

The English Pub

ACTELA Newsletter

Arkansas Council of Teachers of English and Language Arts



Letter from the President

ACTELA board members were recently asked to consider the following writing prompt:

We all have a happy place our minds wander to when we have down time, but is there a physical space in Arkansas that inspires you? Show and tell us where you go locally to find the comfortable surroundings which lure your muse and inspire you to write.

Their answers begin on page three. If you have additional ideas about places in Arkansas you love, share them with our readers by emailing the newsletter editor here:

Dr Kay J. Walter

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Hello ACTELA,

January is a time of resolution and looking forward for many of us. For me, this becomes an opportunity to reflect on my practice as an educator as well. Just as a new year is an opportunity to turn a page and set new goals, the new semester invites us all to consider what we can renew in our teaching practice as we welcome students back into our classrooms. I particularly like the “One Word” challenge that many people participate in each year. In the past,



my word for the year has often been “balance.” However, this year I have decided to focus on the word “growth.” If I’m focused on growth, professionally and personally, I believe I find a sense of balance as I

move through my days. What about you? If you took the “One Word” challenge, what goal would you set for yourself?

I wish all of you a successful spring semester, and I’m excited to serve you

as ACTELA’s president in the coming months!

Jessica Herring-Watson

ACTELA President

Come join us!

Visit our website: www.actela.weebly.com and LIKE our newsletter!

Email our editor: walter@uamont.edu

Friend us on Facebook:
Arkansas Council of Teachers of English Language Arts

And Join ACTELA! [Become a member.](#)



Editorial Note

by Dr Kay J. Walter

Since our final issue of last year, *The English Pub* has made bold strides into 2020. This year we've added a member to our staff. Braden Taylor will join Emily Jackson and I in the office this semester, so you may see emails from him with newsletter-related requests from time to time. This issue features the first letter from ACTELA's new president, Jessica Herring-Watson.

Some of your favorite features remain unchanged, though. We are all grateful to Grover Welch for another of his unflagging reports of boots-on-the-ground classroom wisdom. In response to popular interest, Elizabeth Newman provides us with a candid assessment of a recently-published YA novel. I met the author of *The Disturbed Girl's Dictionary* as I boarded the plane to fly home from NCTE in Baltimore and appreciate her publisher's willingness to share electronic access to our reviewer. Reader demand indicates that reviews of YA books will continue to appear regularly.

My own students also continue to report their learning outcomes by telling us of their service learning activities. We are delighted to announce calls for manuscript submissions from both *Arkansas Anthology* and *Arkansas English Journal*, our sister ACTELA publications. The Global Perspective promised by Tara Rowe is well-begun here, and we have much more to look forward to in the coming months. Plans for a February issue of the newsletter are already underway.

On deck we have more adorable photos of Arkansan children reading, writing, and making good use of their library cards. If the children in your life haven't appeared in *The English Pub* yet, please share them. We want the world to know how proudly we celebrate the literacy development of our young people, and these pictures are a lovely way to show them. The new book by Henry Louis Gates, Jr and Tonya Bolden, *Dark Sky Rising: Reconstruction and the Dawn of Jim Crow*, is currently in the hands of our review team, so you can look for a report on it in the coming months.

The Gates/Bolden book was one of many freebies I brought home from NCTE 2019, but the items are never as important as the connections. Look for upcoming Global Perspectives by a new friend from Bermuda and another who will write for us about Asian influences in our classrooms. Our interviews with community literacy leaders will continue, and Braden is preparing an article about the CEO of the Boys and Girls Club of McGehee. We'll soon catch up with Adam Clemons, who authored our Global Perspective from October 2015, to see how and where he is supporting literacy now.

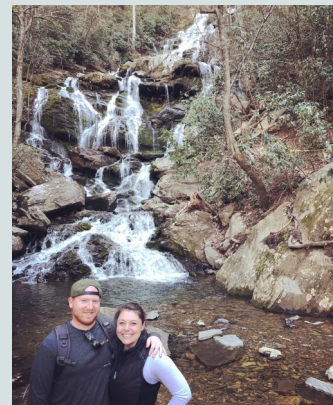
We're currently awaiting a response to our nomination for a Library of Congress State Literacy Award. All cross fingers and help us hope for an answer which would enable our staff to attend NCTE 2020 in Denver. We'll be applying for NCTE's Affiliate Newsletter of Excellence Award soon, and we'll hope to keep our trend of winning going. You can take an active role in our success by having a say in which issues we use to support our application. The rules decree that we can only submit three numbers of *The English Pub* produced from May 2019 through May 1st 2020.

With this issue, we have four numbers to choose among: September 2019, October 2019, November 2019, and January 2020 so far. That total will swell in the coming months, so pick your favorite and let us know. Write and tell us what you value most in our newsletter and which issues portray those elements most effectively. Of course, if there are ideas or events you'd like us to include, we are open to your input. Write and tell us about them too. Or, if you have few improvements or comments to share, write to us about that as well. Just write! We love hearing from you and hope to make this newsletter a reflection of your interests and efforts. Enjoy!

BOARD REPLIES

- ◆ We are fortunate in the Natural State to have access to so much beauty! Some of my favorite places to hike and explore are Pinnacle Mountain, Hawksbill Crag, and the Ozarks in Northwest Arkansas. Being in nature is so calming to me; it helps me shrug off some of my busyness and stress for just a little while and organize my thinking so I can be a better, more focused writer. Here is a picture of my husband, Andrew, and me on a hike last spring.

Jessica Herring-Watson, UCA



- ◆ My wife, Sara, and I “own” 12 acres outside Conway. Own is in quotation marks because the land was there long before we were born and will be there long after we're gone. It is covered by oaks and hickories, with a scattering of short-leaf pine and eastern red cedar and an understory of blackberry, huckleberry, farkleberry, and other small shrubs, including those foreign invaders, privet and nandina. When I need to shake off the staleness of routine and too much time inside, I can just walk out the door and wander there. It's endlessly changing, with birdsfoot violets, spiderwort, and oxalis below the new leaves in the spring, the fungi that pop up after summer storms, the gold and red



of autumn leaves, and the striking forms of bare trees revealed in winter. To walk there is to remind myself of what lasts, to remember my humility, to embrace the natural world with all its challenges, surprises, and inspiration.

