

# Select Bibliography\*

Robert L. Root  
Department of English  
Central Michigan University

American Association for the Advancement of Humanities. Humanities Report, Vol. IV, No. 2 (February, 1982).

Applebee, Arthur N. Writing in the Secondary School: English and the Content Areas. NCIE Research Report No. 21. Urbana, IL: NCIE, 1982.

Describes a study of the writing secondary school students are asked to do in six major subject areas and includes a good annotated bibliography of sources which provide strategies for incorporating writing into content area instruction.

Bailey, Dudley. "A Plea For a Modern Set of Topoi," College English, Vol. 26, No. 2 (November, 1964), pp. 111-117.

Proposes the contents of a rhetoric textbook for the modern college English class.

Bailey, Richard W. "This Teaching Works," Report to the Faculty of the College of Literature, Science, and the Arts of The University of Michigan, 1981.

Barnes, Douglas. Language in the Classroom. Bletchley: The Open University Press, 1973.

One of ten study guides prepared for the Open University course, "Language and Learning."

\_\_\_\_\_, James Britton, and Harold Rosen. Language, The Learner, and The School. (Revised ed.) Harmondsworth: Penguin Books, 1971.

Provides essays on language in the classroom; stresses the value of talking for students' learning and writing; and gives recommendations for a language policy across the curriculum.

Barritt, Loren. "Writing/Speaking: A descriptive Phenomenological View," in Exploring Speaking-Writing Relationships: Connections and Contrasts. (Eds.) Barry M. Kroll and Roberta J. Vann. Urbana, IL: NCIE, 1981, pp. 124-133.

Argues for a phenomenological perspective in research on speech and writing which would allow researchers to more accurately study the significance of both linguistic and paralinguistic behavior.

Basic Writing: Essays for Teachers, Researchers, and Administrators. (Eds.) Lawrence N. Kasden and Daniel R. Hoebler. Urbana, IL: NCIE, 1980.

Ten essays on basic writing, describing the field, summarizing current and needed research, and providing insights into the basic writer, program design and evaluation, and teacher-training in this area.

Beach, Richard. Writing About Ourselves and Others. Urbana, IL: ERIC/NCIE, 1977.

A synthesis of theory concerning autobiography, memoir, and portrait writing, theory concerning different characteristics of self, and composing process theory, followed by a thorough practice section.

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\*Where the titles of the entries in this bibliography are not self-explanatory brief annotations have been provided.

Berman, Ronald. "Stamping Out Illiteracy," The Chronicle of Higher Education. (October 2, 1978), p. 72.

Argues against remedial education and for disciplines of intellectual activity and knowledge.

Berthoff, Ann E. Forming/Thinking/Writing. Montclair, NJ: Boynton/Cook, 1981.

Describes the "dialectical notebook" and other activities Berthoff uses to teach writing.

. The Making of Meaning: Metaphors, Models, and Maxims for Writing Teachers. Montclair, NJ: Boynton/Cook, 1981.

Presents the philosophical argument for the centrality of interpretation in the processes of writing.

. Reclaiming the Imagination. Montclair, NJ: Boynton/Cook, forthcoming.

Essays by artists, philosophers, and scientists concerning the processes involved in making sense of experience.

Bitzer, Lloyd F. "Functional Communication: A Situational Perspective," in Rhetoric in Transition. (Ed.) Eugene E. White. University Park, PA: Pennsylvania State University Press, 1980, pp. 21-38.

Black English and the Education of Black Children and Youth. (Ed.) Geneva Smitherman. Detroit: Center for Black Studies, Wayne State University, 1981.

Collection of documents emerging from the King School, Ann Arbor (widely known as the "Black English" case), including an essay by James Baldwin on Black English and interpretations of the issues in the litigation by specialists in reading, testing, and curriculum.

Blumenthal, Arthur. Language and Psychology. NY: John Wiley, 1970.

Presents a useful historical account of theories of language and their relationship to thinking and learning.

Booth, Wayne C. Modern Dogma and the Rhetoric of Assent. Chicago: University of Chicago Press, 1974.

