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The purpose of this research was to analyze the periodical collections of public libraries in the Triangle region of North Carolina in terms of young adult titles. Research questions targeted how public librarians provide their young adult patrons with access to periodical collections, address access to periodicals available through the Internet and develop periodical collections in response to research findings on young adult reading. Collections were evaluated in terms of collection policies, placement, reference to other collections, and content. While the research revealed that collections varied in terms of responses to several of the research concerns, the collections showed some consistency in terms of collection policy and response to research findings.

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Periodical Literature's Place in Young Adult Collections:
A Collection Analysis and Best Practices Evaluation of Public Libraries
In the Triangle Region of North Carolina

by
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Introduction

For many years, researchers in the fields of library science, education and literacy have studied the reading behavior of young adults. Most research has used quantitative methods such as surveys and methodical observation while some have made use of qualitative interviews and general observation. In recent years, the application of this research has grown from a passive description of what young adults choose to read, with little impact on collection development, to an active attempt to use collections to help young adults meet literacy standards and grow to enjoy interacting with the written word. Absent from the literature on the topic of adolescent reading preferences has been an in-depth examination of the role which periodical publications play in young adult literacy and their role in public library young adult collections.

Adolescent Development

In order to fully understand the role that periodicals can play in terms of a library's young adult collection, we need to address some basic knowledge of what it is to be a "young adult." Two seminal theorists of child development are Jean Piaget and Lev Vygotsky. Their work forms the basis of the Constructivist movement in education. Constructivists hold that children must actively incorporate knowledge into their mental worlds—knowledge cannot be merely passed along. In a world where children are making sense of their surroundings at increasingly more complex levels, it is important to provide them with a rich environment. Piaget holds that in his theoretical Formal Operations stage (ages 11 to 15), the young adult is becoming more aware that 'reality' is

bounded, limited, and able to be influenced (realization of possibilities). In other words, young adults progressively become aware of themselves as agents of change that knowingly affect the future. Second order thoughts (logical thought processes on propositions) also appear in this stage; ‘propositions’ in the Piagetian sense are ordered statements of fact that relate to one another through logical connections. As well, there also appears the use of combinatorial analysis, heuristic problem solving, and serious consideration of future events. The young adult is also experiencing the beginnings of meta-cognition (thinking about thinking). Judith L. Meece, professor of education at the University of North Carolina at Chapel Hill, ties the importance of literature generally—and periodicals/magazines specifically—with young adult development in the following excerpt from her text on child and adolescent development:

Students of all ages need a literacy-rich environment, with plenty of opportunities to read independently and with others. It is important for young people to have a variety of reading materials to select from: paperbacks, magazines, poetry, textbooks, and so on. They need access to these materials for self-selected reading on their own. They also need meaningful reading materials related to their interests and cultural background. (2002, p. 287)

The cognitive development literature informs the practicing professional—librarian or teacher—that a rich literary environment benefits the growth of their young adults. As Meece previously defined a rich literary environment (opportunity to read, variety of independently accessible reading materials and materials related to interests and background), librarians must now determine which materials provide a rich source of literary exposure paying particular attention to those young adults prefer as well as find meaningful—including the selection of periodicals.

Literacy Promotion

The position of the librarian in terms of promoting literacy can be defined by relying on the guidelines provided by other professions that work to address literacy concerns. The International Reading Association, a professional organization composed of reading teachers, has endorsed a position statement on adolescent literacy (Moore et al. 1999) which lists principles to support literacy growth of adolescents. This publication provides their professionals with a set of literacy “demands” of young adults. Included in these demands are “access to a wide variety of reading material that they can and want to read,” instructors who understand “the complexities of individual adolescent readers, respect their differences, and respond to their characteristics,” and youth workers who support young adults’ “efforts to achieve advanced levels of literacy and provide the support necessary for them to succeed” (p. 97-105). This statement provides the basis for what can be the librarian’s mission statement in terms of supporting young adult literacy. In order to follow through on this mission statement, librarians need to know more about themselves as well as the population they serve.