Dr Conrad Shumaker, UCA

- ◆ In Monticello, we have a new meeting place, Monticello Coffee Company, which provides a comfortable and inviting location. Annette Taylor and her crew offer breakfast foldovers, pastries, and salads or sandwiches for lunch in addition to cold and hot drinks. Free wifi and multiple electrical outlets and USB ports are available at every seat. Drive through service provides alternatives for busy customers. The UAM Creative Society holds public readings on Tuesday evenings twice monthly. The venue is popular with faculty as well as with students, and I spend time there nearly every school day, reading, grading papers, and responding to my own writing tasks. In the photo, you can see how the first draft of this issue of the newsletter began and just catch a glimpse of the swing seats along the left edge. This is my “clean, well-lighted place.” Come by and share a coffee whenever you are in my neighborhood!



Dr Kay J. Walter, UAM

- ◆ Most of my writing inspiration comes from the feelings surrounding a secluded spot off the road that connects two towns I spent most of my time at while I was in high school. The sun shines just right through the trees, and in the summer the green from the leaves sparks good feelings and good memories.

Emily Jackson, UAM

- ◆ Due to having recently moved I have been thrown into a new environment. My inspiration comes from the drive I make at least once a week back to my childhood home of Monticello. My route takes me on HWY 82 through Felsenthal. During these drives I admire trees over 100 feet tall, woodland critters, and fishermen who remain a constant no matter what the weather brings. For the duration of this drive I am not thinking about today's and tomorrow's worries. I am just experiencing the peace of the beautiful world around me.

Emily Smith, Strong High School

With-It Teaching on the Front Lines

by Grover Welch

Newport Special School District—High School

If it weren't for the flared nostrils I would never have known to step in. In the back of the classroom, two students sat. Two friends who walked into class and out of class arm in arm almost daily, but today they sat in hushed whispers and traded barbs.

I was teaching an important point in the passage and was scanning the class for anyone who was waning in spirit. I saw the student, we'll call her Ann, turn from looking at me and look dead into her friend's eyes. What Ann whispered I cannot tell, but I immediately saw Helen's nostrils flare and her body weight shift in her seat.

I taught a good many years before I learned to read the room in the way I read customers as a salesman. It was a skill I had practiced, honed, as a furniture salesman and later tire salesman, but I had to learn to multiply my skills in the classroom. Teachers have twenty or more problems walking in and out of their classrooms hourly, and reading the room has to become a skill set for any good teacher.

With so much talk of Social and Emotional Learning in schools it is hard not to think of emotions and the needs of the students. The tenants of the training I received stress that SEL is only possible in the classroom



when you put in the groundwork and build adequate relationships with your students. These are built upon some basic truths.

Self-management

The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.



Mr Welch can tell when his students are interested and engaged by reading their body language.

Social awareness

The ability to take the perspective of and empathize with others from diverse backgrounds and cultures promotes understanding of social and ethical norms for behavior and recognition of family, school, and community resources and supports.

Relationship skills

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Responsible decision-making

The ability to make constructive and respectful choices about personal behavior and social interactions is based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.



When students are focused on achievement, their attention is captivated by their work.

I take it one step further with my reading-the-room strategy. I believe that kids are big balls of every bad thing and good thing they go through. Given the day, the position of the sun, atmospheric pressure, and other unknown factors, you get what you get when they come to you. Any kid can be a discipline problem, a need, a loss, or a win. With this in mind, I use several cues to control and observe my classroom.

Eye Contact

- I try to make eye contact with every kid at the door or immediately after he or she enters the room. Often I look into eyes and can see the leftover tears, anger, or redness.
- I also have learned to recognize several of the shapes of eyes that send a warning. Eyes are remarkable in their ability to convey a message.



Happy faces tell us that students are comfortable with their lesson, their teacher, and their learning environment.

Body Language

- It is difficult to understand all the things the teen body is going through in ninth grade. They have hormones, relationships, and responsibilities they never had before. Learning who is naturally abrasive in their movements is early year recon.
- Once you have a general feel for a student's norm, you can gauge body language quite effectively. To learn natural body movements when students are happy, and sad, you have to push them from their comfort zones with lessons designed to glean understandings of responses.



Mr Welch's students engage readily in the hard work of writing because they know they have a teacher who cares.

Crowd Control

- When a student is having a bad day, the crowd always knows. When a student asks to move seats, sits away from the crowd, you can usually suspect emotions are working overtime.
- The same can be said of the crowd. If students who normally chat someone up are purposely quiet, that is a signal. Sometimes listening to early class conversations can turn up more information.

Situational Awareness

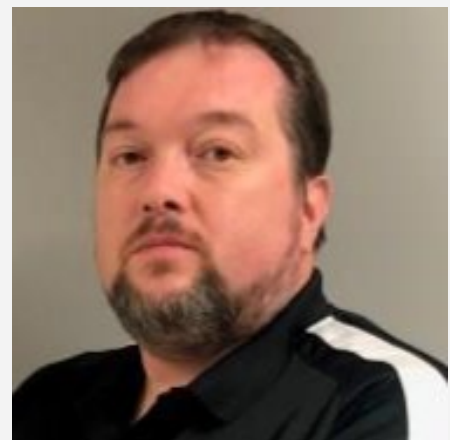
- Both sight and sound play a huge role in maintaining the room. Listen passively as you pass out papers or walk to take the role. As a teacher, I can insert myself between two antagonists before they go too far if I remain aware enough.

With many of these skills we use as teachers we can teach our students to self-report. Self-awareness is the ability to recognize one's emotions and thoughts and their influence on behavior accurately. This includes assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism. We have to strive to teach students to be self-aware of the elements we look for.

This brings me back to Ann and Helen. Helen's nostrils were flaring and her cheeks were turning red. I walked casually toward the back of the room, and as I passed between both girls asked Helen to step into the hall. Ann looked up immediately with tears in her eyes. I asked her to step to the back of the room. There she told me how she had heard from someone, who heard from someone, who overheard someone say Helen had called her fat. I assured her I would get to the bottom of this. I also told her to take two deep breaths and think about the situation. She had no hard truths, facts, that would make any of this real. She also had no reason to react in a way detrimental to herself, even if it were true. I encouraged her to sit down and think about how to avoid this drama in the future and come to an understanding that what other people think of us is not who we are. We determine this.

