

Standards for Public Library Service to Young Adults in Massachusetts



MASSACHUSETTS

LIBRARY

ASSOCIATION

Youth Services Section
1997

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**MASSACHUSETTS LIBRARY ASSOCIATION
CHILDREN'S ISSUES SECTION**

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**STANDARDS FOR PUBLIC LIBRARY SERVICES
TO YOUNG ADULTS IN MASSACHUSETTS**

TABLE OF CONTENTS

Preface.	1
Using the Young Adult Standards.	3
Introduction.	4
Service.	5
Staff.	7
Collections.	11
Facilities.	14
Programs.	16
Appendices:	
Bibliography	18
Job Description.	19
MLA Salary Recommendation.	21
Core Collection Checklist.	22
Collection Development Policy.	23
Policy Guidelines.	26
Library Bill of Rights and Interpretations.	28
Confidentiality Law.	32
Programs.	33
Program Planning Worksheet	35

PREFACE

Standards for Public Library Service to Young Adults in Massachusetts was developed as a companion document to the *Standards for Public Library Service to Children in Massachusetts* (Massachusetts Library Association, 1987, 1995). These standards were written in recognition that young adults have particular needs and that they too often receive limited library service as they make the transition from being served by the Children's Department to achieving full use of the Reference and Adult Services Departments.

The Children's Issues Section (CIS) of the Massachusetts Library Association (MLA), having fostered discussion and sponsored conference programs on young adult services issues, appointed a committee in 1994 to develop this set of standards. Representing public libraries across the state, the committee members included library directors, children's and young adult librarians and consultants from each of the three regional library systems. A small group of library directors and young adult librarians in each region reviewed the draft standards to assure their usefulness prior to their approval by the CIS Executive Board, adoption by the MLA Executive Board and endorsement by the MLA membership.

The *Standards for Public Library Service to Young Adults in Massachusetts* is intended to guide the local library in its ongoing evaluation and development of young adult services as a strong unit within the overall services and planning structure. It is meant to be used in conjunction with other planning documents, including: the Massachusetts Board of Library Commissioners (MBLC) regulations governing public libraries, the service plans of the regional library systems, The Small Libraries Planning Process (1990), Output Measures for Public Libraries (1987), Planning & Role Setting for Public Libraries (1987) and Output Measures and More: Planning and Evaluating Public Library Services for Young Adults (1995). Full implementation of these standards requires special planning and cooperation at the local, regional and state level. It is intended that the *Standards for Public Library Service to Young Adults in Massachusetts* be reviewed for any needed revisions every five years.

The standards formulated here continue to follow the pattern of other library standards in recent years in being qualitative rather than quantitative. They describe the philosophy and principles

underlying good library service to young adults and define essential characteristics of such service. Planning, designated allocation of library resources for serving young adults, responsiveness to user needs and evaluation of services are fundamental principles upon which all sections of these standards were constructed.

USING THE YOUNG ADULT STANDARDS

These standards have been developed for use by:

- *Young Adult Librarians* to support requests to Library Directors and Boards for increased resources.
- *Library Directors* to advance young adult services with local and state governments and Boards of Trustees.
- *Trustees* to increase their awareness of and support for young adult services.
- *Regional Administrators and Regional Youth Services Consultants and Coordinators* to strengthen existing services and create new ones.
- *The Massachusetts Board of Library Commissioners* to develop an action plan for implementation on a state level and to consider when formulating funding policy for Massachusetts libraries.
- *The Massachusetts Library Association* to advocate for young adult services in the professional community at large.
- *Library School Faculty* to strengthen the professional education of young adult librarians.
- *Citizens* to increase awareness of young adult library needs in their communities.

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YOUNG ADULTS AS LIBRARY USERS

The term "young adults" refers to young people ages 12 to 18 who no longer see themselves as children but are not recognized by society as adults. As they struggle to find their place in the family and society, they must work out new relationships with parents, peers and others. They experience rapid physical, emotional and social changes while developing their intellectual capabilities and personal values, understanding and accepting their sexuality, and identifying their educational and occupational options.

Young adult library users deserve to be taken seriously and to have their requests treated equitably and their confidentiality preserved. Direct, respectful communication with them is the most effective means of engaging their interest in library services. A cornerstone of young adult library services is the principle that young adults must be actively involved in decisions regarding collections, services and programs intended for them. Their active participation ensures that the needs and ever changing interests of young people are being addressed. Young adults become good library users and supporters when they are enthusiastically engaged in planning and decision making. They play a key role in attracting their peers to the library.

Public libraries must provide more than token services to young adults. Since adolescents are [not generally advocates on their own behalf, it is important that the library director, staff, and trustees understand their responsibility to give equal consideration to the needs of young adults in planning and implementing library and information services. Youth advocacy begins with the policies, procedures, collections and services within the library. It also extends to the networks and coalitions library staff develop with schools and other libraries and community agencies.

These standards are constructed in the belief that "by fully supporting library service to young adults, the library community is much more likely to retain members of this age group as library users who will, as adults, become lifelong learners and library supporters." ¹ The standards are based on the philosophy and definitions of library services established in two basic documents of the Young Adult Library Services Association: Directions for Library Service to Young Adults (2nd edition, 1993) and Young Adults Deserve the Best: Competencies for Librarians Serving Youth (1981, 1989). The Intellectual Freedom documents of the American Library Association, particularly the *Library Bill of Rights*, are also fundamental to quality service to young adults.

