

We have Met the Enemy, and S/He is Us

In her recent 4C's presentation in Chicago, Cynthia (Cee) Jeny of Missouri Western State University said that college English teachers need to "get a spine." While her comment concerned how college English faculty address professional concerns in the media, her admonition also applies when it comes to program and institutional assessment, particularly assessment that has been and is being foisted on us primarily by legislatures, college administrations, and accrediting institutions driven by pedagogically unsound interests, primarily those outside the academic community.

A current need for some collective spine and involvement arises from the Washington Community and Technical Colleges' initiative to establish an ePortfolio system for the state's 34 community and technical colleges. As an avid promoter of teaching with technology, I was initially pleased to hear about this project. Upon learning more however, starting with the project's mission statement, I became alarmed – and involved – because nowhere in the initial mission statement were the words "teacher," "student," or "learning" in any variation. Somewhat thankfully, the project's present purpose statement, articulated in the Request for Quotation and Qualification (RFQQ) document, is a bit better:

The CTCs seek an ePortfolio that will a) support assessment by providing evidence of student learning, including course-related accomplishments and community involvement; and b) allow for communication about learning for students, faculty, staff, employers, etc. (ePortfolio)

Still, assessment, not teaching and learning, remains the prime mover behind an initiative that should focus primarily on teaching and learning. While this is an improvement from the project's earlier mission statement, because students, faculty, and learning have found their way into the mix, fundamental concerns remain.

One concern is the phrase "communication about learning." While I may be paranoid, I can't imagine why anyone well-versed in libratory pedagogies would use such language. Why would we communicate "about" learning when we should be using technology to communicate "for" learning? This may be just a choice of prepositions, but this choice holds a world of meaning. At the very least, the person who crafted the phrase has an overly narrow view of how networked technologies can be used in the support of teaching and learning. At worst, this implies that ePortfolios are a tool for top-down assessment of students, teachers, and pedagogies by those on the periphery of the teaching and learning experience. ePortfolios should not become panoptic.

Another concern, from both a humanist and compositionist perspective, is that the stated purposes for the portfolios are primarily summative; the ePortfolios will become an archive of student



Brad Bleck, Spokane Falls CC

work to be perused by those who judge the students and their work, and perhaps how faculty work with students. The student work becomes evidence of a job well, or not-so-well, done. This judging, though we may call it assessing, is primarily to be done with rubrics that purport to quantify what is often unquantifiable. While ePortfolios are capable of promoting formative and narrative reflections and assessments, we can be sure the focus at the legislative, administrative, and accreditation levels will be on what is deemed measurable as demonstrated by some rubric, by the assigning of numbers to the writing and reflecting students do. Assessment of this sort is indicative of an invasive neoliberalism in education at all levels. It is because of pervasive neoliberal attitudes, such as when government and education leaders ask the business community to shape educational policy,

Continued on page 7

Inside this Issue

Mapping Diverse Literacies – 2006 Fall Conference	2
A Note from the Chairs-	3
News From National-Eva Payne	3
Practical Matters-Jeff Klausman	4
Guest Spotlight - Dana Elder	5
Student Spotlight-Poetry	6

Nonprofit Org.
US Postage
PAID
Spokane WA
Permit No. 714



Spokane Falls Community College
MS 3050
3410 W. Ft. George Wright Dr
Spokane WA 99224-5288

Send to:
Bradley Bleck
Communications Dept. MS 3050
Spokane Falls Community College
3410 W. Ft. George Wright Drive
Spokane, WA 99224

Enclosed is my check for US \$20 payable to TYCA-PNW for a one-year membership.
Enclosed is my check for US \$10 payable to TYCA-PNW for a one-year student membership (students, part-time faculty, retired faculty).
My membership includes discounted conference fees at TYCA-PNW's annual conference.
NAME _____
HOME ADDRESS _____ STATE _____ ZIP _____
School Affiliation _____ Telephone _____
EMAIL _____ WEBB PAGE _____
Please check one area you'd like to be active in: () Membership () Program
Are you currently a member of the National Council of Teachers of English (NCTE)? YES NO
Are you currently a member of the National Council of Teachers of English (NCTE)? YES NO
Thank you for your membership. Are there other comments you'd like to make?

