

Index to *Freshman English News*, 1972-1991
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Freshman English News began with a paradox. Gary Tate, the original editor, in his initial “From the Editor” statement in March 1972, identified the primary aim of the publication as providing “a continuing report on the status of Freshman English throughout the country.” The adjacent article, “Freshman English in the 1970s,” by Richard L. Larson, started “If there ever was a program one could call ‘freshman English,’ it is fast disappearing, if it has not already vanished.” In the almost twenty years since these two articles were published, freshman English has not vanished; nor has the debate about whether or not it should evolve into something else. The first issue invited articles on the following: “changing requirements, the nature of the ‘course,’ the training of TA’s, the success of experimental programs, the role of the director of Freshman English, the use of writing labs, the establishing of standards in composition, the use of media, the success and failure of honors programs, etc., etc.” And articles have appeared on all of these subjects. The scope of the newsletter-become-journal, though, has widened to include theoretical issues in rhetoric and composition. We have chosen to index by author categorized under general subject headings inspired by the CCC’s Bibliography:

- Theory and Research
- Teacher Education, Administration and Social Roles
- Curriculum
- Testing, Measurement and Evaluation
- Bibliography

The primary problem with categorizing twenty years’ worth of articles is that there may be objections to where some of the articles have been listed. It is helpful to remember, then, that almost all of the articles can fit into more than one category; multiple groupings of such a large number of articles, however, would render this bibliography unnecessarily bulky and tedious to use. Thus, we have focused on the principal thrust of each article and then made the decision about which category would be the most appropriate. Articles that discuss actual classroom practices fall under the “Curriculum,” whereas those that deal mainly with ideas, experiments, and history fall under “Theory and Research.” For example, Geoffrey Sirc’s “Gender and ‘Writing Formations’ in First-Year Narratives” describes an assignment that he gave to his students. But the nature of that assignment was an experiment and the purpose of the article is research; therefore, “Theory” is the most accurate heading. An additional consideration is that some titles themselves do not indicate proper categories. Forrest D. Burta’s “The Texas Conference on Placement, Exemption, and Credit” seems, at first blush, to fit under “Testing, Measurement, and Evaluation,” but the article actually addresses the professor’s role in a program. Consequently, the article is categorized under “Education, Administration, and Social Roles.”

Theory and Research

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