



# First Person Twice Over: A Narrative on Peer-led Mentoring Between Two Assistant Professors of Language and Literacy

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## Abstract

In this brief stereo-vocal portrayal, we report on a literacy development success story from a perhaps unlikely quarter. We two-white, male, deliberately iconoclastic tenure-track assistant professors, one in French language and culture study, the other in reading and literacy education, respectively-here celebrate the improvement of our teaching and conceptual understanding of literacy through a relationship built first upon friendship rather than professional circumstance, student response rather than ideological conviction, and a shared dissonant cultural atypicality vis. academe's preferred stances. Our personal and intuitive "findings" are, not surprisingly, equally unlikely. At a time in American education when direct, didactic and scripted pedagogy and curriculums seem to be, where not long a matter of tradition, ascendant by dint of governmental fiat, we have come through our comparative experience to prefer the greater efficacy for adolescent learners of developmental, transactional, and holistic conceptions of literacy education.

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## About the Author

Lionel J. Lemarchand (Ph.D. French Literature and History, University of Georgia) has been an Assistant Professor of French in the School of Modern Languages since 1998.

His current research is on French socio-cultural studies and WWI. Since joining Georgia Tech, Dr. Lemarchand has presented various facets of his research at several conferences: some of his historical findings at Harvard University's Minda de Gunzburg Center for European Studies, some of his literary research at the Purdue University Conference on Romance Languages, Literatures and Film, and some of his work in social studies at the Humanities Conference at the University of the Aegean in Rhodes, Greece.

Along with published articles and translations, he is the author of: *Lettres censurées des tranchées - 1917 Une place dans la littérature et l'histoire*. Paris: L'Harmattan. June 2001 (242 pages) and is currently working on another WWI book project with the French artist Philippe Xavier.

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George, G. Hruby (Ph.D.) is Assistant Professor of literacy and reading at Utah State University's Department of Secondary Education. Although he is currently near-buried by the demands of bourgeois propriety, he is proud to announce that his daughter's first two multi-syllabic words were "outside" and "turpitude."

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