

From the ECB

Writing Workshop June 18, 19, 20, 1979

June 18, 19, and 20, 1979. These dates remain so clear in our collective ECB memory because they were the three days of our first Writing Workshop which was attended by 128 teachers and administrators from 54 high schools and community colleges throughout Michigan. For us they represent one of the happiest professional experiences we have had since we became an English Composition Board in January of 1976.

When June 20 was gone and Workshop '79 with it, we coupled our sighs of relief from some very hard work with equally genuine sighs of regret that we had to disband such a good group of colleagues and friends. And now, because evaluations of the experience were so positive from so many participants; and because we learned so much and had such a good time doing the first one, we'd like to do another; and because we're thinking about making it an annual affair as long as our energy and funding last...therefore, the ECB is happy to announce its Second Annual Workshop on the Teaching of Writing to be held in Ann Arbor in June of 1980.

As it was last June, this next workshop is intended to build upon Outreach seminars led by ECB members on high school and college campuses throughout the state. Consequently, enrollment will be limited to teachers, administrators, and board members who did not attend Workshop '79 and whose schools, either individually or cooperatively, held an ECB Outreach seminar in 1978-79 or 1979-80.

The dates for our Second Annual Workshop on the Teaching of Writing are again June 18, 19, and 20--Wednesday, Thursday, and Friday of the week after school ends for most secondary teachers in Michigan. In addition to taking the advice of last year's participants about opening our 1980 workshop on Wednesday instead of Monday, we are going to thin last year's dense schedule of meetings to give our colleagues an afternoon in Ann Arbor to use as they please.

Speaking of last year, we want to welcome back alumni of the First Annual Workshop to special seminars and other festivities on Thursday, 19 June. To the limit of our capacity to accommodate them, participants in Workshop '79 are invited to lunch with us on the 19th, to attend three afternoon seminars designed to expand upon the substance of last summer's Workshop, to feast at our banquet and swing with us on Dance Band Night, then to rest themselves as our guests in University rooms before taking their leisurely departure on the 20th.

Because we want our Second Annual to be as comfortable and gregarious as our First, we are limiting enrollment to the first 120 teachers, administrators, and board members who send in their completed applications accompanied by a check for \$25 which will cover the full cost of the three-day workshop (including meals and housing) to each of its participants. For this very modest individual expense, we are again indebted to the generosity of the Mellon Foundation.

Dan Fader

EDITORIAL

forum, the Newsletter of the English Composition Board, is designed to give teachers of writing throughout Michigan a forum for mutual instruction and discussion.