¹Directions, p.1.

SERVICE

Quality library service to young adults is provided by staff who understand and respect their unique informational, educational and recreational needs. In accordance with the principles expressed in the *Library Bill of Rights* and *Free Access to Libraries for Minors* (Intellectual Freedom Manual, 5th edition, American Library Association, 1995), teenagers must have access on an equal basis with adults to all the services and materials the library provides. Cooperation among public, school and other libraries in the community is essential to serving young adults well.

I. PRINCIPLES

Services to young adults must be based on a written policy outlining philosophy, goals and objectives consistent with established roles as stated in the library's long-range plan. This document is to be reviewed in consultation with the director on an annual basis to determine its effectiveness in serving the needs and interests of young adults in the community.

The policy should be based on the following principles:

- Young adults are entitled to equal access to all library services, resources and programs, including information services, reserves and interlibrary loan.
- Young adult department service hours will be no less than those of adult services, and staff will be available to serve young adults all the hours that the library is open.
- Young adults have the right to privacy and confidentiality in accordance with the principles expressed in the American Library Association's *Statement of Professional Ethics* and Massachusetts State Laws regarding confidentiality.
- Public library services for young adults complement but do not take the place of school libraries in the community.
- Each public library has the responsibility to make access to electronic resources (e.g. MLIN: Massachusetts Library Information Network and the Internet) equally available to people of all ages.

II. PRACTICES

To insure that young adults are provided with the materials and information they need for school assignments, personal pleasure, and responsible decision-making each library must:

- Establish a space for young adult collections.
- Employ at least one qualified librarian who is responsible for planning and supervising services to young adults.
- Develop and maintain a collection of diverse and current materials in various formats.
- Develop and provide reference services, including homework assistance, personal, career and college information. This reference service also extends to telephone and electronic information and referral.
- Plan and implement a variety of programs that promote library use.
- Provide reader's advisory assistance.
- Provide library orientation and skills instruction.
- Develop procedures for involving young adults in planning collections, services and **programs.**
- Develop meaningful volunteer opportunities for young adults within the library.
- Publicize the resources and services offered to young adults.
- Collaborate and cooperate with schools and other community agencies serving young adults.
- Allocate sufficient funding to accomplish the above aims.

STAFF

The library acknowledges the distinct needs and characteristics of young adults by designating a staff member who will have professional expertise and responsibility in planning and supervising services for them. The library director and the young adult librarian will work together to provide leadership that assures good library service to young adults, seeking additional expertise from the Regional Youth Services Consultant as needed. It is also essential that all staff members convey a service commitment to young adults since they are expected to use the full range of public library services. The goal of each library will be to employ a young adult librarian who has earned a master's degree from an ALA accredited program with an emphasis on young adult materials and services.

I. COMPETENCIES

In order to be an advocate for young adults and an effective provider of library services, the librarian serving this age group must possess a wide variety of competencies and personal qualities.

As a person who is expected to attract young adults to the library, the librarian must have:

- Genuine respect for teenagers and an ability to establish rapport with them.
- Communication skills to involve young adults in planning and implementing services intended for their benefit.
- The ability to elicit the input of young adults on library programs and services and to present their ideas to the library administration and staff.

As a professional librarian who is expected to develop services appropriate to this age group, the librarian must have:

- A broad and current knowledge of young adult literature, audio and visual materials, and electronic resources.
- A broad knowledge of the intellectual, emotional, psychological, and physical development of adolescents.

As part of the management team of the library in which young adult services are valued, the librarian must have:

- A knowledge and understanding of the library's mission, goals and objectives.
- The ability to plan and carry out programs and to participate in the overall management and evaluation of library activities.

As an effective advocate for young adults, the librarian must have:

- An awareness of current issues affecting adolescents in that community and society.
- The ability to communicate and collaborate with school personnel and other community agencies serving young adults.

II. RESPONSIBILITIES OF THE YOUNG ADULT LIBRARIAN

The young adult librarian must assume a wide variety of responsibilities in the areas of management, service, community outreach, and professional development.

As a manager the young adult librarian will:

- Plan and implement activities to achieve short and long term goals and objectives for young adult services as part of the overall library planning process.
- Assess budgetary needs of the young adult department and work with other library personnel to plan and implement the budget.
- Represent the needs of young adults in library discussions of policy-making and implementation of budget priorities.
- Work with library administration to seek supplementary funding to enhance library services.
- Train, supervise, and evaluate staff and volunteers.
- Identify, collect, and interpret statistics as needed.

As a service provider the young adult librarian will:

- Select, evaluate, maintain, and discard young adult materials based on the preferences of young adults and the use of a variety of review sources.
- Provide reference, readers' advisory, and library orientation services to young adults.

- Involve young adults in planning and implementing services for their age group.
- Recognize diverse groups of young adults and develop programs and acquire materials appropriate to their needs.

As a coordinator of outreach services the young adult librarian will:

- Establish contacts and collaborate with schools and other agencies to serve young adults.
- Promote, publicize, and represent young adult services and the library to the community and local agencies in cooperation with other library departments.

As a professional librarian the young adult librarian will:

- Participate actively in professional associations, take advantage of continuing education opportunities and read professional literature.
- Identify current trends and issues affecting young adults and incorporate these findings into overall services to this age group.

