

The Newsletter

Conference on Basic Writing Skills
A special interest group of CCCC



Number 6

Spring 1985

"Critical Thinking and the Basic Writer":

CBWS Special-Interest Session at 4 C's

This is an exciting time of year for writing instructors as we finalize plans for the 4 C's. This year's conference will be held March 21-23, 1985, at the Hyatt Regency Hotel, in Minneapolis, Minnesota. As a Special Interest Group of 4 C's, CBWS meets annually at the 4 C's convention. The theme for this year's CBWS meeting is "Critical Thinking and the Basic Writer: Theory and Practice." Our session will meet Thursday, March 21, 1985, 5:30-6:30 p.m.

Program Chair is Professor Mary Kay Harrington of California Polytechnic State University at San Luis Obispo, California. Professor Harrington coordinates the basic writing program at Cal Poly, where she directs the Writing Lab and teaches related courses in the English Department.

Professor Harrington has organized a panel discussion on critical thinking. As teachers of writing, we not only teach students invention and fluency skills but we encourage students to question and analyze as they write. Our speakers hope to address this problem as well as the students' writing difficulties. The panel will consist of Professor Harrington and two speakers who come from opposite parts of the country.

Professor John Chaffee will speak about the teaching of critical thinking skills for Basic Writers. He teaches in the Humanities

department at La Guardia College in Long Island City, New York. For five years, he has presided over the interdisciplinary Critical Thinking Program at La Guardia, which is funded by NEH. His interests are varied: he has published a book entitled Designing and Making Fine Furniture, and another will follow soon, entitled The History of Board Games. Houghton-Mifflin will publish Thinking Critically in March.

Another panelist is Professor John Hollowell, Director of Composition at The University of California at Irvine. He and Carol Booth Olson have collaborated on a national grant from the Office of Education, The Fund for Improvement of Secondary Education. This is the third year of the grant and from it has developed a model which links the teaching of thinking and writing. Part of the grant trains teachers while another funds a notebook containing specific lesson plans. In addition, he oversees the Thinking/Writing Clinic, working with one hundred UC freshmen.

After the CBWS meeting, we will continue our tradition of going out to dinner together. This is a fine opportunity to pursue the discussion informally, to get to know other basic writing professionals, to talk about any aspect of basic writing teaching or research, or to discuss possible directions for CBWS. Plan now to meet with the CBWS group for dinner after our meeting.

Review

HOW TO TEACH WRITING IN GROUPS: COLLABORATIVE LEARNING IN ENGLISH COMP CLASSES. By Robert Whitney and Goran "George" Moberg. Available from The Writing Consultant: Box 20244, New York, NY 10025. \$5.00.

This is a strange hybrid of a book: part teacher's manual, part advertisement, part manifesto. Yet for all its apparent confusion of identity, How to Teach Writing in Groups manages to be useful, interesting, even entertaining in its own right.

The book's central purpose appears to be to generate enthusiasm for collaborative learning, and as a spin-off, to generate sales for another book, Writing in Groups, for which this book will then become a teacher's manual. The result is what the authors call "a maintenance manual for peer groups in writing classes, geared both to first time users of . . . Writing in Groups and to other instructors who are beginning to put collaborative methods in their writing classes." Having never seen the parent book, it is difficult to know how adequate this is as a teacher's manual, but being in the process of turning more and more of my writing classes at all levels into student-directed workshops, I can say that I've found a number of practical suggestions for making peer response groups run more effectively; and even when I have not employed these suggestions, I have often benefited from being forced to rethink practices and theories that had grown up almost unconsciously over the years.

This in itself is important, since one of the instructor's primary responsibilities in this approach is to become a scenarist of group activities, the specific details of which are improvised and acted out by the students themselves, independent of the instructor's control. While this "loss of control" has obvious benefits in that it allows students more freedom to explore their own ideas and interests, it can also result in a sense of incipient anarchy, as students probe the hazy borderline between serious intellectual discussion and dormitory bull session. Sections such as "On the Fear of Losing Contact with Your Students" and "Teacher-Student Correspondence" offer a kind of advice that can only grow out of extensive experience. On the complaint, "How come you aren't telling us what to do?" for instance, they say, "Genuine autonomous inquiry into the unknown can be an uncomfortable, demanding business, no

matter how reliable your guide. At least the students are saying something. They are aware of a problem and trying to solve it, even if by blaming it on you. That's something you can deal with." In one recent class of mine, the students, sensing that I looked bored and lonely, decided to give me an assignment for the next class. When traditional roles become so blurred and reversed, it's helpful to be reminded that the class is not "rebellious" or "disrespectful" but simply concerned.

