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2016 ChLA

NOMINATIONS & ELECTIONS

Please nominate yourself or another ChLA member to serve on the ChLA Executive Board or on one of our standing committees.

Send nominations to Kenneth Kidd (kbkidd@ufl.edu) or submit nominations via the link on the Member Center page of the ChLA website by October 15.

ChLA elections will be held over a six-week period beginning in mid-February and ending in March. All current dues-paying members will be sent an invitation to vote via the organization's website.

Members must be in good standing (with dues paid) in order to run for office and in order to vote in the election.

President's Message

by Annette Wannamaker

"October 15th! October 15th!"

We said it aloud at our conference in Richmond multiple times to emblazon it on our collective memory, and now we need to pass it on to members who weren't able to make it to Richmond or to colleagues and students who might be prospective members. Post it on Facebook! Email your pals! Tweet it to your followers! Send out your carrier pigeons, pet owls, and magical parrots! October 15th is the new deadline for submitting paper and panel proposals for our annual conference, which will be held this year June 9 to 11, 2016, in Columbus, Ohio. Help to spread the word!

At our June 2015 conference, expertly hosted by Jennie Miscek and her team at Longwood University, we also unveiled our new ChLA logo and announced the formation of the "Judith Plotz Emerging Scholar Award," endowed by the Plotz family. At our annual membership meeting, Past President Kara Keeling gave a lovely talk about how an important purpose of our organization is to make us feel less isolated in the sometimes solitary scholarly work we do as writers and researchers because the ChLA provides numerous opportunities for collaboration, mentoring, and community.

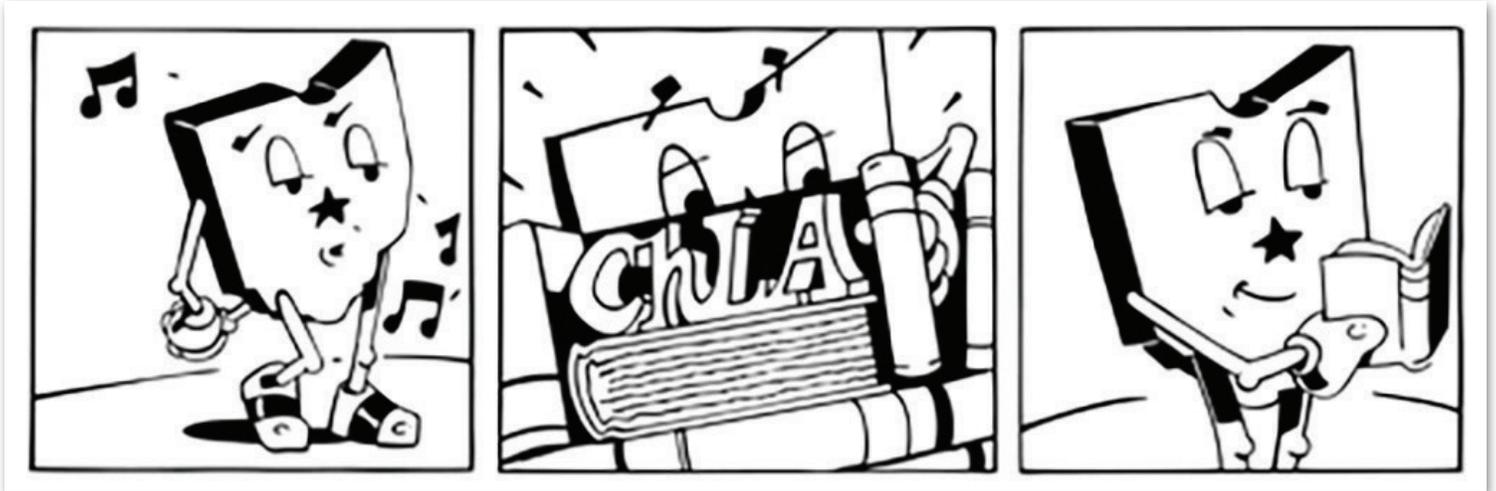
In the three months since I've taken on my duties as ChLA President, I've come to realize just how vital this sense of community is to our organization. I've had the fortune, over the years, to attend our conference alongside new graduate students, who often positively gush about how welcoming, inclusive, and friendly we are. And, over the past decade, when I served as conference host, as a member of various committees, and on the Executive Board, I saw small bits and pieces of this community. But, what I didn't fully understand until now was how incredibly generous our members are, how much passion and commitment our members bring to their work for the organization, and how very much work many of our members do, work that is often invisible to the general membership.

For example, the creative people on our Membership Committee have been developing mentorship programs, themed lunches, twitter discussions, and have even created children's literature-based versions of games to play at a conference "game night"; The Publicity Committee did the decidedly unglamorous, but much appreciated, work of scouring our website for outdated information, typos, and dead links, all of which have now been corrected and updated; and we have many members reading books, articles, and essays for award committees, reading articles and book proposals for our journals and book series, and, soon, reading paper and panel proposals for our upcoming conference. As I write this, our Association Manager Kristi Olson is negotiating 2017 hotel room rates, Ramona Caponegro and Cathlena Martin are hard at work putting together this newsletter, Michelle Ann Abate and her team at The Ohio State University are organizing our 2016 conference, and I am feeling downright grateful, inspired, and humbled to be one small part of such a dedicated community of scholars, teachers, mentors, and friends.

