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*The Michigan Council
of Teachers of English*

LAJM

Language Arts Journal of Michigan

Spring 1993

Volume 9

Number 1

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LJMJ 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 4-12 pages in length, double-spaced, and use the current MLA style for parenthetical documentation and the NCTE Guidelines for Non-Sexist Use of Language. The Fall 1993 issue will focus on changes that have had an impact on contributors as well as changes they see coming which will present new challenges for educators. The editors also solicit shorter pieces up to 300 words on books, classes, or experiences that have had the most significant impact upon the professional lives of contributors. Send submissions to John Smolens, **LJMJ** Editor, Department of American Thought and Language, 272 Bessey Hall, Michigan State University, East Lansing, MI 48824. The Deadline for the Fall 1993 issue is June 30, 1993.

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ABOUT THIS ISSUE

This is our final issue as co-editors of **LJMJ**. It has been a good run. From the beginning, we have tried to present a journal that is sound, practical, and—perhaps most important of all—based upon an abiding respect for young learners. We have had help in our efforts to do so. Above all, we are grateful to the caring teacher-writers whose articles have contributed to the professional growth and optimism of **LJMJ** readers—and to our own as well. We also want to thank our Editorial Board members for their prompt and valuable assistance over the years, helping us decide what to publish and also helping us advise our contributors about revision. On the publishing side, we appreciate the efforts of Marty Haywood at the Wizards of Words and Rhonda Kohler at Central Michigan University Printing Services. Finally, we want to thank our Associate Editor, Jill Van Antwerp, whose diligence and remarkable editorial eye have made an enormous contribution to the quality of the journal.

Consistent with the goals described above, the Spring, 1993 issue of **LJMJ** once again has a "whole language" focus, this time with a special emphasis on literature. On the elementary level, Karen Day and Joyce M. Edwards open with a piece about avoiding the basalization of children's literature, and Eleanor Wollett demonstrates how her reading and writing workshop approach improved her students' spelling skills. On the secondary level, Linda Wyman gives us some good advice about dealing with the pitfalls of teaching poetry, Brian White shows us how to use the authentic questions typical of conversation to help our students engage a piece of literature, and Diana Mitchell provides us with both the theory and practice of a true reader response approach in the literature classroom. Diversity is the implicit theme of our next two pieces: J. Lea Smith and Holly Johnson explain how we can use a thematic literature studies to include several disciplines, while Raymond Kettel provides us with an **LJMJ Bibliography** that will help us approach the homelessness issue in our classrooms. Finally, as we put the journal's future into the capable hands of Diana Mitchell and John Smolens, we take a last look at its past with an updated **LJMJ Index**, a reminder of good reading from our history, a promise of rich resources in English language arts to come.

John Dinan

Robert Root, Jr.