

## Editors' Note

Observant readers will notice that this issue does not seem to have a "Women's Studies in Focus" feature section. In fact we are presenting four pieces, under the subheading of "On the Front Lines: Anti-racist Pedagogy and Practice," that address some of the same issues that "Women's Studies in Focus" usually does. But in the context of this issue, which is trying to break down boundaries and barriers, it seemed most appropriate to drop the "banner" that usually marks this section off, as argued in the following comment - "In choosing to publish ['Challenging White Hegemony in University Classrooms'] under this heading, it appears as if the article is primarily a critique of racism and white hegemony in Women's Studies....This is not only misleading (in that the women in dialogue came from a number of disciplinary backgrounds besides Women's Studies), it also might appear to be personal."

Although the pieces we have included do address the same kinds of concerns that other writers have addressed under the banner, not all of them follow the same principles of selection and review than do the articles in the rest of the journal.

*Marilyn Porter and June Corman*