TYCA-PNW 2005-2006 Membership Form

Mapping Diverse Literacies – TYCA PNW 2006 Fall Conference



Dr. Cheryl Glenn

demia, and in our communities. To map something assumes movement through territories, across disciplines or boundaries, and around obstacles. At the conference, we will consider the maps of the many diverse literacies of the Northwest, and attempt to decipher a map legend through the mingling of thoughts and ideas and the expression of interests and concerns.

TYCA-PNW is thrilled to announce that this year's keynote speaker will be Dr. Cheryl Glenn of Penn State. Dr. Glenn is currently a professor of English at the Pennsylvania State University (USA) and is also serving as Assistant Chair of the Conference on College Composition and Communication. She has served as president of the Coalition of Women Scholars in the History of Rhetoric and Composition and as Chair of the Modern Language Association's Division on the History and Theory of Rhetoric and Composition. Glenn, who received her PhD from Ohio State University, has three complementary areas of scholarly interest: histories of women's rhetoric and writing practices, delivery systems for the teaching of writing, and inclusionary rhetorical practices and theories. Among her many publications are *Rhetoric Retold: Regendering the Tradition from Antiquity through the Renaissance*, *Unspoken: A Rhetoric of Silence*, *The St. Martin's Guide to Teaching Writing*, and *Making Sense: A Real-World Rhetorical Reader*. We are honored that Dr. Glenn will be sharing her thoughts and scholarship on teaching, rhetoric, and mapping routes between literacies.

Chemeketa Community College—the home of this year's conference—is the second largest community college in Oregon. Showing an enrollment of over fifty thousand students each year, Chemeketa (sheh-méh-keh-tuh) is excited to be hosting a conference that focuses on community and diversity. In fact, two of Chemeketa's "themes" are to "promote community learning" and "strengthen communication and connections." With programs ranging from Fire Protection Technology to Vineyard Management, Chemeketa itself is an area comprised of diverse territories, terrain, and literacies.

The TYCA Pacific Northwest 2006 Conference will be held at Chemeketa Community College in Salem, Oregon on October 13-14. This year's theme is "Mapping Diverse Literacies," as we consider the numerous literacies between which we and our students must navigate in order to thrive at home, in academia, and in our communities. To map something assumes movement through territories, across disciplines or boundaries, and around obstacles. At the conference, we will consider the maps of the many diverse literacies of the Northwest, and attempt to decipher a map legend through the mingling of thoughts and ideas and the expression of interests and concerns.

Not surprisingly, the Salem area, from which Chemeketa draws many of its students, boasts varying cultures, geography, and events. Salem—Oregon's state capital—is located in the Willamette Valley, which is known for its agriculture, its Northwest microbrews, and its array of exquisite wineries. Salem is conveniently located 47 miles south of Portland, 64 miles north of Eugene, and only 59 miles east of the beautiful Oregon Coast. Tourists who visit Salem can visit the Hallie Ford Museum of Art, enjoy an old-fashioned steamboat ride on the Willamette Queen, go wine tasting at a nearby vineyard, or tour Oregon's Capitol building. Salem offers a variety of activities and attractions for visitors. Plan to join us on Friday afternoon and evening for fun and fellowship. We have lots of surprises in store for you—including free dinner with your pre-registration!*

We invite you to submit presentation proposals. Proposal forms available at <http://tyca-pnw.org>

Lisa S. Ede TYCA-PNW Outstanding Teacher Award

In recognition of Lisa S. Ede's leadership and contribution to outstanding teaching throughout our region, we would like to recognize and encourage two-year college teachers in our region who exemplify innovation and creativity in the teaching of English, who have demonstrated outstanding teaching strategies that motivate students to excellence, and/or who have made a contribution to the field of English instruction at the two-year college level through professional development, publications, or service.

The Award

Two individuals (one full-time and one adjunct) will each receive a \$500 award and will be recognized for outstanding teaching and/or scholarship. The award winners will be selected by the TYCA -PNW Board, and they will be recognized at the annual conference luncheon.

Nominees are encouraged to attend the conference. (Previous winners and TYCA-PNW Board members are not eligible for the award.)