2016 ChLA CONFERENCE

“Animation”

June 9-11, 2016 | The Ohio State University

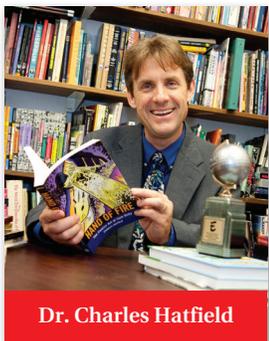


The Ohio State University is thrilled to host the 43rd annual Children’s Literature Association Conference, June 9–11, 2016, at the Sheraton Hotel at Capitol Square in the magnificent Midwestern metropolis of Columbus, Ohio.

The conference theme is “Animation.” This broad concept encompasses a wide array of possible topics, including:

- comics, graphic novels, and cartoons for young people
- toys coming to life in stories, anthropomorphized animals, etc.
- the animation of texts that occurs in classroom settings through activities like read-alouds
- electronic books and digital storytelling
- critical practice as an animating act, bringing historically neglected authors and texts to the attention of current readers
- children’s media and transmedia storytelling: movies, video games, stage plays, book trailers, fandoms, etc.

The idea of “Animation” has a special significance for OSU, given the campus’s well-known Billy Ireland Cartoon Library and Comics Museum, its Wexner Center for the Arts, and its Advanced Computing Center for Art and Design (ACCAD).



Dr. Charles Hatfield

The Francelia Butler lecture will be co-presented by Dr. Charles Hatfield, of California State University-Northridge, and Dr. Joe Sutliff Sanders, of Kansas State University, on the topic of “Children’s Comics, Past and Present.” Professor Hatfield is the author of *Alternative Comics* (2005) and the Eisner Award-winning *Hand of Fire: The Comics Art of Jack Kirby* (2011) and co-editor of *The Superhero Reader* (2013). Professor Sanders has written on digital comics for young

people, as well as on the generic distinctions between comics and picture books. He is also the editor of a collection of essays about the Belgian cartoonist Hergé (University Press of Mississippi, 2016) and the author of new and forthcoming essays on manga, digital comics, and the history of children’s comics.

Gene Luen Yang, the critically acclaimed and commercially successful graphic novelist, will be our special guest. He will deliver a talk about his Printz Award-winning book *American-Born Chinese* on Thursday night to open the conference. Yang’s address will be followed by a book signing.

The conference hotel is located in the heart of beautiful and bustling downtown Columbus. Accordingly, it is surrounded by a cornucopia of delicious restaurants, great bars, and fabulous coffee shops. A plethora of fun attractions also awaits you on the hotel’s back doorstep, including the Ohio Theatre, the Columbus Symphony Orchestra, and the Columbus Commons Park with its band gazebo, Jeni’s Ice Cream stand (so yummy...not to be missed), and frequent food trucks. The Columbus Arts Festival will be taking place the same weekend as ChLA, just a few blocks away from the hotel.



Dr. Joe Sutliff Sanders



Gene Luen Yang

Submit to the conference via a link on the ChLA 2016 webpage. Please note the new submissions deadline: October 15, 2015. Notifications about paper acceptance or rejection will be sent out in January 2016.

2015 ChLA CONFERENCE WRAP-UP

“Give me liberty, or give me death!”: The High Stakes and Dark Sides of Children’s Literature”



The 2015 Children’s Literature Association Conference, hosted by Longwood University, June 18-20, focused on “The High Stakes and Dark Sides of Children’s Literature.” Conference attendees were treated to a diverse range of smart and insightful papers delivered at the Omni Richmond Hotel, located in the historic Shockoe Slip in downtown Richmond, Virginia.

The Membership Committee inaugurated both their mentoring program and genre-themed lunches this year. Both were incredibly popular and connected people in various stages of their careers and with similar interests. Many thanks to the Membership Committee for creating and organizing these events.

The University of Richmond hosted a lovely cocktail party to honor the Phoenix Award’s 30th Anniversary. This year’s Phoenix Award went to *One Bird* by Kyoko Mori, and Mori delivered her award speech at the event. Kenneth Kidd also spoke on prizing and children’s literature. After the talks, attendees mingled on the patio overlooking the University of Richmond’s Westhampton Lake. The Phoenix Picture Book Award went to Sara Fanelli for *My Map Book*. Both Phoenix winners’ works were further explored at the Phoenix Award panel on Saturday morning.

Adrienne Kertzer’s Francelia Butler lecture was another highlight of the conference. A longtime member and past president of ChLA, Kertzer is known for her smart and lively talks, and her presentation, “Cinderella’s Stepsisters, Traumatic Memory, and Young People’s Writing,” was the perfect addition to the conference in both topic and tone. A special thanks to Kertzer for agreeing to be our 2015 Butler Lecturer.

