

University of Northumbria at Newcastle (UK)
University of Parma (I)

MA/MSc Information Studies

UNIT BP 100: Independent Study Unit for Information Studies 1
Task 1

**PUBLIC LIBRARY ACTIVITIES AND SERVICES
FOR YOUNG PEOPLE IN ITALY:
ISSUES AND DEVELOPMENTS
IN AN INTERNATIONAL PERSPECTIVE
A LITERATURE REVIEW**

Tutor: prof. Anna Maria Tammaro

Student: Elena Corradini

Assignment brief

Task

Write a literature review 80% of total marks

The Literature review (5000-6000 words)

The review will be a wide-ranging analysis and evaluation of material relevant to your chosen topic. It is expected to provide philosophy, underpinning theory and evidence of other research in that subject. You will be expected to examine the broad picture which will then allow you to focus on a more specific area, within that for your dissertation.

References should be given in a consistent style.

Assessment Criteria

- Definition of topic
- Planning and carrying out a search for relevant information from a variety of sources.
- Analysis and critical evaluation of sources
- Writing an interesting and informative review
- Citing references and compiling a bibliography

Deadline as agreed with Anna Maria Tammaro and Pat Dixon on Dec. 11th, 2002 and following contacts: 20th January 2003

Task to be submitted to:

Anna Maria Tammaro
Institute of Librarianship and Paleography
University of Parma
Via D'Azeglio 85
53100 Parma
annamaria.tammaro@unipr.it

PUBLIC LIBRARY ACTIVITIES AND SERVICES FOR YOUNG PEOPLE IN ITALY: ISSUES AND DEVELOPMENTS IN AN INTERNATIONAL PERSPECTIVE

A LITERATURE REVIEW

1.	Introduction: young people in public libraries, an interesting target group	p. 2
2.	Young people and public libraries / librarians: a difficult relationship	p. 4
3.	Experiences in working with and for young people in public libraries	p. 8
4.	Emerging themes from the international debate	p.10
5.	Conclusions, issues and recommendations	p.17
	Bibliography of relevant sources	p.20
	Appendix 1:	p.30
	<i>“Young adults”, a choice of definitions from the vocabulary of the main languages in Europe</i>	
	Appendix 2:	p.31
	<i>ALA publications on young adults</i>	

1. Introduction: young people in public libraries, an interesting subject

"A young adult is spring, is a stream in full flood; he is a vigorous colt; he is a bottle of finest champagne... He is the incarnation of iconoclasm. He holds the thunder, the tempest, the hail, the sun, the paradise, the hell, but not at the same time."

[Mazzi 2000, p.33]

There are two main reasons why young people should be an interesting subject for research in the public library environment.

Adolescence or, the "youth condition" is an ever-present issue in the governments' agendas across Europe, be it in the social or in the educational field. Nonetheless, it is not easy to define what "youth" is, let alone to define library services for young people, which in the professional literature are always linked to children services, without being particularly structured, even in the Anglosaxon context [cfr. Edmonds & Miller 1990].

Another reason to be interested in this topic is the generally known diminishing reading interest [Vigini 1998, p.47], in particular between 12-15 [Muñoz 1996; Daume 1999] and 19-20 years of age [Peresson 1996; Marshall 1975]. This has been negatively interpreted by some researchers, who hold that adults have wider but more superficial interests than children and suggest that this phenomenon projects on schools and libraries their scarce power of influence on reading chances and choices [Vigini 1998, p. 47-48; Soria 1998]. From another point of view, basic scholarization wouldn't grant the everyday practice of reading for pleasure [Ferreiro 2000].

Though, the almost decennial presence of multimedial supports, now part of the library collections, only wait to be exploited by young people [Soria 1998; Pissard 1994].

Moreover, statistics show that young adult library users still represent a high percentage (about 35-40%) of their total users [Ferrieri 1996].

This should encourage exploring the presence of dedicated activities and services to young adults in public libraries, particularly in Italy.

Relevant sources on this topic were primarily searched among the issued professional literature, so that the level of awareness about the importance of the topic could be determined. Only from these materials, in fact, a newcomer can be introduced in the field, evict impressions, gather useful information for his own work and begin to confront his own with others' experience.

The questions to which this paper aims to find an answer are following:

- How have library services to young people developed in Italy, compared to other countries?

- Is there any current awareness on the importance of services to young people?
- Which obstacles are there towards the development of services to young people in public libraries, particularly in Italy?
- Which trends are particularly favourable? Which solutions?

Young adults: a difficult definition

A first difficulty in relating with young people has been often encountered in defining precisely the agespan for this target group. The Section for Young Adults Libraries of the American Library Association gives in the Guidelines an ambiguous interpretation, considering young people as individuals who feel to be no children anymore but who society don't still regard as adults [cfr. YALSA, 1977 and 1993; Jones 1992], thus implying that maturity, not age, is the key distinction factor from childhood, as agreed and reported by other researchers in different contexts [Revelli, 2001; Marshall, 1975].

Denominations for this group vary considerably and confronting international experiences also means having familiarity with different cultural and socio-linguistic backgrounds (v. Appendix 1).

As Revelli has pointed out [Revelli, 2001], uncertainties in defining this group result in no unique definition and, consequently, in uncertainties at defining related services. From his observations, it is possible to infer an example for the Italian context, where the English concepts of "children library", "children and young adults library" and "young adults library" would be all subsumed by the phrase "biblioteca per ragazzi". Nonetheless, for the latter it is meant a library serving children until compulsory school age [Revelli 2001].

Agnoli also pointed out that additional uncertainties arise from the shifting of the age boundaries for this category [Agnoli 1999a], always under discussion by sociologists and psychologists [Antonelli 1996]. Nonetheless, the sociologist Gallard claims the real existence of the group from the peculiar tastes and practices, different from childhood [Galland 1996, p.1-2].

2. Young people and public libraries / librarians: a difficult relationship

An officially recognised target group for libraries

“Teenagers need special attention since many abandon voluntary reading at this stage in their lives. Their introduction to a wide array of books, compatible with their changing interests, should be encouraged by librarians and others who are aware of their psychological and emotional growth”

[CHARTER FOR THE READER,
INTERNATIONAL BOOK COMMITTEE
AND INTERNATIONAL PUBLISHING
ASSOCIATION]

The IFLA *Guidelines for services for young adults* [IFLA 2001] suggest that libraries be “an important force for the individual in achieving a successful transition from childhood to adulthood by providing access to the resources together with the environment that will foster intellectual, emotional and social development and offer a positive force for an alternative to societal problems.”

Libraries should then encourage lifelong learning through the library and reading promotion, motivate lifelong reading for information and pleasure, promote skills for information literacy, provide library collections and services for all young adults in the community to meet educational, information, cultural and leisure needs [IFLA 2001].

The *Guidelines* acknowledge that the needs of young people might mean offering materials and services such as clippings and brochures, posters, audio cassettes, board and electronic games, etc., just to name the most unusual ones for traditional contexts [IFLA it. tr. 1998, eng. rev. 2001]. Commenting on this point, Revelli pointed out that no easy solution was to be found by libraries bound to traditional collection provision policies [Revelli 2001, p.6].

Moreover, as Tassoni recalls, the IFLA *Guidelines* urge public libraries to be a provider of transition services from the children’s to the adults’ sections [Tassoni 1999, p.12], so that they devise those specific services already invoked by the American Library Association in 1960 [ALA 1960, cit. by Revelli 2001].

In Italy, two recent legislation acts (L. 285/1997 and L. 451/1997) on children’s and young adult’s rights and opportunities would grant financial support to any institution that would improve services for children and young adults, including libraries, as issued by Ricci in recent times [Ricci 2000a, 2000b]. Still, after that announcement, no article has appeared on official publications to comment on any related activity.

Young people as users: still an unconsidered why difficult target group?

Young people are not enumerated among the socially excluded groups, although this very group has been investigated to gain information about the lack of interest in reading and libraries [Buzzi 1997, 1998; Sartori 1998; Muddiman et al., 2000a].

The use of data concerning this group is alternatively coherent in the literature. On the one hand, some researcher shows interest in considering young people's literacy [Vincent J. 2000a]. In other cases, the need to develop specific and (also ethnic) detailed profiles of young people's groups of library users is taken into account in order to improve the range of dedicated services – also by directly consulting the end users [Vincent J. 2000b].

But in the whole, since there is still no clear distinction between children and young people's library activities in the statistical data available [cfr. Muddiman et al. 2000a, p. 26; Ferrieri, 1996], it is often difficult to track specific actions.

The latter are also difficult to be taken as young people are not keen on asking librarians for help, even when in need of it [cfr. the findings of Pickard 1998], although positively valuing human interaction [Latrobe & Havener 1997; Nahl & Harada 1996]. Still, professionals believe that intermediation is important in directing users towards the "right" sources [Minkel & Hsu Feldman 1997; Pintore 1999].

Why is the relationship between young people and libraries so difficult, and how is it to be improved?

Librarians frequently depict young people as loud, not serious, not interested in the library, and so on. It is considered a difficult public of mostly non-readers and an uneasy guest to manage, so librarians ask themselves why this group should be worth their efforts [Tassoni 1999, p.10].

As highlighted by Patte, in this respect libraries suffer from an interruption in development, deriving from the assumption that things have been like they are ever since, and they can stay like that [Patte 2001, p.5]. But only accepting to be confronted with the ignored, new paths can be explored and the routine abandoned, only through the desire of respect and satisfaction of their ideas and interests [Patte 2001, p.13].

Young people and reading

“Continuous assessment of the needs of young adults is a basic responsibility of each library”
IFLA 2001

As in other contexts, young people’s readings in Italy seem to be directly related to foreseeable factors such as the level of attended school, parental influence or presence of books in the household, and cultural environment. But, surprisingly, they are also related to the number of hours dedicated to study, to success at school, IT literacy and TV watching [Grendele 2000].

The main purpose of many surveys conducted is to reveal why young people don’t read, a still widespread idea [Progetto 1998]. Considering the variety of activities practised by young adults – among which also reading [Grendele 2000; Buzzi 1997, 1998; Peresson 1996] – some researcher observes that it is difficult to legitimate the concern on reading books when other media are emerging [Cadioli 1998, p.107; Peresson 1996]. Moreover, reading in itself is an activity that has been confined to and cultivated for centuries only by an aristocratic elite of the population [Cadioli 1998, p.107].

Given these considerations, since the last 25 years no relevant change of mind has been registered in the opinion that “either you become a reader as a child or as a young adult, or you loose this chance forever” [Bernardinis 1976, p.5]. This assumption conceales an interest in determining what young adults should read [Jones 1998 p. 34], forgetting that young adults could even reject books written just for them or even books as a support, being this no more central in the educational process [Peresson 1996].