ID. RESPONSIBILITIES OF THE DIRECTOR

The library director will insure quality services to young adults by supporting the young adult librarian in the administration of these services and working with the young adult librarian in maintaining contacts with other community agencies serving youth. In addition, the director will:

- Provide written job descriptions, which are regularly reviewed, for all staff responsible for young adult services.
- Assure regular performance evaluations are conducted using the job descriptions along with the goals and objectives set by each staff member.
- Designate a professional position in the library that will include responsibility for young adult services in the event the young adult librarian's position cannot be full-time. Allocate time for community outreach to schools and other agencies, for development of appropriate networks for serving young adult information needs, and for job-related professional activities.
- Assure scheduled time in the designated librarian's work week that allows the librarian to serve young adults effectively.

- Compensate the young adult librarian with a salary commensurate with the formal qualifications mandated by the library and equivalent to that of other staff within the library who have similar levels of responsibility. The Massachusetts Library Association provides minimum salary recommendations.
- Provide regular continuing education for all staff members on service to adolescents.

4Y. RESPONSIBILITIES OF THE REGIONAL LIBRARY SYSTEMS

Each regional library system, in its plan of service, must include:

- A program of services to young adults.
- A consultant with expertise in young adult services who provides advisory services to staff in local public libraries.
- Continuing education programs on young adult services.
- Opportunities for regular meetings between local young adult services staff and regional consultants.

COLLECTIONS

The young adult collection represents the unique needs and interests of adolescents in the community. Resources selected for teenagers should contribute to their intellectual and emotional growth as well as appeal to their popular, current and recreational interests. Both the public library and the school library collections are necessary for meeting the educational needs of young adults.

This collection is the bridge for adolescents making the transition from juvenile collections and services to adult collections and services. It should contain materials appropriate for a wide range of abilities and maturity levels. Therefore, the collection may include items commonly found in either the adult or children's collections. In accordance with the *Library Bill of Rights* and its interpretations, young adults must have access to all areas of the library's collections.

I. POLICY

Every public library's collection development policy, endorsed by the library's governing board, must define the purpose of the young adult collection by stating the following:

- Responsibility and criteria for selection and evaluation.
- General and specific populations and interests to be served.
- Level of curriculum and homework support.
- Roles of young adults in collection development.
- Relationship between the young adult collection and other collections in the library.

n. CONTENT

Personal interest materials reflecting the needs and current interests of teenagers are the primary focus of the young adult collection. Materials should be available in a variety of formats, subject areas, and levels of difficulty.

Paperbacks, magazines, and popular music recordings are included in any collection for this age group.

The young adult collection must reflect the cultural and socio-economic diversity of the community and acknowledge the emotional and informational needs of teens of all sexual orientations. It should serve the needs of the visually and hearing impaired, learning disabled, and non-English speaking populations.

ID. BUDGET

A portion of the library budget must be designated for young adult materials. Evaluation of the usage patterns of the library's entire collection, as well as a variety of statistics and output measures supplied by the young adult librarian, should determine budget allocations. The young adult librarian should have direct responsibility for expending the young adult materials budget. When the public library also serves as a school library, arrangements must be made for reimbursements.

IV. SELECTION

The young adult librarian will:

- Select materials intended primarily for young adults, consulting a variety of professional selection and evaluation aids.
- Involve young adults in the selection process.
- Communicate with other library departments which select materials used by young adults to determine the best location for these materials.
- Insure prompt processing and full cataloging of young adult materials.
- Evaluate the strengths and weaknesses of the collection on a regular basis.
- Discard worn and outdated materials.

v. PROMOTION

To promote the collection effectively, the young adult librarian will:

- Identify the needs of the community, its teens, and its young adult service providers.
- Publicize materials to teens both inside and outside the library.
- Work with schools and community groups to keep teens and adults abreast of materials in the collection.
- Help teens in choosing materials they enjoy and guide them in their development as readers.
- Plan and implement book talks, programs, booklists, displays, and signage.

VI. RESPONSIBILITIES OF THE REGIONAL LIBRARY SYSTEMS

The regional library systems are responsible for assisting member libraries in collection development by providing:

- Access to a collection of professional resources.
- Continuing education programs.
- On-site consultations.
- Supplementary collections/deposits of young adult materials for all public libraries under 25,000 population.

FACILITIES

Every public library will have a clearly identified, separate area designated for young adults. The young adult area should be accessible to all adolescents, easily visible, functional and flexible in design. An environment that is comfortable and arranged to accommodate noise and movement will make young adults feel welcome. The design and graphics should make it evident that the area is for teens. Young adult involvement is essential in establishing an effective, dynamic young adult area.

I. SPACE

The young adult space should be established in a location that is easily supervised without making young adults feel intimidated. Because young adults need access to reference materials and assistance, proximity to reference services is important. If the young adult area is unable to house programs and activities, teens should have access to other program facilities within the library. The space itself should be in compliance with the Americans with Disabilities Act and should accommodate:

- Leisure reading, studying, and socializing.
A public service area and work space for the young adult librarian.
- Sufficient shelving for a diverse collection.
- Displays and exhibits space.

II. FURNISHINGS

Furnishings should be flexible so that as needs and activities change the area can be adapted accordingly. The young adult area will include:

- Shelving for materials in various formats.
- Comfortable and durable seating and tables.
- Directional and informational signs.