Special thanks also to the support of Longwood University, which allowed us to bring a whole team of volunteers to answer questions, take pictures, make runs to the airport, and do anything else asked of them. The main conference team of Rhonda Brock-Servais, Chris McGee, Brooke Vaughan, and Amanda Thompson; the undergraduate ambassadors Megan Almond, Emily Deacon, Kirsten Gaines-Karpienya, Garrett Johnston, Ashlyn Kemp, Katy Lewis, Emily Preuss-Anderson, Carson Reeher, Karen Richardson, Abby Snell, Jessica Stanley, and Emily Weldon; and the Longwood partners Megan Miller and Jessi Znosko all worked together to make the conference a success.

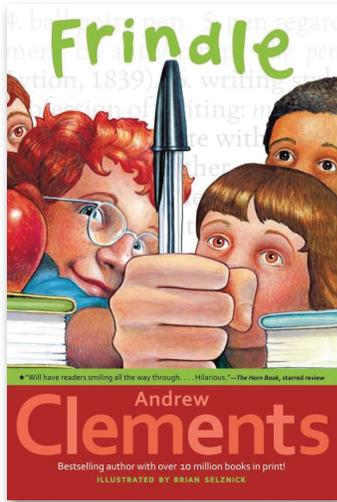
2016 ChLA Mentoring Award Nominations

The Children’s Literature Association has recently begun presenting an annual Mentoring Award. The award recognizes excellence in mentoring taking place within ChLA and extending beyond the boundaries of the mentor’s own university. Awardees will have contributed in significant ways to enhancing others’ scholarship and/or professional careers within the field of children’s literature over a substantial period of time. Such mentorship may take place in a variety of contexts, including but not limited to organizational committee work, journal or other professional editing work, ChLA discussions of teaching and/or career-building, and informal contacts.

Nomination packets will be assembled by a nominator who has decided to spearhead this task and to solicit additional material from others who may be interested in furthering the nomination; packets should contain 3-5 letters and a cover sheet with the name and contact information of the nominee and the nominator. Packets should total no more than 10 pages in length, excluding cover sheet. At least two letters must come from people who have never been students or departmental colleagues of the nominee, and all nomination letters must come from current ChLA members. The award will be adjudicated by the ChLA Board and will consist of a framed certificate presented at the annual ChLA conference. Winners will also be presented with a folder containing the letters written on their behalf.

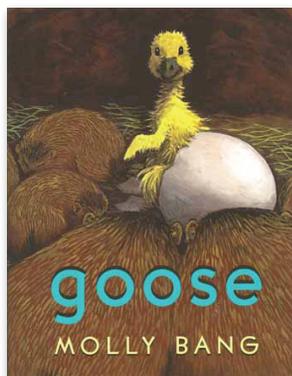
*Please submit your packet to info@childlitassn.org
with the subject line “Mentoring Award Nomination”
by February 1, 2016.*

2016 Phoenix Award Winner



A “frindle,” according to *Urban Dictionary*, *AllWords.com*, *Merriam-Webster Online*, and other sources, is a pen. The word first appeared in Andrew Clements’s 1996 novel, featuring Nick Allen, whose clever “thought grenades” aim at getting teachers off topic. He meets his match in his fifth-grade teacher, Mrs. Granger. When she assigns a report on where the words in dictionaries come from, Nick takes the subject seriously, creating a new word for pen. Soon all the kids are using Nick’s neologism. Despite Mrs. Granger’s objections, the word “frindle” quickly gets attention beyond the classroom, throughout the city, the country, and the rest of the world. Clements captures the spirit of authentic learning and celebrates the pleasure and power of language. *Frindle* also demonstrates how a good teacher can inspire students and, more importantly, how a single person can change the world. The children’s book world—indeed, the whole world—needs more troublemakers like Nick, more decent parents like the Allens, and more “villains” like Mrs. Granger.

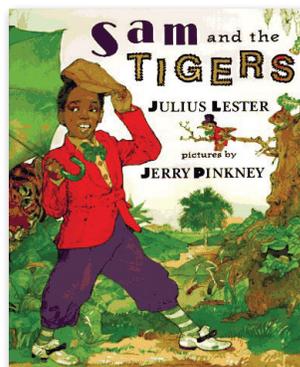
2016 Phoenix Picture Book Award Winner



The charm and strength of Molly Bang’s *Goose* is its simplicity, marked by the qualities of a master storyteller/illustrator in one. An important revision of “The Ugly Duckling,” this animal fable of finding oneself centers on belonging and acceptance, not on looks. Though the anguish is similar,

the morals here are quite unlike Andersen’s. The torment comes from within rather than from without and is conveyed through the clever use of varied frames and layout and the nuanced use of white space. Bang’s oil paintings of various sizes emphasize the symbolic and emotional tenor of *Goose*’s heterogeneous family life and the book’s theme. The natural palette and textured brushstrokes render the vitality of flora and fauna—from raindrops to feathers, to fur, to waves—and earth, water, and sky tones set the mood. A small package filled with qualities to savor, this book is quiet, profound, humorous, and beautiful.

2016 Phoenix Picture Book Honor Book



Sam and the Tigers, written by Julius Lester and illustrated by Jerry Pinkney, is a venturesome collaboration: a re-telling of *Little Black Sambo* that abrogates with the past in language and image. Lester’s narrator’s flair for language play is matched by young Sam’s flamboyant sense for finery.

Pinkney’s illustrations stretch across the pages in splendid detail. The landscape is alive and expressive, with faces in the trees and critters observing the exchanges between Sam and the five formidable tigers. The full drama of the story plays out in word and gesture as sound and movement are evoked in fluid combination. This book is the best kind of audacious.

