

St. Cloud State University

## The Repository at St. Cloud State

---

Culminating Projects in Education  
Administration and Leadership

Department of Educational Leadership and  
Higher Education

---

8-1983

### **A Study of Declining Writing Skills, Probable Causes, Possible Solution**

Gayla A. Gabrielson

Follow this and additional works at: [https://repository.stcloudstate.edu/edad\\_etds](https://repository.stcloudstate.edu/edad_etds)



Part of the Educational Leadership Commons

---

A STUDY OF DECLINING WRITING SKILLS, PROBABLE CAUSES,  
POSSIBLE SOLUTIONS

by

Gayla A. Gabrielson

B.S., St. Cloud State University, 1975

A Starred Paper

Submitted to the Graduate Faculty

of

St. Cloud State University

in Partial Fulfillment of the Requirements

for the Degree

Master of Science

St. Cloud, Minnesota

August, 1983

This starred paper submitted by Gayla A. Gabrielson in partial fulfillment of the requirements for the Degree of Master of Science at St. Cloud State University is hereby approved by the final evaluation committee.

William F. Stimpert, Chairperson

Ronald M. Holden

W. J. J. Grackel

Vernon L. Sudeman

Dean

School of Graduate Studies

TABLE OF CONTENTS

Table	Page
LIST OF TABLES . . . . .	iii
Chapter	
I. INTRODUCTION . . . . .	1
Statement of Problem . . . . .	2
Definition of Terms . . . . .	2
II. REVIEW OF LITERATURE AND SELECTED RESEARCH . . . . .	4
Evidence of Declining Writing Skills . . . . .	4
Reasons for Declining Writing Skills and How They Can Be Improved . . . . .	7
III. COLLECTION OF DATA . . . . .	12
IV. ANALYSIS OF DATA . . . . .	14
V. CONCLUSIONS AND RECOMMENDATIONS . . . . .	16
BIBLIOGRAPHY . . . . .	20

LIST OF TABLES

Table		Page
-------	--	------

1. Response from the Writing Survey . . . . . 13

Across the nation, states there exists widespread apprehension among educators, parents, and employers concerning student writing ability. Many feel education is experiencing a decline in student writing skills and that poor quality writers are graduating from high schools. Personnel managers have expressed alarm over applicants who cannot properly complete an application form or write a letter of inquiry utilizing proper grammar and spelling. Employers are concerned with their employees' inability to write brief, simple notes, memos, reports, or letters clearly and concisely. Colleges are admitting students with such poor writing skills that many are offering remedial writing assistance and special courses to upgrade the writing ability of college freshmen. Additionally, a variety of periodicals ranging from Reader's Digest and Newsweek to the National Association of Secondary School Principals Bulletin have featured articles reflecting the public's concern about students' inability to write.

Are parents, educators, and employer's concerns about the declining writing skills of students justified? Are students poorer writers than ten years ago? If so, what are the reasons for the declining quality in writing, and what can be done about it?

## Chapter I

### INTRODUCTION

Across the United States there exists widespread apprehension among educators, parents, and employers concerning student writing ability. Many fear education is experiencing a decline in student writing skill and that poor quality writers are graduating from high schools. Personnel managers have expressed alarm over applicants who cannot properly complete an application form or write a letter of inquiry utilizing correct grammar and spelling. Employers are concerned with their employee's inability to write brief, simple memos, summaries, reports, or letters clearly and correctly. Colleges are admitting students with such poor writing skills that many are offering remedial writing assistance and special courses to upgrade the writing ability of college freshmen. Additionally, a variety of periodicals ranging from Better Homes and Gardens to the National Association of Secondary School Principals Bulletin have featured articles reiterating the public's concern about students' inability to write.

Are parents, educators, and employer's concerns about the declining writing skills of students justified? Are students poorer writers than ten years ago? If so, what are the reasons for the declining quality in writing, and what can be done about it?

The degree of public concern warrants additional exploration.

#### Statement of Problem

The purpose of this study was to first determine through a review of literature and selected research if the writing skills of students have indeed declined. Secondly, the purpose of this study was to explore through a review of literature, selected research, and a writing survey of teachers probable causes for any decline in writing skills. The third purpose of this study was to examine possible solutions for providing improvement of the writing skills of students.