. "The Rhetorical Stance," College Composition and Communication. Vol. 14 (October, 1963), pp. 139-145.

Argues that effective writing is produced when writers assume a balanced rhetorical stance which gives weight to the subject matter, audience, and voice.

Bornath, John. "The Value and Volume of Literacy," Visible Language. Vol. 12 (Spring, 1978), pp. 118-161.

Britton, James. "The Composing Processes and the Functions of Writing," in Research on Composing: Points of Departure. (Eds.) Charles R. Cooper and Lee Odell. Urbana, IL: NCTE, 1978.

Distills the discourse theory expounded in Britton's two major works and recommends further research.

. Language and Learning. London: Penguin Books, 1970.

Provides the basis for theories underlying the work of the Schools Council Project. Examines the participatory and speculative nature of language usage and the development of cognitive processes as well as language in the preschool, primary, and secondary periods of a child's education.

. "Learning to Write and Writing to Learn," in The Humanity of English: NCTE Distinguished Lectures 1972. Urbana, IL: NCTE, 1972.

\_\_\_\_\_. "The Student's Writing,"  
in Explorations in Children's Writing. (Ed.)  
Eldonna L. Evertts. Urbana, IL: NCTE, 1970.

One of a series of short articles on speech  
and the function of writing as an equiva-  
lent to speech; the stages of youthful  
writing; the ways children and adults  
"represent their worlds in language."

\_\_\_\_\_, Tony Burgess, Nancy Martin,  
Alex McLeod, and Harold Rosen. The Development of  
Writing Abilities (11-18). Schools Council Re-  
search Studies. London: Macmillan Education  
Ltd., 1975.

An explanation and report of the Schools  
Council Project. Important for the sense  
it gives us of student writing and for  
theoretical background on discourse and the  
composing process.

Bruner, Jerome S. The Process of Education.  
Cambridge, MA: Harvard University Press, 1965.

Develops four themes: the role of structure  
in learning, the necessity of responding to  
learning readiness, the nature of intuition,  
and the desire to learn, all with an inter-  
est in classroom application.

\_\_\_\_\_. Toward a Theory of  
Instruction. Cambridge, MA: Harvard University  
Press, 1966.

A series of essays drawing on cognitive  
psychology which include discussions of  
patterns of growth, teaching a native  
language, and the will to learn.

\_\_\_\_\_, R. Oliver, and P.  
Greenfield. Studies in Cognitive Growth.  
NY: John Wiley, 1966.

Reports important experimental studies on  
the interrelationship of thought and lan-  
guage and the influence of formal schooling  
on their development.

Brunetti, Gerald J. "The Bullock Report: Some  
Implications for American Teachers and Parents,"

English Journal. Vol. 67, No. 8 (November, 1978),  
pp. 58-64.

\_\_\_\_\_. "A Language for Life: A  
Review," Research in the Teaching of English.  
Vol. 11 (1977), pp. 61-67.

A sympathetic review of the Bullock Report  
with particular commendation of the idea  
that "language development occurs in all  
phases of the school curriculum and that  
all teachers, however they might feel about  
it, are necessarily language teachers".

Bullock, Sir Alan. A Language for Life. London:  
H. M. Stationery Office, 1975.

A summary of a national investigation of  
the state of British education and the role  
of language in learning, presuming an "or-  
ganic relationship between the various as-  
pects of English and...the need for conti-  
nuity in their development throughout  
school life."

Burgess, Carol, et al. Understanding Children  
Writing. Baltimore, MD: Penguin Books, 1973.

Collects and comments on writing of chil-  
dren. Useful for its insights into the  
developmental aspect of writing and the  
value of expressive discourse.

Burke, Kenneth. A Grammar of Motives. NY:  
Prentice-Hall, 1952.

Explains "dramatism" and applies its  
analyses to various philosophies. An  
accessible study of semantics.

\_\_\_\_\_. A Rhetoric of Motives.  
Berkeley, CA: University of California Press,  
1969.

Posits that identification is the ultimate  
goal of rhetoric.

