



From the Editors

A record crowd gathered in Nashville for the November 2006 ALAN Workshop, a sign that more and more individuals are finding the value of young adult literature and understanding ALAN'S vital role in determining what's out there and how to use it.

If you missed the fall workshop, with the theme of "Young Adult Literature—Key to Open Minds," you missed being a part of the largest group ever to attend the annual workshop. But, more importantly, you missed room after room filled with authors, publishers, librarians, and educators enthusiastically sharing their expertise through conversations—both formal and informal. They formed panels, served as guest speakers, led sessions, and gathered in hallways for chats with attendees.

For those of you who attended—and there were plenty of you—you undoubtedly remember the conversations, the box brimming with young adult books, and the connections you made to help your students and your own professional development.

To help record such a significant celebration of young adult literature, this issue of *The ALAN Review* keeps with the workshop's theme and showcases some of the connections and conversations that occurred.

Leading the way is Cathi Dunn MacRae's keynote address, "Teachers and Librarians Working Together for Teens and Their Reading." She addresses three challenges regarding students and reading—No Child Left Behind, a growing number of teenagers at risk, and the growing use of technology.

While you may have been able to hear a variety of your favorite authors speak at the workshop and you,

hopefully, were fortunate enough to grab a few autographs while in Nashville, we'll add to your insight into some of your favorites. This issue features extensive interviews with several authors showcased at the conference, as well as reviews of some of their works. They include Vicki Sherbert's conversation with John H. Ritter, Shelbie Witte's interview with Paul Volponi, Robyn Seglem's discussion with Sarah Dessen, and a Chris Goering's interview with Robert Lipsyte (or was it the other way around?).

James Blasingame discusses *Tyrell*, by award-winning author Coe Booth. Booth shares with *The ALAN Review* co-editor that the protagonist's voice seemed to take shape by itself, sharing her experience as a social worker in New York City. "Follow the Leaders in Newbery Tales" by Carol Lautenbach details her examination of 17 Newbery Medal winners and the leadership perspectives they provide.

Margaret T. Sacco shares her approaches to helping classroom teachers prepare for any book challenges they may face. She provides an extensive list of resources for creating those rationales, including specific questions to be answered. Sacco demonstrates how to select books for the classroom, while compiling documentation to explain why those books were chosen, should there be any challenges.

William Broz's Professional Resource Connection focuses on C.J. Bott's book, *The Bully in the Book and in the Classroom*. The column highlights extensive resources regarding bullying. We also feature an adaptation of "Don't Look and It Will Go Away: YA Books, a Key to Uncovering the Invisible Problem of Bullying," a panel discussion at the workshop by CJ Bott, Nancy Garden, Patrick Jones, and Julie Ann

Peters. Kay Smith features a look at “Building Bridges for Struggling High School Readers” in her High School Connection.

And don’t forget to check out the Clip and File—reviews of 31 of the latest in young adult literature.

Record numbers at the workshop signal a growing interest in young adult literature. We hope this issue

reminds those who attended the workshop of all the valuable information and perspectives that were offered, while providing those who weren’t able to attend with a glimpse of just why young adult literature is the key to open minds. Find a comfortable chair and enjoy this reflection on an extremely successful workshop.

Call for Manuscripts

2007 Summer theme: Seeing Myself in the Story

This theme is intended to solicit articles dealing with the relationships between young adult readers and the characters in their reading. The theme is meant to be open to interpretation, but might, for example, deal with what kinds of protagonists individual readers find appealing and/or identify with, the effects this kind of reading may have on young readers and how teachers use this to help students on the path to making meaning of their reading and their lives. General submissions are also welcome. **February 15 submission deadline.**

2007 Fall theme: Young Adult Literature: No Genre Unwanted

This theme is intended to solicit articles about the many genres within young adult literature and the approaches teachers take in addressing them, from poetry to plays, from autobiography to horror. This theme is meant to be open to interpretation and support a broad range of subtopics, but some possibilities include choosing and using the best of young adult drama, helping students make the connections between their own lives in the present day and the lives of characters in historical fiction, creating a thematic unit on mysteries, performance poetry and more. The sky is the limit! We welcome and encourage other creative interpretations of this theme. General submissions are also welcome. **May 15 submission deadline.**

2008 Winter theme: Helping Teens Develop a Sense of “Place” and “Self” through Young Adult Literature

This theme is intended to solicit articles about young adult literature, authors and instructional approaches that facilitate young readers in exploring place and self. Some possibilities include choosing and using the best works that revolve around life in a specific region of the world, or help young adults to define who they are (and place can have a lot to do with that). This theme is meant to be open to interpretation and support a broad range of subtopics, however, and we welcome and encourage other creative interpretations of this theme. General submissions are also welcome. **October 15 submission deadline.**

ALAN Foundation Research Grants

Members of ALAN may apply to the ALAN Foundation for funding (up to \$1,500) for research in young adult literature. Proposals are reviewed by the five most recent presidents of ALAN. Awards are made annually in the fall and are announced at the ALAN breakfast during the NCTE convention in November. The application deadline each year is September 15th.

Gallo Grants

The Gallo Grants were established in 2003 by former ALAN Award and Hipple Award recipient Don Gallo to encourage educators in their early years of teaching to attend the ALAN Workshop for the first time. The grants provide funding—up to \$500 each—for two classroom teachers in middle school or high school each year to attend the ALAN Workshop. (The amount of a grant may be less than \$500 if the applicant lives within commuting distance of the convention location where airfare and housing would not be necessary.) The Workshop is held at the annual convention of the National Council of Teachers of English on the Monday and Tuesday prior to Thanksgiving Day. Applicants must be teaching full-time; must have been classroom teachers for less than five years prior to the year in which they are applying; and must not have attended an ALAN Workshop previously. Membership in ALAN is not required for consideration, though applicants are expected to become ALAN members if they receive this grant.

Each applicant must fill out the grant application form and submit an essay of no more than 750 words explaining their interest in Young Adult Literature, what they hope to gain by attending this year's ALAN Workshop, and how they hope to use the experience in their classrooms in the future. A letter of support must also come from the applicant's school system. The deadline for submission is September 1. Applicants will be judged on their ability to articulate their understanding of the value of Young Adult Literature as well as their explanation of how they intend to use YA books and the information they gather at the Workshop in their own classrooms.

For further information about this grant, contact ALAN Executive Secretary Gary Salvner at gsalvner@ysu.edu or 330-941-3414. Information about the ALAN Workshop may be obtained from the ALAN Website—www.alan-ya.org. Information about the NCTE Convention may be obtained on the NCTE Website—www.ncte.org—or by writing to NCTE Headquarters at 1111 West Kenyon Road, Urbana, IL 61801.