With a quick bit of instruction to the class to carry on in silence reading the rest of the passage, I stepped out the door and met a distraught Helen, who swore she would never say anything like that. We were able to broker an accord. Whether or not the girls would have been in a fight later that day, we avoided the build-up of emotions that too often boil over.

I have said it to teachers whom I mentor on more than one occasion, "Being preemptive beats being responsive." We as teachers have to allow for the growth of our students emotionally. Every class can become a battleground if we let it, so let's don't.



Mr Grover Welch

ANNOUNCEMENTS, AWARDS, NEWS, AND NOTES

- ◆ In December 2019, ACTELA welcomed even more new readers to *The English Pub* including visitors from Hawaii, Utah, Iowa, Wisconsin, Norway, and Bermuda. That makes twenty-two nations and forty-three states we count among our readership to date! We also welcome first readers from West Fork, Wynne, Sheridan, Harrisburg, Paragould, Clinton, and Lincoln in Arkansas. The new year offers new opportunities to spread our message, so make sure everyone you know has a hotlink to our webpage.
- ◆ Several members of ACTELA attended the 2019 NCTE Annual Convention in Baltimore, Maryland and their contributions were a good representation of the strength of our affiliate. The editor brought home our third consecutive Affiliate Newsletter of Excellence Award. Pictures and reports begin on page 13.
- ◆ Dr Kay J. Walter shares this link to her story “[How I Came to Ruskin](#)” posted on The Victorian Web. It tells about the powerful influence a good teacher can have on the future of a teachable student.

**Basic membership in
ACTELA begins at \$20.
Student discounts and
lifetime memberships
are also available [here](#).**



- ◆ Her review of Robert Hewison's new book, *Ruskin and His Contemporaries* (which has been shortlisted for the annual Ruskin Society Book Prize), is due to go live on the website of *Lifewriting Annual* any moment now. Access the webpage [here](#).



- ◆ She has also reviewed two other books on the Ruskin Society Book Prize shortlist, *To See Clearly: Why Ruskin Matters* by Suzanne Fagence Cooper and *Ruskinland: How John Ruskin Shapes Our World* by Andrew Hill. Her double review of those two books is forthcoming in *English: Journal of the English Association*, so look for a link to that review in a following issue of our newsletter.
 - ◆ The Arkansas Center for the Book has selected *The English Pub* as Arkansas's nomination for the 2020 Library of Congress State Literacy Awards. All cross fingers and help hope that the national committee recognizes the importance of Arkansan efforts to support, encourage, and celebrate literacy in our state!
- ◆ Our webmaster, Tyler McBride, has created a display of accumulated awards for *The English Pub* on our webpage. In case you want to impress people, you can now brag about our newsletter with images!
- ◆ The *AEJ 2020* call for manuscripts is up. Use the link on page 24 to find more information.
- ◆ As we enter a new year, the *2019 Arkansas Anthology* is now live on the website. Find a link to it on page 24.
- ◆ The University of Arkansas Graduate Students in English organization is preparing for their annual conference. This year's theme is Interdisciplinary Exploration of/in Liminality. Look at the liminality in the classroom, your profession, and your political space. Contact Jordan A. Savage at js046@uark.edu with questions or for more information.
- ◆ Louisiana State University at Shreveport is having their 5th Annual Regional Student Scholars Forum. Graduate and Undergraduate students from universities in Louisiana, Arkansas, Mississippi, Oklahoma, and Texas are invited to present research or creative work on a wide range of topics. Contact Dr Sanjay Menon at sanjay.menon@lsus.edu for more information.

Are you looking for a conference to share your writing?

The deadline has been extended for submitting abstracts for the upcoming GSE conference in Fayetteville. Find contact information below for more details.

An Interdisciplinary Exploration of/in Liminality

Presented by: The University of
Arkansas Graduate Students in
English Organization

Annual Conference:
March 20th and 21st 2020

Proposal Deadline January 9th 2020

Send Proposals to: gsezarkansas@gmail.com

Contact Jordan A. Savage at js046@uark.edu with any
questions



If you know of upcoming conferences at which our members could present their work, share the CFP with us. Send it [here](#).

NCTE News

¡CONEFLUENCIA!

The new [call for proposals](#) is now closed for the [2020 NCTE Annual Convention](#) in Denver, Colorado on November 19-22. Let us know if you are an ACTELA member who submitted a proposal for presentation based on this year's theme:

¡Confluencia!

Songs of Ourselves

We want to cheer you on and watch for your session in our conference schedule!

Members who are planning to attend the convention, [speak up](#). We will want to meet up for sharing experiences and suggestions over a meal or a drink.

NCTE 2019 was a wonderful event in Baltimore focused on Spirited Inquiry, and we are anticipating an experience just as rich this year. You can find photos and responses shared by ACTELA board members starting on page 13.



NCTE 2019 Report

by **Dr Kay J. Walter**

University of Arkansas at Monticello

When I applied for the annual NCTE Affiliate Newsletter of Excellence Award last year, I agreed to be present at the Affiliate Breakfast if we won the award. I also responded to a request for presentations at the Affiliate Extravaganza, offering to speak on Producing an Award-Winning Newsletter. It's one thing I am certain we do well, and I am always on the lookout for opportunities to brag about it. We won the award, my proposal to present was accepted, and I couldn't have been happier when I submitted my request for funding to Baltimore in late August because my university had denied my request for funding to NCTE 2018 in Houston.

For reasons too complex to understand or explain, all out-of-state travel was frozen at my university just as I was finalizing arrangements for my trip. I had worked long and hard to make sure the journey would be affordable. I had even booked lodging at the Hostelling International USA Baltimore Youth Hostel to save money on a conference hotel room. In mid-October, I got a very official email from HI Baltimore announcing that this hostel would be closing permanently before the end of the month. I had to make hasty arrangements at an affordable hotel near enough to walk to the Convention Center. Many obstacles tried to dissuade me from the trip to Baltimore, but I had given my word. I had an award to claim and a presentation to make.



