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## From the Editors

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## From the Editors

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At the 1988 Conference of College Composition and Communication, Muriel Harris addressed the need for flexibility in tutoring. She pointed out that tutors, unlike classroom teachers, must react spontaneously to both student and text. As tutors, we can set no agenda for instruction or prepare in advance what we will say. The instruction we give depends on the student's needs and the text that the student is writing. Mickey found this need for flexibility and spontaneity not only challenging but also rewarding. But she also cautioned that this freedom from long-range planning does not apply to our responsibilities as directors of programs. As administrators, we must set goals based on a realistic assessment of our program and its potential.

As editors, we must also plan for the future and set realistic goals. Since our institutions, Utah State University and Texas Tech University have recently agreed to support *The Writing Center Journal* for another three years, we felt that this was a good time to assess where we are and where we hope to go.

Three years ago we put together our first issue of *The Writing Center Journal*. Since then, the number of subscribers has increased to over six hundred. Submissions of manuscripts to the journal have also increased significantly. At present, we publish approximately one-third of the articles submitted.

As a result of this growth, David Chapman, who directs the Writing Center at Texas Tech, has recently joined our editorial staff as Managing Editor. His responsibilities include acknowledging and sending out for review manuscripts submitted to the journal. Our reviewers, members of the Executive Board of the National Writing Centers Association, continue to give generously of their time to evaluate manuscripts. And, finally, our readers consistently reassure us that the journal serves a useful purpose in their professional lives.

Thus, we are tempted to take satisfaction with the situation as it now exists—to be content with what is and not be concerned with future accomplishments. But Mickey Harris' words remind us that long-range planning is essential to a strong program, and a journal, like a program, grows or doesn't grow, improves or doesn't improve, but is rarely static. We have, therefore, decided that during the next three years we will try to reach the following goals:

2 *The Writing Center Journal*

1. Improved quality of articles published
2. Broadened scope of articles (representing public schools as well as college and university programs)
3. Improved balance of articles (research-based, reflective, theoretical, professional and practical)
4. Increased number of articles published in each issue
5. Continued emphasis on improvement of professional image
6. Increased number of subscribers

Clearly, this list is not exhaustive. We would like to receive your suggestions as well. Are there important issues that the journal has failed to address? Would you like to see additional features included? What do you like best and least about the journal? We are, of course, limited by time and energy (not to mention money) and cannot, therefore, accomplish everyone's goals. But we would certainly welcome suggestions and comments as we "gear up" for the next three years.