Acknowledgments

*Learning Legacies*, though designated as a monograph, has many coauthors. This book’s many collaborative writers include inquiry partners who are referenced, in upcoming chapters and the bibliography, as “interviews.” But during one memorable lunchtime conversation with Renée Gokey and Dennis Zotigh of the National Museum of the American Indian (NMAI), we three discussed differences between “research on” and “research with.” Throughout this book, I have certainly aimed for the “with” approach, and I hope the much-appreciated colleagues who contributed to each chapter will see clear signs of that commitment throughout. In that context, for adding their insightful voices to chapters 4 and 5, besides Renée and Dennis, I send heartfelt thanks to Namorah Byrd, Lisa King, Kimberli Lee, and Malea Powell. Chapter 3 would not have been possible without the energizing contributions of Lisa Lee, Lisa Junkin Lopez, and Heather Radke from the Jane Addams Hull-House Museum in Chicago and from all the authors of *Jane Addams in the Classroom*, particularly Todd DeStigter and David Schaafsma, whose leadership in teacher education has been a benchmark for me across multiple decades. For chapter 2, I send a special shout-out to Deborah Mitchell, Kassandra Ware, and the now much-missed Taronda Spencer of Spelman College.

Additional research partners for *Learning Legacies* include generous readers who provided feedback on various drafts—asking sometimes tough and always generative questions to push my thinking. Chief among that group of early readers and conversation partners were fellow faculty members and graduate students in the English Department at Texas Christian University (TCU). Thanks especially, from that incomparable home base
of collaboration, to these “gentle” (to use a favorite nineteenth-century term) readers: Richard Enos, Charlotte Hogg, Carrie Leverenz, Brad Lucas, Anne George, Layne Craig, Stacie McCormick, and Theresa Gaul. While all of you have generously guided my work, I must give special thanks to my visionary friend, Carrie Leverenz, who has been an incomparable shepherd of my thinking on this project through literally countless conversations. Five graduate student colleagues gave helpful time at various stages: Carrie Tippen, Tyler Branson, Natasha Robinson, Adam Nemmers, and Samantha Allen will certainly see signs of their contributions here. Your research was attentive, your copyediting clear, your feedback insightful, and your belief in the work inspiring. Thanks as well to all the energetic students in undergraduate and graduate classes who contributed to my thinking about teaching across cultures.

More broadly, being housed in an English Department where literature and rhetoric speak appreciatively to each other daily, in the classroom and in collegial exchanges, was essential to this book’s development. In that regard I thank Linda Hughes, Mona Narain, and Karen Steele and all my other department colleagues for teaching, conversations and collaborations crossing the divide that sometimes separates “British Studies” from “American” and “Writing Studies” from “Literature,” but does not at TCU. And I salute Dean Andrew Schoolmaster as well; his support of professional development for faculty in AddRan College has left its imprint here too.

Internal funding sources such as the Discovering Global Citizenship (DGC) Visiting Scholar program at TCU were also important to this volume’s content, and the chance to serve with the visionary members of the DGC committee has left its mark throughout this text. In the John V. Roach Honors College, where I was serving as acting dean while completing the manuscript, I also found supportive staff colleagues (including Lauren Nixon, Colby Birdsell, Marie Martinez, Donna Schonerstedt, Jason Dunn, Renda Williams, and Lynn Herrera), who strategized ways to give me occasional time away from “dean duties” to do writing. Special thanks to Darren Middleton, Ron Pitcock, Dan Williams, Juan Carlos Sola-Corbacho, Elisa Foster, and Wendy Williams—and to all faculty then teaching in Honors—for continually confirming to me the importance of linking teaching and scholarship. Thanks as well to the talented “administrative fellows” team members (Amanda Allison, Aaron Chimbel, Will Gibbons, and Marla McGhee) for making “part-time” administrative support a creative approach to freeing up your busy acting dean colleague
Acknowledgments

for Learning Legacies and other writing tasks, not to mention survival of a super-busy transition.