As librarians work to address the literacy needs of young adults, their role becomes more distinct and separate from that of other professions. Unlike teachers, most librarians working in a public library do not engage in active reading/writing instruction. Likewise, most public librarians that work with young adults are not professional theorists in the field of child development. Librarians working with young adults in a public library setting are delegated the unique role of focusing on the rich literary environment (RLE) that leads to greater literacy among their patrons (relying on Meece’s definition of RLE in the context of this paper). As theorists have described development and leaders in literacy education have placed that development within an optimal context,

it is important for these librarians to work to support young adult literacy by working to create this RLE.

How are public librarians to provide an RLE for their young adult patrons? In basic language, the librarian should “give ‘em what they want” provided they are reading developmentally appropriate materials. One of the tasks set before librarians working with public collections that target young adults is collection management; more specifically, they must work to provide developmentally appropriate materials. This job is one that can be performed, to a certain degree, without examination of professional ethics or the literature on child development; for instance, a librarian in this situation would be remiss if Playboy were added to the collection due to developmental inappropriateness. However, other texts provide more of a professional challenge when determining appropriateness. This research is not aimed at the professional methodology librarians employ when selecting materials for inclusion in a young adult collection. This research is aimed at discovering how librarians work to create the RLEs for their patrons through use of specific materials: periodicals. Taking the professional task of selecting age-appropriate materials as tacit, are librarians developing collections that will provide an RLE? Librarians working with young adult collections in the public library setting—focusing specifically on periodicals—need to know what their patrons want to read. Why is reading preference such an important issue for creating an RLE?

Literacy research has shown that young adults are more motivated to read materials of their own choosing over those that are required of them (Ivey & Broaddus 2001). This research, while primarily written for an audience of educators, has important implications as young adult periodical collections act as bastions of choice for young

adult patrons. Not only are young adults more motivated to read materials of their own choosing, they also show greater motivation for reading magazines. Research conducted by Worthy, Moorman, and Turner (1999) shows that many young adults are more motivated to read magazines over other, more traditional types of literature.

Research on Reading Preference

Much of the research studying the reading preferences of young adults, however, has focused on who is a young adult reader, whether they prefer fiction to nonfiction, which genre of fiction is most popular or which subject within the realm of nonfiction garners the most interest (e.g., Moffer & Wartella 1992, Traw 1993, Issacs 1992, Fronius 1993). Little research has been conducted in terms of which periodicals young adults prefer to read. This lack of specific research provides this research endeavor with some generalizations taken from studies that do not focus specifically on periodicals. As well, this research endeavor will rely on research findings that reflect the lifestyle of young adults. Of particular interest in terms of lifestyle are the methods of access to reading/literacy that young adults have at their disposal and the amount of time that young adults have for literacy activities.

The time constraints that many young adults experience can be described based on the effect that this has on their literacy in terms of reading. G. Kylene Beers describes one type of aliteracy that is attributed to a lack of time for reading. *Dormant Aliteracy* describes a reader's state, Dr. Beers states, when they "like to read, consider themselves readers, but can't or won't make the time to read right now" (Beers 1996, p. 31). Likewise, a survey sponsored by SmartGirl.com and the Young Adult Library Services Association (YALSA) showed that, of the more than three thousand young adults

completing the survey, “81 percent of girls and 62 percent of boys would read more if they had the time” (Teacher Librarian 2000). The condition of young adults as time-pressed patrons affects the type of material that they will choose to read. Librarians can use this information to ensure that their collections meet this need for quickly-read materials. Periodicals—magazines in particular—are quite useful at satisfying the young adult’s need to read while providing them with rather quickly finished texts. While a novel may require several hours to complete, an article in an average young adult magazine can be read much more quickly—depending on reading level of the young adult and complexity of the text. Magazines, and other periodicals, provide librarians with the means necessary to meet requirements for a RLE in the context of young adults without much time to delve into the preferred classics. Magazines provide a content-rich experience for young adults due to the tailored and timely nature of their content (e.g., *American Cheerleader*).