ACTELA won its third consecutive newsletter award.

I dug deeply into my pocket and spent quite a bit of time hunting for spare change under couch cushions and car seats. I skipped lunch a few days, and in the end I was able to make my budget stretch far enough to cover airfare and a basic hotel room. A colleague heard about my plight and insisted upon contributing \$100 for pocket money. Sunny Styles-Foster, ACTELA's immediate past president, called an executive board meeting and allotted \$100 from ACTELA's coffers to help. I persevered.

I had never been to NCTE alone. I hadn't intended to go alone this time, but all my local acquaintances backed out. My travel hopes endured, and in the end I collected my suitcase, donned my warmest coat, and set off. It wasn't cold in

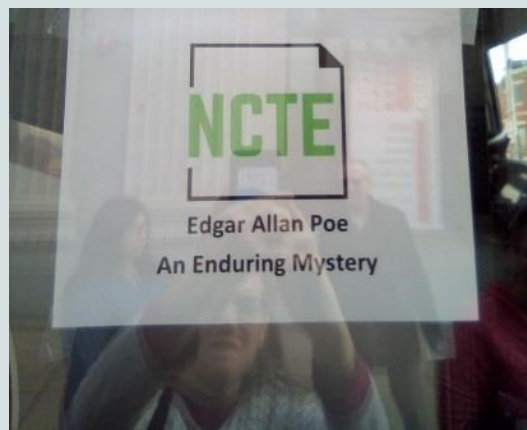
Arkansas, but I was going north, and at NCTE I am always glad for a coat pocket to bring home an extra free book or two. Regular readers know that this was not the first professional journey of my semester. I was getting efficient at packing and unpacking my suitcase as well as introducing myself and our newsletter to strangers. I made my first literacy connection before I left the Baltimore airport.

As I went to collect my luggage, I found the Bob Hope Legacy Reading Program USO Unites. This effort provides books for the families of departing members of the armed services. I watched a young man in uniform select a book for his daughter and go behind a curtain to record a message for her about it. I shared the story of my own students' letter writing to the veterans of Honor Flight DFW, and we encouraged one another to continue literacy activities which support our troops, both those in active service and veterans.

I made my next friends waiting for the train which runs from the airport down to the Inner Harbor. They were from Chicago. One was in town to speak at a different conference. The other was on her way to NCTE. The first woman laughed



I took part in the additional Thursday morning Edgar Allan Poe tour, visiting the author's home and gravesite as well as the Poe Room in the Enoch Pratt Free Library.





Our editor (R) poses with Erin Gruwell (L), teacher of the *Freedom Writers*, following her keynote address on Wednesday night.

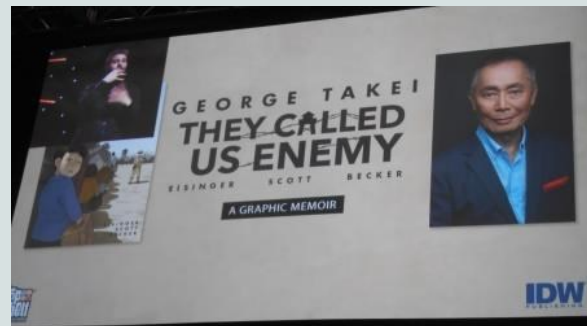


Peggy O'Brien (top right) leads the popular and always lively sessions on teaching students to use the Folger Method for exploring complex texts.

when she saw our excitement and said, “My husband is flying in tomorrow to present at NCTE!” Before the train ride was over, we were all chatting away. As we scattered to find our separate hotels, we agreed to meet for dinner. The seafood at Phillips was delicious.



George Takei (bottom right), who played Mr Sulu in the original *Star Trek* series and lived briefly in Arkansas at a Japanese Internment Camp, signs copies of his book for readers after his keynote address on Thursday evening.



Large screens promoted Takei's book during his talk and also projected the ASL translation of his words.

After that first evening, the experience blurs. I took the Poe tour, visiting Poe's house, the Pratt Library, Babe Ruth's birthplace, Fort McHenry, and Westminster Hall and Burial Ground. I met Erin Gruwell. Back in April 2014 I heard Manny Scott talk about his teacher, Gruwell, when he spoke at my university. I've also seen the movie *Freedom Writers*, and meeting the person Hilary Swank portrays in that film felt like a dream coming true. I heard George Takei speak. When I was

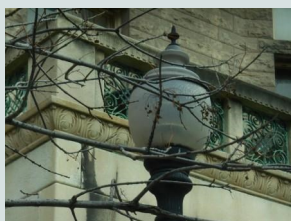
a child, my brother and I watched *Star Trek* faithfully, and hearing the actor who portrayed Mr Sulu share memories about his own childhood time in Arkansas evoked powerful connections for me.

I discovered that the hotel where I was staying, Holiday Inn Inner Harbor, was once a glamor spot where the Beatles had stayed. I remembered seeing them arrive on television and recalled the strong denunciations of their music from churches that were broadcast back then. Staying there was a living history lesson. Through it all, there were television images of House of Representatives impeachment hearings in the background, and crowds of people would stand around watching every television I passed. I remembered the coverage of not only President Clinton's indiscretions but also President Nixon's investigation and heard the echoes.

At the convention, I had lessons in the Folger Method of teaching Shakespeare. Representatives from the Folger Library applied these strategies to teaching other complex texts, and I saw classes of local students demonstrate the effectiveness of Folger ideology to an initial reading of one of the Bard's plays. I chatted with Jocelyn Chadwick, met my Chicago friend's husband, heard Tonya Bolden and Tara Westover, collected free books and materials. I had my picture taken in an Oscar Wilde pose on the lime couch.

It seemed like only moments had passed before I found myself boarding the plane to fly back to Arkansas. I know that in Baltimore I ate and listened, won and presented. I talked and befriended, collected and recited. I filled myself with new experiences and ideas. I joined in and counted myself among ELA teachers and their supporters. I met authors, publishers, and community leaders. When I grew tired of scurrying about from room to room, I went to the film sessions and enjoyed the calm darkness. I came home ready to share new and wonderful information and approaches with my students—and very eager to make plans for NCTE 2020 in Denver.

