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**Neal Lerner**

**Chronology of Published Descriptions of  
Writing Laboratories/Clinics, 1894-1977  
(WPA-CompPile Research Bibliographies, No. 9)**

**July 2010\***

I have long been obsessed with hunting down a reference to the very first college writing center (or, as would be more common in the early 20<sup>th</sup> century, writing *laboratory* or *clinic*). This bibliography is largely the result of that obsession. The ending time period is prior to the first publication of *The Writing Lab Newsletter* in April 1977 with the assumption that a dedicated publication on the topic of writing centers (and even more so with the launching of *The Writing Center Journal* in 1980) would tend offer a natural home and monopolize the articles. However, I was also interested in the various ways that writing centers/labs/clinics might be described in publications more general to the teaching of writing and to secondary and higher education. I cannot say that these earliest articles provide definitive proof of the very first writing center; I know enough from conducting this kind of literature review that I might have simply not found that article or, even more likely, those creators saw no reason to publish their accomplishment. I can also attest that in no way is this bibliography comprehensive. My searching is limited by the bibliographic tools at my disposal as well as my biases towards what constitutes a genuine reference to an early writing laboratory or clinic, versus what seemed like a convenient descriptor of something else entirely. Nevertheless, references in this list do tell a variety of stories about the origins of writing centers.

One story is a tale of longevity. An initial impetus for my search was that we simply had very little knowledge of writing center history (an exception being Peter Carino's work in "Early Writing Centers: Toward a History," *Writing Center Journal* 15.2 [1995]: 103-115, and "Open Admissions and the Construction of Writing Center History: A Tale of Three Models," *Writing Center Journal* 17.1 [1996]: 30-48). As the historical range of these entries shows, writing centers in one form or another have been around for a very long time. In fact, six of the first seven meetings of the Conference on College Composition and Communication (starting in 1949) featured workshops on writing laboratories, and they were such an established presence that by 1958, James Ruoff could satirize them in "The English Clinic at Flounder College" (*College English* 19.8 [1958]: 348-351).

Here's a couple of other ways I read these stories: In her history of writing centers, Elizabeth Boquet ("Our Little Secret": A History of Writing Centers, Pre- to Post-Open Admissions," *College Composition and Communication* 50.3 [Feb. 1999]: 463-482) draws the distinction between writing centers as site or "place" and writing centers as teaching method or "pedagogy." This place-pedagogy distinction offers a powerful organizing scheme for the accounts represented in this bibliography, particularly as writing centers moved from primarily a

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pedagogy—often described as “the laboratory method of teaching English”—to stand-alone spaces supplementing the instruction that students might (or might not) be getting in composition classes. Thus, in terms of pedagogy, those who ran early writing laboratories or clinics could define their operations in contrast to classroom teaching, such as at the 1950 CCCC pre-conference workshop, which reported that “the writing laboratory should be what the classroom often is not—natural, realistic, and friendly” (“Organization and Use of a Writing Laboratory: The Report of Workshop No. 9,” *College Composition and Communication* 02.1 [1951]: 17-18). By the 1970s, writing centers were well established as institutional spaces, perhaps at the cost of seeing their value as pedagogical sites with much to teach the rest of the institution. Both the writing centers as a place and as a kind of pedagogy offer a contrast to what was seen as dominant classroom practices, and the entries in this bibliography consistently capture that contrast.

My other way of reading these histories is through the continuum of writing centers as *punishment* versus writing centers as *possibility* (for more on this idea, see Neal Lerner, “Punishment and Possibility: Representing Writing Centers, 1939-1970,” *Composition Studies* 31 [Fall 2003]: 53-72). This distinction captures the long-standing attitudes of faculty and administrators toward students under-prepared for college-level writing: Should they be punished, quarantined or assigned to the “Awkward Squad” as at Yale in 1929 or does their lack of preparation offer possibilities for experimentation and “individual teaching” as Preston Search asserted in 1894? Thus, this bibliography is not merely a way to capture the phenomenon of one-to-one instruction in writing over time, but also a view of cycles of blame and responsibility in the history of higher education’s relationship to under-prepared students. Writing laboratories, clinics, and centers are intertwined with the tension between opportunity and excellence, and as this bibliography demonstrates, that tension is not new; certainly, it is also far from resolved.

### **Search, Preston W.**

Individual teaching: The Pueblo plan

*Educational Review* 07.2 (1894), 54-57

Not about English composition or writing laboratories/clinics per se, but Search, Superintendent of Schools in Pueblo, CO, offers one of the earliest accounts of setting up a high school according to students’ “individual needs”: “The work is now conducted largely by what may be called laboratory methods” (157-158).

KEYWORDS: wcenter, history, laboratory-method, school, Pueblo, Colorado, individual, USA

**MacClean, George E.**

English at the University of Minnesota

In Payne, William Morton (Ed.), *English in American Universities*; Boston, MA: DC Heath (1895), 155-161

One of 20 accounts reprinted from a 1894 series in *The Dial* magazine. Reports that “as regards methods of instruction we are eclectic. At some point we endeavor to illustrate by experiment every method, ancient and modern. If one term had to be used, the ‘laboratory method’ would describe ours” (158).

KEYWORDS: wcenter, history, laboratory-method, pedagogy, University of Minnesota, USA

**Lewis, Frances W.**

The qualifications of the English teacher

*Education* 23 (1902),15-26

High-school account describes classroom pedagogy as follows: “Class-room work, once entirely recitation from a text-book, is now often on the laboratory plan, with questions to lead the pupil to make his own discoveries and form his own opinions” (15).

