

EDITOR'S COLUMN

In the previous issue of *JBW*, I reported that the Exxon Educational Foundation had granted us funds to help *JBW* increase its readership and thereby also encourage additional scholarship in theoretical and practical issues affecting the teaching of basic writing. Those funds were spent on a one-time, direct mail campaign launched in early September 1986. I am now pleased to report that the purpose of the Exxon grant has been fulfilled: this issue of *JBW* will reach more than twice as many readers as has any past issue of *JBW*, a fact particularly impressive judging from direct mail statistics which led us to expect an increase in our subscription rolls of at most fifty percent.

Such an outpouring of interest in *JBW* signals how vigorously committed faculty throughout the United States and Canada remain to the men and women who come to our classes eager to succeed in the academy but underprepared for the writing and reading upon which that success depends. Dedication to the egalitarian ideals of access to academic literacy continues to grow, despite increasing trends toward larger classes and reduced funding.

We here at *JBW* realize, by the way, that many of our new subscribers did not hear from us as quickly as would be expected. For the delays, we deeply apologize; the flow of mail created unavoidable logistical problems. Our staff consists entirely of volunteers, except for our part-time Associate and Managing Editor, Ruth Davis. Indeed, this issue is being published in late, rather than early, Spring because of the crush of subscription work.

In other organizational matters, two new members join our Editorial Board and three terms end with this issue. We thank our outgoing members, welcome the new ones, and extend to our continuing members our deep appreciation for their supportive advice and their help with the referee process. Additionally, we thank Christopher Gould, University of North Carolina at Wilmington, for serving as an external reviewer while this *JBW* was being compiled. Also, Barry Kwalick, now affiliated with another CUNY office, will no longer be serving as Consulting Editor.

This collection begins with four essays about issues facing the profession. First, Joseph F. Trimmer gives a sobering report of his survey of basic writing programs in the United States and of interviews he conducted with publishers of basic writing textbooks. Next, in a rebuttal to Myra Kogen's article which appeared in our Spring 1986 issue, Janice N. Hays clarifies what she sees as misunderstandings in the literature of our profession about developmental models of intellectual growth. (*JBW* invited Kogen to respond, but she declined saying that Hays' material deserves a hearing without being seen only as a debate between two people.) Janice Neuleib and Irene Brosnahan argue that the training of writing teachers must include instruction in language and grammatical concepts, especially if the teachers hope to analyze students' errors accurately. Finally, Alice S. Horning draws on two case studies to postulate underlying connections between writing and reading difficulties.

This collection continues with a trio of essays about techniques, rooted in theory, for teaching basic writing. Sandra Schor suggests how we can lead students to an intuitive grasp of the reconceptualization needed for the process of revision. Marcia Curtis and Sara Stelzner portray how a modified form of Roger Garrison's conferencing method can enable students to discover what they want to say. Robert Moss shows us how television newscasts can offer useful occasions for developing students' analytic and critical abilities.

We invite your responses. And, as always, we welcome manuscripts that fulfill the criteria listed in our "Call for Articles" reprinted in each *JBW*.

Lynn Quitman Troyka