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Good-bye and Thanks

Chuck Schuster phoned on a Sunday night in February, 1994, fairly late. I'd just driven back from Chicago in the snow with a family friend, Stephanie, who had just landed from Lillehammer and the Olympic Games. Stephanie brought gifts, a set of crystal glasses with stylized etchings of the events she'd seen.

An Olympiad ago, I was still an associate professor, Christine Hult was still editing *WPA*, most of the names on the journal masthead were still only names to me, my daughter Monica was still in seventh grade, my son Andrew in fourth, my wife finishing a master's degree, and I imagined my life continuing as I'd always imagined it. I was honored to tell Chuck that I'd become the new editor of *WPA*.

In letters from the editor since then, I've indulged myself and taxed readers with bits from a personal life that has turned in ways I didn't imagine. This recent Easter, for example, we had more friends than place settings over for dinner, and I reached to the back of the cupboard for extra and seldom-used glasses. There was the Lillehammer crystal, though now a broken set, half of it gone through the divorce that refracted my professional life the past three years.

My main regret as editor of *WPA*, and this comes as apology, is that I wasn't able to give its writers and readers the kind of attention they deserved. I'm excited, then, by the plans that Marguerite Helmers and Dennis Lynch have been generating, and am confident that they'll be able to bring them off. My main lesson as editor, and I share it inadequately now, is that the personal can and should not be cleaved from the professional. Performing the right balance is perhaps the *WPA*'s toughest role. Collaborative work, as reflected by the pieces in this issue and by the new co-editorship, promises a way of getting it right.



I scanned volumes 18, 19, 20, and 21 for patterns in the 55 articles published in the journal over this time. 35 were single-authored, 20 co-authored. Of the single-authored articles, many more were written by women (25) than men (10). 35 were written by people affiliated with PhD granting institutions, 20 by people at other types of schools. 32 articles were written by tenured faculty or by groups that included a tenured faculty member; 23 were written by untenured faculty or graduate students. I'd sensed as editor that a high percentage of submissions came from women, and my rough counts bore this out. My theory, too long for explication here, is that for caretakers (in the best sense of this term) *WPA* is the place to send "their best work," as Christine Hult encouraged in her final Editor's Note.

Christine edited *WPA* for six years, Bill Smith five years before her, Ken Bruffee, the founding editor of the journal, everything before that. Four years ago Ken sent a nice congratulatory note about my first issue, casually mentioning

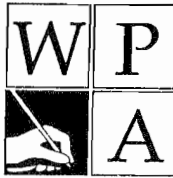
along the way that he was surprised by the cover's change from a red cover to yellow. How blithely, unwittingly, even callously I'd ignored tradition.



On behalf of the Council of Writing Program Administrators, I thank the English Department at Illinois State University for its support of this journal. I thank the Executive Committee and the members of the organization for trusting me with the editorship. I thank the readers on the Editorial Board, many of whom have transcended their referee's roles to become friends. One of them, Jeanne Gunner, did a splendid job guest editing this issue, and she's moving on to bigger editing efforts. Well done, Jeanne! I thank Eric Martin for his support, good humor, diligence, and friendship. Mostly, I thank Monica and Andrew and, since March, a new daughter Paige, and her mother, Becky, my wife.

—Doug Hesse

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Anne Aronson is an associate professor and co-chair of the Department of Writing at Metropolitan State University in St. Paul, Minnesota, where she teaches writing and women's studies. Her research interests include feminist approaches to composition, the material conditions of composing, and basic writing.

Peter Blakemore writes and teaches at the University of Oregon, near the confluence of several large, western rivers, at the top of the Willamette Valley. He will finish his doctoral work on phenomenology and narratives of inhabitation this spring.

Sallyanne H. Fitzgerald is Division Dean for Language Arts at Chabot College, a San Francisco Bay Area community college. She has previous administrative and teaching experience at the University of Missouri-St. Louis. Her publications and research have been in basic writing and writing centers, and her current writing interest is a proposed critical thinking textbook and an edited collection on mainstreaming basic writers, for which she is associate editor. She is presently the co-chair of the CCCC Special Interest Group in Basic Writing and a regional representative to the English Council of California Two-Year Colleges.

Steve Fox, Assistant Professor of English at IUPUI, serves on the Writing Coordinating Committee there. He teaches composition and literature; his research interests include literacy autobiography and the history of teaching English.

Craig Hansen is an associate professor and co-chair of the Department of Writing at Metropolitan State University. He also directs the technical communication program. His research interests include computers and composition, visual communication, adult literacy, and the history of communication technologies.

Susanmarie Harrington is the director of Placement and Assessment and Chair of the Writing Coordinating Committee at Indiana University-Purdue University, Indianapolis. Her scholarly publications and presentations focus on writing assessment and the integration of technology and pedagogy.

Tere Molinder Hogue is a lecturer in IUPUI's English department. She coordinates the University Writing Center and has served on the Writing Coordinating Committee for 11 years.

Christine Hult is Professor of English and Associate Department Head at Utah State University. Her research interests include computers in writing and program and teacher evaluation, as reflected in recent publications including

Wired for Writing (forthcoming, Allyn & Bacon, 1998) and *Evaluating Teachers of Writing* (NCTE, 1994). She has published books and articles on a range of composition and administrative topics along with a series of WAC textbooks and is a former editor of this journal.

Katherine L. Keller (Kitty) is a PhD student at the University of Mississippi, studying rhetoric and composition, American literature, and Southern literature. Currently, she is the Assistant to the Director of the Writing Program. She has presented papers and workshops at several national conferences and co-edited *Writing About Identity in the South*, a Freshman English textbook.