Thinking on the flood of surveys on this group, the same could be said of the phrase “if you love a book at 15, you’ll love it your whole life” [Erik Orsenna cit. by Muñoz 1996]. Salviati refuses these points, claiming that reading evolution is individual and not subjected to any formula [Salviati 1997], even to reading literature works which adults consider valuable to them [cfr. Fochesato 1996 vs. Salviati 1997 and Panzeri 1999].

The image of the public library / librarian among young people

Muddiman et al. highlighted how young people, among other groups, tend to associate libraries with “traditional, middle class alien culture... serious reader and studying... not a place where friends would come and socialise” [Muddiman et al. 2000a, p. 18]. Thus, libraries are considered to reflect traditional values and their rules, regulations, charges and fines “all conspire to turn off potential users” [Muddiman et al. 2000a, p. 19]. The image of

the library is overall bound, in fact, to rules and limits, to compulsion and discipline: they are too similar to schools to be loved by teenagers. [Agnoli, 1999a, p.34; Revelli 1995; Jones 1998].

If excepting an opposite opinion expressed by Muñoz [Muñoz 1996], from different sources, it can be evicted that young adults feel uneasy and too big to fit in the children's library [Agnoli 1999a, p.34; 1999c; Marshall 1975; Jones 1998]. At the same time, if they don't find adequate materials in other parts of the library they leave and won't return [Soria 1998, p.140; Marshall 1975]. As already in 1948 noticed by Ivens, mistakes of this kind can result in the waste of years of work on surveys and reports [Ivens 1948, cit. by Revelli 2001].

Revelli also stressed the importance of the visibility of dedicated high quality collections and services [Revelli 2001], a position shared also by colleagues from other continents [Bachmutskaya & Yankova 1996].

At present, young adults still observe that libraries are uninteresting and cold, solemn and rigid, boring and out of time [Agnoli 1999a, p. 34]. When asked, they give as a reason for not frequenting the library its poorly updated collections and the absence of materials on relevant topics regarding the present world [Grinzanelettore 1995, p.111].

As far as staff is concerned, librarians are considered boring and stiff people, with a backward mentality. They also are too concentrated on silence and the preservation of the integrity of books to be loved by young adults [Revelli 2001, p. 7; Jones 1998].

Not to be forgotten is the picture libraries and librarians are submitted to by the movies, where, at best, librarians are depicted as old maids always trying to shut up users, as Dario D'Alessandro has subsumed in his recent work [D'Alessandro 2001]. A similar view is Jones', who warns against the image of the librarian being able just to point to books on the shelves from his post [Jones 1992 rep. by Revelli 1995].

Many teenagers who are reluctant readers don't even know how rewarding reading can be. But to find documents they could like, as Mackey suggests, it is necessary to draw upon non-traditional material such as comics and revise selection criteria and strategies for collection development [Mackey 1996]. That is: librarians must do something to help them.

3. Experiences in working with young people in public libraries

Although the value of the public libraries for the development of the individual is widely recognised particularly in the transition phase from childhood to adulthood [Grendele 2000; IFLA 2001; ALA 1960 cit. by Revelli 1995], only a few contributions have been divulged on this topic in the last few years in Italy. In addition, they refer, when stated, to different cultural backgrounds, without offering a unique view on proposed models.

According to Agnoli, library activities reach young adult groups mainly at school time and provide series of bibliographic information and bulletins, reference services, guided tours, or activities to develop skills in using library resources [Agnoli 1999a, p.67].

According to following examples, collected from Italian and foreign contexts, however, another picture emerges: ideas are spreading and sometimes go over theoretical hurdles.

“Project: reading”, Prato

A very fresh project dedicated to teens is the one held in Prato with some classes in the public library, where young pupils had to write a message to a friend using text, music and following a “rap”-music pattern. The project was mostly successful and proved that, if properly stimulated, young people can be invited to the library and perceive the environment as friendly and as fresh as they are [Zannoner 1997].

“Discovering the lost pleasure – Intrigues, or, intriguing books”, Monza

In this case, a reading promotion scheme was organised in and outside the library building as to offer bibliographic information and book provision to some young adults' classes of a school. Librarians could learn how complex the psychology of adolescents is and were conscious at the end that they need far more serious stories than adults would choose for them [Bettini & Gerosa 1996].

“Youth in the library”, Bassano del Grappa (VI)

An interesting project called “Youth in the library” was conducted in Bassano del Grappa (VI) by the local Public Library. The project was focused both in gaining information about the awareness level about the particular services among professionals working with this age group (librarians, teachers, booksellers), and in surveying how young people aged between 14 and 16 in the area spent their leisure time [Grendele, 2000].

Unfortunately, the report lacks mentioning sources from which the study could have originated. Even in referring to other experiences carried out with tenacity and optimism, against the awareness of lacking the necessary resources, the author refers to “some public

library in Italy,” avoiding to name such important contributions [Grendele, 2000]. But, despite of this, as one of the few on this topic ever published on professional journals in Italy, this article remains an important essay that can stimulate other institutions to inform the colleagues about their work experiences, which, often enough, come from schools or school libraries.

“What if stories could make life longer?”, Ravenna province

Three libraries of the Ravenna province (Alfonsine, Castel Bolognese, Lugo di Ravenna) were involved in a project of reading promotion, which also aimed at improving flexibility in services to young adults. Materials were accurately chosen, avoiding those already listed by any teacher in the area [Benati et al. 1999].

Reading in the school outside school time in Milan: a bookclub experience

Italian literature teacher D’Adamo has provoked the curiosity of a handful of students in his institute by creating a free reading club inside the school, meeting at regular times but outside classes [D’Adamo, 2001].

D’Adamo’s noteworthy experience has testified that young people need, as in their childhood, to be exposed to literature, welcoming contaminations between classics and contemporary titles [D’Adamo, 2001]. Though, the real necessity identified by this teacher is knowledge of contemporary literature and authors who could be interesting for this target group: an area still unconsidered and frequently voluntarily unexplored by many literature teachers [D’Adamo, 2001].

European models 1: Salamanca, Centro Internacional del Libro Infantil y Juvenil

In Salamanca, the Centro Internacional del Libro Infantil y Juvenil (International Centre of Children’s and Young people’s Books) has constituted a section for young adults aged from 14 to 18 [Arellano Yanguas & Gomez Sesma 2001], organised at a permanent and temporary level. The most popular topics consulted (informatics, travels, comics) find a permanent collocation among the shelves, while other “hot themes” (such as anorexia, finding a job, homosexuality, taboos, foreign languages) are periodically displayed. As such, the library grows into a window to the outer world and the most relevant themes. Aim of the library is to let young people be confronted with the multiple aspects of these issues, develop new interests and styles, find a support for individual needs in any moment [Arellano Yanguas & Gomez Sesma 2001, p.20-21].

European models 2: Hamburger city libraries, “Jugendbibliotheksprojekt”

A very interesting model comes from Germany, where in the 1990s a project on expanding services to young people has been carried out with the direct participation of this age group in the collection development process, valuing their specific competencies in media selection, but avoiding any paedagogical impetus [Schmitt 2000].

Significantly enough, the underpinning idea of the project was that who works with young people should never treat them as difficult or problematic users, but rather as individual with peculiar interests towards some media and contents, which libraries are bound to satisfy [Schmitt 2000, p.32]. At the time when it was reported by Schmitt, this programme had already disseminated all over Germany and reached in the meantime more than 100 librarians and it had spread almost everywhere in little peripheral centres. In bigger cities, it would give a push towards new projects and working schemes [Schmitt 2000, p.35].

4. Emerging themes from the international debate

In the Italian context only a few of the international works have found a wide echo through the professional journals and periodicals. Among the most investigated models and traditions are those from France, Germany, and the USA.

Carlo Revelli has been concentrating on the Anglo-American context. Revelli reviewed in 1995 *Connecting young adults and libraries: a how-to-do-it manual* by Jones [Jones 1992, 1998 (2nd)] with the aim to set up the debate around some of Jones' concerns on the presence of young adults in libraries, at that time (and even now) still a potential user group with own values and rules [Revelli 1995].

Jones' aim to establish a connexion between young adults and libraries derived from the observation that libraries possess information and young people the need to access it [Jones 1998]. But, as correctly stressed by Revelli, in order to meet this need, librarians shall forget their prejudices and traditional tasks, and regard tensions as false feelings, emerging from themselves and not from young adults [Revelli 1995, Jones 1992, 1998].

Revelli recognises that the international debate shifted afterwards to France, where in the 1970s the focus was given to acquisitions and staff training [Revelli 2001 p.6].

Agnoli, who has nonetheless investigated broadly in this area, underpins in her publications that the debate arose in the 1970s, but often lacks specifying sources, places and conditions leaving the reader to tackle the sources alone [Agnoli 1999a, p.31; 1999b; 1999c]. This is not the only case. Too frequently, topical references and sources of information are missing or lacking / wanting in the Italian contributions, be they essays on

subject literature or reports of activities organised for young people [see also Tassoni 1999, Grendele 2000]. Interesting enough, apart from Revelli, no other Italian contributors include explicitly any of Patrick Jones' essays or writings, and in some case no specific chapter on young adults is inserted in works that are dedicated to "ragazzi", which theoretically should include this category as well [cfr. Agnoli 1999a; Malgaroli 2000].

So, even the most significant experiences in the Italian context remain without possibility of tracking their development, since there is no bibliography accompanying the reader in discovering common assumptions and backgrounds.

Again in 2001, Revelli cites from Jones among 23 different sources, the halfth of which are taken from the Anglo-American area, whereas French sources (2) are mentioned to counter the few Italian contributions (5) cited [Revelli 2001]. The idea provided by his choice is that recently emerged in Italy have been deeply investigated in other countries since years [Revelli 2001].

In this essay Revelli also reminds that in the USA library work with young people goes back to the 1940s (even before than in England), and since its beginning it was founded on dedicated services consisting in selecting appropriate materials, organising group work activities and career days, and providing information. Moreover, the co-operation with schools and other agencies serving young adults in the related area was highly recommended [Revelli 2001], thus indirectly complaining about the absence of citations and references to this area in the professional literature.

Another area investigated by Revelli was Germany, very keen on developments coming from the USA after the Second World War. As a matter of fact, the major issues taken into account in Germany ranged from the value of benchmarking to the discussion about forming sections or building separate libraries for young people [Busch-Kreis 1958, cit. by Revelli 2001]. More concretely, there was an attempt to theorise a different model of library based on the assumption that library collections were being consulted for three reasons (first literacy, leisure and study) [Wehrmann 1958, cit. by Revelli 2001]. This point of view would enhance a model responding also to the needs of young people.

