Go to the head of the class.

Let's have a donut on that.

Close encounter of the third kind.

We've agreed to disagree.

Attending.

Synchronized writing.
Michigan teachers of writing joined Workshop I participants in Ann Arbor on Wednesday, 24 June 1981 for a conference on Literacy in the 1980's. Sarah Goddard Power, Regent of the University of Michigan, and Robben Fleming, president of the Corporation for Public Broadcasting and former president of The University of Michigan, welcomed participants to the Conference and set the agenda. During the following three days, nineteen representatives of education, the vocations, and the professions addressed these questions: What will be the educational, vocational, and professional demands for literacy during the next decade? Who will meet these demands, and how will literacy be taught?

Out-of-state and in-state teachers met in a wine and cheese reception on the first night of the Conference; and a banquet and dance on the last night provided participants and speakers with informal occasions to pursue their discussion of provocative issues raised in Conference papers.

Literacy . . . I care.

I'll send it to you in a plain brown wrapper.

The Powers that be.

$E=MC^2$
R and R at Rackham.

A model of student-teacher interaction.

Run that past me once more.

Turn taking.

Arizona in Michigan.

And we have only six more hours of dancing to go.
Cocktails on the terrace.

Where did you get that hat?

The Chicago Connection.

2-step to literacy.

Where did you get that hat?

A call for papers on Literacy and Dancing.
After the Conference, out-of-state participants bid farewell to one another and to their Michigan colleagues. Although 165 teachers left Ann Arbor, 150 teachers from 97 different high schools, community colleges, colleges, and universities throughout the state of Michigan remained for Workshop II. During a barbeque supper on Saturday evening they relaxed before study sessions began in earnest on Sunday morning.

Following a format familiar to most of them from previous years, Michigan teachers probed further into their study of the teaching of writing. At the closing session on Tuesday, these Michigan teachers decided to continue the tradition of coming together annually for mutual instruction and discussion. (See Donald Morse's article in this issue of forum, p. 59).

Where did you get that hat?

Persuasive discourse.

Writing teachers need an audience too.
Finding the MAPS. Breaking for phenomenological coffee.

Time to set up the next party. On the other hand . . .

The Model Teacher

Eight ball in the corner pocket.
If this is Monday, it must be Piaget?

Young at 'art.

Bring me your comma-tossed.

Vygotsky wouldn't set it up that way.

Where did everybody go?

Literacy beyond the 1980's.
Plain Language: Despite the Ph.D., You Can Still Speak English at ECB

Edward Johnson
Carson City-Crystal High School
Carson City, Michigan

One important point that far too many educators ignore by omission or design is the need to speak to their audience. Considering the great concern that teachers of writing profess to have for audience, this lack of attention is ironic if not arrogant. Several speeches at the Conference on Literacy in the 1980's were presented in terms and language unfamiliar to me and, I suspect, to many of the other teachers present at the Conference.

We teachers who attend the ECB summer workshops come because we have a genuine interest in the teaching of writing and a very real need to improve our skills. Most of us have neither the time nor the facilities to pursue statistical studies and a wide variety of theoretical applications concerning the processes of writing. We are far too busy handling oppressive work loads, indifferent students, unsupportive administrators, and a hostile public to have the energy to engage in esoteric research.

This does not mean that we are not interested in research and theory, but that our lack of familiarity with these areas necessitates a clear, concise reporting of them to us. Most of all we need practical applications of research and theory that will renew our enthusiasm for teaching and enable us to be more effective in our classrooms.

Some speakers did recognize our desire for the practical. They spoke to us; their sense of audience clearly defined their use of language. Dan Fader, Jay Robinson, and Richard Bailey, for example, gave lively, interesting presentations that found their audience without a note of condescension. Toby Fulwiler and Art Young presented Britton's theory of writing to us in a logical, concrete manner, linking the theory to practice. Even the complex subject of context shaping became concrete and interesting through Alton Becker's powerful involvement with his audience. These educators know what others have failed to recognize: Dialogue about education need not be couched in mystic terms accessible to only the privileged insiders.

The Pilgrimage

Luanne Baldridge
Seaholm High School
Birmingham, Michigan

"Vacation" and devoted English teachers journey to the ECB workshop. Sessions, lectures mostly, begin. Occasionally, a presentation seems "full of sound and fury, signifying nothing"; most, however, offer support for what teachers are already doing or new road maps suggesting courses that might be charted to meet students' needs.

