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## Editor's Introduction

The WAC program at Plymouth State College was created in 1985 as part of a General Education reform. Now, in 2001, General Education is under review and will likely be restructured. A sense of WAC's success on campus coupled with the spirit of change inspired the theme for this year's journal: WAC and General Education.

The first two articles in this issue address how WAC programs are situated within General Education. Margaret Pobywajlo of the University of New Hampshire at Manchester explains in "Changing Attitudes about General Education" how WAC courses support broad goals of General Education. Jacob S Blumner of University of Michigan, Flint, John Eliason of Philadelphia University, and Francis Fritz of Ursinus College collaborate in "Beyond the Reactive" to argue that the typical institutional approach to WAC has weaknesses that need to be addressed.

In secondary schools, General Education is the curriculum, but to what extent are secondary schools using WAC to support their teaching efforts? Vickie S. Ostrow explores this question in "The Status of WAC in Secondary Schools."

Perhaps it is least obvious how WAC supports areas of General Education that involve heavy use of numbers. Sharon Hamilton and Robert H. Orr, however, show in their email exchange article "Writing to Learn Quantitative Analysis" (a modeling of writing to learn even as it explores writing to learn) how WAC techniques can be used to help students learn quantitative analysis.

All areas of General Education are being affected these days by new computer technologies, such as WebCT. In "WAC Meets TAC" Robert S. Miller shares experiences using WebCT Bulletin Boards and ponders whether use of such bulletin boards is really a WAC technique. Allan F. DiBiase in "Doing Philosophy Online" shares his success teaching long-distance via the internet, a teaching method in which all communication is written.

Every General Education and WAC program exists for the students, and from students we learn first-hand the effectiveness of our methods. In the final section of this issue, a student, Levi Castello, in "Covering All the Bases," and a professor, Meg Petersen (remembering when she was a student), in "The Atomic Weight of Metaphor," share their experiences with writing assignments and offer suggestions that are applicable across the curriculum.