The time for starting those plans is upon us now. I will be trying one more time to explain to my university how important attendance at NCTE is for *The English Pub* staff members. Maybe this time they'll understand and agree to fund the travel. I hope to find you there!



A streetlamp in Baltimore stands as a metaphor for the light of ELA teachers.



The Bob Hope Legacy Reading Program USO Unites invites deploying soldiers to select a free book for their children and sends it along with a recorded message.



I shared the success of our newsletter at the Affiliate Extravaganza.

Comment from Dr Sarah Winterberg: I presented at NCTE on Thursday of the conference. My presentation was part of a larger panel titled "Critical Empathetic Writing Pedagogy and Spirited Inquiry," and the panel was composed of UAFS colleagues. Within the panel, Dr. Lindsay Lawrence presented "Mentoring Through Collaboration: An Approach to Undergraduate Research Using Critical Empathetic Writing Pedagogy (CEWP)," and I presented "Critical Empathetic Writing Pedagogy: Preparing Future Teachers with Mindfulness and Compassion." Our panel presentation was based on our collaborative article titled "Developing a Critical Empathetic Writing Pedagogy," which was published in Fall 2018 edition of *Arkansas English Journal*.

Dr Sarah Winterberg (left) and Dr Janine Chitty (right) are travel buddies posing in the DFW airport on the way to NCTE.

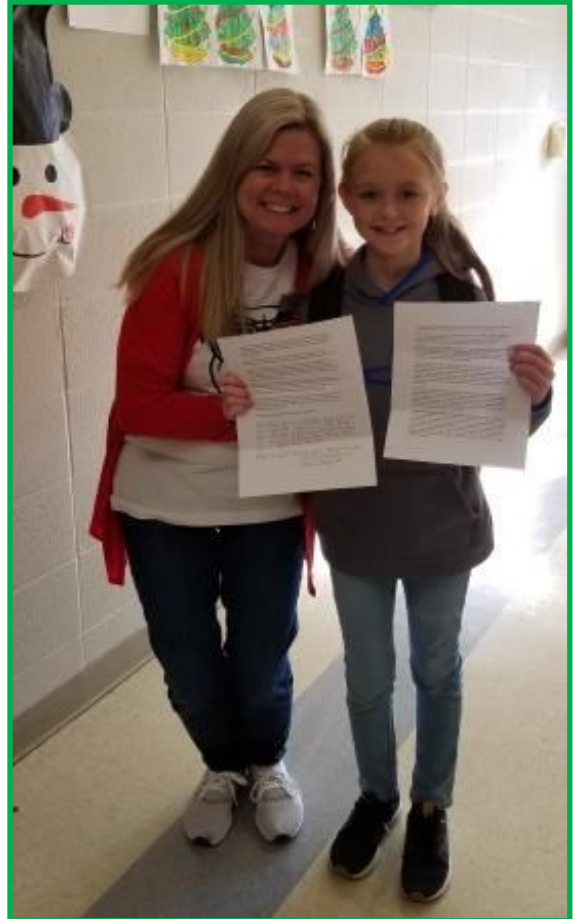


For a unique view of a teacher's work, see the interdisciplinary nature of early education enacted by adults but choreographed by children as Bored Shorts presents "Back to School" (Imagined by Kids) in this episode of Kid Snippets.

Readers and Writers



Long-term readers of *The English Pub* will remember Mia from the last time she appeared in our newsletter back in [April 2016](#) on page 6. Mia will always be our own ACTELA baby, born in the middle of our conference. She is growing into quite the reader! Thanks to her mother, Donna Wake, for providing this photo and for encouraging Mia to be a lover of books.



Jimmy Brown Elementary School in Star City, AR is the setting for the picture on the right of DeeDee Walker , Reading/Writing teacher, and Kira Scott who show their delight at the letter Kira received from Mr Stubblefield, a military veteran who took part in Honor Flight DFW 43. His handwritten note at the bottom of the letter encourages Kira to continue her success in the fifth grade. Thanks to Kira's mother, Amber Wreyford, for sharing this photo with us.

IF YOU HAVE STUDENTS WHO WOULD LIKE TO TAKE PART IN WRITING TO THE VETERANS IN THE NEXT HONOR FLIGHT, MORE INFORMATION IS AVAILABLE FROM OUR NEWSLETTER EDITOR. [EMAIL HER HERE.](#)



Carrie Perry shares this photo of her granddaughter, Elena, who prefers to do her reading *incognito*.



Judy Murphy's grandson is a Stephen Hawking fan.





Dr Walter's class shared Shakespeare with the Drew County Senior Citizens' Center visitors. They preformed a brief version of *Romeo and Juliet* suggested by the Folger Shakespeare Library and then did a dramatic reading of *Twelfth Night* to loud applause.



Dr Walter's British Literature II class shared their service learning project with the residents of Belle View Estates in Monticello. They introduced and performed sections of *Everyman* as a dramatic reading.



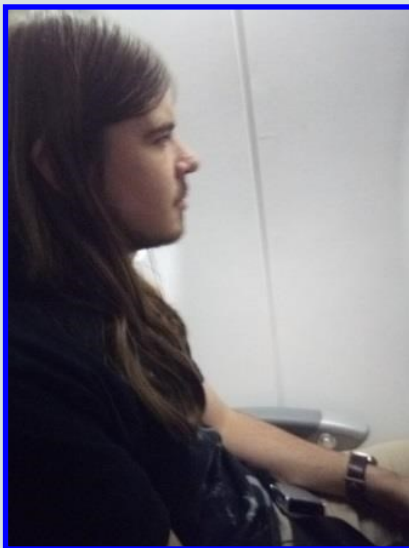
Service Learning Results

My students have been busy sharing what they are learning with their communities. In effect, their service learning assignments put them in the position of teaching what they know. They exercise critical thinking skills to develop projects, and their creativity in approaching this task is often ambitious. The experience assists them in owning mastery of their knowledge, giving them empowering interactions that make their learning more relevant. Action photos appear on page 20, and some of their comments in response appear below:

- I think the chance to go into the community and share with others what I am learning is a great bonus to my educational journey. Sharing what I am studying, for free, is one of the many highlights of my academic career. People learn new things and ask questions that spark great decisions on multiple topics that I can then take back to the classroom and gain better insight on.