To apply, please visit

<http://tyca-pnw.org>

"We have Met the Enemy" continued from page 1

that we end up with students being referred to as customers or clients rather than what they are, students and learners (certainly the first; maybe the second). This fosters the sense among many students that they are paying for credentials rather than for the opportunity to receive an education. As a profession, we have already abdicated, primarily through inaction, too much authority to those who are wholly unaware of what we do with teaching and learning, and this is noticeably true with regard to the ePortfolio project in Washington

The call for measurable outcomes for student learning increasingly dominates the discussion of what we do as teachers. While it is important that we clearly articulate what students should learn, or study at least, in any given class, it's equally, if not more, important to understand the political implications and manifestations of the outcomes movement and what it means to faculty as teachers and students as learners and citizens rather than just as prospective employees. Outcomes are an outgrowth of neoliberal ideologies, a political and economic philosophy that focuses on free-market methods and attitudes, i.e., the business model. The argument is that free markets, free trade, and the unrestricted flow of capital will produce the greatest social, political, economic, and in our case, educational good. And that's just wrong. Returning to Jeny's admonition, it's time college English faculty across the state, and the nation for that matter, work to be sure that projects of this sort serve the interests of teaching and learning for the student, not assessment for the legislature or business community, and the present ePortfolio project is the place to start.

"ePortfolio." Center for Information Services. 13 April 2006. 20 April 2006. <http://www.cis.ctc.edu/wctc/DevNet/DistribDev/EPortfolio/index.htm> (not available off Washington state CC campuses)

Jeny, Cynthia. "The Hitchhiker's Guide to Composition in the Public Sphere: Still Mostly Harmless? Your God is too Small." 2006 Conference on College Composition and Communication. 25 March 2006. 15 April 2006.

<http://staff.missouriwestern.edu/~jeney/cccc2006/hitchhikersguide.pdf>

Pacific View is published twice a year in the spring and fall by Spokane Falls Community College in conjunction with TYCA-PNW Association, an affiliate of NCTE. All rights and title reserved, but feel free to share contents with colleagues. Editors Lori Efigenio (lorie@spokanefalls.edu) and Laura Read (laurar@spokanefalls.edu) Communications Dept., MS 3050, Spokane Falls Community College, 3410 W. Ft. George Wright Dr., Spokane, WA 99224.

Submissions— We encourage submissions for four of our columns: "Practical Matters," which gives specific classroom activities; "Student Talk," which provides a student perspective on learning; "Guest Spotlight," which addresses thoughts on theory or philosophy of teaching; and "Poetry," a place where colleagues and students can exhibit their creative side. Submissions should be 300-400 words sent electronically in an attached document form, preferably Word. Be sure to include your school affiliation, along with your name, address, phone, and email.

Regional Executive Board

Co-Chairs

Alexis Nelson, 509-533-3588 alexisn@spokanefalls.edu Spokane Falls Community College, Spokane, Washington
Tom Gribble, 509-533-7206 tgribble@scc.spokane.edu Spokane Community College, Spokane, Washington October 2003-October 2006

Four Year Representative

Dana C. Elder, 509-359-2400 delder@mail.ewu.edu Eastern Washington University, Cheney, Washington October 2003-October 2006

Membership Chair

Bradley Bleck, bradb@spokanefalls.edu Spokane Falls Community College, Spokane, Washington October 2003-October 2006

National Representative

Eva Payne, 503-589-7827 epayne1@chemeketa.edu Chemeketa Community College, Salem, Oregon October 2003-October 2006

Publications Co-Chairs

Lori Efigenio, 509-533-3688, lorie@spokanefall.edu
Laura Read, 509-533-3609, laurar@spokanefalls.edu
Spokane Falls Community College, Spokane, Washington October 2005-October 2008

Secretary

Eleanor Latham, 541-383-7547, elatham@cocc.edu Central Oregon Community College, Bend, Oregon October 2005-October 2008

Treasurer

Kris Fink, 503-614-7258 kfink@pcc.edu
Portland Community College, Portland, Oregon October 2004-October 2007

Archivist

Walter Hudsick whud6@comcast.net
North Seattle Community College, Seattle, Washington

Members-at-Large

Jana Carter, 406-771-4363, jcarter@msugf.edu Montana State University - Great Falls, Great Falls, Montana
Samm Erickson, 503-614-7575 serickso@pcc.edu Portland Community College, Portland, Oregon
Tammy Jabin, 503-315-4282, tjabin@chemeketa.edu Chemeketa Community College, Salem, Oregon.
Risè Quay, 541-330-4351, rquay@cocc.edu Central Oregon Community College, Bend, Oregon.

