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Numerous researchers have examined the reading interests of young adults and concluded that they have a strong interest in reading nonfiction. Despite these findings, the young adult nonfiction collections in public libraries continue to be far smaller than the young adult fiction collections. This is the first study to explore this disconnect between research findings and the reality of young adult nonfiction collection development practices in public libraries. In this exploratory study, the librarians who work with young adult materials and patrons in one public library system were interviewed in an attempt to discover what issues may be keeping public libraries from developing young adult nonfiction collections large enough to meet young adults' nonfiction reading needs. The results showed a large number of obstacles that might hinder the development of young adult nonfiction collections in public libraries and suggest some ways in which those obstacles may be overcome.

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YOUNG ADULT NONFICTION COLLECTION DEVELOPMENT PRACTICES IN
ONE PUBLIC LIBRARY SYSTEM

by
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Introduction

Walk in to the young adult section of almost any public library and you will find shelf after shelf of fiction books written for the young adult reader, fiction books which have been specifically designed to appeal to young adult interests and meet their developmental needs. What you will not find is an equally large collection of nonfiction volumes created for the same audience. In fact, you may be lucky to find any young adult nonfiction books at all. One may think upon observing this phenomenon that young adult library patrons simply do not want or need to read nonfiction books. However, research concerning the nonfiction reading habits of young adults suggests that this assumption would be incorrect. Although the research studies conducted on this topic have been comparatively few, they have been taking place for over sixty years. Each study, no matter what decade it was performed in, has shown that a significant number of young adults, especially males, actually prefer reading nonfiction over fiction. These studies have also revealed that many teenagers also enjoy reading nonfiction in addition to the fiction they may choose to read more often.

Why, then, does the size of the young adult nonfiction collections found in public libraries not reflect the strong young adult interest in reading nonfiction indicated by the research? As there are many factors that go in to developing a public library collection, factors such as circulation statistics, availability of materials, and budget, the answer to this question is not a simple one. However, it is important for librarians to find that answer as the disconnect between the amount of young adult interest in nonfiction

suggested by the research and the size of young adult nonfiction collections in public libraries seems to indicate a failure of public libraries to fully meet the needs of their patrons. As of yet, no research has been conducted to investigate this disconnect, and therefore this study will be the first to explore it. The purpose of this study is to examine one public library system's young adult collection, and its collection development practices, in an effort to see what factors may be keeping public libraries from better serving the nonfiction needs of their young adult patrons. Once these factors have been identified, librarians can begin to discover what changes could be made to correct this inadequacy.

Literature Review

How do we know young adults enjoy reading nonfiction?

Studies on the reading interests of young adults have been revealing adolescent interest in nonfiction reading for decades. One of the earliest of these studies was conducted by Ruth Strang in 1946. Strang (1946) asked students in grades seven through twelve from thirty different high schools a series of questions about what they most wanted to read about and what they believed other adolescents wanted to read about. The responses to her questions revealed a wide range of young adult reading interests, including a strong interest in nonfiction. Although adventure, romance and mystery fiction were mentioned most often in response to Strang's questions about what books the students most wanted to read, these three main interests encountered strong competition from books concerning teenage interests, life problems, and future opportunities. Books

written mainly on such nonfiction subjects as science, sports, personal appearance, boy-girl relationships, and vocational guidance were nearly as popular as the various fiction genres listed by the respondents (Strang, 1946).

Some of the most interesting responses in Strang's (1946) study were made in answer to a question asking the students to come up with a title for an article that all the people their age would want to read. The titles the students produced were overwhelmingly nonfiction titles and indicated that the young adult interest in themselves and their immediate problems was stronger than in any other subject. These responses show not only that the adolescents surveyed were most interested in such topics as teenage activities, growing up, relationships with each other and the adults in their lives, and college and career opportunities, but that they believed all other teenagers were interested in these topics as well (Strang 1946).

In 1972, Richard Beach and Alan Purves published a summary of the research findings of several reading interest studies conducted between 1899 and 1971. Although many of the studies they included had focused mainly on the reading interests of children, those studies that did include data concerning young adults matched the findings from Strang's (1946) study (Beach & Purves, 1972). Beach and Purves' (1972) summary concluded that, according to the past seven decades of research, young adults continued to demonstrate a strong interest in reading nonfiction over the years, and that adolescent interest in nonfiction actually increased as the subjects aged from junior high into high school.

In 1973, George Norvell published the results of a massive reading interest study that covered nearly two decades of research. In this study, Norvell (1973) surveyed

approximately 2.6 million students in grades seven through twelve in order to ascertain whether they were finding the literary selections provided in their English classes to be interesting or not. Participants were read a list of titles that had either been studied by their English class in the last school year or selected for leisure reading by the pupils themselves. The students were then asked to rate each title as either very interesting, fairly interesting, or uninteresting. Using this method, Norvell (1973) was able to collect interest responses to 4,993 different titles. These titles were subsequently categorized by format and genre, and each categorization was given an interest score. Categories with an interest score of 100 would be categories all the surveyed teenagers found interesting, while lower numbers indicated lower adolescent interest.

Norvell's (1973) study revealed that while young adult interest was strongest for fiction titles, nonfiction books were also very popular across all the grade levels surveyed. The study also revealed that there was a marked difference between adolescent interest in nonfiction titles assigned in school and those nonfiction titles they chose for leisure reading. The nonfiction literature chosen for class instruction received an interest score of 62.4, placing the category in next-to-last place on the interest scale. However, when the list of rated nonfiction titles was expanded to include those chosen by the pupils themselves, the average interest score increased to 91.7, putting the category in contention with other top rated literature groups (Norvell, 1973). The results of this study indicate once again that young adults enjoy reading nonfiction. They also indicate that the nonfiction adults choose for teenagers to read is often not the nonfiction that actually interests them.

By the twenty-first century it has become clear that young adult interest in nonfiction reading was not just a short-term trend. This is evidenced by a further research study conducted by Gay Ivey and Karen Broaddus in 2001. Ivey and Broaddus (2001) surveyed 1,765 sixth grade students in 23 schools found in both urban and rural settings. The participants were asked to answer several questions about both their assigned school reading and their leisure reading activities. As with Strang's (1946) study, Ivey and Broaddus' (2001) research revealed a wide range of young adult reading interests. When asked what books they liked to read the top three responses contained both the fictional adventure and mystery novels and nonfiction magazines. Nonfiction books about animals, sports, jokes, and the supernatural were also listed among the students' favorite leisure reading materials. In fact, approximately one quarter of the participants replied that they preferred nonfiction books to other reading options (Ivey & Broaddus, 2001).

When asked what motivated them to read, many students in the study mentioned the suspense and humor to be found in many fiction books. They also mentioned interest in the subject matter and being able to make personal connections to the material as being highly important to them, elements that led many readers to embrace nonfiction materials (Ivey & Broaddus, 2001). At the end of their study, so many students had indicated a strong interest in reading nonfiction that one of Ivey and Broaddus' (2001) conclusions was to encourage English teachers in middle and high schools to include more nonfiction reading material in their classrooms.

There is evidence to support the idea that young adults enjoy reading nonfiction outside of the formal research studies as well. Richard Abrahamson and Betty Carter (1990) cite a 1986 Gallup survey that shows a continued young adult interest in reading

nonfiction during the 1980s. The survey revealed that 19% of the books bought by younger teenagers in 1986 were nonfiction, and that approximately 40% of books purchased by older teenagers were nonfiction (Abrahamson & Carter, 1990). We also see young adult interest in nonfiction in the modern era in the results of the International Reading Association's Young Adults' Choices project. Each year the project asks approximately 4,500 students in grades seven to twelve from different regions of the United States to select their thirty favorite titles from among a selection of new books donated by North American publishers. In the last ten years, 6% of the titles chosen by these young adults were nonfiction volumes, and in some years nonfiction represented as much as 13% of the chosen books ("Young adults' choices," 2010). These numbers become more impressive when you consider that, as Abrahamson and Carter (1990) point out, the pool of books submitted for consideration by the publishers heavily favors fiction. Taking this imbalance into account, we can see that the same proportion of available nonfiction titles are chosen as the proportion of available fiction titles (Abrahamson & Carter, 1990).

Many librarians and educators who work with young adults have also noticed young adult interest in nonfiction reading materials. In an article written for *Young Adult Library Services*, members of the Young Adult Library Services Association's Quick Picks for Reluctant Young Adult Readers Committee revealed that the hundreds of teens they work with, most of whom describe themselves as non-readers, actually prefer nonfiction to fiction (Reaching Reluctant Readers, 2005). When meeting with groups of these reluctant readers they noticed that it was the nonfiction that most engaged the teens during discussion and that the nonfiction selections from their mobile collections were

the books that were read, passed around and returned with the most wear over and over again (Reaching Reluctant Readers, 2005). William Brozo (2002) noticed a similar phenomenon in his work with reluctant male readers. When young adult nonfiction books were passed around during Brozo's group literacy sessions, previously apathetic and disengaged teenage boys instantly became curious and involved. Brozo considered a strong young adult male interest in nonfiction and a lack of previous exposure to nonfiction written specifically for teenagers to be the cause of this trend (Brozo, 2002).

Just like with fiction, nonfiction can provide young adult readers with escapism by allowing them to read about their hobbies, their favorite popular figures, or other casual interests. It also provides reluctant readers with a break from the assigned fiction they are required to read for school (Reaching Reluctant Readers, 2005). The authors noticed that this preference for nonfiction is especially marked among the male teens with whom they work. Since the young adult fiction market is currently dominated by books with a strong female appeal that does not cross genders, male teens are more likely to find books that meet their interests among nonfiction books (Reaching Reluctant Readers, 2005). Based on these observations, it seems that nonfiction is not only popular with young adults, it is also an effective tool for encouraging reluctant readers, especially male reluctant readers, to keep reading.