Braden D. Taylor, UAM

- Our British Literature I class focused our service learning project on *Everyman*. We initially conceived the idea when we heard the successes of the Shakespeare class and their dramatic reading. Fortunately, the entire class wanted to participate and willingly expressed interest in an in-depth summary and dramatic reading of *Everyman*. Krystle Conyers had ties to Belle View Estates Rehabilitation and Care Center, so our audience was readily available.



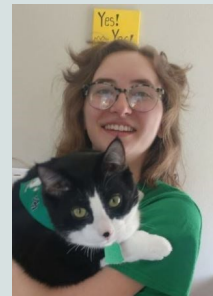
Braden Taylor is the new editorial assistant for *The English Pub*. He took his first plane ride to Ohio last fall for the 2019 North American Victorian Studies Association conference where he made a poster presentation on John Ruskin and his connections to the cost of education.

Once we agreed that our selected passage would convey the essence of *Everyman*, we were ready to go. We rehearsed our roles until we were comfortable with the presentation. We presented in front of 10-12 residents and it went off without a hitch. We were very proud of the work that we put into this project. The most exciting part was how well our team worked together and readily conjured this project. It's incredibly rewarding to us that our knowledge can be used to teach those who wouldn't have access to something as important as influential literature.



Jeff Whitson, UAM

- Service learning projects give me the opportunity to talk about the subject I am most passionate about while also teaching some of my favorite pieces of literature to my peers. This past semester my Shakespeare class performed a shortened version of a Shakespeare play! It was SUPER fun, and I hope to stay involved with projects like this. (And hopefully eventually involve my own students in service learning projects as well!)



Emily Jackson UAM

- I believe that the entire service learning project was a great experience. My fellow classmates and I got to read several scenes of the play *Everyman*. All of us met in the library one day and discussed what we wanted to do for our project. We carefully picked out a couple of the scenes that we thought everyone would enjoy. When it came to assigning parts for the play, we all went with the characters that we felt like we connected with the most. We went down to the local retirement home, and when the seniors found out we were going to be reading the play, all of their faces lit up. I think most of the senior citizens enjoyed listening to us. Each one of my classmates stepped up and played a crucial part in the project's success. We were able to immerse ourselves and the seniors into the literature. I hope that my classmates and I will be able to go back there this semester for another service learning project.



Kaden Wall, UAM

- The learning project assigned by my professor was one I can never forget as a memory during my college experience. My class and I were assigned to do a presentational project to the public over a piece of British literature we learned. We were honored to arrive at Belle View Estates to give a theatrical show called *Everyman* for the occupants. *Everyman* is a morality play with different characters who are asked to assist “Everyman,” who represents man on earth, through his journey to prepare for Death. The idea for this project was agreed upon by every classmate. We concluded that since we all had to do the project we might as well do it together to make it a more interesting experience for our audience. We agreed that one person would introduce everyone while the rest would read a piece from the play. The morality play is too long to present in its entirety, so we decided to do a main part of the play to represent the plot. Each individual had a character or two. We knew since we were reading to an audience with difficulty hearing that we needed to be especially loud, to the point of screaming. I felt a sense of accomplishment giving our audience entertainment they would appreciate. I noticed the rest of my classmates were staring down at their books following along, so I made it a point to look at the audience and smile. I learned that dealing with people out of my comfort zone is challenging but also rewarding. This experience helped me know how to prepare myself better for any presentation I may encounter later in life. I will have more understanding on how to speak to my audience and keep their attention.



Ashley King, UAM

- For my Shakespeare class last semester, four of us gathered together to plan a service learning project. We knew that we needed to be diligent in our planning in order to do this assignment well. During class, Braden, Emily, Krystle, and I made plans to perform a thirty-minute version of *Twelfth Night*. Therefore, we began to practice. Per Dr. Walter’s instructions, we added a condensed version of *Romeo and Juliet* to engage the audience before the play. The experience overall was a good one. I met some lovely ladies and got to discuss what we learned in class. By showing our knowledge and sharing it with others, we were able to make a contribution to our community and give them a taste of what we’ve learned.



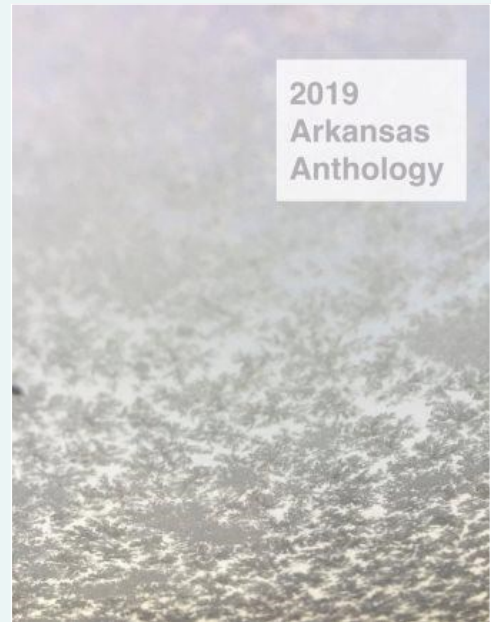
Hannah Hutson, UAM

Arkansas Anthology

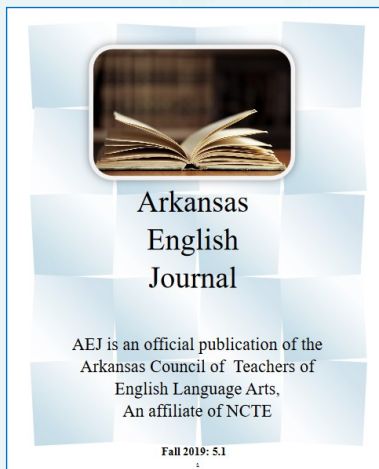
It's here! *Arkansas Anthology 2019* is available for public viewing at last. This downloadable copy is accessible for your enjoyment. Congratulations to all our authors and their teachers.

