

## EDITORS' COLUMN

As the contents of this issue amply demonstrate, *JBW* continues to attract a rich and extremely varied flow of manuscripts. This is due in large part to the efforts of the Editorial Board in both encouraging colleagues to submit articles for publication and in supplying the kind of feedback that aids authors in their revision process. Thus, increasingly, we are publishing articles that have been extensively revised (sometimes expanded, sometimes reduced in length) as a result of dialogue between editors and authors. This strikes us as a very good thing. No less than students in our basic writing classes, we professionals also need to rely on peer support and feedback to bring our work to a finished state. However, without the dedication of *JBW* board members spending countless hours reading manuscripts and writing responses (and who, due to our blind review process, will never receive a word of thanks from the authors they assist) this extremely valuable exchange could not take place.

We are also pleased to report that we have recently received several orders from libraries for complete runs of the *Journal*. This perhaps reflects a new sense among academics of the importance of basic writing as a focus of research and scholarship. In any event, we continue to expand our list of subscribers and advertisers. While in Japan this summer to conduct workshops in the teaching of writing for the Japan Association of Language Teachers (JALT), our copies of *JBW* and our considerable supplies of *JBW* brochures were quickly exhausted, suggesting that interest in basic writing is truly international in scope.

Before turning to the articles in this issue, we must apologize to Sarah Benesch for inadvertently leaving her name off the masthead of the Spring '89 issue. She joined the Editorial Board with the Fall '88 issue. This is also the time to welcome Linda Shohet of Dawson College in Montreal, the first member of the Editorial Board from outside the United States. As was apparent at the National Testing

Network Conference in Montreal this past April, Canadians are extremely active in basic writing teaching and research and we hope to take greater account of their work in future issues of *JBW*.

We would like to comment briefly about the articles in this Fall '89 issue. In the first article, Mary Louise Buley-Meissner discusses the value of having native and nonnative basic writers complete and discuss the Daly-Miller measure of writing apprehension, both at the beginning of the term as a way to identify their strengths and weaknesses as writers, and at the end of the term to evaluate their progress in becoming more fluent, organized, and self-confident.

Drawing on concept learning research, Muriel Harris and Katherine Rowan argue in the second article for a large variety of interlocking and reinforcing strategies as the most effective means for students to learn grammatical concepts they need to edit their writing.

In a long article, Peter Elbow delineates a "phenomenology of freewriting," that is, what it feels like to write a moment-by-moment account of the texture of writing. Recognizing that freewriting is not just a tool, but central to what he does as a teacher and writer, Elbow explores the evolution of his complex and long-standing involvement and surveys some of its future possibilities.

Following Peter Elbow, Patricia McAlexander and Noel Gregg investigate the difficulties of identifying learning disabled students who turn up in basic writing classes and the ways in which English teachers and LD centers can work together to diagnose these students. This is the first article on a relatively new aspect of the profession and we welcome it to the pages of *JBW*.

In the fifth article, Marilyn Sternglass explains the need for ESL and basic writing students to begin as early as possible to practice appropriately complex, cognitive activities in thinking and writing about the larger implications and issues growing out of their own experiences.

Finally, Joseph and Nancy Martinez, no strangers to the pages of *JBW*, underscore the dramatic differences between students' and teachers' goals, expectations, attitudes, and values. They go on to suggest the need for both to see each other's perspectives more clearly and for teachers to make some reasonable accommodations.

***Bill Bernhardt and Peter Miller***