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From the Editors

Neal Lerner

Elizabeth Boquet

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From the Editors

Five years in to our six years as editors of this publication, the two of us still get together for each issue to consider the final versions of the manuscripts and book reviews for the upcoming issue, update announcements and other front and back matter, and look forward to the needs of the journal in the coming months. Truth be told, the routine is probably familiar enough to be conducted over email, with the assistance of a phone call or two; yet something about the energy, focus, and concentration of engaging in this work together makes it worth the trip up (or down) the Interstate 95 corridor.

Sitting in Neal's office, re-reading the articles in this issue, we realized that these authors too have benefited from those occasions when they have collectively made the effort to step out of their routines for a few days to engage in conversations with others. Specifically, all of the articles in this issue began their scholarly lives as conference presentations, or as responses to conference presentations, or as some combination of the two. The first piece, Dan Mahala's "Writing Centers in the Managed University," is adapted from his featured address, delivered at the 2005 joint meeting of the International Writing Centers Association and the National Conference on Peer Tutoring in Writing. Frankie Condon's "Beyond the Known: Writing Centers and the Work of Anti-Racism" is, in large part, a response to Victor Villanueva's keynote address at that same 2005 conference (or perhaps more accurately, Condon's article is a response to the writing center community's response to Villanueva's address). Also, not only did Jean Keidaisch and Sue Dinitz work from one of their conference talks to craft the article "Changing Notions of Difference in the Writing Center: The Possibilities of Universal Design," they also draw substantially throughout the text on the conference presentations of peer tutors in their center, material that informed their own thinking and writing on the applicability of universal design principles to writing centers. Finally, Mike Mattison's "Spaced Out: My Adventures at the 2007 IWCA Conference" gives readers not just a flavor of the Houston IWCA conference (for those who were and were not there) but an account of the ways we attend to the overabundance of thoughts, feelings, and senses that conference conjures up.

We highlight the life cycles of these articles to underscore the opportunities provided by our many venues for exchanging ideas. All of us are guilty of having worked madly on a talk or workshop, left the conference full of energy and writing

plans, never to open that Word file again. We are here to encourage you to harness or (if need be) recapture that passion and funnel it into revisions for one of the many worthy publications that seek to publish writing center-related work.

We also recognize, however, that it is not reasonable to sustain oneself on conference attendance alone (even if all our travel budget dreams were realized). Fortunately, as literacy workers, writing center staff know that books are, happily, conversations on the page; and our responsibilities as professionals extend to staying current on a monthly, weekly, daily basis with the literature in the field. For this reason, we offer readers of this issue three reviews of recent writing center-related publications: *The Writing Center Director's Resource Book*, *Centers for Learning: Writing Centers and Libraries in Collaboration*, and *The Everyday Writing Center*.

We hope those books, the contents of this issue, and anything else from that stack of reading on a desk or bedside table provide stimulation and respite over the coming months.