Besides such moral support and comraderie, the book offers specific suggestions on such matters as organizing groups, fighting boredom in groups, reporting group activities to the whole class, responsibilities of individual group members, and devising group assignments. In short, if you're interested in collaborative learning but uncertain of how much of your writing course to commit to this approach, How to Teach Writing in Groups could be a very worthwhile book to read.
--Charles Guilford, Boise State University

BE SURE TO LOOK FOR THE MAY 1985 ISSUE OF TEACHING ENGLISH IN THE TWO-YEAR COLLEGE (a journal recently acquired by NCTE) as it will feature A SPECIAL SECTION ON BASIC WRITING. This special section surveys texts and materials available for basic writing instruction. Materials reviewed range from audiotapes and visual resources to workbooks, readers, and vocabulary texts. Contributors include Sarah D'Eloia Fortune, editor of The Journal of Basic Writing; Irene Lurkis Clark; William Costanzo; John A.R. Dick; Andrew Moss, 1984 Program Chair for the CBWS Annual Meeting; and Sandra Stotsky.

A SERIES OF MONOGRAPHS ON WRITING AND RHETORIC, published by Southern Illinois University Press for the Conference on College Composition and Communication, includes works which discuss speculative, theoretical, historical, analytical, and empirical viewpoints on composition and communication. Series titles to date: Evaluating College Writing Programs, Witte and Faegley; Writer's Block: The Cognitive Dimension, Rose; A New Perspective on Cohesion in Expository Paragraphs, Markels; Computers and Composing, Halpern and Liggett; Writing Instruction in Nineteenth-Century American Colleges, Berlin (8.50 each). Contact: SIU Press, Box 3697, Carbondale, IL 62901.

SUMMER GRADUATE STUDY IS BECOMING INCREASINGLY POPULAR, and summer programs in writing and related fields abound. The following list of programs is merely representative of what's available and not intended to be inclusive:

*"International Perspectives on College and University Teaching"--a five-week graduate course (6 credit hours) offered by North Texas State University, in Sheffield, England. Includes on-site visits to major centers of learning in Wales, Scotland, and England. Contact: Barry Lumsden, North Texas State University, P.O. Box 13857, Denton, TX 76203/(817) 565-4074.

*"Kellogg Institute for the Training and Certification of Developmental Educators"--four-week summer residency at Appalachian State University, in Boone, North Carolina, followed by implementation of a program development project at the home campus; leads to certification as specialist in Developmental Education. Contact: Director, Kellogg Institute, Center for Developmental Education, Appalachian State University, Boone, NC 28608/(704) 262-3057.

*Several credit and non-credit programs offered by New York University, including: "British Perspectives on English Education in London and Oxford," "Second Anglo-American Institute on English Teaching: An Exchange of Learning and Experience in Oxford, England," and "Eighth Annual Conference and Institute in English Education--Learning through Language--Learning to Learn through English and Language Arts in New York City." Contact: New York University, School of Education, Health, Nursing and Arts Professions, Overseas and Special Programs, 51 Press Building, Washington Square, New York, NY 10003 (NCTE)/(212) 598-2126.

*Martha's Vineyard Summer Workshops: several summer workshops which carry graduate credits; credits count towards proposed degrees to be earned summers exclusively on Martha's Vineyard. Workshops include "Theory and Teaching of Writing Process," "Writing Program Administration," "Institute on Writing" (3 courses), "Writing in the Elementary School," and "Advanced Institute on Writing." Contact: Dean Timothy Perkins, College of Arts and Sciences, Northeastern University, 360 Huntington Ave., Boston, MA 02115/(617) 437-4364.

*Doctor of Arts in English--can be completed in summers only. Contact: William C. Woodson, Director of Graduate Studies, Department of English, Illinois State University, Normal, IL 61761

*Doctor of Philosophy in Rhetoric and Linguistics, emphasizing English education--can be completed in summer only. Contact: T. Kenneth Wilson, Director, Graduate Studies in English, 110 Leonard Hall, Indiana University of Pennsylvania, Indiana, PA 15705.

