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LAJM publishes articles which discuss issues, theory, theory-based practice, and research in the teaching and learning of the language arts at all levels, kindergarten through college. It publishes articles, interviews, annotated bibliographies, review-essays, research, and classroom practices. Manuscripts should be 6-15 pages in length, double-spaced, and use the current MLA style for parenthetical documentation and the NCTE Guidelines for Non-Sexist Use of Language. Send one original and two copies to either Robert Root or John Dinan, **LAJM** Editors, Department of English, Central Michigan University, Mt. Pleasant, MI 48859. If you wish your original returned, include a self-addressed envelope with first-class postage. The deadline for the Spring, 1990 issue is February 1, 1990. The deadline for the Fall, 1990 special-focus issue is September 1, 1990.

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ABOUT THIS ISSUE

Too often the teaching of language in the English language arts classroom has been a perplexing and dispiriting enterprise for teachers and students alike—repetitive, tedious, and ineffective, draining time away from actual language use, ignoring the power, flexibility, and beauty of the English language, mistaking dialect conformity for clarity and grace. Although for nearly a hundred years professional publications have denied the value of formal instruction in grammar as a means of achieving correctness in writing, too often manuscripts sent to English journals either don't acknowledge or pointedly ignore virtually all rhetorical and linguistic scholarship on language, and consequently offer back-to-basics arguments and teaching techniques which proselytize the very methods repeatedly demonstrated as ineffective. Language, if not the forgotten content that some call it, is too often simply ill-served.

Happily, however, language still has caregivers to defend its place in the classroom and to nurture student involvement in language study, a sampling of whom appear in this *LJM* issue on teaching language. Sheila Fitzgerald, taking stock of the language arts as we approach the 1990's, encourages not only the study of language but also recognition of the interconnectedness of the language arts, creating a motif that surfaces in most of the other articles. James E. Davis offers a range of simple and inventive activities for the classroom which allow students to "do" language as well as study it. Patricia Davidson and Ann Policelli describe a high school course which combines learning about language with the writing of learning logs and a staged series of assignments. R. Chesla Sharp explores a range of resources to demonstrate language learning as discovery. Kathleen Doty introduces us to a science-fiction novel which generates classroom discussion about the relationship of language to social status and social change. Kenneth Alford addresses the issue of dialects, particularly Black English, and suggests classroom practices which foster code-switching. John Bushman complements that article with one which both discusses the geographical dialects of English and explains ways to teach them. Our final piece, Thomas Ricento's examination of the English as the official language movement, raises the issues of language change, political agendas, and the place of multiple dialects in the English classroom. Again and again these articles not only offer us intriguing and creative classroom practices but also connect us to the most vital—and most challenging—elements both of our discipline and of our changing society.

The Editors