#### Definition of Terms

Poor writing. Poor writing is writing which does not logically organize ideas, has a tendency to contain incoherent sentences and paragraphs, uses simple ideas, vocabulary, and sentence structures, and contains spelling, punctuation, or grammatical errors.

Good writing. Good writing is writing which logically organizes both simple and complex concepts, is coherent, uses a variety of both simple and sophisticated vocabulary and sentence structures, and contains correct spelling, punctuation, and grammar.

The writing process. The writing process is a method for teaching writing which imitates how a professional writer works. It is completed in stages which include prewriting, rough draft, editing, revising, proofreading, final copy, and sharing.

Hypothesis. Student writing ability has experienced a decline in quality due to lack of teacher interest, ability, and training in



writing and a corollary lack of teacher enthusiasm for making writing assignments: thus, there is a need for teachers in all content areas to first be trained in writing and the teaching of writing to improve their personal writing skills and their attitude about writing, and, secondly, to frequently incorporate writing in all content areas in order to improve the low writing skills of students.

In the last ten years, school districts have been besieged by parents, colleges, businessmen, and the media with concerns about the quality of students that are graduating from our high schools. A study by the National Assessment of Educational Progress (NAEP) indicates students' writing abilities had dropped significantly since the late 1950's.<sup>1</sup> It is one of many studies making similar conclusions.

The National Assessment of Educational Progress has reported that 17-year-olds' command of the mechanics of writing declined between 1970 and 1974, and that only half of them could organize their ideas on paper. They showed a marked tendency to write incoherent paragraphs composed of random sentences with atypical vocabulary.<sup>2</sup>

Studies and research revealing declining writing ability in high school students are not just limited to studies concerned with the general student population. College-bound high school students taking the Scholastic Aptitude Test (SAT), also demonstrated declining writing ability. The Educational Testing Service has announced that SAT verbal scores declined over a 10-year period which resulted in

<sup>1</sup> Dan Karcher, "New Approaches to Teaching Youngsters How to Write," *Reader Digest and Company*, November 1983, p. 23.

<sup>2</sup> "Focus Focus Signs of Crisis," Educational Testing Service, Princeton, New Jersey, n.d., p. 2.



## Chapter II

### REVIEW OF LITERATURE AND SELECTED RESEARCH

#### Evidence of Declining Writing Skills

In the last ten years, school districts have been besieged by parents, colleges, businesses, and the media with concerns about the quality of writers that are graduating from our high schools. A study by the National Assessment of Educational Progress (NAEP) indicates students' writing abilities had dropped significantly since the late 1960's.<sup>1</sup> It is one of many studies making similar conclusions.

The National Assessment of Educational Progress has reported that 17-year-olds' command of the mechanics of writing declined between 1970 and 1974, and that only half of them could organize their ideas on paper. They showed a marked tendency to write incoherent paragraphs composed of random sentences with simple vocabularies.<sup>2</sup>

Studies and research revealing declining writing ability in high school students are not just limited to studies concerned with the general student population. College bound high school students taking the Scholastic Aptitude Test (SAT), also, demonstrated declining writing ability. The Educational Testing Service has announced that SAT verbal scores declined over a 10-year period which resulted in

---

<sup>1</sup>Dan Kaercher, "New Approaches to Teaching Youngsters How to Write," Better Homes and Gardens, November 1981, p. 22.

<sup>2</sup>"Focus Focus Signs of Crisis," Educational Testing Service, Princeton, New Jersey, n.d., p. 2.

questions from the public and the news media about the quality of school writing programs.<sup>3</sup> The verbal scores dropped forty-nine points (on a 600 point scale) between 1963 and 1977. Although these scores did not directly reflect writing skill, they did reflect students' facility with the language, which is fundamental to writing.<sup>4</sup>

After the publication of such studies, many states began to evaluate their students' writing abilities and were appalled at the results.