Developing young people's services: space planning

Discussions about developing young people's services separately from adults' and children's sections or even in a separate building abound.

Generally, there is agreement on the idea that libraries should provide a recognisable corner to be stuffed with magazines, multimedia and one PC [Revelli 2001, Agnoli 1999a].

Contrasts arise when deciding for or against a separate section for young people. As for the Italian context, Revelli welcomes this solution, as to give teenagers the chance of being louder than usually permitted in a library without disturbing other users [Revelli 2001]. This position has been refused by Agnoli who argued that separate sections could reduce the possibilities of interacting with other library services and maintained that clear references to reading choices and promotion could be more useful [Agnoli 1999a].

Nonetheless, in Orléans, children' and adults' areas are well recognisable by the users and most French libraries provide a separate section for young adults [Agnoli 2001b], as recommended by the IFLA *Guidelines* [IFLA 2001].

Moreover, an emerging tendency is towards considering the possibility of creating not only real, that is, physical separate sections, but also virtual ones, where young adults can meet anonymously still converging to the library [Grendele, 2000].

Still, the physical factor is still considered important if allowing natural distribution of the users in the library sectors, so that young adults can have free access to the adult sections [Revelli 2001], with which they tend to identify [Schmitt 2000, p.32].

The library rooms should allow socialisation and be very different from the school environment: pleasant colours, relaxing and informal spaces where one feels comfortable and secure [Agnoli 1999 p.36].

As for the regulations, they should be simple and flexible, when not decided together with young people [Agnoli 1999].

Collection and services development

The collections should reflect the real interests of young people, thus it would be better to start from what they ask [Grendele, 2000], that is multimedia, cultural activities, wider dedicated collections [Grendele, 2000; Revelli 2001]. As Peresson reminds, young adults want portable formats, they prefer browsing and choosing than being given something ready, and they like changing ideas [Peresson 1996].

Often enough, claims Agnoli, the difficulty in meeting their needs has been on the librarians' side, who failed to provide suitable materials among young adults' favourites [Agnoli, 1999a, p.32; Peresson 1996].

On the contrary, the temptation towards text censorship and adaptation has been badly concealed by librarians for many years, so that Bernardinis in 1976 could affirm that "pursuing definite objectives according to some value scale brought to unilateral results, not allowing free interpretation and relationships with sources" [Bernardinis 1976, p.299-301].

In more recent years, Tassoni has warned that parents could approve their children's choice whatever they are [Tassoni 1999, p.13], thus librarians should better avoid the fear of challenges on censorship, as highlighted at international level by Shrader [Shrader 1996]. But a definite solution has not yet been agreed on this topic [Jones 1992, Revelli 1995, Jones 1998].

Turning to acquisitions, not yet clear is the provisional relationship between book and media stock, particularly videos and cd's. Allowing that some French librarians can be impressed by the massive loans of multimedia against books, the Grenoble colleagues "maintain that to answer this need be part of their institutional mission" [Agnoli 1999a, p.52].

Whatever are the choices, media should not been separated, only distinguished one from another, in order to offer a range of possibilities to get to the information wanted through the most suitable way [Revelli 2001]. One solution could be in considering what young people say about their ideal libraries which, in their view, should be more comfortable and "funny", have updated collections, Internet access points and audiovisual spaces freely available to them [Agnoli, 1999a, p.34].

In France, many experiences show that young non-users have been attracted by new sections of the libraries: beside the "discothèque", the "mediathèque" and the "logithèque" or "didacthèque", e.g. computer programmes to be used for training [Pissard 1994].

Some practical advice comes also from the experiences of Hamburg and Rostock, as reported by Schmitt [Schmitt 2000], where books and magazines are considered not more

valuable than other media and document provision is carried out with the direct help of the target group.

Staff development and training

Staff should be knowledgeable in young adults reading preferences, which can highly differ from one context to another, and actually read young people literature [Revelli 2001]. Moreover, staff has to be prepared to handle with them in an easy way, not showing either superiority or compliance, but being knowledgeable and offering help. In fact, many teenagers are shy and tend not to ask for help, since they fear to be treated still as kids, leaving if they don't find a clue to the information wanted [Revelli 2001].

Specific training courses should be provided also by LIS Schools [Revelli 2001], in order to allow librarians to be prepared to guest teens in their libraries and manage their uncontrollable behaviours, often a major issue in working with this age group [Agnoli, 1999]. Staff training courses should cover / include [Agnoli, 1999a, p.35] psychology and group psychology, and the knowledge of the editorial market for young adults, but above all the preferences of this target group. Often enough, the supposed preferences are not the real ones, as even young writers like Silvia Ballestra admit [Piccinini 1994]

Staff attitude towards young people

As pointed out in 1981 by Tony Winslade, one of the real challenges is improving staff attitudes toward this age group [Winslade, 1981]. In that year, Coleman could still observe that “librarians’ attitudes tend[ed] to be at least as negative as those of the adult population in general, and one has the distinct impression that more measures are designed with the aim of keeping teenagers out of libraries than of encouraging them to come in. [...] There is, very definitely, a lack of commitment to serving youth. [...] Most librarians are ill-equipped to communicate with teenagers. Few have any knowledge of the psychology or sociology of youth or of youth culture – including phenomena such as punk or Rastafarianism.” [Coleman 1981, p.44]

With Coleman, it has been widely recognised that “the transition period between youth and adolescence is often a time for rejecting adult institutions, styles and pleasures and for seeking to establish a separate identity... however, young people are not an homogeneous group” [Coleman 1981, p.42; Majorino 2000].

From most parts it is clear that restructuring services means for the staff developing book knowledge and changing attitudes [Winslade 1981]. During this process, librarians

could happen to be faced with a verification and judgement of their own values: something that most of adults would like to avoid [Cavalli 1999, p. 254-255].

Finally, a major theme is that of the positive attitude that staff should have in their contacts with young people, considering the variety of interests and inputs which could be proficuously exchanged in their relationship with libraries [Tassoni 1999]. Enthusiasm from the professional's side is believed to be very important to catalyze the interest of this target group [Grendele, 2000], as to modify the negative image young people have on librarians and libraries [Revelli 2001].

The aims of the staff should be to improve the development of the recreational and intellectual needs of young adults, to facilitate their passage to the adults' sections of the library and to improve the use of the adults' fiction and non-fiction sections [Agnoli, 1999a, p.31]. As Revelli observes, libraries are always trying to reach potential users, and the young adults category could be a stimulating field, bearing in mind the peculiar sensitivity and the instable condition and specific psychologic development typical of that age [Revelli 2001].

Prejudices, stereotypes and barriers existing on both sides have to be abated [Agnoli 1999 p. 35]. Foreign experiences show that significant factors in attracting young people to the libraries are above all media diversification and organisation of specific activities not connected to school environments, provided that place, services and collections available are adequate and visible to this target group [Agnoli 1999 p.35].

Reading promotion and literacy promotion: conveying new opportunities, measuring results achieved

At the beginning of the 1980s, the Library and Information Research Group held a conference called "Library work with young people: the research perspective". From this conference aroused many points which still could be very important for the future development of library services to young people in Europe and in Italy in particular [Gilder 1981]. If on one side reading suggestions coming from teachers could be "haphazard or arbitrary" [Heather 1981a, p.22], on the other side there have been, in England, projects like the "*Bradford Book Flood Experiment*", intended to literally flood pupils with books expecting from them a higher reading rate. The results showed that "the availability of a large number and wide variety of books [was] a necessary but not sufficient condition if children are to read widely [...] the other necessary condition [...] is an environment conducive to the full use of those books by the children [Ingham 1981, p.35].

In the "Bookmaster project" for good readers of 11-18, organised by the Westminster Public Libraries [Roberts 1981], librarians felt the need of incorporating book reviews "written

by children in order to obtain material that could be analysed and compared”. This procedure allowed that the suggestions coming from the reviews could be of benefit for the whole staff [Roberts 1981, p.15]. Another interesting aspect of this project – and of the following research results – is the way in which it was publicised among young people, “as a scheme whereby teenagers can help their library choose books they would enjoy seeing on the shelves. [... and as] yet another means of them helping us to give them a better library” [Roberts 1981, p.18]. This experience shows that events can be organised to promote books and reading as well as library services, in every form.

In this respect, Italian libraries are not advanced as some in foreign countries, where reading hours and story hours are activities dating back decennials, and they still dispute if manual skills courses are apt to be held in cultural places such as libraries are. This resulted in a stress on the familiarisation with different creative languages, but no more than music, drawing, theatre and cinema [Agnoli 1999, p.64].

Frequently enough librarians forget that the library is a place where people come for every kind of information and the mediating function of the library in the ICT environment is growing [Agnoli 1999, p.64-65].

Benchmarking and co-operations

The first and unavoidable co-operation must take place between librarians and young people themselves, as first-hand connoisseurs of their interests [Schmitt 2000, p.34].

The co-operation with other services to youth is also considered as a positive factor in connecting young people with libraries [Grendele, 2000] and, particularly in Germany, the co-operation with schools has been envisaged as particularly apt to avoid the risks that young adults would drop reading [Daume 1999].

Ferrieri expressed himself very perentoriously on this point, drawing the attention to the importance of creating links with the school environment, because “whoever thought to build up promotion strategies as completely independent from the scholastic institutions, would incur in another serious limit, that is irrelevance and superfluity” [Ferrieri 2000, p.161-162].

The co-operation between libraries and schools could be fostered also on the basis of the school librarians’ tasks, who should teach students the skills to autonomously conduct searches, be interested in learning through his whole life and use the library while at school and ever since [Lombello 2000, p.364].

6. Conclusions, issues and recommendations

In 1960 the American Library Association stated that public libraries should consider working with young adults a strategical opportunity, because this group visits public libraries to get information and they are honest, courageous, enthusiasts.

One of the suggested ways to achieve this result is in highlighting the importance of the library as a meeting point and a place where positive experiences can be made, thus letting decay the old image of the library as a stock of books [Agnoli, 1999a, p.33] and forget just tolerating young adults’ presence in libraries [Agnoli, 1999, p. 31].