A call for submissions as well as other past issues are available [here](#).

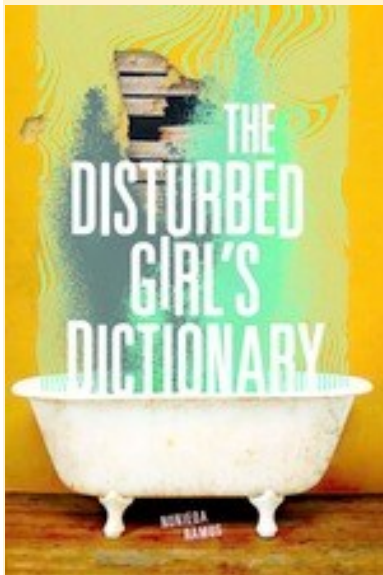
For more information, contact [Aaron Hall](#) about access or submissions for 2020.



AEJ 2020



The 2019 issue of *Arkansas English Journal* is also available now. Click [here](#) to see it. The current Call for Manuscripts for *AEJ 2020* is available [here](#). If you are engaged in scholarly research which answers the theme of Educational Equity: Opportunities for All Students to Succeed, please submit it for review.



THE DISTURBED GIRL'S DICTIONARY BY NONIEQA RAMOS

CAROLRHODA LAB

PUBLICATION DATE: 1 FEBRUARY 2018

ISBN-10: 1512439762

ISBN-13: 978-1512439762

\$17.99 HARDCOVER: 344 PAGES

The Disturbed Girl's Dictionary by NoNieqa Ramos follows Macy Cashmere as she navigates troubling times: her best friend won't speak to her, her father is in prison, her mother is inconsistent and usually high, and her brother has just been taken into foster care by Child Protective Services. The story is told in Macy's own words, through her dictionary that serves as a diary of her emotions. These feelings offset the chaos around her, and, as the title may suggest, this story is not necessarily easy to swallow. As you read, you begin to understand more and more of what makes Macy seem so outrageous to her school administration and peers.

Peppered with a few wholesome moments, the majority of this story is heartbreaking. It is painfully realistic from start to finish. Macy's world is unrelenting to say the least, and it may take some readers time to get used to Macy's straightforward point of view. That being said, this is the story of a survivor. It boldly highlights subjects that are often overlooked or glamorized to make them more palatable. Yet the characters are endearing and relatable, making it easy to get invested in the events they take part in. Midway through, you will not want to put this book down, and by the end, you will be blown away by the author's use of language, her unique voice, and her overall fearlessness.

Readers be aware, the content and language are mature but necessary to the story. This is a YA novel, but I would personally recommend it for older teens and adults. It comes at a timely moment when voices such as Macy's and NoNieqa's are much needed.

Review provided by Elizabeth Borse Newman, Monticello Branch Library Manager

Global Perspective

AS I PROMISED IN THE LAST ISSUE, WE HAVE WORDS FROM TARA ROWE TO INSPIRE OUR BROADER VISION IN THIS ISSUE. SHE TELLS HERE THE START OF A STORY SHE PROMISES TO CONTINUE ABOUT HER ADVENTURES WRITING FOR A FORTHCOMING BOOK ON EZRA POUND. THIS STORY TRACKS THE CHALLENGES BOTH TEACHERS AND STUDENTS FACE AS WRITERS, AND HER WORK GIVES US A GLIMPSE INTO THE MORE MONUMENTAL CHALLENGES FACED BY EZRA POUND.

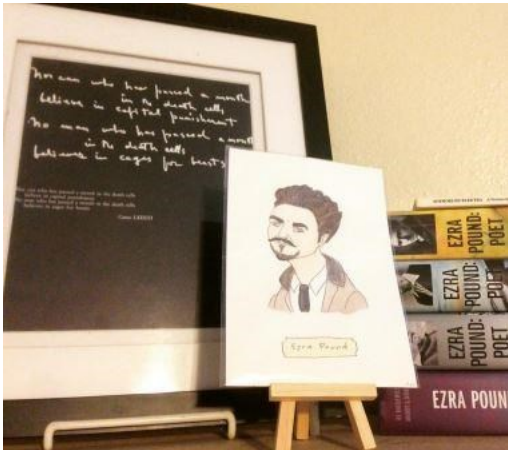
Answering a Call for Papers and Finding My Voice

by Tara Rowe, Independent Historian

Nampa, Idaho

Like many students, faculty, and scholars do, I hit a dry spell in my writing in 2018. As an independent historian and researcher, I always have multiple projects simultaneously in the works with a passion project on the back burner. I had been a blogger for many years—updating a constant platform for my thoughts, projects, and a running list of books I was reading. However, 2018 took much out of me personally and my writing skid to a halt. Then a call for papers (CFP) landed in my inbox in early 2019. It was sent by the editor of this newsletter, Kay Walter, who was my composition and literature professor at Idaho State University fifteen years ago. Messages from Kay get my attention immediately. Seeking proposals by March, the Call from the *World Literary Review* e-journal was to





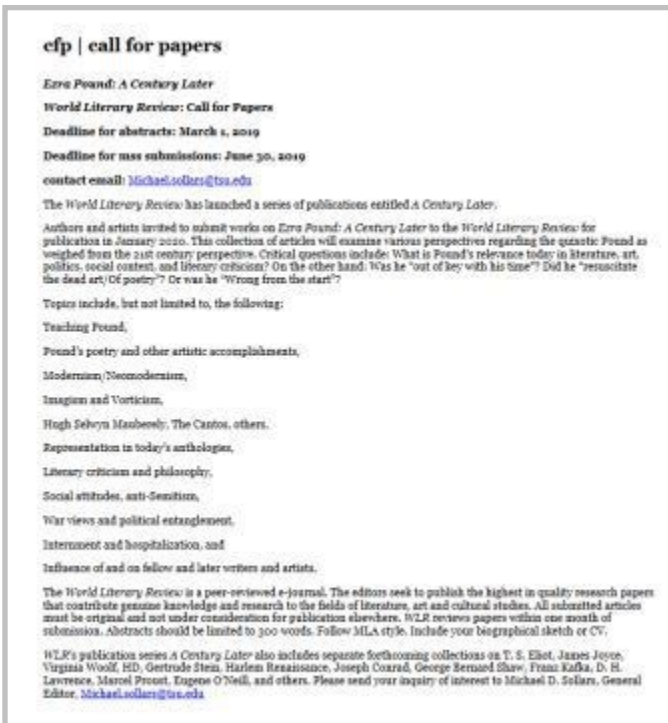
Tara's life has many evidences of her interest in Ezra Pound.