KEYWORDS: wcenter, history, high-school, pedagogy, laboratory-method

**Buck, Philo Melvyn**

Laboratory method in English composition

*Journal of the Proceedings and Addresses of the 43<sup>rd</sup> Annual Meeting of the National Education Association* (1904), 506-510

A high school English department head calls for laboratory methods to make the students interested in the subject.

KEYWORDS: wcenter, history, high-school, laboratory-method, student-interest

**Hopkins, Edwin M.**

Can good composition teaching be done under present conditions?

*English Journal* 01.1 (1912), 1-9

Hopkins describes English composition as a “laboratory subject,” which has resulted in vast overwork for instructors.

KEYWORDS: wcenter, history, laboratory-method, teaching-load

**Anonymous**

Shall “laboratory work” in composition be given up?

*English Journal* 01.1 (1912), 48

An anonymous editorial, which calls for continuing commitment to composition as a “laboratory subject.”

KEYWORDS: wcenter, history, laboratory-method, pedagogy, abolition

**Walker, Francis Ingold**

The laboratory system in English

*English Journal* 06.7 (1917), 445-453

Description of a high school English teacher’s use of a “laboratory system” in which students work in small sections with peer review and instructor feedback.

KEYWORDS: wcenter, history, high-school, laboratory-method, peer-evaluation, response, small-group

**Ziegler, Carl W.**

Laboratory method in English teaching

*English Journal* 08.3 (1919), 143-153

A high-school teacher describes teaching English by having students create their own texts and offer peer review.

KEYWORDS: wcenter, history, laboratory-method, high-school, peer-evaluation

### **Douglas, Lucile**

Teaching English on the Dalton Plan

*English Journal* 13 (1924), 335-340

High-school account of application of the Dalton Plan, particularly individual teacher-student conferences (the Dalton Laboratory Plan was a British educational approach that eliminated class hours, set contracted individualized projects, and emphasized one-on-one teacher and student interaction).

KEYWORDS: wcenter, history, Dalton plan, laboratory-method, conferencing, individual, pedagogy

### **Stauffer, Emily C.**

A laboratory experiment in English composition

*English Journal* 14.1 (1925), 27-31

A high school account in which students have one-to-one conferences during class time.

KEYWORDS: wcenter, history, USA, high-school, conferencing, classroom, laboratory-method

### **Hargrave, Mary**

The Dalton Plan in practice

*English Journal* 17 (1928), 372-380

High-school account of application of the Dalton Laboratory Plan to English classes (see Lucile Douglas, 1924).

KEYWORDS: wcenter, history, USA, Dalton plan, pedagogy

**Holcomb, E. L.**

The English laboratory

*English Journal* 17 (1928), 50-52

High-school account of a proposed ideal English classroom, “our workroom, our laboratory,” that sounds a lot like a contemporary writing center

KEYWORDS: wcenter, history, USA, pedagogy, laboratory-method, high-school

**Horner, Warren B.**

The economy of the laboratory method

*English Journal* 18 (1929), 214-221

Research on the “efficacy of the laboratory method of teaching English composition as compared with the recitation method” (p. 214) in a West Virginia high school. Results were pretty much the same, but laboratory students accomplished similar gains in about half the time (primarily correction of errors).

KEYWORDS: wcenter, history, USA, laboratory-method, West Virginian, high-school, data, gain, error-correction

**Taylor, Warner**

A national survey of conditions in freshman English (Bureau of Educational Research Bulletin, No. 11)

Madison, WI: University of Wisconsin, Bureau of Educational Research (1929)

First mention of “English clinics”: “In theory the project is excellent; in practice it may prove little value through the lack of cooperation accorded by departments other than English” (p. 31).

KEYWORDS: wcenter, history, USA, survey, data, FYC, ‘clinic’, theory-practice

### **Noyes, E. S.**

The program of the Awkward Squad

*English Journal* 18 (1929), 678-680

At Yale, “Freshmen who are considered deficient in writing are assigned to the Awkward Squad” (p. 678) rather than required to take a class.

KEYWORDS: wcenter, history, USA, Yale University, FYC, basic, ‘awkward squad’, requirement

### **Wheeler, Paul Mowbray**

Advanced English composition: A laboratory course

*English Journal* 19 (1930), 557-566

At Johns Hopkins, a laboratory course is offered for advanced English composition.

KEYWORDS: wcenter, history, USA, laboratory-method, advanced, Johns Hopkins University

### **Peck, Juanita Small**

The English laboratory

*English Journal* 23.9 (1934), 751-764

An ideal laboratory description focusing on reading and enacting drama and literature.

KEYWORDS: wcenter, history, USA, laboratory-method, literature-course, pedagogy, dramatization, reading

### **Hicks, Frances Ross**

Laboratory-recitations in English composition

*The Nation's Schools* 15.1 (1935), 31-32

A description of the English laboratory at Murray State Teachers College in Murray, Kentucky. Laboratory is adjunct to composition class.

KEYWORDS: wcenter, history, USA, Murray State Teachers College, FYC, laboratory-method, recitation, ancillary

### **Scheide, Mable**

The English laboratory

*The Texas Outlook* 19.5 (1935), 24-25

Describes a high-school classroom (and includes photos) in which students do not listen to lecture but work on their writing.

