

FROM THE EDITOR

After almost twenty years as editor of the *Journal of Teaching Writing*, I am with this issue leaving editorial duties to become another dedicated reader of this special journal. Now directing the Washington, DC office of the National Council of Teachers of English, I am focusing on alliances among disciplinary and professional associations and on advocacy with policy makers, both on behalf of literacy education.

JTW was created to nourish the intellectual and teaching lives of a wide range of educators devoted to learning about and through writing. Part of that nourishment has been for readers eager to hear new ideas, pursue new lines of research, or discover new pedagogies that help diverse students as they become more and more self-directed thinkers and writers. But part of the nourishment has also been for authors. The *JTW* Editorial Board decided collaboratively early on to support authors with full and encouraging commentary on their submitted articles. Although authors are never identified to reviewers, reviewers often choose to identify themselves to authors, to take thoughtful responsibility for providing feedback. I am grateful to Board members who over the years have devoted time and attention to each piece of writing that they were asked to review and who wrote honest, thorough responses. Whether pieces were published or not, many authors praised the review process for helping them sharpen and express their ideas.

In Washington, I hear laments about gaps between academic levels: between elementary and middle school, middle school and high school, high school and college, and two-year and four-year institutions. An underlying principle of *JTW* has been that teachers who learn from one another by reaching across academic levels can better help students bridge potential gaps. *JTW* prints ideas for all academic levels that are situated in a body of literature about the topic, undergirded by theory, and shared in readable and stimulating forms. I wish for *JTW* a continuing commitment to publishing that supports authors, teachers, and students as they create their literate lives over time.

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