One-Year Positions 2006 TYCA Conference Organizers

Kelly Peterson, 503-399-5170, kpeter56@chemeketa.edu Chemeketa Community College, Salem, Oregon
Tammy Jabin, 503-315-4282, tjabin@chemeketa.edu Chemeketa Community College, Salem, Oregon.
Jill Rupert, 503-399-2548, jrupert3@chemeketa.edu Chemeketa Community College, Salem, Oregon

Poetry

Hayley Sims

Spokane Falls CC student

The English Professor Speaks Out Against Injustice

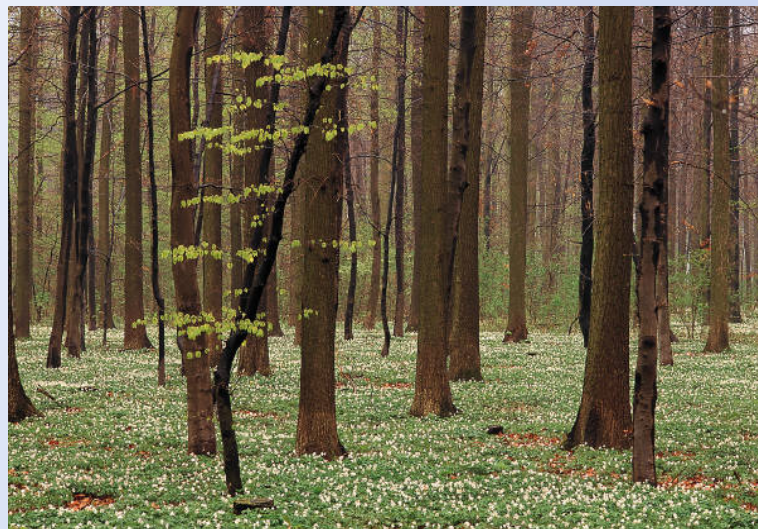
O, you who were once *tabula rasas*
slouch in ugly undersized desk-chair combinations,
let your cellular phones ring 50 Cent's worthless hit single,
and show up late or not until portfolio week.

You who never read Jane Austen save for the notes of Spark or
Cliff read *Walden* and "don't get the pond thing"
or watch the Merchant-Ivory films of Forester's works
not even bothering to read the notes.

You who still write teen angst poetry in college
Also hate classic poetry because "it's like... so... deep."
You do not read through enjambment
stumbling
through
line
breaks.

You who do not care if I found an error in the dictionary
do not properly cite sources in MLA, APA...
You triple-space essays
exiting class at twenty after, not when I dismiss.

You who sip lattes, contemplating comma splice
not laughing at my punny English jokes.
You are the collegiate English students
and I am grateful
for the power bestowed in my almighty red felt-tipped pen.



"What Next?" continued from page 6

education everywhere, and not just in education. As we continue to "professionalize" the professoriate, can we also address the workload and adjunctitis issues that plague higher education?

- ◆ While Jeff Andelora's "The Teacher/Scholar: Reconstructing Our Professional Identity in Two-Year Colleges" (a thorough overview of the history of the two-year teacher-scholar), Lynn Z. Bloom, Donald A. Daiker, and Edward M. White's laudable collection *Composition Studies in the New Millennium: Rereading the Past, Rewriting the Future* (voices worth hearing), and other contributors praise and reflect upon the past and the future of the whole professoriate, can we at least aim at returning higher education to its historical purpose of preparing people for successful work-world, civic, and literate lives? I think we can and must.

The voices mentioned above and others suggest alternative futures. We could call upon older meta-narratives that feature and really nurture community, for example, or simply and ardently create new ones of our own. We could all be iconoclasts. We could all be reflective practitioners and teacher-scholars. We could all be stars. We could all be integral parts of the same organism and not rank-ordered fungibles in a reindividuation of outmoded hierarchical structures. There is enough wealth for living wages and healthcare and housing for everyone, including the teachers, for example. We, with our privileged educations—whether adequately compensated or not—know this. The rich are way too rich and the poor way too poor, and we all see this if we open our eyes just a bit. It is not "news" and never will be unless we truly reconsider our own historical meta-narratives. Only then can we cautiously welcome the current winds of change.

