The English Coalition, who sponsored the Aspen, Maryland Conference in July 1987 about which Richard Lloyd-Jones writes earlier in this issue, was composed of the Association of Departments of English, the College English Association, the Conference on College Composition and Communication, the Conference on English Education, the Modern Language Association, and the National Council of Teachers of English. Meetings of all these organizations will host speakers reporting on the Conference and, in addition to addresses and articles, we can look forward to a pamphlet prepared by Richard Lloyd-Jones and Andrea Lunsford and books by Wayne Booth and Peter Elbow.

The reflections of the conferees touched upon every area of concern in English language arts and ought to be of interest to every English language arts teacher. We have reprinted Lloyd-Jones' remarks as part of our attempt to extend the dialogue into the community of Michigan teachers. For the same reason we have also decided to reprint the required portion of the English Coalition Reading List, a bibliography of wide-ranging materials covering a number of categories essential to the discipline. We should probably note that inclusion on this list is not an uncritical endorsement for the views in these readings—many are conflicting and contradictory—but taken together these readings get at the crucial issues of teaching English in our time.
BIBLIOGRAPHY

Category 1: Historical Change, Contemporary Influences, and Public Expectations


Category 2: Our Students: Who Are They/Goals and Measurements of Success


Category 3: The Classroom: Teaching Practices and Training, Curriculum, and Resources


76
Category 4: Literacy

A. Reading, Literature, and Interpretation


Mailloux, Steven. *Interpretive Conventions: The Reader in the Study of American Fiction.* Ithaca: Cornell University Press, 1982. (Chapters 1 and 2)


B. The Study and Generation of Language


