

## *Editors' Column*

As this issue goes to press, news has come of the untimely death of Sarah D'Eloia Fortune, the second editor of *JBW*. Professor Patricia Laurence of our editorial board has written a tribute which appears elsewhere in this issue.

We are also saddened to have to report the passing on July 9, 1990 of Sandra M. Schor, associate professor of English at Queens College, CUNY. Formerly director of composition, she was named a master teacher in CUNY's Faculty Development Program. The author of the *Random House Guide to Writing* (with Judith Summerfield) and the *Borzoi Handbook for Writers* (with Frederick Crews), she was a frequent contributor of poems and short stories to distinguished journals. Her novel, *The Great Letter E*, was published by North Point Press this Spring. She was the first recipient of *JBW*'s biennial Mina P. Shaughnessy Writing Award for her article "An Alternative to Revising: The Proleptic Grasp," published in Spring 1987 *JBW*.

On a more cheerful note, we are delighted to announce that Kathleen G. Dixon, a doctoral candidate in the English and Education Program at the University of Michigan, who is currently teaching at The Ohio State University at Lima, has been selected as the winner of the second Mina P. Shaughnessy Writing Award, given for the best article published in *JBW* over the past two years. The winning article appeared in Spring 1989. The award carries a cash prize of \$500 provided by an anonymous donor in memory of the founding editor of *JBW*. The panel of judges consisted of Professors Charles Cooper, University of California, San Diego; Deborah Holdstein, Governors State University, University Park, IL (Chair); and Evelyn Webb, Mississippi Gulf Coast Community College, Gulfport, MS. We greatly appreciate their hard work during the summer in choosing the winning entry.

Another news item concerns the organization and layout of *JBW*. Beginning with this issue, we are including an abstract with each

article, a practice which we feel is appropriate for a scholarly publication and to which we committed ourselves as a goal when we assumed the editorship. Due to the volume of publication in the field of basic writing, readers require more than titles to guide them in screening and searching.

Finally, before turning to the contents of the current issue, we wish to report that both the quantity and quality of manuscripts passing over the transom continues to be high. We are particularly pleased that a very wide range of authors—from undergraduate tutors to scholars and researchers with national reputations—are sending their manuscripts to *JBW*. We hope this fact is also reflected in the range of articles finally selected for publication. However, there continues to be at least one area in which we have an overabundance of submissions (ESL) and another in which there is virtually none (computers in basic writing).

In the first article of the current issue, Lynn Z. Bloom describes the remarkable discoveries that she and her students make as writers, resulting from the convergence of a writing course and imminent personal tragedy.

Following Lynn Bloom, Jane Zeni and Joan Krater Thomas report the results of a two-year study involving suburban African-American basic writers.

In the third article, Frances Zak explores the effects on students and their writing when she restricts her responses to exclusively positive comments, bypassing all questions, suggestions, and corrections of mechanical errors.

The fourth article by Patrick Slattery finds that, depending on the nature of the assignment, the student writer is perfectly capable of thinking and writing in different ways, reflecting different models of intellectual development.

George Moberg, in the fifth article, traces the development over the past decade of renewed interest in rhetoric, and provides an annotated bibliography of some of the significant publications in the field.

Vivian Zamel, in the sixth article, offers three case studies of the various difficulties encountered by ESL students as they advance into freshman composition from the ESL writing courses.

The final article by Jody Millward presents a number of ways that the UC Santa Barbara Placement Program, working with ten local high schools, transforms the testing situation into a meaningful pedagogic enterprise.

***Bill Bernhardt and Peter Miller***