While I take full responsibility for any shortfalls in this book’s content, I know its stories are the better for having had super-smart guidance from specialist scholars in key fields relevant to Learning Legacies’ case studies. From beyond TCU, I thank Barbara McCaskill, Joycelyn Moody, and Roxanne Donovan for giving essential feedback on chapter 2. Encouraging written reflections from Beth Steffen and Heather O’Rourke reenergized me at a moment when I was losing steam on chapter 3. Conversations with Philip DeLoria helped me believe I could write thoughtfully and (I hope) usefully about the National Museum of the American Indian. Encouraging words from Jessica Enoch about potential use for the book among rhetoric scholars came at a pivotal time of revision. As always, my colleague historian Ann Pullen has been my most demanding and most supportive reader.

Much of the project-based work revisited in this volume was possible only by virtue of funding from the National Endowment for the Humanities and the National Writing Project (NWP). Participants in programs like Keeping and Creating American Communities and the various NWP Teachers Teaching Teachers institutes and continuity programs that I helped facilitate while directing Kennesaw Mountain Writing Project will undoubtedly see ways that they shaped the stories here.

As indicated in the bibliography, a number of archives, museums, and cultural sites have been vital to this book’s development, and staff members at each of those locations have been unfailingly helpful. Archivists and librarians also assisted with the acquisition and permission-for-use process for images appearing here. Thanks to Kassandra Ware of the Spelman College Archives, Mark Thiel and Amy Cary of Marquette University’s Baynor Memorial Libraries, Nicole Joniec of the Library Company of Philadelphia, Deborah Richards of Mount Holyoke’s Archives and Special Collections, and Kay Peterson of the National Museum of American History (Behring Center, the Smithsonian Center Archives), as well as multiple staff members at the Richard J. Daly Special Collections and Archives at the University of Illinois Chicago. Laura Micham of Duke University and Ammie Harrison of TCU’s library helped me think through my use of the archive(s) term. More broadly, the outstanding collections and services of TCU’s Mary Couts Burnett Library, under the leadership of Dean June Koelker, were, as always, a gift to my scholarship. I am especially thankful for Dean Koelker’s direct support of this book via funds contributing to the publication process.
The editorial team at the University of Michigan Press has been patient through the long time it took to complete the manuscript, while providing speedy support at pivotal moments. In particular, Editorial Director Mary Francis and Editorial Associate Christopher Dreyer always gave timely and encouraging guidance, as did talented production editors Elizabeth Frazier and Mary Hashman. Series editor Julie Ellison, who imagined this book in the first place, never lost faith and knew when to prod. It’s a special pleasure to have this project published by the press where I completed my doctorate in the Joint Program in English and English Education. Without that interdisciplinary training—including multiple chances to reconnect with the program by meeting with current students—a book like this would not have been possible to conceive. Thanks to Anne Ruggles Gere, therefore, and also to wonderful scholar-teachers like June Howard in the American Culture Program, where I was frequently welcomed as a student for interdisciplinary course work. To David Scobey, who gave hours and wisdom to many projects referenced here and whose vision for public partnerships has been an inspiration: thank you for leading the way.

At home, John Robbins gave many hours of assistance to the preparation of images included here. His patient listening to status reports on the book’s overall progress kept my mental wheels turning, and his belief in its content was crucially encouraging.

Years ago, my daughters Patty and Margaret Robbins guided much of the thinking for my first monograph, Managing Literacy, Mothering America, by affirming the connections between home-based teaching and parents’ potential impact on the larger culture. Between that book and this one, there have been quite a few others, and each one has held traces of their personal stories, however implicit. These days, watching them skillfully navigate professional careers in dynamic institutional contexts continues to inspire, reminding me that family matters most. With my equally brilliant son-in-law Ethan Davis, they show every day how the next generation is surely the best avenue we all have for leaving meaningful learning legacies.