

# Acknowledgments

When I started to dream of creating a writing center for the students I saw five days per week each year, I knew that the most advanced, the least skilled, and the highly creative writers all needed a place for their writing, a community of writers, an ear to listen, and a voice to respond. So did I. My place changed from a shared house on Martha's Vineyard, when I was taking summer writing courses through Northeastern University, to hotel rooms at NCTE conferences, when I was not in my special room at home. My writing community has grown since I began that dream, but I still have the original members at the nucleus of the circle. Tim Donovan of Northeastern University, Susan Kirby of Radford University, and Debby Andrews of the University of Delaware were my ears and voices back in 1981–82 because they have always been dreamers, too. With their encouragement plus the support of my principal, Dr. Robert Nogueira, and superintendent, Dr. Donald Warner, I took the risk, wrote the proposal, and created a writing center. It was, however, the students who made everything work. Year after year, the tutors volunteered their free time because they believed in the project, and the student writers brought even more students to the writing center to become part of this community.

Since then, other members of my writing community have become strong influences on my involvement in the national survey and in the writing of this manuscript. Gary Goshgarian and Peter Stillman have constantly lit firecrackers under me when I lacked the determination or energy to reach higher goals; Bob Parker, L. Jane Christensen, Nancy Sommers, Earl Brown, Sue Hoffman, Lillian Kopenhaver, Bill Speiser, Lil Brannon, Hank Luce, Cindy Selfe, Art Young, and all my special colleagues from the Northeastern University writing program have been the support system every writer and teacher needs. Each contributor to this book proved that writing centers *do* work. Though all have full-time positions, they took the time to write and rewrite their chapters because they believed in this project. Their energy, dedication, professionalism, and willingness to share brightened many a hazy day.

Frequently, we overlook the influence of professional groups that have inspired us much more than we realize. Through the New Jersey

Council of Teachers of English, the National Writing Center Association, the Assembly on Computers in English—all affiliates of NCTE—I have been able to share and learn from colleagues around the world. Through the Woodrow Wilson National Fellowship Foundation and the Geraldine R. Dodge Foundation, I have worked with other English instructors on professional endeavors and been inspired by poets who have shared their sensitivity and vision.

But where would all of this outside support have gone if my colleagues at Red Bank Regional High School had not been supportive of the project? I want to give special thanks to those who put in the extra time and effort to make the writing center a reality, who listened to my tales of woe and suggested alternatives, who took the risks to try new ideas to help their students as writers and thinkers. Finally, the people who have made the most sacrifices for this project, my husband Joe and my parents, deserve the credit for doing much more than stuffing envelopes, licking stamps, and eating fast food. At the end of many a long day, a loving word and a purring Oliver Wendell rejuvenated a most bedraggled soul.

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