The young adult area should include or be in proximity to:

- A public service desk, clock and telephone.
- Listening and viewing equipment.
- Electronic resources.
- Display equipment.

m. INFRASTRUCTURE

Services for young adults must take advantage of new methods to deliver the most effective access to information, learning and leisure pursuits. The library's infrastructure should support changing technology and insure adequate lighting, ventilation, temperature controls, and acoustics. **Items to consider in the young adult area include:**

- **Electrical outlets in a variety of locations.**
- **Adequate wiring with flexibility to reposition and upgrade.**
- Connections for in-house and external telecommunication resources.
- **Sound proofing as required.**
- **Telephone jacks within convenient access.**

PROGRAMS

Successful library programs support teens by fostering a sense of belonging and providing a structure for socializing and working together. Programming should be as varied as the needs and interests of young adults themselves. It is crucial that programs presented for this age group include teenagers in planning and implementation. Teens who are involved in the programming process are essential advocates and promoters of a library's young adult services.

I. PRINCIPLES

Programs can range from informal activities to formally planned events and are intended to connect young adults and libraries. The following principles govern the development, organization and management of library programs for young adults:

- The philosophy, goals and objectives for young adult programming should be included in the library's written program policy and revised as necessary.
- A specific budget should be designated for planning, publicizing, and presenting young adult programs.
- The young adult librarian must be provided with time and opportunities to establish relationships with teen users and to plan, prepare and carry out young adult programming.
- Ongoing communication and collaboration with schools and other community agencies serving young adults is essential in developing successful programming.

II. PRACTICES

The young adult librarian, with the support of the director and other staff members, will assume the responsibility of implementing the library's young adult programs. To insure success, the following practices are necessary:

- Scheduling informational, cultural, and recreational programs for young adults, parents, and community members who work with teens on a regular basis.
- Developing personal contacts with young adults and encouraging promotion among teens themselves in order to publicize programs.
- Utilizing high-quality print and media publicity to create visibility in the community.
- Evaluating programs and maintaining statistics to insure continued improvement of and support for programming.

III. RESPONSIBILITIES OF THE REGIONAL LIBRARY SYSTEMS

Regional library systems are responsible for assisting member libraries in program development by providing:

- Continuing education programs for librarians on effective young adult programming
- Consultations, including on-site visits, to address specific needs.
- Professional resources to assist the young adult librarian in programming efforts.

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TOWN OF ANYWHERE
Job Description

YOUNG ADULT LmRARIAN

Definition:

Professional, administrative and supervisory work in planning and managing the activities of young adult services in the library and all other related work as required.

Supervision:

Works under the general direction of the Library Director or Coordinator of Youth or Adult Services.

Performs responsible functions requiring considerable judgment and initiative in planning and overseeing services to young adults both within the library and the community.

Supervises two part-time employees and an active volunteer program.

Job Environment:

Performs work under typical library conditions; library hours may require evening and weekend work.

Makes frequent contacts with the public, schools, other libraries, social service agencies, civic organizations and other professional organizations.

Operates computer, CD-ROM, and other standard office equipment.

Essential Functions:

Plans, organizes, implements, supervises and evaluates services to young adults. Participates a~ part of the management team in developing goals, policies and procedures as relating to young adults. Advocates for young adults and young adult services with other community agencies.

Initiates, plans and conducts a variety of programs and activities to encourage the use of the library by young adults between the ages of 12 to 18. Involves young adults in planning and implementing services for their age group.

Selects, evaluates, maintains and discards young adult materials based on professional judgment preferences of young adults and acknowledged review sources.

Provides reference and readers' advisory services, and library orientation to young adults.

Collaborates with schools and other agencies to serve young adults.

Promotes, publicizes and represents young adult services and the library to the community and local agencies in cooperation with other library departments.

Works with library administration to seek supplementary funding to enhance library services, including state and federal grants.

Trains, supervises and evaluates staff and volunteers.

Identifies, collects and interprets statistics as needed.

RECOMMENDED MINIMUM QUALIFICATIONS

Education and Experience:

Master's Degree in Library Science from an ALA accredited school; two years of professional experience, including supervisory and administrative experience; experience with young adults (ages 12 to 18) is preferred; or any equivalent combination of education and experience.

Knowledge, Ability and Skills:

Knowledge: Broad and current knowledge of young adult literature, audio and visual materials, and electronic resources. A broad knowledge of the intellectual, emotional, psychological and physical development of adolescents is essential.

Ability: Genuine respect for young adults and an ability to establish rapport with them. Ability to administer and direct the work of staff and volunteers. Ability to express oneself orally and in writing. Flexibility, initiative, energy, patience and tact to deal effectively with the public.

Skills: Excellent people and reference skills. Planning and organizational skills needed.

Judgment: Has access to a limited amount of confidential information. Errors could result in lower standards of library service, waste of public funds and poor public relations.

Physical Requirements:

Light physical effort required in carrying and shelving books, and in performing other typical library functions. Frequent standing, walking, bending, reaching and climbing. Ability to operate a keyboard at an efficient speed. Frequently required to sit and talk or hear, use hands to operate objects, tools or controls; and reach with hands and arms. The employee must regularly lift and/or move materials weighing up to 40 pounds. Vision and hearing at or correctable to "normal ranges" .



SALARY RECOMMENDATION

MASSACHUSETTS
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The Personnel Issues Committee of the Massachusetts Library Association is advising an adjustment of the minimum salary recommendation for FY 1997.

