



WRITING LAB NEWSLETTER

Vol. VI, No. 8 (April, 1982)

Although this issue includes numerous conference announcements, not all of us are able to attend far away meetings and talk with colleagues. Since the newsletter serves as a substitute for some of us, perhaps you'd like to share some shop talk. In a paragraph or two, perhaps you'd like to tell us what's new in your lab, what you are planning for next year, what changes you made this last year, etc. As an example, I've included a few "shop talk" items in this issue (p. 5), and I hope you'll send in more.

If you are curious about the use of computers in a lab, next month's issue should be of particular interest. One article describes a computerized record-keeping system and another focuses on computerized instruction. Are there other topics you'd like to read about? One reader is interested in labs which send out campus-wide newsletters to the faculty. If you do--and are willing to share copies--let us know.

In the meantime, happy spring, and please continue to send in your articles, announcements, reviews, names of new members, and donations of \$5 (in checks made payable to me or to Purdue University) to:

Muriel Harris, editor
WRITING LAB NEWSLETTER
Dept. of English
Purdue University
West Lafayette, IN 47907

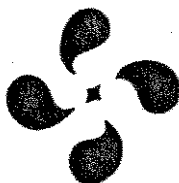
FUNDING A WRITING CENTER

Funding a Writing Center is one of the perennial obstacles faced by a Lab Director. For without adequate funding, a Writing Center simply will not be able to provide sufficient support to justify its existence, no matter how sound its theoretical or practical base or how ambitious its goals.

Located within the general scope of funding are two sub-portions, each so closely related that one cannot be discussed without the other. These two areas are budget and appropriation.

A well-planned budget will, in effect, blueprint the objectives of the Center's operation. It will consider the cost of staffing, proposed equipment expenditures, instructional supplies, anticipated maintenance, operating expenses, and indirect costs where applicable. Generally, a Writing Center's budget is projected for only one year at a time so that adjustments can be made on the rational basis of cost effectiveness, changing needs, and stringent, objective evaluation.

A first-year budget for a proposed Writing Center will necessarily be subjected to close scrutiny, simply because no previous experience can be used for guidelines. Funding sources--administrations or external agencies--must, therefore, be assured that the financial request is reasonable, generally asking only for support to produce short-range quantifiable goals. Rarely is a funding agency willing to commit monies to a program which cannot produce some measure of success in a reasonably short period of time. A beginning Writing Center must, therefore, limit its first year operation to more modest projects than it will assume once it is established.



Controlling factors for inchoate Writing Centers can be limited to three categories: philosophy, size of student body, objectives to be reached. The philosophical bent of a Writing Center will be either as a supportive addition to the existing composition program, or it will be as a service organization which will serve the institution as a whole. If it is subsumed by the established program, its size will be relatively small and its role clearly defined. If, on the other hand, the Writing Center serves the larger institution--possibly including the community--its scope must be expansive and its role more diversified. The other two categories--size of student body and proposed objectives--are crucial elements that will determine the staffing and equipment needs.

After a Writing Center has completed its first year of operation, the Director will be better able to accurately anticipate financial needs and to submit subsequent budgets based on objective criteria. By outlining successful results and demonstrating a met need, the Director can confidently propose a defensible budget.

Devising a sound budget, however, is the less important aspect of funding. Having monies appropriated to meet that budget is the most serious obstacle that faces a Writing Center Director. Funding sources can be separated into two broad areas: internal and external. Either or both of these areas are accessible to the Director, but serious thought should be given to the choice of one over the other. The funding source will generally determine how the Writing Center is perceived. And once the Director has committed the Center's funding to a particular agency, this perception is very hard to change. The vital connection between funding sources and the perceived role of the Writing Center cannot be stressed too strongly.

