

## Acknowledgments

This book could not have been started without the early support and guidance of my teachers, Ann E. Berthoff, Louise Z. Smith, David Bartholomae, Joseph Harris, and Mariolina Salvatori, who introduced me to composition studies and taught me how to use writing to advance my own thinking. I owe a special debt of gratitude to them and to Neil Bruss, Robert Crossley, Monica McAlpine, Jean Ferguson Carr, and the members of the Committee for the Evaluation and Advancement of Teaching: together they created learning environments at the University of Massachusetts–Boston and the University of Pittsburgh that productively blurred the institutional distinctions between teaching, scholarship, and service. In retrospect, it is clear to me that part of my interest in the hybrid persona of the intellectual-bureaucrat evolved out of my experiences watching these teachers at work in their classrooms and in their offices humanely administering the business of undergraduate and graduate education.

I could not have completed this book without the assistance of my colleagues in the English department of Rutgers University. Kurt Spellmeyer has been tireless as a friend and mentor, generous with his time, his insights, and his inimitable wit. Dean Richard Foley and Barry Qualls provided me with a crucial research leave; Marcia Ian helped me find a publisher. They and others have offered encouragement and challenged my thinking by reading drafts, treating me to lunch, introducing me to the university's internal logics, and just keeping the conversation going: I thank Emily Bartels, Wesley Brown, Ann Coiro, Susan Crane, Harriet Davidson, Marianne Dekoven, Elin Diamond, Don Gibson, Marty Glisserman, Marjorie Howes, George Levine, John McClure, Michael McKeon, Marc Manganaro, Bruce Robbins, Larry Scanlon, Cheryl Wall, and Carolyn Williams. James Livingston read the manuscript in full and taught me the importance of using history not only to learn *about* one's sources, but to learn *from* them. Marc and Elise Manganaro welcomed me and my family into their lives. They have watched over this project from its inception and have provided me with a thorough and rigorous critique of the fifth chapter. I am lucky, indeed, to have such administrators, colleagues, and friends just down the hall.

My involvement with the Conference on College Composition and Communication has sustained my interest in this project over the years. This annual gathering of writing teachers has made it possible for me to continue meeting with and learning from my dear friends Donna Dunbar-

Odom, Barbara McCarthy, Tom Laughlin, and Howard Tinberg, who have helped me to see how deeply the past shapes present thoughts and actions. Their unfailing honesty, skepticism, and support defines, for me, the essence of intellectual integrity.

I presented drafts of Chapter 3 at Penn State–Erie and Michigan Technological University and of Chapter 6 at the University of Washington. The book as a whole has benefited from this early exposure. My thanks to Kirk Branch and Wendy Swyt at the University of Washington and to the remarkable community at Michigan Tech, particularly Diana George, Stephen Jukuri, Dennis Lynch, Cindy Selfe, and Tim Fontaine, who suggested that I name my approach “deliberative.” John Champagne, as always, offered support, gave me a hearing, and helped me find an audience.

My thanks to Leslie Morris of Harvard’s Houghton Library and R. J. Rockefeller of the Maryland State Archives for permission to quote from their collections. An earlier version of Chapter 4 was published by *Cultural Studies*: I thank the journal for allowing me to draw on that article here. Don Whitehead of the Open University sent me a wealth of material concerning student responses to U203 that, in turn, led to my reconceiving my project. I am grateful to him and Stephen Sherwood for allowing me to quote from these materials. The discussion of the monitorial method in Chapter 1 appeared in an abbreviated form in *JAC* 16 (1996): 41–60; I thank the editors for granting me permission to reprint that discussion here.

Over the past three years, the directors of the Writing Program at Rutgers and the members of the Composition Discussion Group have been ideal partners for exploring the complexities of overseeing the solicitation and assessment of so much student writing. Anthony Lioi and Julian Koslow have always been willing to read another draft, to offer suggestions and warnings. Patrick Kavanagh has been a first-rate research assistant: without his help in the final stages, this book would have been populated with an array of citational red herrings. Elinor Miller and John Keith provided vital feedback in the final stages and Mark Estes provided life support throughout. Special thanks, finally, to Bernhard Kendler for believing in this project.

I have learned the most about history, both personal and institutional, from my partner and most valued interlocutor, Barbara Cooper. By teaching me how to listen to others, Barbara, Cara, and Rachel showed me how to finish this project. Now, finally, we can talk about something else!

R. E. M.