In the summer of 1978, the state of Oregon released the results of a nationwide writing test that had been administered to 10,000 students in grades 4, 7, and 11. The assignment had been to write an essay. The test results indicated that 80 percent of these students had serious difficulty with one or more of the important elements of the writing process . . . I think it unlikely that Oregon is the only state whose students are experiencing such difficulties.<sup>5</sup>

According to the national assessment in written expression, Oregon is not the only state experiencing such difficulties, and even the best student writers are writing far poorer than they should. Robert L. Hillerich of Bowling Green State University explained the results of the national assessment of written expression in an article in Language Arts in October 1979. He wrote

Witness the report of the national assessment in written expression, which stated that even the best quality themes of high school students 'were only sound in terms of basics;

---

<sup>3</sup> Stephen N. Judy, "Teaching Composition: What Can Administrators Do to Improve It?" National Association of Secondary School Principals Bulletin, April 1981, p. 18.

<sup>4</sup> "Focus Focus Signs of Crisis," p. 2.

<sup>5</sup> Jayne Freeman, "If You Teach Writing," Teacher, October 1979, p. 74.

the teenagers who wrote them produced simple sentences, used common words, and expressed simple ideas . . .' (Education Commission of the States, 1972, p. 101)<sup>6</sup>

An article entitled "Focus Focus Signs of Crisis" reports that such assessments have caused so much outcry from the public that "The Council for Basic Education has formed a commission, funded by the National Endowment for the Humanities and chaired by Clifton Fadiman, to investigate the writing crisis."<sup>7</sup>

The article "Focus Focus Signs of Crisis" examined in detail the influence poor writing skills had on colleges and current college curricula. Some of the observations were as follows:

A survey of college faculty members conducted by Everett Carl Ladd, Jr. and Seymour Martin Lipset in 1977 for the Chronicle of Higher Education found a virtual consensus that most students are 'seriously underprepared' in the basic skills of written and oral communication.

At the University of California at Berkeley, where students come from the top eighth of California high schools [sic] graduates, nearly half the freshmen in recent years have been so deficient in writing ability that they needed a remedial course they themselves call 'bonehead English.'

City college of New York (CCNY) has its problems, too. Once proudly hailed as the 'proletarian Harvard' because of its high academic standards and free tuition for city residents, CCNY began open admission in 1970 . . . In all, nearly 90 percent of CCNY's students took some form of remedial writing instruction.

Yale, Cornell, Brown, Stanford, the University of Colorado, the University of Wisconsin, the University of Illinois, Keene State College in New Hampshire, Simmons College, and countless other institutions have introduced some form of basic writing instruction in the past few years. Many have, in fact, reinstated courses they dropped in recent decades.<sup>8</sup>

---

<sup>6</sup>Robert L. Hillerich, "Developing Written Expression: How to Raise-Not Raxe-Writers," Language Arts, October 1979, p. 769.

<sup>7</sup>"Focus Focus Signs of Crisis," p. 2.

<sup>8</sup>"Focus Focus Signs of Crisis," pp. 2-3.

Reasons for Declining Writing Skills  
and How They Can Be Improved

Recent literature and selected research stresses three major points for the declining writing ability of students. First, teachers themselves often have poor attitudes regarding writing and are weak writers themselves. Second, teachers lack training in writing and in how to teach writing. Third, writing improves with practice, and schools are not providing enough opportunities for students to write.

Teachers' attitudes regarding writing were discussed in depth in an article in the December 1979 English Journal, "What's Basic to Teaching Writing?" The article said, "There has to be an enthusiasm for writing, and one way teachers can demonstrate personal regard for writing is by sometimes writing with the class and circulating this writing."<sup>9</sup> The October 1979 issue of Teacher also discussed the need for an improved attitude among teachers toward writing.

I am not trying to load guilt upon us teachers, but I do believe many of us do not teach writing with the same continuity and confidence with which we approach reading and math. However, I also believe that this is not our fault. We don't teach writing because we don't know how. In Oregon, as far as I know, there is no such methods class as 'Teaching Elementary Composition' offered to prospective elementary school teachers, and there is certainly no such course required for certification.<sup>10</sup>

Much recent literature links poor student writing to a lack of teacher enthusiasm for teaching writing and a corresponding lack of confidence in their personal writing and ability to teach writing.

---

<sup>9</sup>R. D. Walshe, "What's Basic to Teaching Writing?" English Journal, December 1979, p. 52.