The National Assessment of Educational Progress (NAEP) will survey the literacy skills of a representative sample of 20 million young adults aged 21-25 this spring, according to ETS Developments (summer, 1984). The survey will assess reading, writing and computational skills. Data obtained will provide information on the kinds of literacy skills our society has access to, especially in planning for work.

THE 1984 WRITING LAB DIRECTORY, a compilation of questionnaires completed by writing lab directors, describes staffing, student-populations, instructional methods and materials, facilities, etc. Copies are available for \$7.50 each, payable to Purdue University. Contact: Muriel Harris, Department of English, Purdue University, West Lafayette, IN 47907.

"THE WRITE COURSE: AN INTRODUCTION TO COLLEGE COMPOSITION," a television course on PBS, first aired in August 1984. A college-level freshman composition course, "The Write Course" consists of thirty half-hour programs. Components of the writing process (prewriting, drafting, revising and editing) are explained and dramatized. The series was funded by the Annenberg School of Communication and the Corporation for Public Broadcasting and produced by the Dallas County Community College District in Association with the Coast Community Colleges, the Florida State Department of Education, and the Southern California Consortium. A 4 C's pre-convention workshop will focus on "The Write Course." Contact: The Annenberg-CPB Collection, 1213 Wilmette Avenue, Wilmette, IL 60091/1-800-LEARNER [in Illinois (312) 256-3200].

IN IS DEVELOPMENTAL EDUCATION WORKING? a National Association for Developmental Education (NADE) Research Report, author Hunter R. Boylan finds the following general positive trends:

1. Underprepared students who participate in basic skills courses tend to show measurable gains in skill development as assessed by a variety of standardized and locally-developed instruments.
2. Underprepared students who participate in basic skills courses tend to show greater measurable gains in skill development than similar students who do not participate in such courses.
3. Basic skills development courses tend to reduce the differences between underprepared students and better prepared students as measured by standardized tests.
4. Students who participate in developmental programs tend to perform better academically than their admissions credentials would suggest.
5. Students with low grade point averages tend to improve their GPA's following participation in the developmental program.
6. Underprepared students who participate in developmental programs tend to obtain higher grades than similar students who do not participate.
7. Underprepared students who participate in developmental programs are retained to a greater extent than would be expected based on admissions credentials.
8. Underprepared students who participate in developmental programs are more likely to be retained than those who do not.
9. Underprepared students who participate in developmental programs are frequently retained at higher rates than better prepared students with superior admissions credentials.

The full report, as well as two other research reports, are available from NADE (\$6 for the single report, \$10 for all three, payable to NADE). Contact: Harold N. Hild, General Editor for NADE Reports, Northeastern Illinois University, 5500 N. St. Louis Avenue, Chicago, IL 60625.

"TEACHING THINKING-REALLY!" will be the theme of the 1986 Classroom Practices NCTE anthology. Manuscripts are solicited, which should describe successful classroom practices that activate students' thinking--creative, logical, or critical. (This theme dovetails well with the theme of our own CBWS Special Interest Group meeting.) Articles should focus on what students do in the classroom. Manuscripts can range from two to ten pages. Submit two copies, with the author's name and address appearing only on a title page attached to the front of each copy. Deadline: September 1, 1985. Contact: Jeff Golub, 4550 W. Sheredan, Seattle, WA 98199.

CALL FOR PAPERS

A one-day Basic Writing Conference, co-sponsored by NCTE, is planned for Saturday, September 21, 1985, at the University of Missouri-St. Louis. Proposals for papers, workshops and panel discussions in Basic Writing and also Special Education, reading/writing/speaking, process, peer tutors, parent intervention, paper load, computers, ESL, and writing labs, should be sent by April 20, 1985, to Sallyanne H. Fitzgerald, Acting Assistant Director, Center for Academic Development, University of Missouri-St. Louis, St. Louis, Missouri 63121. The Monsanto Fund is also co-sponsoring the conference.

The opinions expressed in the CBWS NEWS-LETTER are those of the writers and editors and do not necessarily reflect the view of CCCC or its Executive Committee.

IF YOU HAVE NEWS ITEMS (upcoming conferences, journals of note, etc.), send them along to us: CBWS, English Department, Boise State University, Boise, Idaho 83725.