The findings from Michael Smith and Jeffrey Wilhelm's 2002 research support these observations. In an effort to discover how teachers could help male students perform better in literacy, Smith and Wilhelm (2002) used interviews and surveys with thirty-two teenage boys of varying race, socio-economic status, and level of academic achievement to ascertain what their attitudes toward literacy activities were and what

kinds of texts they preferred to read. Using these methods, Smith and Wilhelm (2002) found that the teenage boys did, in fact, enjoy literacy activities, and that their reading was dominated by information-oriented texts such as newspapers, magazines and manuals. The boys seemed to prefer these texts because they enjoyed reading about subjects that had an immediate use or function in their lives (Smith & Wilhelm, 2002).

These subjects of immediate use, such as how to fix things, how things work, and how to design and build things, usually connected to the boys' desire for realism, a theme Smith and Wilhelm (2002) found in the responses of every one of the boys in their study. Not only did the boys interviewed want to get information about real events and situations, they also wanted to make an emotional connection to those situations. The list of facts usually found in classroom textbooks did not meet their information needs. They wanted an emotional component to help them care about the events they were reading about (Smith & Wilhelm, 2002). Luckily for those who wish to encourage teen males to read, much of the narrative nonfiction being published for young adults today meets both the need for realism and the need for an emotional connection with the material. At the end of their study, Smith and Wilhelm (2002) concluded that popular nonfiction materials, not just literature, should be used in high school English classes to build on current teen interests and develop higher literacy skills.

Why does young adult nonfiction reading matter?

The results of the research into the reading interests of young adults show us that teenagers are reading and enjoying nonfiction. So why is it important for public libraries

to pay attention to these findings? To begin with, becoming a good reader is highly related to academic success. Students who are good readers perform better in every academic subject area (Brozo, 2002). Increased academic achievement leads to an increased number of opportunities for young adults in both career and life. High-achieving students perform better on entrance examinations such as the SAT, making it easier for those students to access postsecondary educational opportunities, opportunities that ultimately lead to better jobs (Brozo, 2002).

In order to become good readers and potentially access these better opportunities, young adults need as much experience with reading as possible. As Robin Boltz (2010) pointed out, research from both reading and education literature shows that students who read more have higher grades on reading achievement tests. The reading test scores of the participants in Boltz's (2010) own study showed that the students who reported substantially more reading than the other participants were also the students with the highest reading test scores.

This relationship between time spent reading and reading achievement is also seen in John Guthrie, Allan Wigfield, Jamie Metsala, and Kathleen Cox's 1999 studies. Guthrie, et al (1999) administered reading comprehension tests to students in third, fifth, eighth and tenth grades. Before the tests were administered, the participants were asked to complete surveys to indicate how much of their time was spent reading. The reading comprehension test results were then compared to the survey results to see if the amount of time the students spent reading could be related to the students' reading comprehension skills. The studies concluded that reading amount and frequency was a significant predictor of text comprehension skills (Guthrie, et al, 1999). As the amount of

time spent reading can have such a profound effect on young adults' academic success, it is vitally important for libraries to encourage them to read as much as possible. This should involve providing reading materials in all the formats young adults enjoy, not just fiction.

While fiction books can help young adults focus their attention, develop a love of reading, and build reading fluencies through captivating stories full of relatable characters, nonfiction books can produce the same responses by speaking to the reader's personal interests, revealing exciting new facts, and helping the reader discover his or her place in the larger world (Abrahamson & Carter, 1991). Nonfiction can also provide the same benefits of series fiction for teenagers who are looking for predictability and stability in their ever-changing lives. Some young adults may turn to series novels because they enjoy knowing how each story will unfold, while other teens may turn to nonfiction for its familiar structure patterns (Abrahamson & Carter, 1992). While the readers know that each novel in a fiction series will follow the same narrative formula, they also know that many informational books about a certain subject will follow the same basic structure. For example, many sports books follow the order of sport history, how to play, safety tips, necessary equipment, and associated organizations no matter which sport is being discussed (Abrahamson & Carter, 1992).

In addition to providing many of the same benefits as reading fiction, reading nonfiction can also help boost young adults' reading comprehension skills even further than reading fiction alone. Nonfiction employs more difficult text structures than most fiction, and introduces complex vocabulary with few context clues to aid comprehension (Cole, 2009). The more nonfiction young adults read, the better they will be able to

recognize, understand and re-create these difficult patterns, which are often encountered in the school curriculum and on standardized tests (Cole, 2009; Ivey & Broaddus, 2001). In addition, nonfiction provides opportunities for young adults to create new knowledge, blending the new information they have gained with what they already knew. It gives them a chance to differentiate between fact and opinion, evaluate texts for accuracy and bias, and gain a better understanding of rhetoric (Abrahamson & Carter, 1991; Cole, 2009).

What factors may be keeping public libraries from collecting nonfiction?

There are several factors involved in young adult nonfiction collection development that may have an effect on the size of a library's young adult nonfiction collection. The first of these is the amount and quality of young adult nonfiction being produced by publishing companies. While young adult fiction publishing has taken off in recent years, there are far fewer in-depth and challenging nonfiction books being written and marketed specifically for young adults (Cole, 2009). Even when publishers do produce nonfiction for teens it is not always of the best quality. In the middle of the twentieth century, several nonfiction series publishers began mass producing books for school libraries and classrooms (Abrahamson & Carter, 1992). Many publishers are still producing such assembly-line nonfiction today, and the results are informational books that are superficial, unappealing and overpriced (Sullivan, 2001). Although there are, of course, several well-written, well-designed nonfiction books being published, there many more being produced that present dumbed-down information in condescending and dull language and unimaginative layouts (Abrahamson & Carter, 1992; Sullivan, 2001). To

create a good, useful young adult nonfiction collection, collection development librarians need to be able to purchase nonfiction materials that engage the mind and spark the imagination, not materials that strip knowledge down to bare facts presented in an unappealing fashion (Sullivan, 2001).

Another element of collection development which may affect young adult nonfiction collection development is book reviews. Collection development librarians do not have the time to read each new book that is available for purchase, and therefore often rely heavily on published book reviews to make purchasing decisions. Unfortunately, reviews of nonfiction titles, especially young adult nonfiction titles, may be very hard to find. Even the most popular young adult nonfiction books are rarely reviewed by the traditional review sources used by collection development librarians (Reaching Reluctant Readers, 2005).

When young adult nonfiction reviews can be found, they are often not as helpful as most fiction reviews. While these reviews will provide good information about a book's organization, ease of information access, and other observations about the book's accuracy or usefulness, they often leave out information about the aesthetic qualities of the book. In order to know if a specific title will capture the interest of their young adult patrons, collection development librarians need to know if the book contains an engaging narrative, a relatable point of view, or a good pace (Sullivan, 2001). Without book reviews that contain the information they need, it can be very hard for collection development librarians to know when new young adult nonfiction titles are available or if they are suitable for purchase.

Another potential problem for collection development librarians attempting to build a young adult nonfiction collection is the changing interests of their young adult patrons. Popular interests, such as professional wrestling or the lives of popular musicians, wax and wane in popularity swiftly. This requires the young adult nonfiction collection to be weeded more strenuously than other library collections (Reaching Reluctant Readers, 2005). In a time of limited library budgets, the short shelf life of many young adult nonfiction titles may make it hard for collection development librarians to justify purchasing them.

A final potential barrier to creating a strong young adult nonfiction collection is the attitudes of librarians themselves. When librarians think of literature they tend to think of fiction alone. Nonfiction is often considered to be informational, something that is only important for homework assignments (Sullivan, 2001). As long as collection development librarians continue to view nonfiction materials as tools to be used and not books to be enjoyed, many of them will not be able to see the potential of a strong young adult nonfiction collection to meet all of their young adult patrons' needs, not just their educational ones.

Methodology

This study was exploratory in nature, and therefore multiple sources of information were investigated. In an effort to explore different aspects of young adult nonfiction collection development practices, three variables were identified as potentially important to this study. These variables were librarian attitudes toward and experiences

with young adult nonfiction collection development, the circulation of young adult nonfiction materials in the public library system being investigated, and the availability and usefulness of young adult nonfiction reviews.

Librarian attitudes toward and experiences with young adult nonfiction collection development

The first variable in this study was investigated using an interview protocol. As with many exploratory studies, the sample was purposive; that is, it was chosen for the specific purpose of gaining a deeper understanding of the kind of issues collection development librarians may face when collecting nonfiction for young adults. It should not be used to make generalizations about all public libraries. The public library system chosen for this study serves an urban community of approximately 270,000 people ("American community survey," 2011). It is made up of eight separate branches, six of which have a dedicated young adult librarian or library assistant on staff. Because of its size and number of branches, the public library system investigated provided the opportunity to survey multiple librarians about their attitudes toward young adult nonfiction and their young adult nonfiction collection activities. While the study may have more external validity if several library systems had been examined, time constraints limited the investigation to one library system.

Seven library employees from the public library system participated in a face to face interview that included several open-ended questions. Open-ended questions allow the respondent to give any answer they wish, and such questions are especially valuable in the exploratory stages of research (Neuman, 2007). Interviewee answers were recorded

by hand. The interview questions covered three different categories. Behavioral questions were asked to ascertain how the librarians make selection decisions, what selection guides the librarians favor, how frequently they request or order young adult nonfiction titles, what priority is given to collecting young adult nonfiction and how much of the collection development budget is allocated to young adult nonfiction. Questions about attitudes, beliefs and opinions were asked to ascertain the librarians' attitudes toward collecting young adult nonfiction, their views about its popularity with young adults, their opinions about the quality of young adult nonfiction being published, and their beliefs about what factors either ease or hinder their young adult nonfiction collecting activities. Finally, questions about expectations were asked to ascertain whether or not the librarians saw themselves changing their young adult nonfiction collecting activities in the near future. A complete list of the questions included in the interview protocol can be found in Appendix A.

