

From the Editor

Muriel Harris



Writing centers have a noteworthy history of providing space and services for a variety of populations and writerly needs—e.g., for students learning English as another language, for graduate students working on dissertations, and for students with physical disabilities and/or learning differences. Now, Nancy Effinger Wilson and Micah Wright offer their rationale and program for responding to another group that writing centers can serve, a program for veterans they have aptly named their Tutor Corps. Similarly, Caitlin Kelly and Karen Head add yet another program, one for postdoctoral fellows and faculty.

While these authors share new programs, Joyce Kinkead offers a strong argument for why we each need to be archivists of the records of our own writing center's history. Saving such records is important for studying institutional history, for documenting our own writing center's history, and for contributing to the Writing Center Research Project.

In her Tutors' Column essay, Qian Wang describes her nervousness about being an international tutor, but it's likely that her fears of inadequacy are felt by many other tutors. Her account of overcoming her anxiety and what she learned is not confined to international students but is a universal story many of us can relate to.

On p. 31, you'll find an invitation to respond briefly to any article you've read recently in *WLN*. We don't know when or if we'll have space to include all responses, but we hope to encourage back-and-forth conversations between authors and readers. For those of you looking forward to a summer vacation or at least a more leisurely summer semester, this issue of *WLN* offers many suggestions to use some of that time to think, plan, and write. Happy almost-summer and keep cool, and to our readers at far ends of the globe, happy winter and keep warm.