The static of realities — large classes, varied preparations, endless papers, committee work, extra-curricular responsibilities, "problem" students — interferes with the reception of the word from the mountain. The frustration of learning about the time, expertise, and attention which is lavished upon the comparatively insignificant problems of the "worst" of the "cream of the crop" at The University in contrast to the time, expertise, and attention which are available for the problems of elementary and secondary students' gives way a bit to the hope that the work of the ECB will demonstrate to local school boards that class size, teacher load, individual attention, and cross-disciplinary writing do matter.

Once ingested, all the bits and chunks of intellectual health food and junk food settle into over-stuffed brains to be digested later. Words of encouragement and re-enforcement are tucked away in secret spots to nourish convictions questioned, doubted, ignored — "back home." And the pilgrims move on.

Many Mansions

Mary Ann Walters
Calvin College
Grand Rapids, Michigan

Most of us live in single rooms, unaware that those rooms are part of a mansion or, even, of "many mansions." When we attend conferences, we help each other refurbish our rooms and re-arrange the furniture; the walls, the spaces, the dimensions remain fixed. Most of the speakers at Literacy in the 1980's were helpful decorators, suggesting Piaget modern or Skinner provincial or nouveau Chomsky or MAPS contemporary. A few of the speakers, however, opened doors to new rooms.
The two scientists, Paul Weiss and Paul Strassman, opened the door to an altogether different room. The walls, the spaces, the dimensions of the room to which they pointed were different from the ones familiar to us. Most of us peered cautiously through the door and recoiled in fear. The room seemed dark and cluttered with strange items clustered in an electronic setting in which the languages of trade and exchange were Cobol, Forteau, and Franglais. Horrible. Surely we would be obsolete in such a world. Surely we would not be the masters of 10,000 slaves, as Mr. Strassman kindly suggested, but would instead be the slaves of electronic masters. Unable to focus in the dark room, we retreated and laughed. We caricatured the scientists. We clapped when Mr. Salomon protested our being plugged into the walls; we strengthened our esprit de corps by making funny allusions to our electronic world. Now Good Ol' Boys, we even consoled each other by analyzing our shared burden as Insiders.

Our retreat would have been cozier if we could have dismissed the scientists themselves as Outsiders. But that was not possible. Even though they came from those frightening rooms and were, it seems, comfortable in them, we could find nothing amiss about them as people. They seemed humane, articulate, wise, and calm, very much like the best of us. Paul Strassman, the ultimate cosmopoliton, gave a perfectly elegant lecture. Perhaps it was too perfect. Good Ol' Boys find the mismanagement of visual aids an endearing quality.

We returned to our task of furniture arranging.

Then another door was opened for us, and we blinked at a bright room with no furniture at all — a sort of Zen room, one that was itself the only item. As Alton Becker spoke to us of other worlds in which our own assumptions do not function, we intuited reality in a blinding flash, as a whole, without the overlaid grids that we construct to help us "see." The blinding moment passes as we searched our own room for furniture to place in the empty one. Insiders feel uncomfortable in empty rooms.

Again we looked at the one who had opened the door. Professor Becker, after all, had occupied that bright room. And there was nothing amiss about him either. He seemed, in fact, quietly luminous and serene, somewhat more so than the best of us. He was both an Insider and Outsider.

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Harmony

Billy F. Birnie  
Dade County Public Schools  
Miami, Florida

Do you know how it feels to sing with your sister again after years of being apart? All the good songs, with close harmony and clean rhythm: "Sentimental Journey," "Play a Simple Melody," "Carolina Moon," "Chattanooga Choo-Choo." After a few hesitant notes and missed beats, the melodies come back, the harmony sets in. The songs are as they were meant to be. That kind of harmony is what the week of 20-27 June 1981 in Ann Arbor was all about.

It was the harmony that Dr. Bill Handy explained in his course on literary criticism at the University of Texas in the early 60's, the kind that makes you nod in assent at reading good poetry, that makes you say, "That's what I would have said if I could have found the words." It is the harmony you feel at hearing someone with authority say what you have always believed about teaching. It is the harmony you discover at exploring exciting new ideas with exciting new friends. 

I said to Judy Weiner the last day we were in Ann Arbor together — only half in jest: "Dammit, I didn't come to this meeting to question all that I've done in the last twenty years — to examine my entire professional life — all I wanted to get were some more formulas!"

Formulas I didn't get. Questions I did. Important questions — What am I doing with my influence as a teacher of writing? Am I helping students to become insiders or outsiders, winners or losers? I have the sense that I am not the only one in my profession asking these questions. Those whom I admire most are asking the same questions I am.

