

FROM THE EDITOR

Kim Brian Lovejoy

As the newly appointed editor of the *Journal of Teaching Writing*, I am honored by the opportunity to produce a semi-annual journal for writing and language arts teachers. One of the highlights of my professional career was working alongside former editor Barbara Cambridge, whose incomparable dedication and leadership will be a lasting memory and a source of inspiration as I undertake the duties of editor. Barbara Cambridge has dedicated her life and career to the teaching of writing—as teacher, program administrator, and editor. The success of the *Journal* over a twenty-five year period is an outstanding achievement, the result of her vision and meticulous editorial management. While all of us on the *JTW* staff will miss her guidance and editorial acumen, we are delighted that she continues to lead the profession of English teachers in her role with the National Council of Teachers of English. We will miss her immensely, and we know she will always be our most loyal supporter and advocate.

As I reflect on my duties as editor, it is summer in Indiana. I am staying close to home, enjoying family cook-outs, and like most teachers, catching up on summer reading and preparing for fall classes. As writing and language arts teachers, we share a commitment to educating students as writers and learners to deal with the complexities of a diverse and information-rich society. Our world is rapidly changing, and current economic conditions are making our lives and our jobs more stressful. In an environment where jobs are scarce, it is ever more important that our students acquire the abilities to read critically and to write with clarity and conviction. We need better ways to communicate to our students the value and uses of writing in print and digital media, and better ways to prepare them to negotiate meaning in a world of diverse people, ideas, and interests. We have much to write about, and I invite teachers to share their ideas with each

other in the pages of *JTW*. I look forward to providing our readers with timely, relevant, and engaging articles as well as reviews of books and new media.

One of my responsibilities as Editor is to continue the practices that have distinguished *JTW* as an academic publication, such as our success in attracting quality submissions and publishing articles that earn citations in rhetoric and composition publications. My goal in the next five years will be to address specific opportunities to ensure *JTW*'s status as a refereed journal of distinction. *JTW* is the only national journal devoted to the teaching of writing at all academic levels, from pre-school to university, and it has led the field in its attempts to demystify the editorial review process and to model the teaching of writing as a process of reflection and revision. The *Journal* is well positioned in the field and is widely known as a long-standing major journal for teachers and researchers interested in informed pedagogy and practice. Our subscriber list of libraries and individuals represents all fifty states and eight foreign countries, and we will work to increase our numbers in the coming years.

The months ahead will bring some changes to *JTW*. We are currently updating our website and loading back issues of *JTW* for access by teachers and researchers, and we are streamlining our review process. We will continue to publish two new issues annually and to offer subscriptions at the annual rate of \$20.00 for individuals and \$30.00 for libraries. One of my objectives in writing this Editor's column is to keep our readers informed about these changes as they occur.

This issue of *JTW* features four major articles and three reviews of books—all engaging pieces to stimulate conversations and prepare teachers for the coming academic year. Enjoy...