Andelora, Jeff. "The Teacher/Scholar: Reconstructing Our Professional Identity in Two-Year Colleges." *Teaching English in the Two-Year College* 32.3 (March 2005): 307-322.

Composition Studies in the New Millennium: Rereading the Past, Rewriting the Future. Eds. Lynn Z. Bloom, Donald A. Daiker, and Edward M. White. Carbondale: Southern Illinois UP, 2003.



Alexis Nelson

Note from the Chairs – Alexis Nelson and Tom Gribble

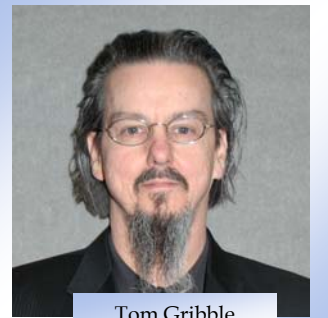
Dear Colleagues, dearer Friends,

In this, our last article as co-chairs TYCA-PNW, we are grateful for transitions. First, we're delighted that our newsletter *Pacific View* has migrated successfully from capable co-editorial hands in Yakima (Sandy Schroeder's and Dodie Forrests's) to equally capable ones in Spokane (Lori Efigenio's and Laura Read's). We've seen the transition from a college-hosted website to an independent one. We're pleased too that it was possible to shift from a single-chair organizational structure to double occupancy because the national organization is flexible.

As with any last act, our reflection is laced with a hint of rue about losing an important dimension of our professional lives; camped out as we are on Memory Lane in middle age, we have yet another reminder of how fast time indeed does pass. Ours has been a journey of discovery and good fortune. We learned to coordinate over miles and philosophies in order to orchestrate conferences, facilitate meetings, and gather consensus to decide the direction of our association. We were privileged to inherit a vibrant organization brought back from the brink of oblivion by the likes of Sharon Mitchler and Beth Camp. We have been blessed with advisors who graciously provided us with the histories of what and what not to do and with a tradition in our conference format that other TYCA regionals are beginning to emulate.

In reflecting about the health of the organization, we look to the intersection between membership and geography. TYCA-PNW has a solid base in Oregon and in Central and Eastern Washington, but we need to reconnect with our colleagues in North Idaho and Seattle; in addition, we need to develop feasible formats to conduct conferences in other corners of our huge, diverse region. We see some movement towards Montana, but Alaska, British Columbia, and Alberta still remain untapped resources, and we wonder how to improve that situation. While this organization makes modest progress (in fact, membership co-ordinator Bradley Bleck has begun discussing a joint conference with the regional Humanities Association), finding that perfect recruitment tool has proved elusive. We remain committed to these efforts, committed to finding a way and to building the bridges.

We came to these positions by way of behind-the-scenes work on the conference in Spokane themed *At Home on the Range*. Since then, we've had the honor of joining the Portland hosts for *Discovering the Community in Community Colleges* and our Yakima hosts for *Abrecaminos: Finding a Way*. We anticipate with pleasure collaboration with our Chemeketa hosts for *Mapping Diverse Literacies*. The theme appropriate to our exit transition would have to be "We owe everything to those before us and those still to come." In autumn, we'll elect a new chair or co-chairs, a four-year college representative, a membership coordinator, and a member-at-large. Please consider putting your hat in the ring; you will find the group congenial and the work important but not onerous. We thank you for the opportunity to serve.



Tom Gribble

News from National By Eva Payne

For me, listening to author Deborah Tannen read from her new book, *You're Wearing THAT?: Understanding Mothers and Daughters in Conversation*, was a highlight of this year's CCCCs in Chicago. Tannen's exploration of relationships and communication between mothers and daughters brought both laughter and tears to her audience as we identified our own conversations with our mothers in her observations. I also found particularly valuable a session on seamless education paths for students who transfer among multiple institutions and one on the role and support of adjuncts.