but ripe with avenues of discovery and discussion. The person behind that work is much harder to dissect. This is a major consideration to take into account when answering a CFP. Are you to write on a theme in a literary work or about the author who created that work? How was I to write about a man who poet and author Harry Meacham once called “the most difficult man of the twentieth century”?

scholars with an interest in Ezra Pound the editor, poet, epistolarian, and, yes, propagandist. A proposal began to arrange itself in my mind.

Here's where things got anxiety-inducing: I was sent the CFP by an English professor. I talked it over with friends who are a librarian and a former philosophy teacher, and they encouraged me to go for it. I am, by training, a historian with a unique and decidedly non-literary interest in Pound. How would I square these different disciplinary backgrounds for a literary journal? Additionally, writing about a literary figure is a trying task. To critique a literary work is fraught with challenges

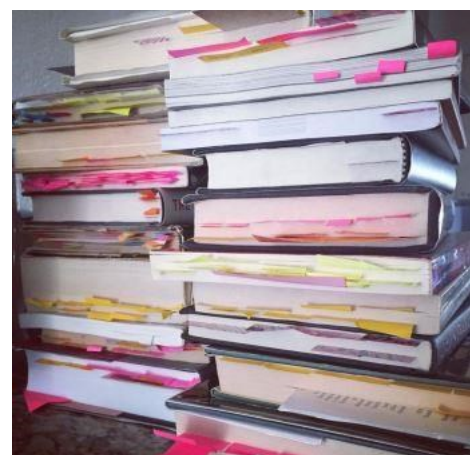




Something every writer must admit up front to herself if not also her audience is her own limitations as well as her strengths. I am quite clear on my own inability to know what to make of Pound's poetry. I am also aware that I am ill equipped for the task of literary criticism. Where I know with certainty I have a unique angle on Pound is in my knowledge of the history of American psychiatric hospitals, the atrocities that took place in those hospitals in the twentieth century, including at St Elizabeths Hospital where Pound spent thirteen years, and the treatment he experienced after being arrested in Italy for treason against the United States during World War II.

I directed my proposal to answer the prompt by looking at Ezra Pound's internment through a twenty-first century lens. I chose to address his arrest in Italy, internment, and incarceration at St Elizabeths Hospital when he was eventually returned to the US. With the benefit of the historical record, I knew I could show that the treatment Pound received could have been responsible for his mental break, the mental break that made it impossible for the US to put him on trial for treason, and for his decline in professional productivity. I knew I could make this pitch because we have contemporary evidence of the physical cost of solitary confinement. We know what a brain confined looks like. We know from Pound's file compiled by the Federal Bureau of Investigation what treatment he received when detained after his arrest and how that treatment can and does cause mental health issues. And we know from the writings of Pound's friends what he experienced after being transferred to St Elizabeths. Historians work with evidence, and this angle offered an abundance of it. I made the pitch, and my proposal was accepted by editor Michael Sollars at Texas Southern University.

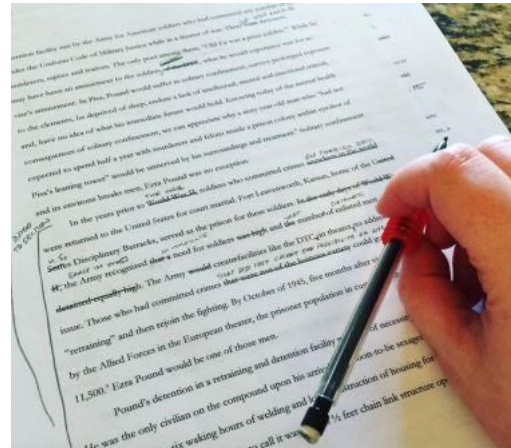
The proposal was fairly straight-forward.



Tara Rowe begins every writing project with exhaustive research.

The writing of the article was not. I know myself and my writing style well enough to know which roadblocks I often encounter in the process. I did not anticipate hitting every one of those roadblocks right away. I am a researcher. The reason I chose this route of study is it is a research-heavy field. The pitfall of researching a topic like Pound is that his life and experience can take you in any number of directions. As I often do, I spent too much time researching or compiling previous research. The writing stage made obvious how badly I had managed my time. I, like many writers, lose confidence the longer a project goes on. By the time I had begun the writing portion of the project, I had lost confidence in my ability to complete it. The regret set in. I wished I had never submitted the proposal. It took much prodding and cheerleading by friends and mentors as well as a two-week extension by an understanding editor to get me back on track.

These were all roadblocks I had experienced in the past. But one I wasn't expecting was the true struggle that came with the citation style the CFP asked for—the MLA handbook. As a historian, I hadn't used MLA since my first year and a half of college. I was trained to use the *Chicago Manual of Style* and it became as routine for me as tying shoes. Returning to MLA turned out to be a considerable headache. How was I to complete this task while utilizing something quite foreign to me? This struggle I will go into further in a second installment in the next issue of *The English Pub*.



Editing is part of the successful writing process for writers at every level.

Questions for Tara Rowe may be directed to the newsletter editor [here](#).



Developing Connections



[Share photos with us!](#)

Our next issue will feature favorite bulletin boards. Have you got one to share? Send a picture and description of it to us [here](#).

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Literacy and NTCE is the official blog of the National Council of Teachers in English

<http://blog.ncte.org//>

How often do you see your students reading authors of a racial or ethnic background different from their own? Write and share their favorites.

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Our next newsletter will features ideas for celebrating African American culture as well as Valentine's Day. How will you introduce African American heritage to your students in February? Write and tell us all about it [here](#).