CONFERENCES and INSTITUTES

THE COLLEGE LANGUAGE ASSOCIATION will hold its annual meeting April 17-20, 1985, at the New York Penta Hotel in New York City. CCCC will sponsor a session at this conference. Rosentene Purnell and Erika Lindemann will provide a workshop entitled "Current Issues Facing the Teacher of English: Suggested Responses."

THE NORTHWEST REGIONAL MEETING OF NCTE, sponsored by the Washington State Council of Teachers of English, will be held April 25-27, 1985, in Seattle, WA. Contact: Eugene Smith, Department of English, GN-30, University of Washington, Seattle, WA 98195/(206) 543-7993.

COUNTDOWN TO EXCELLENCE is the theme of the 1985 Spring Conference of NCTE, scheduled for March 28-30 at the Hyatt Regency Hotel in Houston, Texas. Contact: NCTE, 1111 Kenyon Road, Urbana, IL 61801.

AN INSTITUTE FOR LEARNING CENTER DIRECTORS AND PRACTITIONERS will be held June 25-28, 1985, sponsored by the Learning Assistance System at California State University, Long Beach. Limited to 70 participants, the institute has two themes:

- 1) Learning Assistance Management Strategies, and
- 2) Practitioner Strategies, Skills, Programs, and Materials, including computer technology.

Contact: Frank L. Christ or Elaine Burns Reed, Learning Assistance Center, CSU, Long Beach, Long Beach, CA 90840.

ROCKY MOUNTAIN WRITING CENTERS ASSOCIATION will hold its third annual conference on the campus of Boise State University on Saturday, June 15. Principal speaker will be Donald M. Murray. Concurrent sessions will address such topics as tutor training, tutoring methods, starting a writing center, using computers in the writing center, and integrating the writing center into the curriculum. Information on schedule, registration, and accommodations will be sent out in April. For a copy, write to: Richard Leahy, English Department, Boise State University, Boise, ID 83725, or call (208) 385-3585 or 385-1298.

THE PENN STATE CONFERENCE ON RHETORIC AND COMPOSITION will be held July 9-12, 1985, at State College, Pennsylvania. Richard Lanham and Andrea Lunsford will be major consultants, while featured speakers include Linda Flower, Lee Odell, James Raymond, and Stephen Toulmin.

Those interested in participating are invited to present papers, demonstrations, or workshops on topics related to rhetoric or the teaching of writing--on composition, rhetorical theory and history, basic writing, technical and business communication, advanced composition, writing across the curriculum, and so forth. One-page proposals will be accepted through April 15.

If you wish to submit a proposal or volunteer to chair a session, or if you are interested in more information about attending or participating in the conference, write to Professor Jack Selzer, Department of English, The Pennsylvania State University, University Park, PA 16802.

"MODELS FOR EXCELLENCE: IMPROVING WRITING IN THE SCHOOLS," a conference sponsored by the Conference on English Education, will be held May 30 - June 1, 1985, at Stouffer's Five Seasons Hotel, Cedar Rapids, Iowa. Designed for those involved in writing projects at all levels, the conference has two strands: setting up, managing and teaching in writing projects; and applying writing project techniques in the classroom. Contact: James S. Davis, Grant Wood Area Education Agency, 4401 Sixth Street S.W., Cedar Rapids, Iowa 52404.

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INTERNATIONAL WRITING CONVENTION will be held March 31 - April 4, 1985 at the University of East Anglia, Norwich, England. Organized by the new School of Education at University of East Anglia, the convention will stress research and teaching in all aspects of writing. There will be representatives from Britain, Canada, Austria, New Zealand, the U.S., and first-language specialists from European and African countries. Contact: Eileen Chapman, International Writing Convention, Secretary, School of Education, University of East Anglia, The Plain, Norwich, Norfolk, U.K. NR4 7TJ. This meeting precedes the 1985 Convention of Britain's National Association of Teachers of English, April 9-12, 1985, in Nottinghamshire.

THE NATIONAL ASSOCIATION OF TEACHERS OF ENGLISH (NATE), counterpart of NCTE in England, has issued a special invitation to NCTE members to attend its convention, April 9-12, 1985, in Nottinghamshire. Special tours can be arranged, and NATE is receptive to program proposals from North Americans. Contact: Colin Harrison, School of Education, University of Nottingham, University Park, Nottingham NG7 2RD.