The method used to investigate this first variable is qualitative. Qualitative research is more interested in authenticity than reliability. A qualitative research method is successful if it allows the researcher to present a consistent, fair, honest, and balanced account of his or her observations (Neuman, 2007). This means that in order to be successful, the qualitative researcher must avoid bias. In an interview such as the one used in this study, interviewer expectations and attitudes during survey administration can create a significant bias to the results (Neuman, 2007). Therefore it is important for the interviewer to remain as neutral as possible and remember not to take personal opinions into the interview room. However, one of the limitations of this study is that

while every effort to maintain neutrality was made, such neutrality on the part of the interviewer could not be guaranteed.

Circulation of young adult nonfiction materials

The second variable that was explored in this study was the circulation of young adult nonfiction materials in the public library system being examined. In other words, how often are young adult nonfiction materials checked out of the library? In order to answer this question, circulation records for the one year period from January 1, 2010 through December 31, 2010 were collected and analyzed to see how often young adult nonfiction materials were circulated, and how those circulation numbers compared to the circulation of young adult fiction materials. For the purposes of this analysis, nonfiction materials were defined as any item that is designated as young adult nonfiction in the studied library's catalog. Fiction materials were defined as any item that is designated as young adult fiction in the same catalog. The purpose of this analysis was to determine if the actual circulation of young adult nonfiction in the library system in question supports the research conclusions that young adults are highly interested in reading nonfiction.

The method used to examine this variable was quantitative. This means that the method used to measure it was specifically designed to produce data in the form of numbers. A quantitative methodology is reliable if the results of that methodology recur when it is repeated under identical circumstances (Neuman, 2007). If it yields inconsistent results, then it is unreliable. The results of the methodology used to investigate the second variable were the results of simple tallies. The number of times each young adult fiction or young adult nonfiction item was circulated was calculated by

the library catalog's tracking system. Should these tallies be repeated by the catalog's tracking system under identical circumstances, the results would remain the same barring system malfunction. This indicates a high level of reliability for this methodology. This reliability has been further improved by the clear conceptualization of both the concepts being measured. Young adult fiction, and young adult nonfiction, were both carefully and clearly defined.

The availability and usefulness of young adult nonfiction reviews

The third variable that was investigated in this study was the availability and usefulness of young adult nonfiction reviews. This variable was investigated through content analysis. Content analysis is a research method in which objective and systematic counting and recording measures are used to produce a quantifiable description of the content in a text (Neuman, 2007). In the course of the librarian interviews conducted for this study, seven selection aids were identified as being used by the librarians surveyed. These selection aids were *Booklist*, *Horn Book Magazine*, *Kirkus Reviews*, *Library Journal*, *School Library Journal*, *Teen Ink*, and *VOYA*. All the issues of these seven selection aids that were published in the one year period between January 1, 2010 and December 31, 2010 were examined to determine the number of young adult nonfiction reviews they contained, how many there were compared to the number of young adult fiction reviews, what kind of young adult nonfiction materials were reviewed, and how useful those reviews were to young adult librarians. The purpose of this analysis was to determine how easy it is for collection development librarians to find useful review information about young adult nonfiction materials they are considering for purchase.

For the purposes of the study, a review was defined as an article labeled as a review by the publication, or as a review included on the publication's awards and recommended reading lists. No bibliographical essays or recommended reading lists that only included the title of the recommended works were counted. Reviews were considered young adult materials reviews if the lower threshold of their recommended reading age range was any age between fifth grade or age ten and twelfth grade or age seventeen. For those publications that did not provide recommended reading age ranges in their reviews, reviews were considered young adult materials reviews if the reviewer recommended them for young adults, high schoolers or middle schoolers within the review. Audiobook and video reviews were not counted since the focus of this study, and of the previous research on young adult reading preferences mentioned above, is on print materials.

As each review was counted, it was categorized by the book it reviewed. First, each review was classified as either fiction or nonfiction. Nonfiction titles were then categorized as either books that support school curriculum or books that discuss popular interests. Curriculum-based books were defined as any book that could be used for schoolwork or projects, and popular interest books were those containing information about general interests, hobbies, figures from popular culture, or entertainment. Finally, each nonfiction review was sorted into two more categories, those reviews that contained only descriptive information and those reviews that contained an analysis of why teenage readers would or would not want to read the book in question. This categorization was done to see what kinds of nonfiction materials are getting reviewed, and to address

Sullivan's (2001) concerns about the usefulness of young adult nonfiction reviews to help librarians decide whether or not teenage patrons will want to read them.

As with the second variable in this study, the methods used to examine this final variable were quantitative. The results of these methods were tallies; however, these tallies were more complicated than those created to investigate young adult nonfiction circulation. The results concerning the number of young adult reviews found in the publications examined and the number of young adult fiction reviews versus young adult nonfiction reviews would remain the same should these tallies be repeated under identical circumstances, indicating a high level of reliability. However, the results concerning curriculum-based books versus popular interest books and the results concerning reviews with only descriptive information versus those with more aesthetic information are most likely less reliable. The four different labels used to obtain these results were carefully defined and consistently applied. However, there was only one person coding the reviews and that person was inexperienced in the method of content analysis. Therefore the coder may have made some mistakes in categorizing the nonfiction reviews, and other coders may have categorized a review differently using the same definitions. Therefore, the reliability of this research method would have been improved if more than one coder had been performing the content analysis.

Results

Seven library employees were interviewed for this study: one collection development librarian, who is responsible for collecting all juvenile and young adult

fiction and nonfiction materials for the entire library system, five young adult librarians who are responsible for teen services at their individual branches, and one library assistant who is responsible for teen services at a smaller branch where young adult services have just begun to receive special attention. For the purposes of this study, the library assistant will be considered a young adult librarian as well.

These seven librarians work in a public library system that had a collection of 20,145 young adult volumes in 2010. 18,266 of these volumes were fiction, and the remaining 1,879 were nonfiction books. The library's collection development librarian indicated that he purchases approximately two or three young adult nonfiction titles per month, although this number may increase at the end of the year if he has any extra money left in the young adult budget. This is very few titles when compared to the twenty-five to thirty young adult fiction volumes he purchases each week.

While the young adult librarians do not make purchasing decisions, they can request specific titles for purchase by the collection development department. As with the young adult nonfiction purchases made by the collection development librarian, the young adult librarians reported that they make only a small number of requests for young adult nonfiction titles each year. One stated that she requests nonfiction books about once every six months. Other responses included four or five times per year and two to three times per year. Three of the young adult librarians replied that they had never requested a young adult nonfiction title, although one of these explained that she has not had to yet as her branch just opened in August of 2010 with all new books. She is, however, looking at the collection to see what is needed and plans to make some sporadic requests in 2011.

As we can see, the young adult nonfiction collection in this particular public library system is significantly smaller than its young adult fiction collection. We can also see that at the rate young adult nonfiction titles are being purchased or requested, the young adult nonfiction collection is not likely to grow without a drastic change to the library's collection development practices.

During the interview, the librarians were asked why they thought the young adult nonfiction collections in public libraries are so small compared to the young adult fiction collections, and what circumstances would make them more likely to collect more young adult nonfiction. In answering this question, the librarians identified nine different issues that kept them from collecting a larger amount of young adult nonfiction. These nine issues include the four identified in previously published literature, but also add several more. The issues identified were the poor circulation of young adult nonfiction materials, the lack of quality young adult nonfiction being published and purchased, a limited budget, the difficulty in choosing young adult nonfiction that teen patrons will like, the short shelf life of many young adult nonfiction titles, the relative newness of the young adult publishing industry, the lack of space in the young adult areas of each library, the lack of interest in young adult nonfiction expressed directly by the teens, and the attitudes of many librarians toward young adult nonfiction in general. Each of these reasons will be discussed in depth below.

Reason 1: Poor Circulation

Young adult nonfiction's poor circulation was among the first issues mentioned by the librarians when asked why they collected so little of it. Five of the seven

interviewees mentioned that the circulation of these books was low, although four of them also qualified that statement by adding that circulation would be higher if the collection had the right books. However, the librarians' responses to another question in the interview and an examination of the 2010 circulation of the young adult nonfiction materials in the library system indicate that this low circulation may not be a sign of a similarly low young adult interest in reading nonfiction.

One of the questions asked of the librarians in the interview concerned their observations about young adult nonfiction reading habits. For the collection development librarian, who never gets the chance to observe young adults interacting with the collection, the only observation to be made was that young adult nonfiction does not circulate. Since only a handful of titles go out on a regular basis, he was left to assume that teenage interest in nonfiction is low. However, this was contradicted by the observations of many of the young adult librarians. One stated that her teen patrons have a very short attention span, and therefore like to flip to the information they want, read it, and return the book to the shelf. This observation was echoed by two other librarians who also added that what their patrons most liked to do with the nonfiction collection was browse it. Two librarians bemoaned the effect this has on their nonfiction circulation numbers, since it makes it nearly impossible to judge how much use the collection is actually getting by circulation data alone. One of these two added that the problem is especially prevalent with books about sensitive topics like sex or health issues which the teens are too embarrassed to check out.

While observations of the young adult librarians above show us that they are seeing young adult interest in nonfiction even if circulation data does not show it, the

circulation data demonstrates this as well. At first glance the circulation data would seem to support the collection development librarian's assumption that teens do not want to read nonfiction materials. Although it made up nine percent of the young adult collection in 2010, young adult nonfiction only made up five percent of the young adult collection's circulation that year. Also, while the young adult fiction collection had an average of four circulations per item in 2010, the young adult nonfiction collection had an average of two circulations per item. However, in 2010 circulation of the young adult nonfiction collection increased by thirty-seven percent over its circulation in 2009, while the growth in young adult fiction circulation was significantly lower at nineteen percent.