Internal funding sources may be limited to the supporting department or may be university-wide. If the Center is considered only as an adjunct of the existing composition program, generally its support will be the sole responsibility of the department. Some limitations are inherent in this situation: the Center's program will remain small, fluctuating with the size of the composition program. The staff, too, will necessarily remain limited, probably directed by a faculty member who has only part time

responsibilities for the Center's administration. The advantages of this situation are that the Director's salary will be guaranteed and the cost of the operation will become a line item in the departmental budget. Ultimately, the funding of this Center will be available as long as the Center produces positive results.

A second type of internal funding is university-wide. This support comes to the Center that is service-oriented, serving the needs of the total student body as well as those of the community. Again, the Center's size will be regulated by the size of the student body and its perceived usefulness, but it will inevitably be larger than any one department can comfortably support. This Center may be housed either within an English department or within a student service setting. In this larger operation, a full time Director will determine the Center's financial needs. The Director's salary will be underwritten by the university's administration, or primary faculty department, and operating expenses will be jointly funded by the school's administration and various departments. As with the departmental Center, this operation is funded through a line budget, although its future is not so readily guaranteed. The Center's viability may be questioned by many different areas, including some that may not grasp the need for such a center. While loss of financial support from one line may not devastate the Center, it will nevertheless cripple it and could initiate a domino effect that eventually proves fatal. Accountability and frequent communication are essential to the university-funded Center.

A third type of internal funding is the combination of the first two types: predominately a departmental Center whose core is line-budgeted in the English department, but which occasionally recruits funds from other areas. In this combination, the recruited monies are considered "soft money," useful, but not essential to the continuation of the program. With this situation, "extra" money can be had for additional staff, large equipment purchases, training programs, and research projects. Sources of money include the general administrative fund, the Graduate School, or local grant committees. The administration is usually sympathetic to projects that enhance the university's community image and

will provide funds intended to produce this favorable result. These funds may be used either for hiring additional staff, for equipment, or for activities that include public relations campaigns. The Graduate School can be persuaded to provide funds for Assistantships to be granted to students who work in the Center. Small grants can be provided for in-service training, travel to conferences, or specific projects. Often these funding sources can be used to reinforce each other and form the basis for securing more monies. For example: at the University of Alabama in Birmingham one small grant proposal was funded to conduct an English as a Second Language program called "Conversational Practicum for Foreign-Nationals." Its success led to an administrative funding of an ESL class. That success led to a request for a full time ESL faculty member. The university involvement with ESL has resulted in community support of several second-language programs offered at no cost to international students.

So, even the most modest Writing Centers, funded primarily by the supporting department, have access to many funding agencies within the university.

A final source of funding is external agencies: either state-wide or national. Because these monies are usually restricted in use, appropriated for a specific length of time and above all are not guaranteed, it would be foolish to depend on them for the basic operation of a Writing Center. These funds should always be considered as an adjunct to the program, providing luxuries that would otherwise be foregone, but never as an essential part of the Center's operation. They should, therefore, not be budgeted within the general operating expenses to cover such essentials as salaries or basic operating costs, but should be clearly delineated for special projects or for equipment purchase. If one mistakenly came to rely on these funds for core costs, one might well find oneself out of business once the grant ends.

State-wide funding agencies include endowments often administered by banks, large corporations, or community groups. The Center's Director has access to these agencies either directly or through the university grants office. Proposals for funding can be made on the basis of continuing an existing project or as a request to fund new projects.

Most local agencies and universities prefer that requests formally be made by a grants office rather than by an individual. A Director can check with the grants office about local funding opportunities and about the procedure for requesting support.

The two most popular and successful state agencies that fund requests for local Writing Centers are the Alabama Committee for the Humanities and Public Policy, and the Arts Endowment for the Gulf States. The first is directed by Walter Cox (Birmingham Southern College, Birmingham, 35204); the second by Robert Hollister (P.O. 54346, Atlanta, 30308). Both agencies require specific proposals, budgets, and justification but both have a good record for providing support. Guidelines for these agencies can be requested from their directors.