In this session regarding the use of adjuncts, Paul Bodmer posed the question, "Who greets the students at the door of your discipline?" Bodmer's discussion highlighted how many, many English and composition classes—hovering close to an average of 50% across the country—are taught by adjunct instructors who have no or little connection to the multiple campuses where they work. Adjunct faculty do heavy lifting in the teaching of writing on our campuses with few perks; it is clear that they often do not have institutional support for the out-of-the-classroom roles typical for instructors.

So for half of our students, their first experience with college English or composition will be with an instructor who has no assigned office, little or no professional development funding, and no pay for time outside of the classroom. Student advising, one-to-one tutoring, and curriculum development is difficult to nourish under such circumstances.

Finding easy answers to complex questions isn't part of the promise of attending a huge conference like CCCCs, but the chance to exchange ideas, enrich understandings, and build relationships with colleagues from around the country helps us explore solutions. And it is always reassuring to me to discover that we aren't the only college facing challenges like accreditation, writing transfer degree outcomes, and developing more refined assessment systems. I look forward to seeing many of you this fall at Chemeketa for the Northwest Regional TYCA conference.

Practical Matters

To Look at the Writing Itself

By Jeff Klausman, Whatcom CC

Last year, our campus assessment officer asked if our English department was interested in putting together an assessment project. There was money for a small study—we could gather some sample papers, put together some kind of rubric, measure the papers we look at; “Look at the writing itself,” she said.

The assumption she was operating on is not a new one. For a long while, I think, we tried to do this kind of thing: get an input sample and compare with an output sample, seeing, if we could, what a single composition course might offer a student. The hope was that we might be able to identify some features of “good writing” that weren’t apparent in the earlier samples. But the results of this kind of assessment, as we all know, were disappointing.

First, we tended to find what we wanted to find—not surprisingly since our rubrics reflected our course content. Second, we had nothing to measure these measurements against: we simply didn’t know if these data told us anything important. Did the apparent improvement last? Did it transfer to other situations? Did it merely reflect “surface-level” improvement? Were students merely writing to the assignment or course expectations?

So, when we were asked if we wanted to do this kind of project again, we politely declined. Instead, I put together an insert for our campus newsletter. As the Writing Across the Curriculum director on campus, I thought it would be valuable for our faculty to see what kind of assessment was going on in our field. Here is part of what I wrote:

Assessment at Whatcom is ongoing. It’s our job and part of our accreditation to be sure that we are doing what we say we are doing and that our students know what we say they know. Part of the educational outcomes concerns writing: Can our graduating students write at a college-level and does our composition sequence, English 100, 101 and 102, teach students the skills they need to succeed?

These are simple enough questions but answers are harder to find. First, no one that I know of has ever given a satisfactory definition of what writing is, when it begins, and when it ends. Second, no one that I know of has ever given a satisfactory, concrete definition of what constitutes “good” writing. The generalities we can agree on: coherent, developed, supported, clear. The particularities are harder: Is this particular essay better developed or clearer than this one? Do different disciplines have different standards? Third, writing improvement takes time and is uneven. A single 11-week course may not show benefits until a half-year or more down the road when new challenges spark a latent skill; alternatively, short-term gains may be lost in a few weeks or sooner. If we can know the generalities but have difficulties measuring the specifics, maybe that means we simply need a wider lens. That’s the trend in writing assessment these days, the longitudinal study.



Longitudinal studies follow students and their and others’ perceptions of their writing ability as a part of their educational experience over a fairly long period of time.

All of these studies show that writing improvement is not a straight, upward trajectory. Nonetheless, these studies find that students “write better” at the end of their undergraduate careers.

So what can we learn from these massive studies? First, we can assume that the research being done at Harvard and U Mass is not unrelated to the experience of our students: our graduating students may not go to Harvard or U Mass, but they do go to Western, Central, and UW—it’s no stretch at all to put UW on a par with U Mass. Second, we can assume that our graduating students’ writing abilities oscillate as well, that our students develop as writers not in a straight, upward path but in a wavy line toward “better.” Third, the improvement they experience begins here, in our classes (the studies examine a four-year process).

While it would be nice to be able to look at a sample of student writing from across our courses, perhaps taken from students in their last quarter of study at Whatcom, and assess its quality, given the nature of writing—not something objective and concrete that can be determined like an atomic weight—that’s probably not fruitful. Instead, without a major study, what we can do is ask ourselves if the experience our students have at Whatcom is similar to that at other colleges. We can ask whether our students succeed at the four-year colleges to which they transfer.

