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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 4-12 pages in length, double-spaced, and use the new 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, 1989 issue is February 15; the deadline for the Fall, 1989 issue is September 15.

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ABOUT THIS ISSUE

This issue of *LAJM*, while not strictly thematic, contains articles with a common thread running through them. Julie Jensen's article, taken from her address to the 1988 MCTE/MSU Spring Conference and a forthcoming book, sounds the note of interest in "theory informed by practice", rather than the other way around. Thinking back to her own education she identifies in the practices of some of her most memorable teachers the theories endorsed by current research and argues for greater appreciation of the wisdom of good teachers. Mary Dekker connects with Jensen's thinking by using classroom research to support her own instincts about the effective use of reading; she makes the broader argument that teachers need to trust themselves more and curriculum materials less. Illustrating how teachers generate imaginative assignments from their own classroom experiences, Sharon Thomas and Michael Steinberg demonstrate effective practice in action through their approach to collaborative learning, their "fishbowl" activity. Ellen Brinkley discusses the establishment of writing centers in the secondary schools, suggesting ways that secondary education can draw upon the practices of colleges and universities who have developed successful writing centers of their own. These articles will give readers a chance to consider a range of ways that practice informs theory. But the issue doesn't completely neglect the concept of "practice informed by theory." Barbara Quirk's article anchors us in a theoretical discussion of learning styles before putting theory into practice by illustrating ways of modifying an assignment to connect with a broad range of students. Steve Tchudi's report on politics and pedagogy in England brings us around to an overview of what happens to theory and practice in the administration of education by giving us a "holograph" of current educational reform forces outside the classroom which impact the practices within it. In sum, these articles offer us a range of concerns about the nature of our teaching, the relationship of theory to practice, and the role of the English language arts teacher in the real world of education.

This issue also continues two regular features of *LAJM*. The *LAJM* Interview is with Connie Leas, a Michigan technical writer who talks with Bob Root about the composing process she underwent writing a data processing instruction manual. The *LAJM* Resources offers Diana Mitchell's annotated bibliography of one hundred books for young readers that work in the classroom. After surveying her bibliography you may just want to read some of these books yourself. In addition to the articles in this issue, these features expand the ideas and resources available to our *LAJM* readers.

All in all, a lively issue to inform your practices.

The Editors