Children and Writing in the Elementary School:  
Theories and Techniques. (Ed.) Richard L. Larson.  
NY: Oxford University Press, 1975.

A collection of articles and excerpts which reinforces findings of Britton and Moffett and offers readings in theories of written discourse, teaching techniques, and responding to student writing.

Christensen, Francis. Notes Towards A New Rhetoric: Six Essays for Teachers. NY: Harper & Row, 1967.

Christensen's explanation of his generative rhetoric and demonstration of the use of the cumulative sentence in modern and contemporary prose.

Clark, Michael. "Contests and Contexts: Writing and Testing in School," College English. Vol. 42 (1980), pp. 217-227.

Analyzes various writing tests to demonstrate the implicit social and political contexts that surround the production and evaluation of writing, especially as that writing functions within institutional contexts and for purposes of placement and evaluation.

Coles, William. "Teaching the Teaching of Composition: Evolving a Style," College Composition and Communication. Vol. 28 (October, 1977), pp. 268-270.

A description of the way a study of compositional issues and theories in a teacher training seminar can be arranged to enable the participants as individuals to evolve their own teaching styles.

\_\_\_\_\_. The Plural I: The Teaching of Writing. NY: Holt, Rinehart, Winston, 1978.

A novelistic class-by-class account of a writing course in which one teacher performs his style with a group of students in such a way as to enable other teachers to make styles of their own.

Composition and Its Teaching: Articles from College Composition and Communication During the Editorship of Edward P.J. Corbett. (Ed.) Richard C. Gebhardt. Urbana, IL: NCTE, 1980.

Contemporary Rhetoric: A Conceptual Background With Readings. (Ed.) W. Ross Winterrowd. NY: Harcourt, Brace, Jovanovich, 1975.

Provides a lengthy introduction to contemporary rhetoric and a variety of essays and excerpts by major figures on subjects equivalent to invention, arrangement, and style.

Corbett, Edward P.J. Classical Rhetoric for the Modern Student. (2nd ed.) NY: Oxford University Press, 1971.

An extensive and thorough introduction to classical rhetoric and its applicability in the modern world. Includes a number of carefully analyzed examples from ancient and modern writers.

\_\_\_\_\_. "The Rhetoric of the Open Hand and the Rhetoric of the Closed Fist," College Composition and Communication. Vol. 20 (December, 1969), pp. 288-296.

Analyzes the new forms of rhetoric that appeared in the 1960's and compares them to the traditions of classical rhetoric, arguing for the relevance of classical rhetoric today.

\_\_\_\_\_. "The Status of Writing in Our Society," in Writing: The Nature, Development, and Teaching of Written Communication. Vol. 1. Variation in Writing: Functional and Linguistic-Cultural Differences. (Ed.) Marcia Farr Whiteman. Hillsdale, NJ: Lawrence Erlbaum Associates, 1981.

Demonstrates that, in spite of a demand for writing, schools do not teach the kind of writing needed.

\_\_\_\_\_. "The Theory and Practice of Imitation in Classical Rhetoric," College Composition and Communication. Vol. 22 (October, 1971), pp. 243-250.

Reviews the history of imitation in classical rhetoric and briefly argues for the use of imitation exercises in teaching writing today.

. "The Usefulness of  
Classical Rhetoric," College Composition and Com-  
munication. Vol. 14 (October, 1963), pp. 162-164.

Argues for the usefulness of teaching clas-  
sical rhetoric and suggests specific tech-  
niques for rhetoric that could be effec-  
tively taught in composition courses.

Coulthard, Malcolm. An Introduction to Discourse  
Analysis. London: Longman, 1977.

Defines discourse analysis, summarizes a  
range of research analyzing spoken and  
written texts, and describes implications  
for teaching.

Crystal, David and Derek Davy. Investigating  
English Style. Bloomington, IN: Indiana Univer-  
sity Press, 1969.

Describes and applies a method for making  
descriptive comparisons of the features of  
spoken and written texts.