"THEORY AND REALITY: THE IDEAL WRITING CENTER" will be the theme for the 1985 annual conference of the Southeastern Writing Center Association, to be held April 18-20, 1985, in Atlanta. Presentations will address the following topics: use of computers in writing centers; training of peer tutors; practical or theoretical aspects of training faculty to teach writing across the curriculum; using the writing center to foster research in the theory and teaching of writing; and organization, administration, and funding of writing centers. Contact: Dafney Hart, English Department, Georgia State University, Atlanta, Georgia 30303-3083.

NATIONAL COUNCIL OF TEACHERS OF ENGLISH 75TH ANNUAL CONVENTION will be held November 22-27, 1985, in Philadelphia. Contact: NCTE, 1111 Kenyon Road, Urbana, IL 61801.

ENGLISH LANGUAGE ARTS COUNCIL OF THE ALBERTA TEACHERS' ASSOCIATION will meet May 7-11, 1985, at the University of Alberta, Edmonton. Contact: J. Edwards, Department of Elementary Education, 543 Education South, University of Alberta, Edmonton, Alberta, Canada T6G 2G5/(403) 432-5102.

CONNECTICUT COUNCIL OF TEACHERS ENGLISH will meet March 16, 1985, at Wesleyan University, Middletown. Contact: Richard Gray, Box 2211, Enfield, CT 06082/(203) 741-3561.

KENTUCKY COUNCIL OF TEACHERS OF ENGLISH will meet March 15-16, 1985, at Galt House, Louisville. Contact: Linda Johnson, 30 East Vernon Lane, Fort Thomas, KY 41075.

MAINE COUNCIL FOR ENGLISH LANGUAGE ARTS will meet March 21-22, 1985, at Sonesta Hotel, Portland. Contact: Eileen Rosenbaum, 23 Elm Street, Topsham, ME 04086/(207) 289-2541.

MARYLAND COUNCIL OF TEACHERS OF ENGLISH LANGUAGE ARTS will meet May 17-19, 1985, at Carousel Hotel, Ocean City. Contact: Chris Paulis, 1107 Daniels Avenue, Baltimore, MD 21207.

MICHIGAN COUNCIL OF TEACHERS OF ENGLISH will meet April 13, 1985, at Michigan State University, East Lansing. Contact: Stephen Tchudi, Department of English, Michigan State University, East Lansing, MI 48824/(517) 353-6657.

MINNESOTA COUNCIL OF TEACHERS OF ENGLISH will meet April 19-20, 1985, at Cragun's Conference Center, Brainerd. Contact: Sr. Angela Schreiber, 2004 Randolph Avenue, St. Paul, MN 55105/(612) 690-6612.

LANGUAGE ARTS DEPARTMENT OF SOUTHWEST MISSOURI will meet April 27, 1985, at Kickapoo High School, Springfield. Contact: Sharon McGill, 2225 South McCann, Springfield, MO 65804.

THE CONFERENCE ON BASIC WRITING SKILLS NEWSLETTER is published at the English Department, Boise State University, Boise, Idaho 83725. Editors: Karen Thomas, Rick Leahy, Chuck Guilford, Keith Groff, Jay King, and Roy Fox.

Editorial Policy

The CONFERENCE ON BASIC WRITING SKILLS NEWSLETTER is the official publication of the Conference on Basic Writing Skills, a special interest group of the CCCC. The editors encourage material on all topics of current interest to humanists professionally interested in basic writing and literacy at the post-secondary level. Material with a range of approaches--from teaching strategies to accessible discussions of theory and research to book reviews--will be considered.

Possible topics include the following: composing processes of basic writing students; instructional sequencing within the basic writing course; relationships between attitudes and skills in the basic writing course; connections among writing, reading, speaking, and listening in the basic writing course; evaluation of basic writing programs, courses, materials, and tutors; and the impact of technology on the teaching and learning of basic writing.

Possible types of material include:

- Short articles
- Reports of work in progress
- Interviews
- Reviews of textbooks
- Reviews of books on composition, rhetoric literacy, pedagogy, etc.
- Teaching ideas and classroom exercises
- Surveys or questionnaires with follow-up of results
- Calls for papers
- Announcements of conventions, conferences, seminars, workshops
- Announcements of new or especially helpful journals, newsletters, or other publications
- Guest editorials
- Information on current political events in your local area that affect basic writing

This brief list of topics and types of submissions serves only to suggest the broad range of material appropriate for the CBWS NEWSLETTER.