Likewise, periodicals that are available electronically via the Web—in either an original context or in an online version—satisfy a second constraint of young adult literacy. This second constraint derives from the type of activities that young adults engage in during the free time at their disposal. According to author Sven Birkets, “a combination of new technology, new habits, and untold hours once available for books given over to screen activities, such as surfing, gaming, e-mail, and instant messaging, have made reading less prevalent” (2004, p. 51). However, there is no inherent restriction of reading due to the increased use of technology as leisure activity; many of the technology-based activities that young adults engage in entail some reading component (e.g., surfing the Web, checking e-mailing and instant messaging all require

some form of reading). Periodicals, in particular, are well-suited to this preferred online venue. Many periodicals that have significance in public library print collections for young adults are available online (e.g., Teen Ink). As well, there are periodicals that are available purely in an online format that help provide the young adult patron with an RLE that is both professionally sound and format relevant. An example of this purely electronic periodical (commonly referred to as an e-zine) is Young People's Press (<http://www.ypp.net/>). While providing similar information that can be found in print alternatives, electronic periodicals that are available via the Web pair the need for an RLE with the use of the Web by young adults. A report released by the Pew Internet and American Life Project (2004) shows that 84% of teens surveyed responded that they access the Internet; with such a large number of teens utilizing the Internet, librarians have the chance to market such RLE materials as e-zines and online magazines. It should be noted as well that the periodical literature available online for young adults is not necessarily restricted by interest in a particular subject; e-zines that cover sports and entertainment exist as well as those that publish original content by young adults and act as education tools.

The interest in particular subjects—both topics and personae—makes up a third consideration of young adult periodical literature. Once again, much of the research presented here is a generalization in terms of format; many of the researchers studied reading preference in terms of monograph not serial publications. Likewise, gender differences make up much of the dialogue on reading preferences of young adults. A review of subjects that prove most interesting to females will be considered independent of those most interesting to males as the research clearly shows different gender

preferences. Much of the preference data presented here is based on a previously cited survey of young adult reading habits cosponsored by SmartGirl.com and YALSA that took place in October 1999.

Starting with research on the reading preferences of girls, 77% of young adult females completing the SmartGirl.com/YALSA survey state that they read fashion/beauty magazines. As well, genre preference for monographs were listed as mystery (69%), true stories (64%), horror (61%), adventure (57%), fantasy (56%), and romance (54%) with multiple selections allowed (Chance 2000). The characters that female young adults reported a preference for included “people or characters who are a lot like me” (67%), celebrities (56%), “people or characters who are a lot different from me” (51%), and “people or characters my age wrestling with tough issues, like crime, drug abuse or poverty” (50%) with multiple selections allowed. Additional research shows that young adult females may have solidified an interest in fiction reading materials as early as age nine. A study conducted by Karen Hartlage-Striby presents data showing an interest in fiction over nonfiction by preteen females, with 66% and 34% of titles chosen by participants falling into those two categories respectively (2001). The most noticeable trend is that young adult females prefer characters that reflect the young adult population at large. Survey data shows that young adult females are more interested in characters that are more like themselves as well as young adults that are “wrestling with tough issues.” Additionally, young adult females have a demonstrated preference for fiction with specific interests in the genres of mystery, horror and adventure. However, the overriding data that specifically addresses young adult females and periodical preference

shows that there is a greater interest in fashion/beauty magazines than there is in magazines about video games.

Young adult males, however, have a clear preference for magazines about video games. In the 1999 SmartGirl.com/YALSA survey (41% of the respondents being males), the periodicals most preferred were sports magazines (64%), music/computer/entertainment magazines (50%), and magazines about video games (47%) (Chance 2000). In Hartlage-Striby's study, preteen males had a slight preference for nonfiction (51%) over fiction (49%). Preference for periodicals—magazines, specifically—is shown in a number of research articles (e.g., Cox, 2003; Reynolds, 1996; Simmons, 2001). When young adult males read monographs, their preferences tend toward adventure (57%), mystery (50%), sports (50%), horror (49%) and science fiction (48%) (Chance 2000). There is also an observable interest in sports figures (50%) and fantasy characters—like super heroes, people from other worlds, or the future (37%). The most noticeable trend in the preferences of young adult males is an inherent interest in nonfiction, adventure as a genre, and characters such as sports figures.

At this point, it is perhaps necessary to mention the result of this research on gender differences in reading preference. There is a thread of apprehension in expending too many already limited resources in encouraging boys to read. Alleen Pace Nilsen makes the point that “in our eagerness to solve a real problem, we will fall prey to the dualistic thinking that makes us view boys and girls as opposites” (2001, p. 50). The “real problem” that Nilsen brings to attention is that of the diminishing literacy of boys. In North Carolina, NAEP data for 2005 show that 38% of males in the 8th grade are reading below the Basic Level while only 24% of females share the same level (NCES

2005). The research on reading preferences that separate young adults into males and females, coupled with data that show a drop in reading achievement for males, has the potential to lead to such situations. Librarians in particular need to be aware of these differences in reading ability/achievement as well as reading preference to avoid the sort of reaction Nilsen describes. Librarians have the opportunity to use the studies of young adult reading preference and statistics on state and local reading abilities to make their collections more relevant to and reflective of their patrons.