D'Angelo, Frank. A Conceptual Theory of Rhetoric.  
Cambridge, MA: Winthrop Publishers, 1975.

Argues for a holistic composing process,  
the importance of invention, the relation-  
ship of rhetorical parts of underlying  
thought processes, and the necessarily  
interdisciplinary nature of rhetoric.

D'Arcy, Pat. "Going Back Inside," The London Times  
Educational Supplement. (January 28, 1977), p. 19.

A former member of the Schools Council  
"Language Across the Curriculum" Project  
explains the difficulties of implementing  
such a policy in an actual school setting.

Diederich, Paul B. Measuring Growth in English.  
Urbana, IL: NCTE, 1974.

Dixon, John. Growth Through English. A Report  
Based on the Dartmouth Seminar 1966. Reading,  
ENG: National Association for the Teaching of  
English, 1967.

Influential work discussing processes in  
language learning and examining classroom  
practices.

Dowst, Kenneth. "The Epistemic Approach: Writing,  
Knowing, and Learning," in Eight Approaches to  
Teaching Composition. (Eds.) Timothy R. Donovan  
and Ben W. McClelland. Urbana, IL: NCTE, 1980.

Demonstrates the epistemic approach to  
teaching writing, viewing language as a way  
of knowing and writing as a way of composing  
reality.

Edwards, V. K. The West Indian Language Issue in  
British Schools: Challenges and Responses.  
London: Routledge & Kegan Paul, 1979.

Describes the flourishing West Indian  
culture of urban areas in Great Britain,  
the special problems of Creole speakers in  
schools, and suggests approaches that help  
non-West Indian teachers be more effective.

Eight Approaches to Teaching Composition. (Eds.)  
Timothy R. Donovan and Ben W. McClelland. Urbana,  
IL: NCTE, 1980.

Elbow, Peter. Writing With Power: Techniques for  
Mastering the Writing Process. NY: Oxford Uni-  
versity Press, 1981.

Discusses the writing process, including  
ways of dealing with an audience, getting  
feedback, and thinking both creatively and  
critically.

. Writing Without Teachers.  
NY: Oxford University Press, 1973.

Describes a developmental process for writ-  
ing and a method of learning to write in  
groups which critique each other's work.

Emig, Janet. The Composing Processes of Twelfth  
Graders. NCTE Research Report No. 13. Urbana,  
IL: NCTE, 1971.

Emig bases her understanding of how chil-  
dren write upon an observed process rather  
than a prescribed procedure.

. "Writing as a Mode of Learning," College Composition and Communication. Vol. 28 (1977), pp. 122-128.

Suggests that writing enables interaction between thinking and language which promotes discovery of new knowledge.

Exploring Speaking-Writing Relationships: Connections and Contrasts. (Eds.) Barry Kroll and Roberta J. Vann. Urbana, IL: NCTE, 1981.

A collection of essays exploring the relationship between speaking and writing from a variety of perspectives including business, media, EFL, hemispheric function, linguistics, reading, phenomenology, and development.

Evaluating Writing: Describing, Measuring, Judging. (Eds.) Charles R. Cooper and Lee Odell. Urbana, IL: NCTE, 1977.

An important collection of articles on evaluation of writing, including Richard Lloyd-Jones' influential explanation of primary trait scoring plus Cooper on holistic evaluation, Kellogg Hunt on syntactic structures, and Mary Beaven on "Individualized Goal Setting, Self-Evaluation, and Peer Evaluation."

Fader, Daniel. The Naked Children. NY: Macmillan, 1971.

An account of Fader's attempt to continue the "English in Every Classroom" approach described in Hooked on Books in a Washington, D.C., ghetto school; it is also a telling re-creation of the experience of education for too many students.

with James Duggins, Tom Finn, and Elton McNeil. The New Hooked on Books. NY: Berkley Books, 1976.

An expanded version of Hooked on Books, offering a context for teaching the program, expanding the section on writing, and an updated reading list.

. "On Nurturing the Individual Voice," fforum. Vol. 2, No. 1 (Winter, 1981), pp. 53-54.