I am not the same teacher I was when I went to Ann Arbor. I believe I shall be better than I was — a better teacher, perhaps, a better person for asking crucial questions with others who care about the teaching of literacy.

The harmony was close. The melody was clear.

Harmony
Dear Mom,

I have just checked into the dorm and have given it a thorough exploration. What a place! It looks like a miniated castle with huge wooden doors, marbled ceilings, and tiled floors in the lobby.

The lounge has bright blue carpeting and plush furniture covered in reds, purples and blues. In my entire house, nothing like it. There are doors to carpeted rooms with windows that look inward to a courtyard, and outside to a small covered porch that overlooks the tennis courts.

My room is great--small and Spartan, and it makes me feel just like a freshman in college. Again, I'm delighted to learn our beds will be made every day (but that I'd be inclined to do it myself, but if it is a nice touch, don't you think?). We also get fresh towels every day. Chilly tonight.

The bathrooms are down the hall. I guess I can survive, but I'm...
When I arrived today, I was surprised to find that I bought some food and took a walk around the campus. I love the trees, their green and lush. Since the campus was founded in 1815, there are some very old buildings. The lawn looks like it belongs to an English countryside. A new student visited the library and had to make a decision to go outside. Sunlight was streaming through the stained glass windows and there was definitely a reverential feel. I wonder if the alumni demanded that the new addition be built completely underground—hey, didn't want to be.

I spent the afternoon observing the campus itself. It is huge and many acres all over a campus where there is no definite dividing line between it and the surrounding community. I guess the city and the campus sort of grow together. Everything I need is within walking distance. Inside of Stockwell Hall, I've already located the bookstore, cafeteria, and the closest bathroom. There is a sort of cult about the clouds. They are all sorts of colors and shapes. Thank heaven I bought my camera.

Now, you would love these old houses. I can't believe the size of some of them. Most are four stories tall with turrets. I wish I could get inside one of them to look around. They'd be so special after being turned into fraternity houses.

Well, I have to meet The Aligora group at dinner in a few minutes, and I want to meet their two.

Sir

85. This place makes me feel like a tragedy. I may have to dig some.

poetry hole.
July 1, 1981

TO: MEMBERS OF THE PHOENIX DELEGATION
FROM: MICHIGAN REUNION COMMITTEE
RE: MICHIGAN REUNION

Don't forget we're all meeting in the Languages and Literature Building at Arizona State University on Friday, July 10, to exchange materials and ideas from Michigan. Be sure to bring copies of your small group work for everyone.

We also hope to form a support group to share ideas with our colleagues. The Greater Phoenix Area Writing Project has asked us to report on our experiences at their first meeting in September, and the Arizona English Teachers Association would like some of us to do presentations at the Fall Conference.

See you Friday. Let's plan on lunch afterwards. Don't forget to bring your Michigan pictures. (One of our number, who prefers to remain nameless, is offering cash for any pictures of William Cole.)

---

July 2, 1981

Mrs. Evelyn Cuskey, Principal
Scottsdale High School
7410 E. Indian School Road
Scottsdale, AZ 85251

Dear Mrs. Cuskey,

I just returned from the University of Michigan where I participated in a week-long writing workshop sponsored by the English Composition Board. I had a wonderful time, met some delightful people, and learned a great deal that I think can benefit not only the English Department but our whole school.

If we could meet for lunch next Tuesday, I could tell you all about the week in more detail and share with you some ideas I have for improving the quality and quantity of students' writing at Scottsdale High.

I met some teachers from Minnesota who have been working with their faculty for the past year to encourage writing across the curriculum. They've given me a copy of the survey they used to determine how their faculty felt the total school writing program could be improved. If you like the survey and the idea, perhaps we can talk about using it.

I've enclosed a copy of the survey, a description of the University of Michigan's writing program and goals, and a copy of Form 104, the newsletter published by the ECR.

I look forward to seeing you on Tuesday.

Sincerely,

Lynn Jett
Journal Entry  Thursday June 25, 1981

2:30 AM. I can't believe I'm still awake. I've just got back from a long walk to the lake with a bunch of crazies from Depression, the club, and Student Council. We later went skinny dipping, telling stupid jokes, and sexual innuendo that was prevented by the lake, and chase-parties on the rooftop speakers, until the rest of the week. I think that's where this whole thing started.

After the reception began to die down, someone got the bright idea to go for a "walk." I knew we'd kick that idea when it arrived, and we got back. We ended up the evening by coming back to Student Council and discussing what was left of the ice, coffee, and food.

