



Letter from the Editor

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This issue of *Language and Learning Across the Disciplines* is focused on education for health care professions. Most of the journal is taken up with a special section on WAC/WID and nursing, guest edited by Gail Poirier and Ann Dobie (Louisiana State University, Lafayette).

The first article is not part of the special section, but it is about educating for health care professions, in this case pharmacy. But Neal Lerner's fine article addresses the larger question of how the broad history of Writing Across the Curriculum takes shape in local practice. Lerner extends David Russell's work in a very interesting context.

The first article in the nursing section also engages a larger debate in the WAC/WID community: to what extent can we train students in school for the writing they will need to do on the job? Helen Sitler brings a new dimension to the question with her research on returning students. Her analysis of the differences between writing on the job and writing for the classroom leaves no doubt that both are valuable, but it turns the question in a slightly new direction.

Jeanne Sorrell on the use of narrative, and Merle Oberleitner on critical thinking, have given us wonderful models, using basic principles of WAC/WID to craft discipline-specific assignments that always appear to have a very special relevance in the nursing profession, but which remind us of the constant need to test out those general principles in local settings, because the local settings almost invariably enlarge our understandings of the principles.