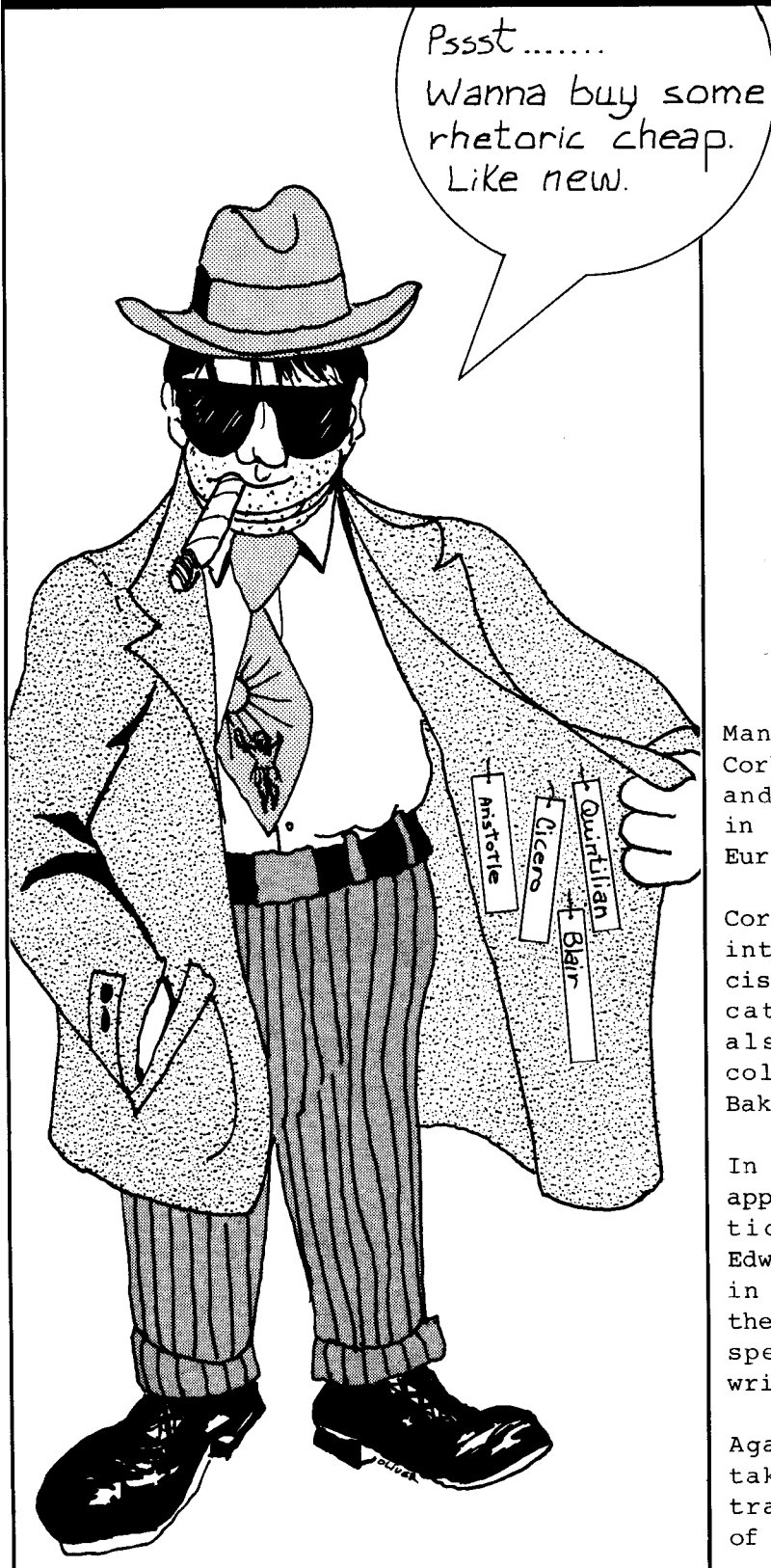
The instructional segment of the newsletter includes: (1) articles by experts in the field--theoreticians and practitioners; (2) essays reviewing the work and influence of these experts; (3) critical analyses--pro and con--of the featured experts or related topics; and (4) a sampling of methods and materials developed by classroom teachers who have translated theory into practice.

The discussion segment of the newsletter includes: (1) letters to the editor and editorial commentary; (2) a spotlight on a teacher or district willing to share methods, materials, approaches, or tech-

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FFORUM

A Newsletter of the English Composition Board, University of Michigan



WRITING:

THE CLASSICAL TRADITION

Many who teach writing share Edward P. J. Corbett's assertion that the best ideas and practice available to them are found in the work of Greek, Roman, and western European rhetoricians of the past.

Corbett has translated classical theory into the modern idiom, giving neo-classicists material for their method. Advocates of the traditional approach have also found substance in the popular college and school textbooks of Sheridan Baker and John Warriner, among others.

In this issue of *fforum*, the traditional approach to writing is examined by theoreticians and pedagogical practitioners. Edward P. J. Corbett writes of his work in the field; Sheridan Baker celebrates the power of writing; and John Warriner specifies the components of a school-wide writing program.

Against a review of their work, teachers take their stands--pro and con--on the traditionalists' approach to the teaching of writing.