The Committee is utilizing the same formula adopted January of 1989 for FY 1990, and updating the figures being processed by the formula.

The new recommended entry level salary for MLS positions in fiscal 1997 will be \$31,632. This figure is tied to Massachusetts teachers' salaries and is derived by applying the following formula:

Recommended beginning annual teachers salary --- 1995	\$ 24,000.00
Additional compensation for Master's degree	2,000.00
20% for 230-240 work days compared to 180-190 work days per year	4,800.00
2.7 adjustment for Consumer Price Index	832.00
	\$ 31,632.00

Libraries wishing to comply with MLA's minimum salary recommendation may use the flat rate of \$ 31,632 or adopt the formula using local data as follows:

Local entry level teacher's salary	\$
Additional compensation for Master's degree	
20% for additional days worked per year	
Local inflation rate	
Minimum salary MLS for your city/town	

This formula may also be used by libraries to calculate entry level positions requiring only a Bachelor's degree.

CORE COLLECTION CHELSEA-L1-T

Though school assignments motivate teenagers to visit the library, a dynamic Young Adult collection focusing on popular, high interest materials will help keep them coming back. Your YA collection **should** include:

- Series books.
- Fiction:
 - Horror.
 - Realistic teen novels.
 - Mystery/suspense.
 - Romance.
 - Science fiction.
 - Fantasy.
 - Sports.
 - Adventure/survival.
- Comics and graphic novels.
- Media tie-ins.
- Magazines.
- Non-fiction:
 - Recreational, e.g. rock and rap music, rollerblading.
 - Informational, e.g. health and sex education.
 - Educational, e.g. careers and college.
- Non-print:
 - Musical media.
 - Recreational and informational videocassettes.
 - Computer games and learning tools.
- College catalogs.
- Pamphlets/vertical files/"pathfinders".
- School yearbooks.

Teens, and adults working with them, may also request other less "demand-driven" materials. Depending on its size and scope, your YA collection **might** include:

- Historical fiction.
- Short stories.
- Classics in paperback editions.
- Multicultural fiction.
- Books-on-tape.

SAMPLE YA COLLECTION DEVELOPMENT POLICY

from the Leominster Public Library

AIMS: Young adults are persons who no longer see themselves as children but whom society does not see as adults. They are undergoing rapid social, physical and emotional changes; many are "at risk".¹ In these critical years, teens are formulating their personal and sexual identity, searching for roots and continuity, questioning lifestyles, developing political preferences, expanding their appreciation and understanding of other cultures, and adding dimensions to their religious or spiritual beliefs.

Young adults often look for library materials and resources to meet academic demands, and the library's general reference, non-fiction, audio-visual and periodicals collections all contain materials appropriate for young adults. Though the resources of the entire library are available to users in this age group, the Leominster Public Library is also committed to developing and maintaining a separate collection for young adults in the Young Adult Center.

The Center's collection focuses on the recreational and emotional needs of this age group, as well as informational needs in certain subject areas. Resources selected for teenagers contribute to intellectual and emotional growth, give pleasure, stimulate curiosity, and expand understanding of others, the world, and one's place in it. These resources expose young adults to the widest spectrum of beliefs and attitudes with the broadest possible range of materials, thereby providing young people opportunities to make intelligent and considered choices.

SELECTION PLAN: Young adult service is generally geared to the secondary school age, defined as grades seven through twelve, and corresponding approximately to ages 12 through 18. The majority of the collection consists of material written specifically for young adults. However, in order to provide for a wide range of abilities and maturity levels, some titles written specifically for children's collections as well as adult titles are included.

The collection is comprised of fiction and non-fiction in both hardcover and paperback formats, limited reference resources, magazines, pamphlets and audiocassettes.

The Young Adult Services Coordinator has been delegated the day-to-day responsibility for selection decisions for the Young Adult Center collection. Selections are guided by but not limited to the General Selection Criteria outlined at the beginning of this document. The following format descriptions contain additional information and criteria used in the selection process.

DESCRIPTION: The following areas comprise the young adult collection. Additional criteria used in the selection process are noted.

¹ Directions, p. 3.

FICTION

The Young Adult Center fiction collection consists of material written for and/or appealing to this particular age group regardless of genre. Every effort is made to provide teens with fiction that deals with their concerns in open, honest ways and which meets their recreational and/or academic needs. Primarily, titles of distinction and literary merit, favorably reviewed in standard selection sources, are added to the collection. Recommendations by young adult patrons, parents and educators are also considered.

The fiction collection encompasses contemporary novels, science fiction, fantasy, short stories, historical fiction, and mystery/horror/suspense. Cataloged fiction is purchased primarily in hardcover format; reprints are added to the paperback collection based on appropriateness and availability. Hardcover duplicates are not generally purchased due to cost and space concerns.

NON-FICTION

Titles are chosen for their relevance, timeliness and appeal. Every effort is made to purchase factual books which are clearly written and attractive in format; duplicate copies are purchased if demand exists, for a single title or for a particular subject area. The Young Adult Center collection contains hardcover and paperback non-fiction in the following specific subject areas:

- psychic/unexplained phenomena
- role-playing handbooks and manuals
- health and personal appearance
- sex education, including AIDS
- youth problems and issues
- substance abuse
- fads and hobbies
- music
- humor
- crisis and coping information
- college application process/ITeshman college experience
- poetry
- biography
- sports
- limited reference resources

Resources on sex education are on the shelves in the Young Adult Center. Emphasis is placed on acquiring materials appropriate for teens, but some resources useful to parents and educators are also purchased. In the age of AIDS, and with the open references to sex in today's society, it is imperative that teens have access to sound and authoritative sources which bury the myths of sex, promote a healthy and balanced attitude, and provide the informational framework for responsible sexual behavior.