Federal agencies can be a lucrative source of funds, but there are also some problems involved. The initial problem a Director will encounter is selecting the appropriate agency for a given project. A grants office will be an invaluable aid in this task. Once the appropriate agency is located, the grant proposal writing will begin. Proposals must follow the prescribed form the funding agency provides. Appropriation of monies will be at the discretion of the funding agency and probably will not include everything that is requested. Once the money is appropriated and the project is underway, regular progress reports must be submitted to the funding agency. Evaluators will make periodic on-site visits to observe the program. Their written evaluation will be considered in any request for additional funding. The paper work, delay, and worry involved with federal funding may discourage some Directors from applying for these funds. If, however, the prospect of having these monies outweighs the disruption it will cause, contact the local grants office for a complete listing of funding agencies or check the Federal Register for a listing.

Currently, one of the most popular agencies for funding Writing Centers is the Support for Developing Institutions Project (SDIP) of Title III in the Department of Education. Several schools in Alabama are receiving funds from this program, including UAB which has been granted \$450,000 over the past two years.

One word of caution should be noted, however. Just because an agency is authorized to grant monies does not automatically mean it has the money in hand. Before it can fund proposals, the agency itself must have its own budget funded. The federal agencies find themselves in a similar situation as the Writing Center Directors. No matter how sound a budget may be, or how needed the service, unless the monies are appropriated, the paperwork is useless.

Thus, we have come full circle. The need for a Writing Center is not being questioned. Rather, the question is how best to express that need in a financial statement that will ensure appropriation. The answer will, of course, consider the nature of the Writing Center itself, the population it serves, and the role it projects. And, its success will depend to a large degree upon convincing the funding source that it, too, will profit from its association with the Writing Center.

Peggy B. Jolly
Univ. of Alabama-Birmingham



**COLLEGE LEARNING CENTERS
INSTITUTE PLANNED FOR JUNE
1982 AT BERKELEY**

The sixth annual summer institute for directors and staff members of college learning centers will be held June 27-July 2, 1982, at the University of California, Berkeley, under the auspices of the University's Education Extension.

The 1982 program will mark the end of the six-year series. Directors and administrators are urged to survey the training needs of their staff to ensure that those who can benefit from attendance will be able to take part in the final presentation.

The institute will present current information and techniques for administrators who are planning to start learning centers, directors who wish to improve an existing program and learning specialists who want

to increase their abilities in working with students.

"Stretching our resources" will be the theme of the institute, underscoring the increasing difficulty of maintaining services and meeting students' individual needs as budgets and resources decline.

Martha Maxwell, author of Improving Student Learning Skills, will coordinate the program, assisted by guest speakers and workshop leaders from a number of colleges and universities. Workshops will cover topics including modern management methods, networking, the use of microcomputers in learning center programs, teaching writing to the ESL student, improving remedial math programs, developing effective reading and study skills courses and strengthening tutoring services.

Details may be obtained from Education Extension, Dept. NF, University of California, 2223 Fulton St., Berkeley, CA 94720; phone (415) 642-1171.

New York
College Learning Skills Assoc.
Fifth Annual Symposium
April 4, 5, 6
Hotel Syracuse, Syracuse, N.Y.

OVERCOMING BARRIERS TO LEARNING
Keynote: Jonathan Kozol

Pre-symposium Institute:
USE OF COMPUTERS IN HIGHER EDUCATION

Registration information:
Gregory Auleta
Office of Spec. Programs
S.U.N.Y. Oswego
Oswego, N.Y. 13126
(315) 341-4234



SHOP TALK

 --at San Antonio College

We have heard that our ENGLISH MULTI-MEDIA LEARNING LABORATORY is quite unique in that 1/3 of the class time is spent by the student in the Lab under teacher supervision. The other 2/3 is spent in the traditional class-room. In addition to the 1/3 class time spent in the Lab, the student returns to the Lab to continue working either on slides and tapes, on computer terminals, under direct supervision of "closed" tutors or under supervision of open tutors. In the "closed" tutoring program, the student is assigned a specific hour on a specific day.

