An explanation and report of the Schools Council Project on Written Language of 11-18 year olds, 1966-1971. Important for the sense of range it gives us in student writing and for theoretical background on discourse and the composing process.

Reviews A Language for Life (better known as the Bullock Report), a 1975 document which surveys language learning in England and recommends methods of improving it, and cites its relevance for American education. Members of the Schools Council Project prepared several chapters of the report.

Collects and comments on writing of children, expanding the examples and evidence for the theoretical base of The Development of Writing Abilities. Includes various kinds of writing, writing sharing experience and handling information, and writing collected from four students at various stages of their educations.

Working from ideas in Moffett's Teaching the Universe of Discourse, Murray's A Writer Teaches Writing, and Kohl's The Open Classroom, explains his school's writing laboratory and its potential in a variety of teaching situations.

Reviews key works on theory and defines the teacher's role in student-centered teaching; lists principles and offers samples of procedures.

Draws upon Moffett, Britton, and Joos' The Five Clocks to apply a range of functions and occasions to the teaching of letter writing, based in oral and expressive language.


Drawing upon Britton and Janet Emig, argues for the distinction between high school and college students and for greater attention to reflective and expressive writing on the secondary level; includes results of a survey of writing assignments at the University of Washington.


Reviews and examines the Burgess Book above, the Martin book below, and a third volume, Understanding Children Talking.


Compares, somewhat acerbically, the teaching of writing in England and America.


In a regular feature of EJ, the teaching materials editor compiles five reviews of the program designed by Moffett, listed below, giving perspectives from a school of education, from supervisors, and from classroom teachers.


Draws upon the work of the Schools Council Project and examines writing as a means of learning not only in English classes but in all other disciplines as well.


A theoretical statement including a taxonomy of writing activities from handwriting through revising inner speech.

_____. "I, You, and It," College Composition and Communication, 16 (December 1965), 243-248.

A compressed version of his later theory of discourse, exploring the dual movements of the speaker outward toward his subject and toward his audience.


A companion volume to A Student-Centered Language Arts Curriculum but an independent work highly influential in humanizing language arts teaching and keeping theory always in sight of pedagogy. It depends on an idea of the student's intellectual growth and the insistence that the student be the center of the curriculum rather than its subject. Argues against grammar instruction and for learning to write by writing; against teaching parts as parts and for teaching wholes and parts in the contexts of wholes.


An ambitious program, including activity cards, booklets, cassettes, games, films, and teacher materials (see reviews under Kuykendall) designed to cover all levels of ability in students, from K-3 in Level 1 to advanced students of grades 10-12 in Level 4; it creates a truly individualized student-centered language arts curriculum for elementary through secondary students in precisely the ways that Moffett's theoretical writing advocates.


A paperback anthology organized on the spectrum of discourse later developed in Teaching the Universe of Discourse, moving from interior monologue to anonymous narration--no character point of view, and including a wide and standard selection of stories.

(cont. on p. 48)

Although originally the Interaction program was an attempt to overcome the limitations of the book, first published in 1968, the limitations of educational resources in most school districts has compelled Moffett to continually revise his initial classroom-practice-oriented book, expanding, and where possible, freeing the text from the constraints a one-book program imposes. Still a concrete and sound source of ideas to implement in pursuit of Moffett's concept of learning.


An arresting interview with three members of the Schools Council Project, synthesizing, expanding, and elaborating on their work, and, interestingly, corroborating the work of Moffett.


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