

AFTERWORD

My research has taken me around the world in search of scientists' voices. On the way, I have been assisted by many people. My first thanks go to all the people who volunteered or agreed to be interviewed for this research: it was, indeed, a privilege to *kōrero* with you. A special thanks to those whose extended narratives appear in this text: you are all busy people and I was honoured that you put aside the time not just to be interviewed, but to revise and edit and discuss the narrative.

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Finally, I would like to acknowledge Fulbright New Zealand. I was fortunate to be awarded a Fulbright Senior Scholar Award in 2012/13 to pursue this research, and without this support, the interviews could not have been completed. One of the aims of the Fulbright Foundation is to promote mutual understanding among cultures—and that is one of the aims of this book, to promote understanding between scholars and teachers of rhetoric and composition and scientists. One of the participants in this book in this book, talking about his work as a chemist and an educator, describes himself as a *translator*. The metaphor I would use for this book is that it aims to be a bridge. I would hope for this book to provide a pathway across C. P. Snow's infamous gulf, so that scientists and writing teachers and scholars can meet as equals in their shared concern—and their differences—as writers and teachers of writing.