KEYWORDS: wcenter, history, USA, high-school, laboratory-method, Texas

### **Fenn, Henry C.**

My city: An English laboratory assignment

*English Journal* 25.9 (1936), 727-733

High-school account in which “the classroom became for once a genuine laboratory for life instead of a demonstration desk for intellectual curiosa” (p. 733).

KEYWORDS: wcenter, history, USA, high-school, classroom, laboratory-method, assignment

### **Appel, Francis S.**

A writing laboratory

*Journal of Higher Education* 07 (1936), 71-77

Appel, the first director of the University of Minnesota General College Writing Laboratory, created in 1932, describes the setup and usage.

KEYWORDS: wcenter, history, USA, laboratory-method, University of Minnesota



**Grandy, Adah G.**

A writing laboratory

*English Journal* 25.5 (1936), 372-376

Describes the writing laboratory at the University of Minnesota College of Science, Literature, and Arts (for the Minnesota General College Writing Laboratory, see Appel, 1936).

KEYWORDS: wcenter, history, USA, University of Minnesota, laboratory-method, pedagogy

**Heaton, Kenneth L.; G. Robert Koopman**

*A college curriculum based on functional needs of students: An experiment with the General College Curriculum at Central State Teachers College, Mt. Pleasant, Michigan*

Chicago, IL: University of Chicago Press (1936)

Describes the use of a writing laboratory in which students are writing for any course or outside of school needs (p. 63).

KEYWORDS: wcenter, history, USA, Central State Teachers College, Michigan, laboratory-method

**Ferster, Teresa**

An English laboratory for freshman

*English Journal* 26 (1937), 729-734

An account of a three-day experiment using laboratory principles at Ironwood Junior College, Michigan.

KEYWORDS: wcenter, history, USA, Ironwood Junior College, two-year, Michigan, FYC, ancillary

**McGhee, Paul A.**

Traces the growth of a writing center

*New York Times* (January 30, 1938), 40

Describes New York University's Washington Square Writing Center, which is focused primarily on professional writing for publication.

KEYWORDS: wcenter, history, USA, New York University, publishing

**Grove, W. Alan**

Freshman composition: Its great middle class

*College English* 01.3 (1939), 227-236

Account of writing lab at Miami University of Ohio, targeted at remedial students and containing largely drill-and-practice exercises.

KEYWORDS: wcenter, history, USA, Miami University of Ohio, basic, drill, exercise

**Wise, J. Hooper**

A comprehensive freshman English course in operation

*English Journal* 28 (1939), 450-460

Describes the writing laboratory at the University of Florida General College, which was created in 1934.

KEYWORDS: wcenter, history, USA, University of Florida

**Fountain, Alvin M.**

The problem of the poorly prepared student

*College English* 01.4 (1940), 309-322

A survey of engineering colleges nationwide with several reporting writing labs; author's attitude toward remedial students is elitist and hostile.

KEYWORDS: wcenter, history, USA, basic, placement, curriculum, survey, engineering college, data

### **Colby, Elbridge**

“Laboratory work” in English.

*College English* 02.1 (1940), 67-69

Account of the lab at George Washington University.

KEYWORDS: wcenter, history, USA, basic, George Washington University, laboratory-method

### **Wonnberger, Carl G.**

A laboratory plan in English

*English Journal* 29.5 (1940), 400-403

High-school account of institution laboratory methods to teach writing.

KEYWORDS: wcenter, history, USA, laboratory-method, high-school, WAC

### **Anonymous**

Writing laboratory set up for students.

*New York Times* (January 21, 1940), 45

Describes the George Washington University Writing Laboratory, created in a new library building and serving composition students.

KEYWORDS: wcenter, history, USA, George Washington University

**Anonymous**

NYU expands language course

*New York Times* (July 28, 1940), 34

The New York University Writing Center has instituted a 60% increase in “courses dealing with English grammar,” aimed primarily at adult students.

KEYWORDS: wcenter, history, USA, New York University, wcenter-use, data, grammar, adult-ed

**Scudder, Harold H.; Robert G. Webster**

The New Hampshire plan for freshman English.

*College English* 02.5 (1941), 492-498

Report on abolishing first-year composition and replacing it with the laboratory approach.

KEYWORDS: wcenter, history, USA, abolition, FYC, laboratory-method, University of New Hampshire

**Wise, J. Hooper**

Writing laboratory in English courses

In Russell, John Dale (Ed.), *New Frontiers in Collegiate Instruction*; Chicago, IL: University of Chicago Press (1941), 161-169

A description of the University of Florida writing laboratory, part of the “comprehensive English course.”

KEYWORDS: wcenter, history, USA, University of Florida, communications-course

**Howard, Jesse**

The problem of English composition in American colleges and universities—Part I: A summary of recent literature on the teaching of composition

*University of Illinois Bulletin* 38 (1941), 9-62

The Writing Laboratory is reported as a “large scale reorganization” and “one of the more popular methods for attacking the problem of undergraduate use of English” (p. 25).

KEYWORDS: wcenter, history, USA, FYC, bibliography, practice, change, department

**Roberts, Charles Walter**

The problem of English composition in American colleges and universities—Part 2: A survey of requirements in English composition

*University of Illinois Bulletin* 38 (1941), 65-94

Reports on clinics and laboratories as relatively common and with varying approaches.