<sup>10</sup>Freeman, p. 75.

Programs such as the Bay Area Writing Project are discovering that "Students won't learn to write until their teachers learn how."<sup>11</sup> The Bay Area Writing Project advocates training teachers how to write and how to teach their students to write. "The process not only improves the teachers' writing, but it also shows the teachers how to help others."<sup>12</sup> Even English teachers are often ill-equipped to teach writing and feel uncomfortable doing so because programs that prepare English teachers concentrate heavily on literature and give little attention to writing.<sup>13</sup> "There is even less emphasis on the teaching of writing, a skill that--like writing itself--can be learned only through practice."<sup>14</sup>

The Bay Area Writing Project is one of many recent programs to teach teachers to write and teach writing. There are numerous others throughout the nation experiencing dramatic improvement in student writing as a result of the training. Another example of a successful writing project was the Oregon Writing Project.

The Oregon Writing Project is an offshoot of the highly successful Bay Area Writing Project initiated at the University of California's Berkeley campus in 1975. Follow-up research done by project administrators has indicated that students of teachers who participated have shown marked improvement in writing skills.<sup>15</sup>

---

<sup>11</sup>Kaercher, p. 23.

<sup>12</sup>Kaercher, p. 23.

<sup>13</sup>"Focus Focus Signs of Crisis," p. 7.

<sup>14</sup>"Focus Focus Signs of Crisis," p. 7.

<sup>15</sup>Freeman, p. 75.



The National Council of Teachers of English (NCTE) also supports the need for training teachers to teach writing. Two of their recommendations in the pamphlet "Standards for Basic Skills Writing Programs" are:

Teachers with major responsibility for writing instruction receive continuing education reflecting current knowledge about the teaching of writing.

Teachers of other subjects receive information and training in ways to make use of and respond to writing in their classes.<sup>16</sup>

The NCTE is not only supporting the training of teachers in all subject areas to teach writing, but, also, the idea that writing be part of the curriculum in all subject areas. In "Standards for Basic Skills Writing," NCTE recommended that an effective writing program have the following characteristics:

Writing is called for in other subject matters across the curriculum.

The subject matter of writing has its richest source in the students' personal, social, and academic interests and experiences.<sup>17</sup>

The NCTE is one of many organizations suggesting that students will improve their writing by writing frequently, and that should be accomplished by incorporating writing in all content areas.

Dr. Rexford Brown of the National Assessment of Education Progress (NAEP) found in NAEP's writing studies that

---

<sup>16</sup>"Standards for Basic Skills Writing Programs," The National Council of Teachers of English, March 1979, n. p.

<sup>17</sup>"Standards for Basic Skills."



Students who are required to do the most writing in school produce the best papers. The best way to teach writing is to have students and their teachers--write, write, write. If writing is going to improve, it cannot be taught as the exclusive province of the subject English.<sup>18</sup>

The National Association of Secondary School Principals Bulletin in April, 1981, concurred that presently students do not write enough, and they too recommended that school faculties be encouraged to see writing as something that should be taught and used in every class.<sup>19</sup>

Secondary school administrators should urge teachers of social studies, science, math, and even drivers ed and physical education to seek ways of using writing for notes, papers, and examinations . . . The history teacher, not the English teacher, is in the best position to tell students how to write history exams and papers. The science teacher can discuss the need for clarity in a laboratory report with more authenticity than the English teacher.<sup>20</sup>

SLATE, Support for Learning and Teaching of English, in their "Back to the Basics: Composition" pamphlet, also, supported this theory. They recommended "Learning by writing. Learning to write requires writing; writing practice should be a major emphasis of the course."<sup>21</sup>

The NCTE went one step further, and in their pamphlet addressed to parents, "How to Help Your Child Become a Better Writer," they made the following suggestion to parents:

---

<sup>18</sup>Kaercher, p. 23.

<sup>19</sup>Stephen N. Judy, "Teaching Composition: What Can Administrators Do to Improve It?" National Association of Secondary School Principals Bulletin, April 1981, p. 22.

<sup>20</sup>Judy, p. 22.