More recent research in terms of young adults and reading preferences follows those presented earlier in this paper. In research published in 2005 (Nippold et al.), reading was discovered to occupy a moderate position in terms of leisure activity. Activities that ranked highest were listening to music, watching television, playing sports and playing video games. However, it was noted that magazines were the preferred reading material for these adolescents (mean age of 14) with 73% listing this format as a preference when allowed multiple selections. With research this historically consistent and contemporarily poignant, librarians working within the context of a young adult collection have a responsibility to address periodicals as a viable media for collection.

Periodicals in the Context of a Young Adult Collection

Given the importance of providing young adults with an RLE, the fitness of periodicals as part of that RLE and the reading preferences of young adults, focus now turns to the mechanics of periodicals as a subset of a young adult collection. Librarians employed in collection development capacities, including those in charge of young adult collections, rely heavily upon the review process to make professional decisions as to what does and does not belong in their collections. Often, this process is best

exemplified with the publication of review journals and collection management literature in a given field.

Unfortunately, the journals forming the core for collection development reference sources for librarians working within a young adult collection do not regularly review magazines. In Patrick Jones' chapter on magazines in Young Adults and Public Libraries: A Handbook of Materials and Services, it is stressed that:

Reviews, normally the backbone of defending against intellectual freedom challenges, are often absent in regard to these magazines. While occasional titles might show up in Library Journal's column on magazines, most do not. None of the major review sources for young adults review magazines on a regular basis, and only a few articles surveying the teen magazine field have been published over the past decade. (1998, p. 101)

The state of review literature for young adult materials has changed little since Jones' publication.

However, guidance can be found in collection development monographs as well as publications that seasonally address periodicals in young adult collections. Many of the authors of current texts include recommended titles along with recommended practices and guidelines. The history of providing magazines in a young adult collection reflects the changing stance that periodical literature is important for both its literacy value and leisure enjoyment.

There is a strong history of providing magazines in young adult collections dating from the late 1960's. The publication of collection development guides as monographs in 1969 (Scott, Cundiff) and 1970 (Dobbler & Fuller) that targeted library collections for youth are testaments to the historical importance of popular magazines in young adult collections. However, magazines in young adult collections, in terms of collection

development resources, quickly turned into a mere chapter—perhaps as little as a section—of larger collection management texts. Currently, there is no monograph publication sponsored by the American Library Association or YALSA which provides support for the collection development of popular magazines in young adult collections.

Several texts, however, inform the collection development process in terms of periodical selection. Pilon's Reaching Young People Through Media (1983) contains an informative review of magazines as industry, text and component of library collection serving young adults. In Magazines for Young People, the authors “carefully selected and evaluated approximately 1,000 titles, the majority of which are suitable for young adults” (Katz et al. 1991, p. vii). Published three years later, Magazines for Kids and Teens is more of an index to titles with a worthwhile listing of “Magazines Publishing Readers’ Work” (Stoll 1994). Young Adults and Public Libraries: A Handbook of Materials and Services contains the Jones’ chapter on magazines mentioned earlier entitled, “Sex, Thugs, and Rock ‘n’ Roll: Magazines for Young Adults”; while it lists a few magazines specifically, the role of magazines in a young adult collection is evaluated from multiple points of view. Jones once again addresses magazines—as periodicals—in a young adult collection in Connecting Young Adults and Libraries: A How-To-Do-It Manual. This publication not only provides collection development advice, it provides various data that reflect title popularity as well as discussing collection concerns such as the previously discussed fact that “the most popular magazines differ by gender” (1998, p. 143). For public library generalist librarians in charge of collection development for young adult periodicals, Renee J. Vaillancourt’s Bare Bones Young Adult Services: Tips For Public Library Generalists provides a “hands-on guide to the philosophy and practice