The circulation data also shows us that certain young adult nonfiction subject areas and titles circulate far better than others. When divided into fifty-four different subject areas, the top ten young adult nonfiction subjects had anywhere from twenty-one to fifty circulations per item in the subject area between the time each item was bought and the end of 2010. These top ten subject areas were English Language, Space, Military Careers, Teen Pregnancy and Parenting, Politics, Fashion and Design, Sewing and Crafts, Biography, Nutrition and Exercise, and Math. In contrast, the bottom ten subjects had only zero to eight circulations per item in the subject area over the same period of time. These bottom ten subjects were Folklore, Geography, Careers, Chemistry, Physics, Household Management, Engineering, Toys, Jokes and Riddles, and Magic. When individual titles are examined, we see that the top twenty young adult nonfiction titles have circulated sixty-eight to 146 times between the time the first copy of the title was bought and the end of 2010. This compares to forty-six young adult nonfiction titles that have never been checked out at all. These numbers seem to indicate that there are several

young adult nonfiction subject areas and titles that are truly popular with teen patrons; however the average circulation of the young adult nonfiction collection is brought down drastically by those subjects and titles which have little to no circulation. For more detailed tables containing circulation data for the public library system in question, see Appendix B.

Reason 2: The low quality of young adult nonfiction

The lack of quality young adult nonfiction being produced by publishers and purchased by the library was another issue identified by the librarians as preventing strong young adult nonfiction collection development in their library system. The collection development librarian mentioned that the topics and formats available from the publishers were not appealing to teens. He believed that if publishers produced books in more graphic, picture heavy formats that he knew young adults would want to read, he might be able to collect more young adult nonfiction. Several of the young adult librarians believed that if the entire collection were made up of the “right” kind of books, young adult nonfiction would circulate very well. Unfortunately, they also believed their collections did not have the “right” kind of books. Another librarian responded that she could not see any circumstances in which she would collect more young adult nonfiction, but that she would like to collect a different variety of it if she had the opportunity. She said that teens wanted books about what is happening to them, and if the library had more books on those topics she believed the circulation of the young adult nonfiction would be higher. Other questions during the interview revealed similar feelings on the part of the

librarians that publishers were not releasing young adult nonfiction that met their patron's young adult nonfiction reading interests.

Early in the interview, the librarians were asked what kinds of nonfiction they believed young adults wanted to read. The responses covered a wide range of nonfiction topics. The most popular of these was crafting, which was mentioned by five of the librarians. Another popular topic, mentioned by four of the interviewees, was sex and health, although most said that books on this subject were usually read in the library, not checked out. Other popular subjects listed included life problems, sports, dating, and college or career advice. Particular formats were also referenced, indicating that nonfiction written like fiction and graphic novel formats were popular no matter what the subject. It is interesting to note that all these top nonfiction categories cover subjects that have an immediate impact on the reader's life. The teen patrons who read them are learning how to better pursue their hobbies, how to deal with their changing bodies and relationships, or how to improve their lives. As one of the librarians said in her interview, it appears that what young adults are most interested in reading about is themselves.

These responses show that the librarians have a clear idea of what kinds of nonfiction they think their teen patrons want to read. However, further questioning in the interview revealed that these are not the kinds of nonfiction the librarians believe the publishers are releasing. One of these further questions in the survey asked the librarians about their opinions of the general quality of young adult nonfiction being published. Every librarian surveyed answered that the quality could be better. The collection development librarian said that he mostly sees "terrible, depressing, horrible issues books" printed in formats that were neither accessible nor eye catching. He added that

teens are used to visual learning and want books with short summaries of information accompanied by a large number of pictures. Unfortunately, the majority of the young adult nonfiction he sees from publishers is too text heavy to meet those requirements. He has also noticed that a lot of the young adult nonfiction being published is curriculum-based. However, that is not what he believes teens want to read or what the public library needs.

The young adult librarians also thought that the quality of young adult nonfiction being published was mixed at best. Four of them agreed that some publishers were producing good materials; however these books were often hard to find. They usually were not reviewed and one librarian said that she regularly has to go to Urban Outfitters, the apparel and home goods store targeted at teens and young professionals, just to find books that her young adult patrons actually want to read. Other librarians mentioned that they have seen good young adult nonfiction in a broad range of topics in reviews and in stores, but that these volumes do not always seem to make it to their library shelves.

Like the collection development librarian, the young adult librarians believed that the lower-quality young adult nonfiction being produced was of low quality because of its subject and format. Three of them mentioned that they saw a lot of curriculum-based books in reviews and on the shelves, but that their teens did not want to read them. What they really needed for their libraries was more general interest materials on fun topics and life issues. One of the librarians believed that books on the topics teens are really interested in reading about, such as sexual issues or controversial subjects, are risky for publishers to produce, and that publishers avoided any potential backlash from the public by choosing not to release books on those subjects. Another group of the young adult

librarians mentioned that the unappealing formats, cheesy covers, and text-heavy presentations of much of the young adult nonfiction being produced is another problem with young adult nonfiction quality. Respondents said that these formats made the books “look lame” or “like school books,” and because of this teens “won’t pick them up.”

Reason 3: Budget constraints

A limited budget was another issue identified by the librarians as an obstacle to building a larger young adult nonfiction collection. Even if publishers were producing higher quality young adult nonfiction, it would appear that the library system would not have the money to buy them. The collection librarian responded that with fiction being so popular, and him having so little money to spend on young adult materials, he needed to spend what money he had on the items he knew would be used the most. He also pointed out that nonfiction materials were very expensive and, unlike with fiction titles, publishers rarely offer discounts on them. When he does buy young adult nonfiction, he is forced to buy less of it than he would young adult fiction because the same amount of money buys fewer books. Four of the young adult librarians also mentioned budget in their responses. Two of them replied that they would request more young adult nonfiction if they had more money and one of them also pointed out that nonfiction titles were more expensive. Two of them mentioned the lack of a separate young adult nonfiction budget as an impediment, explaining that as the budget currently stands they have to take money away from their fiction purchases if they want to buy nonfiction, which makes decisions more difficult.

Another question asked in the interview also showed how the limited young adult nonfiction collection budget affects the size of the nonfiction collection. The question asked the librarians what priority was given to collecting young adult nonfiction. According to the collection development librarian, the priority given to young adult nonfiction collection is “pretty low”. In fact, there is no separate budget for collecting young adult nonfiction and all the money spent on young adult nonfiction materials must come out of the young adult fiction budget. This is in contrast to the juvenile and adult collections in which fiction and nonfiction each have their own separate budget. Since all collection development in this particular public library system is done centrally, most of the young adult librarians interviewed could not give an answer to this question. However three of them mentioned that they wished more money was available for young adult nonfiction purchases. One also stated that extra money would be especially helpful to her since she had recently been weeding the young adult nonfiction rather heavily and needed to fill in the holes. Another librarian added that her branch did not have nearly enough nonfiction for teens.

Reason 4: Difficulty choosing young adult nonfiction titles for purchase

Another potential problem for strong young adult nonfiction collection development identified by one of the young adult librarians was the difficulty in choosing young adult nonfiction that teen patrons will enjoy. She responded that it was hard to find young adult nonfiction reviews and that it was hard to know what to get when she could not rely on the popularity of certain authors like she can with fiction titles. She also indicated that the use of a vendor limited her choices since not all of the good young

adult nonfiction titles were available through that vendor. She said that if she could go to a bookstore and browse the titles instead of using a vendor, she would be able to find more of what her teen patrons actually want to read. Other questions from the interview and a content analysis of the review sources used by the librarians in this study also revealed difficulties in choosing nonfiction for teen patrons.

One question asked in the interview concerned how the librarians decided which young adult nonfiction titles to either request or purchase. According to the collection development librarian, this is one of the hardest parts of his job. He first uses staff recommendations and patron requests to make his decisions. Once those are exhausted, he turns to the reviews provided by the book vendor through which all the library system's materials are ordered. The book vendor used by the library periodically sends him virtual carts containing all the young adult materials he can purchase through them that also have a review attached. These reviews come from *Library Journal*, *Kirkus Reviews*, *School Library Journal*, and *Horn Book Magazine*. When these carts arrive, the collection development librarian is able to use the reviews provided to make purchasing decisions. However, since, as one of the young adult librarians mentioned, the vendors do not seem to have the kinds of young adult nonfiction teens want to read and the reviews for those same kinds of books are not often published, this method for discovering new young adult nonfiction titles to purchase is potentially problematic.

For the young adult librarians, choosing which young adult nonfiction titles to recommend is a slightly different process. Since they do not make purchasing decisions, not all of them choose to use their limited work time finding new young adult nonfiction materials to recommend for purchase. Those that do tend to rely most often on patron

interest. Four of the young adult librarians interviewed stated that if a patron requests a specific title they will pass that recommendation on to collection development. One added that she reads over the advertisements sent to her by publishers and requests those items that she thinks look like a good fit for her collection. Three others added that they keep an eye on young adult nonfiction reading trends so that they can suggest certain areas of topical interest to collection development, and one of these three also kept up with professional communities to see what other young adult librarians were recommending. Only three of the young adult librarians regularly read book reviews, and only one of them had a set process for identifying young adult nonfiction materials she may want to ask collection development to purchase. This process included reading YALSA's "Quick Picks for Reluctant Readers" list regularly to find new titles, and looking at each title she is considering to judge how well its content and design will appeal to teens, how its price compares to the use it will get in the library, the popularity of its topic, and the potential longevity of that popularity.