<sup>21</sup>"Back to the Basics: Composition," SLATE Support for Learning and Teaching of English, August 1976, Vol. 1, No. 4.

Find out if children are given writing instruction and practice in writing on a regular basis. Daily writing is the idea; once a week is not often enough . . . Ask if every teacher is involved in helping youngsters write better . . . All teachers have responsibility to help children improve their writing skills.<sup>22</sup>

#### COLLECTION OF DATA

<sup>22</sup>"How to Help your Child Become a Better Writer," National Council of Teachers of English, n.d., n.p.

The school districts were surveyed on how they felt about writing skills, their influence on their students' writing, whether students applied their writing skills in the classroom content area, and, lastly, how often the teacher wrote for his or her own pleasure. There were ninety-one teachers in South Rapids, Michigan, and twenty-one in District 47 who voluntarily took part in the survey, and there were thirty-six teachers who voluntarily took part in the survey in Iowa, Minnesota, Independent School District 100. Not all teachers answered all four questions. The percentages shown in this report are figured individually, depending on the number of teachers who chose to respond to that question. In the South Rapids school district, no more than twelve teachers responded to any one question. In the Iowa school district, no more than six teachers refrained from answering any one question. This district employs approximately 150 teachers in its elementary and secondary schools. The survey results are shown in this report.

## Chapter III

### COLLECTION OF DATA

As a personal verification of the literature and major research, teachers in two school districts were surveyed on how they felt about their own writing skills, their influence on their students' writing skills, whether students applied their writing skills in the teacher's content area, and, lastly, how often the teacher made writing assignments. There were ninety-one teachers in Sauk Rapids, Minnesota, Independent School District 47 who voluntarily took part in the survey, and there were thirty-six teachers who voluntarily took part in the survey in Mora, Minnesota, Independent School District 332. Not all teachers answered all four questions. The percentages on each question are figured individually, depending on the number of teachers who chose to respond to that question. In the Sauk Rapids school district, no more than twelve teachers refrained from responding to any one question. In the Mora school district, no more than six teachers refrained from answering any one question. Each district employs approximately 150 teachers in its elementary and secondary schools. The survey results are shown in Table 1 which follows.

Table 1

## Response from the Writing Survey

	Sauk Rapids	Mora
How do you feel about your own writing skills?		
very good	35%	39%
average	58%	58%
poor	7%	3%
How much influence do you have on students' writing?		
a lot	26%	11%
some	51%	78%
very little	22%	11%
(none)	1%	0%
Do you feel students apply their writing skills in your content area?		
most of the time	24%	32%
occasionally	52%	47%
seldom	23%	21%
(does not apply)	1%	0%
How often do you give writing assignments?		
at least once a week	46%	61%
once a month	20%	9%
hardly ever	29%	30%
(never)	5%	0%

Two school districts in mass in their responses to the fourth question. It appears as if Mora teachers in all content areas give writing assignments more frequently than Sauk Rapids teachers. However, it must be noted that fewer teachers in the Mora school district volunteered to take part in the survey. The possibility exists that

## Chapter IV

### ANALYSIS OF DATA

The data from this survey appear to support the findings in the review of the literature and selected research. Despite the fact that teachers are college graduates, many with education beyond a Bachelor of Science degree, both districts indicated that a significant majority of their teachers felt they were merely average or poor writers. Both districts also indicated that an overwhelming percentage of teachers did not feel they had much influence on their students' writing. On this question, a participant added the category "none" to the survey form, indicating he/she had no influence whatsoever on student writing. When asked if students applied their writing skills in the content areas, again, in both schools an overwhelming majority of teachers felt students only occasionally or seldom applied their writing skills in the teachers' respective content areas. One percent (one teacher) added the response, "does not apply," indicating that writing did not apply in that teacher's content area. The largest discrepancy between the two school districts is seen in their responses to the fourth question. It appears as if Mora teachers in all content areas give writing assignments more frequently than Sauk Rapids teachers. However, it must be noted that fewer teachers in the Mora school district volunteered to take part in the survey. The possibility exists that

a large majority of those who responded to the survey questions in the Mora school district were teachers with more interest in writing than those who chose not to be part of the survey. This might explain the slightly higher discrepancy in percentage scores between Mora and Sauk Rapids teachers in response to the question concerning how often writing assignments are given. The responses to the fourth question, however, indicate in both school districts at least 30 percent of the teachers involved in the survey hardly ever or never gave writing assignments to their classes.

