From the Editors

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From the Editors

With any luck, this issue of WCJ is arriving in your mailbox as summer comes to a close, yet it is early June here as we compile this issue and compose our thoughts. Boxes stacked against the wall of Beth's writing center signal the staff's preparation for a Fairfield U face-lift—or more like a little nip and tuck. A botox injection, if you will: fresh paint and new carpet. As we reflect on the time to come, later this summer, when everything will be returned to its place, we recognize that the articles published here will give us pause as we settle back into our writing center spaces.

In articles, reviews, and commemorations, the authors in this issue describe the spaces we inhabit, the identities that create and are created by those spaces, and the need to view these constructions with a critical, questioning gaze. Coffee figures prominently in two of our three articles, and comfort is called into question in them all. In "Leaving Home Sweet Home: Towards Critical Readings of Writing Center Spaces," Jackie Grutsch McKinney asks readers to question the familiar metaphors of home that shape the way we set up our physical spaces.

Lee-Ann Kastman Breuch, in "The Idea(s) of an Online Writing Center: In Search of a Conceptual Model," also considers writing center spaces, but rather than the physical ways of doing our work, her subject is the increasingly common virtual writing center world. Like McKinney, Kastman Breuch considers the dissonance writing center users experience when users' models and writing center models are not aligned.

Following these ideas that the worlds we inhabit and our writing center's identities are intertwined, in our third article Harry Denny asserts that this activity of identity construction is at the heart of writing-center work. In "Queering the Writing Center," Denny offers queer theory as a powerful lens through which to view our work. Specifically, Denny uses the concepts of "passing" and "coming out" to theorize students' negotiation of academic discourse communities and to consider the writing center's role in this process.

Issues of space and identity figure prominently in the materials we use to prepare our staffs, and James McDonald's review essay considers three recent books for tutors to reflect on and improve their work: The Allyn and Bacon Guide to Peer Tutoring, 2nd ed., The St. Martin's Sourcebook for Writing Tutors, 2nd ed., and ESL Writers: A Guide for Writing Center Tutors. Next, Melissa Iannetta reviews On Location: Theory and Practice in Classroom-Based Writing Tutoring, a collection that presents the challenges and oppor-
tunities of moving writing-center spaces out into classroom spaces in the form of writing fellows programs. Finally, Gerd Bräuer and his staff review *Tutoring and Teaching Academic Writing: Proceedings of the Second Conference of the European Association for the Teaching of Academic Writing (EATAW)*.

Recently, we began to expand the boundaries of this journal in time and space by launching a blog, *Friends of Writing Center Journal*. Following our last issue, contributors each offered a week's worth of commentary on matters related and unrelated to their articles and reviews. The blog ran for four months, including a side trip to San Francisco for the Conference on College Composition and Communication. While it is idle over the summer (though look for week-long revivals during the IWCA Summer Institute for Writing Center Directors and Professionals at the University of Kansas and the Writing Program Administrators conference in Alaska), we plan to roll out the blog again once this issue is in your hands. Check out http://writingcenterjournal.blogspot.com to see what this talk is all about.

Bookending this issue are a welcome return of a long-lost figure in writing center work and a sad farewell to a major contributor, friend, and colleague. We launch a column called "What Happened To...?" with a sighting of Jeff Brooks of "Minimalist..."
Tutoring” fame. Look for future issues to seek out other long-lost colleagues, as long as time and interest hold out—and as long as there are long-lost people for whom we can search. Lastly, the late Candace Spigelman’s colleagues and students at Penn State Berks offer a moving tribute to her. Certainly, the many lives Candace touched are testament to her lasting impact. The words of those who knew her serve as reminders that our writing center spaces—physical and virtual—are inhabited by us, by flesh-and-blood people, and the loss of any is a moment to stop, to grieve, to remember.