The success of the French “mediathèques” is appalling enough, but explainable if some of their advantages are considered: up-to-date services, abundance of multimedia supports, free access to all rooms, modern and wide spaces – very different from the schools – where socialization can be cultivated [Agnoli, 1999a, p.34]. Nonetheless, if also school libraries were more “funny”, then public libraries would be free to plan activities not bound to school time, as to invite teenagers to read with pleasure. This is how Agnoli imagines libraries should be [Agnoli 1999a, p. 65; Revelli 1995; Jones 1998]:

- places where free and unconditioned reading be developed by means of reading clubs [Arellano Yanguas & Gomez Sesma 2001, p.23]
- observatory places for the reading preferences of young adults

- observatory places, documentation and training centres for educators and parents
- places where resources on reading, young adults literature and editorial market are constantly updated
- places where research and historical memory be fostered

Libraries should promote themselves as dynamic and everchanging places [Schuman 2002, p.36]. As such, libraries should accept also improper use of the library by young people, the unordered troddling among the shelves, allowing that the library becomes a refuge against rain and the hostile world: it is part of its hospitality [Ferrieri 2000, p.173]. Moreover, librarians should never forget that a library is never just like the librarian would like it to be, because users force it to be a place of negotiation between personal needs and public materials, supports and fruition rules [Poulain 2002, p.191].

As far as the reading activity in itself is considered, librarians as adults should become aware that it may be exercised on different media, and that reading habits and spaces should be remodeled on those media [Lughi 1994, p.28].

As Ferrieri argues about co-operation, the public library should be careful in being a supplemt of the school library, and should de-schoolarize itself by organising “raids” into the school territories finalised at promoting reading and libraries practice [Ferrieri 2000 p.162].

Another issue comes from the new school libraries, which are becoming more widely multimedial. Among their objectives, the promotion of the use of information sources by young people, so that they can be autonomous in the research process (acquisition, selection and evaluation) which they will need along their whole life to acquire knowledge [see Lombello 2000, p.363-370].

Nonetheless, as Agnoli warns, it is not possible to import foreign models like they would be consume goods, because library history and development goes along with the history of mentalities, cultural traditions, institutions, legislation and regulations [Agnoli 1999a]. And, as a matter of fact, any library model is developed in a context bound to its entourage and its target groups. Any project as such is then to be considered as a “work in progress”, since “only from constant self-evaluation and need analysis derives an attractive and effective library service” [[Arellano Yanguas & Gomez Sesma 2001, p.23].

But something is everywhere important, users are customers and as such they visit the library for its friendly environment [Agnoli 1999a, p.67].A friendliness which, in respect of the young adults, still has to be developed.

As Jones reminds, librarians will then be considered not only “the book people”, but will finally give a more active image of themselves [Jones 1992 p. 155; Jones 1998].

Bibliography of relevant sources

The present bibliography is composed of several parts.

Firstly, from a brief list of the consulted [catalogues and dictionaries](#).

Secondly, from sources that have been subdivided into homogeneous units according to the area in which they have been found:

- the [Italian context](#) for Italian contributions and recognised / issued / reviewed foreign publications
- the [international context](#) for foreign essays or works which, until now, haven't been tracked in the Italian literature on the topic

Thirdly, from sources which have some relevance to the subject but haven't been cited in the review:

- [published works](#)
- [web sites and pages](#)

Other relevant works published by ALA, about which it was only possible to read an abstract, are listed in Appendix 2.

Dictionaries and catalogues

Henares 2000	Diccionario para la enseñanza de la lengua española. Alcalá de Henares: Universidad de Alcalá de Henares, [2000?].
Oxford 1998	The new Oxford dictionary of english / ed. by Judy Pearsall; chief editor, current english dictionaries Patrick Hanks. Oxford, Clarendon, 1998.
Oxford shorter 1993	The new shorter Oxford english dictionary: on historical principles / edited by Lesley Brown. Oxford [etc.], Clarendon, 1993.
Robert micro 1996	Le Robert micro: dictionnaire d'apprentissage de la langue française / rédaction dirigée par Alain Rey. Paris, Dictionnaires Le Robert, 1996.
Wahrig 1991	Deutsches Wörterbuch: mit einem Lexikon der deutschen Sprachlehre / Gerhard Wahrig; hrsg. in Zusammenarbeit mit zahlr. Wissenschaftlern u.a. Fachleuten. Jubiläumausg. Gütersloh-München, Bertelsmann, 1991.
Zingarelli 1995	Lo Zingarelli 1995: vocabolario della lingua italiana / di Nicola Zingarelli. 12. ed. a cura di Miro Dogliotti e Luigi Rosiello. Bologna, Zanichelli, 1995?
CBT Web catalogue	Catalogo Bibliografico Trentino. Available at: http://www.trentinocultura.net/catalogo/cat_biblio/cat_biblio_h.asp
UNN Learning Res.	http://www.unn.ac.uk/central/isd/subj/distl.htm
UNN Web Catalogue	http://opac.unn.ac.uk/www-bin/www_talis

Sources from the Italian context

Agnoli 1999a	Biblioteca per ragazzi / Antonella Agnoli. Roma, AIB, 1999.
Agnoli 1999b	Le biblioteche che vorremmo: Bordeaux, Copenaghen, Monaco, Gottinga, L'Aia, San Francisco, New York e le altre / Antonella Agnoli. In: "Biblioteche Oggi", vol.17, no.3 (1999), p.44-67.
Agnoli 1999c	Invertire la tendenza: qualche suggerimento per contrastare l'abbandono della biblioteca da parte degli adolescenti / di Antonella Agnoli. In:

- “Sfogliolibro”, July 1999, p.3-5. – Suppl. of no. 6 / 1999 of “Biblioteche oggi. Mensile di informazione e dibattito”.
- Agnoli 2001a A Evreux una biblioteca plurale: uno spazio per favorire l'integrazione fra un'ampia gamma di media e di servizi / Antonella Agnoli. In: “Biblioteche oggi”, vol.19, n.10 (2001), pp. 74-78.
- Agnoli 2001b Da biblioteca a mediateca: a Orléans si afferma un modello innovativo / Antonella Agnoli. In: “Biblioteche oggi”, vol.19, n.8 (2001), pp.88-92.
- Antonelli 1996 Fuori tutti / Carlo Antonelli, Marco Delogu, Fabio De Luca. Torino, Einaudi, 1996.
- Arellano Yanguas & Gomez Sesma 2001 Adolescenti e offerta culturale: un'esperienza di biblioteca della gioventù in Spagna / Villar Arellano Yanguas e José Ramon Gomez Sesma. In: “LG Argomenti”, n. 4 (2001), pp. 17-23. Information on the “Centro Internacional del Libro Infantil y Juvenil” library staff can be obtained from: <http://www.fundaciongsr.es/directorio/salaman.htm>.
- Belotti 1994 Leggere oltre la scuola: idee e percorsi per un progetto di educazione alla lettura / Massimo Belotti. Milano, Bibliografica, 1994. – (Quaderni di Sfogliolibro).
- Benati et al. 1999 E se le storie allungassero la vita? Un progetto per adolescenti realizzato dalle sezioni ragazzi delle biblioteche della provincia di Ravenna / di Nives Benati, Maria Cristina Pattuelli, Daniela Simonini, Maria Laura Troncossi. In: “Sfogliolibro”, July 1999, p. 20-23. – Suppl. of no. 6 / 1999 of “Biblioteche oggi. Mensile di informazione e dibattito”.
- Bernardinis 1976 Itinerari: guida critico-storica di narrativa e divulgazione per l'infanzia e la gioventù / Anna Maria Bernardinis. Milano, Fabbri, 1976.
- Bettini & Gerosa 1996 Alla scoperta del piacere perduto: un progetto di promozione della lettura rivolto agli adolescenti / di Magda Bettini e Irina Gerosa. In: “Sfogliolibro”, July 1996, p. 42-47. – (Suppl. of “Biblioteche oggi. Mensile di informazione e dibattito”, no. 6/1996).
- Buzzi 1997 Giovani verso il Duemila: quarto rapporto IARD sulla condizione giovanile in Italia / a cura di Carlo Buzzi, Alessandro Cavalli e Antonio de Lillo. Bologna, Il mulino, 1997.
- Buzzi 1998 Essere giovani in Lombardia: una generazione fra Italia ed Europa: rapporto Regione Lombardia – IARD / a cura di Carlo Buzzi. Milano, Guerini & Associati, 1998.
- Cadioli 1998 Dalla parte del lettore / Alberto Cadioli. In: Atti della conferenza nazionale del libro: Progetto Libro: linee d'intervento per lo sviluppo dell'editoria e della lettura: (Torino, 20-21 novembre 1997). Roma, Ministero per i beni culturali e ambientali. Ufficio centrale per i beni librari, le istituzioni culturali e l'editoria. Divisione editoria, 1998, p. 103-108.
- Cavalli 1999 Gli occhiali appannati degli adulti / di Alessandro Cavalli. In: La generazione invisibile: inchiesta sui giovani del nostro tempo / Anastasia Bassi ... [et al.]; a cura di Ilvo Diamanti; con i commenti di Alessandro Cavalli e Eugenio Scalfari. Milano, Il Sole 24 ore libri, 1999, p.253-257.
- D'Adamo 2001 Un circolo un po' speciale: cronaca di un'esperienza di lettura in un istituto tecnico di Milano / Francesco D'Adamo. In: “Sfogliolibro”, July 2001, p. 48-50. – (Suppl. of “Biblioteche oggi”, vol.19, n.6/2001).
- D'Alessandro 2001 Silenzio in sala! La biblioteca nel cinema / Dario D'Alessandro; presentazione di Morando Morandini. Roma, AIB, 2001.