I should get some sleep. But if I don't write all this down, I probably won't get a chance when I do get home. I don't know how they've kept me up. They work me in shifts by day and group work, so that every night I wake up at midnight. We've been running on nerves and energy since Monday.

I'm learning so much! In my workshop with Chinese text I find and was thinking we're studying the elements of oral language in written language.

I have 25 students, and all the students are working really hard, and I realize that what I thought with students, the oral problems, aren't so much when working on written English. I'm finding that written English is far more important as I go through it.

Even now, I talked to the professor about getting with the workshops. Everyone is getting the same information in each group, and it's going nowhere. Everyone has got a different problem, so I think the idea of small group work is one way to make higher work on the back of the small group. The Chinese language has a lot of words, so I'm going to exchange ideas and information.

I haven't been excited about making close friends in a long time. I have been reading so much. I'm learning so much, and it's been really practical. I wish I could take it all back to the classroom. I'll have to get another set of the same ideas. Although this whole week was theoretical, but a was going to be theoretical, but I can hardly wait to get back and use some of these new ideas. By the end of the ECS, I'm going to have a lot of ideas.
Mr. Patti Stock, Editor
FORUM
University of Michigan
1125 Angell Hall
Ann Arbor, MI 48109

July 29, 1981

Dear Patti:

Got pretty busy here as soon as I came home from Ann Arbor.

First there was the minor Indian uprising and one of my cats was wounded slightly.

Then it turned really hot (120°F) and that was when the rattlesnakes tried to get into the house to cool off. I spent a lot of time just bagging and taking them back to the desert. (Can't kill them, they're an endangered species.)

Anyway, I just threw some stuff together that I had written and decided to send it to you. The letter from the band and the lecture notes I found when I was in Michigan, but I thought you'd enjoy them.

Keep up the good work.

Sincerely,

Lynd Jutt

---

Ms. Patti Stock, Editor
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University of Michigan
1125 Angell Hall
Ann Arbor, MI 48109

July 29, 1981

Dear Patti:

My experience in Michigan was tremendous. I learned so much about teaching writing and making good assignments.

I hope you are planning the same type of workshop for next year. I would like to attend again, but also be able to return. Several colleagues, able to go this year, would also like to attend.

Again, thank you for the opportunity. I thought you and other Board members would be interested to know what I would do.

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Sincerely,

Lynd Jutt
fforum’s New Word Contest

Bernard Van’t Hul
Department of English
University of Michigan

Literacy in the 1980's was a verbal feast of sorts.

From Arizona and Minnesota and Ohio and Texas and Washington, D.C. and Wisconsin and a dozen other states they came, the participants of Workshop I — almost all of them in time for dinner in Stockwell Hall. Table talk was rich with regional linguistic variety in tales of drought and flood and straitened budgets and airline disconnections back home. But jet lag had not been allowed for on the Workshop Schedule. The first Workshop session was underway in the Francis Building before the kitchen staff had washed the dishes of dinner in Stockwell Hall.

And then began the flood of specialized diction\(^1\) that would pervade both Workshop sessions and Conference speeches. Their socks and other things still unpacked in their luggage, Workshop participants lent ears to the names of Ong and inner Speech and ego-centrism and orality and Vygotsky and Piaget and a voice, somehow in place.

\(^1\)The exotic proper names and other hard words that enrich our vocational discourse with insight as with phatic communion. In one Workshop session, the specialized diction of our profession was distinguished from the gobbledygook of others.
The rain of such names was unrelenting. Before the end of the second day of the Conference, a competition for conferencees had suggested itself; and the following notice was posted in the Stockwell Lounge:

Response was gratifying: Entries trickled in by ones; and in the chaos of ad-hoc planning, execution failed only somewhat. It was in the farewell session of Workshop II, at 1:00 on Tuesday, June 30, that selected entries of the extant (in-State) ones were read aloud, and the winning contributors identified. The criterion for judgment of entries was clarified as follows: How long had the Judge of the entries known each contributor of them?

A Selection of Entries

aphthoniosis, n. logorrhea occasioned by elephantiasis of the rhetorical cortex, commonly followed by atrophy of that organ.

Barry Pegg
Michigan Technological University
Houghton, Michigan

clunking, n. the skilled editor’s deletion of inner vocal information so as to facilitate an easy, public cognitive style. v., to delete inner vocal information so as to facilitate an easy, cognitive style.