KEYWORDS: wcenter, history, USA, survey, data, requirement

**Kelly, Dorothy**

A high school laboratory

*English Journal* 30.8 (1941), 660-662

An account of two high schools that use a writing laboratory outside of regular instructional time.

KEYWORDS: wcenter, history, USA, high-school, practice

**Campbell, Elizabeth M.**

The evolution of a writing laboratory

*College English* 03.4 (1942), 399-403

Account of laboratory approach to replace first-year composition at Park College in Missouri.

KEYWORDS: Park College (Missouri), FYC, wcenter, abolition, wcenter, history

**Grey, Lennox; Merritt Y. Hughes; Fred W. Lorch; George B. Parks**

National Council of Teachers of English college section

*College English* 03.6 (1942), 584-586

Report of a survey of composition practices. Both clinics and labs are reported.

KEYWORDS: wcenter, history, USA, survey, practice, 'clinic', 'lab', FYC, data

**Stanley, Carrie Ellen**

This game of writing: A study in remedial English

*College English* 04.7 (1943), 423-428

Report on the writing laboratory at Iowa State University to deal with remediation. Lab was first created in the 1930s.

KEYWORDS: wcenter, history, USA, Iowa State University, basic

**Mallam, Duncan**

A writing clinic at Iowa State University.

*School and Society* 57.1 (January 9, 1943), 51-53

Clinic is available to all students *except* freshman.

KEYWORDS: wcenter, history, USA, Iowa State University, practice, requirement, advanced

**Anonymous**

Education notes

*New York Times* (March 12, 1944), E9

Clarkson College of Technology (Potsdam, New York) reports the creation of a writing laboratory in the English department.

KEYWORDS: wcenter, history, USA, Clarkson College of Technology (New York)

**Potthoff, Edward F.**

The program for improving students' use of English at University of Illinois

*College English* 07.3 (1945), 158-163

Notes that the University of Illinois Writing Clinic was established in the fall of 1944. It was "open on a purely voluntary basis to any student in the university" (p. 162).

KEYWORDS: wcenter, history, USA, curriculum, rising-junior, sequence, advanced, University of Illinois

**Johnson, W. G.**

A report on the University of Illinois experimental writing clinic

*Illinois English Bulletin* 33 (October, 1945), 9-13

An account of the University of Illinois Writing Clinic, founded in 1944.

KEYWORDS: wcenter, history, USA, University of Illinois, experimental

**Moore, Robert H.**

The upperclass remedial English courses at the University of Illinois

*Illinois English Bulletin* 33 (October, 1945), 5-9

Moore describes the University of Illinois writing clinic, designed to augment a class for students who don't pass a writing proficiency exam.

KEYWORDS: wcenter, history, USA, rising-junior, upper-division, basic, University of Illinois, objective, assessment

### **Bailey, J. O.**

Remedial composition for advanced students

*College English* 08.3 (1946), 145-148

Describes the "CC Laboratory" at University of North Carolina. CC stands for "composition condition."

KEYWORDS: wcenter, history, USA, deterioration, rising-junior, University of North Carolina, advanced

### **Potthoff, Edward F.**

The program for improving students' use of English at the University of Illinois

*Illinois English Bulletin* 33 (April, 1946), 1-8

Potthoff describes various aspects of the University of Illinois program, including a writing clinic.

KEYWORDS: wcenter, history, USA, curriculum, sequence, rising-junior, advanced, University of Illinois

### **Wiksell, Wesley**

The communications program at Stephens College

*College English* 09.3 (1947), 143-148

Describes a writing clinic at Stephens College (Columbia, Missouri) that is part of a communications version of first-year composition. Also mentions reading and speech clinics.



KEYWORDS: wcenter, history, USA, FYC, academic, exemption, staffing, Stephens College (Missouri)

**Loy, William D.**

A new approach

*College English* 09.3 (1947), 206-212

Describes “individual conferences with the student in the laboratory” (p. 209) as a component of first-year composition at Michigan State University.

KEYWORDS: wcenter, history, USA, WWII, communications-course, sequence, speak-write, gen-ed, FYC, workshop, Michigan State University, conferencing, individual

**Halsey, James H.**

Universal English at University of Bridgeport

*Higher Education* 04.15 (1948), 178-179

Describes a “Universal English Clinic” which gives individual instruction to “persistent offenders.”

KEYWORDS: wcenter, history, USA, curriculum, objective, program, FYC, University of Bridgeport

**Mathews, Ernst G.**

Remedial English for upperclassmen at the University of Illinois

*Illinois English Bulletin* 33 (November, 1948), 7-8

Describes Rhetoric 200, a required class for students who fail a writing proficiency exam.

KEYWORDS: wcenter, history, USA, upper-division, basic-skills, deterioration, basic, University of Illinois

**Moore, Robert H.**

The University of Illinois writing clinic

*Illinois English Bulletin* 36 (November, 1948), 9-11

Moore describes the University of Illinois writing clinic, which he was directing as a PhD student.

KEYWORDS: wcenter, history, USA, University of Illinois, TA-as-administrator

**Bowman, Francis E.**

Duke junior English examination

*South Atlantic Bulletin* 14.4 (March, 1949), 13-14

Upperclassmen at Duke University found “deficient in English” are assigned to a non-credit Writing Laboratory.

KEYWORDS: wcenter, history, USA, Duke University, rising-junior, junior-level, upper-division, assessment

**Anonymous**

The organization and use of the writing laboratory: The report of Workshop No. 9A

*College Composition and Communication* 01.2 (1950), 31-32

Report of a College Composition and Communication Conference workshop.