Interested in Publishing with ChLA?

In conjunction with the University Press of Mississippi, the Children's Literature Association is proud to publish innovative, insightful literary criticism of books and media for children and young adults.

We welcome proposals for original critical studies in the field of children's literature and media, including single-author monographs, edited essay collections, and critical editions of classic children's book texts. For our Centennial Series, we would be interested in edited collection proposals on any of the following:

- *Raggedy Ann Stories* (1918)
- *Dr. Doolittle* (1920)
- *The Velveteen Rabbit* (1922)
- *Just William* (1922)
- *The Brownies' Book* (1919-21)
- *Winnie-the-Pooh* (1926)
- *The Boxcar Children* (1924)

ChLA does not publish fiction for children, curriculum development materials, or instructional manuals. For more information, please see the "Submit a Book Proposal" page on the ChLA web site: <http://www.childlitassn.org/submit-a-proposal>.

Membership Committee Initiatives



The Membership Committee has a number of current initiatives, which include a new mentorship program at the annual conference, video testimonials from members to be posted on the ChLA website, and a lapsed member program that focuses on member retention

between conferences. In addition to these projects, the committee is also working to address the needs of members on Twitter interested in discussing the broad academic study of children's and young adult literature.

As part of this ongoing exploration of social networking, the committee recently solicited suggestions via the @chlatweets account for a common hashtag: one more specific and helpful to an academic focus than the popular #kidlit and #yalit tags already in use. Hashtags are an effective way to consolidate a community around a particular conversation topic; those interested in the topic can search the hashtag and locate Twitter users they might not otherwise know who are similarly interested. While there have been ChLA hashtags in the past, they have always been conference-specific or organization-specific (e.g. #ChLA15 or #ChLA) and therefore limited in scope and effectiveness.

Based on a two-day survey and sixty votes received from participants, the Membership Committee and ChLA recommend #ChYALit for ChLA members on Twitter to use when discussing the academic study of children's and young adult literature. The committee hopes that the use of this hashtag will further enable ChLA members to stay in conversation with one another between the annual conferences.

BOOKS COMING IN SPRING 2016 FROM ChLA/UNIVERSITY PRESS OF MISSISSIPPI:

Mothers in Children's and Young Adult Literature: From the Eighteenth Century to Postfeminism, edited by Lisa Rowe Fraustino and Karen Coats

Reading in the Dark: Horror in Children's Literature and Culture, edited by Jessica R. McCort

Judith Plotz Emerging Scholar Award

The Children's Literature Association is pleased to announce the inauguration of the Judith Plotz Emerging Scholar Award. It will be given annually by the Children's Literature Association to recognize outstanding articles of literary criticism by new, never-before-published article authors. A candidate for the prize must be the first article published in the field of children's literature by a given author and must be published in English on the topic of children's literature within the given year. The Plotz Award will first be given at the Columbus, Ohio conference in the summer of 2016, for articles published in 2014.

The Plotz Award represents ChLA's first endowed prize. It is given in honor of Judith Plotz, professor emerita of English at George Washington University and longtime ChLA member and past president. Her sons John and David Plotz have established the award in honor of their mother. The Plotz Award was first announced at the awards banquet at this summer's annual conference, when ChLA presented Dr. Plotz with the Anne Devereaux Jordan Award for Distinguished Service to Children's Literature, which is awarded for significant contribution in scholarship and/or service to the field of children's literature. The Plotz family turned out in three generations for the award ceremony, which was attended by Judith's husband, Dr. Paul Plotz, both of her sons, and one grandson as well. The new award had been kept a secret until the moment of announcement, catching Judith—and the audience—completely by surprise after her receipt of the Anne Devereaux Jordan Award and providing one of the highlights of the awards banquet.

2016 ChLA Research Grant Applications

Faculty Research Grants

These grants are awarded for proposals dealing with criticism or original scholarship in children's literature with the expectation that the undertaking will lead to publication and make a significant contribution to the field. Applications will be evaluated based upon the quality of the proposal and the potential of the project to enhance or advance Children's Literature studies. Funds may be used for but are not restricted to research-related expenses, such as travel to special collections or purchasing materials and supplies. The awards may not be used for obtaining advanced degrees, for researching or writing a thesis or dissertation, for textbook writing, or for pedagogical projects.

*Grant Application Deadline:
February 1, 2016.
Submit to info@childlitassn.org.*

Hannah Beiter Graduate Student Research Grants

These grants are intended as support for research that may be related to the dissertation or master's thesis and are not to be used for tuition. The funding may be used to purchase supplies and materials (e.g., books, videos, photocopies, equipment) or to underwrite travel to special collections or libraries.

Individual awards in each category typically range from \$500 to \$1,500 based on the number and needs of the winning applicants. Up to \$5,000 per category is available to be awarded this year. Applications will be accepted from January 1, 2016, through February 1, 2016. Proposals must be sent by email and dated within the stated time frame. Application guidelines are posted online at www.childlitassn.org (under "Grants"); if clarification is needed, you may contact the ChLA office at info@childlitassn.org or Chris McGee, chair of the 2016 Grants Committee, at mcgeecw@longwood.edu. Winners must either be members of ChLA or join the association before they receive any funds.