- Daume 1999 Biblioteca pubblica e scuola: nuove forme di collaborazione / Biblioteca civica di Villingen-Schwenningen, Baden-Württemberg; scheda a cura di Heike Daume. In: Pianeta lettura: riflessioni a più voci e proposte di intervento sulla pratica del leggere / a cura di Massimo Belotti. Milano, Bibliografica, 1999, p.74-75.
- Ferrieri 1992 Il libro sotto il banco: biblioteca e scuola: due modi di leggere? / a cura di Luca Ferrieri, M.G.Targa. Milano, Bibliografica, 1992.
- Ferrieri 1996 La promozione della lettura in biblioteca: modelli e strategie in un'indagine nazionale sulle biblioteche pubbliche / Luca Ferrieri. Milano, Bibliografica, 1996.
- Ferrieri 2000 La promozione della lettura / Luca Ferrieri. In: La biblioteca pubblica: manuale ad uso del bibliotecario / a cura di Giovanni V. Moscati. Nuova ed. aggiornata ed ampliata. Milano, Unicopli, 2000, p.157-205
- Fochesato 1996 Anni ossimorici: un volume a più voci per indagare l'adolescenza e i suoi libri / di Walter Fochesato. In: "Sfogliolibro", July 1996, p. 30-31. – (Suppl. of "Biblioteche oggi. Mensile di informazione e dibattito", no. 6 / 1996).
- Galland 1996 Introduzione: che cos'è la gioventù? / di Olivier Galland. In: Senza fretta di crescere: l'ingresso difficile nella vita adulta / a cura di Alessandro Cavalli e Olivier Galland. Napoli, Liguori, 1996, p.1-8.
- Gill 2001 Come cambiano le linee guida dell'IFLA per le biblioteche pubbliche / Philip Gill. In: La qualità nel sistema biblioteca / a cura di Ornella Foglieni. Milano, Bibliografica, 2001, p.70-79.
- Grinzaneletture 1995 I giovani e la lettura: indagine Grinzaneletture '95 / promossa dal Premio Grinzane Cavour e dai Periodici San Paolo, in collaborazione con il Censis; introduzione di Sergio Zavoli. Milano, Mondadori, 1995.
- Grendele 2000 Adolescenti in biblioteca: un'indagine conoscitiva della biblioteca di Bassano del Grappa / Jasminka Grendele. In: "Sfogliolibro", July 2000, p.42-46. – (Suppl. of "Biblioteche oggi", vol.18, n.6/2000).
- IFLA 1998 Raccomandazioni per i servizi bibliotecari per giovani adulti / a cura della Sezione delle biblioteche per ragazzi e per giovani adulti dell'IFLA; trad. di Letizia Tarantello. Roma, AIB, 1998.
- Jones 1992 Connecting young adults and libraries: a how-to-do-it manual / Patrick Jones. New York: Neal-Schuman, 1992. – (How-to-do-it manuals for librarians; 19).
- Jones 1998a Connecting young adults and libraries: a how-to-do-it manual / Patrick Jones. 2nd ed. New York, London: Neal-Schuman, 1998. – (How-to-do-it manuals for librarians; 59).
- Lombello 2000 La biblioteca scolastica: centro di risorse per la formazione / Donatella Lombello. In: La biblioteca pubblica: manuale ad uso del bibliotecario / a cura di Giovanni V. Moscati. Nuova ed. aggiornata ed ampliata. Milano, Unicopli, 2000, p. 353-389.
- Lombello 1995 Insegnamenti universitari: i programmi di letteratura per ragazzi a.a. 1994-1995 / a cura di Donatella Lombello. In: "Sfogliolibro", A. 8, no. 1-2, Jan.-Apr. 1995, p. 44-46.
- Lughi 1994 Lo spazio del libro e della lettura nell'immaginario giovanile / Giulio Lughi. In: Leggere oltre la scuola: idee e percorsi per un progetto di educazione alla lettura / a cura di Massimo Belotti. Milano, Bibliografica, 1994, p. 17-29.

- Majorino 2000 Intervista ad Aldo Bonomi: una generazione senza libro. In: *Giovani anno zero: viaggio nella nuova generazione* / Pierfrancesco Majorino. Roma: Adnkronos, 2000, p. 29-33.
- Malerba 1998 La rottamazione dell'ignoranza / Luigi Malerba. In: *Atti della conferenza nazionale del libro: Progetto Libro: linee d'intervento per lo sviluppo dell'editoria e della lettura*: (Torino, 20-21 novembre 1997). Roma, Ministero per i beni culturali e ambientali. Ufficio centrale per i beni librari, le istituzioni culturali e l'editoria. Divisione editoria, 1998, p. 87-90.
- Malgaroli 2000 Biblioteche per bambini e ragazzi: costruzione, gestione e promozione delle raccolte / a cura di Giovanna Malgaroli. Roma, AIB, 2000.
- Marshall 1975 *Libraries and literature for teenagers* / Margaret R. Marshall. London, Deutsch, 1975.
- Mazzi 2000 Un'ala di riserva: adolescenza, terra di qualcuno? / Antonio Mazzi; disegni di Francesco Poroli. Milano, Mondadori, 2000.
- Muñoz 1996 Gli adolescenti nelle biblioteche pubbliche francesi: selezione dei libri, gestione dei conflitti, animazione / di Pili Muñoz. In: "Sfogliolibro", July 1996, p. 36-40. – (Suppl. of "Biblioteche oggi. Mensile di informazione e dibattito", no. 6/1996).
- Paladin 2002 Promuovere la biblioteca e la lettura con l'ascolto / Luigi Paladin. In: "LG Argomenti", n. 2 (2002), pp. 39-47.
- Panzeri 1999 Senza i tormenti del presunto orrore: come scegliere i libri per i "giovani adulti" / di Fulvio Panzeri. In: "Sfogliolibro", July 1999, p. 24-26. – (Suppl. of "Biblioteche oggi. Mensile di informazione e dibattito", no. 6/1999).
- Patte 2001 Ragazzi, biblioteche, libri / Geneviève Patte. In: "LG Argomenti", n.4 (2001), pp. 5-16.
- Peresson 2000 Le cifre dell'editoria / Giovanni Peresson. Milano: Guerini & Associati, 2000. – (Strumenti per l'editoria; 3).
- Peresson 1996 I comportamenti di lettura dei "giovani adulti": un'analisi dei consumi culturali: tendenze e modelli / di Giovanni Peresson. In: "Sfogliolibro", July 1996, p. 6-10. – (Suppl. of "Biblioteche oggi. Mensile di informazione e dibattito", n. 6/1996).
- Piccinini 1994 Altri giovani scrittori. In: *Fratellini d'Italia: mappe, stili, parole dell'ultima generazione* / Alberto Piccinini. Roma-Napoli, Theoria, 1994, p.121-131.
- Pierantoni 2000 Le biblioteche per i giovani: luoghi dell'educazione sentimentale / Ruggero Pierantoni. In: "LG Argomenti", n. 4 (2000), pp. 6-14.
- Pissard 1994 Dalla biblioteca alla mediateca: come le nuove tecnologie modificano i servizi al pubblico / Annie Pissard. In: *La biblioteca e il suo pubblico: centralità dell'utente e servizi d'informazione* / a cura di Massimo Accarisi e Massimo Belotti. Milano, Bibliografica, 1994, p. 121-125.
- Poulain 2002 La percezione della biblioteca: metodi e strumenti per l'analisi dei pubblici / Martine Poulain. In: *Comunicare la biblioteca: nuove strategie di marketing e modelli di comunicazione* / a cura di Ornella Foglieni. Milano, Bibliografica, 2002, p. 187-192.
- Revelli 1995 0-18: bambini, fanciulli, ragazzi: due volumi pubblicati negli Stati Uniti ci aiutano a definire le caratteristiche dei servizi bibliotecari rivolti alle diverse fasce d'età / di Carlo Revelli. In: "Sfogliolibro", A. 8, no.1-2, Jan.-Apr. 1995, p. 4-13.

- Revelli 1998 L'educazione del pubblico: un tema al quale non si presta ancora sufficiente attenzione in Italia / Carlo Revelli. In: "Biblioteche oggi", vol.16, n.5 (1998), p. 44-49.
- Ricci 2000a Come utilizzare i fondi della legge 285/97: un'occasione anche per le biblioteche / di Stefano Ricci. In: "Sfogliolibro", Dec. 2000, p. 26-30. – (Suppl. of "Biblioteche oggi. Mensile di informazione e dibattito", no. 10/2000).
- Ricci 2000b Un piano per la tutela e lo sviluppo del "cittadino minore": i punti salienti del documento biennale di indirizzi (legge 451/97) a cui dovranno ispirarsi i progetti della 285. In: "Sfogliolibro", Dec. 2000, p. 36-40. – (Suppl. of "Biblioteche oggi. Mensile di informazione e dibattito", no. 10/2000).
- Salviati 1997 Ragazzi giovani cannibali: due iniziative per comprendere le letture adolescenziali / di Carla Ida Salviati. In: "Sfogliolibro", July 1997, p. 58-59. – (Suppl. of "Biblioteche oggi. Mensile di informazione e dibattito", no.6/1997).
- Sartori 1998 Indagine sui giovani di Borgo Valsugana, Roncegno, Grigno, Pieve Tesino / rapporto a cura di Francesca Sartori, Carlo Buzzi. [S.l., s.n.], 1998.
- Schmitt 2000 Le biblioteche tedesche aprono nuovi spazi per i giovani. Idee creative per un pubblico esigente / Rita Schmitt. In: "Biblioteche Oggi", vol.18, n.8 (2000), p.32-35.
- Schuman 2002 Advocacy e strategie di comunicazione per le biblioteche e i bibliotecari: l'esperienza degli Stati Uniti / Patricia Glass Schuman. In: Comunicare la biblioteca : nuove strategie di marketing e modelli di comunicazione / a cura di Ornella Foglieni. Milano, Bibliografica, 2002, p. 28-38.
- Soria 1998 I giovani e la lettura / Giuliano Soria. In: Atti della conferenza nazionale del libro: Progetto Libro: linee d'intervento per lo sviluppo dell'editoria e della lettura: (Torino, 20-21 novembre 1997). Roma, Ministero per i beni culturali e ambientali. Ufficio centrale per i beni librari, le istituzioni culturali e l'editoria. Divisione editoria, 1998, p. 131-142.
- Spinazzola 2002 Tirature '01 / a cura di Vittorio Spinazzola. Milano, Il Saggiatore, 2002.
- Tassoni 1999 L'ospite scomodo: teenager in biblioteca tra percorsi di lavoro e incidenti di percorso / di Mirella Tassoni. In: "Sfogliolibro", July 1999, p. 10-14. – (Suppl. of "Biblioteche oggi. Mensile di informazione e dibattito", no. 6/1999).
- Vigini 1998 Promozione del libro e della lettura / Giuliano Vigini. In: Atti della conferenza nazionale del libro: Progetto Libro: linee d'intervento per lo sviluppo dell'editoria e della lettura: (Torino, 20-21 novembre 1997). Roma, Ministero per i beni culturali e ambientali. Ufficio centrale per i beni librari, le istituzioni culturali e l'editoria. Divisione editoria, 1998, p. 45-52.
- Zannoner 1997 Cantando il rap in biblioteca: a Prato laboratori multimediali per gli adolescenti / di Paola Zannoner. In: "Sfogliolibro", July 1997, p. 46-48. – (Suppl. of "Biblioteche oggi. Mensile di informazione e dibattito", no. 6/1997).