of young adult services” (2000, pg. x); however, the coverage of periodicals is limited to a paragraph covering the whole of collection development, storage, use and policies. Fine and Kinney’s “Magazine Mania”, however, dedicates a paragraph to each title it reviewed as part of its “look at 15 of the latest titles”; ten of the reviewed titles were appropriate for most young adult collections (2000). Katie O’Dell’s 2002 publication of Library Materials and Services for Teen Girls offers the best review source for magazines targeting young adult females; “the magazines included...vary from traditional fashion and beauty magazines like Seventeen, to those targeting specific cultural groups, like Honey or Latingirl, to alternative writing and culture reviews like Cicada and Teen Voices”. In YALSA’s 2002 publication, New Directions for Library Service to Young Adults, strategies are listed to achieve a high level of quality service; the entry on magazines stresses that the librarian:

Develops a collection of magazines. Magazines need to be both of broad popular interest, as well as support niche interest. Titles should include those written and marketed for teens, as well as selected titles created for adults but with high interest to teenagers, in particular in the areas of sports, computer gaming, and popular culture (Jones & Waddle 2002).

Most recently, Julie Bartel’s “The Good, The Bad, and the Edgy” includes an annotated list of magazines to consider. This article also covers the basics of collection development of young adult periodicals; including a statement on the need for “teen input, and a good understanding of your community, to help narrow the possibilities” (2005, p. 35).

Research Questions

Based on the importance of providing young adults with an RLE and research on reading preferences of young adults, the following questions will be evaluated regarding current periodical collection development among young adult collections:

Are young adult collections providing materials that fulfill the needs of their patron base in terms of a separate periodical collection or through a pathfinder for appropriate periodicals in another collection within the same location?

Are young adult collections providing guidance to young adults that are seeking to make use of periodical literature available through the Internet?

Are young adult collections providing periodical literature that responds to the research findings regarding gender differences and reading preferences in that they are: collecting periodicals that have specific appeal to either females or males and collecting periodicals that can be classified as bridging the gender divide in terms of content? Additionally, are the periodicals that target a female or male audience representative of the interests reflected in the research literature?

Research Methodology

The young adult collections were chosen so that the geographical area would provide for a homogenous patron base. The main branch of public libraries were the preferred collection; if there was no discernable main branch, the two branches with the greatest focus on young adult materials were included in the survey pool. The criterion for branch inclusion was the existence of a text collection targeting young adults; this collection, however, did not have to contain young adult periodicals. The data collection form is reproduced in Appendix 1. All of the collections (four total) were visited within the span of one week—inclusive of web sites. Information to complete the data

collection form was gathered through observation and limited interaction with staff. Questions that were asked of staff were a matter of public record.

In addition to the raw data obtained, the magazines present in the young adult collections were assigned to various groups based on the following characteristics: target gender audience (F/M/N) and subject classification. The subject classifications were borrowed from research published by Brian W. Sturm (2003).

Analysis of Collections

Of the collections assessed, none were guided by collection development policies that specifically addressed periodicals. However, 60% were found to have separate young adult periodical collections. It is worth noting, however, that one collection which did not have a separate collection did collect magazines that were appropriate for young adults yet displayed them with the children's magazines. None of the collections, however, provided signs encouraging young adults to make use of developmentally appropriate magazines in another collection in the same physical location.

The state of Web presence varied greatly due to the limited sample size, from a main branch that had no separate web site for teens to two regional branches of the same system that relied on a system-wide teen site. However, no information on periodicals available online (in either original format or in an online edition) were found on the websites for the libraries providing young adults with a resource page (60% of the collections providing a resource page).

Collection analysis shows a diversity and range in terms of collection size and content. The collection providing the most periodical titles (with 24 different titles) divided the collection between juvenile (containing both children and young adult

magazines) and a section for older young adults. The collection providing the fewest titles (aside from those with no separate young adult periodical collection), provided 15 different titles in a single young adult collection.

Likewise, there was diversity in terms of titles collected in terms of subject matter as described by Sturm Categories. Periodicals from all collections were described by 13 of Sturm's topical areas of preference. The two most highly represented categories were Entertainment and Sports (with eight titles each). The least developed categories were Animals, History, Jokes, Music, People, and Science (see Table 1). Secondary subject categories were used to further describe the titles; the most prevalent (by the secondary categories) were African American culture, electronic gaming and young adult girls while the least prevalent were young adult boys, shopping and Star Wars.

