

Editor's Note

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The Extreme *Real* Example: Classrooms after the Events of September 11th 2001. The title says it all.

I suspect that almost everyone who reads this has faced the challenge of deciding how to address 9/11 in the classroom. And probably Columbine, or maybe just an earthquake. Good teachers probably used pretty much the skills they always use, however numbly. We'd like to have models, and yet, as Carra Hood, the guest editor of this special issue argues, it is also the immediacy-the lack of mediation for the moment--that sometimes makes the moment teachable.

This is the first issue online of *Across the Disciplines*, a new publication that merges *Language and Learning Across the Disciplines* with *academic.writing*, which was already online. *LLAD* had not intended to be isolationist - we published an issue dealing with international WAC in February 20002. But print technology has limited our reach. By joining forces with *academic.writing* in the WAC Clearinghouse we know we will freely make this work available to everyone with access to a computer, wherever they are around the world.

Among our new advantages is the opportunity to publish more material, and to utilize rolling submissions where traditional constraints unduly limit. The essays included here would have filled the usual *LLAD* issue, but the online venue has made it possible to extend both in time and space. Promising contributions that are not quite ready at this point will be added soon.

We don't yet know just where and how *Across the Disciplines* will change, but we do know we will continue to with our mission to support and advance the goals of writing across the curriculum, as that expands to speaking and electronic forms of communication. It's all about preparing future generations.

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