

COMMENTARY

Any new effort usually is not new in the basic sense of the term. Much has gone before this new effort in planning, getting ready, and thinking through a wide range of options and concerns. This inaugural issue of *Literacy, Teaching and Learning* is a beginning, but has been carefully studied and planned for over a year and has involved many people from around the world giving generously of their time, talent, and expertise. So, it seems fitting to begin this new journal with a review of the rationale of the history of the efforts behind it and an overview of the plans for the immediate future.

The rationale for *Literacy, Teaching and Learning* was developed through more than one year's extensive discussion of the purpose and need for this journal. Many well-known researchers were consulted from a variety of disciplines, and editors of other major journals in literacy education were asked for their guidance. With this input, the Editors crafted the rationale statement that appears in this issue.

Literacy, Teaching and Learning was developed as a vehicle of communication for the new organization, the Reading Recovery Council of North America. This organization, planned in 1993 and officially begun in 1994, is an international effort to connect researchers, teachers, and all those interested in early literacy learning.

The inaugural edition of *Literacy, Teaching and Learning* is themed and contains articles on Reading Recovery, particularly focusing on current research. Articles by Gay Su Pinnell, Janet Gaffney and Susan Paynter, Diane DeFord, Kathy Escamilla, Billie Askew and Dianne Frazier, and Carol Lyons are included. Dr. Escamilla's article is also provided in Spanish. The Editors hope to include at least one professional article in each issue either written in Spanish and translated to English, or written in English and translated to Spanish. There are two reprints in this issue, one written by Marie Clay originally printed in Australia, and the other the United Kingdom report on Reading Recovery in New Zealand. Both reprints were difficult to obtain and are not widely available in North America. The Editors hope to provide such valuable reprints in each issue.

Thus, the shape of the first issue forecasts some regular features as well as having some unique elements. Regular issues will contain peer-reviewed research articles, an original Spanish language article whenever possible, difficult to obtain reprints from around the world, and reviews of professional books. Themed issues are not planned for the journal. This first issue is themed because it was believed that this issue had a special purpose coinciding with the launching of the Reading Recovery Council of North America. Publication is planned for twice a year for the first three years with plans for a quarterly journal thereafter.

Most importantly, *Literacy, Teaching and Learning* is being established as an international journal of early literacy. This is part of the full title of the journal and truly the intent of the effort. No other journal exists that focuses on this critical area. While *Literacy, Teaching and Learning*, linked to the efforts of the Reading Recovery Council of North America, grows out of the work in Reading Recovery, the journal is not meant to be defined in terms of Reading Recovery research. The editorial policy is provided inside the back cover of this issue.

Welcome to the special inaugural edition of *Literacy, Teaching and Learning, An International Journal of Early Literacy*, Volume 1, Number 1, Fall, 1994.

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