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Editorial Board Statement for RDYL's Inaugural Issue

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In some ways, this journal constitutes an attempt to address its acronym: the riddle, or *RDYL*, of how to effectively engage with issues surrounding representation, justice, and equity in the fields of youth literature and media. The act of responding to a riddle requires ingenuity, self-reflexivity, and the ability to think creatively. Similarly, the challenge we face as scholars working with texts for children compels us to consider different ways of moving forward.

A riddle implies a question, even when it appears in the form of a statement. Our *RDYL*, too, explores a series of questions, many of which are unaccompanied by easy or definitive answers. This project began with the act of asking—how can we create a space for children’s literature scholarship attuned to social justice?—and will continue to promote a praxis of inquiry, searching for other questions that need to be considered by our interdisciplinary academic community. We’ll pursue this through the process of careful collaboration, by listening to perspectives not our own, and by amplifying marginalized voices that will help lead us towards new understandings.

That latter goal is especially key for the Editorial Board. We view this journal as a space to foster intellectually rigorous scholarship that may or may not fit conventional molds. *RDYL* will uplift academic work with the goal of considering the ways young people’s texts reflect or depart from accurately portraying the heterogeneity of human experiences. How will that work approach this crucial undertaking? That’s one of our questions. We’re excited to see how scholars—both current and future—respond to it.