Brooklyn, Case Western in Cleveland, and the Carnegie Library of Pittsburgh's Training School for Children's Librarians (Jenkins, 2000). Now most schools of library and information science offer at least one course in young adult resources and/or services, and many offer multiple courses. A search of the Association for Library and Information Science Education (ALISE) membership directory reveals that approximately 13% of ALISE members identify "young adult services" as one of their teaching and/or research areas (ALISE, 2007).

And, indeed, the need for young adult services in libraries is greater than ever before. According to the U.S. Census, the number of young people ages 10 to 19 increased from approximately 35 million in 1990 to over 40 million in 2000 and to nearly 42 million by 2007 (U. S. Census Bureau, 2008). In addition to the increasing numbers of young adults, there has been an explosion in information technologies, a proliferation of resource formats (and user preferences), and a growing emphasis on the importance of information literacy (Jones et al., 2004), all of which have presented both exciting opportunities and formidable challenges for librarians who serve young adults.

Position

The Young Adult Library Services Association (YALSA) is committed to the philosophy that "young adults deserve the best." Recognizing the varied knowledge and skill sets needed to provide exemplary services to young adults in the 21st century, the division works to promote a rich and diverse educational experience for students preparing to become young adult librarians as well as other information professionals who will work, at least in part, with young adults.

Toward that end, in 2003 the division adopted a set of core competencies for young adult librarians, in which seven areas of competency are identified: Leadership and Professionalism, Knowledge of Client Group, Communication, Administration, Knowledge of Materials, Access to Information, and Services (YALSA, 2003). LIS schools can foster these competencies through various means: by offering courses devoted specifically to young adult resources, services, and programming; by incorporating discussion of young adult users and their information needs into other courses, such as reference services, media production, research methods, and information policy; and by encouraging students to gain valuable experiences outside of the classroom, through such things as internships in young adult services and membership in professional associations like YALSA and the American Association of School Librarians (AASL).

The most important competency, because it is that from which the other competencies follow, is knowledge of young adults, and LIS curricula should incorporate that topic into various courses. Knowledge of young adults includes understanding the developmental needs of teens and recognizing that these needs can be different for different teens. It also includes an understanding of the diversity among teens and an appreciation of the information needs of teens from various cultural and ethnic backgrounds. And it involves a recognition of the special needs of "extreme teens," i.e., those teens who do not fit the mold of the "typical teen" perhaps because of their educational situation, their living situatio

understanding of how to conduct user needs assessment, so research methods should be an integral part of education for young adult librarianship.

LIS curricula should also provide education in the myriad resources that are available to today's young adults. Libraries traditionally have promoted reading, and that is still a core mission. But it is also the case that teens now engage with various forms of media in addition to print: movies, television, games (especially computer games), music, and, of course, the Internet.

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