

ACKNOWLEDGMENTS

Many people influenced the writing of this book and deserve my thanks. In Ohio, Sherrie Gradin and Mara Holt, among others, gave thoughtful feedback on a drastically different version of the manuscript. William (Bill) Kimok and the other archivists at Ohio University's Robert E. and Jean R. Mahn Center for Archives and Special Collections guided me toward some of the primary sources that I analyzed for this work and ensured that I had access to needed texts even when I was far away. In Houston, Paul Butler listened patiently to my evolving ideas about this project and gave insightful suggestions, as did Margot Backus regarding one of my middle chapters. Other people, including James Thomas Zebroski, expressed support for my historical research well before it reached a national audience. The staff of the Archives and Special Collections of the University of Houston generously assisted with locating and copying archived sources. Additionally, Susan McLeod provided clear editorial guidance, and the Perspectives on Writing series' two anonymous outside readers gave recommendations that strengthened my project overall. Last, I am delighted that my grandfather, Joe L. Estes, Jr., is able to see this work in print given that my interest in and esteem of higher education stem partly from his influence.

Another version of the Ohio half of Chapter Two formed one section in my article "When the Margins Move: Lessons from the Writing of One University's First Female Graduate," published in *Open Words: Access and English Studies* (vol. 8, issue 1), so thanks goes to that journal's coeditor, John Tassoni, for letting me publish the new version here. The same goes for Byron Hawk, who let me revise substantially and publish, in Chapter Four, my article "Rhetorical-Ecological Links in Composition History," which originally appeared in *Enculturation* (vol. 15). Too, I would like to thank Sara Webb-Sunderhaus and Kim Donehower, coeditors of *Re-Reading Appalachia: Literacy, Place, and Cultural Resistance*, for giving me permission me to publish, in the Ohio half of Chapter Three, reorganized and theoretically reframed research from my chapter "Place-Conscious Literacy Practices in One Ohio College Town" in their book.

A Martha Gano Houstoun Research Grant in Literary Criticism awarded by the University of Houston Department of English provided generous financial support for archival visits and photocopying. Chapter Three in particular benefited from the scrutiny allowed by multiple research trips.