emerges. "Youth workers of all kinds will find enormous riches here."

**five-foot bookshelf criteria**

The intent of this professional reading list is to "identify books that increase our understanding of teenagers and how to serve them, serve as an inspiration for youth workers, and/or add to our knowledge of the field." (**VOYA** October 1997, p. 225.) These books are so essential that it would be difficult to serve teens without having read them. All titles were reviewed in **VOYA** during the past year.



**Included:**

- Professional books for both public and school librarians addressing policy issues, evaluation, public relations, advocacy, intellectual freedom, youth participation, programming, new research findings, education, literacy, technology, and similar topics.
- Books from other disciplines on adolescent development; current youth issues; racial, ethnic, and gender issues; teen culture; and youth development (including such topics as mentoring, dropout prevention, and delinquency prevention).

**Excluded:**

- Collection development tools, bibliographies, and lists of recommended books for young adults.
- Biographies or critiques of authors.
- Books designed as textbooks in library or education courses.
- Resource guides to Web sites, reference materials, etc.

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