Describes today's students and the importance of teaching them reading and writing at all levels of instruction.

fforum: Essays on Theory and Practice in the Teaching of Writing. (Ed.) Patricia L. Stock. Monclair, NJ: Boynton/Cook, forthcoming.

Fawcett, Robin P. Cognitive Linguistics and Social Interaction: Towards an Integrated Model of a Systemic Functional Grammar and the Other Components of a Communicating Mind. Heidelberg: Julius Groos Verlag, 1980.

A work of theoretical linguistics that provides the basis for an "applicable grammar" and an "analysis grammar" now being employed in the study of the linguistic development of children.

Flower, Linda and John R. Hayes. "The Cognition of Discovery: Defining a Rhetorical Problem," College Composition and Communication. Vol. 31 (1980), pp. 22-32.

Views writing as a means of making, rather than discovering, meaning and offers a model of the rhetorical problem which the writing is an attempt to "solve."

Foucault, Michel. "Language to Infinity," in Language, Counter-memory Practice. (Ed.) Donald F. Bouchard. Ithaca, NY: Cornell University Press, 1977, pp. 53-67.

Posits that each work of literature is a defense against the death of language, a continuous contribution to an endless work—the Library.

Freire, Paulo. Education for Critical Consciousness. Seabury Press, NY: 1973.

A radical conception of language in which "decoding" (construing letters) and "decodification" (interpreting meanings) are kept together from the start.

. Pedology of the Oppressed.

NY: Herder and Herder, 1970.

Describes Friere's theories of teaching and learning.

The Future of Literacy. (Ed.) Robert Disch. Englewood Cliffs, NJ: Prentice-Hall, 1973.

A useful collection of articles on four broad topics: the impact of literacy on non-literate peoples and nations, the relationship between literacy and politics, literature and literacy, and literacy and the media.

Gerrard, Michael S. "Literacy, Testing, and Core Curriculums in England," The College Board Review. Vol. 115 (Spring, 1980), pp. 24-27, 36.

General impressions of changes in education in England since the Bullock Report, including a report on the British approach to competency testing.

Gordon, William. Synectics: The Development of Creative Capacity. NY: Harper & Row, 1961.

Argues that "creative efficiency" can be increased by describing case studies of problem solving.

Graff, Harvey J. The Literacy Myth: Literacy and Social Structure in the Nineteenth-Century City. NY: Academic Press, 1979.

An important historical study of rates and usages of literacy in three 19th century Canadian cities: Hamilton, London, and Kingston; relates literacy to political and social trends.

Graves, Donald. Balance the Basics: Let Them Write. NY: The Ford Foundation, 1978.

Argues for teaching reading and writing together in the elementary school.

Gregory, Michael and Susanne Carroll. Language and Situation. London: Routledge & Kegan Paul, 1978.

Presents a functional theory of language and defines, in simple terms, the situational constraints of field, tenor, and mode as they mark varieties of discourse.

Groff, Patrick. "The Effects of Talking on Writing," English in Education. Vol. 13 (1979), pp. 33-37.

Review of research on effects of oral language activities on writing improvement; concludes that writing is not improved by speech activities.

Guilford, J.P. "Creativity: Yesterday, Today, and Tomorrow," Journal of Creative Behavior. (1967), pp. 3-8.

Halliday, M.A.K. Learning How to Mean: Explorations in the Development of Language. London: Edward Arnold, 1975.

Adopts a functional view of language and explains language as "a system for making meanings" rather than for "generating structures."

Hargreaves, Davie. Adult Literacy and Broadcasting: The BBC's Experience. NY: Nichols Publishing Co., 1980.

A detailed account, partly in diary form, of the effort by the BBC to produce television programs, curricular materials, and support services to assist adult illiterates in Great Britain.

Harpin, William. The Second "R": Writing Development in the Junior School. London: George Allen and Unwin, 1976.

Explains research into the development of language abilities in children at three ages and attempts to understand differences; discusses implications of research results.

Harrington, Elbert. "A Modern Approach to Invention," Quarterly Journal of Speech. Vol. 48 (1962), pp. 373-378.