Jennie Lee is a doctoral student and Graduate Instructor at the University of Mississippi where she currently serves as the Assistant to the Director of Freshman English. Her interests include Twentieth Century American literature (especially Southern), gender theory, psychoanalytic theory, and rhetoric and composition. She has presented at regional and national conferences and co-edited *Writing About Identity in the South*.

Eric Martin is Director of English and Writing Across the Curriculum at the University of Findlay. He is Associate Editor of *WPA: Writing Program Administration*.

Ben W. McClelland is a Professor of English and Holder of the Otilie Schillig Chair of English Composition at the University of Mississippi. He directs the University's comprehensive writing program, including the Freshman English Program, the Writing Center, and the Writing Project. Among his book publications are a freshman textbook, *The New American Rhetoric* (HarperCollins, 1993) and *Perspectives on Research and Scholarship in Composition* (co-edited with Timothy R. Donovan; MLA, 1985). He also contributed a chapter to *Twelve Readers Reading*, edited by Ronald Lunsford and Rick Straub (Random House, 1993), a chapter to *Writing Theory and Critical Theory* (ed. John Clifford and John Schilb; MLA, 1994), and a chapter co-authored with Barbara L. Cambridge, to *Resituating Writing: Constructing and Administering Writing Programs* (ed. Joseph Janangelo and Kristine Hansen, Boynton/Cook Heinemann, 1995). Ben is a past president of the Council of Writing Program Administrators and past director of its Consultant-Evaluator Board.

Lynn Langer Meeks is Associate Professor of English and Director of the Writing Program at Utah State University, Logan, Utah. Prior to that she was the Language Arts Coordinator for the State of Idaho Department of Education and taught high school English in Scottsdale, Arizona. Current publications include "When World Views Collide: The Curriculum Explodes," which won an award for best essay of 1996 in *English Leadership Quarterly*. Her article "The Problem Graduate Instructor" (also co-authored with Christine Hult) is forthcoming in Linda Myer's NCTE collection *Administrative Problem Solving for Writing Programs and Writing Centers*.

Bradley Peters is Director of Composition at Cal State Northridge. He writes on genre theory and intersections of race/gender/class and rhetoric. He also publishes on 14th century English mystics.

Sharon Quiroz is currently an assistant professor and Director of the College Writing Programs at Illinois Institute of Technology in Chicago. She co-edits *Language and Learning across the Disciplines* with Michael Pemberton and writes about economics and rhetoric, as well as writing in the disciplines.

Tom Recchio is Associate Professor and Director of Freshman English at University of Connecticut, Storrs and has published widely on composition theory, pedagogy, and administration.

Brenda Robertson is Director of the University of Mississippi Writing Center and a doctoral student at the University of Mississippi. She is co-editor of *Writing About Identity in the South* and has presented papers and conducted workshops at national conferences. Her studies focus on technology and writing and graduate student writing.

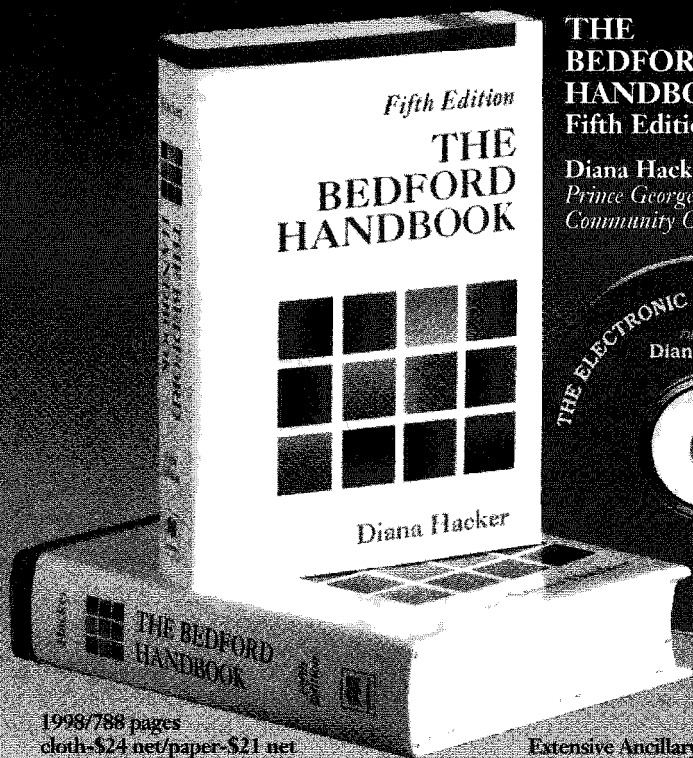
Carol Rutz is Interim Director of Writing Programs at Carleton College. As a doctoral student at the University of Minnesota, she held several administrative positions in the Program in Composition, including Assistant Director.

Eileen E. Schell is Assistant Professor of Writing and English at Syracuse University where she teaches graduate courses in the history of rhetoric and feminism and undergraduate writing courses. Her publications include *Gypsy Academics and Mother-teachers: Gender, Contingent Labor, and Writing Instruction* (Boynton/Cook Heinemann, 1997) and reviews and essays in *Composition Studies/Freshman English News, College Composition and Communication, Discourse: Theoretical Studies in Media and Culture, Forum, and The Council Chronicle*.

Trudy Smoke is an associate professor in the Department of English, Hunter College, CUNY. Dr. Smoke is Director of the Freshman and Developmental English Programs and the co-editor of the *Journal of Basic Writing*.

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