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From the Editors

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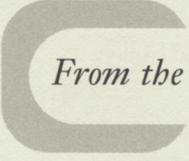
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From the Editors

This “From the Editors” segment, positioned in the text as a foreword, is in many ways a coda, concluding six years of our work together, twelve issues of this publication culled from 191 submissions from the field’s many talented, dedicated teachers and scholars.

In our initial “From the Editors” contribution (23.1), we quite literally looked forward—to a new look for the journal, to the authors and articles awaiting us, and to all we would learn about the field of writing centers, working on the inside of its knowledge-making process. True to our writing center roots and historical interests, however, we quickly looked back. Way back. By our second issue (23.2), we offered highlights from 100 years of writing center history, sampling from the work of Fred Newton Scott, E. L. Holcomb, Mickey Harris and others. In that same issue, we secured reprints of two key writing center articles (from Louise Smith and Carol Haviland), working with the archives of the then-newly constituted Writing Centers Research Project. In so doing, we hope we raised awareness of the fascinating history of writing laboratory and writing center instruction while both hinting at some possibilities for uncovering much of the history that remains hidden and pointing towards a future enriched by knowledge of this history.

In this issue, we again look forward—to discovering all that lies in store for *The Writing Center Journal* as we pass it along to its amazing new editorial team, Lauren Fitzgerald of Yeshiva University and Melissa Ianetta of the University of Delaware, as well as to focusing our energies on projects and responsibilities that have received too little of our attention these past few years. But we could not end our terms as editors without looking back, and that is what this issue does.

We owe a tremendous debt of gratitude to Harvey Kail for recognizing such an opportunity. Harvey approached us early in Fall 2007, as Kenneth Bruffee prepared to give the keynote address at that year’s meeting of the National Conference on Peer Tutoring in Writing, with an idea for a special issue. Realizing that those of us working in writing centers cannot truly appreciate the foundational principles without understanding Kenneth Bruffee’s contributions, Harvey has compiled a collection of Bruffee’s contemporaries and former students—several of them well-known scholars in the field, others writing of their experiences with Bruffee for the first time—to provide the context for Bruffee’s work. We also include words from

Bruffee himself, by reprinting his address to the 2007 National Conference on Peer Tutoring in Writing and including an interview conducted by Michele Eodice.

As we read the contributions to this issue and vicariously experienced the excitement and discovery that participants at Bruffee's initial Brooklyn College Summer Institute felt, we also thought of the future. This summer at the University of Wisconsin Madison, the International Writing Centers Association Summer Institute for Writing Center Directors will meet for the sixth time, and our participation in several of those Institutes has made it clear what a bright future is in store for our field and how the mentoring of future leaders must be a priority. Throughout their history, writing centers have often existed in some peripheral relationship to their institutions, whether as a site for students deemed not "ready" for college writing or an entity easily directed by a "trailing spouse" or an English department adjunct. However, what we have learned from Bruffee's Brooklyn College Institute and from the SI is that the model of "teachers teaching teachers" (to borrow a phrase from the National Writing Project) is a powerful one, if not a vital method for a field to rediscover itself and to pass along its best practices to new generations of participants. After six years of editing *The Writing Center Journal*, we are even more assured of the power and vitality of our field, of how very much it has to offer larger conversations about teaching and learning, and of the very good hands—joined with the hands of those who contribute to this issue and started so much of this work nearly 30 years ago in Brooklyn—who will now guide this publication.