

Editorial

I am very pleased to welcome you to the third issue of CJE since we switched to the open journal system earlier this year. The process was challenging at the beginning but I think we at the journal, authors, and reviewers in the field are finding the process more and more user- friendly. We are receiving a steady stream of submissions from a variety of methodological and theoretical approaches and topics. This issue boasts a wide range of philosophical and methodological approaches, all very appropriate for their aims. It is great to see the balance of single authored and team authored papers, some from students with support from their faculty mentors.

This issue we have a variety of French and English papers on such diverse topics as special education, using information and communications technology in teacher education, music education, English as a second language, and aboriginal education to name a few. The papers come from scholars across the country, including professors, researchers, and graduate students. Many papers have been presented in conferences such as the CSSE conference, and revised for publication here. It is positive to note as well that we have submissions from outside of Canada. The Casey et al. paper came from a presentation made at the American Educational Research Association conference this year. I represented the CJE at the AERA's Journal Talks session, and several scholars from Canada and the U.S. came to hear about publishing with us. Another paper by Mueller was encouraged in this session; I was happy to speak with prospective authors individually and encourage them to submit. I know that similar sessions at CSSE this year had the same positive effect.

CJE is proud to have a broad cross-section of papers from various subfields and academic neighbours of education. This makes the journal truly representative of the broad spectrum of research and writing that is being done in the field. It also ties education to other significant fields, such as sociology and statistics, which can speak to the questions we ask in education.

We heartily thank the reviewers of the journal, who hail from across the country and internationally, for taking the time to read submissions carefully and provide extensive and thoughtful yet encouraging feedback. This is the cornerstone of the journal's quality, as it ensures that papers are read by scholars who are knowledgeable in their fields. Their feedback ensures that authors make their papers as good as they can be before the copyediting and publication process begins. The openness of authors to revision and cooperative work with the copyeditor and editors, also makes for a high quality experience for all, and a high quality finished product. We are still interested in encouraging reader responses to the journal's pieces. You can do this next to each article download on the www.cje-rce.ca site.

We are planning to have two special issues of CJE next year, one on international education, and another on inclusive education. Both are topics that are very timely in our submissions and our discussions of education throughout the country. I would invite you

to read our calls for papers in the announcement section of the website, and think about submitting a paper if you feel either of these topics speaks to you. Guest editors will be handling these issues, with support from the CJE team, so papers will be uploaded to the website as usual, and sent to the guest editors for consideration, then distributed through the website to potential reviewers. If you are interested in reviewing for our journal in any area, please register as a reviewer today and specify your areas of interest so that we may send you papers that you will want to read! We welcome graduate students and faculty/researchers for this role, and attempt to balance and support reviewers and authors from both groups as an important part of our mentoring role within the academic community of Canada and the world.

Please don't hesitate to send us your comments on the journal. Best wishes for a productive and enjoyable academic year!

Sincerely,

A handwritten signature in black ink, appearing to read 'C. DiGiorgio', written in a cursive style.

Dr. Carla DiGiorgio
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