PAMPHLETS

Pamphlet materials are obtained at little or no cost primarily to supplement books for homework-related assignments and personal informational needs. The pamphlet collection includes topical material on youth problems, health issues and substance abuse.

PAPERBACKS

Paperbacks are the format of choice among many young adults, and the Young Adult Center maintains a large paperback browsing collection. Fiction is purchased, with a focus on popular series, genre and formula books in the areas of romance, mystery/horror/suspense, humor, science fiction and fantasy. Contemporary fiction, non-fiction, and media tie-ins are also selected to a lesser degree. Duplicate copies of popular titles are purchased to meet current demand. Paperback selection reflects requests and suggestions from young adult users.

MAGAZINES

Current magazines are an increasingly popular format among young adults and are chosen primarily for their recreational content. The collection reflects popular teen culture and is heavily oriented toward entertainment and fads. Selection is based primarily on suggestions from young adult users. Current issues are kept in a browsing area in the Center and may not be checked out; back issues circulate. No attempt is made to retain back issues beyond the current year.

AUDIOCASSETTES

The use of materials other than books which promote the goals of library service to youth are an integral part of the library's service to young adults. Popular music is an expression of our times and is of consuming interest and importance to most teens. In order to maintain its credibility with the young adults it serves, the Leominster Public Library provides their favorite music. Therefore, audiocassettes which reflect the current output are purchased, though no attempt is made to fully cover this ever-expanding field.

Though some professional and vendor publications are consulted, selection is based almost exclusively on requests and suggestions made by young adult library users.

Some audiocassettes selected for the Young Adult Center collection may carry "Parental Advisory/Explicit Lyrics" warnings. The advisory label is a voluntary statement used by some, but not all, members of the recording industry. It offers parents an opinion, not an absolute standard for judgment. Since neither the recording industry nor the library can relieve parents of their basic responsibility, the library stands behind the American Library Association in its position on labeling. (See "Statement on Labeling: An Interpretation of the Library Bill of Rights".)

AMERICAN LIBRARY ASSOCIATION POLICY GUIDELINES

All library policies, regulations and procedures should be carefully examined to determine if they may result in denying, restricting or creating barriers to access. If they may result in such restrictions, they:

1. should be developed and implemented within the legal framework that applies to the library. This includes: the United States Constitution, including the First and Fourteenth Amendments, due process and equal treatment under the law; the applicable state constitution; federal and state civil rights legislation; all other applicable federal, state and local legislation; and applicable case law;
2. should cite statutes or ordinances upon which the authority to make that policy is based, when appropriate;
3. should be developed and implemented within the framework of the Library Bill of Rights and its Interpretations;
4. should be based upon the library's mission and objectives;
5. should only impose restrictions on the access to, or use of library resources, services or facilities when those restrictions are necessary to achieve the library's mission and objectives;
6. should narrowly tailor prohibitions or restrictions, in the rare instances when they are required, so they are not more restrictive than needed to serve their objectives;
7. should attempt to balance competing interests and avoid favoring the majority at the expense of individual rights, or allowing individual users' rights to interfere materially with the majority's rights to free and equal access to library resources, services and facilities;
8. should avoid arbitrary distinctions between individuals or classes of users, and should not have the effect of denying or abridging a person's right to use library resources, services or facilities based upon arbitrary distinctions such as origin, age, background or views;

In the LIBRARY BILL OF RIGHTS and all of its Interpretations, it is intended that: "origin" encompasses all the characteristics of individuals that are inherent in the circumstances of their birth; "age" encompasses all the characteristics of individuals that are inherent in their levels of development and maturity; "background" encompasses all the characteristics of individuals that are a result of their life experiences; and "views" encompasses all the opinions and beliefs held and expressed by individuals;

9. should not target specific users or groups of users based upon an assumption or expectation that such users might engage in behavior that will materially interfere with the achievement of substantial library objectives;

10. must be clearly stated so that a reasonably intelligent person will have fair warning of what is expected;

11. must provide a means of appeal;

12. must be reviewed regularly by the library's governing authority and by its legal counsel;

13. must be communicated clearly and made available in an effective manner to all library users;

14. must be enforced evenhandedly, and not in a manner intended to benefit or disfavor any person or group in an arbitrary or capricious manner.

Libraries should develop an ongoing staff training program designed to foster the understanding of the legal framework and principles underlying library policies and to assist staff in gaining the skill and ability to respond to potentially difficult circumstances in a timely, direct and open manner. This program should include training to develop empathy and understanding of the social and economic problems of some library users;

15. should, if reasonably possible, provide adequate alternative means of access to information for those whose behavior results in the denial or restriction of access to any library resource, service or facility.

Adopted by the ALA Intellectual Freedom Committee
June 29, 1994

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The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

1. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
6. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948.

Amended February 2, 1961, June 27, 1967, and January 23, 1980,
by the ALA Council.

NOTE: See the INTELLECTUAL FREEDOM MANUAL for Interpretations of the Library Bill of Rights, the Statement on Labeling, Library Initiated Programs as a Resource, Diversity in Collection Development, Access to Children and Young People to Videotapes, and the Freedom to View.