Sources from the international context

- Ayers 2000 Youth participation in school and public libraries: it works / by the Youth participation committee of the young adult library services association, a division of the American Library Association; ed. by Caroline A. Caywood. Chicago, American Library Association, 1995.
- Bachmutskaya & Yankova 1996 The juvenile reader: today and tomorrow / Irina V. Bachmutskaya, Zoya A. Yankova. In: 62rd General conference, sponsored by IFLA, held

- August 25-31, at Beijing, China, 1996. Abstract available at: <http://www.ifla.org/VII/s10/irayls/readint.htm>.
- Blanshard 1998 Managing library services for children and young people: a practical handbook / Catherine Blanshard. London, Library Association Publishing, 1998.
- Chelton 1997 Three in five public library users are youth: implications of survey results from the National center for education statistics / Mary K. Chelton. In: "Public libraries", 36, no.2 (1997), p.104-108. Abstract available at: <http://www.ifla.org/VII/s10/irayls/users.htm>.
- Coleman 1981 Whose problem? The public library and the disadvantaged / Patricia M. Coleman. London, Association of assistant librarians, 1981.
- Dewe 1995 Planning and designing libraries for children and young people / Michael Dewe. London, Library Association publishing, 1995.
- Edmonds & Miller 1990 Public library services for children and young people / Diana Edmonds, Jane Miller. London, British Library; Cambridge: CUP, 1990. – (Library and information research report; 72).
- Ferreiro 2000 Leer y escribir en un mundo cambiante / Emilia Ferreiro. De las Sesiones plenarias del 26 Congreso de la Unión internacional de editores, Cinvestav-Mexico. Available at: <http://www.editores.com/congreso2000/congreso2000/esp/plenarias/plenarias.htm#ferreiro> and at: <http://biblioteca.unp.edu.ar/lectura/Textos/Leeryescribir.htm>
- GB. DfEE 1999 Learning to succeed: a new framework for post-16 learning / Department for Education and Employment. London, DfEE, 1999, available at: <http://www.dfes.gov.uk/post16>
- GB. LIC 1998 Building the new library network: a report to government / Library and information commission, 1998.
- Gilder 1981 Library work with young people: the research perspective : proceeding of a conference of the Library and Information Research Group, held at the National Children's Bureau, London, 28 October 1981 / ed. by Lesley Gilder. London, Rossendale, 1981?
- Heather 1981a A longitudinal study of the reading habits of 13-15 year olds / Pauline Heather. In: Library work with young people: the research perspective: proceeding of a conference of the Library and Information Research Group, held at the National Children's Bureau, London, 28 October 1981 / ed. by Lesley Gilder. London, Rossendale, 1981?, p.22-26.
- Hebert & Ostermeier 2001 Youth are problem solvers... not problem to solve / Tony Hebert and Amy Ostermeier, University of Tennessee. Available at: <http://www.digitaldividenetwork.org>
- IFLA 2001 Guidelines for library services for young adults / IFLA. Revised 8/01. Available at: <http://www.ifla.org>.
- IFLA 2002 The IFLA Internet manifesto. Available at: <http://www.ifla.org/III/misc/im-e.htm>
- IFLA 1994 Public library manifesto. The Hague, IFLA, 1994.
- Ingham 1981 School organisation: its effects on reading habits in the "Bradford Book Flood Experiment" / Jennie Ingham. In: Library work with young people : the research perspective : proceeding of a conference of the Library and Information Research Group, held at the National Children's Bureau, London, 28 October 1981 / ed. by Lesley Gilder. London, Rossendale, 1981?, p. 27-53.

- Jones 2002a Powering up your young adult collections and spaces / Patrick Jones; moderator: Diane Tuccillo. Workshop held at the "Culture connections & community: AzLA conference, December 4-6, 2002, Phoenix". Abstract available at: <http://www.azla.org/2002/p004.html>.
- Juntunen & Saarti 2000 Library as the student's cornerstone or obstacle: evaluating the method of empathy-based stories / Arja Juntunen and Jarmo Saarti. In: "Libri", vol. 50 (2000), no. 4, p. 235-240.
- Kwong 1996 The promotion of reading in public and school libraries in Hong Kong / Chi-hung Kwong. In: "Hong Kong Library association journal", 18 (1996), p.15-21. Abstract available at: <http://www.ifla.org/VII/s10/irayls/readint.htm>.
- Latrobe & Havener 1997 The information-seeking behavior of high school honors students: an exploratory study / Kathy Latrobe, W. Michael Havener. In: "Journal of youth services in libraries", 10, no.2 (1997), p.188-200. Abstract available at: <http://www.ifla.org/VII/s10/irayls/infoseek.htm>.
- Mackey 1996 The book resisters: ways of approaching reluctant teenage readers / Margaret Mackey and Ingrid Johnston. In: "School libraries worldwide", 2, no.1 (1996), p.25-38. Abstract available at: <http://www.ifla.org/VII/s10/irayls/readint.htm>.
- Minkel & Feldman 1998 Delivering web reference services to young people / Walter Minkel & Roxanne Hsu Feldman. Chicago: ALA, 1998.
- Mitchell & Ley 1996 The reading attitudes and behaviors of High School students / Terry L. Mitchell and Terry C. Ley. In: "Reading psychology", 17, no.1 (1996), p. 65-92. Abstract available at: <http://www.ifla.org/VII/s10/irayls/readint.htm>.
- Morrison 1988 The role of libraries in a learning society: a report presented to the Library and Information Commission, June 1988 (updated 01.04.1999) / Marlene Morrison. Available at: <http://www.lic.gov.uk/publications/policyreports/learningsoc/index.html>.
- Muddiman et al. 2000a Open to all? The public library and social exclusion / Dave Muddiman, et al. London, Resource. The Council for Museums, Archives and Libraries, 2000. – v.1: *Overview and conclusions*.
- Muddiman et al. 2000b Open to all?: the public library and social exclusion / Dave Muddiman, et al. London, Resource. The Council for Museums, Archives and Libraries, 2000. – v.3: *Working papers*.
- Nahl & Harada 1996 Composing Boolean search statements: self-confidence, concept analysis, search logic, and errors / Diane Nahl, Violet H. Harada. In: "School library media quarterly", 24, no.4 (1996), p.199-207. Abstract available at: <http://www.ifla.org/VII/s10/irayls/infoseek.htm>.
- Pickard 1998 The impact of access to electronic and digital information resources on learning opportunities for young people: a grounded theory approach / Alison Jane Pickard. In: "Information research", 4 (1998), 2. Available at: www.shed.ac.uk/~is/publication/infres/isic/pickard.html
- Qiang 1996 Thoughts on how to improve the reading guidance service for teenagers and children / Yuanming Qiang, ed. In: 62nd General Conference, sponsored by IFLA, held August 25-31, at Beijing, China. 1996. Abstract available at: <http://www.ifla.org/VII/s10/irayls/readint.htm>.
- Roberts 1981 The Bookmaster project. In: Library work with young people: the research perspective: proceeding of a conference of the Library and Information Research Group, held at the National Children's Bureau, London, 28 October 1981 / ed. by Lesley Gilder. London, Rossendale, 1981?, p. 15-21.

- Schrader 1996 Censorproofing school library collections: the fallacy and futility / Alvin M. Schrader. In: "School libraries worldwide", 2, no.1 (1996), p.71-94. Abstract available at: <http://www.ifla.org/VII/s10/irayls/censor.htm>.
- Vincent J. 2000a Literacy, social exclusion and the public library / John Vincent. In: Open to all?: the public library and social exclusion / Dave Muddiman, et al. London, Resource. The Council for Museums, Archives and Libraries, 2000. – v.3: Working papers, Working paper 4.
- Vincent J. 2000b Public libraries, children and young people and social exclusion / John Vincent. In: Open to all?: the public library and social exclusion / Dave Muddiman, et al. London, Resource. The Council for Museums, Archives and Libraries, 2000. – v.3: Working papers, Working paper 8.
- Winslade 1981 The re-design of a county library service to young people / Tony Winslade. In: Library work with young people : the research perspective : proceeding of a conference of the Library and Information Research Group, held at the National Children's Bureau, London, 28 October 1981 / ed. by Lesley Gilder. London, Rossendale, 1981?, p. 3-7.
- YALSA & Jones 2002 New Directions for Library Service to Young Adults / by Young Adults Library Services Association (YALSA) and Patrick Jones. Chicago, ALA, 2002.
- YALSA & Kan 1998 Sizzling summer reading programs for young adults / YALSA, Katherine L. Kan (ed.). Chicago, ALA, 1998.

Further readings: published works

- Dickinson 2001 Why movies make readers / Amy Dickinson. In: "Time", December 10, 2001, p. 115.
- Fasick 1998 Young people and reading: international perspectives / A.M. Fasick. IFLA Headquarters, 1994
- Ferrieri 2002 Lettori ibridi: strategie di contaminazione dei pubblici e dei linguaggi in biblioteca / Luca Ferrieri. Paper presented at the Congress "La biblioteca ibrida" [The hybrid library], Milan, Palazzo delle Stelline, March 14th-15th, 2002.
- Flaccovio 1998 Promozione della lettura e prezzo fisso: cardini di una politica a favore del libro e della lettura / Francesco Flaccovio. In: Atti della conferenza nazionale del libro: Progetto Libro: linee d'intervento per lo sviluppo dell'editoria e della lettura: (Torino, 20-21 novembre 1997). – Roma: Ministero per i beni culturali e ambientali. Ufficio centrale per i beni librari, le istituzioni culturali e l'editoria. Divisione editoria, 1998, p. 83-86.
- Gaggelli & Marrocchesi 2000 La biblioteca allo specchio: venticinque anni di politiche culturali per una biblioteca del pubblico / M. Gaggelli, S. Marrocchesi; introduzione di P. Federighi. – Castelfiorentino: Comune di Castelfiorentino; Ospedaletto (FI): Parini, 2000.
- Galluzzi 1997 Dieci anni di indagini sulle biblioteche pubbliche / Anna Galluzzi. In: "Biblioteche oggi", 15 (1997), 5, p.42-53.
- Heather 1981b Young peoples reading: a study of the leisure reading of 13-15 year olds / Pauline Heather. – Sheffield: Centre for research on user studies, 1981. – (CRUS Occasional paper no.6). (BLRDD Report; no. 5750).
- Lee 1996 Characteristics of Generation X and implications for reference services and the job search / Catherine A. Lee. In: "The reference librarian", 55 (1996), p.51-59. Abstract available at: <http://www.ifla.org/VII/s10/irayls/users.htm>.