2016 Diversity Research Grant Applications

The Diversity Committee of the Children's Literature Association is pleased to announce the Diversity Research Grant, supporting research related to artifacts (including media, culture, and texts) about populations that have been underrepresented or marginalized culturally and/or historically. The grant will range from \$500 to \$1000 and will be awarded based on the quality of the proposal and the expectation that the proposed undertaking will lead to a publication that makes a significant contribution to the field of children's/adolescent literature scholarship or criticism. Within two years of receiving the grant, the recipient will be asked to submit a paper proposal based upon the project for presentation at a ChLA annual conference.

Funds may be used for—but are not restricted to—research-related expenses such as travel, subvention funds, materials, and supplies. Awards may not be used for obtaining advanced degrees, researching or writing a thesis or dissertation, textbook writing, or pedagogical projects. Winners must be members of the Children's Literature Association and must acknowledge

ChLA in any publication or presentation resulting from the grant. Winners will be notified in April and are encouraged to attend the ChLA annual conference, where the awards will be announced.

Proposals should be a single Word document written or translated into English, consisting of (1) a cover page including name, telephone number, mailing address, email address, and status/rank at institution applicant is affiliated with (academic, library, publisher, etc.), if any; (2) a detailed description (not to exceed 1500 words), indicating the nature and significance of the project, a rough budget, the expected date of completion, and whether also applying for a general ChLA Research Grant; (3) a vitae.

Email completed proposal as an attachment to info@childlitassn.org using subject line: "ChLA Diversity Research Grant Application." Only complete applications received by midnight on February 1, 2016, will be considered. For more information, contact Karen Chandler (kmchan01@louisville.edu).

Grant Application Deadline: February 1, 2016. Submit proposals to info@childlitassn.org.

2016 Essay Awards Nominations

2016 GRADUATE STUDENT ESSAY AWARDS

Graduate Student Essay Awards nominations are now being accepted. Submissions should demonstrate familiarity with previous scholarship, contain original, distinctive ideas, and conform to MLA style. They should be at least 10 pages in length and should not exceed 25 pages, including notes and works cited. The awards are comprised of both a Ph.D. level award and a separate Master's level award. Award winners receive a \$200 prize, a certificate, and a complimentary year's membership to the Association. Recipients are also offered the opportunity to present their winning essays during a session at the annual ChLA conference and to receive their awards during the awards banquet. If the winner attends the conference, a complimentary banquet ticket is also awarded, and conference registration is waived.

Nominations should be submitted by a faculty member on behalf of the graduate student author. Graduate students may not nominate themselves or other graduate students. A cover letter must accompany the submission and provide an endorsement of the paper and explain the faculty member's familiarity with the student's work. Please include both the member's and the student's email and street addresses and indicate if the student is a Ph.D. or Master's level student in the cover letter only. Submissions will be forwarded from the ChLA office to the members of the ChLA Graduate Student Essay Awards Committee and read blind (without cover letter). Only two, whether MA or Ph.D. student, submissions per ChLA member will be accepted. Students are eligible to win only once at each level (M.A., Ph.D.).

2016 CAROL GAY AWARD

ChLA is now accepting submissions for the Carol Gay Award for outstanding undergraduate essays on children's literature. Faculty members should submit nominations and papers electronically on behalf of the undergraduate student author. In order to enable blind review, please submit papers to info@childlitassn.org as two PDF files or Word documents: one a cover letter providing the paper's title, contact information (street and email addresses) for faculty member and student, an endorsement of the paper, and an explanation of the faculty member's familiarity with the student's work, the other the paper with title but without identifying information as to its author or nominator. Submissions will be forwarded to the members of the Carol Gay Award Committee for blind review.

Papers must be original, show evidence of scholarly research, and include a bibliography listing more than the primary works cited. Written in MLA documentation style, essays should be no fewer than 8 pages and no more than 15 pages, including notes and works cited. Senior theses are not eligible. Award winners will receive a \$200 prize, a certificate, and a complimentary year's membership to the Association. With the author's permission, the award winning essay may also be posted on the ChLA web site. The recipient will have the opportunity to present the winning essay during a session at the annual ChLA conference and to receive his/her award during the awards banquet. If the winner attends the conference, a complimentary banquet ticket is also awarded, and conference registration is waived. Only two submissions per ChLA faculty member will be accepted, and previous winners of the award may not reapply.

Nominations Deadline: February 1, 2016. Submit nominations to info@childlitassn.org.

2016 MLA Children's Literature Sessions Austin, Texas | January 7-10, 2016

"Keep Children's Literature Weird"

Sponsored by the Children's Literature Association

Karen Coats, Illinois State Univ. (Chair)

"Will the Real Author Please Stand Up? Issues of Ownership and Agency in *Chloe and the Lion*," Tharini Viswanath, Illinois State Univ.

"The Weird, the Wild, the Wonderful: A Cross-Cultural Look at Normality in Children's Literature," Nina Christensen, Univ. of Aarhus; Philip Nel, Kansas State Univ.

"Wild and Weird: Delineations in *Duhême dessine Deleuze: L'oiseu philosophie*," Markus Bohlmann, Seneca Coll.