Donald Morse
Oakland University
Rochester, Michigan

ECB’er, n. a member of the elitist citizen’s band, usually a rhetor-neck who raps in conferences with fellow ECB’ers; one who informs another of hazardous transitions, inclement conclusions, or otherwise smokey discourse hiding behind blackboards on freeways, with the aim of gaining the write-of-way.

Litsa Marlos Varonis
ECB

Lingua d’Frank, n. the imitative discourse of devotees of the silver-haired guru from Arizona State University.

Barbara Couture
Wayne State University

logger rhythm, n. the pace at which two persons, looking for trees in the ECB forest, might operate a bucksaw.

Steve J. Van Der Weele
Calvin College
Grand Rapids, Michigan

paradine lost, n. The days in Ann Arbor together being over — the time to go home.

Nancy Taylor
Hope College
Holland, Michigan

mastoidbation, n. euphoria resulting from listening to the voice in your ear. syn. auto auditoria.

Daniel Fader
Barbra Morris
ECB

paradine, n. sumptuous dining. e.g. ‘The six days of dining in Stockwell Hall were an exercise in paradine.’ cf. The universal graphic emblem of paradine is a plump Mellon.

The forum-winning first-prize entry was conceived by Mary Ann Walters of Calvin College and defined by her colleague George Graham Harper:

ongst, n. the acute anxiety occasioned by one’s inability to find an excuse, in conversation with one’s peers, for invoking the name or even the titles of the works of Walter J. Ong, S.J.

Martin (continued from page 15)
teachers. It is a matter of bringing personal involvement back into the education scene and thereby raising the level of achievement. To see journal writing and its attendant directions as just another kind of topic set by the teachers and marked in the usual way would be to mistake the situation totally. It is in effect a different curriculum which carries with it different forms of writing.

Of course journals are not the only form of writing that students should do; nor is it invariably bad for teachers to set a topic for the whole class to do. But it is suggested that unassessed journals — written for the teacher and chiefly about the work in which the students are engaged — should form a major element in their writing. Where journals have been used in this way they have yielded rewards for students and teachers alike. The effect is to alter significantly the all-too-common authoritarian contexts for students’ writing. Improved contexts — of reflection and conversation — significantly affect the students’ freedom, as they learn on higher and higher levels, “to put down what’s in their heads.”

That is to say, Stockwell Staff cleaned up the “mess” after the almost all-night dance in the Lounge. With the mess went most of the entries submitted by Workshop I participants — an ill wind for all but the in-state contributors of Workshop II.

Bowlerized, it’s true. Not all entries — verbatim — were in fact fit, then to be read aloud or here to appear in print. Literacy in the 1980’s was an intense learning experience; and one did have to be there.
Oakland University Offers To Host Writing Workshop ’82

Donald E. Morse
Department of Rhetoric
Oakland University

At the concluding session of the ECB’s 1981 Writing Workshop, Daniel Fader introduced Marie Brown, Stevenson High School, Sterling Heights; and Donald Morse, Department of Rhetoric, Oakland University, who proposed holding a similar workshop next year at Oakland University, if the university is able to get foundation support so that delegates are able to attend Workshop ‘82 for the same nominal fee as they have paid the last three years. In order to have a successful application in these lean times, Donald Morse asked teachers and administrators in high schools and community colleges to send letters of support for a 1982 conference; and he invited them to consider co-sponsoring it. Becoming a co-sponsor involves obtaining an official letter of support for the conference from your high school or community college. These letters are urgently needed and should be sent to Donald E. Morse.

Workshop participants also discussed the focus for the follow-up program to the English Composition Board’s three previous workshops. One proposal receiving favorable comment was a workshop stressing “What Works and What Doesn’t Work in the Classroom.” This topic provides an opportunity to review a number of different approaches and techniques, and the occasion for teachers to learn from one another. The workshop would also feature a nationally prominent scholar and teacher of writing, such as this summer’s guest Frank D’Angelo. (The time and format of the workshop would be similar to those of the last three years.) Between 40 and 50 high-school, community-college, and university teachers volunteered to help plan this 1982 workshop. If you would like to help, write Donald Morse or Marie Brown.