Also, our lab is unique in that all areas of learning are designed around the same five units which are in the manual. We have pre-post tests at every level so that the student can see where he is at any time during the semester. This semester we are expanding our five units of study to include sentence-combining or student generated sentences from the beginning to the end of the program. Every semester we attempt to add something new to our program, and this semester we added practice tests in addition to correct answers in the student manual.

This semester we hope also to complete the IIS computer program written in discussion form (paragraph form). We also hope to begin an intensive plan to teach the students the different types of paragraph construction by putting this material both on video tape and on computer terminals.

Vivian Rudisill
 San Antonio College

 --at the University of Wisconsin-Madison

Joyce Steward, having served for many years as the successful director of a major university lab has decided to retire and devote more time to her own writing. So many of us in labs all across the country who have benefited from her wisdom and experience know that she's earned some quiet time, but we'll miss her.... while we wait for her next work to appear in print.

 --at Purdue University

The developmental composition program at Purdue, directed by Irwin Weiser, will be switching format from a five-day/week class in the classroom to three days in the classroom and two in the Writing Lab. In the lab, students will be using COMP-LAB (Prentice-Hall), the program developed by Mary Epes, Carolyn Kirkpatrick, and Michael Southwell, at York College. We would be interested in hearing from others using this program.

For engineering students using our Writing Lab, I've been writing some self-instruction modules (in tape cassette and response booklet format) on general writing skills, but using examples from engineering reports. So far, we've completed three modules, CONSISTENCY, FREQUENT GRAMMATICAL ERRORS, and REPORT FORMATS, and this semester we're working away at two more, to be entitled CLARITY and CONCISENESS. Since these were developed with the assistance of several small grants, they are copyrighted by Purdue. Unfortunately, that means that I cannot send out sample copies, but if you are interested in using these, please contact W.C. Sherwood, Division of Patents and Copyrights, Purdue Research Foundation, West Lafayette, IN 47907.

Muriel Harris
 Purdue University



A READER RESPONDS . . .

Let me also add my words of praise for the spelling articles in the WLN. Many of my students have used some of the tutor tapes, but not the tactile-kinesthetic one. Now I've been suggesting it, and some of my students are really enthusiastic about trying it.

Phyllis Sherwood
 Raymond Walters College
 University of Cincinnati

A WRITING LAB PROFILE

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The statement which follows was part of the presentation of the Panel on Professional Concerns at the Writing Centers Association's fourth annual conference last May at Clarion College in Pennsylvania.

This year, Ohio Dominican College in Columbus will host the Conference, on Saturday, May 1. For information, write to Joanne Petrick, English Department Chair, Ohio Dominican College, Columbus, Ohio, 43219. Or, see p. 10 of this issue of the newsletter.

To help us clarify our perceptions of ourselves as writing center professionals, I'm going to sketch in the place of some writing center staffs within their institutions and an outline of the profession itself--what our task is and some guidelines for how we--at best--fulfill that task.

In order to develop some sort of profile of the professional status of writing center directors and their staffs, I sent questionnaires to 50 writing centers, most in Ohio and neighboring states, but including such large and well-known centers as those at the Berkeley campus of the University of California and at Florida State University. The information that follows is based on 31 responses received to date.

Only four directors of these writing centers work full time in that capacity. Four reported teaching a full load in addition to directing the writing center; of these, one reported receiving an additional stipend for writing center work. Between these two extremes are 18 directors who teach one course or two each term and three who also direct Freshman Studies, an ESL program, or Composition. Half the respondents are members of English Departments, and some of these face conflicts of interest because their status in the department depends on scholarly production in an area not related to composition.

None of the centers reported a full-time permanent staff. Fifteen use peer tutors; four of these have no other staff.

