

## NOTES ON CONTRIBUTORS

**Duncan Carter**, Director of Writing at Portland State University, pursues an active interest in multi-cultural approaches to teaching composition and in the connections between writing and thinking. This article was originally written as the official position statement of the Oregon State Composition Advisory Committee on the issue of class size.

**Jeff Jeske**, an associate professor of English, has been Guilford College's Director of Writing since 1986; previously, he served as a member of UCLA Writing Programs. He has published several articles on both writing-related and literary topics, in periodicals ranging from *The Writing Instructor* to *Journal of the History of Ideas*.

**Edward A. Kearns** has chaired the English Department and is now in his third term as Director of Composition at the University of Northern Colorado. He serves as a reader for the College Board's Advanced Placement Program in English and as state coordinator for the NCTE's Achievement Awards in Writing. He assesses his hitting as excellent, jump shot as good, and racquetball game as average, for a sports portfolio rating of "Not bad for his age."

**James E. Seitz**, formerly Director of Writing at Long Island University (Brooklyn), is now Assistant Professor of English at the University of Pittsburgh. His work has appeared in *College English* and *CCC*, and his forthcoming book on metaphors for reading and writing will be published in the Pittsburgh Series in Composition, Literacy, and Culture.

**Paige Dayton Smitten** currently teaches writing courses at Utah State University. She also does freelance editing and writing.

**Mark Waldo** is Director of the Writing Center and Associate Professor of English at the University of Nevada, Reno. His research interests include writing center theory and practice, writing across the curriculum, and the rhetoric of the British Romantics. He has published articles in *Writing Center Journal*, *Collegiate Microcomputer*, *Rhetoric Review*, *Wordsworth Circle*, and *Teaching Writing in the Content Areas: College*, among others.

**Dorothy Wells** teaches at Southern University at New Orleans where she has served as Chair of English and developed and directed various writing programs, including the Writing Center, the Writing Proficiency Examina-

tion, and the SUNO WAC Program. She has directed a number of WAC workshops for high school and college teachers in the New Orleans area, edited and written for the university WAC journal, and published articles in the 1982-83 *NCTE Classroom Practices in Teaching English* and in the Instructor's Manual for William Barnwell's *Reflections: A Thematic Reader* (Houghton Mifflin).

## Announcements

### Announcing a New Journal

The editors of *Dialogue: A Journal for Writing Specialists* encourage submissions that are collaborative and debate-oriented from compositionists and rhetoricians; technical, business, and professional writing specialists; those who work with developmental and ESL writers; those who work in National Writing Projects and literacy programs; WAC specialists; graduate students who are studying writing. When submitting manuscripts (not previously published or being considered for publication), please follow the current MLA style format; submit one original and two copies (articles no longer than 20 pages; book reviews no longer than 4 pages); print name and affiliation on a cover sheet. *Dialogue* is published twice a year in Fall and Spring, beginning with Fall, 1993. Send submissions and inquiries to: Susan Hunter, Editor, *Dialogue*, Department of English, Kennesaw State College, P. O. Box 444, Marietta, GA 30061. Subscriptions should be made payable to *Dialogue* (individuals \$20.00 per year; institutions \$25.00 per year; outside USA add \$5.00). Send subscriptions to: Ray Wallace, Editor, *Dialogue*, Department of Language and Communication, Northwestern State University of Louisiana, Natchitoches, LA 71497.

### Call for Manuscripts

*Stories From the Center*: Meg Woolbright and Lynn Briggs seek essays of 15-25 pages for an edited volume of theoretically-based narratives about interactions between tutors and students in writing centers. The editors welcome stories that consider how we construct ourselves and are constructed by our conversations in writing centers. Manuscripts that explore personal and professional images are particularly welcome. Send inquiries and abstracts by June 1, 1993; completed manuscripts by September 1, 1993 to Meg Woolbright, The Writing Center, Siena College, 515 Loudon Rd., Loudonville, NY 12211 or to Lynn Briggs, Reading/Language Arts, 170 Huntington Hall, Syracuse University, Syracuse, NY 13244.