KEYWORDS: wcenter, history, USA, wcenter-design, wcenter-use

**Drake, Francis E.**

Developmental writing

*College Composition and Communication* 01.4 (1950), 3-6

Use of peer-feedback system at the United States Air Force Special Staff School.

KEYWORDS: basic, wcenter, history, USA, Air Force Special Staff School, peer-evaluation, military

**McCloskey, Frank H.; Lillian Herlands Hornstein**

Subfreshman composition—a new solution

*College English* 11.6 (1950), 331-339

Report on the “booster” system at New York University, similar to contemporary writing centers.

KEYWORDS: wcenter, history, USA, basic, ‘subfreshman’, conferencing, ancillary, ‘booster system’, New York University, FYC

**Moore, Robert H.**

The writing clinic and the writing laboratory

*College English* 11.7 (1950), 388-393

An article used by some contemporary writing-center scholars to describe writing-center history; Moore describes laboratories and clinics as “remedial agencies for removing students’ deficiencies in composition.”

KEYWORDS: wcenter, history, USA, basic, survey, data, frequency, tutoring, diagnosis

**Hays, Edna**

The college teaching of English: A bibliography

*College English* 11.8 (1950), 433-455

Includes references to Moore’s 1948 *Illinois English Bulletin* article.

KEYWORDS: bibliography, annotated, curriculum, articulation, FYC, reading, language, lit crit, humanities, comskills, speech, journalism, engineering, WWII, English-ed, wcenter

**Marmon, Ina**

A laboratory method for English

*California Journal of Secondary Education* 25.5 (1950), 268-270

At Stockton College, California a two-hour laboratory period offers individual and small-group instruction in writing.

KEYWORDS: wcenter, history, USA, laboratory-method, Stockton College, individual, small-group

**Anonymous**

Composition clinic at Wayne

*Higher Education* 07.2 (September 15, 1950), 23

Wayne University will allow faculty to assign juniors and seniors to the clinic until they have achieved "a clean bill of health."

KEYWORDS: wcenter, history, USA, Wayne University, upper-division, assessment, basic, deterioration

**Anonymous**

Organization and use of a writing laboratory: Report of Workshop No. 9

*College Composition and Communication* 02.4 (1951), 17-18

Report of a College Composition and Communication Conference workshop.

KEYWORDS: wcenter, history, USA

**Hudson, Wilson M.**

Maintaining standards of English in all college courses

*College English* 12.7 (1951), 404-406

Describes a writing laboratory for remediation at the University of Texas.

KEYWORDS: wcenter, history, USA, University of Texas, standards, WAC, deterioration

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**Maize, Ray C.**

The partner method of review at the Air Command and Staff School

*College English* 12.7 (1951), 396-399

Describes the same program as did Francis E. Drake in *College Composition and Communication* in 1950. Peer-review is precursor to the contemporary writing center.

KEYWORDS: peer, readability, wcenter, USA, Air Command and Staff School, peer-evaluation

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**Stevenson, Hazel Allison**

Facing the problem in upperclass English

*College English* 13.1 (1951), 32-37

Describes a writing clinic for remediation of college juniors, as well as a class for an “English Service,” akin to contemporary writing centers.

KEYWORDS: wcenter, history, USA, advanced, upper-division, deterioration, junior-level, basic

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**Kafka, Andrew K.**

The writing laboratory

*Journal of Higher Education* 06.22 (1951), 328-330

Describes the creation of a writing laboratory, outside of regular class meetings, for individual writing instruction.

KEYWORDS: wcenter, history, USA, individualized, tutoring

**Sasser, Earl L.**

Some aspects of freshman English

*College Composition and Communication* 03.3 (1952), 12-14

Survey of 123 institutions shows “clinic service available” at 41 (36%).

KEYWORDS: wcenter, history, USA, survey, FYC, data

**Anonymous**

The writing laboratory: The report of Workshop No. 9

*College Composition and Communication* 03.4 (1952), 23-25

Report of a College Composition and Communication workshop.

KEYWORDS: wcenter, history, USA

**McEwen, Gilbert D.**

College spelling clinic

*College English* 13.4 (1952), 216-218

An example of how far one might take the idea of specialized “clinics” to deal with the “building blocks” of language.

KEYWORDS: wcenter, history, USA, spelling, specialized, grammar

**Mallam, Duncan**

Progress report on a writing clinic

*School and Society* 75 (June 14, 1952), 374-375

The Iowa State Writing Clinic is now 11 years old and still primarily for remediating upper-division students.

KEYWORDS: wcenter, history, USA, spelling, specialized, grammar

**Anonymous**

Clinical aids to freshman English: Report of Workshop No. 14

*College Composition and Communication* 04.3 (1953), 102-103

Report of a College Composition and Communication Conference workshop.

KEYWORDS: wcenter, history, USA, FYC

**Wise, J. Hooper**

The comprehensive freshman English course—reading, speaking and writing—at the University of Florida

*College Composition and Communication* 04.4 (1953), 131-135

Each student assigned to this course works in the Writing Laboratory for two hours per week.