The next question in the interview asked the librarians to list the review sources they use to help them make purchasing or recommendation decisions. The collection development librarian responded that in addition to the reviews provided by the book vendor, he also read *School Library Journal* and *Library Journal* to make sure the vendor did not miss any reviews. For the young adult librarians, *VOYA* was the most popular review source used. Five of them indicated that they read *VOYA* regularly, although one of them added that she skipped the reviews since she could not make purchasing decisions. Two of these five librarians also read *School Library Journal*, and one also read *Booklist* and *Library Journal* in addition to *VOYA*. A few of them also watch the

releases of certain publishers that they know produce good young adult nonfiction but whose books rarely, if ever, get reviewed. The sixth young adult librarian did not read any review sources since she knew she would not be able to purchase the titles she wanted directly.

Once the responses to the above question were collected, a content analysis of the 2010 issues of the review sources identified by the librarians was conducted to see how many young adult nonfiction reviews were available compared to young adult fiction reviews, what kinds of young adult nonfiction materials were getting reviewed, and how useful those reviews were to librarians deciding whether or not teenage patrons will enjoy a title.

Of the 4,750 young adult reviews found in these selection aids, 3,300 were of fiction materials and only 1,450 were of nonfiction materials. Of those 1,450 nonfiction reviews, 804 of them were of curriculum-based materials and 646 of them were of popular interest materials. Only 367 of the nonfiction reviews were aesthetic and contained information about why teen readers would or would not enjoy the book being reviewed. In comparison, 1,083 of the nonfiction reviews were descriptive only.

However, not all of the selection aids were as biased toward fiction, curriculum-based nonfiction, and aesthetic reviews as the group of review sources was as a whole. *School Library Journal* and *Booklist* contained 686 and 510 young adult nonfiction reviews respectively, indicating that hundreds of young adult nonfiction titles were released in 2010 that were ignored by other review publications. However, *School Library Journal*, as a publication aimed at school library media specialists, reviewed far more curriculum-based nonfiction titles (417) than popular interest materials (269),

making it potentially less useful for librarians in public libraries looking to collect nonfiction titles for teen's leisure reading. It also contained far more descriptive reviews (549) aimed at letting school library media specialists know which areas of their curriculum the books would cover than it did aesthetic reviews that would let a public librarian know why his or her patrons would enjoy reading them. *Booklist* was far more balanced in its reviews of curriculum-based and popular interest nonfiction, reviewing 269 and 241 titles respectively. However, with 356 descriptive reviews and 154 aesthetic reviews published in 2010, it is possible that *Booklist* may be a good publication for identifying potential young adult nonfiction titles for purchase but potentially not as strong a publication for discovering how well teens will like reading them.

Library Journal was actually biased toward reviewing young adult nonfiction over young adult fiction, although with only fifty-two young adult fiction reviews and sixty-nine young adult nonfiction reviews found among the thousands of book reviews it published in 2010 this may have had more to do with its rarely reviewing any young adult materials at all. With forty-eight of those nonfiction reviews concerning curriculum-based materials and fifty-nine of them being descriptive only, using *Library Journal* as a review source may not be the easiest way for a public librarian to find good young adult nonfiction titles for purchase. Of the remaining selection aids analyzed, *Kirkus Reviews*, and *Horn Book Magazine* were the most biased toward fiction reviews. *Kirkus Reviews* contained 729 young adult fiction reviews in 2010, compared to just eighty-four young adult nonfiction reviews, and *Horn Book Magazine* contained 168 young adult fiction reviews compared to just twenty-three young adult nonfiction ones. Both, however, contained more reviews of popular interest nonfiction than curriculum-based nonfiction,

with fifty versus thirty-four and fourteen versus nine respectively. Although both contained approximately twice as many descriptive reviews as aesthetic reviews, their focus on more general interest young adult nonfiction could make them useful for public librarians collecting young adult nonfiction.

Perhaps the most potentially useful selection aids analyzed in this study were *VOYA* and *Teen Ink*. Although both favored young adult fiction in their reviews, both had other qualities that could make them good resources for public librarians looking to expand their young adult nonfiction collection. The two of them contained higher percentages of popular interest nonfiction reviews than any of the other publications, and both are created specifically to benefit teens and the adults who work with them. *Teen Ink* had an added advantage in that all the reviews it contained were written by teens themselves. This means readers get reviews of young adult materials from the pens of actual young adults. It also meant that *Teen Ink* was the only publication to include more aesthetic reviews than descriptive ones. Unfortunately, the number of reviews it contains is small, only thirty-six fiction and fifteen nonfiction reviews were published over the entire year. For a complete table of the selection aids content analysis results, see Appendix C.

Reason 5: Limited shelf life

Another potential issue for building a strong young adult nonfiction collection that was identified by two of the young adult librarians was the short shelf life of many young adult nonfiction titles. One of them mentioned that nonfiction titles dated more quickly. While most fiction stories remain entertaining years after they were written, an

outdated nonfiction book loses its usefulness as soon as the information it contains becomes irrelevant. Another librarian mentioned that teen interests are transitory, and therefore it is harder to find materials that they will still be interested in later on. This is especially true of the popular culture items that enjoy an intense popularity for a short period of time and then sit neglected until they are finally weeded from the collection. The short shelf life of many nonfiction titles can make it hard to justify their purchase when money could be spent on fiction titles that will be used for many years.

Reason 6: The newness of the young adult publishing industry

Three of the young adult librarians pointed to the relative newness of the young adult publishing industry as another potential reason for young adult nonfiction collections being comparatively small. One mentioned that nonfiction produced specifically for young adults has not been around long enough for libraries to create large collections of it. Two others explained that even young adult fiction is a relatively new phenomenon, and that libraries have only recently been creating dedicated teen spaces that contain their own young adult titles. Therefore, the young adult nonfiction publishers are still trying to catch up with the juvenile and adult publishers who have been publishing nonfiction materials for a much longer time.

Another observation made by a few of the young adult librarians interviewed was that a lot of the teens who would be interested in reading nonfiction still do not know that there is a collection of nonfiction written specifically for them. One librarian stated that many of her teens just go straight to the adult nonfiction section when looking for nonfiction books since they do not expect to find any in the young adult area. Another

librarian said that the awareness of young adult nonfiction in her library was limited. Her patrons usually stumbled upon her young adult nonfiction collection; they did not usually come in to the library specifically looking for young adult nonfiction.

Yet another librarian, who works in the only branch that still interfiles its young adult nonfiction with the adult nonfiction, observed that her teen patrons did not know any young adult nonfiction was available. She said that when she made a display of young adult nonfiction the books included in it circulated very well. However, the teens would not go to find it on the shelf after the display was taken down. This librarian is currently in the process of creating a designated young adult nonfiction shelf to increase awareness of the collection. The impact of separating young adult nonfiction from the adult nonfiction and adding it to the young adult area was also mentioned by a different young adult librarian who stated that her young adult nonfiction used to be interfiled with the adult collection but gets a lot more use now that it can be browsed in the young adult section. The lack of awareness of a relatively new area of publishing observed by these librarians could mean that patrons are not requesting more young adult nonfiction simply because they do not know such materials are available.

Reason 7: Lack of young adult space

The newness of the young adult section in public libraries also relates to another issue identified by the young adult librarians as a possible hindrance to strong young adult nonfiction collection development. Three of them indicated that if they had more space in their young adult areas they would be able to collect more nonfiction titles. As it stands, many of them barely had enough room for their fiction collections on the shelves

that they were given, and therefore finding space for the less popular nonfiction titles is difficult.

Reason 8: Young adult attitudes

Another issue impeding young adult nonfiction collection development that the librarians identified was the lack of interest in young adult nonfiction expressed directly by the teens. Two of the young adult librarians mentioned that better marketing could raise teen interest in reading nonfiction, and one of them added that when she marketed young adult nonfiction through displays, the teens showed a definite interest in checking out those nonfiction titles. However, she and two other young adult librarians responded that the young adults in their libraries simply weren't asking for nonfiction titles and if they were they would be able to justify buying more.

Reason 9: Librarian attitudes

The final issue hindering strong young adult nonfiction collection development identified by the young adult librarians was the attitudes of many librarians toward young adult nonfiction in general. One of them called young adults the "monkey-in-the-middle of collection development." She explained that librarians in general do not place equal value on fiction and nonfiction in the young adult arena, even though they do so for adult and juvenile collections. Another responded that the librarians in charge of buying books for libraries often feel that young adults could use the adult nonfiction collection if they needed to, and therefore did not give young adult nonfiction collection development much attention. She added that she did not believe this was necessarily a valid

assumption, since teen topics of interest, their reading level, and the formats they enjoy are different from those of adult patrons.

The negative attitudes toward young adult nonfiction collection development discussed by the librarians above were sometimes seen in the responses of the librarians interviewed for this study, although most of them expressed more positive opinions. When asked the initial interview question about what kinds of materials they believed young adults preferred to read, the responses from both the collection development librarian and the librarians who work directly with teens overwhelmingly favored fiction materials. Paranormal romances and historical fiction were identified as being popular with female patrons, while action stories and science fiction were listed as popular with male patrons. Manga series, urban fiction, realistic fiction, books by African-American authors, and fantasy were all mentioned for their cross-gender popularity. Only one young adult librarian talked about nonfiction at all in response to this question. She responded that while her female patrons read more fiction, her male patrons were more interested in nonfiction as long as they could find topics they found interesting. Two of the young adult librarians added that what was most important was for the teens to be able to see themselves in what they were reading. They explained that teens want to be able to relate to characters and they want to read books that represent who they are.

Responses to a follow-up question asking if young adults want to read nonfiction were more mixed. The collection development librarian simply said “not really,” a response that conflicted with those of the young adult librarians. Two of the young adult librarians responded that teens did want to read nonfiction, but only after it was marketed to them by the library. The four remaining young adult librarians were more enthusiastic

in their belief that young adults really do want to read nonfiction. One mentioned that teen readers do a lot more information seeking than they usually get credit for. Another responded that if the topic of a nonfiction book is fun and exciting teens will definitely read it. Another librarian pointed out that teenagers are embarrassed to ask about heavy, personal topics such as sex, cutting, or depression, but having an easy-to-navigate collection of books about these subjects allows them to find the information they're looking for without anyone having to know what they have been reading. It was her belief that, due to heavy use of the young adult nonfiction collection by such readers, the circulation numbers for the young adult nonfiction collection did not reflect how often the books in that collection were read.