- Lesesne & Chance 2002 Hit list for young adults 2: frequently challenged books / Teri S. Lesesne and Rosemary Chance for the Young adult library services association (YALSA). – Chicago: ALA, 2002. Abstract available at: http://www.alastore.ala.org/SiteSolution.taf?_sn=catalog2&_pn=product_detail&_op=718.
- Levy 1996 The Second Flood: a report on cyberculture / Pierre Lévy. – Brussels: Council of Europe, October 1996. – (CC-CULT (96) 27 B).
- Lopatin 1996 Not left by the wayside: a case study of the creation of a library for troubled adolescents of the Wayside Home School for Girls / Laurie Lopatin. In: "Public & access services quarterly", 2 (2, 1996), p.25-36. Abstract available at: <http://www.ifla.org/VII/s10/irayls/users.htm>.
- McQuillan 1997 The effects of incentives on reading / Jeff McQuillan. In: "Reading research and instruction", 36, no.2 (1997), p.111-125. Abstract available at: <http://www.ifla.org/VII/s10/irayls/readint.htm>.
- NCET 1996 Libraries of the future: a pilot study of the impact of multimedia and communications technologies on libraries in education: final report. - Coventry: National Council for Educational Technology in collaboration with British Library Research & Development Department and Department of Education for Northern Ireland, 1996. - (British Library Research and Innovation report, 7).
- Nichols & Nichols 1998 Young adults and public libraries: a handbook of material and services / Mary Anne Nichols, C. Allen Nichols. – Westport, Ct.; London: Greenwood Press, 1998.
- Oder 2001 New digital divide network launched / Norman Oder. In: "Library journal", Spring 2001.
- Panzeri 1996 Immaginario giovanile e nuovi bisogni: alcuni recenti contributi editoriali ci aiutano a interpretare il mondo degli adolescenti / di Fulvio Panzeri. In: "Sfogliolibro", July 1996, p. 32-34. – (Suppl. of "Biblioteche oggi. Mensile di informazione e dibattito", no. 6/1996).
- Pintore 1999 Biblioteca senza filtri? Ragazzi e multimedialità a Settimo Torinese / di Eugenio Pintore. In: "Sfogliolibro", July 1999, p. 60-63. – (Suppl. of "Biblioteche oggi. Mensile di informazione e dibattito", no.6/1999).
- Reynolds 1996 Young people's reading at the end of the century: a summary of the Children's literature research centre survey of young people's reading habits / Kimberley Reynolds. In: "Youth library review", 22 (1996), p.6-15. Abstract available at: <http://www.ifla.org/VII/s10/irayls/readint.htm>.
- U.S.NCES 1995 Services and resources for children and young adults in public libraries / U.S. Department of education. Office of educational research and improvement. National center for education statistics. - Washington DC: US Government printing office, 1995.
- Vaillancourt 2000 Bare bones young adult services: tips for public library generalists / Renée J. Vaillancourt. - Chicago and London: ALA, 2000.
- Vecchiet 1995 Quanto valgono le sezioni ragazzi? A proposito di un'indagine su "efficienza e qualità dei servizi nelle biblioteche di base" / di Romano Vecchiet. In: "Sfogliolibro", A. 8, no.1-2, Jan.-Apr. 1995, p. 47-48.
- Vincent K. 1980 A survey of the methods by which teachers select books / Kate Vincent. – Sheffield: Centre for research on user studies, 1980. – (CRUS Occasional paper no.3). (BLRDD Report no. 5549).

- Wicks 1995 Patterns of reading among teenage boys: the reading habits and book preferences of 13-15-year-old boys / Jonathan Wicks. In: "New Library World", vol. 96, no. 1122/1995, pp.10-16.

Further investigations: web sites and pages

- AzLA 2002 Culture connections & community: AzLA conference, December 4-6, 2002, Phoenix. Available at: <http://www.azla.org/2002/>
- Modena 2002 Libri per capire gli adolescenti / Comune di Modena. Servizio Biblioteche. – (Libri per; 16). Available at: <http://www.comune.modena.it/biblioteche/libxadolescenti.htm>
- Delfini 2004 <http://www.comune.modena.it/biblioteche/nuovadelfini/infouno.htm>
- Jones 1998b Connecting YA. Available at: <http://www.connectingya.com>.
- Jones 2002b Teen summer reading programs: summer teen volunteer tasks (PLA 2002). Available at: <http://www.connectingya.com/yasrp4.htm>
- Jones 2001 Teen summer reading programs: links (PLA 2002): directory of web sites of 2001 young adult summer reading program web pages. Available at: <http://www.connectingya.com/yasrp3.htm>.
- Jones 1997 The virtual YA index: public libraries with young adult web pages. Available at: <http://yahelp.suffolk.lib.ny.us/virtual.html>.
- Teenresearch <http://www.teenresearch.com>

University of Northumbria at Newcastle (UK)
University of Parma (I)

MA/MSc Information Studies

UNIT BP 100:

Independent Study Unit for Information Studies 1

Task 2

**PUBLIC LIBRARY ACTIVITIES AND SERVICES FOR YOUNG
PEOPLE IN ITALY: ISSUES AND DEVELOPMENTS IN AN
INTERNATIONAL PERSPECTIVE**

**A CRITICAL ACCOUNT OF STRATEGIES AND SOURCES
USED IN THE LITERATURE REVIEW**

Tutor: prof. Anna Maria Tammaro

Student: Elena Corradini

Assignment brief

Task

Write a critical account of strategies and sources used in the literature review 20% of total marks

Critical account of the strategies and sources used (2000 words)

This critical account should be an analysis and evaluation of the strategies that you employed in the review and of the sources used to compile it.

Assessment Criteria

- Reflection and evaluation of one's own technique

Deadline as agreed with Anna Maria Tammaro and Pat Dixon on Dec. 11th, 2002
and following contacts: 13 January 2003

Task to be submitted to:

Anna Maria Tammaro
Institute of Librarianship and Paleography
University of Parma
Via D'Azeglio 85
53100 Parma
annamaria.tammaro@unipr.it

(261 parole)

BP 100 Task 2:

**YOUNG PEOPLE IN THE PUBLIC LIBRARY: AN ENDANGERED SPECIES?
A CRITICAL ACCOUNT OF STRATEGIES AND SOURCES
USED IN THE LITERATURE REVIEW**

Foreword

- 1. The beginning of the work**
- 2. Reconsidering initial ideas and finding new interests**
- 3. Concentrating on a narrower field**
- 4. A fight between invisible sources and time constraints**
- 5. Writing up the review: time for final consideration**
- 6. Bibliography**

Foreword

Since the outcomes of my efforts have been attained through a double-track research, I will produce my critical account on the literature review by resuming both phases in my “search for the right topic”: a first unfruitful one, and the second, which gave as a result the final Literature Review. Moreover, many strategies used in the first research phase were still used in the following.

1. The beginning of the work

When I received the “study pack” for this Unit, my attention had just been caught by the theme of the “hybrid library” about which a conference had just been held in Milan (March 2002).

This subject was particularly fascinating to me, as a public librarian of a small town, because I wondered what the future of a provincial library with historical heritage and modern sections would be. In other words, my research question I developed was: “Which public library services can be developed in a hybrid library environment, and for which target groups?”

At the same time, the main purpose was to have a basis on which build on for the final dissertation of the master’s course.

Thus, I began eagerly to analyse the conference papers, which I easily obtained from the colleagues of the County Service for Libraries, in search of some answers to my doubts.

From these papers I gained a very broad but superficial idea of the hybrid library concepts, which I should investigate further by collecting the references and reading the sources cited by the Milan conference relators.

I decided to concentrate on the development of the hybrid library concept in Italy, without forgetting the international perspective by which it was bound. But, after having envisaged the complexity of the subject, I tried to define parameters, generate keywords and develop some ideas on how I would have carried out my research further. Being though a novice in the field, one of my first difficulties was choosing other types of materials in the search process, as to collect a sufficiently wide body of literature on the subject.

I began considering other sources available, which I found by searching the collective web catalogue of the County libraries (Catalogo Bibliografico Trentino, www.cbt.amicus.provincia.tn.it), from which I obtained a second set of bibliographic information about the topic.

I thought it would be sufficient, at a first stage, to consider documents published in the last 5 years, going back to 10 years in a second moment, only if necessary. A further step was the generation of a basic list of keywords as represented in following chart.

First generation of keywords
Main concept: <u>HYBRID LIBRARY</u>
Related concepts: DIGITAL LIBRARY, ELECTRONIC LIBRARY
Context: PUBLIC LIBRARY SERVICES

Subsequently, I checked if there was any state of the art reviews and journal articles, not forgetting the possibility of consulting electronic journals – which should allow me to get to the most recent debates and also to controversial materials, that is, emerging discussions about the research field. Places of collecting literature were both real (the Professional County Library and the Social Sciences University Library in Trento above all) and virtual (the UNN Electronic Resources web pages were invaluable at this stage).

After obtaining the literature on the topic, I tried to organise the relevant bibliographic information in computer files by alphabetical order, year and subject, in order to find correspondencies and have a quick reference as soon as issues emerged from my readings.

During the search, I kept tracking down the sources I read, periodically revising the files and renaming them accordingly to a different order of the data. By doing so, I generated as many references lists as the number of the questions I wanted them to answer:

- How many sources have I collected until now? Which is the location of the sources?
- Which is the chronological development of the topic(s)?
- Which areas have been more / less covered inside the topic?

This strategy allowed me to keep notes effectively from the beginning and to re-consider ideas many times minimising the risk of losing information. I didn't want to follow a rigid scheme, because I wanted to have the chance of inserting new pieces of information in the files, letting them grow both as a "chronological mirror" and as a reference tool of the collected literature.

From these files I could examine the sources both upon the quantitative as well as the qualitative relevance of a theme, skipping over some uninteresting essays and out-of-focus contributions only at a following stage.

By then I noticed that, however far and wide the search went, the concept of hybrid library was being developed mainly at academic level. I felt the level of discussion too far from my experience and environment, and I soon felt uncomfortable in going on with this research topic.

2. Reconsidering initial ideas and finding new interests

Although many studies pointed out the necessity of particularize the efforts according to specific needs, I noticed that discussions went on about a general “users” category, which remained undefined and uncharacterized.

In particular, I expected to find some reflections on young adults, as a group being involved in the development of new technologies and using them frequently in their everyday life. But this category was rarely mentioned if not missing from most essays, and if so, only in relationship with the academic world.

At that time, however unsatisfied by the findings, I still presumed to be able to conclude the literature review about my original topic. Nonetheless, as the trip to Newcastle was approaching, I consulted my Unit tutor and decided to suspend the research process and fly to Newcastle to the Summer School. There I hoped to find new inputs, new materials and collect ideas in order to narrow down the research topic. At this stage the tutors’ mediation and contacts with the other students of the Master’s Course would prove very important to me.

In fact, a new focus for my research came from peers’ discussions and lectures / group activities in Newcastle. Further observations in the following months at work, while I was trying to concentrate on different tasks, allowed the development of a strong interest in a narrower field, that is “*public library services for young people in a hybrid context*”.