Thirteen are staffed with graduate students, five with graduate students only; twelve use faculty; three use faculty only. Most use some combination, and four use all three kinds of staffing.

The continual turnover means an ongoing staff training process with new points of view to assimilate, and it means also that writing centers are a training ground for teachers, an opportunity for them to observe the composing processes and problems of students firsthand on a daily basis. Writing centers, then, of necessity, continually grow and change. They can respond in a very flexible way to the needs of the students and the institutions they serve--but only if we understand what those needs are and how we must go about satisfying them. Before we can begin, we should think about this question: When we talk about "writing," what, really, do we mean by the term? I'm going to try to give a workable definition, one which can inform our daily practice and help us make the many pedagogical decisions that face us in our work.

"Writing" in the writing center is not handwriting, nor is it spelling, nor is it correctness though of course, all of these are aspects of writing. Rather, in a Writing Center, we support the students' efforts to demonstrate, in writing, that they have accomplished the cognitive requirements of a course or of the college or university at large. Here, writing usually means expository essays, research papers, tests, reports in which the writer strives to analyze, to synthesize--to process information and present it as clearly as possible for a reader.

To student writers, the information they are expected to process often seems rather remote and abstract; likewise, patterns of development they are expected to use are often unfamiliar, as we learn in our conversations with them in the writing center. Accordingly, their writing assumes an abstractness so remote as to appear empty to the reader. (And this in no way reflects on the quality of the classroom instruction; rather, it is a characteristic of this point in the student's development.) In the writing center, then, we share with students the experience of realizing information, in

the radical sense of making it real. Only when knowledge has been realized has learning occurred, and only then can a writer give meaning to those abstractions. Only then can she elaborate her own meaning with the support, detail, or development a reader needs for understanding.

The teacher who recognizes that the student writer hasn't arrived at meaning herself and therefore can't possibly express meaning, will not waste time demonstrating sentence punctuation or whatever surface prolems the writing presents. Instead, we can talk over the substance of the paper with the writer, who writes anew once meaning begins to emerge clearly. This stage of renewed writing for meaning allows plenty of opportunity for instruction in correctness, as the writer feels the need or the writing center teacher sees the need, for now writer and reader are collaborating. Such a practice is so obvious and so lacking in sophistication that it is often overlooked as a means to help students write well. In fact, early on in the history of higher education in this country, it was thought scandalous that college men should have to be trained in writing at all. Composition was taught merely as rhetoric, devices for presenting information already known. Finding that students could not produce the formal Latinate structures that were desired, teachers taught formal grammar; finding that students produced the structures, but with ideas in faulty combinations, teachers gave instruction in logic. Well, as we know, these approaches cannot be relied upon to foster growth in composing skills, and many teachers who use them have concluded that students cannot learn.

The recent and on-going revolution in composition teaching has resolved that stalemate. Free writing and other more or less formal heuristics, along with sentence combining, help students find their ideas, organize them, and express them clearly. And if you are familiar with Arthur Whimbey's Intelligence Can Be Taught, you know what a tremendous affirmation his book provides for those of us working with what are called "under-prepared" students--who can learn the subskills we perceive as intelligence, and who deserve to be taught.

We who staff writing centers have a unique opportunity to work on an ad hoc basis with these students. We help them become

"prepared" students, who can display their intelligence in writing. Our task is therefore quite different from the task of the classroom teacher, and our training should be different too, for if we have the literary criticism background of the usual English major, we have been trained to perceive deviations from the norms of written communication as characteristics of a writer's style. Such deviations are consciously or unconsciously chosen by an author from a range of stylistic possibilities, and the tension created by the resulting style challenges the reader to seek its underlying significance as a key that will unlock the mystery of that artist's aesthetic practices.

Now, when we sit down to read the writing of our students, our aim is different. Student writing too challenges us with its deviations from the norms of written discourse, but the student's deviations don't represent artistic choice. Instead, the deviations in student writing reflect the writer's spoken patterns; or his idea of what writing should be like; or, simply, the confused thinking elicited by the unfamiliar, academic, writing situation.