Another question asked during the interview concerned how important the librarians think it is for the public library to collect young adult nonfiction and whether or not such a collection was a good use of library resources. Here there was another discrepancy between the beliefs of the collection development librarian and those of the young adult librarians. The collection development librarian responded that it was only moderately important to collect young adult nonfiction. He believed that a token collection was necessary, one made up of light, popular interest materials instead of curriculum-related volumes. He also mentioned the importance of collecting books about issues that are important for teens, such as sexual health and other sensitive topics that they may not be able to get information about either at home or at school. While he believed that the young adult collection needed a balance between what the collection should have and what is popular, maintaining that balance was difficult. Due to the

limited budget, he believed that he needs to focus most on what will actually be used, not necessarily what it is most important for teens to be able to read about.

In contrast, all the young adult librarians interviewed rated young adult nonfiction collection as either important or very important. One wondered why the library would not give equal attention to fiction and nonfiction in the young adult collection when it does so for both the juvenile and adult collections. Others pointed out the importance of the public library as a source of information for those teens who do not have either the technological savvy or the resources to find information elsewhere. One of them stated her conviction that sometimes teens need informational books, not just the internet. Another stated her belief that the library is not just for recreation; young adults do use it for homework and an institution like the public library should have a balance between fiction and nonfiction. Others added that the public library sometimes acts as a supplement to school libraries, and that the young adult nonfiction collection offers an information alternative for teenagers who are too intimidated or scared to ask an adult to answer their questions.

The need for nonfiction materials aimed specifically at young adults was another reason given for the young adult librarians' belief in the importance of collecting young adult nonfiction. As one of the interviewees pointed out, young adults have their own viewpoints and interests that children's and adult collections may not address. This means that, as another librarian pointed out, the teens can better relate to information found in books written for them than they can to information found in adult books. Finally, as yet another librarian mentioned, young adults do not want to read books written for children and often find books written for adults to be intimidating.

Finally, the young adult librarians indicated that young adult nonfiction's appeal to teens is yet another reason why collecting such materials is important. One responded that young adult nonfiction attracts reluctant readers and male readers to her library. She also revealed that the young adult nonfiction books on topics such as wrestling, puberty, and sex were among the volumes most often stolen from her library. While it may seem that it is a waste of library resources to spend them on materials that will just disappear, this does seem to indicate a marked interest in these particular young adult nonfiction volumes. One other young adult librarian stated her belief that a young adult nonfiction collection made up of carefully chosen titles on carefully chosen topics will always be read, even if the volumes it contains do not circulate.

Future Expectations

The final question of the interview asked the librarians to identify any trends they saw developing in the future in terms of young adult nonfiction collections. The responses to this question were mixed, although everyone saw the composition of young adult nonfiction collections changing. The collection development librarian responded that the size of the collections would stay the same. He believes that since many librarians do not see the need for a large young adult nonfiction collection but still feel as though they have to have one it is unlikely that the collections will either grow or shrink. However, he also believes that the composition of those collections would be different. He predicted that future collections would contain more fun subjects and more browsable subjects in more visual formats.

Two of the young adult librarians agreed with the collection development librarian. They too saw the young adult nonfiction collections remaining the same size as they are now, although one of them pointed out that these collections have just grown recently. This fact is echoed by the library system's circulation data, which shows that the young adult nonfiction collection grew by fifteen percent in 2010. Both of these librarians also agreed that the composition of the young adult nonfiction collections would change. One of them was hopeful that publishers would adapt to the needs of young adults and start producing more useful young adult nonfiction that teens would actually want to read. The other has already noticed that there are more books about general interest and popular topics being published in young adult nonfiction than there were before, even if there still is not enough of it. She also stated her belief that librarians in general have become more aware of young adult nonfiction and that this awareness would increase the quality of the materials collected.

Three other young adult librarians were hopeful that their young adult nonfiction collections would grow. One of them believed that as the quality of the young adult nonfiction being published improved the size of library collections would grow. Another pointed out that the entire young adult market is constantly growing. She also believes that libraries would see more of a demand for young adult nonfiction as more focus is put on encouraging teenage boys to read. The third hoped that the collections would grow and that librarians would begin collecting young adult nonfiction books on more current topics, along with materials that focus on teens as participants in society, such as career development books.

The last young adult librarian was less sure in her predictions for the future. While she wanted to expand her collection of both fiction and nonfiction for young adults, she pointed out that there still is not a lot of space in libraries dedicated to teen use. She also called attention to the fact that much of nonfiction publishing is going digital, meaning there are fewer physical materials for libraries to collect. The limited budgets most libraries are working with also indicated to her that young adult nonfiction collections may not be able to expand in the future. However, she also believed that publishers are trying to create more materials for teens in general, as well as nonfiction, and she took the recent creation of special awards for young adult nonfiction as a sign that libraries may soon see new options for expanding their young adult nonfiction collections.

Conclusions

Young adults want to read nonfiction. We see this in the reading interest research performed with young adults and in the observations of the librarians interviewed for this study. Reading nonfiction is also very important for teens who are still developing their literacy skills and for those reluctant readers who do not find pleasure in reading fiction materials (Abrahamson & Carter, 1991; Brozo, 2002; Cole, 2009; *Reaching Reluctant Readers*, 2005; Smith & Wilhelm, 2002). Therefore, it is very important for public libraries to develop strong collections of young adult nonfiction that are large enough to serve the nonfiction reading needs of all their young adult patrons and that contain the subjects and formats that will appeal to their teen readers. The librarians in this study

identified several potential obstacles that have prevented them from creating such a collection in the past and may continue to do so in the future. However, the research in this study also suggests several ways in which these obstacles may be overcome.

General opinion among the librarians surveyed was that circulation of young adult nonfiction is low. This being the case, they have a hard time justifying the spending of limited library funds on young adult nonfiction materials. However, after examining the circulation data for the public library system in 2010, it becomes clear that when it comes to circulation, certain subject areas and titles circulate far better than others. Many of these titles and subject areas actually have a very high circulation. Unfortunately, they are grouped together with far more unpopular subjects and titles, many of which never get checked out at all, making the average circulation of the young adult nonfiction genre appear quite low. If librarians were to look at those nonfiction titles and subjects with high circulation and collect more materials in those same subjects and formats, circulation of young adult nonfiction would likely improve drastically. In addition, general opinion among the young adult librarians surveyed is that much of their young adult nonfiction collection is browsed or read in the library but not checked out. Therefore, circulation cannot be relied upon as a perfect indicator of how much use the collection is getting and librarians should not take lower circulation alone as a sign that spending their money on young adult nonfiction materials would be a waste of their limited funds.

Finding the right books to improve young adult nonfiction circulation may be an obstacle as well. Nearly every librarian interviewed indicated that publishers are not printing books on the subjects or in the new formats that interest today's teen readers. In

the past, nonfiction publishers have found success by printing curriculum-based materials. Unfortunately, these are not the materials teen public library patrons want to read. If publishers would adapt and produce more books on the general interest subjects that engage young adults and in the graphic-heavy formats they prefer, librarians would be able to create larger young adult nonfiction collections made up of materials that teens will enjoy. In order to make this happen, librarians need to let publishers know what they want and lobby for the publishers to produce more of the popular interest materials and visual formats teens need.

Unfortunately, even if publishers create the kinds of young adult nonfiction materials librarians are looking for, the limited budgets libraries have to buy books with still may present an obstacle to building up the young adult nonfiction collection. These limited budgets are not likely to grow any time soon. However, libraries could improve librarians' ability to purchase more young adult nonfiction by providing separate budgets for young adult fiction and young adult nonfiction, as they do for both the adult and juvenile collections. As it stands in the library system in this study, the librarians feel they must take money away from their young adult fiction budgets in order to pay for their nonfiction purchases. This is a decision that the librarians are not always willing to make. By designating certain monies for the specific purchasing of young adult nonfiction, libraries would be making sure that the young adult nonfiction collection is continuing to be developed each year.

The use of book vendors in public libraries also seems to limit librarians' young adult nonfiction purchasing options. Multiple librarians in the study indicated that going to bookstores and other businesses that sell popular nonfiction titles allowed them to find

many more of the young adult nonfiction titles they knew their patrons would like than they could obtain from their vendor. Since these books tend to be produced by alternative publishers, most of them are not available through the vendor used by the library. Since the collection development librarian makes his purchasing decisions based almost solely on what his vendor tells him is available, it is very likely that many great young adult nonfiction titles that would be popular with teen patrons are being missed by collection development. It is not suggested that public libraries should stop using book vendors. However, if collection development librarians were to look at bookstore catalogs and follow certain publishers the way some of the young adult librarians do, they may be able to find the kind of young adult nonfiction that the library needs but that librarians feel are not available. Also, if collection development librarians were to begin asking vendors for more young adult nonfiction options, the vendors would eventually begin providing them.