And if we’re satisfied with our answers to these questions, it’s a safe bet that we can answer our earlier questions about writing—Are our students writing at a college level, and is our composition sequence doing its job?—in an equally satisfying way.

In a nutshell, I think that’s where assessment is and ought to be at community college campuses. We should follow our students who transfer to see if they succeed at those colleges. We should try to place our students’ experiences in our classes in the context of their larger education. What we probably don’t want to do is isolate a single class and “look at the writing itself” in hopes that we might catch a glimpse of ourselves reflected, Narcissus-like, in the well of “good writing.”

Guest Spotlight

Dr. Dana Elder

Eastern Washington University

What Next?

“And all our yesterdays have lighted fools/ The way to dusty death.”

I’m about to be iconoclastic. Yet fears about recreating, again, the meta-narratives of western academic culture should trouble us all. CCCCs, 2005, in San Francisco, suggested this angst. The two- and four-year people were there in force, and our field’s doctoral-granting people and their students were still there, in droves and in command. But at the official opening session, when TYCA-National President Sharon Mitchler asked the two-year professors to stand, it looked like half the participants rose to their feet. The winds of change were blowing. And I’m told they were even stronger this spring in Chicago.

The re-validation of academic attention to information management (technical-and-professional writing), civic discourse (social construction) and, yes—and these are newcomers to academic discourse—individual and ethnic identity, gender studies, identity politics, service learning, and other initiatives are all valuable and promising, and seem to be best thriving in Community and Technical Colleges and First-year Writing Programs.

Yet now I see, at CCCCs and elsewhere, the star-making machinery reach even the national and regional two-year college associations, by their own carefully crafted mission statements committed to further professionalizing two-year faculty, and I am concerned. With the advent of two powerful and provocative position papers, “Research and Scholarship in the Two-Year College” and “Guidelines for the Academic Preparation of English Faculty at Two-Year Colleges” (http://www.ncte.org/library/files/Related_Groups/TYCA), TYCA National and NCTE have weighed in. While both position papers are informed, insightful, inviting, and collaborative, the former may be the most important guidepost for our shared future. It is certainly the most important sixteen pages I’ve seen in at least a decade. “Reflective practice” and “teacher-scholar” are its key, well-defined, terms. Read it, share it, but, most of all, think about it. It could be (mis)used to recreate the meta-narratives I fear.

In this position paper are hints that we must publicly celebrate ourselves, but do we not see the dangers of creating our own icons? And of what ilk should and will our icons be? More importantly, should we create these living icons? We read the powerful messages of our own discourse community, and what do we see? The research-star system leaves most of us behind. No students (no person?) left behind? Balderdash! Not while enough is too little for those who are privileged and too distant for



Dr. Dana Elder—Eastern Washington University

those who are not. We could see, and only by reading iconoclastically, our own possible re-individuations of the dreaded and supposedly debunked meta-narratives of the past. We could do what the litterazzi did to the classicists and what the rhetoric and composition people did to compete with them. We could privilege theory over praxis; the researchers over practitioners; the well-prepared students, themselves privileged by time and chance, over the socially disadvantaged; the administrators over the teachers; the white over the non-white; northern places over the southern and eastern over the western; and the continued honoring of those whose positions have been and are providing them more time for reflection and publishable discourse over those who work with twenty or more students in each course and more courses to teach.

Stop. Most of us who serve students and rely upon TYCA are humanists and sponsor civic, work-world, and literate social praxis, in our classrooms and in our lives. Yet as we emerge—and we are emerging—into professional, pedagogical, and political prominence, do we really want to write again the hierarchical meta-narratives of our discipline’s revolving past, or do we want to continue to be the new synthesis of open admissions, literate, civic, and work-world preparation? I don’t know, but I’d like to highlight some concerns:

- ◆ We all do the same work, from sustained parenthood to preschool to public or private school to college or technical institutions to comprehensive and doctoral-granting universities. We all serve the same greater good, admittedly with different challenges and workloads, and we are reflective citizens.
- ◆ Among us, the truly and moderately privileged, can we not look to rather than down upon those who started later and with less than we did? Marginalized educators make privilege a budgetary option in

Continued on page 6