The writing center professional, then, needs training in composition theory and in linguistics; otherwise she/he may bring to student writing an interpretive and prescriptive habit of reading, accompanied by an overemphasis on error. Concern about error blocks the student's ability to express thought in writing; likewise, reading for error blocks the teacher's ability to absorb meaning from writing. Emphasis on error, then, is counterproductive. What is needed is a more analytic and descriptive habit of reading, to get at meaning and to help the writer decide where meaning needs to be elaborated. Some knowledge about information processing and reading reinforces the teacher's commitment to reading student papers for ideas, as does learning theory, especially Piaget's theories of cognitive development. Piaget emphasized the importance of social interaction in learning, providing the basis for the teaching style needed in a writing center. Here didacticism really doesn't work, and even error is best dealt with collaboratively; the teacher engaging in error analysis with the student can help the student discover the nature of error, at the student's own pace. The teacher-as-collaborator can assist at other kinds of discovery as well, such as why a

sentence doesn't sound right when read aloud, what the relationship is between an idea and a concrete instance of it, how to give meaning to a series of facts, what steps are most fruitful for this student's own writing process. These are the very vitals of writing, the matters that a well trained writing center professional is uniquely able to work on with students.

Mary King
Chair
Writing Centers Association
(University of Akron)

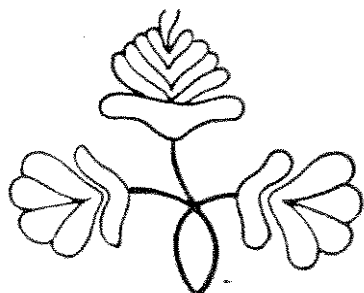
A CALL FOR PAPERS

The planning committee for the IX Annual Ohio Developmental Education Conference is soliciting program proposals for workshops, panels or other formats. The conference is sponsored by Raymond Walters General & Technical College, University of Cincinnati, and will be held in Cincinnati, Ohio, November 5-7, 1982. The conference theme is "The ABC's of D.E.: Articulation, Burnout & Competencies." The deadline for submission of proposals is June 15, 1982. For additional information and proposal forms write to Dr. Tanya Ludutsky or Dr. Phyllis Sherwood, Raymond Walters General & Technical College, 9555 Plainfield Road, Cincinnati, Ohio 45236 (513-745-4202). National participation is invited.

NEWSLETTER DIRECTORY AVAILABLE

For your copy of the WRITING LAB NEWSLETTER Directory (a compilation of writing lab directors and their addresses and a list of all subscribers to the WLN), please send \$2.50 to:

Joyce Kinhead
Writing Center Director
Department of English
Pittsburg State University
Pittsburg, KS 66762



CALL FOR PROGRAM PARTICIPANTS

Special Interest Session
for Writing Lab Directors and
Staff


1983 CCCC (Detroit, Michigan)

Although the recent 4 C's is barely behind us, it's already time to begin making plans for the 1983 conference to be held in Detroit, March 24-26. In order to prepare a proposal for a special interest session for writing lab directors for next year, we must put together a program and submit a proposal to the program chair by the end of June. Therefore, I am asking those of you who are interested in participating to submit your proposals to me by May 20, 1982, so that I can meet the official proposal deadline.

I plan to use the same format arranged so effectively by previous chairs. That means our program, if accepted, will consist of eight workshops, each of which will be repeated so that everyone can attend two. Following a brief introductory session, participants will join the first workshop of their choice. After thirty minutes the workshops will conclude. Then there will be a fifteen-minute break to allow for time to examine materials at the Exchange Table. During the final thirty minutes, all workshops will be repeated.

If you are interested in leading a workshop, send me a detailed abstract of the proposed content and format. The sooner submissions reach me, the more time I will have to study them, make selections, and prepare a competitive proposal. I also need a volunteer to be in charge of the Materials Exchange Table and another to serve as recorder.