Also available at *gopher://ala.ala.org:701001/alogphxl/40415007/document*

FREE ACCESS TO LIBRARIES FOR MINORS An Interpretation of the LIBRARY BILL OF RIGHTS

Library policies and procedures which effectively deny minors equal access to all library resources available to other users violate the LIBRARY BILL OF RIGHTS. The American Library Association opposes all attempts to restrict access to library services, materials, and facilities based on the age of library users.

Article V of the LIBRARY BILL OF RIGHTS states, "A person's right to use a library should not be denied or abridged because of origin, age, background, or views." The "right to use a library" includes free access to, and unrestricted use of, all the services, materials, and facilities the library has to offer.

Every restriction on access to, and use of, library resources, based solely on the chronological age, educational level, or legal emancipation of users violates Article V.

Libraries are charged with the mission of developing resources to meet the diverse information needs and interests of the communities they serve. Services, materials, and facilities which fulfill the needs and interests of library users at different stages in their personal development are a necessary part of library resources. The needs and interests of each library user, and resources appropriate to meet those needs and interests, must be determined on an individual basis. Librarians cannot predict what resources will best fulfill the needs and interests of any individual user based on a single criterion such as chronological age, level of education, or legal emancipation.

The selection and development of library resources should not be diluted because of minors having the same access to library resources as adult users. Institutional self-censorship diminishes the credibility of the library in the community, and restricts access for all library users.

Librarians and governing bodies should not resort to age restrictions on access to library resources in an effort to avoid actual or anticipated objections from parents or anyone else. The mission, goals, and objectives of libraries do not authorize librarians or governing bodies to assume, abrogate, or overrule the rights and responsibilities of parents or legal guardians. Librarians and governing bodies should maintain that parents --and only parents-- have the right and the responsibility to restrict the access of their children --and only their children-- to library resources. Parents or legal guardians who do not want their children to have access to certain library services, materials or facilities, should so advise their children.

Librarians and governing bodies cannot assume the role of parents or the functions of parental authority in the private relationship between parent and child. Librarians and governing bodies have a public and professional obligation to provide equal access to all library resources for all library users.

Librarians have a professional commitment to ensure that all members of the community they serve have free and equal access to the entire range of library resources regardless of content, approach, format, or amount of detail. This principle of library service applies equally to all users, minors as well as adults. Librarians and governing bodies must uphold this principle in order to provide adequate and effective service to minors. Adopted June 30, 1972; amended July 1, 1981; July 3, 1991, by the ALA Council. ISBN 8389-7549-6]

Information provider:

Unit: American Library Association

E-mail: Edward.Valauskas@ala.org

INFORMATION RESOURCES AND ACCESS

Providing connections to global information, services, and networks is not the same as selecting and purchasing material for a library collection. Determining the accuracy or authenticity of electronic information may present special problems. Some information accessed electronically may not meet a library's selection or collection development policy. It is, therefore, left to each user to determine what is appropriate. Parents and legal guardians who are concerned about their children's use of electronic resources should provide guidance to their own children.

Libraries and librarians should not deny or limit access to information available via electronic resources because of its allegedly controversial content or because of the librarians personal beliefs or fear of confrontation. Information retrieved or utilized electronically should be considered constitutionally protected unless determined otherwise by a court with appropriate jurisdiction.

Libraries, acting within their mission and objectives, must support access to information on all subjects that serve the needs or interests of each user, regardless of the user's age or the content of the material. Libraries have an obligation to provide access to government information available in electronic format. Libraries and librarians should not deny access to information solely on the grounds that it is perceived to lack value.

In order to prevent the loss of information, and to preserve the cultural record, libraries may need to expand their selection or collection development policies to ensure preservation, in appropriate formats, of information obtained electronically.

Electronic resources provide unprecedented opportunities to expand the scope of information available to users. Libraries and librarians should provide access to information presenting all points of view. The provision of access does not imply sponsorship or endorsement. These principles pertain to electronic resources no less than they do to the more traditional sources of information in libraries. (See: Diversity in Collection Development: an Interpretation of the Library Bill of Rights)

Adopted by the ALA Council, January 24, 1996.

STATEMENT ON LABELING

An Interpretation of the LIBRARY BILL OF RIGHTS

Labeling is the practice of describing or designating materials by affixing a prejudicial label and/or segregating them by a prejudicial system. The American Library Association opposes these means of predisposing people's attitudes toward library materials for the following reasons:

1. Labeling is an attempt to prejudice attitudes and as such, it is censor's tool.
2. Some find it easy and even proper, according to their ethics, to establish criteria for judging publications as objectionable. However, injustice and ignorance rather than justice and enlightenment result from such practices, and the American Library Association opposes the establishment of such criteria.
3. Libraries do not advocate the ideas found in their collections. The presence of books and other resources in a library does not indicate endorsement of their contents by the library.

A variety of private organizations promulgate rating systems and/or review materials as a means of advising either their members or the general public concerning their opinions of the contents and suitability or appropriate age for use of certain books, films, recordings, or other materials. For the library to adopt or enforce any of these private systems, to attach such ratings to library materials, to include them in bibliographic records, library catalogs, or other finding aids, or otherwise to endorse them would violate the LIBRARY BILL OF RIGHTS.