The preliminary planning session will be held at Meadow Brook Hall, Oakland University, on October 9 and 10, 1981. The meeting will include Friday night dinner, followed by a talk and discussion of writing led by a prominent teacher of composition. Saturday morning will feature workshops on the teaching of writing, the teaching of reading, and alternatives to traditional senior English courses. After a coffee break there will be a discussion, “1982 Summer Writing Workshop: Plans and Proposals.” The group will break into small task forces, each one assigned a specific problem, including publicity, recruiting of resource people, and applying for grants. Twenty official delegates, representing individual schools and colleges, will be the guests of Oakland University for this preliminary conference. All interested teachers are most welcome and encouraged to attend. The cost of meals and room will be nominal. We hope that a stimulating speech followed by discussion, workshops fo-
cussing on classroom problems and opportunities, and small-group discussion to plan our workshop will attract not only those who wish to be co-signers of the grant application next year, but all teachers of writing who can join us.

For more information about the proposed Spring Workshop, contact Marie Brown, Stevenson High School, 39701 Dodge Park Road, Sterling Heights, Michigan, 48078, or Donald Morse, Department of Rhetoric, Oakland University, Rochester, Michigan 48063. If you are enthusiastic about a 1982 Writing Workshop for high school, community-college, and university teachers, here is how you can help:

1. Write a letter on your school or college stationery endorsing the idea of a conference and emphasizing its potential value for you as a teacher of writing. We will use these letters in soliciting foundations for their support. Address the letter to Donald E. Morse.
2. Volunteer your time to help during the year with planning, publicity, or recruiting participants in the conference. We would like to have an official representative of the workshop in every high school and community college.
3. Be certain that your school has an official representative at the fall planning session of October 9 and 10, 1981, at Meadow Brook Hall, Oakland University. Plan to attend this preliminary conference yourself, either as your official school representative or as an engaged participant. The setting will be a beautiful one. And we promise that the program, fellowship, and conversation will be worth your time.
Letters to the Editor

To fforum Readers:

Two conferences held in Michigan at the close of the '80-'81 academic year complemented one another remarkably well in locating the position of current language arts instruction and pointing toward the direction it must take in the future. At April's conference of the Michigan Council of Teachers of English the emphasis of the keynote address, workshops, and presentations was on the connections among the "sub-topics of English" — reading, writing, grammar, and literature — and between English and other disciplines. In theoretical discussions of these relationships and in explanation of classroom practices such relationships suggest, presentors at the MCTE conference were able to offer complex but viable approaches to language arts instruction.

The second conference, the English Composition Board's June conference on literacy, presented a series of lectures drawing on findings in rhetoric, linguistics, reading, cognitive psychology, media, business, technology, speech, and education, all relative to the meaning of literacy and the means to achieve it. Though not all the experts were in agreement about the definition of literacy and obstacles to obtaining it, all were convinced that it would play an increasingly significant role in the future and that its complexity transcended the limits of individual disciplines, both in application and as a topic of study.

Taken together these two conferences point out the inefficacy of narrow approaches to literacy instruction. The compartmentalizing and pigeonholing that has divided and subdivided educational study for so long has passed the point where constrained expertise can effectively promote the broader demands of general literacy. Together the findings and focus of these conferences confirm one of the major premises of Stephen Judy's study, The ABC's of Literacy, that "the teaching of literacy must increasingly become an interdisciplinary effort."

In light of that confirmation I would like to direct our attention to a second premise of that book: "Change in literacy instruction must begin with individual teachers and local schools, spreading outward, rather than being imposed by external agencies." I am encouraged that such change can occur by the very fact that such conferences as those of MCTE and ECB have taken place and that others, like the MCTE state conference on the theme of "Teaching, Testing, and Technology," scheduled for October, 1982, in East Lansing, are consolidating the efforts of these gatherings and taking them forward. I am encouraged as well by the wealth of talent and expertise that teachers in Michigan are able to draw on at every level, from local school districts through colleges and universities, and in so many areas vital to the advancement of literacy. Michigan language arts educators are highly active in sharing and disseminating the insights and scholarship on literacy; access to current research is readily available throughout the state as are teachers and scholars willing to serve as consultants and correspondants. In sum, the resources of individual teachers and local schools willing to begin changing literacy instruction are abundant and accessible throughout Michigan.

On behalf of the Michigan Council of Teachers of English, I invite those teachers and administrators interested in finding consultants and sponsoring workshops to use MCTE as an agency for information on literacy resources throughout the state. Of course, I hope too that every fforum reader will become a member of MCTE (P.O. Box 892, Rochester, MI 48063) and that they will attend regional and state-wide meetings; I am convinced that activity in professional organizations enhances our teaching and would encourage membership and participation in NCTE as well. But principally I am interested in creating a network of individual teachers who will help one another advance the cause of literacy in Michigan. Our success — and our students' success in a future where literacy will be even more vital than it is now — depends upon the willingness of each of us to draw upon the resources waiting to be used.

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