In addition the limited selection provided by library book vendors, there is also the problem of published selection aids making it difficult for librarians to find titles their vendors do not have. The fact that young adult nonfiction reviews were hard to find was mentioned by the librarians in the survey, and a content analysis of several review sources published in 2010 supports this idea. *School Library Journal* and *Booklist* printed far more young adult nonfiction reviews than the other publications examined, indicating that most of the other publications were ignoring young adult nonfiction titles by the hundreds. Even these publications which did review young adult nonfiction tended to focus on the curriculum-based books being published, not the popular interest materials that public libraries are looking for. This forces librarians to discover appropriate young

adult nonfiction titles through other, more difficult means. Even when young adult nonfiction titles were reviewed in the selection aids, the majority of those reviews were merely descriptive. They did not give librarians the information they need to decide whether or not their teen patrons would enjoy reading the books in question. Although some publications did offer a good number of young adult nonfiction reviews compared to young adult fiction reviews, and reviewed popular interest nonfiction with plenty of aesthetic reviews, these publications were not released as often as the other selection aids examined, and they tended to contain far fewer reviews of any sort. This has two implications for librarians looking to build stronger young adult nonfiction collections. First, librarians cannot read just one or two selection aids and hope to find all the reviews they are looking for. They need to keep up with several review sources at a time, especially with those that focus specifically on materials published for young adults. Second, librarians need to ask the publishers of review sources to include more reviews on young adult nonfiction materials. These selection aids want to please their readers, and if they get enough requests for certain reviews, they will begin producing them.

Another potential obstacle to stronger young adult nonfiction collection development is the fact that teen patrons are not asking for nonfiction titles directly. However, the number of teens who frequent the library most likely represents only a small percentage of the teens in the community, and none of the librarians interviewed indicated that they had spoken with any teens who were not library users. Without talking to teenage non-users, librarians cannot know that the lack of expressed interest in nonfiction found in their regular young adult users is representative of a lack of interest in the larger teenage population. It is possible that teenage non-users would be more likely

to come to the library if they knew they would be able to find young adult nonfiction materials there. As a way to ensure the reading needs of all the teens in their communities can be met by their collection, and as a way to potentially draw more teens into the library, librarians should be talking with young adult non-users to learn about their reading interests.

There are other potential problems with using the lack of expressed teenage interest in nonfiction as a reason for not purchasing more young adult nonfiction materials. Several librarians mentioned in the interview that young adults did not usually come into the library knowing an exact nonfiction title they wanted, they wanted to browse instead. The librarians' observations also indicated that a lot of teens were too embarrassed to ask for titles on more sensitive topics, and were even too embarrassed to check them out. Therefore we cannot assume that the lack of direct requests for nonfiction from teens indicates that they are not interested in reading nonfiction. The librarians' interviewed also pointed out that many library patrons did not even know that the young adult nonfiction collection existed. If patrons do not know that young adult nonfiction titles are available, how can they know to ask for them? This indicates that librarians need to market their young adult nonfiction collections just as they market their fiction collections, especially with patrons who are considered reluctant readers. Also, separating the young adult nonfiction out on its own shelf in the young adult section instead of interfiling it with the adult nonfiction is vitally important for increasing patron awareness of the genre and encouraging teen patrons to browse the collection.

Finally, perhaps the most important potential obstacle to stronger young adult nonfiction development is one that the librarians did not mention directly but which is

suggested by their responses. That obstacle is the difference between the attitudes of the collection development librarian toward young adult nonfiction and the attitudes of young adult librarians who actually observe teen patrons interacting with the collection. Forced to rely on circulation records and vendor carts to judge the popularity and availability of young adult nonfiction materials, the collection development librarian had a much more negative attitude to young adult nonfiction than the young adult librarians. Those librarians who saw the young adult nonfiction collection in daily use had much more positive views toward the collection. This indicates that there needs to be more communication between young adult librarians and collection development concerning young adult nonfiction. It is not enough for young adult librarians to send the occasional title recommendation to the collection development librarian. There needs to be regular communication between the two groups about what new young adult nonfiction materials are being published, what reading behaviors are being seen in the branches and how the collection could be developed to better serve the needs of the library's young adult patrons.

Limited library budgets are likely to persist in the future, and public libraries may not be able to grow their young adult nonfiction collections to a size similar to their young adult fiction collections. However, it is clear that if the size cannot improve, the composition of young adult nonfiction materials within this collection must. The research above indicates several strategies librarians could implement to improve their young adult nonfiction collections, even if they cannot afford to grow them. These improved collections will better meet the needs of their teen patrons than the collections they have

now, and provide young adults with the nonfiction materials that they both want and need to read.

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Appendix A

Interview Questions

Question 1: What kinds of materials do you believe young adults prefer to read?

Follow-up questions:

- What about nonfiction? Do you think young adults want to read nonfiction?
- If so, what kinds of nonfiction?

Question 2: What have you observed about young adult nonfiction reading habits in your job?

Question 3: What priority is given to collecting young adult nonfiction in the collection development policy/budget?

Question 4: How often do you request or purchase young adult nonfiction materials?

Question 4: Where does your library shelve nonfiction?

Question 6: How important do you think it is for the public library to collect young adult nonfiction?

Follow-up question:

- Do you think it is a good use of library resources? Why or Why not?

Question 7: How do you decide which young adult nonfiction titles to purchase?

Question 8: What review sources and other resources do you use to make collection development decisions concerning young adult nonfiction?

Question 9: What do you think about the quality of the young adult nonfiction being published?

Question 10: Why do you think young adult nonfiction collections in public libraries are so small compared to the young adult fiction collections? Are there any circumstances under which you would be more likely to collect more young adult nonfiction?

Question 11: What trends do you see developing in the future in terms of young adult nonfiction collections? Do you see young adult nonfiction collections growing or shrinking in the near future?

Appendix B

Circulation of the Young Adult Collection		
	Young Adult Fiction (Includes Short the Story Collection)	Young Adult Nonfiction (Includes the Biography Collection)
Number of Circulations within the collection in 2010	78,773	4,367
Number of Circulations within the collection in 2009	66,040	3,198
Percent Change between 2009 and 2010	19% Increase	37% Increase
Percent of total circulations in 2010	95%	5%
Number of Circulations per item in 2010	4	2

The Young Adult Collection			
	YA Fiction (Includes Short Story Collection)	YA Nonfiction (Includes Biography Collection)	Total Collection
Average Number of Materials in the Collection in 2010	18,266	1,879	20,145
Average Number of Materials in the Collection in 2009	15,792	1,712	17,504
Percent Change	16% Increase	10% Increase	15% Increase
Percent of Total Young Adult Holdings	91%	9%	-

30 Most Popular Young Adult Nonfiction Titles by Number of Checkouts per Title	
Title	Number of Checkouts per Title
The yo momma vocabulary builder	146
Rich dad, poor dad for teens : the secrets about money, that you don't learn in school!	97
Gangs	94
Indie girl : from starting a band to launching a fashion company, nine ways to turn your creative talent into reality	94
The power of a praying teen	92
Fist, stick, knife, gun : a personal history of violence	87
Illegal immigration	84
The year of goodbyes : a true story of friendship, family and farewells	82
Extraordinary oral presentations	79
Diabetes : the ultimate teen guide	78
Showdowns : revisiting the top 20 rivalries in the past 20 years	77
Five thousand years of slavery	76
Jay McGraw's life strategies for dealing with bullies	76
PostSecret : extraordinary confessions from ordinary lives	76
Second-time cool : the art of chopping up a sweater	76
The little book of Hindu deities : from the Goddess of Wealth to the Sacred Cow	71
Tell the world : teen poems from WritersCorps.	70
The challenge of toddlers : for teen parents : parenting your child from one to three	70
The cute book	70
Jesus : what he really said and did	68
Kiss : a girl's guide to puckering up	65
Weight loss confidential : how teens lose weight and keep it off, and what they wish parents knew	64
Draw your own manga : all the basics.	63
Teen cyberbullying investigated : where do your rights end and consequences begin?	63
Chicken soup for the Christian teenage soul : stories of faith, love, inspiration, and hope	62
Your baby's first year : a guide for teenage parents	62

Contemporary American poetry, "not the end, but the beginning"	61
CosmoGirl!. Cool room : 35 make-it-yourself projects	60
Naked eggs and flying potatoes : unforgettable experiments that make science fun	59
Superman : secret identity	59

30 Least Popular Young Adult Nonfiction Titles by Number of Checkouts per Title	
Title	Number of Checkouts per Title
Gun control : opposing viewpoints	0
Gunstories : life-changing experiences with guns	0
How to customize damn near anything.	0
I will fight no more forever : Chief Joseph and the Nez Perce War	0
Left for dead : a young man's search for justice for the USS Indianapolis	0
MAD about the '90s : the best of the decade	0
Make your own gym : indoor-outdoor sports equipment	0
My name is number 4 : a true story from the cultural revolution	0
North into freedom : the autobiography of John Malvin, free Negro, 1795-1880	0
Organ transplants : a survival guide for the entire family : the ultimate teen guide	0
Out law : what LGBT youth should know about their legal rights	0
Sex, boys & you : be your own best girlfriend	0
Skin : the bare facts	0
Skin deep and other teenage reflections : poems	0
Speaking out : teenagers take on race, sex, and identity	0
Split image : a story in poems	0
Street wise : a guide for teen investors	0
Student success secrets	0
Teen study Bible : New International Version	0
The Bill of Rights and landmark cases	0
The complete book of minibikes & minicycles	0
They broke the law, you be the judge : true cases of teen crime	0
Ups & downs : how to beat the blues and teen depression	0

Virtual apprentice. Computer game designer	0
Walter Gibson's Big book of magic for all ages : with over 150 easy-to-perform tricks using everyday, objects	0
Welcome to your life : writings for the heart of young America	0
What young women are thinking, saying, and doing	0
When I know the power of my Black hand	0
Where's your head? : psychology for teenagers	0
Winning gymnastics for girls	0

