

## Front Matter, Editor's Note, Table of Contents

Editorial Staff

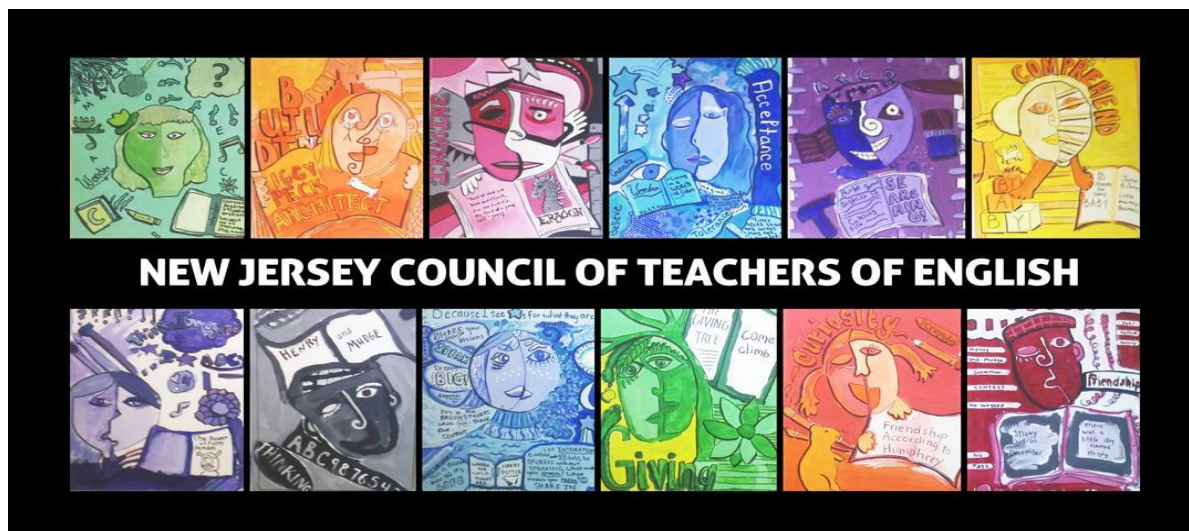
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**What sparked the NJCTE logo?** A NJCTE board member, Pat Schall, who was a professor at The College of St. Elizabeth, NJ, had a graduate student named MaryAnn St. Jacques, who taught private art lessons and is now an art teacher at Madison High School. While she was in Dr. Schall's classes, they got the idea that perhaps the art students could design and make a banner based on literacy. So the art students, ranging from second grade to fifth grade, designed a self-portrait based on their own literacy--reading, writing, speaking, and listening, focusing on what was important to them in literacy. St. Jacques had been teaching them about Picasso and the Cubists, and their self-portraits reflect that era in art but also sparked their own interpretations of that era and their reflections on their own literacy.

**Cover Design:** Editors Liz deBeer and Patricia Bender

# ***New Jersey English Journal*** **2018 Issue**

*New Jersey English Journal* is a peer-reviewed publication of New Jersey Council of Teachers of English (NJCTE). This journal is intended to serve our members through the sharing and showcasing of research, best practices and ideas related to K-12 and college English Language Arts education.

Editor: Liz deBeer, Point Pleasant Beach High School (emerita),  
Covenant House -NJ, Tutor & Brookdale Community College  
Assistant Editor: Patricia Bender, Rutgers University-Newark

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## CALL FOR MANUSCRIPTS

### **2019 Issue of *New Jersey English Journal*:**

*New Jersey English Journal*, a peer-reviewed publication of New Jersey Council of Teachers of English, invites you to share submissions on the theme: *The Intersection of Literacy and Democracy: What role does language arts play in a free society?* We seek researched articles as well as 500-word personal essays and other creative responses that shed light on the many possibilities, topics, issues, problems and solutions related to the theme of *The Intersection of Literacy and Democracy* at all grade levels from kindergarten to college. Articles should relate directly to English Language Arts teaching and learning. We value responses from both veteran and new teachers. Co-written articles are also welcome. Writers are urged to read past editions available online at [www.njcte.com](http://www.njcte.com) to review past successful submissions. The editors expect thoughtful and carefully edited submissions.

We invite you to respond to the theme of ***The Intersection of Literacy and Democracy: What role does language arts play in a free society?*** by considering such questions as:

- How can 21st century literacies enable us to participate more fully in today's democracy?
- How can ELA teachers connect the classroom to today's society?
- How can we teach students to find the truth in today's media world?
- Discuss reading, writing, global connectedness and free speech.
- How can reading and writing affect change beyond the classroom?
- How can we use speaking, listening and viewing to create more participatory citizens?
- How do reading and writing teach us to listen and develop empathy?
- Why do we need to read and write collaboratively?
- In a connected world, how can we determine which texts are worthy of our attention?
- How does interdisciplinary collaboration foster increased connection and awareness in a fully democratic society?