Attempts to ally invention and rhetoric to liberal education in general.

Heath, Shirley Brice. "The Function and Uses of Literacy," Journal of Communication. Vol. 30 No. 1 (Winter, 1980), pp. 123-133.

Reports on a five year study of one community's reading and writing behavior and draws conclusions about the functions of literacy in society and the ways it may be obtained.

Hendrix, Richard. "The Status and Politics of Writing Instruction," in Writing: The Nature, Development, and Teaching of Written Communication. Vol. 1. Variation in Writing: Functional and Linguistic-Cultural Differences. (Ed.) Marcia Farr Whiteman. Hillsdale, NJ: Lawrence Erlbaum Associates, 1981.

Argues that writing must be viewed in a social context before questions of improvement, testing, and quality can be answered and that educational policy as well as research and pedagogy will have to answer these questions.

Huizinga, Johanna. Homo Ludens. Boston: Beacon Press, 1955.

The Humanities in American Life. Report of the Rockefeller Commission on the Humanities. Berkeley, CA: University of California Press, 1980.

Judy, Stephen. The ABC's of Literacy: A Guide for Parents and Educators. NY: Oxford University Press, 1980.

An accessible book for both educators and members of the community. Argues that change in literacy instruction requires a change in educational aims and an alteration of teaching conditions in the schools and the communities.

Kinneavy, James. A Theory of Discourse. Englewood Cliffs, NJ: Prentice-Hall, 1971.

Draws on classical rhetoric, logic, linguistics, and literary theory to explore the aims of discourse and develops four types of discourse: expressive, literary, referential, and persuasive.

Kirby, Dan and Tom Liner. Inside Out: Developmental Strategies for Teaching Writing. Monclair, NJ: Boynton/Cook, 1981.

"A book for teachers in middle school through college" showing how they can "nurture the rich linguistic resources their students bring to class."

Kitzhaber, Albert R. "Teaching English Composition in College," in Teaching Freshman Composition. (Eds.) Gary Tate and Edward P.J. Corbett. NY: Oxford University Press, 1967, pp. 3-24.

Discusses problems in premises underlying freshman composition and cites evidence of a variety of failures.

Labov, William. "The Logic of Nonstandard English," in Linguistics and the Teaching of Standard English to Speakers of Other Languages or Dialects. Monograph Series on Language and Linguistics No. 22, 1969.

A classic statement of the hidden yet crucial political forces that influence the way people speak and write.

\_\_\_\_\_. "The Transformation of Experience in Narrative Syntax," in Language in the Inner City. (Ed.) William Labov. Philadelphia: University of Pennsylvania Press, 1972.

Describes similarities in structures of narratives told by a variety of people.

Langer, Suzanne. Philosophy in a New Key: A Study in the Symbolism of Reason, Rite, and Art. Cambridge, MA: Harvard University Press, 1942.

Argues that the brain constantly engages in a "process of symbolic transformation"; examines the logic of signs and symbols and "the significance of language, ritual, myth and music," and mentality itself.

Language and Literacy in our Schools: Some Appraisals of the Bullock Report. (Ed.) Harold Rosen. London: University of London, Institute Studies in Education, 1975.



A collection of readings which serve as an appraisal of the Bullock report, with particular emphasis on the topic of reading.

Language and Social Context. (Ed.) Pier Giglioli.  
NY: Penguin Books, 1972.

Essays by Bernstein, Labov, and others related to sociolinguistics and cultural anthropology as it involves the function of language and speech in society.

Language as a Way of Knowing: A Book of Readings.  
(Ed.) Martin Nystrand. Ontario Institute for Studies in Education, 1977.

Collection of essays which illustrate the heuristic function of language.

The Language Connection: Writing and Reading Across the Curriculum. (Eds.) Toby Fulwiler and Art Young. Urbana, IL: NCTE, 1982.

Emphasizes writing as a means of learning and balances theory and practice of teaching writing and reading across the curriculum.

A Language for Life: N.U.T.'s Commentary on the Bullock Report. London: National Union of Teachers, 1976.