Appendix C

Selection Aid Content Analysis Results						
<i>Booklist</i>						
	Number of Young Adult Fiction Reviews	Number of Young Adult Nonfiction Reviews	Number of Curriculum-Based Book Reviews	Number of Popular Interest Book Reviews	Number of Aesthetic Reviews	Number of Descriptive Reviews
Jan 1, 2010; Vol.106, Issue 9 10	77	25	18	7	8	17
Feb 1, 2010; Vol.106, Issue 11	34	31	21	10	14	17
Feb 15, 2010; Vol.106, Issue 12	52	27	16	11	8	19
March 1, 2010; Vol.106, Issue 13	28	17	6	11	5	12
March 15, 2010; Vol.106, Issue 14	56	16	7	9	3	13
April 1, 2010; Vol.106, Issue 15	38	44	31	13	8	36
April 15, 2010; Vol.106, Issue 16	64	17	6	11	7	10
May 1, 2010; Vol.106, Issue 17	67	21	10	11	6	15
May 15, 2010; Vol.106, Issue 18	69	14	6	8	3	11
June 1, 2010; Vol.106, Issue 19 20	74	27	14	13	12	15

July 1, 2010; Vol.106, Issue 21	53	23	14	9	9	14
August 1, 2010; Vol.106, Issue 22	37	19	12	7	8	11
Sept 1, 2010; Vol.107, Issue 1	43	35	13	22	13	22
Sept 15, 2010; Vol.107, Issue 2	56	18	10	8	6	12
Oct 1, 2010; Vol.107, Issue 3	71	52	23	29	17	35
Oct 15, 2010; Vol.107, Issue 4	59	31	17	14	8	23
Nov 1, 2010; Vol.107, Issue 5	39	26	9	17	5	21
Nov 15, 2010; Vol.107, Issue 6	59	14	6	8	2	12
DEC 1, 2010; Vol.107, Issue 7	36	35	19	16	11	24
DEC 15, 2010; Vol.107, Issue 8	42	18	11	7	1	17
<i>Total</i>	<i>1054</i>	<i>510</i>	<i>269</i>	<i>241</i>	<i>154</i>	<i>356</i>
<i>Horn Book Magazine</i>						
	Number of Young Adult Fiction Reviews	Number of Young Adult Nonfiction Reviews	Number of Curriculum- Based Book Reviews	Number of Popular Interest Book Reviews	Number of Aesthetic Reviews	Number of Descriptive Reviews
v 86 n 1, January / February 2010	31	6	3	3	2	4
v 86 n 2, March / April 2010	24	0	0	0	0	0

v 86 n 3, May / June 2010	15	5	1	4	2	3
v 86 n 4, July / August 2010	35	3	1	2	0	3
Vol. 86 Issue 5 - Sep/Oct2010	31	1	1	0	0	1
Vol. 86 Issue 6 - Nov/Dec2010	32	8	3	5	2	6
<i>Total</i>	<i>168</i>	<i>23</i>	<i>9</i>	<i>14</i>	<i>6</i>	<i>17</i>
<i>Kirkus Reviews</i>						
	Number of Young Adult Fiction Reviews	Number of Young Adult Nonfiction Reviews	Number of Curriculum-Based Book Reviews	Number of Popular Interest Book Reviews	Number of Aesthetic Reviews	Number of Descriptive Reviews
Vol. 78 Issue 1 - 1/1/2010	24	3	0	3	3	0
Vol. 78 Issue 2 - 1/15/2010	18	4	2	2	1	3
Vol. 78 Issue 4 - 2/15/2010	44	7	3	4	5	2
Vol. 78 Issue 5 - 3/1/2010	36	2	0	2	1	1
Vol. 78 Issue 6 - 3/15/2010	39	4	0	4	1	3
Vol. 78 Issue 7 - 4/1/2010	33	5	2	3	2	3
Vol. 78 Issue 8 - 4/15/2010	54	3	1	2	0	3
Vol. 78 Issue 9 - 5/1/2010	26	1	0	1	0	1
Vol. 78 Issue 10 - 5/15/2010	35	5	1	4	2	3
Vol. 78 Issue 11 - 6/1/2010	13	1	1	0	1	0
Vol. 78 Issue 12 - 6/15/2010	33	6	4	2	4	2
Vol. 78 Issue 13 - 7/1/2010	20	4	3	1	2	2
Vol. 78 Issue 14 - 7/15/2010	32	0	0	0	0	0

Vol. 78 Issue 15 - 8/1/2010	38	3	1	2	1	2
Vol. 78 Issue 16 - 8/15/2010	39	7	2	5	0	7
Vol. 78 Issue 17 - 9/1/2010	36	8	4	4	2	6
Vol. 78 Issue 18 - 9/15/2010	55	6	2	4	4	2
Vol. 78 Issue 19 - 10/1/2010	44	5	3	2	3	2
Vol. 78 Issue 20 - 10/15/2010	31	0	0	0	0	0
Vol. 78 Issue 21 - 11/1/2010	16	1	0	1	0	1
Vol. 78 Issue 22 - 11/15/2010	22	3	1	2	0	3
Vol. 78 Issue 23 - 12/1/2010	18	1	0	1	0	1
Vol. 78 Issue 24 - 12/15/2010	23	5	4	1	1	4
<i>Total</i>	<i>729</i>	<i>84</i>	<i>34</i>	<i>50</i>	<i>33</i>	<i>51</i>
<i>Library Journal</i>						
	Number of Young Adult Fiction Reviews	Number of Young Adult Nonfiction Reviews	Number of Curriculum- Based Book Reviews	Number of Popular Interest Book Reviews	Number of Aesthetic Reviews	Number of Descriptive Reviews
v 135 n 1, January 2010	6	6	3	3	3	3
v 135 n 2, February 1 2010	0	7	7	0	0	7
v 135 n 3, February 15 2010	2	3	2	1	0	3
v 135 n 4, March 1 2010	1	2	2	0	0	2
v 135 n 5, March 15 2010	6	5	5	0	2	3
v 135 n 6, April 1 2010	3	3	3	0	0	3

v 135 n 7, April 15 2010	2	2	1	1	1	1
v 135 n 8, May 1 2010	0	3	3	0	1	2
v 135 n 9, May 15 2010	8	4	3	1	0	4
v 135 n 10, June 1 2010	0	2	2	0	0	2
v 135 n 11, June 15 2010	2	2	2	0	1	1
v 135 n 12, July 2010	5	5	3	2	0	5
v 135 n 13, August 2010	2	4	2	2	0	4
v 135 n 14, September 1 2010	0	1	0	1	0	1
v 135 n 15, September 15 2010	6	4	2	2	0	4
v 135 n 16, October 1 2010	0	3	1	2	0	3
v 135 n 17, October 15 2010	1	4	3	1	1	3
v 135 n 18, November 1 2010	2	0	0	0	0	0
v 135 n 19, November 15 2010	5	5	2	3	1	4
v 135 n 20, December 2010	1	4	2	2	0	4
<i>Total</i>	<i>52</i>	<i>69</i>	<i>48</i>	<i>21</i>	<i>10</i>	<i>59</i>

School Library Journal

	Number of Young Adult Fiction Reviews	Number of Young Adult Nonfiction Reviews	Number of Curriculum-Based Book Reviews	Number of Popular Interest Book Reviews	Number of Aesthetic Reviews	Number of Descriptive Reviews
Vol. 56 Issue 1 - Jan2010	92	65	39	26	15	50

Vol. 56 Issue 2 - Feb2010	83	81	55	26	13	68
Vol. 56 Issue 3 - Mar2010	63	83	37	46	13	70
Vol. 56 Issue 4 - Apr2010	69	83	54	29	21	62
Vol. 56 Issue 5 - May2010	71	57	38	19	14	43
Vol. 56 Issue 6 - Jun2010	71	65	40	25	14	51
Vol. 56 Issue 7 - Jul2010	102	23	9	14	10	13
Vol. 56 Issue 8 - Aug2010	75	42	27	15	2	40
Vol. 56 Issue 9 - Sep2010	83	32	18	14	8	24
Vol. 56 Issue 10 - Oct2010	50	18	11	7	8	10
Vol. 56 Issue 11 - Nov2010	99	35	26	9	7	28
Nov2010 Latest in Se	0	48	31	17	4	44
Vol. 56 Issue 12 - Dec2010	119	54	32	22	8	46
<i>Total</i>	<i>977</i>	<i>686</i>	<i>417</i>	<i>269</i>	<i>137</i>	<i>549</i>

Teen Ink

	Number of Young Adult Fiction Reviews	Number of Young Adult Nonfiction Reviews	Number of Curriculum- Based Book Reviews	Number of Popular Interest Book Reviews	Number of Aesthetic Reviews	Number of Descriptive Reviews
Vol. 21 Issue 5 - Jan2010	2	4	1	3	3	1
Vol. 21 Issue 6 - Feb2010	4	2	1	1	1	1
Vol. 21 Issue 7 - Mar2010	3	2	0	2	2	0
Vol. 21 Issue 8 - Apr2010	3	3	0	3	3	0
Vol. 21 Issue 9 - May2010	5	1	0	1	1	0

Vol. 21 Issue 10 - Summer2010	8	2	1	1	2	0
Vol. 22 Issue 1 - Fall2010	6	0	0	0	0	0
Vol. 22 Issue 2 - Oct2010	5	1	0	1	1	0
<i>Total</i>	<i>36</i>	<i>15</i>	<i>3</i>	<i>12</i>	<i>13</i>	<i>2</i>
<i>VOYA (voice of youth advocates)</i>						
	Number of Young Adult Fiction Reviews	Number of Young Adult Nonfiction Reviews	Number of Curriculum-Based Book Reviews	Number of Popular Interest Book Reviews	Number of Aesthetic Reviews	Number of Descriptive Reviews
v 32 n 6, February 2010	37	2	0	2	1	1
v 33 n 1, April 2010	62	5	0	5	2	3
v 33 n 2, June 2010	73	2	1	1	2	0
v 33 n 3, August 2010	42	32	17	15	5	27
v 33 n 4, October 2010	41	22	6	16	4	18
v 33 n 5, December 2010	29	0	0	0	0	0
<i>Total</i>	<i>284</i>	<i>63</i>	<i>24</i>	<i>39</i>	<i>14</i>	<i>49</i>