

EDITOR'S COLUMN

This issue of *JBW* exemplifies what I had in mind when I wrote the "Call for Articles" that began appearing in 1985. We offer here the "*variety* of manuscripts" that I hope will serve to stimulate additional creative ways of thinking and talking about scholarship, teaching, and the academic world in which we dwell for part of our professional lives.

Our first essay is a speech by Kenneth Bruffee presented at a conference for "teachers of humanities." The speech sketches Professor Bruffee's personal memories of the collaborative community of which he was part when open admissions started at The City University of New York. His message, while not specifically related to basic writing, is important for all of us who teach writing at all levels.

The next piece, edited by Hephzibah Roskelly, is one example of what Professor Bruffee talks about. This article is innovative in its conception, and instructive in the history it offers. As this essay shows, dedicated teachers vary dramatically in their leadership styles and their ways of handling the politics of the academy. Politics and its effects are the subjects of the next essay, which is by George Jensen. Reporting on the famous "Jan Kemp Case" in Georgia, Professor Jensen outlines the potentially negative programmatic and curricular effects of education policy being decided by legislators.

The next trio of essays focus on writing assessment. For a crosscultural perspective on essay scoring in the United States, we are pleased to reprint "Why Test?" by Marie Jean Lederman. This essay serves as background for the ensuing dialogue between Professors Lederman and Gao Jie in which they compare instruction and assessment of writing in the United States and China, an exchange opportunity made possible through Lederman's efforts. Rounding out the perspective is Kathryn Fitzgerald's delineation of assessment criteria evolving at The University of Utah.

Paul Hunter and his colleagues, another group working collaboratively for this issue of *JBW*, offer their observations and research into characteristic language used by female basic writers, suggesting the need to adjust existing epistemological assumptions. Lastly, we offer Ann Dobie's response to Kristine Anderson's comments in the Fall 1987 *JBW*.

Overall, I find it interesting to note a unifying theme throughout this issue's essays: most draw on history to inform our present practices and to influence new approaches in future practices.

Lynn Quitman Troyka

The Journal of Basic Writing
edited by Lynn Quitman Troyka
announces its first biennial

MINA P. SHAUGHNESSY WRITING AWARD

given for the best *JBW* article every two years (4 issues).
The winner's prize is \$500.00, courtesy of an anonymous
donor. This first competition covered papers published in
the 1986 and 1987 issues of *JBW*.

Winner: Sandra Schor
"An Alternative to Revising:
The Proleptic Grasp," Spring 1987 *JBW*

Finalists: Janet Gilbert
"Patterns and Possibilities for Basic Writers,"
Fall 1987 *JBW*

Myra Kogen
"The Conventions of Expository Writing,"
Spring 1986 *JBW*

Katharine Ronald and Hephzibah Roskelly
"Listening as an Act of Composing,"
Fall 1986 *JBW*

Members of the Jury: Chair, Donald McQuade, University
of California, Berkeley; Alice Gillam-Scott, The University
of Wisconsin-Milwaukee; Mark Reynolds, Jefferson Davis
State Junior College.