GUIDELINES FOR CONTRIBUTORS

The editors suggest that articles not exceed 1,000 words. Avoid formal documentation when possible; however, when needed, notes should follow the current MLA STYLE SHEET. Material should not be previously published and should comply with NCTE GUIDELINES FOR NON-SEXIST USE OF LANGUAGE. Send two copies of an article. Contributions will not be returned unless accompanied by SASE. Deadline for the next issue is June 30, 1985. Send to:

The Editors
CONFERENCE ON BASIC WRITING SKILLS NEWSLETTER
English Department
Boise State University
Boise, ID 83725

I'd like to become a member of the CONFERENCE ON BASIC WRITING SKILLS and join the CBWS NEWSLETTER group. I am sending a donation, as indicated below, to help defray duplicating and mailing costs.

_____ \$7.00 CONFERENCE ON BASIC WRITING SKILLS only (four issues of THE NEWSLETTER)

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Send to:

CBWS
Department of English
Boise State University
Boise, ID 83725

Thanks to those of you who have sent in renewal checks, but please be sure you have received your four promised issues of THE NEWSLETTER before you send a renewal. CBWS does not have the resources to bill members for renewals. When you have received all four issues of THE NEWSLETTER promised, please mail in your renewal.

NEW JERSEY COUNCIL OF TEACHERS OF ENGLISH will hold two spring meetings: March 21, 1985, at Eastside High School, Paterson-- Contact: Al Weiss, Eastside High School, Paterson, NJ 07501; and May 3, 1985, at Jersey City State College--Contact: Kevin Donahue, English Department, Dumont High School, New Milford Avenue, Dumont, NJ 07628/(201) 387-1600.

NEWARK ORGANIZATION OF TEACHERS OF ENGLISH will meet April 18, 1985, at Licking County Board of Education, Newark. Contact: Patricia Handelman, Licking County Joint Vocational School, Price Road, Newark, OH 43055/(614) 366-3351.

OKLAHOMA COUNCIL OF TEACHERS OF ENGLISH will meet April 27, 1985, at Holiday Inn West, Oklahoma City. Contact: Connie Sears, Rt. 2, Box 222, Minco, OK 73059.

RIO GRANDE VALLEY COUNCIL OF TEACHERS OF ENGLISH will meet March 30, 1985, at Sheraton Hotel, McAllen. Contact: Gene Kirby, Rt. 1, Box 242, Donna, TX 78537.

SOUTH PLAINS AREA COUNCIL OF TEACHERS OF ENGLISH will meet March 23, 1985, at Texas Tech University, Lubbock. Contact: Jeanette Harris, Department of English, Texas Tech University, Lubbock, TX 79409/(806) 742-2504.

WEST VIRGINIA ENGLISH LANGUAGE ARTS COUNCIL will meet April 19-20, 1985, at West Virginia University, Morgantown. Contact: Rosalyn Flanigan, Jefferson High School, Rt. 1, Box 83, Shenandoah Junction, WV 25442/(304) 725-8491.

MISSISSIPPI VALLEY COUNCIL OF TEACHERS OF ENGLISH will meet April 19-20, 1985. Contact: Leo Schubert, 3316 56th Street, Moline, IL 61295.

FLORIDA DEVELOPMENTAL EDUCATION ASSOCIATION CONFERENCE will be held March 27-29, 1985, in Cocoa Beach, FL. Contact: Dottie Vandegrift, Indian River Community College, 3209 Virginia Avenue, Ft. Pierce, FL 33450. (305) 464-2000, ext. #402.

PENNSYLVANIA ASSOCIATION OF DEVELOPMENTAL EDUCATORS FIFTH ANNUAL CONFERENCE will be held April 18-20, 1985, in Harrisburg, PA. Contact: Samuel Hirsch, Community College of Philadelphia, 1700 Spring Garden Street, Philadelphia, PA 19130.

THE WRITING LAB NEWSLETTER is intended as an informal means of exchanging information among those who work in writing labs and language skills centers. Brief articles describing labs, their instructional methods and materials, goals, programs, budgets, staffing, services, etc. are invited. For those who wish to join the newsletter group, a donation of \$5 to help defray duplicating and mailing costs (with checks made payable to Purdue University, but sent to me) would be appreciated. Please send material for the newsletter and requests to join to

Professor Muriel Harris, Editor
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MURIEL HARRIS
ENGLISH