In addition to submissions that respond to the theme, we also welcome poetry on the topic of teaching. Submissions will be accepted between April 1 and **December 15, 2018**. Submissions should not have been published in any other journal. Submissions must use MLA formatting and Times New Roman or Garamond in Size 12. All submissions will be reviewed by multiple members of our editorial board. Submitters will receive a response by February 1, 2019; the journal will be released by April 1, 2019. Send queries and submissions to 2019 journal editor Liz deBeer at [ldebeerwardell@gmail.com](mailto:ldebeerwardell@gmail.com).

## *From the Editor*

As I was editing this journal, “Transformative Teaching in the 21st Century: Teachers as Catalysts,” I was clearing out my mother’s house and discovered a drawing I had made in high school entitled: “Follow the Maze: In One Ear and Out the Other.”

The drawing itself indicated my own transformation, since I drew it in 1980 and I have evolved from student to teacher. But something else struck me. When I drew it, I was thinking about how often we do not attend to the world, ignoring others’ words, ideas, or experiences.

Now, as an adult, and an experienced educator who enjoys both teaching and learning, I notice how the maze shows our thoughts and responses traveling through the heart before going out the other ear, allowing us to pause and reflect. The passage through the heart, or our emotions, may signal that we are transforming sometimes despite ourselves -- and in ways we do not always immediately understand or recognize.

Of course, most of us teachers are consistently working to improve our methods, whether we teach primary school or graduate school, adult education classes or community-based workshops. I have taught for more than 20 years and discover, even when I am teaching professional development classes for teachers, I am jotting down ideas the attendees offer because I too seek professional improvement.

All of us teachers have the advantage of learning from our students, if we listen with an open heart and provide opportunities for the students to express themselves.

*The New Jersey English Journal* itself has transformed over the years. Our most recent journal was more than 100 pages long and won recognition from NCTE; the award included the statement that NJEJ was “one of the seven outstanding affiliate journals selected for the 2017 NCTE Affiliate Journal Award as models for other affiliate journals to emulate.”

We are honored by this award and strive to continue to transform in ways that encourage meaningful dialogues with an expanding community and recognize the realities of publishing the journal with a staff entirely composed of volunteers. This issue is our first time offering a printed 30-page preview journal with the entire journal published online. I especially thank the NJCTE executive board and the *New Jersey English Journal* editorial board for their support and guidance. Assistant editor Patricia Bender’s help has been invaluable, as well as that of Patricia Emerson, who joined us working on the journal’s final edits.



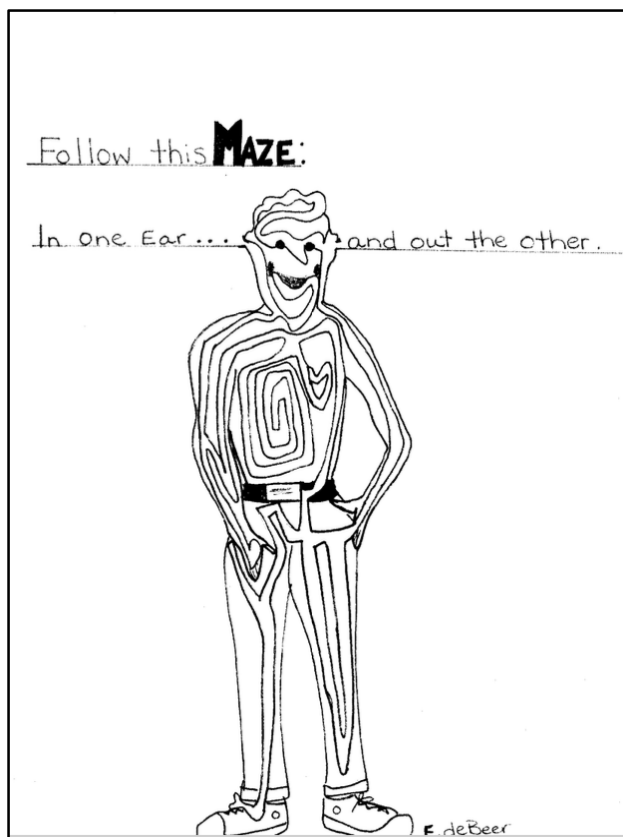
As the journal’s format evolves, nothing transforms it more than hearing the voices from a wide range of teachers who have different experiences, from Elliot Tombs, a Peace Corp teacher stationed in the country of Georgia, to Jason J. Griffith, an Arizona writing teacher who compares teaching to coaching

swimming, to Anthony Albright's discussion of teaching military veterans, to Earl Aguilera and Geraldine Lopez's analysis of first-generation college students, to Maria Schantz and Lois Sullivan's depiction of M. Jerry Weiss's long and acclaimed teaching and writing career.

By witnessing others' teaching experiences, we evolve, even if the shift is slight. The challenges of our chosen profession have never been greater, and our willingness to be part of its transformation is worthy of applause. I hope you will consider adding your voice to ours by submitting a poem, vignette or article on the 2019 topic: *The Intersection of Literacy and Democracy: What role does language arts play in a free society?*

With open hearts, together we can build a stronger teaching community where we celebrate each other's contributions and create classrooms fitting for the future.

Sincerely,  
Liz deBeer



“The Maze” by Liz deBeer, 1980

# ***New Jersey English Journal: 2018 Issue***

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