KEYWORDS: FYC, comskills, reading, speaking, University of Florida, ancillary, wcenter, history, USA, communications-course

**Mills, Barriss**

Writing as process

*College English* 15.1 (1953), 19-26

The author, affiliated with Purdue and the chair of the College Section of the National Council of Teachers of English, lays out a strong justification for teaching the “process,” rather than focusing on the product. He notes that “some sort of laboratory approach seems to be the best method” because “laboratory methods also make possible a more or less continuous co-operation between student and teacher during all steps in the writing process” (p. 25).

KEYWORDS: process-product, MX, laboratory-method, wcenter, pedagogy, teacher-student

**Lawson, Strang**

The Colgate plan for improving student writing

*Association of American Colleges Bulletin* 39.2 (1953), 288-290

Describes a writing laboratory at Colgate College to which composition students can be referred.

KEYWORDS: Colgate University, program, change, FYC, volume-of-writing, wcenter

**Unglesby, Ina Hunter**

Remedial writing programs

*School and Society* 78.2 (September 19, 1953), 89-91

Survey of 21 colleges and universities; found fairly extensive use of clinic/laboratory services for remediation.

KEYWORDS: wcenter, basic, program, survey, wcenter, data

**Limpus, Robert**

The freshman program at Western Michigan College

*College Composition and Communication* 05.1 (1954), 3-8

“Writing Laboratory” is a course for top-percentile students.

KEYWORDS: FYC, Western Michigan College, laboratory-method, wcenter, high-low, gifted

**Maize, Ray C.**

A writing laboratory for retarded students

*College English* 16.1 (1954), 44-48



Reports on experimental results of students assigned to a “writing laboratory” versus those assigned to standard remedial section. Laboratory sections outperformed others on most measures.

KEYWORDS: basic, wcenter, contrast-group, practice, workbook, drill, group, conferencing, data, gain

### **Creek, Herbert L.**

Forty years of composition teaching

*College Composition and Communication* 06.1 (1955), 4-10

“Writing clinics for feeble students were established here and there.”

KEYWORDS: pedagogy, history, 20th-century, profession, wcenter, basic

### **Anonymous**

Writing clinics: The report of Workshop No. 2

*College Composition and Communication* 06.3 (1955), 125-126

Report of a College Composition and Communication Conference workshop.

KEYWORDS: wcenter, history, USA

### **Peery, William**

Freshman English and the enrollment bulge

*Association of American Colleges Bulletin* 41.4 (1955), 575-583

Describes the use of laboratory methods at the University of Texas during WWII to deal with very large enrollments.

KEYWORDS: University of Texas, population, lecture, class-size, break-out, wcenter, teacher-training, data, contrast-group, quality, enrollment, WWII, history

**Anonymous**

Skills laboratories for any student

*College Composition and Communication* 07.3 (1956), 143-144

Report of a College Composition and Communication Conference workshop.

KEYWORDS: wcenter, history, USA, skill-level

**Millet, Stanton; James L. Morton**

The writing laboratory at Indiana University

*College English* 18.1 (1956), 38-39

What is described is very similar to contemporary writing centers.

KEYWORDS: wcenter, history, USA, Indiana University

**Anonymous**

Has English Zero seen its day?—a symposium

*College Composition and Communication* 08.2 (1957), 72-95

Accounts of writing laboratories at Colgate University and University of Tennessee (see Strang Lawson, 1953).

KEYWORDS: profession, change, basic, decline, 'subfreshman', first-year, underprepared, teacher-opinion, Colgate University, University of Tennessee, wcenter

**Dabbs, Lowell**

A report on remedial English in the colleges

*Junior College Journal* 27.7 (1957), 381-387

Mentions the “Laboratory Method” as a popular way of dealing with remediation, and warns of a critical of lack of attention to grammar drill with such a technique.

KEYWORDS: two-year, basic, survey, skill-level, data, placement, sentence, ancillary, pedagogy, teacher-training, grammar, linguistics, sentence, appositive, absolute, laboratory-method, wcenter, drill

**Ernst, Catherine Tully**

A main argument

*College Composition and Communication* 09.1 (1958), 32-33

Account of the “Workshop Program” at Brooklyn College—a writing-center approach.

KEYWORDS: wcenter, history, USA, Brooklyn College, workshopping

**Wykoff, George S.**

Current solutions for teaching maximum numbers with limited faculty

*College Composition and Communication* 09.2 (1958), 76-80

The “Writing Laboratory Plan” is noted as a “more effective use of personnel” in a time of increased enrollments.

KEYWORDS: work-load, class-size, staffing, laboratory-method, wcenter

**Anonymous**

Remedial English: Luxury or necessity?

*College Composition and Communication* 09.3 (1958), 153

Report of a College Composition and Communication Conference workshop, in which writing laboratories are described as substituting for remedial English at the University of Florida and Purdue University.

KEYWORDS: University of Florida, Purdue University, wcenter, basic, needs-analysis

**Ruoff, James E.**

The English clinic at Flounder College

*College English* 19.8 (1958), 348-351

A satirical look at the “clinic” phenomenon.

KEYWORDS: wcenter, trend, profession

**Kastner, Harold H., Jr.**

Student deficiencies and the community college dilemma

*Junior College Journal* 30.3 (1959), 140-142

Does not mention laboratories per se, but offers supplemental instruction model as a possible solution to underprepared students.

KEYWORDS: skill-level, deficiency, two-year, wcenter, underprepared, basic, ancillary

**Cox, Martha H.; John W. Canario; James R. Cypher**

Remedial English: A nation-wide survey

*College Composition and Communication* 11.4 (1960), 237-244

Survey of 75 institutions nationwide. “Seven schools offer remedial workshops or writing laboratories.”