A committee of the N.U.T. discuss seventeen "principal recommendations" from the Bullock Report and their implementation.

Language Policies in Action. (Ed.) Mike Torbe.  
London: Ward Lock Educational, Ltd., 1979.

Reviews work of teachers to implement the policies formulated by the Bullock Commission.

Larson, Richard. "Discovery Through Questioning: A Plan for Teaching Rhetorical Invention," in Contemporary Rhetoric. (Ed.) W. Ross Winterowd. NY: Harcourt, Brace, Jovanovich, 1975.

Larson attempts to create an accessible list of modern "topoi" in imitation of the classical model; Winterowd's introduction to the article provides a useful context.

Lauer, Janice. Invention in Contemporary Rhetoric: Heuristic Procedures. Unpublished doctoral dissertation, University of Michigan, 1967.

Investigates and evaluates the importance, nature, and types of heuristic procedures available for contemporary rhetoric.

\_\_\_\_\_. "Heuristics and Composition," College Composition and Communication. Vol. 21 (1970), pp. 397-404.

Argues for the study of heuristics in the teaching and research of composition; provides a lengthy "psychological bibliography" on the subject.

Literacy and Social Development in the West. (Ed.) Harvey J. Graff. Cambridge, ENG: Cambridge University Press, 1981.

A collection of seminal historical research into the relationship between literacy and social development.

Literacy for Life: The Demand for Reading and Writing. (Eds.) Richard W. Bailey and Robin Melanie Fosheim. NY: The Modern Language Association of America, forthcoming.

A collection of essays treating world literacy, the relationship of literacy to politics, the uses of literacy in vocations and professions, the problems of literacy in various educational settings, and the teaching of literacy.

Lockridge, Kenneth. Literacy in Colonial New England. NY: W.W. Norton, 1974.

An important historical study of rates of the development of literacy in New England to 1800, with discussions about literacy and social development, literacy and education, and literacy and economic status.

Loneragan, Bernard J.F., S.J. Insight: A Study of Human Understanding. London: Longmans, 1957.

Describes insight as the "supervening act of understanding" and deals with it as a heuristic activity and as knowledge.

Luria, A. "Speech Development and the Formation of Mental Processes," in A Handbook of Contemporary Soviet Psychology. (Eds.) M. Cole and I. Maltzman. NY: Basic Books, 1969.

Describes research that suggests the influence of language upon intellectual development.

Marland, Michael. Language Across the Curriculum: The Implementation of the Bullock Report in the Secondary School. London: Heinemann Educational Books, 1977.

A book with chapters by various authors designed to be "a practical help to those in secondary schools developing their own 'language policy across the curriculum.'"

Martin, Nancy. The Martin Report: Case Studies from Government High Schools in Western Australia. Education Dept., W.A., 1980.

\_\_\_\_\_, Pat D'Arcy, Brian Newton, and Robert Parker. Writing and Learning Across the Curriculum. London: Ward Lock Educational, Ltd., 1976, pp. 11-16.

Examines writing as a means of learning not only in English classes but in all other disciplines as well.

McKeon, Richard. "The Uses of Rhetoric in a Technological Age: Architectonic Productive Arts," in The Prospect of Rhetoric. (Eds.) Lloyd Bitzer and Edwin Black. Englewood Cliffs, NJ: Prentice-Hall, 1971. pp. 44-63.

Provides an overview of classical and modern rhetoric with an emphasis on rhetoric as an art of doing.

Moffett, James. Active Voice: A Writing Program Across the Curriculum. Montclair, NJ: Boynton/Cook, 1981.

A program extending from elementary through college levels, emphasizing use of primary sources and the projects of subject areas. Rich in ideas for writing assignments and

flexible for adaptation to different levels of student ability and maturity.

\_\_\_\_\_. Coming on Center: English Education in Evolution. Montclair, NJ: Boynton/Cook, 1981.

A collection of Moffett's writing, with connecting headnotes, analyzing forces at work on education and offering recommendations for teaching reading and writing after an assessment of current theories.