"The Afterlife of Popular Children's Culture Icons"

Sponsored by the Children's Literature Association

Paul Cote, Univ. of Maryland, College Park (Chair)

"From Madcap to Mourning: The Muppets after Henson," Paul Cote, Univ. of Maryland, College Park

"The Afterlife of the Boy Who Would Not Grow Up," Carrie Sickmann Han, Indiana Univ.-Purdue Univ. Indianapolis

"How Do You Solve a Problem like Mickey Mouse?" Peter Kunze, Univ. of Texas, Austin

"His Active Little Crutch': The Adaptations and Influence of Tiny Tim," Alexandra Valint, Univ. of Southern Mississippi

"Race, Ethnicity, and Culture in Jewish Children's Literature"

Sponsored by the Children's Literature Association and the Forum LLC Sephardic

Meira Levinson, Graduate Center, City Univ. of New York (Chair)

"Jewish-American Young Adult Literature and the Missing Global Jew," June S. Cummins, San Diego State Univ.

"American Novels of the Beta Israel: Narrating Exodus Abroad to Shape Alliances at Home," Naomi Lesley, Holyoke Community College

"*HaMelech Artus*: Concepts of Childhood in a Medieval Hebrew-Italian Arthurian Romance," Esther Bernstein, Graduate Center, City Univ. of New York

Respondent: Tahneer Oksman, Marymount Manhattan Coll.

"The Anxious Publics of Literature for Young People"

Sponsored by the MLA's Children's and Young Adult Literature Forum

Derritt Mason, Univ. of Alberta (Chair)

"Against the Assumption of Guilty Pleasure: Excavating Adult Readers' Ethically Engaged Encounters with YA Fiction," Ashley Pérez, Ohio State Univ., Columbus

"Growth, Freedom, and Anxiety: The Displacement of Education in Contemporary School Stories for Young People," David Aitchison, North Central Coll.

"Young Readers, Young Heroes, and Dime Novel Hysteria," Martin Woodside, Rutgers Univ., Camden

"Children's Literature Scholarship and Its Publics"

Sponsored by the MLA's Children's and Young Adult Literature Forum

Philip Nel, Kansas State Univ. (Chair)

Speakers: Julie Danielson, *Seven Impossible Things before Breakfast*; Marah Gubar, Massachusetts Inst. of Tech.; Roger Sutton, *The Horn Book*; Ebony Elizabeth Thomas, Univ. of Pennsylvania
Because children's literature is so popular, and children's literature studies is an interdisciplinary field, scholars of young people's literature have always addressed multiple publics—work continued today through social media. What are the risks and rewards of this more expansive, inclusive kind of work? Who does it? How is it valued? Should it be valued more, and—if so—why?

"The Verse Novel for Young Readers"

Sponsored by the MLA's Children's and Young Adult Literature Forum

Michelle Ann Abate, Ohio State Univ., Columbus (Chair)

"Drawing In and Pushing Back: The Verse Novel and the Problem of Distance," Mike Cadden, Missouri Western State Univ.

"Why Aesthetics Matter: Discovering Poetry in the Verse Memoirs of Marilyn Nelson and Jacqueline Woodson," Richard McDonnell Flynn, Georgia Southern Univ.

"What Can Verse Novels Tell Us about the Aesthetics of Poetry for Young Readers?" Karen Coats, Illinois State Univ.

ChLA Teaching and Learning Committee

The Teaching and Learning Committee (TLC) is an ad-hoc committee created at the ChLA board meeting on June 17, 2015, to reflect on the educational activities of ChLA and its members, to develop instruments for representing them on the website, and to engage the membership in provocative, meaningful, ongoing discussions about the broader concepts of children's literature that govern pedagogical practices within the field. Some topics under consideration are: Why study children's literature? What are the core competencies and essential skills that somebody graduating from a program of children's literature study should have? What resources are required to shape a professional life in children's literature? What are the unique challenges facing minorities working in children's literature? What digital resources are available to teach children's literature? The TLC will be descriptive and as broadly inclusive as possible, examining and reporting the disciplinary practices that define children's literature education in education, library science, childhood studies, and English, as well as those central habits of mind and the understandings that fuse and hold us together as a field. As part of its mission, and working with all other relevant committees, the TLC will develop the Teaching and Learning tab on the website by collocating educational material already present on the site in various pages as part of a shared initiative to make the ChLA website a more vital and comprehensible reflection of our values and purposes as a scholarly organization. Having hit the ground rolling, the TLC already has two projects underway. The TLC has proposed a paper panel on core competencies for the 2016 annual conference in Ohio; and, for publication on the website, the TLC has created an appeal to members to write or record themselves speaking or even dramatically enacting informal descriptions of their teaching philosophies and methodologies. The hope is that every member of ChLA (most everyone reading this blurb) will respond. The TLC will then publish and rotate all responses on the website on a continuing basis.

Dear ChLA Members,

The newly formed Teaching and Learning Committee has been tasked by the ChLA Board to add a section to our website that highlights the teaching experiences of a range of our members, so that visitors to the site (ChLA members, outside scholars, students, and the general public) can see the wide variety of ways that we talk about children's literature in our work and our communities.

