

Editors' Note: Naming the Unnamable

The politics of naming are hardly uncontentious. Kings, Caesars, Popes from time immemorial have chosen their names carefully. Occupying English armies in Ireland methodically renamed Irish locales with English names to wipe out vestiges of Celtic identity. The Washington NBA and NFL teams have both been subject to firestorms of criticism over the echoes and images of racism in their team names.

A name indicates an identity, articulates something about you. Research indicates that a person's name can impact both future success and self-esteem. Any reader who has gone through the happy trial of naming his or her own child has felt the pressures of family traditions, nationwide trends, and personal expression when choosing a moniker for the little one. Choosing a name, then, *means* something.

We did a great deal of trolling for suggestions, went through a great number of rejected ideas, and found ourselves up against a great deal of reticence to even continue considering the question.

The working title for this, the inaugural edition of the First-Year Writing E-Anthology was simply *[As-Yet-Unnamed]: an E-Anthology of First-Year Writing*. While the pre-colon placeholder was initially intended to merely indicate the absence of a real title, some of our student editors indicated how much they liked it, its contingency, and its abstractness.

The appeal of *[As-Yet-Unnamed]* seemed to lie in students' senses of themselves as works-in-progress, as developing. That the publication was still forming an identity reflected a similar experience in the lives of the first-year writers participating. The writings themselves, however, really *do* reflect a well-formed identity. They are mature pieces, frequently making substantial interventions into the discourses in which they participate. They are polished, stylistically sophisticated, and very, very smart. While the writers themselves may be in process, the writing is ready for its public. *[As-Yet-Unnamed]* had to go.

Finding a suitable replacement, though, was not a simple task. As time passed, the editorial staff struggled to devise a better title (not that the first one was so good). We wanted something that would reflect the diversity, the engagement, the intellectual impact of the pieces contained within the anthology's digital pages.

Eventually, we returned to the appeal of the placeholder title, something that hinted at our struggle for a name, a name-about-a-name, if you will. A good name.

A eponym.

The Oxford English Dictionary defines the term euonymous (from the Greek) as “well or felicitously named.” It was what we wanted, an e-anthology that was well-named. And so *Euonymous: an E-Anthology of First-Year Writing* was born.

A well-named journal, indeed, this well-named journal does not foreclose the possibilities for what lies within. Its contents can range in subject matter, in form, in intellectual scope, in theoretical approach. Its identity is at once flexible, and yet confident. It allows the pieces within to name themselves, to forge their own identities.

And those pieces, the 19 essays linked in this publication, take full advantage of that flexibility. From a consideration of ideological failure of Brazil’s capital city to an analysis of the prison writings of Mumia Abu-Jamal to a riff on Academic Integrity, these papers represent the best of what a well-named journal can be.

There are some names that are easy to come up with: the dedicated students who shepherded this publication from the initial submissions through to its publication. This is their anthology.

Student Editors:

Lauren Emmett

Alex Kellner

Tracy Stecko

Kelly Filiak

Lauren Kriz

Anthony Sutter

Mary Huckabee

Eric Marfin

Sarah Troshinski

These students variously created publicity for the publication, managed and participated in faculty groups who reviewed and selected final selections, and worked with authors to move their papers to a new level of sophistication and polish.

We’d also like to thank the faculty who participated by cultivating submissions from their classes, reviewing submissions for final selection, and performing final copy-editing on each paper: Arianne Chernock, Eric Drown, Matthew Fullerty, Cayo Gamber, Carol Hayes, Ryan Jerving, Randi Kristensen, Katherine Larsen, Chris Ann Mateo, Rachel Riedner, Matthew Riley, Phyllis Ryder, Heather Schell, Phillip Troutman, Abby Wilkerson, and Robbin Zeff. Particular thanks to Professor Zeff, who has done all of the web design and management on this publication.

Ryan Claycomb and Christy Zink

Faculty Editors

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