It would be advantageous to expand on this survey by including several other school districts; however, this limited sample survey does appear to be consistent with the review of literature and selected research which revealed that students are not writing frequently in all content areas, and that many teachers do not have a positive attitude about their own writing or their influence on their students' writing skills.

As concluded in the review of literature and selected research of this study (and implied in the writing survey), it is that writing improves with frequent practice, and students are not getting significant amounts of practice in writing. Many sources indicate frequent writing as once a week in content areas such as music, mathematics, industrial arts, etc. and daily in language arts classes. The National Council of Teachers of English, however, advocated that an ideal situation would involve daily writing in all content areas and suggested parents had a responsibility to become better informed and insist that all teachers be involved in improving student writing ability. The writing survey, however, indicated that



## Chapter V

### \* CONCLUSIONS AND RECOMMENDATIONS

Literature and selected research regarding student writing ability appears to support the premise that educators, employers, parents, and the media have been justified in their concern about a decline in the writing skills of students: Research by the National Assessment of Educational Progress and individual state assessments, such as Oregon's, indicate that the quality of students' writing has declined. Additionally, Scholastic Aptitude Test (SAT) scores, surveys of college faculty members, and the addition of remedial and basic writing courses in college curricula imply that colleges are admitting freshmen with poor writing skills. Part of the reason for the decline in writing skills, as concluded in the review of literature and selected research of this study (and implied in the writing survey), is that writing improves with frequent practice, and students are not getting significant amounts of practice in writing. Many sources define frequent writing as once a week in content areas such as music, mathematics, industrial arts, etc. and daily in language arts classes. The National Council of Teachers of English, however, advocated that an ideal situation would include daily writing in all content areas and suggested parents had a responsibility to become better informed and insist that all teachers be involved in improving student writing ability. The writing survey, however, indicated that

a large percentage of teachers give writing assignments on a frequency of once or less a month or hardly ever.

The review of the literature and selected research as well as the personal writing survey also indicated that teachers themselves are often poor writers or have negative attitudes about their own writing, their influence on students' writing, and their ability to teach writing. This is due in part to teachers' lack of formal training in writing and how to teach writing. Most teachers were not required to take a college course in teaching elementary or secondary composition. Most colleges do not offer such a course. Even English teachers often lack formal training in writing and in how to teach writing. Most college English curricula have a heavy emphasis on literature, sometimes requiring only one writing course in the Bachelor of Science program. It seems likely that teachers' less than optimistic attitude about writing and their lack of training in writing affects their enthusiasm to make writing assignments in their content areas.

Progress toward improving students' writing skills might be accomplished via three approaches. First, colleges must incorporate required writing courses in the Bachelor of Science programs for both elementary and secondary levels. This might require some pressure from educators, students, and parents but could result in neophyte teachers being better prepared to use writing assignments in their content areas.

A second step toward improving students' writing skills would involve inservice training for all practicing teachers in both

elementary and secondary levels in writing and in the teaching of writing. Programs such as the University of California-Berkeley Bay Area Writing Project and the Oregon Writing Project have done just that and, as a result, have seen significant improvement in writing. Teachers were shown how writing enhanced their content area curricula and then were taught the writing process in order to improve their writing and to enable them to teach their students to write. The Minnesota Department of Education also has a program which trains teachers in the writing process. It is part of a Basic Skills Program in which Basic Skills Specialists train Minnesota administrators and teachers to be Basic Skills Directors for their respective school districts. They in turn, with the assistance of the Basic Skills Specialist for their region, conduct inservice training for their school district's teachers in the writing process and the other components of the basic skills program. It, like the Oregon Writing Project and the Bay Area Writing Project, incorporates continuity and follow-through and is witnessing success.

The final step toward improving the writing skills of students involves follow-through on new college writing courses in Bachelor of Science programs and the inservice training of practicing teachers. It would mean that teachers in all content areas would use writing assignments as part of their curricula at least once a week as a means of improving writing skills as well as improving students' comprehension and retention within their content area.

