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From the Editor
Muriel Harris

Whether you're preparing to go to the IWCA or another conference, reading this after a conference, or haven't attended any, Mike Mattison's article may cause you to think about how you introduce tutoring to your new tutors. After listening to presentations at the 2016 IWCA conference, Mattison offers his thoughts on how he plans to change the direction of his tutor training classes. The theme of reconsidering approaches that have guided tutoring practice continues in Elise Dixon's article as she thinks through how she and her tutors aim for student-centered tutorials and how that impacts the long-standing assumed binary of directive vs. non-directive tutoring.

If you're looking for recommendations on how to use *The Oxford Guide for Writing Tutors* (*OGWT*), Andrea Rosso Efthymiou's review offers a close look at the book's contents and suggests how you might use it in your tutor training—if you aren't already doing so. In our Tutors' Column section, the author of the first essay, Nicole Finocchio, explains how *OGWT* offers strategies to work with students writing in a genre the tutor is not familiar with. Next, Heidi Williams brings us into her tutorial as she works with a student writing about a very emotionally charged situation. Her essay's title, "Validation," offers the key to how to help such students.

Finally, along with conference announcements and our Conference Calendar, you'll find more information about our forthcoming online workshop project designed to assist potential *WLN* authors. The *WLN* Associate Editors working on this are Elizabeth Kleinfeld, Sohui Lee, and Julie Prebel. In a later issue, you'll find information about yet another project to help authors, a mentoring program that will offer one-to-one help. Clint Gardner, Chris LeCluyse, and Karen Jackson are the *WLN* Associate Editors structuring this program. Stay tuned. . . .