While some attempts have been made to adopt these systems into law, the constitutionality of such measures is extremely questionable. If such legislation is passed which applies within a library's jurisdiction, the library should seek competent legal advice concerning its applicability to library operations.

Publishers, industry groups, and distributors sometimes add ratings to material or include them as part of their packaging. Librarians should not endorse such practices. However, removing or obliterating such ratings -- if placed there by or with permission of the copyright holder -- could constitute expurgation, which is also unacceptable.

The American Library Association opposes efforts which aim at closing any path to knowledge. This statement, however, does not exclude the adoption of organizational schemes designed as directional aids or to facilitate access to materials.

Adopted July 13, 1951. Amended June 25, 1971; July 1, 1981; June 26, 1990, by the ALA Council.

[ISBN 8389-5226-7]

CONFIDENTIALITY LAW

Chapter 78, Section 7 of the Massachusetts General Laws, as amended by Chapter 180, Acts of 1988:

Section 7. A town may establish and maintain public libraries for its inhabitants under regulations prescribed by the city council or by the town, and may receive, hold and manage any gift, bequest or devise therefor. The city council of a city or the selectmen of a town may place in such library the books, reports and laws which may be received from the Commonwealth.

That part of the records of a public library which reveals the identity and intellectual pursuits of a person using such library shall not be a public record as defined by clause twenty-six of Section 7, chapter 4. Library authorities may disclose or exchange information relating to library users for the purpose of inter-library cooperation and coordination, including but not limited to, the purposes of facilitating the sharing of resources among library jurisdictions as authorized by clause (I) of Section 19E or enforcing the provisions of Sections 99 and 100 of Chapter 266.

PROGRAMS

Programming for young adults can be a rewarding and stimulating part of library service to adolescents. Library programs can attract new teen users to the library and increase awareness of resources and services provided by the library for young adults. The most successful programs are the ones in which the young adults themselves participate in planning and executing. As teens strive for competence, programs that allow them to showcase skills are important.

Some activities may be permanent and ongoing, while others may be on a one-time-only basis. The young adult librarian should establish media contacts and ensure that all library staff members are informed promoters of young adult programs.

The following is a list of different types of young adult programs with examples of each:

Educational programs offer support for formal education and curriculum needs. Examples include SAT workshops, school booktalking programs, college application workshops, and library skills orientation/tours.

Cultural programs excite and involve teenagers in literature and the arts. Examples include art shows, photography exhibits, book discussion groups and writers' workshops.

Informational programs provide needed knowledge on a variety of subjects and may fill a void in the community, and provide opportunities to form partnerships with other youth agencies. Examples may include drug abuse programs, career programs, babysitting workshops, craft classes, modeling seminars and forums on minors' legal rights.

Recreational programs are purely entertainment-oriented. Examples include role-playing tournaments, "battle of the bands" concerts, lip synckaraoke contests, and computer games tournaments.

Intergenerational programs feature projects in which teenagers interact with and gain appreciation for younger and older members of the community. Examples include theatre groups, senior/teen workshops, community gardens and storytelling for young children.

Youth participation programs give teens opportunities to become involved in library decision-making and should address a genuine need of both adolescents and the library. If the library discusses the creation of responsible roles and tasks for young adults and solicits their opinions then the administration must be sincere in its efforts to implement reasonable recommendations. Examples of youth participation programs include young adult advisory councils, teen trustees, teen Friends groups, young adult book review groups and literary magazines.

Volunteer programs in libraries foster self-confidence, self-esteem and dignity in young a
portunities for volunteerism should include work that matters, not simply "busywork".
amples include summer reading program volunteers and computer instruction for young(
,er patrons.

LIBRARIAN:

FILE:

description of program

PROGRAM:

DAY:

START TIME:

END TIME:

checked on library calendar

checked on school calendar

checked on community calendar

JR PROGRAM:

meeting room

YA area

Other

HENCE:

en YA

Adult

All

ATTENDANCE:

en YA

Adult

) COST:

persons cost (fee, travel, meals, other)

materials and equipment (materials purchases, rented, other)

time (programmer hours x wage, PR department hours x wage)

public relations (fliers, poster, bookmarks, press releases, mail-outs, postage, etc.)

miscellaneous costs (books for display, refreshments, follow-up mailings, miscellaneous)

SOURCE:

budget line - general revenue

Library funds

grants of the Library

Corporate sponsorship

Individual donations

PROGRAM APPROVED:

Preliminary planning should be approved at this point before proceeding any further.

Approved by supervisor

Approved by director

Off desk planning time approved

EQUIPMENT NEEDED: *(make arrangements to rent, if necessary)*

SPEAKER CONFIRMATION:

Contract sent

Contract returned and executed

Follow-up call(s)

ROOM SET-UP: *(preliminary plan)*

PUBLICITY AND PROMOTION:

All library staff informed

Fliers distributed to schools, community groups, businesses and other libraries

Media releases to local newspapers, school newspapers, radio, TV, Friends of the

Library newsletter, etc.

Visits to schools planned and approved

Book displays

Direct mailings to YAs, school and community groups

PROGRAM DETAILS:

Room set-up

Equipment and supplies

Refreshments

Speaker's introduction

Speaker's check'

Evaluation form and pencils

Fliers for next program

Room clean-up

Other

This program information sheet was adapted ITomone provided by Patrick Jones during his workshop on *Alternative Young Adult Programs*, and is a great checklist of necessary but often forgotten elements in planning.