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of Teachers of English*

**Language Arts Journal
of
Michigan**

Spring, 1988

Volume 4

Number 1

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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 6-12 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. All manuscripts will be acknowledged. The deadline for the Fall issue will be September 15, 1988.

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ABOUT THIS ISSUE

Our goal for the Spring 1988 issue of *LJMJ* has been to provide a variety of articles that will address the theoretical, pedagogical, and political concerns of MCTE's diverse membership. That diversity, and the challenges it poses, are addressed by Richard Lloyd-Jones in a report on the recent English Coalition; the article provides us with an overview of the beliefs that hold us together despite our differences. To supplement Lloyd-Jones' piece, this issue's *LJMJ* Bibliography reproduces the Coalition's recommended reading list for English teachers at all levels. Also broad in scope is Mike Steinberg's discussion of the perils and possibilities of the Writing Across the Curriculum movement that has made hard-earned though uneven advances at all levels of instruction. Kathy Dixon and Richard Dillman each give us some concrete, adaptable teaching ideas to take back to our classrooms: Dixon presents the results of an "action research" project that will be of practical interest to poetry teachers everywhere, while Dillman shows us how we can help our students become more knowledgeable and flexible writers by having them "research" their own and others' composing processes. Our *LJMJ* interview for this issue also deals with composing processes—those of *New York Magazine's* film critic David Denby, whose writing procedures will be of interest to writing teachers at all levels. For that increasing number of us who need help with justifying computer purchases—or simply with integrating computers into our classrooms—Will Rawn provides reassurance and encouragement based on his own well-described classroom experiences. On the political front, teachers operating under the threat of censorship will be especially interested in Mary Lu Lockhart's lively renunciation of recent trends toward book-banning. It is in the spirit of openness advocated by Lockhart's essay that we present this issue of *LJMJ*.

The Editors