KEYWORDS: basic, survey, data, wcenter, workshopping, USA

**Kitzhaber, Albert R.**

Freshman English: A prognosis

*College English* 23.6 (1962), 476-483

Kitzhaber notes that work on fundamentals has largely disappeared from the classroom, having been consigned to student self-instruction or to labs and clinics. He also notes that

remediation is disappearing from four-year institutions, having been consigned to the community colleges, and thus “writing labs and clinics are being abandoned.”

KEYWORDS: future, FYC, service-course, academic, syllabus, survey, advance-placement, basic-skills, wcenter, programmed, basic, two-year, wcenter

### **Carlton, Charles**

The English language program at San Fernando Valley State College

*College Composition and Communication* 14.1 (1963), 48-50

Instead of remedial courses, “a laboratory for individual tutoring has been established which is voluntary, free, and non-credit.” It’s staffed by full- and part-time English faculty, and attendance is reported on for 1960-1961.

KEYWORDS: comskills, curriculum, San Fernando Valley State College, wcenter, wcenter-use, data, basic, staffing

### **Tibbetts, A. M.**

A short history of dogma and nonsense in the composition course

*College Composition and Communication* 16.2 (1965), 90-96

A cranky account, including identifying the 1950s as time for the flourishing of “clinics, reading labs, writing labs, and speaking labs” and that remedial students “got most of the attention” from the “skillists.”

KEYWORDS: FYC, dogma, profession, history, wcenter, laboratory-method, basic, comskills, basic-skills, pedagogy

### **Anonymous**

New approaches in teaching composition

*College Composition and Communication* 16.3 (1965), 207-208

An account of a 1964 College Composition and Communication Conference workshop, chaired by Robert H. Moore, in which writing laboratories are discussed and endorsed.

KEYWORDS: pedagogy, trend, change, profession, approach, wcenter

**McColley, Jean; Tom Hemmens**

An approach to teaching writing

*College Composition and Communication* 17.5 (1966), 260-264

A Staffroom Interchange account of the writing laboratory at Kansas State. Focus is on developing command of sentence structure.

KEYWORDS: practice, Kansas State University, grammar, syntax, sentence, approach, pedagogy, wcenter

**Bordwell, C. B.**

The writing tutorial across campus

*College English* 26.7 (1965), 562-564

Account in the "Departmental Memo" section of a program at the University of Oregon honors college in which students are enrolled in a tutorial as a supplement to the composition classroom. The program was also being expanded outside of comp to undergrads and grad students. The account of practice is quite contemporary.

KEYWORDS: University of Oregon, tutoring, wcenter, stretch, WAC, honors, ancillary, WAC, graduate

**Wright, Martha R.**

Assistance in written English

*College English* 27.2 (1965), 164-165

Account in the "Departmental Memo" section of the program at the University of Massachusetts-Amherst. Undergraduate peer tutors work with students consigned to the "bottom group" based upon entrance exams.

KEYWORDS: tutoring, undergraduate, wcenter, University of Massachusetts Amherst, teaching fellow, basic, high-low, placement, assessment

**Whitted, Dorothy A.**

A tutorial program for remedial students

*College Composition and Communication* 18.1 (1967), 40-43

A writing lab-like program at Ohio Wesleyan University, staffed by MA students, retired teachers, and faculty wives.

KEYWORDS: basic, tutoring, program, ancillary, Ohio Wesleyan University, staffing, wcenter

**Hoblitzelle, Harrison**

A study of freshman English: An informal survey

*College English* 28.8 (1967), 596-600

No mention of writing centers *per se*, but Harrison notes the disappearance of remedial courses because students “are being integrated into regular sections and furnished with special exercises on an individual basis by means of a programmed text (e.g., Blumenthal’s 3200).”

KEYWORDS: class-size, survey, data, textbook, linguistics, articulation, grading, change, staff, training, informal, wcenter, basic, programmed

**Sandberg, Karl C.**

Writing laboratories: A new approach to teaching composition

*ERIC Document Reproduction Service*, ED 018 799 (1967)

Describes an ESL writing laboratory for graduate students in economics at the University of Colorado Economics Institute.

KEYWORDS: wcenter, change, University of Colorado Economics Institute, ESL, pedagogy, change

**Anonymous**

Composition courses for the unprepared freshman

*College Composition and Communication* 20.3 (1969), 248-249

Workshop account from the College Composition and Communication Conference, including the “suggestion” that “compulsory attendance at a writing or English laboratory” be used for unprepared freshman.

KEYWORDS: wcenter, requirement, ancillary, underprepared, basic, FYC

**Anonymous**

Experimental writing laboratories

*College Composition and Communication* 22.3 (1971), 286-287

Account of a 1970 College Composition and Communication Conference workshop, primarily describing the writing lab at Muscatine Community College in Iowa. The focus and clientele are not solely remedial.

KEYWORDS: wcenter, Muscatine Community College (Iowa), two-year, basic, wcenter-use

**Dow, Ronald H.**

The writer’s laboratory: One approach to composition

*Arizona English Bulletin* 16 (Winter, 1973), 55-66

Extols the benefits of a laboratory approach to improve students’ attitudes towards writing.

