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**Language Arts Journal
of
Michigan**

Fall, 1987

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Number 2

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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, Dept. 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 Spring issue will be February 15, 1988.

SUBSCRIPTIONS

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ABOUT THIS ISSUE

The Fall 1987 *LAJM* is a transitional issue between two editorships. Candy Gillis, who began her editorship with the Spring 1987 issue at Michigan State University, ends her term with this issue and a new position at Idaho State University. At the same time, her co-editor, Bob Root, and associate editor, John Dinan, begin their joint editorship with this issue.

We think this issue offers a variety of pointed, insightful articles. Marilyn Wilson introduces us to language stories and demonstrates their effectiveness in her own classroom; Kay Harley discusses the benefits of conferencing for both student and teacher alike; Gail Parshall provides an extensive critique of a computer-based *Writing to Read* program for kindergarten and first grade students. Two articles adapted from keynote addresses offer overviews of current issues in English education: Sheila Fitzgerald deals with the problems of students and teachers wrestling with a "junk" curriculum; Bob Root addresses the need across the curriculum to keep reading and writing at the center of learning. In this issue we also debut the *LAJM* interview with observations about writing from Jim Fitzgerald, columnist for the *Detroit Free Press*, and continue the *LAJM* Resources with an ERIC/RCS Digest Report by Dennis Battaglini and Randolph Schenkat on two models for fostering cognitive development in college students. Finally, our *LAJM* Bibliography by Nancy Tucker addresses the relationship between speaking and writing. Together these articles touch on a wide range of concerns important to every English language arts teacher.

The Editors