In terms of gender, it was found that 67% of the titles did not promote themselves to a specific young adult gender exclusively. Of the more prevalent Sturm categories, Entertainment titles promoted gender neutrality, Fashion/Beauty titles were exclusively promoted to females, 83% of Social Issues titles targeted young adult females (all but one title which targeted boys), and Sports titles did not target a specific gender audience. Of the gender neutral (in terms of target audience) titles, many could, through content analysis, be assigned a representative gender based on whether young adult male or female perspectives were predominately utilized. This would be the case with Sports (*American Cheerleader* presenting a majority female perspective and *Pro Wrestling International* presenting a majority male perspective) and Entertainment (*Teen People* presenting a majority female perspective and *Game Pro* presenting a majority male

perspective). This data represents the pool of collections as a whole; individual collections are described below.

The first collection features magazines appropriate for young adults in two distinct locations. The most prevalent category of young adult magazines was Social Issues (with two of the three titles targeting a female audience) while the least prevalent categories were Arts and Crafts, History, People, Science, Sports, Fashion/Beauty, Jokes and Music (with one title each). Seventy one percent of the titles did not target a specific gender while 24% targeted females and the remaining 5% targeted young adult males.

The second collection displayed their young adult titles in the same collection as their children's magazines. The most prevalent category was Social Issues with two titles (even split between female and male target audiences). The least prevalent categories were Animals, Education, History, Science and Sports (with one title each). Of the entire collection, 71% of titles did not target females nor males specifically with the remaining titles evenly split between females and males.

The third collection possessed a total of 15 titles with the most prevalent category being Fashion/Beauty (with five titles all targeting a female audience); the least prevalent category was Social Issues with one title (targeting a female audience). There were no titles specifically targeting a male audience in this collection: 40% of the titles targeted a female audience while the remaining 60% did not target a specific gender audience.

The fourth collection's most prevalent category was Fashion/Beauty with six titles; the least prevalent categories were Education, Jokes and Science (each with one title and no target gender audience). This collection possessed no titles specifically

targeting a male audience while 41% of the titles targeted a female audience and the remainder neutral.

Conclusion

In regards to the first research question as to whether young adult librarians are providing their patrons with periodical collections, this simple answer is yes. However, this is accomplished to various degrees of success. There were examples of best practices for collection development as well as examples of poor collection definition. The most articulate collection in terms how a print collection is displayed divided their print periodical collection to provide for the differing interests between young adolescents and older young adults. The least successful collection did not separate young adult magazines from those that targeted children.

None of the collections reviewed provided young adult patrons with physical guidance in terms of periodicals available in other collections. This could be easily rectified through the construction of pathfinders linking the young adult patron with periodical materials in other collections (in the same location) that may be of interest based on topic. As budgets for young adult collections are cut, it is quite feasible to make the most of the entire library to provide the patrons with an RLE that is appropriate.

Likewise, none of the collections possessed a Web presence that provided links to periodicals available online. The lack of links on a young adult-oriented site, as well as the physical guidance (in the form of signs), can be remedied with relative simplicity. While not all of the libraries possessed a web site that was centered on the young adult patron, the creation of such a site is not entirely unreasonable in terms of the potential outcome. Where the libraries already possessed a teen site, the addition of links to online

periodicals would require minimal effort. The state of a library's web site should not be controlled by the content of its young adult collection. When a library's presence on the Internet is not responsive to a targeted demographic with a demonstrated and documented high-use pattern for Internet activities, however, the library should consider the ramifications of failing to follow the research. In essence, this is an extension of the "booklist" for reader advisory taken to the playing field of the Internet. Librarians can easily set a standard and meet young adult information needs with links to online periodicals.

The question addressing the research findings on the effect of gender on reading preferences of young adults is a little more difficult to answer. By and large, it seems that libraries collect more gender neutral magazines (that may have appeal for a specific gender) than titles that target specifically either a female or male audience.

The most prevalent category targeting female young adults across all collections was Fashion/Beauty followed closely by Social Issues. However, there were certain titles that targeted no specific gender audience which could be classified as having appeal for females. *American Cheerleader* is one such title. The presence of this magazine most likely reflects a situation where a young adult patron's need for periodicals falls outside the recommendations provided through research.