We are asking you to send us a short statement about where, and how, and to whom, you teach children's literature. Are you a graduate student, incorporating picture books into your composition course? Are you a professor in a large children's literature department, mentoring graduate students and designing seminars? Are you in a library department, teaching future librarians, or leading workshops in public libraries? Are you an archivist, working with researchers? A generalist at a small college who gets to teach children's literature electives? A secondary school teacher? Wherever you are, and however you teach children's literature, we'd love to highlight your work on the ChLA website. Our plan is to publish your comments in rotation, so that individual responses will be available online for approximately three months.

We welcome contributions in multiple formats, including audio or video statements, as well as written statements. If you'd like to contribute, please email a written statement of up to 500 words or an audio or video file of up to one minute, to mjoseph@rutgers.edu. Written and audio files may be accompanied with a photo, if you choose. If you wish to provide a video, please let us know in advance so that we can send you the appropriate release forms. Thank you in advance!

Sincerely,
The Teaching and Learning Committee

NEW ChLA LOGO



When we moved to vote on the new logo for ChLA, longtime board member Roberta Seelinger Trites seized the arms of the people sitting next to her and gasped, "I can't believe this is finally happening!"

Indeed, the organization's new logo has been a long time in coming. After more than a decade of isolated attempts to update the logo, the development of a new logo for ChLA became a top priority for the Publicity Committee in 2010, then under Jackie C. Horne. In the five years since then, we have overseen the proposal

of three sets of logos, and not until this most recent round did we find one that excited us.

There's much to be excited about in this particular logo, designed and revised by the team at Meeting Expectations after much consultation with multiple incarnations of the Publicity Committee. The leaf adds a nice splash of color to a font and color scheme that otherwise look very serious, and the apple leaf itself implies both books and knowledge. The flair at the end of the letter "h" gives a sense of elegant playfulness, in keeping with our own

work's diversity and precision, and it implies, too, a root that reaches beneath the surface. Whereas previous logo proposals have failed to combine the professionalism of the organization with the innovation and multiplicity of our emerging lines of research, this logo manages to imply both expertise and a willingness to think outside of convention. The Publicity Committee hopes you like it (at least) as much as we do.

2017 MLA: Calls for Papers

“I Die Daily’: Police Brutality, Black Bodies, and the Force of Children’s Literature”

Guaranteed ChLA sponsored session

Please submit 250-300 word abstracts by March 1, 2016, to Michelle Hite (White@Spelman.edu).

On August 9, 2014, Ferguson, Missouri Police Officer Darren Wilson shot and killed eighteen-year-old Michael Brown. Brown’s bullet-ravaged body lay prone for more than four hours. In Ferguson Committeewoman Patricia Bynes’s estimation, this prolonged

spectacle contributed to the building outrage among witnesses. “It was very disrespectful to the community and the people who live here,” Bynes noted. Her interpretation of the discourteous exposure of Brown’s bullet-riddled body resonates with those of other witnesses to the scene. Many agree that Brown’s body “sent the message from law enforcement that ‘we can do this to you any day, any time, in broad daylight, and there’s nothing you can do about it’” (*NYT* 8/23/14).

Bynes reads Brown’s body as a legible text. This proposal queries the role of children’s literature in relationship to rendering dead black bodies legible. Does children’s literature facilitate an enactment of what Michele Foucault calls “a policy of terror?” Does children’s literature function as part of a disciplinary apparatus reinforcing sovereign rule? What role does children’s literature play in civic responses to lethal police brutality and renderings of justice?

“The Life of the Child’s Mind: Education and Intellect in Contemporary Literature for Young People”

Proposed ChLA sponsored session

Please submit 500 word abstracts by March 1, 2016, to David Aitchison (david.c.aitchison@gmail.com).

This panel will consider the status of the intellectual life of the child in modern and contemporary literature for young people. American culture is often characterized as anti-intellectual, as if the democratization of education entailed a turn away from the life of the mind. Literature for the young is sometimes similarly summed up as empty-headed. Even the school story, a genre named for the central role it gives to school experience, is notorious for its lack of interest in academic pursuits; hence the need to consider those rarer narratives that give expression to the intellectual life of the young. Questions to address might include but are not limited to:

- How does formal education inform character development in modern and contemporary literature for young people?
- How are children figured as readers enriched by acts of reading and responding to texts?
- In what ways are children imagined as builders of knowledge vital to culture, society, or nature?
- To what extent is childish knowledge deemed fit for responding to a world in crisis?

Conference Paper Selection Committee

Responding to input from previous conference organizers, the Conference Planning Committee worked this last year with the ChLA Board to institutionalize a new paper selection process through the auspices of a Conference Paper Selection Committee (CPSC). The new process has two goals: making the paper selection process more transparent and making it more consistent from year to year.

Each year, the conference organizer will chair the committee and will appoint two additional members to the committee. A member of the Conference Planning Committee will serve a two-year staggered term on the committee, as will a member of the ChLA Board, to provide institutional memory and guidance to conference organizers. Thus, the committee will be comprised of five people, two of whom serve in alternating two-year terms.