I look forward to hearing from a number of you so that I can plan a session which will be as profitable as those of past years. Please send proposals to



Joyce Kinhead
Writing Center Director
Department of English
Pittsburg State University
Pittsburg, Kansas 66762
Phone: (316) 231-7000, ext. 376

TAKING THE LAB TO THE NON-ENGLISH CLASS

We have recently received a grant from Montana State University's instructional development fund to develop what we think will be an important extension of writing center activities--the moving of some of our instruction out of the lab and into the non-English classroom. During winter and spring quarters, each of us has .3 FTE release time to collaborate with instructors in physics, ceramics, nursing, business, and pre-medical sciences to design and test writing components for several of their courses and to assist students with the writing process.

For example, in an introductory nursing course, the design phase has involved re-thinking writing goals, abandoning the traditional and largely unsatisfactory term paper assignment, and generating two shorter, more specific projects--a nursing case write-up and a discovery journal. The implementation phase has included both in-class writing sessions and out-of-class lab hours. Throughout the quarter, the writing instructor and the nursing instructor are meeting regularly to refine project development and to evaluate both process and results. Collaboration in other courses is following a similar pattern.

The impetus for the grant application came from our continuing frustration with the "fix-it shop" role that writing centers so frequently must assume, a role that presses us to spend disproportionate time with the cosmetics of writing and to neglect the thinking-writing skills that build confident, competent writers. We recognize that substantial drop-in service will always be necessary and important, but we also believe that we can better solve fundamental writing problems if we spend some of our time working with faculty and students in both the design and the development of writing projects. Fortunately, our timing was accurate, for the "writing crisis" is a campus-wide concern here. Also, last year the university received a substantial grant from the Fund for the Improvement of Post-secondary Education (FIPSE) for a cross-disciplinary thinking skills and writing project. Our lab grant is a university-funded adjunct to that larger grant.

Our project is just beginning, and we expect to publish a full report this summer; however, we would like to share three items now.

- 1) The instructional development committee's response to our application was impressive. In this round of competition for funds, our proposal was assigned a high priority and was fully-funded, even in a period of general funding shortages. Clearly, at least on this campus, there is a willingness to support such writing center extension.
- 2) The response of faculty was an equally-resounding "yes." Without exception, we found widespread interest in exploring goals for writing in particular courses and in then re-designing thinking and writing tasks appropriate to those goals. Also, thus far, our actual participation in class activity has been comfortable and productive.
- 3) Finally, initial student reaction has been favorable. Students have commented that in many other classes they have been given writing assignments at the beginning of the quarter but heard no more about them until the deadlines. As a result, they have struggled unproductively with their projects and been unhappy with their results. Students are welcoming the early and ongoing writing assistance that this writing lab extension is offering.

So, we are excited about the positive response in both funding and participation. We would like to invite comments of others who may be involved in similar work.

Carol P. Haviland
Adele S. Pittendrigh
Cheryl S. Roller
English Department
Montana State University
Bozeman, Montana 59717



**ANNUAL WRITING CENTERS ASSOCIATION CONFERENCE:
"THE FUTURE OF WRITING CENTERS:
PROGRAMS AND RESOURCES"**

The annual Writing Centers Association Conference will be held on May 1, 1982, on the campus of Ohio Dominican College in Columbus, Ohio. The theme of this year's program is "The Future of Writing Centers: Programs and Resources."

The conference will include discussion and presentations on these topics: instruction of ESL students, sources of revenue and proposal writing, the function of reading instruction in the writing center, interaction with the English Department and other departments, use of instruction materials, and staff training.

To register for this conference, please complete the following and mail it with your check for \$15 to: Joanne Petrick, English Department, Ohio Dominican College, 1216 Sunbury Road, Columbus, Ohio 43219.

NAME _____

ADDRESS _____

PHONE _____

WRITING LAB NEWSLETTER
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