KEYWORDS: wcenter, theory, learning-theory, model, Herbert Kohl, student-centered, authority, teacher-student, student-attitude



**Welch, George W.**

Organizing a reading and writing lab in which students teach

*College Composition and Communication* 25.5 (1974), 437-439

Staffroom Interchange account of a program at Miami-Dade Community College where “the lab set out to convince the student that there is a such a thing as an academic community of students and that the student himself makes learning happen, rather than that learning is something given to him like a pill or a shove.” This lab, started in 1970, is peer staffed.

KEYWORDS: wcenter, peer-evaluation, Miami-Dade Community College, student-motivation

**Sutton, Doris G.; Daniel S. Arnold**

The effects of two methods of compensatory freshman English

*Research in Teaching of English* 08.2 (1974), 241-249

Compares “the writing laboratory” with the “remedial English” or classroom approach. Lab students had higher grades in subsequent English classes and other classes than non-lab students. Retention difference was not significant.

KEYWORDS: practice, basic, conferencing, grading, current-traditional, contrast-group, gain, attrition, academic-success, grades, data, wcenter, retention-rate

**Steward, Joyce S.**

To like to have written: Learning the laboratory way

*ADE Bulletin*, No. 46 (1975), 32-41

Describes the writing laboratory at the University of Wisconsin Madison, founded in 1970.

KEYWORDS: University of Wisconsin, wcenter, basic, ancillary, wcenter-use, data

**Sbaratta, Philip**

Teaching composition in the portable writing laboratory

*College Composition and Communication* 27.2 (1976), 202-204

An account of the lab at North Shore Community College (Beverly, Massachusetts), which is “a self-contained writing laboratory, in which the only activity for the student is writing and in which the instructor serves as an editor.”

KEYWORDS: wcenter, practice, portable, North Shore Community College (Massachusetts), teacher-student, editing

**Almasy, Rudolph**

Instructional materials for the writing laboratory

*College Composition and Communication* 27.4 (1976), 400-403

A Staffroom Interchange piece on the lab at West Virginia University, where “very few of our students were remedial.” As a result, they rejected programmed instruction materials that focused on mechanical issues only.

KEYWORDS: wcenter, training, programmed, basic, MX, West Virginia University

**Budz, Judith; Terry Grabar**

Tutorial versus classroom in freshman English

*College English* 37.7 (1976), 654-666

An experimental approach to testing whether conferencing is superior to classroom instruction. Results were spotty, but so was the design.

KEYWORDS: FYC, tutorial, pre-post, gain, Fitchburg State College, data, response, feedback, wcenter, conferencing, tutoring, contrast-group

**Freedman, Sarah Warshauer; Ellen W. Nold**

On Budz and Grabar's 1976 "Tutorial vs. Classroom" study

*College English* 38.4 (1976), 427-429

A Comment-and-Response section critique of Budz and Grabar's (*College English*, 1976) methodology and conclusions.

KEYWORDS: research-method, pre-post, gain, wcenter, conferencing

**Budz, Judith; Terry Grabar**

Response to Freedman and Nold (1976).

*College English* 38.4 (1976), 429-430

Budz and Grabar (*College English*, 1976) defend their study.

KEYWORDS: research-method, pre-post, gain, wcenter, conferencing

**Maeroff, Gene I.**

Rise in remedial work taxing colleges

*New York Times* (March 7, 1976), 1, 14

Describes the creation of writing centers at Case Western Reserve, Stanford, Simmons College (Massachusetts), University of Kansas, and Ohio State University, mostly to work with under-prepared students.

KEYWORDS: wcenter, implementation, Case Western Reserve, Stanford University, Simmons College (Massachusetts), University of Kansas, Ohio State University, underprepared, basic

**Anonymous**

The writing lab: Serving students and the community

*Change* 06.8 (July, 1976), 46-47

Describes the work of Mary K. Croft to create a writing lab at the University of Wisconsin Stevens Point.

KEYWORDS: University of Wisconsin Stevens Point, wcenter, implementation, wcenter-design, Mary K. Croft

### **Dugger, Ronnie**

Cooperative learning in a writing community

*Change* 06.8 (July, 1976), 30-33

A very full account of the Brooklyn College writing center, led by Kenneth Bruffee.

KEYWORDS: wcenter, Brooklyn College, Kenneth Bruffee, authority, tutor-training, tutoring

### **Meier, Patricia**

A system for effective composition instruction

*College Composition and Communication* 28.1 (1977), 49-52

A Staffroom Interchange piece that describes the program at the University of Wisconsin-Milwaukee. It is a writing lab that “is neither a remedial program for a selected population nor a drop-in or referral service; rather it is a non-traditional system for achieving the traditional objectives of a freshman composition course.” It’s quite atomistic, focusing on students’ mastery of discrete text elements.

KEYWORDS: wcenter, University of Wisconsin-Milwaukee, MX, grammar, mastery-learning, pedagogy, FYC, objective

### **Harris, Muriel**

Making the writing lab an instructors’ resource room

*College Composition and Communication* 28.4 (1977), 376-378

A Staffroom Interchange piece on the lab at Purdue University, which has “become a working library for the teaching of composition.”

KEYWORDS: wcenter, teacher-resources, Purdue University, objective

Rothman, Donald L.

Tutoring in writing: Our literacy problem

*College English* 39.4 (1977), 484-490

Account of creating the writing center at University of California Santa Cruz, where writing should be “an act of knowing and an act of communicating.”

KEYWORDS: University of California Santa Cruz, basic, tutorial, wcenter, peer, tutor-training, commenting, needs-analysis, epistemic