in which they might use these texts with their future students, and the role these texts play in meeting the national call for attention to these issues.

Joni Richards Bodart reminds us that in a world that seems to increasingly accentuate the divide between adolescents and adults, young people still need adult guidance. That guidance seems to appear not only through the books that YA authors produce, but through their communications with their readers. B. Joyce Stallworth explains how students in a YA literature course used the common assignment of a book talk to help them create a summer reading list—one that, for some, expanded their opportunities to explore YA literature beyond the parameters of the class.

Denise Davila explores the emerging phenomenon of online book trailers. Students in her YA literature class respond and react to these specific “texts” as they consider the value and effectiveness of this publishers’ experiment to reach a broader reading audience. It seems clear that digital communication continues to influence adolescents and their reading. Melanie D. Koss and Eli Tucker-Raymond offer a textual analysis of a significant representation of YA realistic fiction in an attempt to discover how authors represent digital communication among their protagonists and other characters. Do they blog, text, email, or play online games? Indeed, do the teens in fiction seem to mirror what we see in homes, the mall, or in schools, not just in e-communication, but in terms of ethnic or socioeconomic representation?

In “Island Hopping: From The Cay to Treasure Island to Lord of the Flies to The Tempest . . . and Back Again,” Kevin B. Kienholz chronicles his journey into and through young adult literature, offering us glimpses into the ways particular books shape our reading lives. Joni Richards Bodart provides a brief history and an introduction to booktalking in the Library Connection column, “Booktalking: That Was Then and This Is Now,” providing a contextual overview and resources for classroom teachers and media specialists. Linda Oatman High weaves a literary analysis of Wintergirls, Speak, and Chains, through an interview with Laurie Halse Anderson in which they explore the use of symbols in these three texts. She shows us the layers that Melanie’s students seek to find in their texts, demonstrating that these works qualify as important components to any classroom.

This issue’s Stories from the Field demonstrate what happens when three teachers find their own answers to the “If,” as they share their success with incorporating young adult literature into their own very different settings—a multicultural education course, an Advanced Placement course, and a remedial reading course.

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.