The title that targets a specifically male audience (*Boys' Life*) falls into the Social Issues category that research shows is not preferred by young adult males. However, many of the titles included in this research which do not have a targeted gender audience provide appeal for young adult male; *BMX Plus*, *Computer Gaming World*, *MAD*, *Pro Wrestling International*, *Shonen Jump*, *SPIN*, and *Wizard* are all example titles. The

number of titles that follow the research findings demonstrates that the collections are in line with the research findings in terms of responding to the reading preferences of young adult males.

Librarians often choose materials for their entire population based on a limited amount of input. Not every young adult falling with the regional parameters of a public library can be polled for their favorite books; the same is true with periodicals. However, it is a responsibility of the librarian to ensure that the collection is reflective of a set mission/goal. Without such a mission/goal, the collection can rest at the whim of iterative staff. The Collection Development Policy provides libraries with guiding documents to ensure that collection match with a goal/mission. This is not only a way of involving the community in (informing them of, at the least) the process, it presents a methodology to ensure the best collection based on predefined criteria. It is unfortunate that of the libraries reviewed for this research, none of the collections provided a Collection Development policy that guided the periodicals collection.

Recommendations

In order for librarians to be more informed of the reading interests of young adults as it pertains to periodical literature there is a need for more research that does not need to be generalized from another format (e.g., monograph genre preference). Additionally, young adult librarians need to be more informed and responsive to published research on their patron base. While there is very little standard for the collection development of periodicals for young adult collections in general, librarians are guided well through a collection development policy. While there has been much emphasis in the last decade

on trends in young adult literature, more attention should be focused on providing teens with an RLE (with all that it entails).

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Appendix 1

System: _____

Branch: _____

Date of Visit: _____ Time of Visit: _____

Collection Development Policy—covers young adult periodicals? Y / N

List of periodicals by name/ISSN that form part of the physical YA collection:

<u>Name</u>	<u>ISSN</u>
-------------	-------------

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

(list additional titles *on back*.)

Are young adult patrons directed by signage to relevant periodicals in other collections within the same physical location? Y / N

Does the library have a separate teen site as part of its Internet presence? Y / N

Are young adult patrons directed from teen site to periodicals that are available on-line?

Y / N

(If so, list titles and URLs *on back*.)

Table 1

Periodical Titles by Sturm Categories with Collection (1-4) Presence

Category Title	Library Collection			
	1	2	3	4
Animals				
<i>National Geographic Kids</i>		X		
Arts and Crafts				
<i>Dream/Girl</i>	X			
<i>Pack o' Fun</i>		X		
Education				
<i>Cricket</i>	X	X		
<i>Muse</i>				
Entertainment				
<i>Animerica</i>				X
<i>Computer Gaming World</i>				X
<i>Game Pro</i>				X
<i>Shonen Jump</i>			X	
<i>Star Wars Insider</i>				X
<i>Starlog</i>			X	
<i>Teen People</i>	X		X	X
<i>Vibe</i>	X			
Fashion/Beauty				
<i>Cosmo Girl</i>			X	
<i>Elle Girl</i>			X	X
<i>J-14</i>				X
<i>Lucky</i>				X
<i>Seventeen</i>	X		X	X
<i>Teen Vogue</i>			X	X
<i>YM</i>			X	X

Table 1 (continued)

Category	Title	1	2	3	4
History					
	<i>Footsteps</i>	X	X		
Jokes					
	<i>MAD</i>	X			X
Literature					
	<i>Cicada</i>			X	
	<i>Teen Ink</i>	X		X	
	<i>Wizard</i>	X			
Music					
	<i>Spin</i>	X			
People					
	<i>Faces</i>	X			
Science					
	<i>Odyssey</i>	X	X		X
Social Issues					
	<i>American Girl</i>	X	X		
	<i>Boys' Life</i>	X	X		
	<i>Girls' Life</i>				X
	<i>New Moon</i>	X			
	<i>Guideposts Sweet 16</i>	X			
	<i>Teen Voices</i>			X	X
	<i>Sports Illustrated Kids</i>	X	X		X

Table 1 (continued)

Category	1	2	3	4
<i>American Cheerleader</i>				X
<i>BMX Plus</i>				X
<i>Dirt Bike</i>				X
<i>International Gymnast</i>			X	
<i>Pro Wrestling International</i>			X	
<i>Transworld Skateboarding</i>			X	X
<i>World Soccer</i>			X	