

EDITOR'S NOTE/ÉDITORIAL

First we wish to offer sincerest thanks to Joan Pavelich for establishing Technostyle and seeing it carefully through three years. Together with founding and running the Canadian Association of Teachers of Technical Writing, as well as organizing two annual conferences, Joan has had much to do. And she has succeeded admirably. The most recent meeting at the Université de Montréal was a memorable one; moreover, CATTW membership is growing rapidly. With such sound beginnings we can look forward to further growth and development.

As incoming editor, I would make a special plea to see such development in the pages of our journal: we need your contributions on all aspects of functional writing and communication in Canada, both pedagogical and practical. Article-length submissions will now be reviewed by our new editorial board, but we still seek notes and commentaries, exercises and tips for teaching or communicating more effectively. In addition, Technostyle will continue to serve CATTW members in a bulletin section which we hope to expand over time to include association reports and announcements.

This issue marks the first produced for the society by the Department of Secretarial and Administrative Studies, The University of Western Ontario. In order to get it to members as quickly as possible--since we are already an issue behind--the journal was word processed using Micom. Future issues will see other changes, but we plan to introduce them gradually as funds and staff time permit. In making format changes we look forward to hearing readers' comments; letters to the editor are welcome.

The lead article in this issue, Ron Blicq's survey of the technical writing teacher in Canada, provides insights into the current state of the profession. Both this report and the bibliography that follows map out the area of study for technical communication in Canada; together they increase our understanding of Canadian activity in the field. Next, Michael Jordan analyzes one aspect of linguistic theory and its relationship to technical English. The remaining articles by Alice Gibson and Jacqueline Bossé-Andrieu, presented at the CATTW conferences in 1984 and 1985, deal with some pedagogic concerns.

