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From the Editors

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From the Editors

Diana George, Nancy Grimm, Edward Lotto

The practical day-to-day talking, listening, and teaching that characterize writing center work informs much of our writing as well. One of the challenges writing center scholarship poses for itself in the nineties is the challenge of making contemporary theory meet our daily work.

Contemporary theory, in what it tells us about subjectivity, offers writing centers a way to talk about the differences and the multiple voices that are an integral part of our daily practice. When we use this theory as a lens to examine our practice, we have ways of framing what it means to work, study, and learn in a multicultural space. These theoretical perspectives enable us to make sense of ourselves and our students in a way that offers something of value to composition researchers outside the writing center.

The articles included in this issue all, to some extent, address that question of subjectivity and attempt to help us see how our theory might meet the daily demands of practice. In “Whispers of Coming and Going: Lessons from Fannie,” Anne DiPardo cites a non-Anglo student as saying, “It’s like I have two cultures in me, but I can’t choose.” DiPardo goes on to examine the divided subjectivities of a Navajo student and her African American tutor. Greg Lyons does much the same thing, using the ideas of John Trimbur and Linda Brodkey to understand his work with a Korean American student in a writing center. And Trimbur himself, in “Literacy Networks: Toward Cultural Studies of Writing and Tutoring,” argues for the importance of letting students bring their own literacy networks into the writing center. In a light-hearted way, James McDonald uses one of the most clearly divided subjectivities in literature, Dr. Frankenstein’s monster, to consider the

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interactions of subjectivities in tutoring students about literature. Mary Bartosenski introduces a technique she discovered to bring the strengths and sensibilities of a student who is also an artist to bear on her work in writing. And, Toby Fulwiler's article suggests that we push our students to explore their own knowledge of and instincts about their experiences as they write to any audience.

This issue concludes with two reviews of books of interest to writing center practice. Stuart Greene reviews *Textual Dynamics of the Professions: Historical and Contemporary Studies of Writing in Professional Communities*, a book which analyzes the ways in which different disciplines create their own subject. Jeanette Harris reviews *The Writing Center: New Directions* which examines how writing centers can reach out to discourses outside the English Department.

Finally, we wish to thank Julie Neff who has served as president of the National Writing Centers Association and who left the Board this fall. As do all Board members, Julie served as a reader for the articles submitted to *The Writing Center Journal*. We relied upon her promptness and valued her judgment.