

## *Editors' Column*

A member of the *JBW* Editorial Board wrote us recently to say how much she enjoys reading manuscripts and providing feedback for authors. We, on our part, would like to take this opportunity to say how much we appreciate the dedication and professionalism of our Board members. In particular, we applaud the detailed feedback with which most reviewers respond to manuscripts, *all* manuscripts submitted, including those recommended for immediate publication, those they feel might with revision be suitable for publication, and those they reject.

The extensive suggestions which members of the Board send to authors are, no doubt, an important factor in the increasing number of "resubmissions" of manuscripts originally returned for revision. Naturally, not all of these can be published in *JBW*. Still, a significant number of the articles we eventually publish reach their final form as a result of this collaborative editorial process between authors and reviewers. We think, moreover, that this process spreads a measure of good will throughout the profession, especially with regard to younger members seeking initial publication.

This is also the time for us to welcome a new member to our Editorial Board, Professor Evelyn Webb of Mississippi Gulf Coast Community College. Professor Webb is also Southeast Regional Chair of the NCTE. Professor Webb served, with Professors Charles Cooper and Deborah Holdstein (Chair), on the 1990 Selection Committee for the Mina P. Shaughnessy Writing Award, which will have been presented to Kathleen G. Dixon of Ohio State University at Lima, by the time this issue of *JBW* reaches our readers. The Conference on Basic Writing, a special interest group of the Conference on College Composition and Communication (CCCC), was kind enough to give us time at its 1991 meeting in Boston to make the presentation.

Before turning to a brief mention of the articles in the current

issue, we would also like to say that part of *JBW*'s function, as we see it, is to act as the "journal of record" for conference presentations of particular importance to our readership. In the present issue, we include the texts of two recent keynote speeches by Pat Belanoff and Rexford G. Brown, which fall into this category.

In the first article, Rexford Brown discusses the need for educational restructuring around the notion of a "literacy of thoughtfulness," which emphasizes thinking creatively and critically, assimilating and applying information, and communicating effectively with others.

Sandra M. Schor's article describes her experiences and impact as an unseen correspondent, called Ms. Mystery, on the writing of twenty-eight developmental students in an intensive Summer Immersion Writing Program at Queens College, CUNY.

Min-zhan Lu argues from a poststructuralist perspective for the need to redefine the legacy of Mina Shaughnessy and the "essentialist" view of language dominant today in the teaching of basic writing, because of its "political innocence," which overlooks the dissonances between competing discourses.

Peter Rondinone draws significantly on his personal experiences with Open Admissions in the '70s to help basic writing students explore the differences in attitude and language use between themselves and their communities, on the one hand, and those prevalent in the university.

Pat Belanoff challenges a number of myths about large-scale writing assessment, while offering an alternative view which favors a diversity of local, agreed-upon assessment methods and means.

Rose Marie Kinder explores the use of informal reading materials, such as newspaper articles which students feel freer and less apprehensive to analyze, as a bridge to interpret more complex college texts.

In the final article, Adele MacGowan-Gilhooly presents the results of a three-year study introducing a whole language approach to the teaching of ESL reading and writing at The City College, CUNY. The new program abandons the traditional, grammar-based instructional sequence and promotes overall fluency in reading and writing before complete grammatical correctness.

***Bill Bernhardt and Peter Miller***