

## *Editors' Column*

*Errors and Expectations* is now celebrating its seventeenth year in print. Mina Shaughnessy, had she lived, would have reached her seventieth birthday in 1994. As editors of the journal that she founded with others at City College, we have chosen to commemorate these dates in the history of our profession by publishing a special section at the conclusion of this issue, entitled "Remembering Mina Shaughnessy."

In thinking of what might be appropriate for such commemoration, we considered many alternatives before deciding to reprint four pieces with which, we suspect, few of our current readers are familiar. Two of the selections are by Mina Shaughnessy herself, one an early piece published in 1970 (for an audience restricted to City College faculty) some time prior to her now legendary appearances at professional meetings and the publication of *Errors and Expectations*. The other is a later essay originally published in this journal which reflects the continuing evolution of her sensibility. We have also chosen to reprint brief tributes by Janet Emig, E. D. Hirsch, Jr., and various members of the City College English Department, including Richard Goldstone, Irving Howe, Leonard Kriegel, Edward Quinn, and Adrienne Rich, to remind ourselves of the breadth of Mina Shaughnessy's influence and the diversity of her friends.

We turn now to a brief description of the articles in the present issue. If there is an abiding theme here, it might be how basic writing teachers can show remarkable ingenuity in discovering the means at hand by which to impress their students with the authenticity of their experience and the value of its expression.

In the first article John Creed and Susan Andrews, both of the University of Alaska/Chukchi College, report on their project, the Chukchi News and Information Service, which offers basic writing students—primarily Eskimos, Indians, and Aleuts—an outlet to publish their writing in various newspapers and magazines across Alaska as it preserves the cultural history and

knowledge of their tribal forebears.

In the second article Willa Wolcott presents a longitudinal study of six basic reading and writing students at the University of Florida, showing that while progress was achieved and students became more aware of their strengths and weaknesses, improving their attitude about reading in particular, their progress was neither linear nor extensive.

In the third article, Pamela Dykstra shows the need for basic writers to cultivate and understand the patterns of spoken English in order to become more aware of the structures of written English.

In the fourth article, Geoffrey Sirc describes the effectiveness of using *The Autobiography of Malcolm X* as the central text in his basic writing class as a way for students to understand the importance of passion and strength of character as essential attributes to a writer's growth.

In the fifth article, Effie Cochran addresses the problem of sexism and its various manifestations particularly in basic writing and ESL/ESD classes and goes on to make a number of practical recommendations for the alleviation of these attitudes, habits, and behaviors.

As previously mentioned, four articles and other past tributes collectively comprise the Special Section, "Remembering Mina Shaughnessy."

—*Bill Bernhardt and Peter Miller*