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From the Editor

Kelly Ritter

As we bring this seventy-fifth volume of *College English* to a close, we find ourselves a little short on space, due to the wonderful (and sometimes longer) articles that we have published since last September, and the general constraints of journal publishing, which as a new editor, I’m still learning. So, I give you here a much more compressed introduction than I normally would prefer; I hope readers will know that this is not any indication of how much I *could* talk about the fantastic work in this issue, which brings together three excellent articles, each concerned with theories and practices in multilingual and multi-ethnic writing and discourse. What pleases me so much about this issue is how our authors revisit some ongoing, salient topics and problems surrounding rhetoric, language, and writing while simultaneously bringing us new and underresearched examples of these phenomena in action. These authors are truly adding to the larger “conversation” about rhetoric and writing per the parlance of scholarly writing in the humanities, and providing a rich weaving of interrelated concerns between and among the articles themselves.

We start with Jason Peters’s article “Speak White: Language Policy, Immigration Discourse, and Tactical Authenticity in a French Enclave in New England” as our Emerging Voices feature, which puts the debates over English Only policies in a new context, namely early twentieth-century Franco-American New England and the Catholic Church, and ties this historical study of language policy to more recent narratives of assimilation, including rhetorics of diaspora. Moving from French New England to current-day writing classrooms, next we have Min-Zhan Lu and Bruce Horner’s article “Translingual Literacy, Language Difference, and Matters of Agency,” which revisits the famous “White Shoes” essay that David Bartholomae examined in “Inventing the University” as a well-known example of a “mainstream” (that is, not second-language or multilingual) writer. Lu and Horner examine this essay to ultimately argue for a “temporal-spatial recontextualization” (605) of language
difference, which they put in conversation with a range of prominent arguments regarding Standard Written English (SWE), translingualism, and markers of difference in student writing. Finally, we close this issue with Tricia Serviss’s article “Femicide and Rhetorics of Coadyuvante in Ciudad Juárez: Valuing Rhetorical Traditions in the Americas,” which examines the writing of Juárez women in relation to feminist rhetorical traditions, in particular the Justicia postcards that act as responses to “the patriarchal systems that cast [these women’s] daughters as shameful and worthless” (626). I hope you find each of these studies as compelling as I do.

In closing, I want to thank all the authors, readers, and reviewers who have made my first year as editor of College English so enjoyable and rewarding, and also thank my incoming assistant editors, Courtney Adams Wooten and Summar Sparks, whose names you will see in the masthead for our next volume (76). I look forward to working with them, and providing you with more high-quality scholarship in our future pages.