\_\_\_\_\_. Teaching the Universe of Discourse. Boston: Houghton Mifflin, 1968.

Suggests an outline of the student's intellectual growth, insists that the student be the center of the curriculum, and argues against teaching parts as parts and for a holistic approach.

\_\_\_\_\_, and Betty J. Wagner. Student-Centered Language Arts and Reading, K-13. (2nd ed.), Boston: Houghton Mifflin, 1976.

A comprehensive account of Moffett's theories and curricular activities organized according to his hierarchy of discourse and levels of abstraction.

Morris, W.W. Signs, Language, and Behavior. Englewood Cliffs, NJ: Prentice-Hall, 1946.

An early study of the significance of signs, applying semiotics to discourse, language, and behavior.

Murray, Donald M. A Writer Teaches Writing: A Practical Method of Teaching Composition. Boston: Houghton Mifflin, 1968.

A sensible, humane, and very practical analysis of the relationship between student and teacher in a writing class, with down-to-earth sections on techniques.

\_\_\_\_\_, and Donald Graves. "Revision: In the Writer's Workshop and in the

Classroom," in Journal of Education. Boston: Boston University School of Education, Vol. 162 (1980), pp. 38-56.

An on-going view of the writing process in the journal of a working writer, with an on-going commentary by a writing researcher on applications to the classroom.

The Nature and Measurement of Competency in English. (Ed.) Charles R. Cooper. Urbana, IL: NCTE, 1981.

A collection of essays ranging broadly over the issues of measurement and assessment in English, including articles on competence in reading, media competency, and the politics of minimum competency as well as an overview of the issues and articles on language competence and competence in writing.

New Essays in the Teaching of Literature. Proceedings of the Literature Commission Third International Conference on the Teaching of English, Sydney, Australia: 1980. (Eds.) David Mallick, Peter Moss, Ian Hausen.

Odell, Lee. "Piaget, Problem-Solving, and Composition," College Composition and Communication. Vol. 24 (1973), pp. 36-42.

Drawing on Piaget, Odell devised a problem solving approach to a Freshman English class, the techniques and rationale of which he describes here.

\_\_\_\_\_. "The Process of Writing and the Process of Learning," College Composition and Communication. Vol. 31 (1980), pp. 42-50.

Argues that the conceptual activities students must go through vary with assignments across the curriculum and that teachers need to understand the process of learning as it relates to the process of writing.

Ornann, Richard. "The Decline in Literacy is a Fiction, If Not a Hoax," The Chronicle of Higher Education. (October 25, 1976), p. 32.

Analyzes the evidence used to indicate a "literacy crisis" and suggests that the

real literacy crisis is being ignored by the media while misleading data generate a false crisis.

\_\_\_\_\_. English in America: A Radical View of the Profession. NY: Oxford University Press, 1976.

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This collection of Polanyi's essays includes four chapters on tacit knowing; the introduction by the editor ties the essays to Polanyi's other works.

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Argues that education must conserve tradition in an age of innovation and innovate in an age of tradition, and argues against the changes in schools in the last decade.

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Teaching Composition: Ten Bibliographic Essays. (Ed.) Gary Tate. Fort Worth: Texas Christian University Press, 1976.

An indispensable research tool, including essays by top scholars on research.

Teaching for Literacy: Reflections on the Bullock Report. (Eds.) Frances R. A. Davis and Robert P. Parker, Jr. NY: Citation Press, 1978.

Sixteen essays by British and American educators on the recommendations of the Bullock report.

"The Teaching of Writing in Great Britain," in English Journal. Vol., 67 No. 8 (November, 1978), pp. 49-67.

A collection of four articles explaining some of the ideas of the British Writing Across the Curriculum Project and their implications for American teachers.

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Describes need of creative children for guidance and explains assessment of their talent and growth.

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\_\_\_\_\_ and R. Protherough. Classroom Encounters: Language and English Teaching. London: Ward Lock Educational, 1976.

Essays by a number of teachers who describe how they use language as a means of learning in the English classroom.

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