Training teachers in writing and the teaching of writing in an attempt to improve teachers' and students' writing appears to be a

successful process for upgrading declining writing skills. In many areas the writing programs are only in the beginning stages and more time for training and implementation is needed to analyze the results. Further research and study may indicate other variables and solutions for improving writing skills. It appears as if the incorporation of mandatory writing courses in college programs for teachers, inservicing practicing teachers, and utilizing the writing training within the curricula of all content areas could definitely prompt significant progress toward accomplishing the goal of improving students' writing skills.

#### BIBLIOGRAPHY

## BIBLIOGRAPHY

### Periodicals

- Albert, Ruth. "Ruth Albert's Complete Guide to Writing." Instruction, February 1981, pp. 72-79.
- Freeman, James. "If You Teach Writing." Teacher, October 1979, pp. 26-27.
- Hillierich, Robert L. "Developing Written Expression: How to Help the False-Writers." Language Arts, October 1979, pp. 369-377.
- Judy, Stephen W. "Teaching Composition: What Can Administrators Do To Improve It?" National Association of Secondary School Principals Bulletin, April 1981, pp. 18-24.
- Kaercher, Ben. "New Approaches to Teaching Youngsters How to Write." Better Homes and Gardens, November 1981, pp. 27-28.
- Stiegel, Dorothy. "Who Said Johnny Can't Write?" American Education, May 1979, pp. 47-52.
- Walsh, R. D. "What's Basic to Teaching Writing?" English Journal, December 1979, pp. 31-36.

### pamphlets

- "Back to the Basics: Composition." SLATE Support for Learning and Teaching of English, August 1976, Vol. 1, No. 4.
- "Focus Focus Signs of Crisis." Educational Testing Service, Princeton, New Jersey, n.d., pp. 2-16.
- "Goals for Writing Programs in Missouri Schools." Missouri State Writing Curriculum, n.d.
- "How to Help Your Child Become a Better Writer." National Council of Teachers of English, n.d.
- "Standards for Basic Skills Writing Program." The National Council of Teachers of English, March 1979.

## BIBLIOGRAPHY

### Periodicals

- Albert, Burt. "Burt Albert's Complete Guide to Writing." Instructor, February 1982, pp. 72-79.
- Freeman, Jayne. "If You Teach Writing." Teacher, October 1979, pp. 74-77.
- Hillerich, Robert L. "Developing Written Expression: How to Raise-Not Raise-Writers." Language Arts, October 1979, pp. 769-777.
- Judy, Stephen N. "Teaching Composition: What Can Administrators Do To Improve It?" National Association of Secondary School Principals Bulletin, April 1981, pp. 18-24.
- Kaercher, Dan. "New Approaches to Teaching Youngsters How to Write." Better Homes and Gardens, November 1981, pp. 22-25.
- Siegel, Dorothy. "Who Said Johnny Can't Write?" American Education, May 1979, pp. 27-32.
- Walshe, R. D. "What's Basic to Teaching Writing?" English Journal, December 1979, pp. 51-56.

### Pamphlets

- "Back to the Basics: Composition." SLATE Support for Learning and Teaching of English, August 1976, Vol. 1, No. 4.
- "Focus Focus Signs of Crisis." Educational Testing Service, Princeton, New Jersey, n.d., pp. 2-16.
- "Goals for Writing Programs in Missouri Schools." Missouri State Writing Curriculum, n.d.
- "How to Help Your Child Become a Better Writer." National Council of Teachers of English, n.d.
- "Standards for Basic Skills Writing Program." The National Council of Teachers of English, March 1979.



Books

- Brady, Philip L. The "Why's" of Teaching Composition. Urbana, Illinois: National Council of Teachers of English, 1977.
- Elbow, Peters.\* Writing Without Teachers. New York: Oxford University Press, 1973.
- Frank, Marjorie. If You're Trying to Teach Kids How to Write, You've Gotta Have This Book! Nashville, Tennessee: Incentive Publications, 1979.
- Lundsteen, Sara W., ed. Help for the Teacher of Written Composition, New Directions in Research. Urbana, Illinois: National Conference on Research in English, 1976.