3. Concentrating on a still narrower field

Moving from a far too wide general topic to a more specific area was not easy. It would mean collecting new literature and skim over it quickly, because of the assignments on other two Units (LI 754 and LI 614). Though, I could in the meantime think my research topic over.

The idea of investigating into not very popular matters was exciting. My strengths in this case were personal experience and everyday contact with young people at work, which I believed should allow me to have a more clear insight in the search questions and issues. Soon, I decided to give up any consideration related to the hybrid library environment unless necessary.

The main focus was now clear: I should try to become conversant with the context of the chosen topic (“*young people activities and services in Italian public libraries*”) and with the vocabulary used. But new hurdles awaited me.

Differences in the semantic value of the “young adults” concept forced me to consider the cultural background and the socio-linguistic context. Searches had then to be carried out in other semantic related terms (e.g. in English: young adults, young people, youth, adolescent).

Thus, I tried to consider the main words used for this concept in the linguistic areas covered by my research topic, initially Italy and Great Britain, then the USA, France, Spain and Germany (as listed in Task 1, Appendix 1). I then tried to generate another list of keywords for the research process, as represented in the following chart.

Second generation of keywords

Main concept: PUBLIC LIBRARY ACTIVITIES AND SERVICES FOR YOUNG PEOPLE

Related concepts: READING INTERESTS, LEISURE TIME INTERESTS,
 YOUNG ADULTS AND LIBRARIES, LIBRARIANS AND YOUNG PEOPLE,
 LIBRARY CONCEPT & LIBRARY IMAGE IN YOUNG PEOPLE

Context: PUBLIC LIBRARY SERVICES

As suggested by Hart, I tried to be cross-disciplinary [Hart 1998, p.4] and to consider related subjects: social sciences and psychology. I also decided to skim through the professional educational literature, since I thought that there I could find some consideration about the relationship between young people's reading and libraries. The parameters I choose for my new research topic were following:

Parameters for the search – chart 3

Parameters	Narrow	Broader
Language of publication:	<i>Italian, English</i>	+ <i>German, + Spanish</i>
Subject area:	<i>Young adults, young people, adolescence in public libraries</i>	+ <i>social sciences, psychology</i>
Geography:	<i>Italy, and contexts as cited by Italian authors / on Italian sources</i>	+ <i>USA / GB</i>
Publication period:	<i>from 1997- (with exceptions)</i>	<i>From 1990- (with exceptions)</i>
Literature type:	<i>books, journals, conference papers</i>	+ <i>government publications, web sites</i>

4. A fight between invisible sources and time constraints

As explained before, searching by the keyword “young people” alone didn’t mean automatically finding relevant literature on the subject. I was aware that it was necessary to look through far more sources than expected in order to find relevant contributions, often being more effective by instinct than by logic.

To minimise the risk of the so-called “scatter phenomenon” [Gash 2000, p.15], I tried to use following sources:

- primary sources: conference papers, government publications, (market) research reports
- secondary sources: books, journals, newspapers
- tertiary sources: catalogues, encyclopaedias, dictionaries

Identifying and listing the relevant sources and materials for the new research topic was highly time consuming. Almost every foreign professional review on librarianship contains either sections or issues about the topic at regular intervals. As for the Italian context, I expected to find relevant information on “Biblioteche Oggi” and “Bollettino AIB”, but they didn’t refer explicitly to this subject, if not very rarely. Moreover, I found some articles issued on “Sfogliabibro” (the supplement of “Biblioteche Oggi” dedicated to children’s libraries and literature), but mainly with a focus on reading promotion and not on library service.

From this difficulty, though, I developed the interest in inquiring about the awareness on my research questions among Italian public librarians. So, skimming through professional journals would bring to light a “natural image” of the discussion level on the topic.

The recording of the bibliographic information went on as for the previous topic chosen, but the evaluation of the sources was carried out differently. Crucial difficulties aroused in determining if a theme was to be considered as superseded or if a context was to be deemed as marginal. Particularly difficult was also to follow unbiased and really relevant issues, because in many cases references were completely distinct from one source to the other, and gave no clues on topical and common readings done by the authors.

5. Writing up the review: time for final considerations

The main concern was to gather ideas and draw a definite and clear picture of the relevant available literature. I tried to analyse sources with the aim to converge to the final draft of the literature review, which I hope to be a consistent essay.

I must admit I have been driven also by my personal experience in deciding if some source was valuable or not, but I believe this was not prejudicial to the end result. In any case, the deep investigation into very different sources and the initial readings on how a literature review was to be worked out, allowed me to improve my skills in searching and defining my research questions day after day, month after month.

I also learned on my faults that, in order to come to significant observations and findings, it is very important to have a minimal knowledge of the subject area to be investigated. Research can be very satisfying activity, indeed, but, for me, only if a practical side of the “striving” is foreseeable and if it can bring to practical achievements and results.

6. Bibliography

AIT	Writing up research: using the literature. Available at: www.clet.ait.ac.th/el21lit.htm
CBT Web Catalogue	http://www.trentinocultura.net/frame_ext.asp?IDLink=19
Gash 2000	Effective literature searching for research / Sarah Gash. 2 nd ed. Aldershot, Gower, 2000, p.9-47.
Hart 1998	Doing a literature review: releasing the social science imagination / C. Hart. London, Sage, 1998.
McNeill 1990	Research methods / P. McNeill. 2 nd ed. London, Routledge, 1990.
Saunders 1997	Research methods for business students / M. Saunders et al., Pitman, 1997, p. 36-69.
Stewart & Kamins 1993	Secondary research: information sources and methods / D.W. Stewart, M.A.Kamins. 2 nd ed. Newbury Park, Ca., Sage, 1993.
Strauss & Corbin 1990	Basics of qualitative research / A. Strauss, J. Corbin. Newbury Park, Ca., Sage, 1990.
UNN Learning Resources	http://www.unn.ac.uk/central/isd/subj/distl.htm
UNN Web Catalogue	http://opac.unn.ac.uk/www-bin/www_talis

Appendix 1:

Definitions of “young adults” in the vocabulary of main languages in Europe

The sources for this Table have been chosen among the most widespread dictionary of european languages

Language	Definitions	Usage	Source
Italian	Adolescenza	“Età della vita tra la fanciullezza e l'età adulta, caratterizzata dalla maturazione sessuale”	1
	Teen-ager	“Ragazzo o ragazza fra i 13 e i 19 anni”	2
	Giovane	“Di persona che è tra l'adolescenza e la maturità” / “Di ciò che è nato o sorto da poco” / “detto di ciò a cui si vuole dare una connotazione allegra, disinvolta, pratica e sim.”	3
	Ragazzo	“giovinetto, fanciullo, adolescente” / “giovannotto”	4
	Gioventù	“età della vita umana che si estende dalla fine dell'adolescenza alle soglie della maturità”	5
French	Jeune	“Peu avancé en âge” “Qui est dans la première partie de la vie” “Personne jeune”	6
	Jeunesse	“Temps de la vie entre l'enfance et la maturité / Adolescence”	7
	Les jeunes	“Les personnes jeunes”	8
German	Jugend	“Wachstums- u. Reifezeit des Menschen”	9
	Jugendliche/r	“junger Mensch vom 14. bis zum 18. Lebensjahr”	10
English	Child	“A young human being below the age of full physical development”	11
	Teen-ager	“A person aged between 13 and 19 years”	12
	Young	“Having lived or existed for only a short time”	13
	Young person	(in the UK) “A person generally between 14 and 17 years of age”	14
	Juvenile	“Of / for / relating to young people”	15
	Youth	“The period between childhood and adult age”	16
Spanish	Joven	“De la juventud o que tiene relación con ella” “Que tiene poca edad” “Que tiene poco tiempo de vida, que está en la primeras etapas de su existencia”	17
	Juvenil	“De la juventud o que tiene relación con ella” “Que corresponde a deportistas de edades comprendidas entre los 15 y los 18 años”	18
	Muchaco /a Chico / a	“Que tiene poca edad”	19
	Juventud	“Periodo de la vida que está entre la niñez y el comienzo de la edad madura”	20

[1,2,3,4,5] Zingarelli 1995, p. 43, 1869, 778-779, 1475, 779.

[6, 7, 8] Robert micro 1996, p. 708.

[9,10] Wahrig 1991, p.709.

[11,12,13,14,15,16] Oxford 1998, p. 317, 1904, 2143, 2144, 993, 2144; cfr. also Oxford shorter 1993.

[17,18,19,20] Henares 2000, pp. 664, 669, 779 and 238, 669.

Appendix 2:

ALA publications on young adults

Following, a list of some recent publications by the American Library Association, from which a theoretical and practical approach can be evicted in the development of dedicated services to young adults.

- | | |
|-----------------------|---|
| Ayers 2000 | Youth participation in school and public libraries: it works / by the Youth participation committee of the young adult library services association, a division of the American Library Association; ed. by Caroline A. Caywood. Chicago, American Library Association, 1995. |
| Braun 2002 | Teens.library: developing Internet services for young adults / Linda W. Braun. – Chicago, London: ALA, 2002. |
| Carter et al. 2000 | Best books for young adults / Betty B. Carter with Sally Estes & Linda Waddle. – Chicago: ALA, 2000. |
| Chelton & YALSA 2000 | Excellence in library services to young adults / Mary K Chelton and YALSA. – 3 rd ed. – Chicago: ALA, 2000. |
| Lesesne & Chance 2002 | Hit list for young adults 2: frequently challenged books / Teri S. Lesesne and Rosemary Chance for the Young adult library services association (YALSA). – Chicago: ALA, 2002. Abstract available at: http://www.alastore.ala.org/SiteSolution.taf? sn=catalog2& pn=product_detail& op=718 . |
| Minkel & Feldman 1998 | Delivering web reference services to young people / Walter Minkel & Roxanne Hsu Feldman. Chicago: ALA, 1998. |
| Ryan 2001 | Information literacy toolkit: grades 7 and up / Jenny Ryan & Steph Capra. – Chicago: ALA, 2001. |
| Taney 2003 | Teen spaces: the step-by-step library makeover / Kimberly Bolan Taney. – Chicago: ALA, 2003. Abstract available at: http://www.alastore.ala.org/SiteSolution.taf? sn=catalog2& pn=product_detail& op=1143 . |
| Vaillancourt 2000 | Bare bones young adult services: tips for public library generalists / Renée J. Vaillancourt. - Chicago and London: ALA, 2000. |
| Zvirin 1996 | Best years of their lives: a resource guide for teenagers in crisis / Stephanie Zvirin. – 2 nd ed. – Chicago: ALA, 1996. |