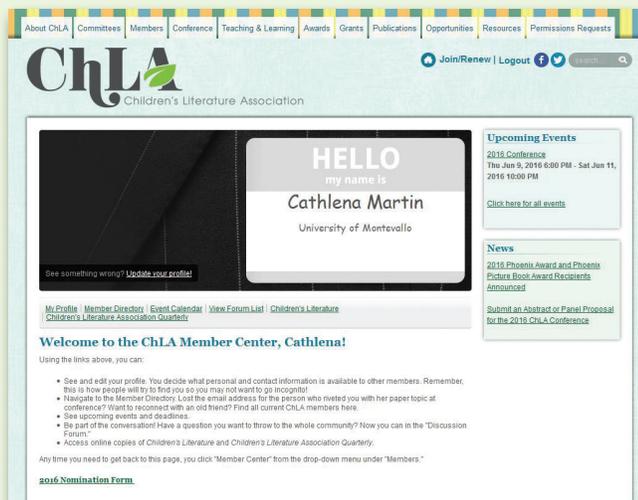
In the first round of paper review, the CPSC will review all abstracts with the submitter’s name removed from the abstract to ensure a fair selection

process based on the quality of the abstracts. In the second round of review, the conference organizer will work in conjunction with the chair of the Conference Planning Committee to finalize the work of the CPSC in light of the needs of the conference and the mission of the Association. Considerations will include size limitations of the conference, relevance of a proposal or abstract to the annual topic, and the intellectual needs of ChLA and its membership. All members will be asked to submit a 144-character short biography with their abstracts to ensure that everyone has the opportunity to self-represent their academic credentials in a fair and consistent way. The CPSC process was successfully implemented for the 2015 conference in Richmond.

In addition, the abstract submission process has now been moved to October 15, so that participants can be notified in January if their paper has been accepted. ChLA will also strive to continue enforcing its “one academic paper per member” policy to ensure that the maximum number of participants can present scholarly papers.

ChLA Website – Members Only Features

Have you had a chance to utilize fully all the functionality of the ChLA website (www.childlitassn.org) yet? There are several features, only available once you've logged in, that can be found under the Members tab of the website. If you haven't had the opportunity, take some time to check out the following features:



Member Directory – Do you need contact information for a colleague? Click on the Member Directory or Member Search submenu of the Members tab for a complete listing of available member information.

My Profile – Do you need to change your address, phone number, or email? You may update any of your information using the My Profile or Update Your Profile links under the Member Center submenu. You may also use this area to make any of your information private, so it is not searchable in the Member Directory.

Online Journal Access – Use the links found in the Member Center to obtain your complimentary online access to both *Children's Literature* and *Children's Literature Association Quarterly*. You must access these via the ChLA website (rather than via Project MUSE) to receive complimentary access.

Committee Pages – Do you serve on a ChLA committee? Each committee has a webpage specifically for committee activities, accessible through the My Profile area. Committees can send messages to the entire group, access contact information for other committee members, and upload and share files with the group.

ChLAQ Call for Papers

*“The Intersection of Cartoons,
Animation, and Youth Media”*

*A Children's Literature Association
Quarterly Special Issue*

Edited by Joseph Michael Sommers

Deadline: November 1, 2016

In connection with the upcoming 2016 ChLA conference on Animation, this special issue of *ChLAQ* will focus broadly and widely on that multimodal and ever-expanding medium known as youth animation. From children's cartoon shorts such as Walt Disney's *Steamboat Willy* (1928) and Leon Schlesinger's *Looney Tunes* (1930-1969); to full-length animated motion pictures such as the work of Studio Ghibli, Pixar, and Nickelodeon; to Homestar Runner, video games, and flip books, if it's sequential art put into motion, it's on the table for discussion.

The *Quarterly* invites papers that craft, extend, and/or disrupt existing discussions, including (but certainly not limited to):

- Histor(-ies) of children's animation (from the Walt Disney, Fleischers, and Warners forward to the Hanna Barbera and Terrytoon Television era and all stops in between and beyond)
- The adoption of animation intended for other audiences and venues to an audience of children (*The Flintstones*, *Looney Tunes*, *The Simpsons*, etc.)
- New frontiers of animation (modes and media, interactivity, video games, etc.)
- The commodification and/or interaction between animated media and revenue streams (animation as product tie-in/commercial for toys and games: Barbie, GI Joe, Transformers, Disney Princesses, etc.)
- Adaption of print media into animation and further transmedia
- Difference in animation (broadly from cultural and global perspectives, styles, historical perspectives, etc.)
- Stop motion, CGI, puppetry, and other operative modes in the creation of animation
- Sex(-ing) and gender(-ing) in animation for youth culture
- Close readings of animated properties

Papers should conform to the usual style of ChLAQ and be between 5,000-7,000 words in length. Queries and completed essays should be sent to Joseph Michael Sommers (somme1jm@cmich.edu with a re: line indicating “ChLAQ Essay”) by November 1, 2016. The selected articles will appear in ChLAQ in 2017.



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Publicity Committee Announcement

The Publicity Committee has been combing through the ChLA web site, identifying broken links and outdated information. If you notice a mistake that still appears on the website, please contact Joe Sutliff Sanders (joess@k-state.edu) to have it fixed.

Children's Literature Announcement

*Karen Coats will be
the new Book Review
Editor of the annual
Children's Literature.
Books should be sent to
her directly at:*

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Department of English
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Normal, IL 61790-4240

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